

Fridley Alternative Compensation Plan Executive Summary

Fridley School District Alternative Compensation Plan is a district wide program that is approved by the Minnesota Department of Education and was developed and agreed upon by Fridley School District and the Fridley Education Association.

Fridley's Alternative Compensation Plan (ACP) consists of four major components, which allows for maximum possible additional earnings of up to \$2000 per teacher.

Component 1. Professional Development Component

Teachers may earn up to \$500 for full participation and attendance at weekly articulated professional development training. *Participation is mandatory.* Earnings are based upon the participation and attendance rates as outlined.

90% - 100%	\$500
82% - 89%	\$425
75% - 81%	\$375
51% - 74%	\$250
50% or less	\$0

If a teacher misses a meeting for a legitimate reason (see Additional Information: Component 1) as determined by the building administrator, s/he must make arrangements with the building principal for makeup in order to receive credit for participation.

Component 2. Individual Growth Plan

Teachers may earn up to \$500 for their individual growth plan (IGP) efforts. There are four components to the IGP component, including writing and development of a high quality IGP, collaboration with the instructional leader and principal on the IGP, documentation of application of the IGP, and a written reflection upon completing the IGP. Earnings are based on the following four components.

- Writing of the IGP using a standard form, describing how it will improve learning, methods or strategies, indicators of progress, and resources or support needed \$125
- Collaboration with the instructional leader or administrator to facilitate success of the IGP \$125
- Providing evidence the IGP is applied to the teacher's area of responsibility \$125
- Written reflection on the IGP \$125

Component 3. Teacher Evaluations

Teachers may earn up to \$500 based upon classroom observations and evaluations. Observations and evaluations are based upon Charlotte Danielson's "Enhancing Professional Practice" domains. Up to \$125 may be earned in each of the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility. A point system is used in each domain based upon the categories of unsatisfactory, basic, proficient, and distinguished. (Categories may vary slightly for specialists.) Teacher earnings are calculated on a numeric value assigned to each domain.

Component 4. Building Goals

Teachers may earn up to \$500 based upon building or program student achievement goals. The goals, which are developed by building leadership teams, must be measurable, and are approved by the Superintendent in the fall. Leadership teams develop a rubric for measurement of success, and the amount teachers earn depends upon both process and product components of the goals. (Specialists may develop their goals with their Instructional Leaders and Administrators, outside of the building goals if appropriate.) The amount teachers earn is dependent on the number of goals, the number of activities within each goal, and the degree of success in both the process and the product portions of the goals.

Fridley Alternative Compensation Plan Additional Information

Four Components of Fridley's Alternative Compensation Plan

Component 1. Professional Development Component

The professional development component is based on participation and attendance. A tentative professional development calendar will be developed prior to the school year, given to staff, and followed as closely as possible, with the understanding that situations may arise where dates or topics may need to be changed. Attendance will be taken and recorded throughout the year.

Because of the participatory nature of the professional development sessions and the difficulty in following up with high quality make-up sessions, it is expected that teachers attend. Building administrators will determine "allowable" make-ups, which may include the staff member attending another professional development session, the staff member teaching another session, the staff member being required to attend another critical school-related meeting, or unusual extenuating circumstances. Other absences may not be accepted. Make-up activities for allowable excuses will be available, determined by the building administrator and leader of the professional development session.

Part time employees are eligible to participate in the professional development component, with full value payout if they complete the same participation level as fulltime employees. Employees who participate in professional development for a partial year due to early retirement, resignation, or late hiring will have their calculations pro-rated for the portion of the year they were employed and present.

Employees on extended leaves of absence will be allowed to continue to actively participate (attend sessions) and receive full payout. They may miss up to three consecutive weeks (these must be made up), but then must attend on a weekly basis thereafter in order to receive full payout. Make-ups beyond three weeks will not be allowed, and will count as absences if the employee does not wish to pro-rate the period of time for the leave. If the employee chooses, s/he may opt to pro-rate the school year and receive a corresponding payout based on a reduced number of weeks.

Component 2. Individual Growth Plan

All fulltime and part time employees are expected to complete an individual growth plan. Full and part time employees are eligible for full payout on the IGP component, as long as all four portions of the IGP are completed. Employees on leave, those who are hired late, and/or those who retire or resign prior to the end of the school year are eligible for the full payout as long as the IGP is completed fully.

