

Minnesota Department of
Education

Q Comp Program Review Guidelines

2012-2013

Please note for the purposes of this document:

- “District” is defined collectively as exclusive representative of the teachers/licensed staff, management and the school board members.
- All eligible entities (schools, school districts, intermediates and charter schools) will be referred to as “district.”
- “Site” is defined as any organizational unit in a district for which student enrollment data is reported in MARSS and staff data is reported in STAR.
- The term “teacher leader” will be used to refer to all positions outlined under Component 1: Career Ladder/Advancement Options for teachers in the district approval letter or plan change approval letters.
- The term “instructional level” is used to refer to elementary, middle school, high school and other sites such as alternative learning centers, early childhood and adult education.
- “Licensed staff” and “teacher” refer to all licensed staff members who are part of the teacher bargaining unit.
- “Licensed staff specialist” is defined as noninstructional staff such as counselors, nurses, school psychologists, and social workers who are part of the teacher bargaining unit.
- “Learning Team” refers to a teacher learning team or Professional Learning Community (PLC) (e.g., grade level teams, department teams) that meets regularly for professional development.

[View additional information and resources regarding the Q Comp program on the MDE website](http://education.state.mn.us/)
(<http://education.state.mn.us/>).

Send questions or assistance requests to mde.q-comp@state.mn.us.

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The Program Review Process

The 2012-13 Q Comp Program Review process will be very similar to the process used in the 2011-12 school year. Districts will conduct their own reviews and submit the information to the Minnesota Department of Education (MDE).

The process will consist of two parts:

- Document review due by **February 15, 2013**.
- Site review due by **March 15, 2013**.

The document review includes the following:

- Completing the component templates describing various aspects of the Q Comp program.
- Collecting all documents in electronic format (Microsoft Office or PDF files).
- Submitting the documents to MDE via SharePoint.

The required information and documents are outlined in the Component files under Appendix B.

Directions for completing these documents and uploading materials are described in the **Submitting Documentation via SharePoint** section.

Once all documents have been submitted MDE, School Support Division staff will conduct a desk review and begin preparing questions for discussion with the district during the follow-up conference call meeting, which will occur after the submission of the site review.

The site review includes the following steps:

- Select the representative sites to be reviewed. If possible, sites reviewed should be different from the previous year.
 - Number of sites visited during the site review:
 - 1 organizational unit = 1 site visited.
 - 2-7 organizational units = 2 sites visited (one elementary and one secondary - where applicable).
 - 8-12 organizational units = 3 sites visited (one elementary, one middle school, and one high school - where applicable).
 - 13-17 organizational units = 4 sites visited (two elementary, one middle school, and one high school – where applicable).
 - 18-22 organizational units = 5 sites visited (two elementary, one-two middle school, and one-two high school – where applicable).
 - 23-27 organizational units = 6 sites visited (two elementary, two middle school, and two high school – where applicable).
 - 28+ organizational units = 7 sites visited (three elementary, two middle school, and two high school – where applicable).
 - Districts may also propose an alternative site visit schedule to MDE, if desired.
 - The schedule must include at least the same number of sites at each level as outlined above.
- Select the Site Review Team Facilitator.
 - The facilitator will be responsible for leading the site review interviews based on the interview questions prepared by MDE and for completing the Site Review Reports with the review team at the end of the review.

- Complete the required Site Review Team Facilitator training provided by MDE.
- Select a Site Review Team.
 - Team composition has three options:
 - A team of district teachers and administrators.
 - A team of teachers and administrators from another district (peer).
 - A team of teachers and administrators from within and outside the district.
 - A Site Review Team composition:
 - Minimum of 2 teachers and 1 administrator who have been trained in the process by MDE.
 - Maximum of 12 teachers and 6 administrators who have been trained in the process by MDE.
 - It is recommended that the number of members on the Site Review Team be based on the following:
 - 1-7 organizational units = 2 teachers and 1 administrator.
 - 8-12 organizational units = 4 teachers and 2 administrators.
 - 13-17 organizational units = 6 teachers and 3 administrators.
 - 18-22 organizational units = 8 teachers and 4 administrators.
 - 23-27 organizational units = 10 teachers and 5 administrators.
 - 28+ organizational units = 12 teachers and 6 administrators.
 - Sites with 13-28+ organizational units could spread the review out over several days and use one team for each day with membership as outlined for 13-17 organizational units.
 - All team members must meet these qualifications:
 - Familiarity with the Q Comp legislation.
 - Experience in a Q Comp district as a teacher or administrator.
 - Prior experience as a Q Comp Peer Reviewer may be substituted if necessary to complete a full team.
 - Completion of all required Site Review Team training provided by MDE.
- Train the Site Review Team (done by the Site Review Team Facilitator using the MDE provided training process and materials).
- Conduct the site review visits, each of which includes all of the following:
 - Observation of a live learning team meeting at each school site.
 - Live team meetings are those that occur at the time reviewers are at the site and with reviewers present. These sessions are authentic meetings and not recorded or staged.
 - Group interview with a representative group of teacher leaders that includes at least one representative of each teacher leader position working at the site.
 - Preferably one of the teacher leaders interviewed is the person who facilitates the team meeting observed during the site review.
 - Having administrators or supervisors not present in the interview will help ensure the openness of the individuals interviewed.
 - Group interview with at least two licensed staff members representing a good cross section of the staff at the school site.
 - Preferably some or all of the licensed staff members interviewed are on the learning team observed during the site review.

- Having teacher leaders not present in the interview will help ensure the openness of the individuals interviewed.
- Completion and submission of a Site Review Report to MDE via SharePoint, following the process outlined in the **Submitting the Site Review Report via SharePoint**.

Once all Site Review Reports have been submitted to MDE, School Support Division staff will conduct a desk review, compare this information with the information from the document review and prepare questions for discussion with the district during the follow-up conference call meeting.

Following the submission of the documents and the site review information, MDE staff will hold a conference call with the district Q Comp leadership team to discuss how the review was conducted, address questions raised by the review and identify technical assistance or additional support that might be needed. These conversations will occur from March through May.

After the follow-up conference call meeting, MDE staff will prepare a final report for each district outlining the findings from the document review, site review and call. This document may also include suggestions for improvement or continued growth as well as commendations. Reports will be sent in late May or early June for districts to use in preparing their Q Comp Annual Reports, which are due to MDE on June 30.

If a district is found to be challenged with implementation or requests assistance, MDE will collaborate with the site to schedule technical assistance for training, resources or support.

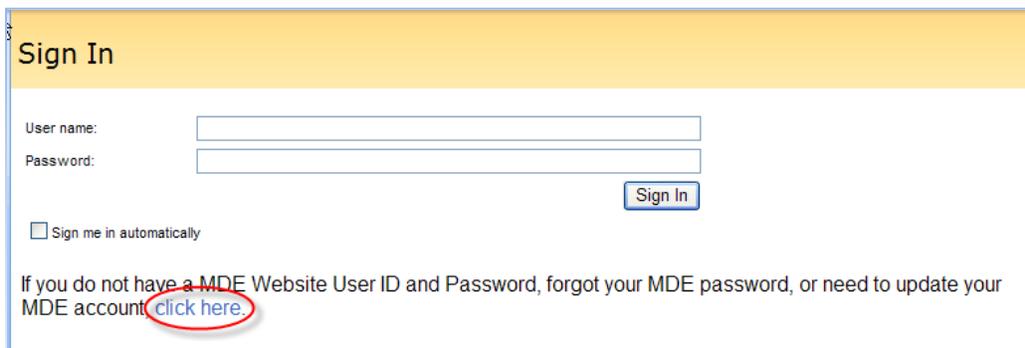
Creating a SharePoint Account

[View the MDE SharePoint Sign In Page](https://collaboration.education.state.mn.us/QComp/Review)

(<https://collaboration.education.state.mn.us/QComp/Review>)

Create an MDE website account

1. If you have a MDE website User ID (User name) and Password, proceed to item number 2.
 - a. To set up an account, proceed with the next few steps.
2. [View the MDE SharePoint Sign In page.](https://collaboration.education.state.mn.us/QComp/Review)
(<https://collaboration.education.state.mn.us/QComp/Review>)
If you do not have an account, on the **Sign In** page, select the **click here** link at the bottom of the page:



3. On the **Welcome to the MDE's password protected Web sites** page, select the **click here** under the **New user?** option:

Welcome to the MDE's password protected Web sites!

