Minnesota Department of Education

Q Comp Review and Report Guidelines

2013-2014

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/).

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

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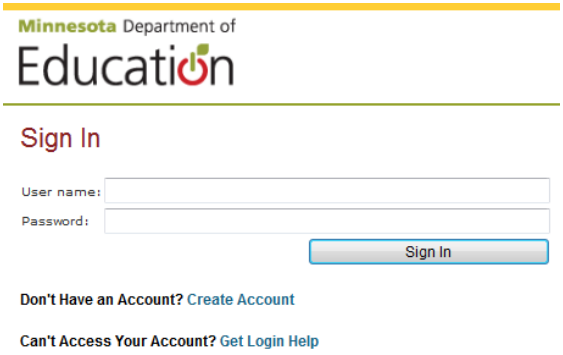
Creating a SharePoint Account

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

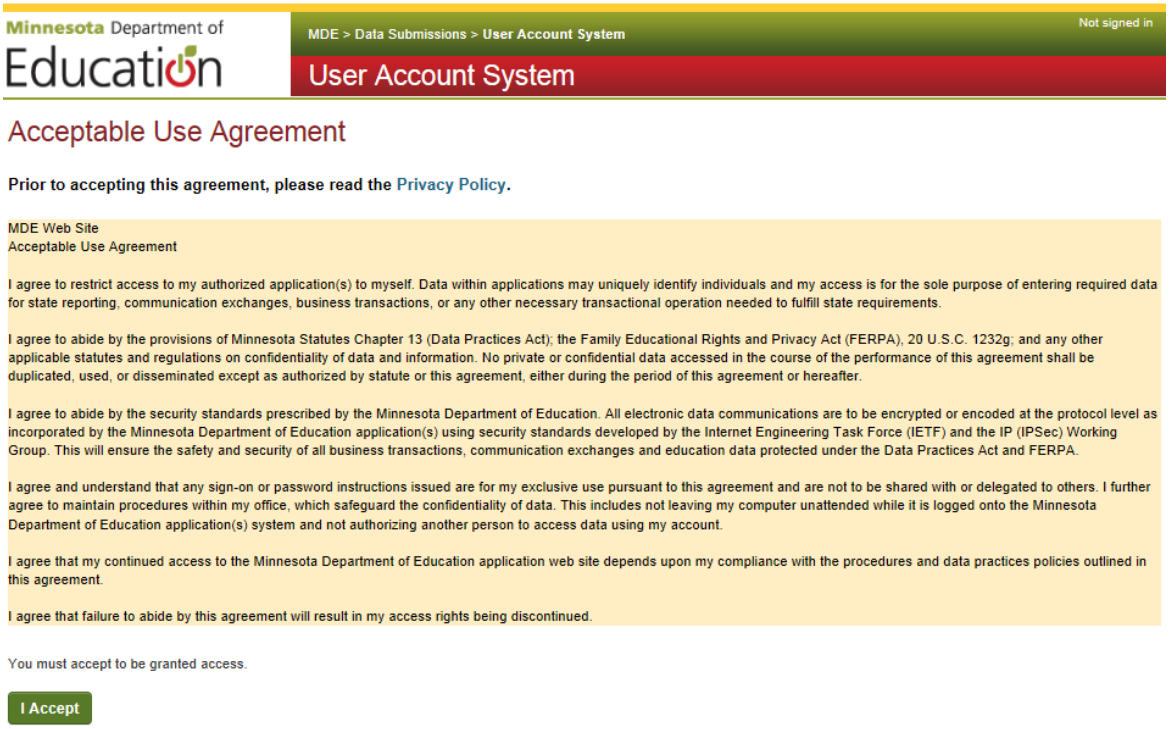
Create an MDE website account

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.