Component 3. Teacher Evaluations

Non-continuing contract teachers will receive three observations by the assigned administrator and at least one (one may be simultaneous) by an instructional leader. Walk-through observations will also occur with non-continuing contract staff.

Continuing contract staff (tenured) will receive one observation by the assigned administrator and one observation by an instructional leader (may be simultaneous). Another observation will occur, utilizing walk-through observations.

Part time staff and staff who are hired on contract for less than a full year will both be eligible for full payout in the teacher evaluation component.

The Charlotte Danielson rubric is based on a four point system (unsatisfactory =0, basic=1, proficient=2, and distinguished=3). Payout for each domain of the teacher evaluation system is outlined as follows (exact numbers are used – no rounding up)

.75 - .99	\$250
1.0 – 1.24	\$300
1.25 – 1.49	\$350
1.50 – 1.74	\$400
1.75 – 1.99	\$450
2.0 and above	\$500

If rubrics for specialists are based on a different scale, their payouts will be determined using the same proportions as with a four point scale.

All domains will be scored by administrators and instructional leaders. The “professional responsibilities” domain will be scored as follows: Components 4a and 4b will be scored by IL’s and administrators, based on observations. The remaining components of Domain 4 will be scored, based at least in part on information gained during one or more of the post conference discussions with the teacher’s input.

Teachers have the choice to “count” the scores in one of the following ways, but must indicate PRIOR to observations which option they choose.

1. Administrators scores only
2. Administrator and Instructional Leader scores

On rare occasion, an observed lesson may involve unusual circumstances where something significant in the lesson did not go well. Upon collaboration, the teacher and administrator may mutually agree to not count that lesson in the scoring, and replace it with an additional lesson for scoring.

Observations will occur between October 1st and May 15th each school year unless mutually agreed upon by the administrator and teacher. Observations must include pre and post conferences. The pre and post conferences must be arranged in a timely

manner, within 10 working days of the observation. *Because some scoring may occur at the post conference during the discussion, and on occasion certain areas may be agreed upon for development, a preliminary scoring will be given at the post conference, or shortly thereafter. Final scoring may occur later in instances where the teacher is working on development in a particular area of the rubric.*

Administrators and Instructional Leaders (IL's) will be trained in the Charlotte Danielson model, and will annually receive re-training and practice in observation and conferencing and coaching skills in order to increase inter-rater reliability. In addition, IL's will not be involved in actions that may result in teacher discipline due to teacher observations.

Component 4. Building Goals

Full and part time employees are expected to participate in building or program student achievement goals. The student achievement goals are developed by program or site, with input from the assigned administrator, the leadership teams, and/or individuals. The goals must meet the criteria established by the Minnesota Department of Education, and must be approved by the Superintendent.

The student achievement goals are measured by an MDE- approved standardized assessment. Student achievement goals must be SMART goals, targeting more than one subgroup, based on data, and rigorous. The goal setting process includes both process and product components. Building leadership teams, administrators, and IL's work collaboratively to develop the goals, including the process steps as well as the desired products. In addition, they will develop rubrics to measure success and payout levels to be used at the end of the year.

While all licensed teachers are expected to participate and contribute to the goal process, only full time teachers are eligible for full payout. All part time teachers are pro-rated in the amount they are awarded in the goal portion of the plan. Teachers who work for only a portion of the school year will be paid on the proportion of time they worked.

Fridley Alternative Compensation Plan **Positions, Processes, and Committees**

Instructional Leader Position

Instructional leaders (IL's) are members of the teacher's bargaining group who are assigned IL duties for a portion of their FTE assignment. Instructional leader duties are outlined in the "Instructional Leader Job Description" and their roles include (but not limited to) teacher observations, coaching, data analysis, professional development, leadership team participation, development of best practices, and modeling of high quality teaching.