Forgot your password ?

If you are registered, but forgot your password, [click here](#)

New user ?

If you do not have a User ID and password and would like to register, please [click here](#)

View your user account :

If you are registered and want to view or edit your Account information, please [click here](#) to login.

4. If you have forgotten the password to your username you may use the first link above to gain a new password, then proceed to Step 2.
5. On the **Acceptable Use Agreement** page, select the **I Accept** button.

- On the **MDE-Account page**, fill in the required fields to set up your MDE website account and select the **Save** button. Note the field requirements in blue to the right of the respective fields. **Also note that the User ID minimum length is 8 characters. The Password minimum length is 8 characters and must contain at least one capital letter.**

MDE-Account: [help](#)

Please complete the MDE-Account information below. This information will allow you to use the same MDE-Account User ID and password for all MDE web pages. Once you have completed your MDE-Account information you may be directed to request specific approval for some web pages.

MDE-Account Information:

* First Name :

 Middle Name :

* Last Name :

* Full Name :

* Email :

* Co-firm Email :

* Phone : Example xxx-xxx-xxxx, 1-xxx-xxx-xxxx.

* User ID : User ID minimum length is 8 characters

* Password : Password minimum length is 8 characters and must contain at least one capital letter

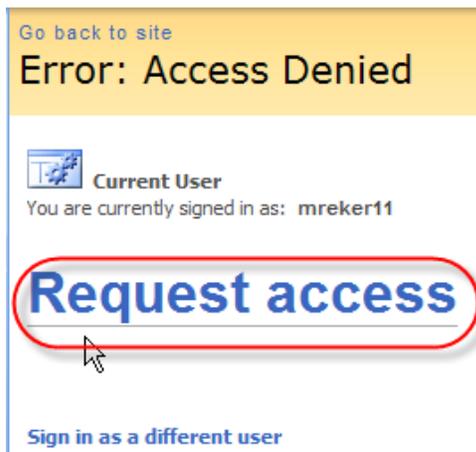
* Re-enter Password :

* Security Question :

* Security Answer :

Request access to the site

- [View the MDE SharePoint Sign In page.](https://collaboration.education.state.mn.us/QComp/Review)
(https://collaboration.education.state.mn.us/QComp/Review)
- Enter your User ID (User name) and Password and select the **Sign In** button.
- An **Error: Access Denied** page will be displayed. Select the **Request access** link at the bottom of that message.



10. A **Request Access** page will be displayed. Enter your name and district in the text box to ensure proper access is granted. Select the **Send Request** button, which will send an email message to the site administrator to request your User ID to be permitted access to this site. Once your User ID is validated for access, you will receive a reply email message.

[Go back to site](#)

Request Access

To request access use this form to send an email to the site if approved permit you to the site, and reply with a confirmation

You are currently signed in as: mde.q-comp

Type your request, and then click **Send Request**.

Kristie Anderson
ABC School District

Send Request

Login to the site

11. [View the MDE SharePoint Sign In page.](https://collaboration.education.state.mn.us/QComp/Review)
(<https://collaboration.education.state.mn.us/QComp/Review>)
12. The **Sign In** page will now be displayed.

Sign In

User Name:

Password:

Sign me in automatically

Sign In

If you do not have a MDE Website User ID and Password, forgot your MDE password, or need to update your MDE account, [click here](#).

13. Enter your User ID (User name) and Password, and select the **Sign In** button.

14. You will now be at the main page of the site:

Q Comp Program Review 2012-13

Welcome to the Q Comp Program Review SharePoint site!

Please upload all required **Document Review** materials into your document library by **February 15, 2013**. Each district will have only one document review submission. Instructions for how to complete this submission can be found in Section IV of the Q Comp Program Review Guidelines that is available on the MDE website: http://education.state.mn.us/MDE/Teacher_Support/QComp/Implementing_QComp/Program_Review/index.html.

Please complete the **Site Review** portion of this website by **March 15, 2013**. Each district will have between one and seven site review submissions depending on the number of organizational units in the district (the exact number for each district is outlined in the appendices of the Q Comp Program Review Guidelines). Instructions for how to complete this section can be found in Section VIII of the Q Comp Program Review Guidelines that is available on the MDE website: http://education.state.mn.us/MDE/Teacher_Support/QComp/Implementing_QComp/Program_Review/index.html.

If there are any questions or concerns regarding the Q Comp Program Review process or this SharePoint site, please email: mde.q-comp@state.mn.us.

Submit Program Review Materials

Type	Name	Modified By
	ABC School District	Kristie.Anderson

[Add new document](#)

Follow the directions in the next several sections of this manual to prepare and submit the information.

If you need assistance or want to offer suggestions for this site, please send a message to mde.q-comp@state.mn.us.

Preparing the Appropriate Documentation

In preparing documents for the document review, the following steps are suggested to ensure all materials are available and can easily be submitted to MDE via the Document Review SharePoint page.

- Review any official Q Comp correspondence received from MDE to ensure the plan aligns with what has been approved for implementation.
- Review the information for component documents in Appendix B in this manual for specifics regarding the documents that are needed and what each document must include.
- Ensure that access to SharePoint under section **Creating a SharePoint Account** has been obtained for two to three individuals in the district (more than one will ensure that there is a backup in case of emergencies).
- Log into SharePoint and follow steps 1-7 under the **Submitting Documentation via SharePoint** section to access the four required document templates.
- Complete the four required document templates obtained under the previous step.
- Collect all necessary documents in electronic format (e.g., Word, PDF, PowerPoint).
 - All documents should be Microsoft Office or Adobe compatible to ensure MDE will be able to open and review them.
 - Review each document to ensure that it is properly labeled and can easily be read and understood by the MDE reviewer.
 - Additional clarification information may be added if necessary to aid staff in understanding the document.
- Make sure you are logged in to SharePoint and follow steps 8-19 outlined in the **Submitting Documentation via SharePoint** section to upload the appropriate files.

Submitting Documentation via SharePoint

Once a SharePoint account has been created and all of the documents have been prepared and compiled, it is time to enter them into the SharePoint site and submit them to MDE for the desk review. The following steps will guide you through the completion of the document review submission process via SharePoint. All documents need to be uploaded into SharePoint by February 15, 2013.

Please Note: SharePoint will automatically time out after 15 minutes of inactivity. Remember to complete work and finish uploads within this time frame to avoid lost work.

1. [View the MDE SharePoint Sign In page.](https://collaboration.education.state.mn.us/QComp/Review)
(<https://collaboration.education.state.mn.us/QComp/Review>)
Enter your User ID (User name) and Password as registered under **Creating a SharePoint Account**.

2. Select **Submit Program Review Materials** (near the bottom of the page above the file folder).
 - a. If you enter the page without selecting Submit Program Review Materials documents may not properly save and may be available to all site users.

Q Comp Program Review 2012-13

Welcome to the Q Comp Program Review SharePoint site!

Please upload all required **Document Review** materials into your document library by **February 15, 2013**. Each district will have only one document review submission. Instructions for how to complete this submission can be found in Section IV of the Q Comp Program Review Guidelines that is available on the MDE website:
http://education.state.mn.us/MDE/Teacher_Support/QComp/Implementing_QComp/Program_Review/index.html.

Please complete the **Site Review** portion of this website by **March 15, 2013**. Each district will have between one and seven site review submissions depending on the number of organizational units in the district (the exact number for each district is outlined in the appendices of the Q Comp Program Review Guidelines). Instructions for how to complete this section can be found in Section VIII of the Q Comp Program Review Guidelines that is available on the MDE website:
http://education.state.mn.us/MDE/Teacher_Support/QComp/Implementing_QComp/Program_Review/index.html.

If there are any questions or concerns regarding the Q Comp Program Review process or this SharePoint site, please email: mde.q-comp@state.mn.us.

Submit Program Review Materials

Type	Name	Modified By
	ABC School District	Kristie.Anderson

[Add new document](#)

3. You will now be in the Program Review 2012-13 library (as seen below). On this page, select the available folder for your district (At this point, permission has been granted to the site and to your district information, so you should only see one folder listed).
 - a. If you do not select your folder, your documents will post for everyone to see. Be sure to open your folder before uploading files.
 - b. Documents submitted to the main folder may be deleted to prevent the confusion of others.

Q Comp Review > Program Review 2012-13

Program Review 2012-13

Type	Name
	ABC School District

4. Now you are inside the main document library for your district. From here you want to select folder **1. Teacher Leader (Career Ladder)** to obtain the template needed for this portion of the document review. (If you have already downloaded the templates, please skip to step 8.)