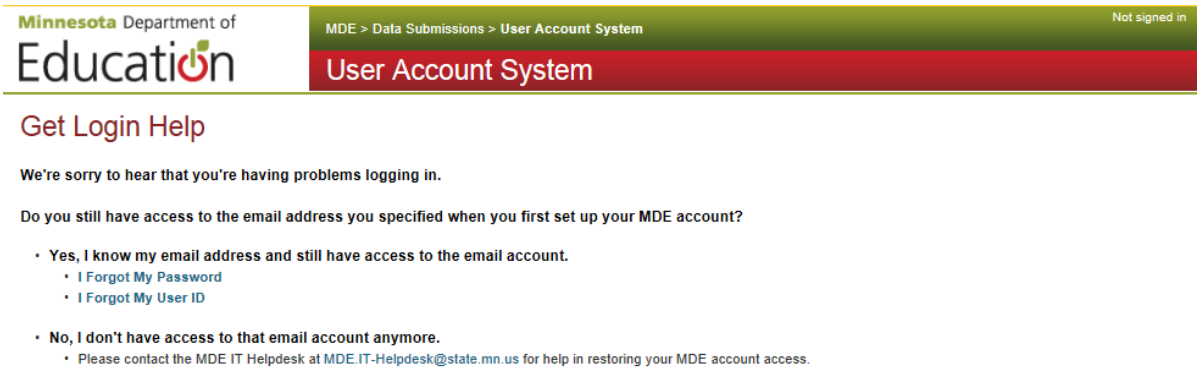
2. View the MDE SharePoint Sign In page.
(https://collaboration.education.state.mn.us/QComp/Review)
    a. If you do not have an account, on the ***Sign In*** page, select the ***click here*** link at the bottom of the page:



3. On the ***Sign In*** page, if you do not have a SharePoint account select the Create Account link under the Sign In button and follow the directions that appear on screen to create an account:



4. If you have forgotten the password to your username you may use the Get Login Help link under the Sign In button. Once on the Get Login Help page you will be able to select links for password or username help and follow the directions that appear onscreen.

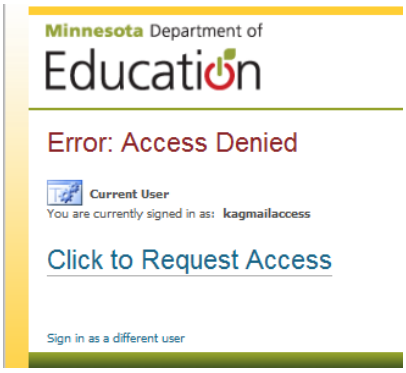


Request access to the site

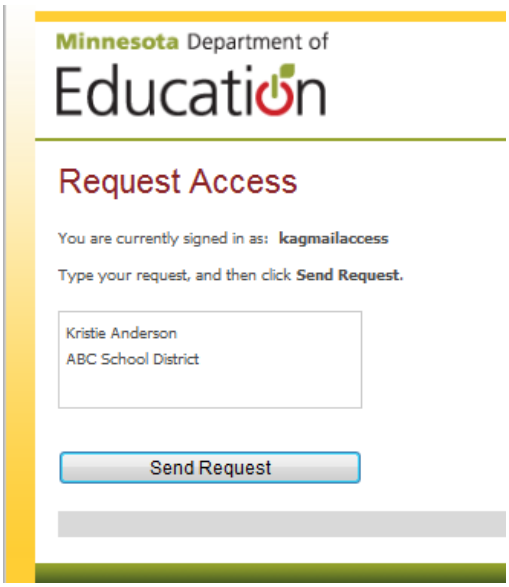
5. View the MDE SharePoint Sign In page. (https://collaboration.education.state.mn.us/QComp/Review)

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

7. An ***Error: Access Denied*** page will be displayed. Select the ***Request access*** link at the bottom of that message.



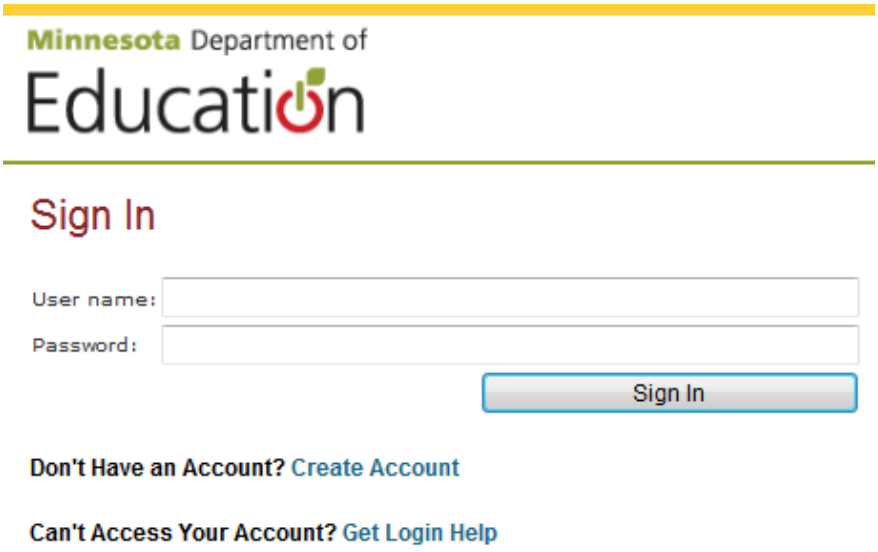
8. A ***Request Access*** page will be displayed. Enter your name and district in the text box to ensure proper access is granted. Select the ***Send Request*** button, which will send an email message to the site administrator to request your User ID to be permitted access to this site. Once your User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



