

Aligning Q Comp and Teacher Growth and Evaluation Requirements

District Program Planning Process for Blending Two Initiatives

This planning process will assist district teams to blend the requirements of Q Comp and the Minnesota teacher evaluation statutes. The process will inform the design of the district's three-year professional review cycle. Any changes made to the Q Comp plan must be submitted to Minnesota Department of Education (MDE) for approval prior to implementation. Plan changes are accepted twice per year: January 15 and April 15.

If there are any questions regarding Q Comp, please contact mde.q-comp@state.mn.us.

Step A. Exploration and Foundations. Begin the District Planning Process.

Step A1: Team.

Establish a team, its function and timelines.

- Action Steps
 - Convene a team of teachers and administrators to lead the work.
 - Agree to norms for the team to work together, including when and how they will meet and how they will make decisions.
 - Define outcomes and timelines for the team.
 - Identify resources and information the team will need.
- Key Questions
 - How will exclusive representatives of teachers and administrators be included on the team? Who will lead the work of this team?
 - What roles will the team members have with stakeholder groups? How will they communicate to their group?
 - How can this work be conceived as a singular initiative with a series of interconnected projects?
 - What time frame will the team follow?
 - What processes will be established for checking progress and altering deadlines, if necessary?

Step A2: Vision.

Identify a vision for teacher growth and evaluation.

- Action Steps
 - Define the team's vision for a teacher growth and evaluation system.
 - Identify its goals and outcomes.
 - Flag identifiable differences among goals.
 - Define successful implementation of the vision.
- Key Questions
 - What is the team's vision for a teacher growth and evaluation system? What are the practices of a highly effective teacher? How does an effective teacher impact student achievement and engagement?
 - What are the overall goals and outcomes for teacher growth and development?
 - What does the evaluation system need to do so the goals can be realized?
 - What will constitute achievement of goals? What indicators and outcomes must be measured?

Step B: Reality. As a team, identify current practice and possible actions.

Step B1: Current practice.

Describe current practice in the table below.

Step B2: Comparison.

Compare current practice with Q Comp and Teacher Evaluation requirements. Reference statute as needed.

Step B3: Additions or clarifications.

Identify additions or clarifications on alignment or gaps for each component and note these in the table below.

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
<p>Purpose of Teacher Evaluation and Observation</p>		<p>Encourage teachers to improve their knowledge and instructional skills in order to improve student learning.</p> <p>Encourage collaboration rather than competition.</p>	<p>Develop, improve and support qualified teachers and effective teaching practices and improve student learning and success.</p>	
<p>Aligned with Teaching Standards</p>		<p>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, research-based and has multiple specific categories with defined, observable performance indicators.</p>	<p>Evaluations must be based on professional teaching standards established in rule (8710.2000) – Minnesota Standards of Effective Practice for Teachers.</p>	

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
		A rubric sets “Proficient” as the standard for a successful evaluation.		
Professional Review Cycle		<p>Q Comp is an annual program.</p> <p>For probationary teachers, evaluations must occur at least three times annually. The first evaluation must take place within the first 90 days of employment.</p>	<p>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.</p> <p>For probationary teachers, evaluations must occur at least three times annually. The first evaluation must take place within the first 90 days of employment.</p>	
Observation Requirements		<p>All eligible teachers (licensed staff members) participate in three live, full-class period observations of direct classroom instruction.</p> <p>Annual observation results determine eligibility for a performance award.</p> <p>Feedback is provided after each observation that allows teachers to track growth and progression toward attaining</p>	Frequency of observations is not addressed in statute.	

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
		performance standards.		
Observers		<p>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>Trained peer reviewers/observers participate in the review cycle.</p> <p>Qualified and trained evaluators such as school administrators perform summative evaluations.</p>	
Observation Training for Observers and Inter-rater Reliability		<p>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 one or more high-quality, inter-rater reliability activities.</p> <p>Observers receive ongoing training at least twice during the year to ensure inter-rater reliability of the scoring process.</p>	<p>There are qualified and trained evaluators such as school administrators.</p> <p>Trained observers serve as peer coaches.</p>	

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
Student Achievement Results		<p>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.</p> <p><i>*Districts jointly develop plans to determine “measures of student achievement.” An approved Q Comp 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).</i></p>	<p>Teacher evaluation processes must use state and local measures of student growth (such as value-added or student learning goals) based on data from assessments aligned to academic standards as a basis for 35 percent of a teacher’s evaluation</p>	
Individual Growth and Development Plan		<p>Q Comp does not require an individual growth and development plan.</p>	<p>The professional review cycle must include an individual growth and development plan.</p>	
Student Engagement Results		<p>Q Comp does not address student engagement.</p>	<p>The teacher evaluation process must use longitudinal data on student engagement and connection.</p>	
Portfolio		<p>Q Comp does not require a teacher portfolio.</p>	<p>The process must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and growth and include teachers’</p>	