Ratio of instructional leaders is the equivalent of 1.0 FTE at the high school and middle schools, .5 at the elementary schools, and .5 at the ALC, FCC, and specialists. Exact FTE assignments for IL's may vary from school to school, depending on building schedules, the ability to "backfill IL positions, and on departmental FTE allocations. Position FTE assignments may not be fulltime, however. Additional compensation for IL positions will vary depending upon FTE assignment, with a maximum of \$6000 being paid for any one person. (A .25 IL position will be paid \$3000, a .33 will be paid \$4000, etc.)

District Instructional Leader Position

Up to a .25 FTE may be assigned to a district instructional leader position for coordination of the Alternative Compensation Program. The district IL coordinator will work with district administration and all instructional leaders to ensure high quality coordination of the program. Responsibilities are outlined in the "District Instructional Leader" job description. Duties include district data analysis, organization of regular IL meetings, doing some teacher observations, coordination of training needs, coordination of ACP data as it relates to employees (including software management), and assistance in overall district ACP coordination.

Instructional Leader Hiring Process

Instructional leaders must apply for their positions annually. Interested candidates must meet the requirements outlined in the plan. If there are multiple candidates seeking a position at a site, an interview team will convene to interview candidates. Interview teams will include equal members of administrators and teachers. The Superintendent and President of Fridley Education Association will meet prior to the interviews to select members of the interview committee. Jobs will be posted as other teaching positions are

in the school district. Selections made by the interview team will be forwarded to the Superintendent for hiring recommendation.

Interview teams may be organized by school levels in the district, with the most practical division being an elementary interview team and a secondary interview team (middle school, high school, and ALC).

District ACP Committee

A district ACP committee will meet as needed to as an oversight group for the overall Alternative Compensation Plan, to deal with state mandates, proposed changes to the plan, periodic review of the plan, and resolve other issues related to the plan that may arise. Makeup of the committee shall include representatives of the district and building administration and teachers, with a makeup of at least as many teachers as administrators. The FEA President will determine the teaching representatives, and Superintendent will assign administrators.

Hiring Committee

Hiring Committees will be formed annually in the spring to interview candidates applying for the Instructional Leaders positions. The hiring committees may be organized by school level (typically elementary and secondary), or a single hiring committee may be formed, depending on the number of candidates and the needs. Representation on any hiring committee will include both teachers and administrators, with equal members of each group on the committees. The President of Fridley Education Association and the Superintendent will meet prior to the interview process to agree upon the makeup of the committees, with each recommending participants from his/her respective group.

Appeals Committee

An Appeals Committee will be formed if an appeal arises which cannot be resolved. Appeals may be made for scoring process errors only, and appeals based on subjective scoring decisions will not be considered. The guidelines below will be followed when dealing with appeals.

Any eligible employee denied any portion or part of the compensation has the right to a timely appeal of the decision. The Appeals Committee will consist of four people, two of which are appointed by the FEA President, and two by the Superintendent. The committee shall hear the concern(s) from the teacher, and examine the concern in light of the intentions and agreements of the Alternative Compensation Plan. The committee will need three (3) votes to reach a decision on the appeal, and the committee's decision shall be final.

The appealing employee must request an appeal in writing within ten days of the time the employee was notified of the denial of any or all parts of the compensation. The committee shall set a time to hear the appeal within fifteen days of the written request, and within five days of the hearing, the Appeals Committee will communicate its decision.

The makeup of the committee, while determined by the FEA President and the Superintendent, will be made up of teachers and administrators from buildings other than that of the appealing teacher.

Peer Observation Process

Beginning in 2008-2009, teachers will have the optional opportunity to do up to two peer observations of other teachers. The optional peer observations will occur during the preparation period of the observing teacher, who will receive a compensation of \$25 in lieu of prep period. The peer observations will take place with a purpose in mind, related to an IGP goal, a building goal, a particular professional development initiative, or a particular facet of the Danielson rubric. The intent of the peer observations is to allow teachers to purposely observe another teacher doing an instructional best practice.

The peer observations will be coordinated by the instructional leaders to which the teacher is assigned. The observing teacher will conference with the IL the intent and purpose of the desired visit, and the IL will coordinate the visit with another teacher who exemplifies the sought best practice.