Login to the site

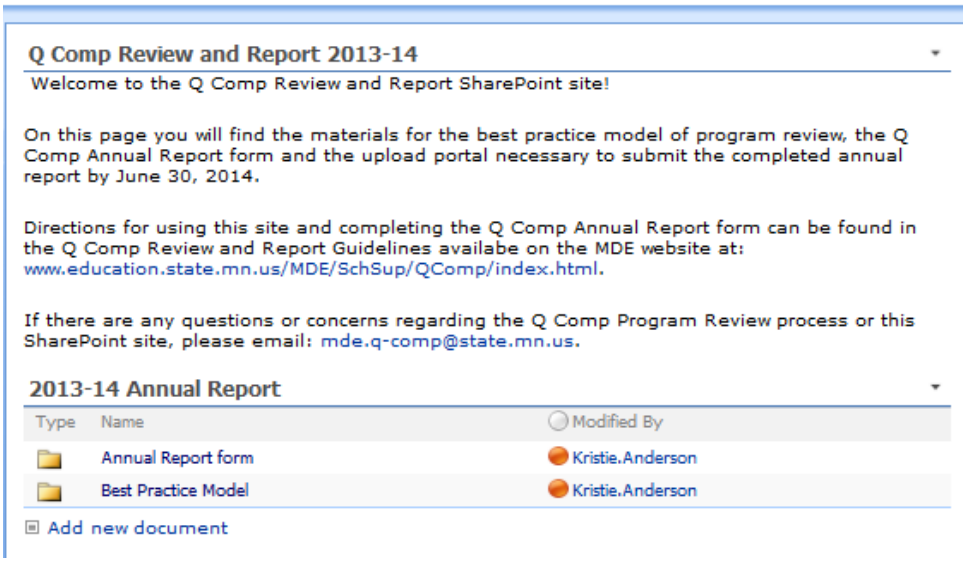
9. [View the MDE SharePoint Sign In page.](https://collaboration.education.state.mn.us/QComp/Review) (https://collaboration.education.state.mn.us/QComp/Review)

10. The ***Sign In*** page will now be displayed.



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

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



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.

Conduct a review of your program

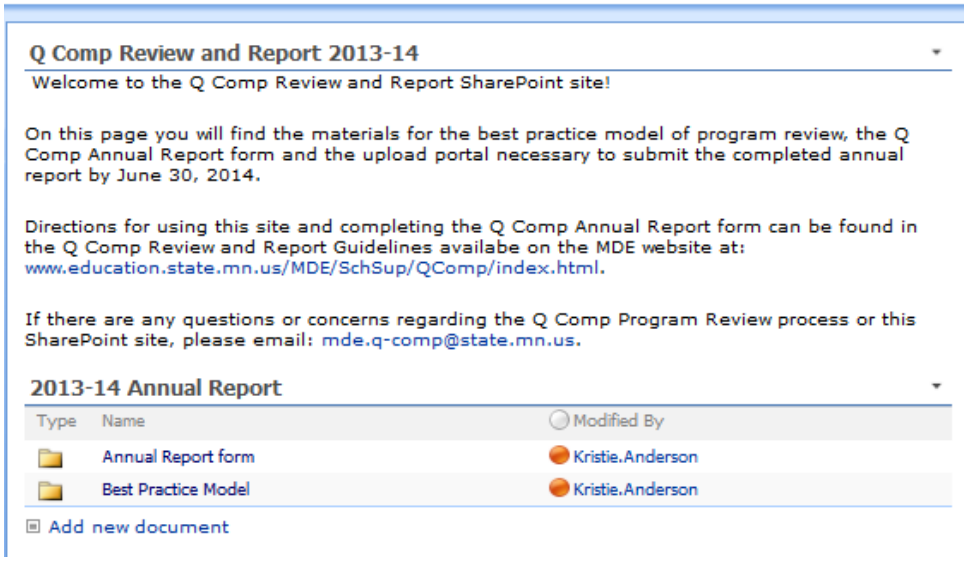
Prior to completing and submitting the Q Comp Annual Report, each district must complete a program review. Districts may choose to either use the best practice model provided by MDE or create their own program review process using the standards outlined in this section.

