

INDEPENDENT SCHOOL DISTRICT 273
Special Meeting, March 23, 2012, 3:30 PM
Conference Room A, Edina High School

AGENDA

- I. Determination of Quorum and Call to Order
- II. Hearings from Members of the Audience
- III. Action
 - A. Alternative Compensation Program Memorandum of Understanding Renewal 2
 - B. Waiver of Thirty-Day Notification of City of Edina Project Hearing 29
- IV. Discussion
 - A. Leadership Update
- V. Adjournment

*Persons who wish to address the Board are requested to complete and submit an appropriate form to the Board Secretary prior to the designated hearing time. When recognized, the person shall identify him/herself and the group represented, if any. The person shall then state the reason for addressing the Board and shall be limited in time at the discretion of the Board Chair. Individual employees of the School District or representatives of employee organizations shall have utilized administrative procedures before making a request to address the Board. All comments must be in accordance with Board policies.

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Special Meeting, March 23, 2012

SUBJECT: ALTERNATIVE COMPENSATION PROGRAM MEMORANDUM OF UNDERSTANDING RENEWAL

Be it Resolved, That

The School Board

Approve the appended Memorandum of Understanding to renew and continue Edina's Alternative Compensation Program.

BACKGROUND INFORMATION

The Memorandum of Understanding (MOU) outlines the operational framework for our alt comp program and is scheduled to expire on April 1.

The Alt Comp MOU has been reviewed and revised by a team of eight, inclusive of three representatives appointed to the group by Education Minnesota/Edina (EM/E), principals and school board members. That team included John Sweetland, Rob Gardner, Libby Sandvick, Idith Almog, Regina Neville, Karen Bergman, Shawn Dudley and Jenni Norlin-Weaver. The team met over approximately six weeks and considered recommendations based on notes maintained throughout the recent period of implementation, as well as recommendations provided by administrators, board members and teaching staff.

Although there was some redistribution of funds, these changes will maintain the total possible basic teacher performance incentives at current levels and will not increase time obligations to the process. A teacher may elect to pursue an optional performance incentive based on their students' achievement.

A summary of changes was provided to the school board at a recent workshop. The full Memorandum of Understanding is attached.

Both EM/E and the district must approve the recommended changes to the MOU for them to continue implementation over the next two years. EM/E is also voting on the revised MOU. This resolution seeks the continued support of the Edina School Board as well as to accept the revisions proposed and continue the program.

Memorandum of Understanding

Edina Public Schools Alternative Compensation Program (Alt Comp)

This Memorandum of Understanding (MOU) is entered into between the Edina Public Schools, ISD 273, (“the District”) and Education Minnesota/Edina (“EM/E”), to establish and implement the Edina Public Schools Alternative Compensation Program (“Alt Comp”) for the teachers of Edina Public Schools. All teachers, as defined by MN Stat. 122A.40 (the Continuing Contract law) and the Master Agreement, shall be eligible for and participate in this program, except as noted in Section 3.2.

The primary goal of Alt Comp is to increase student learning by providing teachers with support to allow them to maximize their effectiveness as teachers. Both the District and EM/E recognize that a well-operated and funded Alt Comp program has the ability to attract, develop, retain, and reward high-quality teachers. The Edina Alt Comp Program is designed to allow Edina Public Schools and Education Minnesota/Edina to meet all the components of the law including, but not limited to: career ladder/advancement options, job-embedded professional development, teacher evaluation, performance pay, and an alternative salary schedule. It is expected that most, if not all, Edina teachers will demonstrate proficiency with the standards presented in this Memorandum.