Q Comp Review > Program Review 2012-13 > ABC School District

Program Review 2012-13

Type	Name
	1. Teacher Leader (Career Ladder)
	2. Job-embedded Professional Development
	3. Teacher Observation or Evaluation
	4. Performance Pay
	Site Review Reports

5. Once inside the folder **1. Teacher Leader (Career Ladder)**, you will find a Microsoft Word file (as seen below). Select the file to open it in Word. After opening the file, save a copy for your records. Complete the document at a later time so that SharePoint does not time out while you are working.
 - a. A copy of each of the templates can be found in Appendix B of this document.

Q Comp Review > Program Review 2012-13 > ABC School District > 1. Teacher Leader (Career Ladder)

Program Review 2012-13

Type	Name	Modified By
	Teacher Leader (Career Ladder) 2012-2013	mde.q-comp

6. After completing and saving the Word file, select the district name from the path displayed over the Program Review 2012-13 title (as seen below) to return to the main document library page as seen under step 4.

Q Comp Review > Program Review 2012-13 > **ABC School District** > 1. Teacher Leader (Career Ladder)

Program Review 2012-13

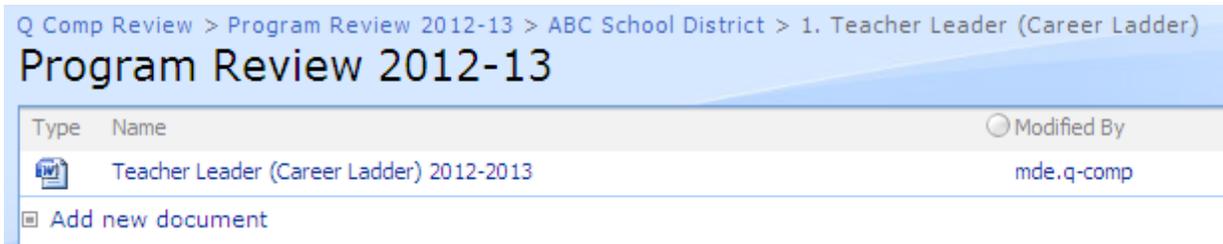
7. Repeat steps 4, 5 and 6 to open the Word files in folders **2. Job-embedded Professional Development**, **3. Teacher Observation or Evaluation**, and **4. Performance Pay**.
8. To upload the completed and saved documents, return to the main document library as outlined in step 6 and select the folder labeled **1. Teacher Leader (Career Ladder)**.

Q Comp Review > Program Review 2012-13 > ABC School District

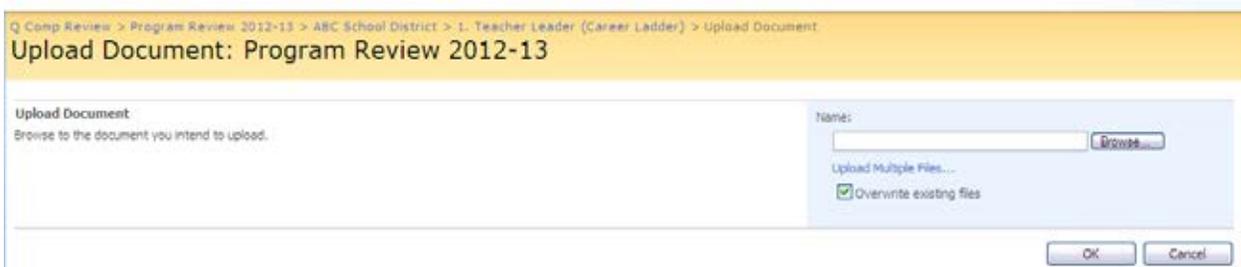
Program Review 2012-13

Type	Name
	<u>1. Teacher Leader (Career Ladder)</u>

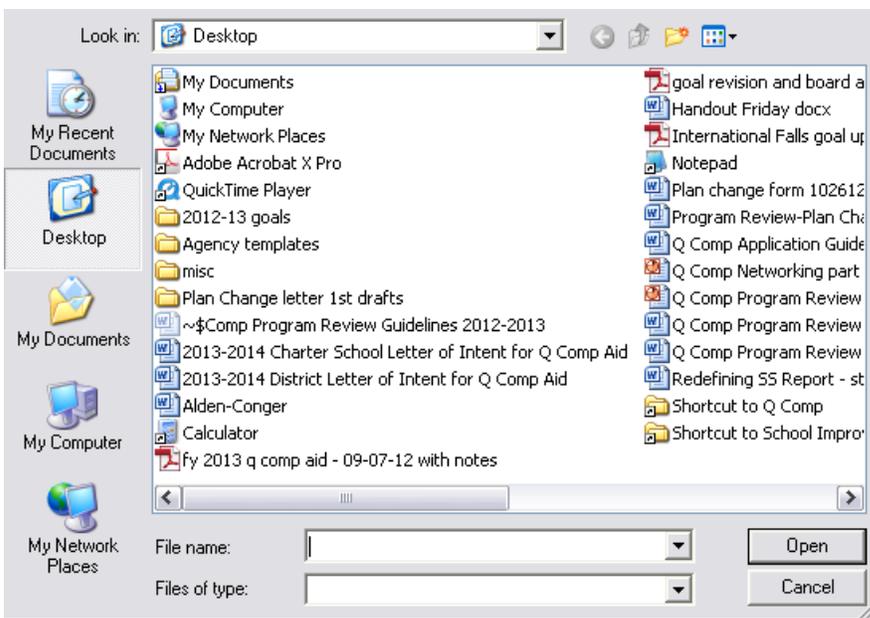
9. Once inside the folder, select **Add new document** and follow the next steps to upload the completed and saved version of the file with the same name as the folder and any supporting documents needed for the reviewer to understand this component.
 - a. Please look for information within the template for details regarding what supporting documents should be uploaded and what MDE is looking for in the information provided.



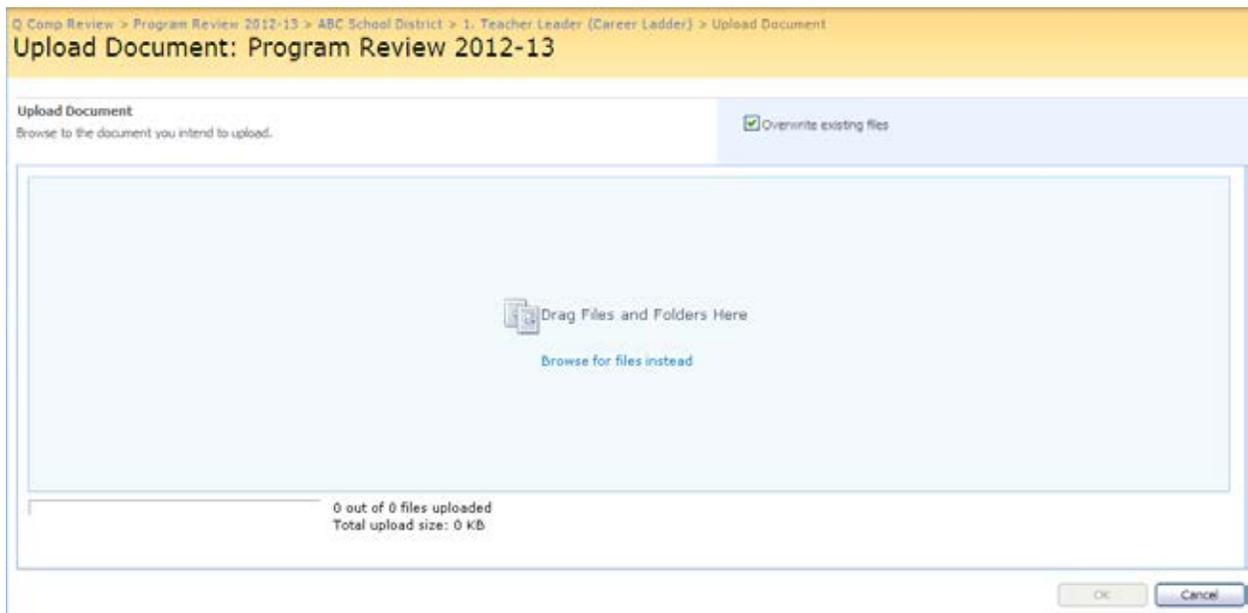
10. This will bring you to the **Upload Document** page (as seen below).