Best practice model

The best practice model is based on the program review process previously conducted by MDE. It consists of a document review looking information related to four the five program components and a site review (for districts with more than one site multiple site reviews are completed) including observations of learning team meetings, interviews with teachers and teacher leaders.

When using the best practice model, districts should identify a review team that will look at documentation and conduct site reviews. A program coordinator or other leader should complete the four document review templates and collect any other related documentation. This information would then be submitted to the review team for analysis using the Document Review Form. Next the review team would identify sites (if there are multiple in the district) for review and schedule learning team meeting observations and interviews using the questions provided. The review team will use the information collected from the observation of the learning team and the interviews to rate the site on the program rubric and complete the Site Review Report form and the District Site Review Summary form, if necessary.

The forms and other resources for the best practice model are available in SharePoint for those who wish to use it.



Design your own

Districts may design their own review process using as little or as much of the best practice model as desired. It is recommended that any program review include looking at documentation, observing implementation and gathering feedback from a wide variety of stakeholders.

Any review of the Q Comp program should be comprehensive to the scope of the program and provide a detailed picture of what is and is not working within the program to improve instruction and student achievement. It should examine the level of implementation fidelity in all aspects of the program and identify improvements needed to create the desired impact on classroom instruction and student achievement.

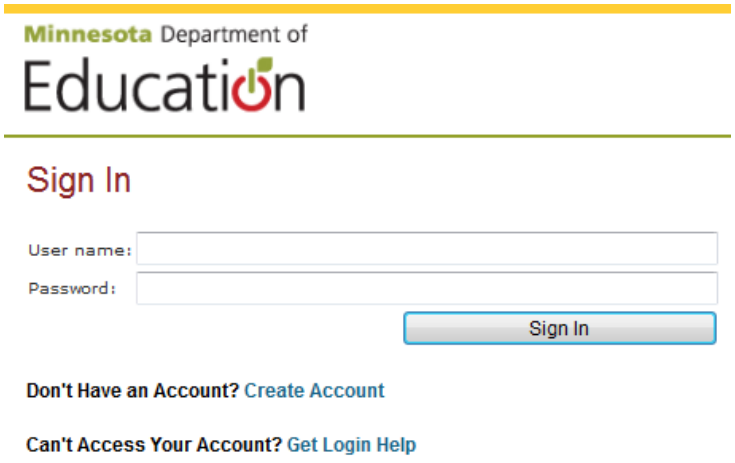
The forms and other resources provided for the best practice model may be used or revised by districts if desired or districts can develop their own tools, keeping in mind the information that is needed to address the items in the Q Comp Annual Report.

Accessing the annual report form

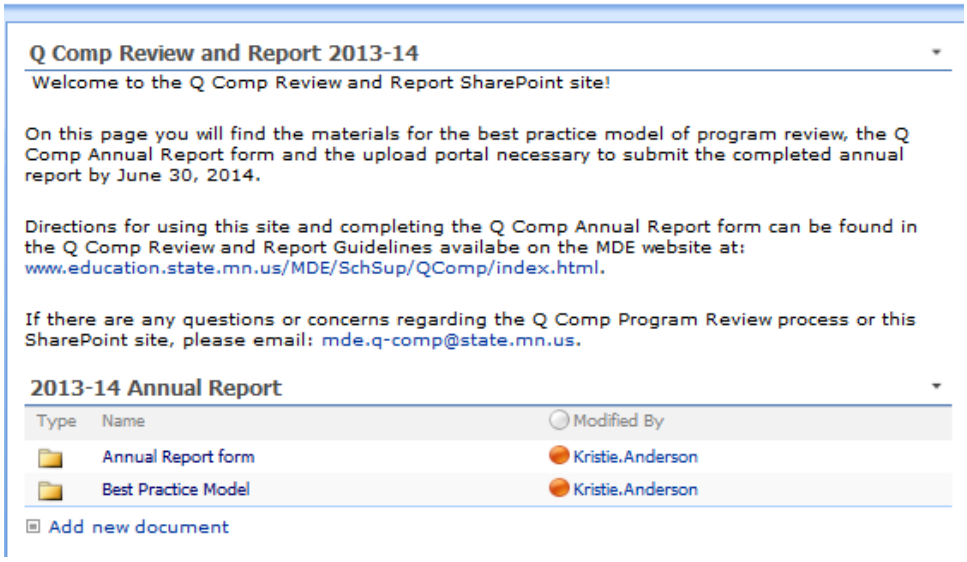
To complete the report log in to SharePoint using the instructions outlined previously and download a Word version copy of the report form to your desktop using the district name as the first part of the file title. Complete this form using the guide below and then upload the final version into SharePoint using the directions in the next section.