Section 1: Funding

1. All alternative compensation funding from the state of Minnesota and from the local alternative compensation levy shall be used exclusively for Alt Comp.
2. The District may, at its discretion, supplement the funding of Alt Comp from the general fund or other funding sources.
3. As per Minnesota Statute, operating and administrative costs may be recovered by the District but cannot exceed more than 5 percent of the total Q Comp allocation. The Alt Comp Steering Committee shall recommend a specific percentage no later than April 30 for the following school year.
4. Should the funding of alternative compensation programs from the state and/or the local levy/sources be reduced to the point that the requirements of Alt Comp, as outlined in this agreement, cannot be sustained, the District and EM/E agree to discontinue all provisions of Alt Comp unless an alternative agreement is reached. The discontinuation shall occur at a mutually agreed upon date, with all funds accounted for as of that date. If the parties cannot agree upon a date, the plan will be voided as of the effective date of the state revenue cut, unallotment, or the state-required reduction/cessation of the local levy. Performance increments will be granted at the start of the school year subsequent to the discontinuation of the Alt Comp program subject to the performance increment requirements of this Agreement.
5. If the State increases the per capita dollar amount of alternative compensation funding, the extra funds will be allocated by the Alt Comp Steering Committee (see Section 8) with a preference given to increasing incentive payments.
6. Any Alt Comp funds not used in one school year will automatically carry over to the following year’s Alt Comp budget.

Section 2: Program Renewal

This Memorandum of Understanding shall be in effect for the ~~2012-13 and 2013-2014~~ ~~2011-12~~ school years. This MOU shall expire June 30, ~~2014~~ ~~2013~~ unless the District and EM/E have reauthorized it. Such reauthorization must occur no later than April 1, ~~2014~~ ~~2013~~. The District and EM/E may mutually agree to minor revisions to Alt Comp during this time period without renewing this entire document.

Section 3: Eligibility

1. All teachers, as defined by MN Stat. 122A.40 (continuing contract law) and the Master Agreement, are eligible for and must participate in all portions of Alt Comp, except as indicated in Section 3 #2 and 3 below.
2. Hourly teachers who work fewer than 10 hours per week and contract teachers who work less than a .25 FTE may choose not to participate in Alt Comp. Any of these teachers who chooses not to participate must notify the Alt Comp Facilitator in writing no later than September 30. Such notice must be given annually. Teachers who opt not to participate in Alt Comp may be subject to a different performance appraisal as determined by the District.
3. Long-term substitute teachers are not eligible for participation in Alt Comp. Exceptions may be granted through an appeal to the Alt Comp Steering Committee. The following procedures will be followed to determine participation:
 - a. An administrator may require a long-term substitute (LTS) to participate in the Alt Comp process.
 - b. A long-term substitute (LTS) may contact the Alt Comp Facilitator to request the opportunity to participate.
 - c. The Alt Comp Facilitator verifies with Human Resources the names of the LTS hired by the school district and number of days the LTS are scheduled to work.
 - d. Any LTS scheduled to work fewer than 60 days will not be permitted to participate. If an LTS who falls into this category believes there are extenuating circumstances that should allow participation, the LTS may appeal this decision in person to the Steering Committee.
 - e. For an LTS working 60 days or more, but less than one semester, the Alt Comp Facilitator will contact the substitute's administrator to determine if she/he supports the substitute's participation. Such long-term substitutes would only be eligible for the Professional Growth Plan incentive. The Alt Comp Facilitator will forward this information to the Steering Committee and request a vote of the committee on the substitute's participation.
 - f. For an LTS working one semester or longer, the Alt Comp Facilitator will contact the substitute's administrator to determine if she/he supports the substitute's participation. Absent any objection, the LTS shall be eligible for participation in all elements of Alt Comp at the appropriate incentive level. If there is an objection by the administrator to the LTS's participation in any or all of Alt Comp, that will be communicated to the Steering Committee. The Steering Committee will then be asked to vote on the substitute's participation.
4. Teachers who work a partial year due to late hire, severed employment, partial leave, sabbatical, parental leave, or retirement shall be eligible for all incentive payments, with the Professional Growth Plan incentive prorated by the number of observations completed.

