

QUALITY COMPENSATION FOR TEACHERS OR “Q COMP”

Minn. Stat. 122A.413-415

Enacted by the Minnesota Legislature and
Signed by Governor Tim Pawlenty

Q Comp Program

- **Proposed by Governor Tim Pawlenty in January 2005, the Minnesota Legislature largely adopted the plan in July 2005.**
- **Q Comp is a comprehensive school reform effort, requiring five components that includes job-embedded professional development, an alternative salary schedule and performance pay**

Q Comp Program Components

- **Component #1: Career Advancement Options**
- **Component #2: Job-embedded Professional Development**
- **Component #3: Performance Pay**
- **Component #4: Teacher Evaluations**
- **Component #5: Alternative Salary Schedule**

Component #1: Career Advancement Options for Teachers

Requirement:

Q Comp plan must provide career advancement options for teacher that does not include administration.

Examples of Job Duties for Teachers in Career Advancement

Options:

- Planning and implementing professional development for the staff using research-based strategies based on student need
- Field-testing instructional strategies
- Managing and supporting each teachers' Individual Growth Plan
- Classroom observations (evaluations)/conferencing
- Co-planning and team-teaching lessons
- Developing pre- and post-assessments
- Coaching (peer, cognitive, and content)

Component #2: Job-Embedded Professional Development

Requirement:

Job-embedded or integrated professional development must occur regularly during the school or contract day. Professional development teams are led by lead teachers.

Examples of Job-Embedded Professional Development Activities:

- Weekly job-embedded staff development led by career ladder teachers
- Through modeling, teachers are taught the new instructional strategy.
- Teachers are given time during cluster meetings to develop their own lessons using the strategy.
- Teachers in career advancement options follow-up with each teacher to ensure the strategy is implemented via observations and coaching.
- After using the strategy, teachers bring student work to cluster meetings for analysis.

Component #3: Performance Pay

Requirement:

60 percent of teacher pay increases must be based on:

- ✓ Multiple individual teacher evaluations
- ✓ School and student achievement gains (local assessment and/or state assessment)
- ✓ Measures of student achievement

Component #4: Teacher Evaluations

Requirement:

- Multiple evaluations for all teachers
- Must be objective system based on teaching and learning
- System must ensure inter-rater reliability
- Must use evaluation team – one person cannot control compensation

Goals:

- Identify areas of strength and have teacher share with colleagues
- Identify areas of need to design individual support and professional development
- Encourage collaboration and collegiality
- Reward professional growth-individually, by team, and by school.

Component #5: Alternative Salary Schedule

Requirement:

Alternative teacher salary must “reform” steps and lanes salary schedule.

Examples used by school districts:

- **Knowledge and skill based pay:** Base pay progression that rewards teachers for developing and using skills required for achieving high performance standards.
- **School-based Performance Award:** Goal oriented incentive program that rewards teachers when goals regarding student performance are met or exceeded.
- **Pay Competitiveness:** Salary levels that are adequate to recruit and retain top talent, including higher salaries for teachers in license shortage areas or hard-to-staff schools.

Approved Districts and Charter Schools (as of April 2007)

- 35 school districts approved under Q Comp program for 2005-06, 2006-07 and 2007-08 school years
- 15 charter schools approved under Q Comp program for the 2005-06, 2006-07 and 2007-08 school years
- School district and charter school participation represents 25% of statewide student population

Looking to the Future: Opportunities and Challenges in Q Comp

Opportunities:

- Focus on teacher quality and effectiveness
- Teacher collaboration
- Professional development based on student needs
- Attract and retain quality teachers

Challenges:

- Sustainability of funding
- Must be a transparent process for teachers and public
- Political threats

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