11. Once on the **Upload Document** page, either select the **Browse** button if there is only one document to upload, or select the **Upload Multiple Files** link (underneath the white box) if there is more than one document to upload.
 - a. If there is only one document, select **Browse** which will open a Choose File to Upload window (as seen below), select the file and select **Open** at the bottom of the window.



- b. If there is more than one document, select the **Upload Multiple Files** link, which will take you to another Upload Document page (as seen below). Drag the files from their location to the screen or select **Browse for files instead** to select multiple files one at a time.



12. Once files have been located and selected for upload, select OK at the bottom of the page to complete the upload process.
- After uploading all necessary documents to the folder labeled **1. Teacher Leader (Career Ladder)**, select the district name from the path displayed over the Program Review 2012-13 title (as seen under step 6) to return to the main document library page as seen under step 4.
13. Next select the folder labeled **2. Job-embedded Professional Development**. Once inside the folder, select **Add new document** and follow steps 9-12 to upload the completed and saved version of the file with the same name as the folder and any supporting documents needed for the reviewer to understand this component.
- Please look for information within the template for details regarding what supporting documents should be uploaded and what MDE is looking for in the information provided.
14. After uploading all documents to the folder labeled **2. Job-embedded Professional Development**, return to the main document library page as seen under step 4 by selecting the district name from the path displayed over the Program Review 2012-13 title (as seen under step 6).
15. Then select the folder labeled **3. Teacher Observation or Evaluation**. Once inside the folder, select **Add new document** and follow steps 9-12 to upload the completed and saved version of the file with the same name as the folder and any supporting documents needed for the reviewer to understand this component.

- a. Please look for information within the template for details regarding what supporting documents should be uploaded and what MDE is looking for in the information provided.
16. Upon uploading all documents to the folder labeled **3. Teacher Observation or Evaluation**, return to the main document library page as seen under step 4 by selecting the district name from the path displayed over the Program Review 2012-13 title (as seen under step 6).
17. Now select the folder labeled **4. Performance Pay**. Once inside the folder, select **Add new document** and follow steps 9-12 to upload the completed and saved version of the file with the same name as the folder and any supporting documents needed for the reviewer to understand this component.
 - a. Please look for information within the template for details regarding what supporting documents should be uploaded and what MDE is looking for in the information provided.
18. After uploading all documents to the folder labeled **4. Performance Pay**, return to the main document library page as seen under step 4 by selecting the district name from the path displayed over the Program Review 2012-13 title (as seen under step 6).
 - a. Check each folder to ensure the documents have properly uploaded.
 - b. If they have, log out of SharePoint.
 - c. If not, repeat the steps above to upload any missing documents.

Selecting a Site Review Team

Each district will select and invite a team of individuals to conduct the site review. When selecting a Site Review Team, the following should be considered:

- Each review team will include at least two (2) licensed staff and one (1) administrator.
- The team of reviewers may be from within the district, outside of the district, or a combination of reviewers from within and outside the district.
- The number of reviewers needed is based on the number of sites within a district and the number of days the review will be conducted. (See the information on the Site Review Team in **The Program Review Process** section.)
 - For example, a district with 8-12 sites will need three (3) site review visits including a learning team meeting observation, an interview with two (2) or more licensed staff members, and another interview with two (2) or more teacher leaders FOR EACH OF THE THREE (3) SITES.
 - The three sites should include three different instructional levels (e.g., elementary, middle school and high school)
- At the discretion of the district, the same Site Review Team may conduct all site reviews, or separate review teams may be arranged for different sites.
- One member of the review team should be designated as the facilitator and must complete the training provided by MDE and use the materials provided in that training to train the other team members prior to the review.

MDE encourages sites to invite trained reviewers from other sites or districts to serve as members of the Site Review Team. It is recommended that teacher reviewers not observe their own learning team or interview members of their own team.

Reimbursement:

Each district has the discretion to offer reimbursement to Site Review Team members to cover expenses for mileage or substitute teachers needed during site reviews. Each district should determine and clarify the following before engaging a reviewer:

- The availability of reimbursement.
 - Districts may use their Q Comp funds to provide reimbursement if they wish to do so.
- The maximum amount of reimbursement for mileage, substitute teachers or other possible expenses.
- The process for receiving reimbursement based on the guidelines of the district.
- The forms needed to be developed and used for reimbursement.

Districts should communicate reimbursement decisions to reviewers at the time they are invited to participate in a site review.

Districts are responsible for ensuring Site Review Team Facilitators complete the required MDE training and provide the necessary training to the other members of the review team.

Conducting the Site Review

The Site Review Team will observe one live learning team meeting and conduct two group interviews at each site visited.

- **Observation of learning team**
 - The learning team meeting observation must be live, not video recorded.
 - One learning team meeting observation per site review.
 - For example, if there are three site review visits, there are three learning team meeting observations.
 - The learning team meeting observation must last at least 50 minutes.
 - It is recommended to attend the entire team meeting.
 - The facilitator and reviewers should take notes during the learning team meeting observation.
 - Observe group size, evidence of minutes, and involvement of all members.
 - Take notes regarding the focus, activity and group dynamics of the meeting.
 - The Site Review Team members serve as observers, not participants.
- **A group interview with at least two of teachers leaders working at the site.**
 - Preferably one of the teacher leaders included in the interview is the person responsible for facilitating the observed learning team meeting.
 - The interview questions have been written to specifically address each component and element on the Q Comp Program Review Rubric.
 - The corresponding rubric element is identified after each question.
 - Facilitator and reviewers should take notes for each question during the group interview.
 - Follow the script of the interview questions unless clarifying questions are needed to determine whether the site will meet expectations on the rubric.
 - Avoid having an administrator or supervisor present at the interview to ensure the openness of those being interviewed.
 - Allow approximately 60 minutes for the interview.
- **A group interview with at least two licensed staff members representing a good cross section of the site staff.**
 - Preferably some or all of the licensed staff members on the observed learning team meeting are interviewed.
 - The interview questions have been written to specifically address each domain and element on the Q Comp Program Review Rubric.
 - The corresponding rubric element is identified after each question.
 - Facilitator and reviewers should take notes for each question during the group interview.
 - Follow the script of the interview questions unless clarifying questions are needed to determine whether the site will meet expectations on the rubric.
 - Avoid having an administrator, supervisor or teacher leader present at the interview to ensure the openness of those being interviewed.
 - Allow 30-60 minutes for the interview.
- **Complete the Site Review Report form as outlined in section VII. *Preparing the Site Review Report.***

It is recommended that the entire review process be completed for one site before another site review is begun to help the team keep information separate and ensure accuracy in the site report, especially if one review team is being used to review all sites.

Preparing the Site Review Report

Once the observation and interviews have been completed at a site, the review team should gather for 60-120 minutes to debrief and complete the Site Review Report.

The facilitator will lead this discussion with the Site Review Team in a manner that builds consensus regarding scoring for each element of the Q Comp Program Review Rubric for each reviewed site. During the process, members of the review team discuss the evidence collected during the review that supports the findings of Below Proficient, Proficient or Exemplary. This evidence may include these types:

- Comments heard and notes taken during interviews and observations.
- The format and protocol observed during the learning team meeting.
- The content of the learning team meeting observed.

When determining placements for a site on the rubric during the debriefing process, review teams should remember the following:

- If the evidence produces conflicting answers, the rating is Below Proficient.
- To be considered Proficient, all indicators at the Proficient level of an element on the rubric must be met.
- To be considered Exemplary, all indicators for Proficient as well as for Exemplary must be met.

The reviewers will explain ratings of Below Proficient or Exemplary as feedback for the site to understand why the rating was not proficient. Reviewers often refer to the notes they have taken during the review to support their findings. Final results for all site review visits are consensus reports reflecting agreement among the reviewers.

The facilitator will present these determinations to the district on the Site Review Report. A separate form is completed for each site. This form should be completed as follows:

- The name of the district and site should be entered on the corresponding top two lines of the Site Review Report.
- Place one "X" in the appropriate box for each element under Below Proficient, Proficient or Exemplary as determined by the review team.
 - To be considered Proficient, all indicators under Proficient must be met.
 - To be considered Exemplary, all indicators for Proficient as well as for Exemplary must be met.
- For each element that was determined to be Below Proficient or Exemplary, the facilitator writes an explanation in the designated space.
 - This explanation describes which parts of the rubric were observed (or not observed) to rate the site as Below Proficient or Exemplary and uses language from the rubric in the explanation.