5. Part-time teachers shall be eligible for all incentive payments at the full amounts pending successful accomplishment of the stated goals.~~the Professional Growth Plan, Student Learning Goal, and Site Student Achievement Goal incentives on a tiered basis, determined by the teacher's FTE:~~
 - ~~.01-.74 FTE = 75 percent of the full time incentive amounts~~
 - ~~.75-1.0 FTE = 100 percent of the full incentive amounts~~
6. No teacher shall receive more than 100 percent of the full incentive amounts.
7. Teachers who participate in teaching exchange programs, as Edina teachers, are eligible for Alt Comp. Arrangements for participation must be established prior to the onset of the exchange program. The Director of Teaching and Learning and the Alt Comp Facilitator must approve these arrangements.
8. The District will not award incentive payments to probationary teachers who are non-renewed for performance issues. To deny an incentive payment, (1) the District must comply with the timelines outlined in this Memorandum providing notice to the teacher about performance concerns, and (2) the teacher must receive notice that her/his non-renewal is for performance concerns. This notice must also be communicated to the Alt Comp Facilitator.

Section 4: Alt Comp Incentive Components

1. Performance Increment (formerly known as a "step")
 - a. Teachers who achieve their annual Professional Growth Plan in a given school year will be granted a performance increment at the beginning of the subsequent school year.
 - b. Teachers' placement on the salary schedule in 2012-13 ~~2010-11~~ shall serve as the starting point for determining future performance increments.
 - c. Once a performance increment is achieved, it becomes a permanent part of a teacher's salary.
 - d. The values of the performance increments shall be negotiated as part of the Master Agreement.
 - e. The 2008-09 salary schedule steps (3-14) shall be relabeled as letters (A-L) to emphasize that these are no longer steps in the traditional sense.
 - f. As is current practice, the District and a newly hired teacher must mutually agree upon initial placement on the performance increment chart.
 - g. Career categories and lane changes shall remain as they are presented in the Master Agreement.
 - h. Teachers ineligible for additional performance increments because they have already achieved the highest performance increment shall remain eligible for all other incentives.
2. Professional Growth Plan (PGP)
 - a. The incentive value of the Professional Growth Plan is \$1,700.
 - b. Teachers shall be notified no later than May 15 whether or not they have achieved this incentive.
 - c. Teachers who achieve this incentive shall receive it no later than June 15 of the year in which it was achieved.
 - d. Teachers shall mutually agree to a performance focus with their instructional coaches or supervisors. They then will complete a minimum of three observations to demonstrate their achievement of the performance focus. (See Section 7)

3. Student Learning Goals (SLG)
 - a. The incentive value of the Student Learning Goals is ~~\$325~~ \$212.50.
 - b. Teachers shall be notified no later than May ~~30~~ 15 whether or not they have achieved this incentive.
 - c. Teachers who achieve this incentive shall receive it no later than June 15 of the year in which it was achieved.
 - d. Each teacher shall establish a student learning goal for the year. When relevant, Basic Student Learning Goals should be aligned to the Site Improvement Plan (See Section 7.4)
 - e. Student Learning Goals must be approved by the appropriate instructional coach or supervisor.
 - f. Teachers should work, when possible, to write SLGs in the SMART (specific, measurable, attainable, realistic, timely) format.
 - g. Individual teachers may choose to align their SLGs with PLC goals.
 - h. SLGs, without information that identified the teacher, may be shared within the District as a learning tool.
 - i. The Student Learning Goals and Professional Growth Plan shall take the place of the Professional Growth Targets (PGTs) and other individual goals required of teachers.