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.

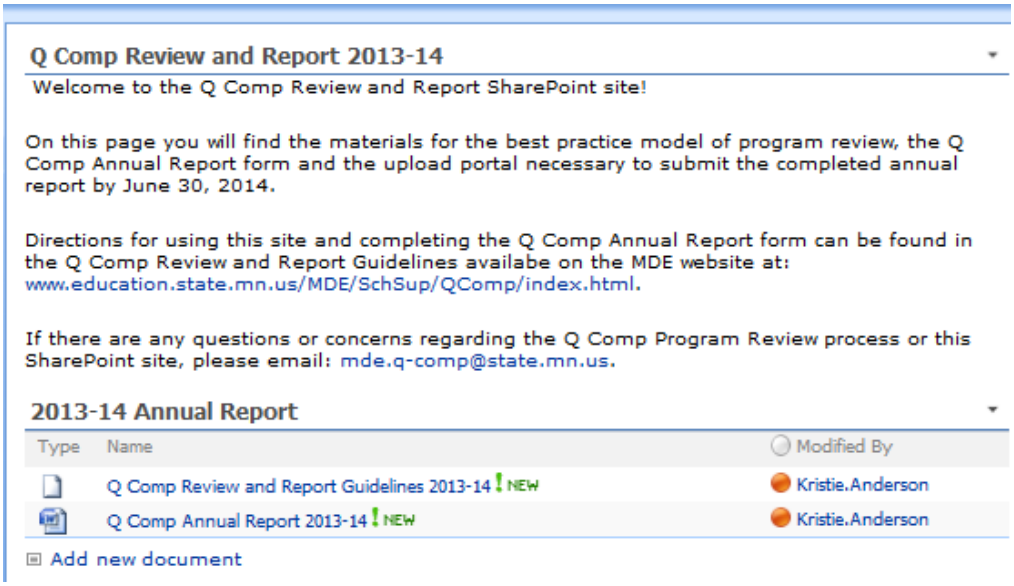
1. View the MDE SharePoint Sign In page.
   (https://collaboration.education.state.mn.us/QComp/Review)
   Enter your User ID (User name) and Password as registered under **Creating a SharePoint Account.**



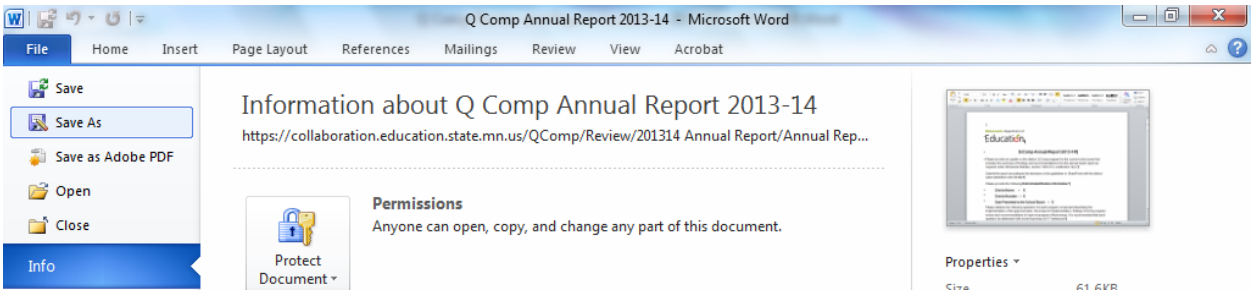
2. Select the Annual Report form folder.



3. Select the Word document within the folder to download the form.



4. Save the downloaded form to your desktop using the district name as the beginning of the document title (ex. ABC School District Q Comp Annual Report 062114).



5. Log out of SharePoint.

6. Complete the Q Comp Annual Report using the directions in the next section.

Completing the annual report form

The new Annual Report form consists of multiple questions that look at the implementation and effectiveness of all aspects of the Q Comp program and what steps might be made to improve the program.