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
			own performance assessment.	
Role of Teacher Leaders		<p>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.</p> <p>Teacher leaders provide support that includes but is not limited to the following:</p> <ol style="list-style-type: none"> 1. Teacher observation. 2. Learning team meetings. 3. Professional development activities. 	<p>The process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.</p> <p>For the years when a tenured teacher is not evaluated by a qualified and trained evaluator, the teacher must be evaluated by peer review.</p>	
Staff Development Activities		<p>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.</p> <p>There is dedicated time for learning teams to meet weekly or every two weeks for professional development aligned specifically to the</p>	<p>The teacher evaluation system must coordinate staff development activities with the evaluation process and evaluation outcomes.</p> <p>Teacher evaluation system may include the following:</p> <ul style="list-style-type: none"> • Time during the school day for peer coaching and teacher collaboration. • Induction and mentoring. 	

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
		<p>student achievement goals.</p> <p>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.</p> <p>Learning team activities apply directly to classroom instruction and are aligned with student achievement goals.</p> <p>Teachers are provided mentoring and coaching.</p>		
Teacher Training Regarding Teacher Evaluation		All teachers receive one or more hours of training in the teacher observation process and on the use of the scoring rubric for observations.	Districts must coordinate the staff development activities with the evaluation process and evaluation outcomes.	
Summative Rating		Q Comp does not require a summative rating except in determining annual performance pay.	<p>Thirty-five percent of the summative evaluation is based on student growth data. The remaining sixty-five percent is based on other evidence in the local model.</p> <p>A minimum of three performance levels must be established per the Minnesota Elementary and</p>	

Teacher Evaluation Components	Current Practice	Q Comp Program Requirements	Minnesota Teacher Evaluation Requirements	Is there alignment? Are there any gaps? What more is needed in this area?
			Secondary Education Act Flexibility Request (waiver).	
Teacher Improvement Process		Q Comp does not specify additional support for teachers not meeting standards.	<p>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>	
Discipline		Q Comp does not specify discipline for teachers not making adequate progress in the teacher improvement process.	The process must discipline teachers for not making adequate progress in the teacher improvement process.	

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

Step C1: Teacher Observation.

Determine how the district will use the Q Comp annual observation process in a three-year professional review cycle and will use the role of teacher leaders (peer reviewers) in the teacher observation process.

- Action Steps
 - Assess current observation and evaluation practices.
 - Examine the district Q Comp observation rubric.
 - Examine the district teacher evaluation model if a different rubric is used to determine continuing contract.
 - Identify the Q Comp observers and determine if these roles meet teacher evaluation requirements for peer reviewers for both tenured and probationary teachers. If probationary are observed by an administrator only, determine how a trained peer will be added to the process.
- Key Questions
 - Is the teacher observation rubric(s) built on a strong research base? Is the rubric concise and easy for teachers and evaluators to understand and use? Is the rubric providing meaningful feedback to teachers? Are the elements in the rubric observable? Is the rubric comprehensive enough to foster growth?
 - What are the possible benefits in conducting more than three annual observations? What are the possible benefits for conducting announced and unannounced observations?
 - Besides probationary staff, are administrators currently conducting observations for all other staff? If this is not in place, will administrators be included in the observation process during the three-year professional review cycle?
 - If one rubric is used for formative feedback and one rubric is used for continuing contract, how will results be used as part of a summative rating during the three-year professional review cycle?
 - Which teacher leaders have the responsibility of conducting teacher observations for all staff? What is the role teacher leaders (peer reviewers) play in the teacher observation process?
 - How well is common scoring practice ensured through observer training and ongoing inter-rater reliability activities? Are improvements warranted in this area to promote consistency between implementation of the Q Comp program and the three-year professional review cycle?
 - How might your Q Comp annual observation results be used for a summative rating in the three-year professional review cycle? If Q Comp results are used, how can confidentiality be maintained?

Step C2: Student Achievement Results.

Determine how the district Q Comp plan will fit requirements for “measures of student achievement” (Q Comp requirement) and “measures of student growth” (teacher evaluation requirement).

Step C2a: For districts using value-added data as a growth measure. (highlighted title)

Determine what data will demonstrate student learning growth as 35 percent of evaluation.