4. Optional SLG Enhanced Incentive (SLG-E)
 - a. The value of the SLG enhanced incentive is \$100.00. This is in addition to the regular SLG value of \$325.00. The SLG-E is an extension of the teacher's regular SLG.
 - b. The SLG-E incentive is available only to non-probationary continuing contract teachers.
 - c. The SLG-E may not be a required element in any teacher's Alt Comp plan.
 - d. By September 1 of each year, the Director of Teaching and Learning and the Alt Comp Facilitator, in consultation with the Alt Comp Steering Committee, shall determine the amount of funding available for SLG-E incentives. Incentive funds from sites that do not meet their SIP goals shall be used for SLG-E incentives. The Alt Comp budget may accommodate additional SLG-E incentives.
 - e. Teachers shall declare their intent to participate in the SLG-E incentive no later than October 15. If more teachers declare intent than there are funds to accommodate, teachers will be allowed to participate in the SLG-E in the order in which their goals are submitted and approved until the budgeted amount is reached.
 - f. Unused SLG-E incentive funds shall carry over to subsequent years with this same purpose.
 - g. Participating teachers must write SLGs in the SMART (specific, measurable, attainable, realistic, and timely) format and designate an assessment tool or process that is aligned with their SLG.
 - i. In order for a goal to be eligible for the SLG-E incentive, the goal must be approved by the Director of Research and Evaluation, using Alt Comp's formative assessment guidelines.
 - ii. Teachers will be encouraged to develop local assessment tools and processes.
 - iii. The assessment may not be an MCA or MAP.

- iv. The assessment tool or process must meet Alt Comp's formative assessment guidelines that will be developed collaboratively between the District and EM/E no later than June 30, 2012.
 - v. The Director of Research and Evaluation, the President of EM/E, and the Alt Comp Facilitator must jointly approve these guidelines. The guidelines and signed approval will be appended to this MOU.
 - vi. If no agreement is reached on these guidelines, the SLG-E incentive will not be offered.
 - h. Teachers shall complete the designated assessment and report results to the appropriate instructional coach or supervisor no later than May 30. These results then will be shared with the Alt Comp Facilitator and the Director of Research and Evaluation.
 - i. Teachers shall only receive the additional incentive if the SLG is met.
5. Site Improvement Plan (SIP)
- a. ~~The incentive value of the Site Improvement Plan is \$212.50. The SIP implementation incentive is \$106.25. The SIP goal attainment incentive is \$100.~~ \$106.25.
 - b. ~~Teachers at each site shall be notified no later than May 15 whether or not they have achieved the SIP implementation incentive.~~
 - c. ~~Teachers who achieve this incentive shall receive it no later than June 15 of the year in which it was achieved.~~
 - d. Teachers assigned to more than one site must indicate by September 30 a single site for this incentive. Teachers who do not indicate a preference shall be assigned to the site where their FTE is greatest or their home school if the FTE is equally divided among sites.
 - e. TOSAs and other teachers not assigned to work with specific sites shall have the District-wide goal as their goal for this incentive.
 - f. Each SIP shall be established no later than September 30.
 - g. Each site goal shall be determined with broad staff input, representing multiple grade levels and/or curriculum areas, and shall be approved by the School Board.
 - h. ~~Each site will be required to submit a report on SIP implementation activities by May 1 of each year. This report will be used to determine if the site has met its implementation goal. The Director of Teaching and Learning, the Director of Research and Evaluation, and the Alt Comp Facilitator will determine if the site has achieved its implementation goal(s).~~
 - i. ~~If the Director of Teaching and Learning, the Director of Research and Evaluation, and the Alt Comp Facilitator determine that a site has not achieved its implementation goals, they shall provide a rationale for that decision in writing to the teachers at the site. EM/E shall also receive a copy of this statement.~~
 - j. The Director of Research and Evaluation will determine no later than August 30 if each site has met its SIP student achievement goal. Teachers at sites that achieve this goal will receive their incentive no later than September 30.
 - k. ~~If a site does not meet its goal(s), the finding will remain at the site for the following year. The site shall develop a plan for the use of these funds, which must be approved by the Alt Comp Steering Committee.~~
 - l. EM/E may appeal the site goal incentive determination to the Appeals Committee.