Before the review team adjourns, the facilitator should review with the team the ratings and explanations that have been recorded to ensure that an accurate record of the team's consensus has been recorded.

The Site Review Report form is in the appendices of this manual for reference.

Once the Site Review Report is completed, the facilitator gives the completed report(s) to a district representative at the end of the site review day(s). Reviewers should retain their notes until the end of the school year in case the district or MDE needs clarification or further explanation for any ratings.

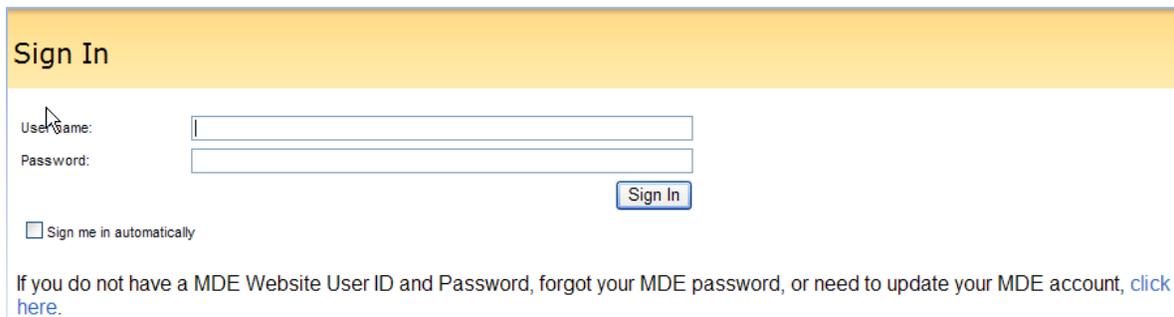
A district representative will then log in to SharePoint and submit the completed Site Review Report(s) following the steps outlined in section **Submitting the Site Review Report via SharePoint**.

Submitting the Site Review Report via SharePoint

Once the team has completed the site review, compiled the report(s) and submitted them to the district, it is time to enter the report(s) into the SharePoint site and submit them to MDE for review. The following steps will guide you through the completion of the Site Review Report submission process via SharePoint. All Site Review Reports need to be uploaded into SharePoint by March 15, 2013.

Please Note: SharePoint will automatically time out after 15 minutes of inactivity. Remember to select **Submit** as instructed below every 10-15 minutes to avoid having work lost due to the timeout period.

1. [View the MDE SharePoint Sign In page.](https://collaboration.education.state.mn.us/QComp/Review)
(<https://collaboration.education.state.mn.us/QComp/Review>)
Enter your User ID (User name) and Password as registered under **Creating a SharePoint Account**.



Sign In

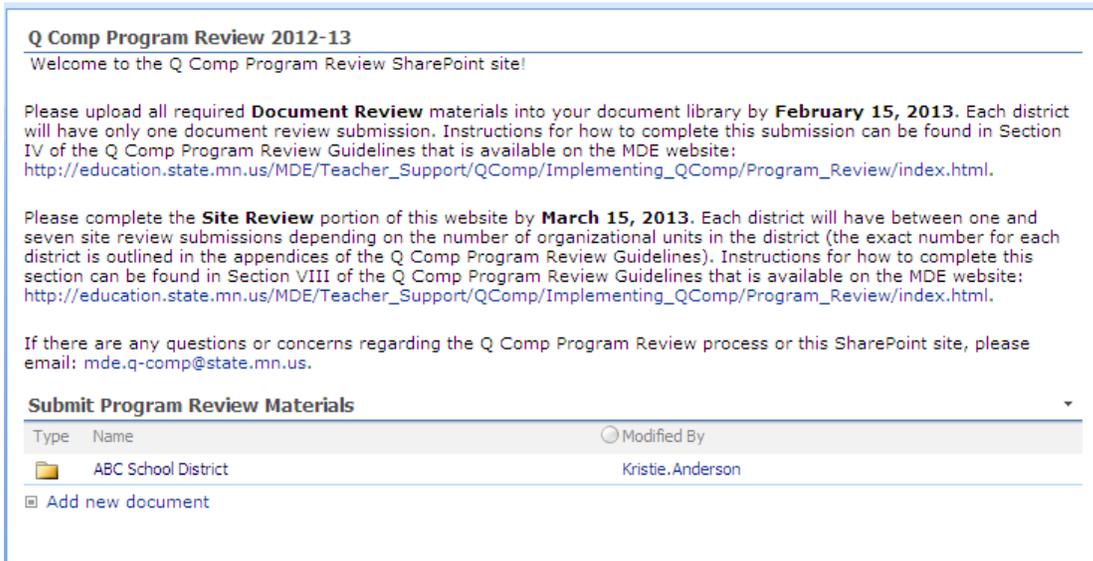
User Name:

Password:

Sign me in automatically

If you do not have a MDE Website User ID and Password, forgot your MDE password, or need to update your MDE account, [click here](#).

2. Click on Submit Program Review Materials.



Q Comp Program Review 2012-13
Welcome to the Q Comp Program Review SharePoint site!

Please upload all required **Document Review** materials into your document library by **February 15, 2013**. Each district will have only one document review submission. Instructions for how to complete this submission can be found in Section IV of the Q Comp Program Review Guidelines that is available on the MDE website: http://education.state.mn.us/MDE/Teacher_Support/QComp/Implementing_QComp/Program_Review/index.html.

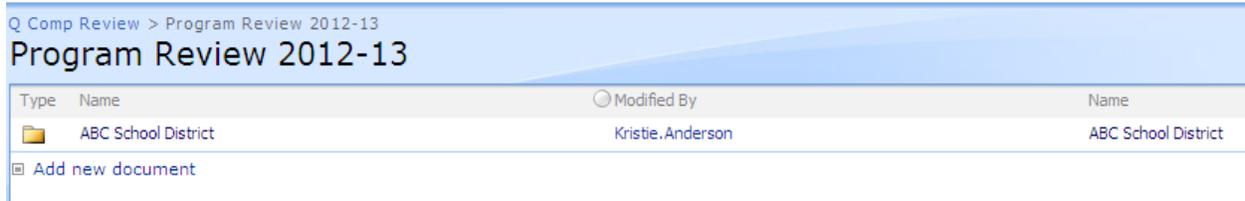
Please complete the **Site Review** portion of this website by **March 15, 2013**. Each district will have between one and seven site review submissions depending on the number of organizational units in the district (the exact number for each district is outlined in the appendices of the Q Comp Program Review Guidelines). Instructions for how to complete this section can be found in Section VIII of the Q Comp Program Review Guidelines that is available on the MDE website: http://education.state.mn.us/MDE/Teacher_Support/QComp/Implementing_QComp/Program_Review/index.html.

If there are any questions or concerns regarding the Q Comp Program Review process or this SharePoint site, please email: mde.q-comp@state.mn.us.

Submit Program Review Materials

Type	Name	Modified By
	ABC School District	Kristie Anderson

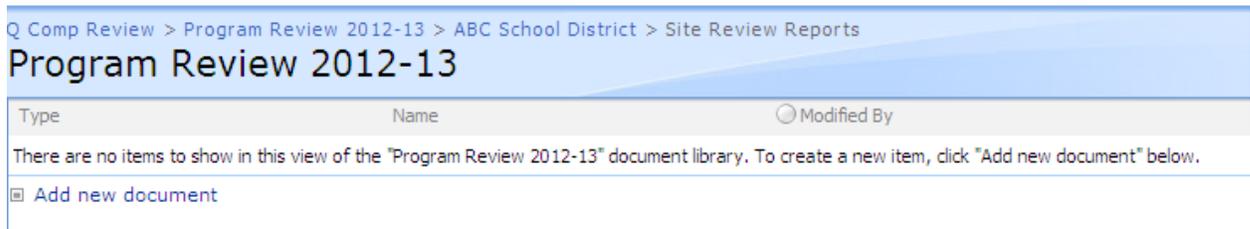
3. You will now be in the Document Reviews library (as seen below). On this page, select the available folder for your district (At this point, permission has been granted to the site and to your district information, so you should only see one folder listed).
 - a. If you do not select your folder, your documents will post for everyone to see. Be sure to open your folder before uploading files.
 - b. Documents submitted to the main folder may be deleted to prevent the confusion of others.