This guide is intended to provide detailed information about the look fors with each question on the Q Comp Annual Report form.

Component 1: Teacher Leaders

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes or no
    a. If no, please explain what changes have occurred and why?

- Review the Q Comp approval letter and any plan change approval letters sent by MDE to the district to determine if the titles and roles of teacher leaders implemented have changed.
    - If no changes have been made check yes and move on to question 2.
    - If changes have been made check no and address question 1a regarding what changes were made to position titles or responsibilities.

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

- Describe how teacher leaders impacted the classroom instruction of assigned teachers through the completion of responsibilities.
- Include the feedback provided by teachers regarding the impact of teacher leaders on their classroom instruction.

3. How did the work of teacher leaders impact student achievement?

- Describe how teacher leaders impacted student achievement through the completion of responsibilities.
- Include the feedback provided by teachers regarding the impact of teacher leaders on student achievement.

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

- Describe the content and duration of training(s) provided to all teacher leaders to help them meet their responsibilities and assist other teachers in improving instructional skills.
- Summarize the feedback from teacher leaders regarding the usefulness of the training in preparing them for their role.
- Include any teacher feedback on how well prepared teacher leaders were for their role.

5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

- Analyze the results of the teacher leader evaluations in the leadership role.
- Describe what was learned about the impact of teacher leaders from the results of their evaluations in the leadership role.
- Explain how this information was used to determine additional training or resource needs throughout the year.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 1?

- Identify and describe additional training that teacher leaders need to better assist peers.
- Explain how teacher leader evaluation information was used to determine additional training or resource needs for the next year.
- Include any other recommendations to improve teacher leadership within the program.

Component 2: Job-embedded Professional Development

Implementation

1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes or no
    a. If no, please explain the changes that have occurred and why?

- Review the Q Comp approval letter and any plan change approval letters sent by MDE to the district to determine if changes have been made to learning team configuration or meeting frequency and length.
    - If no changes have been made check yes and move on to question 2.
    - If changes have been made check no and address question 1a regarding what changes have occurred.

Impact

2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

- Include teacher feedback to identify the impact of learning from team meetings on classroom instruction.
- Describe how teachers used their learning from team meetings to improve instruction.

3. How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

- Include teacher feedback to identify the impact of learning from team meetings on student achievement.
- Describe how teachers used their learning from team meetings to increase learning.

Review Findings

4. How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

- Describe how sites or learning teams examined data and instructional practices to identify student needs and instructional strategies that would be implemented to help meet the schoolwide goal(s).

5. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

- Describe how learning teams used data, student work and other resources throughout the year as a means to follow-up on learning from prior team meetings.

- Explain how the learning team used data throughout the year to adjust or select new strategies.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 2?

- Analyze feedback about learning team meetings and the effectiveness of meeting content on improving instruction and increasing student achievement.
- Describe any recommendations being considered to improve learning teams and the impact of meeting content on teaching and learning.
- Include any other recommendations for improving job-embedded professional development.

Component 3: Observation/Evaluation

Implementation

1. Are licensed staff members observed/evaluated at least three times per year by at least two trained observers/evaluators as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes or no
    a. If no, please explain the changes that have occurred and why?

- Review the Q Comp approval letter and any plan change approval letters sent by MDE to the district to determine the observation/evaluation process was implemented as currently approved.
    - If no changes have been made check yes and move on to question 2.
    - If changes have been made check no and address question 1a describing how the process has changed.

Impact

2. What impact did the observation/evaluation process, including coaching, have on classroom instruction?

- Include feedback from licensed staff members regarding the effect of observation/evaluation feedback on instruction.
- Describe the effect that observation/evaluation feedback has had on improving teacher instructional practice.

3. What impact did the observation/evaluation process, including coaching, have on student achievement?

- Analyze the scores from all annual observations/evaluations.
- Describe the results of the analysis and what the information demonstrates about the effect of the observation/evaluation process and classroom instruction on student achievement.

Review Findings

4. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

- Examine teacher feedback on the observation/evaluation process and the coaching or other materials provided after the observation.
- Describe any feedback provided from staff on the usefulness of this information.

5. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

- Describe the training provided for all observers/evaluators throughout the school year to ensure inter-rater reliability.
- Identify the impact of observer/evaluator training on the reliability of observations/evaluation results and the quality of the feedback received by teachers.
- Explain what additional training may be provided in the future to further improve the reliability and quality of the observation/evaluation process.