- Action Steps
 - Examine the district Q Comp plan for use of measures of student achievement.
 - Determine if the district will use value-added assessment data for 35 percent of the evaluation.
- Key Questions
 - Will the district and exclusive representative of teachers jointly agree to use a state value-added model, a locally designed value-added model, or collaborate with others to design and use a model? *If yes, how will teacher value-added results be used for evaluation? If no, go to C2b.*
 - How well does the Q Comp program “measures of student achievement” match the value-added assessment? (The questions below may help you with this decision).
 - What assessments support the use of value-added data?
 - Which teachers teach classes or grades affected by standardized assessments?
 - What will be the agreed upon value-added model?
 - How does the value-added model align with the state accountability system for schools and districts?
 - Are baseline data available?
 - What is the right level of inclusivity of each measure?
 - How many years of baseline data will be used?
 - What is the minimum size of the data sample?
 - What is the required confidence interval for use of the measure?
 - How will growth be attributed to individual teachers?
 - How will students be “assigned” to teachers, or how will the teacher of record be defined?
 - How will students, assessment results, and value-added results be verified and reported to teachers?
 - Does the selected model provide accurate and fair results for all teachers?
 - Are certain teachers disadvantaged?
 - How will the model identify and respond to outliers?
 - Is the growth model being sensitive to growth across a wide distribution of student performances?
 - Are assessments valid, reliable, and aligned with academic standards?
 - Who will be responsible for implementing, monitoring, and fine-tuning the growth model?

Step C2b: For districts using other student measures.

Determine what data will demonstrate student learning as 35 percent of evaluation.

- Action Steps
 - Examine the district Q Comp plan for use of measures of student achievement.
 - Determine what assessment data the district will use for 35 percent of the evaluation.

- Key Questions
 - What are the measures of student achievement in the Q Comp plan? Is it a grade level, team or classroom based goal?
 - How well do the measures of student achievement address the following:
 - What methods are used for these measures (example methods could include student learning objectives, measures of collective performance, or new assessments)?
 - Who regulates, monitors, and provides systems of support?
 - Are assessments or evidence sources meaningful, reflecting knowledge and skills that are valuable to student and school context, including alignment to state standards?
 - Are assessments or evidence sources thorough and able to assess student growth across a wide range of performance levels?
 - Are assessments or evidence sources precise and able to address validity, accuracy, and specificity?
 - Do assessments or evidence sources demonstrate rigor? Can they capture true mastery of skills including higher-order thinking?
 - Is the relevant data attributable to the efforts of individual teachers?
 - Do assessments include baseline data from which to set benchmarks and measure progress?
 - Are assessments timely and able to provide data promptly for use in evaluations?
 - Are assessments adaptable with the potential for future accommodations?
 - How will teachers, principals, and administrators be trained and supported on the use of measures selected?
 - How will you assess the effectiveness of measures in the short- and long-term?
 - If chosen measures fail to deliver results or provide useful information, how will changes be made?
 - How can teachers receive ongoing training and provide feedback?
 - If student learning objectives/goals are used, address the following:
 - How do teachers set objectives for their classes? Do they start from scratch or work from a template developed by the school or district?
 - Do teachers work together at the grade, classroom, school, or district level to develop objectives?
 - How are teacher-selected objectives approved? Who has the final authority on the content, rigor, and feasibility of those objectives?
 - Can objectives change during the school year?
 - How are objectives tracked and measured?
 - Are assessments valid, reliable, and aligned with academic standards?
 - How are teachers and principals trained to develop stronger objectives and assessments over time?
 - How does the district ensure rigor and comparability of measures based on assessments across schools and classrooms? If in place, what may need to be changed to increase confidence and reliability of student achievement results?

Step C2c: Measures of student growth.

Determine how student growth measures will be used to determine 35 percent of the summative rating in the three-year professional review cycle.

- Action Steps
 - Identify the current Q Comp measures of student achievement.
 - Examine how the current measures of student achievement align with the decisions made in 2a and 2b.
 - Determine which student achievement results identified in C2a and C2b to be used as part of the three-year professional review cycle.
- Key Questions
 - What are your Q Comp measures of student achievement? What data (such as grade, team or classroom) do you examine to monitor progress on your Q Comp measures of student achievement?
 - Will one student achievement measure be used for both the Q Comp and teacher evaluation programs, or will each program use a different measure?
 - How will data from valid and reliable assessments be used to determine 35 percent of teacher evaluation results in the three-year professional review cycle?

THE FOLLOWING STEPS ARE APPLICABLE FOR MEETING THE TEACHER EVALUATION REQUIREMENTS ONLY.