End of Year Payout Process

Individual payout for teachers at the end of each school year will take place in a timely fashion. In most cases, final calculations will be made by the end of the first week following summer break. Final payout for a given year will be made by June 30th, unless there is missing data or information in one or more of the four categories of the plan. Building goals data may not be available due to release dates of state testing information to accommodate a June 30th payout. If this is the case, the process portion of the building goals will be paid in full, and 60% of the product goal will be paid by the June 30th date. The remaining 40% will be calculated upon receiving the test data, and the remaining payout will follow as soon as possible.

Fridley Alternative Compensation Plan

The Fridley Alternative Compensation Plan is a state-approved Q Comp plan, and therefore must follow the guidelines, rules, and expectations as defined by the Minnesota Department of Education. (all provisions of Article XVII in the Master Agreement apply) In addition, Article VI, Section 3 of the Master Agreement applies as it relates to the status of the salary schedule.

Instructional Leader Job Responsibilities

(may include these and other responsibilities)

- Assist in developing and presenting staff development activities
- Collaborate with site leadership teams to analyze school and teacher student achievement data and use results for staff development and instructional applications
- Assist in planning and facilitating groups (vertical, horizontal, interdisciplinary teams, and grade-level teams)
- Collaboratively teach with colleagues
- Demonstrate model lessons
- Collaborate with colleagues to construct benchmark units, courses, and lessons, including assessments and activities
- Develop and help implement strategies and curriculum
- Develop portfolios of sample lessons, lesson plans, teacher analysis, etc.
- Become trained in best practices appropriate for areas as appropriate for area(s) of teaching, in the areas of Understanding by Design, Data-driven instruction (NWEA, MCA's), inquiry, International Baccalaureate, etc.
- Assist in training staff in three theme areas (data-driven instruction, IBO, and UbD) during the summer
- Collaborate with and assume some duties on the building leadership team
- Collaborate with other IL's in the district on a regular basis
- Share instructional leadership roles at their schools with the principals
- Coordinate peer observations
- Evaluate teacher performance using the Charlotte Danielson rubric for additional compensation plan
- Work with teachers in developing and implementing IGP's
- Participate in District's Summer Leadership Workshop (2 days)
- Other IL duties as assigned relevant to the Alternative Compensation Plan

Instructional Leader Hiring Requirements

- Minimum of bachelor's degree and full credentials in relevant academic discipline
- Master's degree recommended, but not required (advanced training and course work preferred)
- Mentoring training preferred
- Expertise and /or skill in content area(s), skill in curriculum development, student learning, test analysis, mentoring others preferred
- Portfolio of work (eg. Student work, lessons plans, teacher analysis of student work, etc.)
- Instruction expertise (teach a lesson, team teaming, video lesson, demonstrated student achievement gains)
- Minimum of three years teaching and/or having achieved continuing contract status in Minnesota
- Excellent communication skills
- Team player (committed professional learner and collaborator)
- Organizational skills
- Presentation skills
- Other leadership skills
- Training and expertise in Understanding by Design, Data-driven decision making, International Baccalaureate, inquiry, and other district initiatives

District Instructional Leader Coordinator Responsibilities

The duties for the district coordination instructional leader include the duties assigned to the site or program-level instructional leaders. Because the position is a district-wide one, the instructional leader in this position has a reduced portion of staff which s/he works directly on individual growth plans and/or in using the Charlotte Danielson observation model. In lieu of these two major duties, other duties are assigned, which include the following:

- Serve as a district coordinator, working with individual instructional leaders to assist them in areas they may need assistance, and to communicate initiatives that are happening in each program or building area.
- Organize and facilitate regular meetings of the instructional leaders in the district to foster communication to gain an understanding of issues, needs, concerns, progress, celebrations, and other things.
- Collect and compile hard and soft data to gain understanding of how the alternative compensation plan is working.
- Use the data to communicate common professional development needs in specific buildings or district-wide.
- Communicate regularly with the district office about common needs for training and staff development of the instructional leaders.
- Analyze the information to determine generalizations to be used in modifying or improving what is currently taking place.
- Communicate with district office regularly, outlining issues, needs, concerns, and progress of the overall additional compensation plan.
- Assist in leading a reflective analysis of our program with the instructional leaders and the district office.
- *Coordinate an effort in assigned content area(s) to ensure curriculum is being articulated across grade levels.*

Fridley Teacher Development and Evaluation Program

Because Fridley Public Schools has an established Q Comp program, most of the requirements of the MN Teacher Development and Evaluation Program are met or exceeded within the four quadrants. Upon review there are just a few processes that need to be put in place to fully comply with the 3-year Professional Review Cycle beginning in the 2014-15 school year. In addition to the participation in the Fridley Q Comp Program, teachers will also receive a summative evaluation every three years.