Recommendations

6. How will the district use the review findings to improve the effectiveness of Component 3?

- Include feedback about the effectiveness of the observation/evaluation process.
- Describe any recommendations being considered to improve the observation/evaluation process.

Component 4: Performance Pay

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes or no
    a. If no, please explain the changes that have occurred and why?

- Review the Q Comp approval letter and any plan change approval letters sent by MDE to the district to determine if the performance pay standards and amounts have changed.
    - If no changes have been made check yes and move on to question 2.
    - If changes have been made check no and address question 1a regarding what changes have occurred.

Impact

2. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement?

- Identify the percentage of all licensed staff that earned performance pay for meeting the measure of student achievement goal(s).

3. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results?
    a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results?

    b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results?

- Identify the percentage of all licensed staff that earned performance pay for meeting the standard of performance on the observations/evaluations.
- Identify the percentage of all tenured licensed staff that earned performance pay for meeting the standard of performance on the observations/evaluations.
- Identify the percentage of all probationary licensed staff that earned performance pay for meeting the standard of performance on the observations/evaluations.

4. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)? yes or no
    a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?

- Review the performance pay portion of the approval letter and any plan change approval letters sent to the district from MDE.
    - If there are four areas of performance pay identified check yes and answer question 4a identifying the percentage of all licensed staff members who earned performance pay for this fourth area of performance pay.
    - If there are only three areas of performance pay identified check no and move on to Component 5.

Recommendations

5. How will the district use the data to improve the effectiveness of Component 4?

- Include any recommendations to expand the effectiveness of the performance pay system in improving classroom instruction and increasing student achievement.

Component 5: Reformed Salary Schedule

Implementation

1. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? Yes or no
    a. If no, please explain the changes that have occurred and why?

- Review the Q Comp approval letter and any plan change approval letters sent by MDE to the district to determine if the titles and roles of teacher leaders implemented have changed.
    - If no changes have been made check yes and move on to question 2.
    - If changes have been made check no and address question 1a.

Impact

2. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?
    a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary?

- Identify the percentage of all licensed staff that earned vertical movement on the salary schedule or an increase in base salary.
- Identify the percentage of all tenured licensed staff that earned vertical movement on the salary schedule or an increase in base salary.
- Identify the percentage of all probationary licensed staff that earned vertical movement on the salary schedule or an increase in base salary.

Recommendations

3. How will the district use the data to improve the effectiveness of Component 5?

- Include any recommendations to expand the effectiveness of the reformed salary schedule in improving classroom instruction and increasing student achievement.

General Program Impact and Recommendations

1. What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

- Describe how the Q Comp program has improved instruction at the district.

2. What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

- Describe how the Q Comp program has increased student achievement at the district.
    - If data is available, include the sites that met the schoolwide student achievement goal and any future plans to assist those sites that didn't meet the goal reach it next year.

3. How will the district use the review findings to improve the overall effectiveness of the program?

- Include any recommendations to expand the overall effectiveness of Q Comp program improving classroom instruction and increasing student achievement.

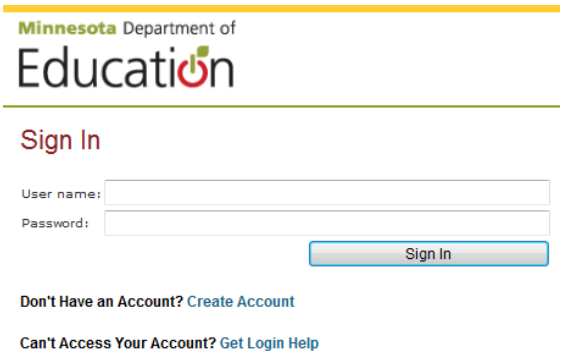
Submitting the annual report form

Once a SharePoint account has been created, the program review has been conducted and the Annual Report form has been downloaded and completed it is time to enter it into the SharePoint site and submit it to MDE. The following steps will guide you through process for submitting the Annual Report form via SharePoint. The report needs to be uploaded into SharePoint by June 30, 2014.