Step C3: Longitudinal data on student engagement.

Determine how longitudinal data on student engagement will be collected and used in a three-year professional review cycle.

- Action Steps
 - Determine how the longitudinal data on student engagement requirement in statute will be met.
- Key Questions
 - How will student engagement be measured and longitudinal data collected (example methods include surveys, observations, and interviews)? How will you ensure the results are valid?
 - How might longitudinal data on student engagement be included in a summative rating in the three-year professional review cycle?

Step C4: Individual growth and development plans (can be included in your Q Comp plan).

Determine how individual growth and development plans will be used in a three-year professional review cycle.

- Action Steps
 - Identify if the current Q Comp plan includes an individual growth and development plan.
 - Determine how individual growth and development plans requirement in teacher evaluation statute will be met.
- Key Questions

- Does the current Q Comp plan include an individual growth and professional development plan? If so, how will this process be used in the three-year professional review cycle? If not, how can an individual growth and development plan be included in the three-year professional review cycle?
- If an individual growth and development is being developed, consider these questions: In what areas would additional measures provide a more holistic picture of teacher practice and impact? Are additional indicators of teacher practice needed? What are the limitations of student growth and classroom observation components? Should evaluations take professional commitment and behavior into account? Is community involvement an important activity to consider?
- How might additional measures and activities (such as professional commitment and community involvement) be monitored once in place?

Step C5: Portfolios.

Identify the optional portfolio process that will be available to teachers in the three-year professional review cycle.

- Action Steps
 - If portfolios are currently in use, determine how they will be used in the three-year professional review cycle to allow teachers to demonstrate evidence of reflection and growth and include their own performance assessment.
 - If portfolios are not currently in use, develop a portfolio system that will allow teachers to demonstrate evidence of reflection and growth and include their own performance assessment.
- Key Questions
 - If portfolios are currently in use, what is required? How does this relate to teacher's demonstrating evidence of reflection and growth and include their own performance assessment in the three-year professional review cycle? Are changes necessary?
 - If portfolios are not currently in use, how might teachers document their evidence of reflection and growth and include their own performance assessment in the three-year professional review cycle.

Step C6: Summative rating.

Identify how to determine a summative rating during the three-year professional review cycle.

- Action Steps
 - Determine the identity of one or more summative evaluators and their responsibilities in the three-year professional review cycle.
 - Calculate teacher observation results based on ratings from the Q Comp annual observations.
 - Calculate student learning results based on annual results of Q Comp measures of student achievement or the district measures of student growth.
 - Calculate results of longitudinal data collected on student engagement.
 - Determine how longitudinal data from Q Comp annual observations, Q Comp measures of student achievement or the district measure of student growth and student engagement will be tracked and combined for a summative evaluation rating.
 - Determine supports for teachers not meeting standards and consequences for not improving.
- Key Questions

- Who will fill the role of one or more summative evaluators and what will be their responsibilities?
- How does an evaluator align Q Comp results from annual observations and measures of student achievement to determine a summative rating? How does the evaluation align longitudinal data collected on student engagement and other measures of expectations and determine a summative rating?
- Will the district use a numeric or a more holistic approach for summative evaluation? If the numeric approach is chosen, how will evidence or components be weighted? If a holistic approach is chosen, how will you ensure that 35 percent of the evaluation is based on student growth results?
- How can a teacher appeal evaluation results?
- How are summative performance levels described? What are performance expectations? How is “not meeting standards” defined?
- What are the expectations for improving if a teacher is not meeting standards? What components should be part of the support and improvement process?
- What will be the consequences for not improving? How will these be administered fairly and consistently?

Step C7: District teacher evaluation model.

Design a three-year professional review cycle that incorporates practices and results in implementing the Q Comp program.

- Action Steps
 - Design the district three-year professional review cycle.
 - Determine if changes will be made in the district Q Comp plan; if so, submit a Q Comp plan change request.
- Key Questions
 - What will be the district three-year professional cycle? How is the three-year professional review cycle linked to the district Q Comp plan?
 - When designing a three-year professional review cycle, what changes will be made in the approved Q Comp plan for the district to meet teacher evaluation requirements? Consider these areas of the plan:
 - Teacher leader positions.
 - Teacher evaluation.
 - Measures of student achievement.
 - Performance awards.
 - Reformed salary schedule.

If changes are being made to the Q Comp program, districts must submit a Q Comp plan change request and gain program approval prior to implementation. Plan changes are accepted twice per year: January 15 and April 15.

Resource: [Visit the Q Comp web page to locate the Q Comp Plan Change Form.](#)

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