Teacher Evaluation Components and Requirements

- 1 Purpose of Teacher Development and Evaluation: Develop, improve and support qualified teacher and effective teaching practices and improve student learning and success.
- 2 Aligned with Teaching Standards: Evaluations must be based on professional teaching standards MN Rule 8710.2000.
- 3 Formal Observation Cycle
- 4 Observers: Trained Peer reviewers/observers participate in the review cycle. Qualified and trained evaluators such as school administrators perform summative evaluations.
- 5 Observation Training for Formal Observers and Inter-rater Reliability: There are qualified and trained evaluators such as school administrators. Trained observers serve as peer coaches.
- 6 Role of Teacher Leaders Including Peer Reviewers: Process must include having trained observers serve as peer coaches or having teachers participate in professional learning communities.
- 7 Student Achievement Results: 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% of the teacher's evaluation.
- 8 Individual Growth and Development Plan: The professional review cycle must include an individual growth and development plan.
- 9 Longitudinal Data on Student Engagement: The teacher evaluation process must use longitudinal data on student engagement and connection.
- 10 Portfolio: The process must include an option for teachers to develop and present a portfolio demonstrating evidence of reflection and growth and include teacher's own performance assessment.
- 11 Professional Review Cycle: There is a 3-year professional review cycle with an annual evaluation process for tenured or continuing contract teachers. A summative evaluation takes place at least once during the cycle from a qualified and trained evaluator. For probationary teachers, evaluations must occur at least three times annually. The first evaluation must take place with the first 90 days of employment.
- 12 Summative Evaluator: A qualified and trained evaluator, such as an administrator.
- 13 Summative Evaluation and Rating: 35% of the summative evaluation is based on student growth data. The remaining 65% is based on other evidence in the local model. A minimum of three performance levels must be established.
- 14 Teacher Improvement Process: The evaluation process must identify teachers not meeting standards. The evaluation process must give teachers not meeting professional teaching standards support to improve through a teacher improvement process that includes establishing goals and timelines.
- 15 Staff Development Activities: The teacher evaluation systems must coordinate staff development activities with the evaluation process and evaluation outcomes.
- 16 Teacher Training Regarding Teacher Evaluation: District must coordinate the staff development activities with the evaluation process and evaluation outcomes.
- 17 Discipline: The process must discipline teachers for not making adequate progress in the teacher improvement process.

Fridley Teacher Development and Evaluation Program

Summative Evaluation

- Offer a three-year summative view and score of a teacher’s performance
- Evaluation score of 20 points every three years
- Points determined by a banded criteria

State Evaluation Requirement	Fridley Component	Percent of Total	Point Value
Student Achievement Results	Q Comp Goals	35%	7
Longitudinal Student Engagement Data	Evaluation Rubric Component 3C	5%	1
Evaluation Rubric	Evaluation Rubric Totals	40%	8
Individual Growth and Development Plan	IGP	20%	4
Total		100%	20

Student Achievement Results (7 points)

- Compilation of the individual’s building goal payout over three years
- Scoring Band is based the 3-year average of total payout of building goals:

Points	1	2	3	4	5	6	7
3-Yr Average Payout	0-9%	10-24%	25-39%	40-54%	55-69%	70-84%	85-100%

Student Engagement Data (1 point)

- Compilation of the individual’s scores on Component 3C over all evaluations over the three years
- 12 Component points over 3 years (4 score possible each year): total of 8 or higher for 1 point

Evaluation Rubric (8 points)

- Compilation of the individual’s score totals on the Evaluation Rubric over the three years
- Scoring Band based on the 3-year appraisal average score:

Points	1	2	3	4	5	6	7	8
3-Yr Average Score	0–0.37	0.38–0.74	0.75–1.11	1.12–1.48	1.49–1.86	1.87–2.23	2.24–2.60	2.61–3.00