4. Now you are inside the main document library for your district. From here you want to select the **Site Review Reports** folder.



5. Select **Add new document** and follow the next step to upload the completed Site Review Report(s).



6. Browse for the Site Review Report and select OK. You can also use the **Upload Multiple File** link if more than one Site Review Report must be uploaded.



MDE Conference Call

Once the document review and site review information and corresponding statements of assurances are submitted to MDE, School Support Division staff will review the information and contact the district to schedule a 40-60 minute conference call conversation.

At a minimum, the call will include these people (as applicable):

- The MDE staff member who reviewed the information.
- The district superintendent or school director.
- The president of the exclusive representative of the teachers.
- The charter school authorizer liaison.
- The Q Comp coordinator.
- School board chair or other member.
- Other parties selected by the district or MDE.

The call will address the following:

- Information on how the site review was conducted.
- Questions regarding the submitted information.
- Clarifications pertaining to the submitted information.
- Technical assistance or other support.
- Other issues as determined by MDE and the district.

After the call, MDE will complete and send the district a final program review report. This report will include these items:

- A cover letter.
- A Document Review Report outlining which documents were complete or incomplete and an explanation for any documents determined to be incomplete.
- MDE will work with the district during the conversation to correct any incomplete documents before the final program review report.
- Once the final report is issued, no changes will be made.
- A copy of the Site Review Report submitted for each reviewed site.
- A District Site Review Summary including the Q Comp Program Review Rubric placements from all site reviews.
- If there is only one site review in the district, this will not be completed.

MDE will use the information from the submitted materials and the conversation to determine future technical assistance and networking needs. It will also be used for program reports and suggestions or examples to offer in response to program questions that may arise from districts creating applications or wishing to revise their plans.

Frequently Asked Questions (FAQ)

SHAREPOINT

What types of documents can be uploaded to SharePoint?

SharePoint accepts all file types posted on the MDE website, including Microsoft Word, Excel, and PowerPoint and Adobe PDF documents.

Can you drag and drop information from another existing SharePoint site?

No. Since the layout and security settings on each SharePoint site are different, you cannot drag and drop information from one site to another.

Do all of the documents and site review materials, which the district intends to submit, need to be presented to the school board prior to completing the SharePoint submission?

Whether or not the district presents all of the materials to the school board prior to the submission of SharePoint will be determined by the district. However, the school board chair (along with other district representatives) will need to sign the statement of assurances stating that the information submitted is correct.

PLANNING

What are the purposes for the annual Q Comp Program Review?

Purposes of the Program Review process:

- Monitor the implementation of the Q Comp program in each district.
- Provide districts with information to help them improve the implementation of their Q Comp program.
- Identify areas where technical assistance from MDE may be beneficial to one or many districts.
- Compile information that can be used for the writing the district annual report and developing plan changes for the following year.

Is there a conflict of interest if the facilitator of a Site Review Team is the Q Comp coordinator for the district?

The determination of whether or not having the district Q Comp coordinator as the Site Review Team facilitator is a conflict of interest, is a district decision. MDE recommends that the Q Comp coordinator take on the role of setting up the review and being available to manage logistics rather than serving as the facilitator to ensure that no conflicts arise and that objectivity is maintained. However, if a district feels they can maintain the objectivity with the Q Comp coordinator as the facilitator, it may do so.

Can a district choose to deviate from the “recommended” Site Review Team size?

A district may deviate from the recommended team size as long as the team for the site review does not have less than two (2) teachers and one (1) administrator.

What if a district questions the number of sites calculated for review? Whom do we speak with?

If a district has a question or concern regarding the number of sites that need to be visited, it should contact mde.q-comp@state.mn.us with the issue, and MDE staff will verify site counts with department data systems.

Is a site review a clear picture of the program?

The site review is a snapshot of what the program looks like on one day in a select number of schools, so it is by no means a complete picture. This is why it is combined with the document review and a follow-up conversation to provide as complete a picture as possible to help the district identify the strengths of the program and areas for improvement as they plan ahead for the following year. The Q Comp Program Review is not meant to be a comprehensive picture of how the district is implementing; on the contrary, it is a formative snapshot of the program in a particular site at a particular time.

When selecting Site Review Team members, will using an internal team to review the sites be discouraged?

It is up to the district whether they use a review team that is internal, external or a combination of both. MDE allows this flexibility as long as the review team members all meet the minimum qualifications outlined in this guidelines document (including completing the MDE training) and the district follows the established process to ensure an impartial review.

PROCESS

How can MDE clearly communicate the purpose of the Q Comp Program Review Rubric (that Proficient is the target score and this means the Q Comp plan meets the application and legislative requirements) when members within the district have the expectation that their Q Comp plan should strive for Exemplary in all component areas?

MDE is continually working to improve communication with districts regarding the purpose of the Q Comp Program Review Rubric and the annual program review process. It is important for districts to keep in mind that the program review is a formative evaluation reflecting one day at a select number of sites. It is meant to measure program growth over time and help districts identify areas needing improvement.

What does “instructional level” mean in relation to learning team meeting minutes?

“Instructional level” refers to levels such as elementary, middle and high schools. The “Other” level in this section will be used for K-12 districts with only one learning team or for districts with learning teams including one or more at the early childhood or adult education levels.

USING RESULTS

How do we convince stakeholders that this is a rubric to show growth and that we are not failing if we are Below Proficient in all areas?

It is important for stakeholders to understand that the Q Comp Program Review is only a snapshot of the program on one day in a small number of school sites. Given the limitation of this type of review, it should be considered as a formative assessment and should be used by the district to identify areas for growth and areas of best practice.

Should the Site Review Team be a part of the conversation with MDE following the site review?

Whether or not the Site Review Team is part of the final conversation with MDE is up to the district. At a minimum, this conversation for traditional districts must include the superintendent, the president of the exclusive representative of the teachers, a member of the school board and the program coordinator; and the conversation for charter schools must include the school director, school board chair, the program coordinator and the authorizer liaison.

What are the next steps if a district is Below Proficient in certain areas?

If a district is determined to be Below Proficient in any area, the district leadership should determine next steps after the review. The expectation of MDE is that each district will analyze the results of the program review and use them to determine strategies to improve the program, resulting in improving classroom instruction and increasing student achievement.

Should adjustments be made to the initial plan so that the level of Proficient can be demonstrated in each element?

As the Office of the Legislative Auditor (OLA) identified in their evaluation of the Q Comp program, the program standards have changed over time as the program has grown. Districts finding themselves Below Proficient in any area should use the information from the program review to begin discussion on how they might address this area and bring performance up to the Proficient level within a reasonable and appropriate time frame. All districts should understand that as part of the response to the OLA evaluation, MDE is working to bring all plans up to the current application standards, so a proactive approach by the district to use the program review to begin addressing the Below Proficient areas would be beneficial. It is also important to remember that as changes are made to a district Q Comp plan, the official Plan Change Form needs to be completed and submitted to MDE.

In our review last year, it was noted that more training on the teacher observation process was needed. Are there any recommendations for this type of training?

MDE does have resources that can assist districts looking for various training. Specific training requests or questions should be e-mailed to mde.q-comp@state.mn.us so that MDE may respond to them individually and identify if there is a need for a larger group session on a topic.

Appendices

A. Process Timeline

Date:	Activity:
10/26	Memo sent to districts on the Program Review process via listserv. Memo is also posted to the website.
10/30	Memo sent to districts on the Program Review process via U.S. Mail.
11/16	Networking Session on Program Review. All documents posted on the MDE website. SharePoint open.
2/15	Document Review submission materials are due in SharePoint.
2/16-3/14	MDE staff reviews submitted documents. MDE staff contacts districts if documents appear missing.
3/15	Site Review Reports are due in SharePoint. SharePoint closes at the end of the business day.
3/16-5/15	MDE staff members review submitted site review reports. MDE staff members conduct conference calls with districts. MDE staff members compile final reports to be mailed to districts.
6/1 (approx.)	All final reports have been mailed to districts.
6/15 (approx.)	Districts present Annual Report to the school board.
6/30	District Annual Reports are due to MDE.

B. Templates



Teacher Leader (Career Ladder)

Please respond to the following questions or statements regarding teacher leaders and upload this template and any appropriate documents into the Teacher Leader folder.

1. List the teacher leader positions paid for through Q Comp. (The table will expand as needed.)

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Look For: The teacher leader positions align with the approval letters or plan change letters on file with MDE.