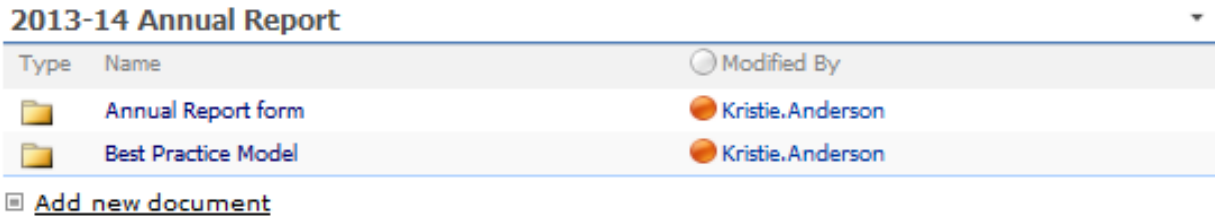
Please Note: SharePoint will automatically time out after 15 minutes of inactivity. Remember to complete work and finish uploads within this time frame to avoid lost work.

1. View the MDE SharePoint Sign In page. (https://collaboration.education.state.mn.us/QComp/Review)

Enter your User ID (User name) and Password as registered under **Creating a SharePoint Account.**



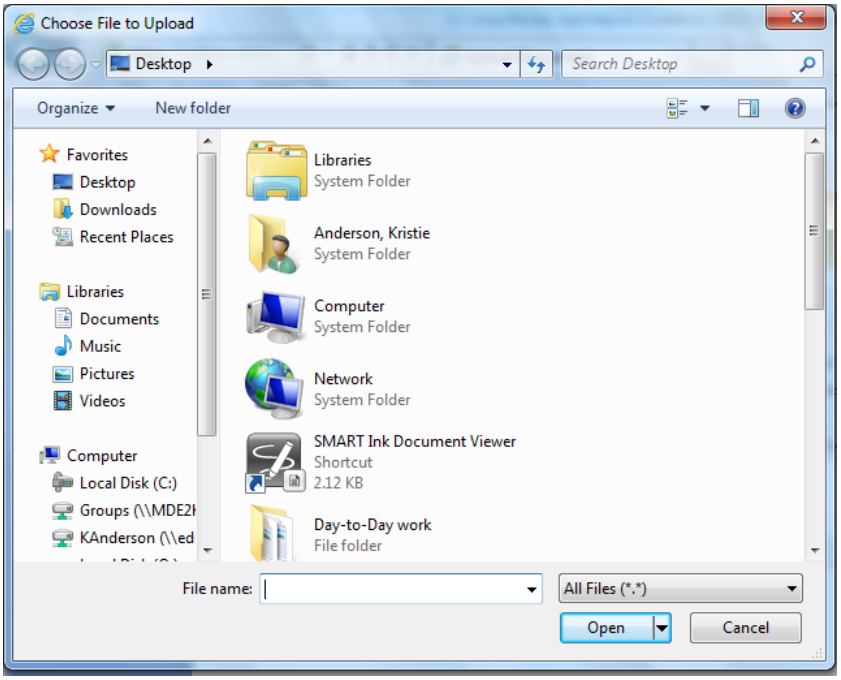
2. Select Add New Document (link under the file folders).



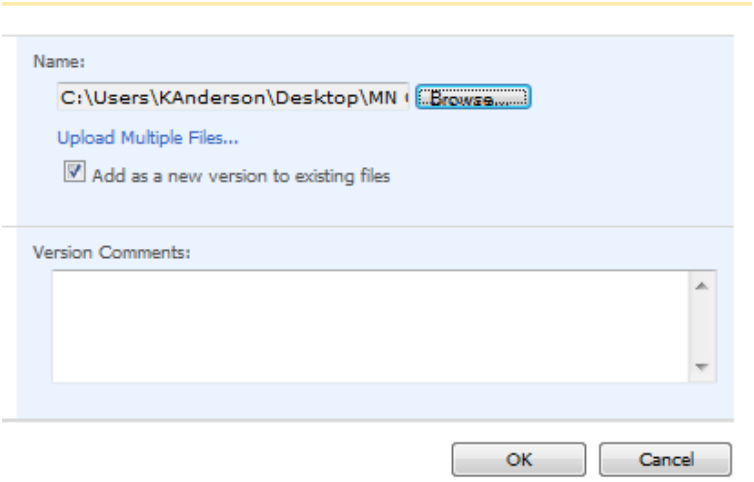
3. This will bring you to the Upload Document page (as seen below).

4. Once on the Upload Document page, select the Browse to upload which will open a Choose File to Upload window (as seen below), select the file and select Open at the bottom of the window.

    a. Make sure the file name begins with the name of the district.



5. Once files have been located and selected for upload, select OK at the bottom of the page to complete the upload process.



6. Check the main page to ensure that the file has uploaded.