Fridley Teacher Development and Evaluation Program

Individual Growth and Development Plan (4 points)

- IGP pay total over three years.
- 12 points possible (4 points each year)
- Scoring Band: 10-12=4 pts, 7-9=3 pts, 6-4=2 pts, 3-1=1 pt

Fridley Teacher Development and Evaluation Program

Portfolio

A teacher will have the option to develop and present a portfolio demonstrating evidence of reflection and growth. The portfolio is an available option only in the scheduled summative evaluation year. The portfolio will be presented Building Principal, Instructional Leader, and department colleague (optional) by May 1. The portfolio will not substitute for any of the four quadrants of the Q Comp program. Scoring of the portfolio will be done according to an established rubric.

State Evaluation Requirement	Fridley Component	Percent of Total	Point Value
Student Achievement Results	Q Comp Goals	35%	7
Portfolio Reflection	Written reflection	30%	6
Portfolio Artifacts	Print, video, electronic samples	35%	7
Total		100%	20

Student Achievement Results-not included in the portfolio documents.

- Compilation of the individual’s building goal payout over three years (7 pts)
- Scoring Band is based the 3-year average of total payout of building goals:

Points	1	2	3	4	5	6	7
3-Yr Average Payout	0-9%	10-24%	25-39%	40-54%	55-69%	70-84%	85-100%

Portfolio Reflection (6 pts)

- Written reflection addressing each of the following over the three-year period:
 - Student Engagement (2 pts)
 - Planning and Preparation (1 pt)
 - Instructional Practice (1 pt)
 - Professional Development and Growth (2 pts)

Samples of Student and Teacher artifacts (including an individual performance assessment) demonstrating:

- Student Engagement Data (1 pt)
- Planning and Preparation (1 pt)
- Classroom Environment (1 pt)
- Instruction (1 pt)
- Professional Responsibilities (1 pt)
- Individual Growth Plan (2 pts)

Fridley Teacher Development and Evaluation Program

Teacher Portfolio (Optional)

A teacher will have the option to submit a portfolio to the summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

The portfolio must demonstrate evidence of reflection and professional growth and must include a teacher's own performance assessment based on student work and examples of teachers' work, which may include video among other activities.

The portfolio must include a reflective statement of professional accomplishment and the teacher's own assessment of professional growth showing evidence of

- Support for student learning
- Use of best practices techniques and their applications to student learning
- Collaborative work with colleagues that includes examples of collegiality such as attested-to committee work, collaborative staff development programs, and professional learning community work, and continual professional development.

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. A teacher choosing to submit a portfolio must align the evidence collected with the Evaluation Rubric and the Individual Growth Plan.

There are countless types of evidence and artifacts that are appropriate for a teacher's portfolio. Portfolio artifacts and evidence of practice may include, but are not limited to, the following:

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| <ul style="list-style-type: none">• Assignments, projects, and warm-ups• Communication of standards, objectives, and criteria for success on tasks• Communications to students and parents• Grading policies and practices• Records of data analysis and goal setting• Student portfolios• Informal assessments• Curriculum documents distributed to students and parents (e.g., course syllabi, topic outlines, study guides, graphic organizers, etc.)• Material designed to teach thinking skills related to content concepts• Short-term lesson plans and materials• Unit or long-term lesson plans and materials designed to support those plans• Feedback on student work and on student-set goals• Grouping policies and practices• Planning for technology incorporation• Room tours (e.g., what public messages are posted, what values are revealed)• Records of communication to parents | <ul style="list-style-type: none">• Student records of goal setting and self-analysis of work• Student and parent survey data• Assessment samples• Grade books and similar artifacts• Group and individual teacher reports on data analysis, findings and recommendations• Logs minutes and records of grade-level, department, and curriculum meetings• Videos of student portfolio conferences, lesson instruction, and student engagement• Interview and conference data• Log of professional development activities• Professional articles or presentations• Writings in learning logs, journals, school newsletters, and reports• Letters of thanks and commendation• List of committee participation, presentations, etc.• Samples of student work, tests, assignments, and feedback to students• Student achievement or growth results and key indicators of student success |
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