2. List the position(s)* responsible for each of the following:
 - a. Mentoring?
 - b. Coaching?
 - c. Observation/Evaluation?
 - d. Facilitating team meetings?
 - e. Field-testing/researching instructional strategies?

*Note: A position may cover more than one responsibility.

Look For: At least one position is identified for each of the responsibilities listed above.

3. Have any of the teacher leader job descriptions been revised since last year?

If so, which ones?

Upload all job descriptions that have been revised into the Teacher Leader folder with this document.

Look For: If yes, the revised job description includes all of the following: title, qualifications, responsibilities, compensation, teacher ratio, hiring process and evaluation process.

4. Were any teacher leader positions hired this year?

If so, which ones?



Describe the hiring process including all of the following: how positions were posted, what length of time the positions were posted, how teachers apply, who reviews the candidates, who conducts interviews and who makes the final hiring decision.



Look For: If yes, the description of the hiring process addresses all of the following: how positions were posted, what length of time they were posted, how teachers apply, who reviews the candidates, who conducts the interviews and who makes the final hiring decision. If there was only one candidate, the description includes how the interview process was modified or skipped.

5. Describe how all teacher leaders were (or will be) evaluated this year, how often teacher leaders were evaluated, and who conducted the evaluations.



Upload a blank evaluation form, survey or both for each teacher leader position into the Teacher Leader folder with this document.

Look For: Teacher leaders are evaluated in their leadership role at least once per year. Who conducts the evaluations is clear. There is a description of the evaluation process. A blank evaluation form, survey or both for each teacher leader position was uploaded into the Teacher Leaders folder.

6. Describe how the results of the teacher leader evaluation impacts salary augmentation, retention of the position, or both.



Look For: There is a standard of performance for earning salary augmentation or retaining the position for each teacher leader role. The standard of performance aligns with the ratings on the uploaded evaluation or survey form.

7. What other information would you like to share?



If there are any other supporting documents you feel would be beneficial in understanding how the Teacher Leaders component works, please upload them into the Teacher Leader folder with this document.

Look For: The additional information aligns with the other information provided.

Job-embedded Professional Development

Please respond to the following questions or statements regarding job-embedded professional development and upload this template and any appropriate documents into the Job-embedded Professional Development folder.

1. Describe how learning teams are configured at each level and list how many people are on each team.

Look For: The description of how learning teams are configured at each level includes how specialized classroom teachers (such as art, physical education, and music teachers) and licensed staff specialists (such as counselors, nurses, and school psychologists) are included in learning teams. The number of people on each team is also included.

2. How often and for how long are learning teams expected to meet?

Look For: Learning teams should be meeting for an average of at least 50 minutes weekly or for an average of at least 90 minutes every other week.

3. Describe how the district or site monitors learning team meetings to ensure teams are meeting for the expected frequency and length.

Look For: The district or site has a clear monitoring process in place as it relates to learning team meetings.

4. Describe the connection between learning team meeting content and classroom instruction.

Look For: There is a clearly identified connection between learning team meeting content and classroom instruction.

5. List the instructional strategies that were identified, introduced and practiced in elementary and secondary learning team meetings this year. Describe the impact the work of the learning teams has had on classroom instruction and student achievement to date.

Look For: There is a list of instructional strategies that were implemented at both the elementary and secondary levels. The impact of the work of the learning teams on classroom instruction and student achievement is discussed.

6. Describe the connection between learning team meeting content and classroom observations.



Look For: There is a clearly identified connection between learning team meeting content and classroom observations.

7. Upload a set of four consecutive learning team meeting minutes for the same learning team from both an elementary team and a secondary team into the Job-embedded Professional Development folder with this document.

Look For: The uploaded learning team meeting minutes include four consecutive minutes for the same team from both an elementary team and a secondary team. The minutes include all of the following: who was present at the meeting, when the meeting occurred, how long the meeting lasted, what professional development occurred and what next steps need to be taken before the next meeting.

8. What other information would you like to share?



If there are any other supporting documents you feel would be beneficial in understanding how the Job-embedded Professional Development component works, please upload them into the Job-embedded Professional Development folder.

Look For: The additional information aligns with the other information provided.

Teacher Observation/Evaluation

Please respond to the following questions or statements regarding teacher observation/evaluation and upload this template and any appropriate documents into the Teacher Observation/Evaluation folder.

1. Explain the process that is used to observe/evaluate all licensed staff members each year and how often it occurs.

Look For: There are at least three live, classroom observations for each licensed staff member.

2. List the positions that make up the team of observers that conducts observations for each licensed staff member. Explain how it is ensured that at least two members of this team observe each teacher during the year.

Look For: Teacher leaders, administrators, or both are listed as representing the team of observers for each licensed staff member. There is a clear explanation regarding how it is ensured that at least two members of this team observe each teacher.

3. Describe the initial and ongoing training provided for all observers/evaluators.

Look For: The descriptions of the initial training and the ongoing trainings include all of the following: who participated, what happened, when it occurred and how long the training lasted. Both the initial and ongoing training should include a description of the high-quality, inter-rater reliability activities that were used to train observers/evaluators.

4. Describe the training that all licensed staff received on the observation/evaluation process.

Look For: The description of the training includes all of the following: who facilitated and attended the training, what agenda topics were addressed, when the training occurred and how the training was delivered. The description also provides evidence that the rubric and expected standard of performance was included in the training.

5. Describe the system of feedback provided to teachers regarding their observations/evaluations and how this helps them track growth and progression toward the attainment of the standard for performance pay.

Look For: The description is clear as it relates to how teachers are provided feedback and how they track growth and progression toward attainment of the standard for performance pay.

6. Describe the pre-observation conference process, including how much time there is between the pre-observation conference and the observation/evaluation.

Look For: The pre-observation conference process is clear and includes the amount of time between the pre-observation conference and the observation/evaluation.

7. Describe the post-observation process, including how much time there is between the observation/evaluation and the post-observation conference.

Look For: The post-observation conference process is clear and includes the amount of time between the observation/evaluation and the post-observation conference.

8. Describe how self-analysis and reflection are included in the observation/evaluation process.

Look For: The description of the self-analysis and reflection process is clear and occurs at least once per year.

9. Are there any licensed staff members who do not participate in the observation/evaluation process? If so, please provide an explanation regarding how many do not participate, what happens if a licensed staff member does not fully participate, and what efforts are being made to ensure all licensed staff members fully participate.

Look For: It is clear whether there are licensed staff members who do not participate in the observation/evaluation process. If needed, there is a clear explanation regarding how many do not participate, what happens if someone does not participate, and what is being done to reduce the number over time.

10. Upload four completed observation/evaluation forms, with names redacted, which include three teachers (at least one elementary and one secondary from multiple buildings, if possible) and one noninstructional licensed specialist (such as a nurse or counselor) into the Teacher Observation/Evaluation folder with this document. If there is no noninstructional licensed staff specialist, upload a fourth

teacher observation/evaluation form. All forms must include a rubric with ratings and comments.

Look For: The observation/evaluation forms include the correct number of forms in the appropriate grade levels and are from multiple buildings, if possible. All the observation/evaluation forms include rubric ratings and comments.

11. What other information would you like to share?

If there are any other supporting documents you feel would be beneficial in understanding how the Teacher Observation/Evaluation component works, please upload them into the Teacher Observation/Evaluation folder.

Look For: The additional information aligns with the other information provided.



Performance Pay

Please respond to the following questions or statements regarding Performance Pay and upload this template and any appropriate documents into the Performance Pay folder.

1. List the amount of performance pay that an individual teacher can earn in each of the following categories:

Schoolwide Goal Attainment: \$

Measures of Student Achievement: \$

Teacher Observation/Evaluation: \$

Other (if applicable): \$

Total Amount: \$

Look For: A dollar amount is listed for each of the required categories. The total amount aligns with the amounts in the individual categories. 60% or more of performance pay is based on the schoolwide goal, measures of student achievement and teacher observation/evaluation categories.

2. Identify the type of goal (grade level, team or classroom) that is used for the measure of student achievement. Explain how you ensure equity across these goals – in other words, how are the goals and results reviewed?

Look For: The type of goal used to determine performance pay for the measure of student achievement is identified. The explanation regarding how equity is ensured is clear.

3. Explain the standard of performance that tenured and probationary teachers must demonstrate on their observations/evaluations to earn performance pay.



Look For: The demonstrated standard of performance for tenured and probationary teachers on their observations/evaluations is clear.

4. If applicable, explain how it is determined if performance pay has been earned under the “Other” category.



Look For: The performance measure is based on teacher or student performance and is not solely based on attendance or participation.

5. Explain how performance pay was communicated to all staff, both returning and new. Upload any handouts or worksheets given to teachers to inform them or help track progress regarding earning performance pay.



Look For: The explanation regarding earning performance pay for both returning and new teachers is clear. Any uploaded handouts or worksheets given to teachers align with the information provided previously.

6. What other information would you like to share?



If there are any other supporting documents you feel would be beneficial in understanding how the Performance Pay component works, please upload them into the Performance Pay folder.

Look For: The additional information aligns with the other information provided.

C. Site Review Calculation Chart (Org. Unit Record)

Q Comp Program Review Organizational Unit Records and Site Review Formulas

District/Charter School	Total Sites	Elementary	Middle	High	Other
Academia Cesar Chavez	1				
AFSA High School	1				
Albert Lea	8	4	1	1	2
Alden-Conger	1	1			
Annandale	3	1	1	1	
ARTech	1				
Avalon School	1				
Beacon Academy	1				
Beacon Preparatory School	1				
Best Academy	1				
Big Lake	4	2	1	1	
Birch Grove	1				
Bloomington	19	10	3	2	4
Blue Earth	4	2	1	1	
Brainerd	12	6	1	1	4
Brandon and Evansville	4	2	1	1	
Brooklyn Center	3	1		1	1
Burnsville	18	10	3	1	4
Centennial	10	5	1	1	3
Chisago Lakes	7	3	1	1	2
Clarkfield Area Charter	1				
Clearbrook-Gonvick	2	1		1	
Cologne Academy	1				
Community of Peace Academy	2	1		1	
Community School of Excellence	1				
Crosslake Community	1				
Concordia Creative Learning Academy	1				
Cook County	3	1	1	1	
Cyber Village	1				
DaVinci Academy	1				
Delano	3	1	1	1	
Dugsi	1				

District/Charter School	Total Sites	Elementary	Middle	High	Other
Duluth Public Schools Academy	2	1	1		
Eagle Ridge Academy-Lower	1				
East Range Academy	1				
Eden Prairie	10	6	1	1	2
Edina	10	6	2	1	1
EdVisions Off-Campus High School	1				
El Colegio	1				
Ely	2	1		1	
Excell Academy	1				
Face to Face Academy	1				
Fairmont	2	1		1	
Farmington	9	5	2	1	1
Fridley	7	2	1	1	3
Friendship Academy of Fine Arts	1				
Grand Meadow	3	1	1	1	
Harvest Prep	1				
Hawley	3	2		1	
Hiawatha Leadership Academy	1				
HOPE Community	1				
Hopkins	11	6	2	1	2
Houston	4	1		2	1
KIPP Minnesota Charter	1				
Lac qui Parle Valley	4	2	1	1	
La Crescent-Hokah	4	1	1	1	1
Lakes International Language Academy	1				
Lakeview	2	1		1	
Laura Jeffrey Academy	1				
Learning for Leadership	1				
Lynd	1				
Mahtomedi	5	2	1	1	1
Main Street School	1				
Maple Lake	2	1		1	
Marshall	5	2	1	1	1
Minneota	2	1		1	

District/Charter School	Total Sites	Elementary	Middle	High	Other
Minnesota New Country School	1				
Minnesota Transitions	7	1	2	2	2
Minnetonka	10	6	2	1	1
Mounds View	21	6	3	2	10
Murray County Central	2	1		1	
New Discoveries Montessori	1				
New Visions	1				
Noble Academy	1				
North Branch	7	2	1	1	3
North St. Paul-Maplewood-Oakdale	20	9	3	2	6
Nova Classical Academy	2	1		1	
Ogilvie	2	1		1	
Orono	5	2	1	1	1
Osseo	29	17	4	3	5
Paideia Academy	1				
Prairie Seeds Academy	1				
Princeton	4	2	1	1	
Proctor	4	2	1	1	
Red Rock Central	2	1	0	1	
Ridgeway Community	1				
Rockford	3	1	1	1	
Rosemount-Apple Valley-Eagan	34	18	6	5	5
Roseville	9	6	1		2
Rushford-Peterson	3	1	1	1	
Sebek	2	1		1	
Seven Hills Classical Academy	1				
Sobriety High School	2			2	
South St. Paul	5	2		1	2
South Washington County	26	15	4	2	4
Spectrum High School	1				
Spring Grove	2	1		1	
Spring Lake Park	10	4	1	1	4
St. Anthony-New Brighton	3	1	1	1	
St. Croix Prep	3	1	1	1	
St. Francis	8	3	1	1	3

District/Charter School	Total Sites	Elementary	Middle	High	Other
St. Louis County	9	5		4	
St. Louis Park	8	4	1	1	2
St. Paul City School	2	1	1		
St. Paul Conservatory for Performing Artists	1				
Stonebridge Academy	1				
STRIDE Academy	2	1	1		
TEAM Academy	1				
Tri-City United	4	3		1	
TRIO Wolf Creek Distance	1				
Urban Academy	1				
Wayzata	15	7	3	1	4
West St. Paul-Mendota Heights-Eagan	10	5	2	1	2
Windom	3	1	1	1	
Yinghua Academy	1				

Number of sites visited during the site review visits:

- 1 organizational unit = 1 site visited.
- 2-7 organizational units = 2 sites visited (one elementary and one secondary - where applicable).
- 8-12 organizational units = 3 sites visited (one elementary, one middle school, and one high school - where applicable).
- 13-17 organizational units = 4 sites visited (two elementary, one middle school, and one high school – where applicable).
- 18-22 organizational units = 5 sites visited (two elementary, one-two middle school, and one-two high school – where applicable).
- 23-27 organizational units = 6 sites visited (two elementary, two middle school, and two high school – where applicable).
- 28+ organizational units = 7 sites visited (three elementary, two middle school, and two high school – where applicable).

Team composition has three options:

- A team of district teachers and administrators.
- A team of teachers and administrators from another district (peer).
- A team of teachers and administrators from within and outside the district.

A Site Review Team:

- Minimum of 2 teachers and 1 administrator who have been trained in the process by MDE.
- Maximum of 12 teachers and 6 administrators who have been trained in the process by MDE.

It is recommended that the number of members on the Site Review Team be based on the following:

- 1-7 organizational units = 2 teachers and 1 administrator.
- 8-12 organizational units = 4 teachers and 2 administrators.
- 13-17 organizational units = 6 teachers and 3 administrators.
- 18-22 organizational units = 8 teachers and 4 administrators.
- 23-27 organizational units = 10 teachers and 5 administrators.
- 28+ organizational units = 12 teachers and 6 administrators.

*Sites with 13-28+ organizational units could spread the review out over several days and use one team for each day with membership as outlined for 13-17 organizational units.

D. Site Review Report Form



Site Review Report Q Comp Program Review 2012-13

District Name:

Site Name:

The cells with an “X” indicate the placement of the site on the Q Comp Program Review Rubric based on the evidence obtained through interviews and learning team meeting observation.

Teacher Leader Positions (Career Ladder Positions)	Below Proficient	Proficient	Exemplary (All of Proficient Plus)
1a: Hiring Process			
1b: Job Description			
1c: Release Time and Salary Augmentation			
1d: Teacher Leader Impact on Instruction			
1e: Teacher Leader Evaluation			
1f: Salary Augmentation Linked to Evaluation Results			
1g: Initial and Ongoing Training for Teacher Leaders			
<i>Reason(s) for Below Proficient or Exemplary Placement(s)</i>			

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary (All of Proficient Plus)
2a: Purpose of Learning Team Meetings			
2b: Learning Team Size and Composition			
2c: Learning Team Meeting Time			
2d: Learning Applies to Instruction			
2e: Learning Connected to Observations			
<i>Reason(s) for Below Proficient or Exemplary Placement(s)</i>			

Teacher Observation/Evaluation	Below Proficient	Proficient	Exemplary (All of Proficient Plus)
3a: All Staff Training			
3b: Multiple, Trained Observers			
3c: Select Group of Observers			
3d: Reflection and Improved Classroom Instruction			
3e: Progress Toward Attaining Performance Standards			
3f: Annual Observer Training			
3g: Ongoing Observer Training			
<i>Reason(s) for Below Proficient or Exemplary Placement(s)</i>			