Section 5: Instructional Coaches (IC)

1. The primary means of supporting non-probationary teachers as they work on their PGPs and SLGs shall be instructional coaches. Such support may not be limited to observations related to the PGP indicators, but could expand to include feedback or support for accomplishing the SLG and/or other SIP-related goals.
2. The District and EM/E shall strive for a ratio of one instructional coach for every 70 non-probationary continuing contract teachers. In no case should the ratio for an individual instructional coach to teachers exceed 1 to 80.
3. The District and EM/E agree that full-time instructional coaches are the most effective option for this program. Therefore, whenever possible, instructional coaches shall serve in this position full-time.
4. The Director of Teaching and Learning shall be the supervising administrator for the instructional coaches.
5. Hiring guidelines
 - a. The District shall follow its usual posting timelines for IC positions.
 - b. The District shall attempt to hire all instructional coaches from within current teacher ranks. If not enough candidates apply, the District and EM/E shall work together to seek qualified internal candidates before an external candidate posting occurs.
 - c. Instructional coaches must have a Minnesota teaching license and a minimum of five years experience in an educational setting.
 - d. Hiring preference shall be given to teachers with experience in the Edina Public Schools and who have achieved non-probationary continuing contract status.
 - e. The hiring committee shall be chaired by the Alt Comp Facilitator. In addition to the Alt Comp Facilitator, the committee shall have an equal number of District and EM/E representatives.
 - f. Instructional Coaches must be interviewed and hired specifically for these positions. The District may not unilaterally re-assign a teacher as an instructional coach.
 - g. The hiring committee shall strive to create balance with the backgrounds of the instructional coaches (e.g., elementary vs. secondary, curricular expertise, etc.)
6. Instructional coaches shall be assigned to as few sites as reasonable under the circumstances.
7. Instructional coaches shall be eligible for all components of Alt Comp.
8. Instructional coaches shall be paid commensurate with their placement on the Performance Increment grid. Instructional coaches may work up to seven (7) additional days, at their pro-rated daily rate of pay, during the summer, as authorized by the Alt Comp Facilitator and the Director of Teaching and Learning.
9. Instructional coaches shall receive appropriate paid training in cognitive coaching and data coaching. The Alt Comp Facilitator and the Director of Teaching and Learning shall coordinate the IC training.
10. Instructional coaches shall receive a base office (including lockable desk or filing cabinet) at each site.
11. Instructional coaches shall receive appropriate technology and training through the Alt Comp budget.
12. Instructional coaches shall serve three-year terms. ICs may serve a maximum of two terms, but they must re-apply and interview for their positions upon completion of the first term. All terms are subject to termination upon withdrawal from the plan by either party.
13. If there are performance concerns about an instructional coach, the Alt Comp Facilitator and the IC shall attempt to resolve the concerns. If no resolution is reached, the concerns

shall be referred to the Director of Teaching and Learning. If the performance concerns are not resolved, the instructional coach may be reassigned to their previous role in the District. An instructional coach may appeal any element of this process.

14. Upon completion of her/his work as an instructional coach, a teacher shall be returned to the same position held prior to the assignment or, if not available, to a comparable position for which she/he is licensed. The instructional coach shall have a placement conference with the Director of Teaching and Learning to help discern the placement for the teacher.
15. The Instructional Coach job description is attached to this Memorandum for information purposes. (See Appendix A)

Section 6: Alt Comp Facilitator

1. The Alt Comp Facilitator shall be the primary individual responsible for the day-to-day implementation of the Alt Comp program.
2. The Alt Comp Facilitator shall serve in this position full time.
3. The Director of Teaching and Learning shall be the supervising administrator for the Alt Comp Facilitator.
4. Hiring guidelines
 - a. The District shall follow its usual posting timelines for this position.
 - b. The District shall attempt to hire the Alt Comp Facilitator from within current teacher ranks. If a qualified candidate does not apply, the District and EM/E shall work together to seek qualified internal candidates before an external candidate posting occurs.
 - c. The Alt Comp Facilitator must have a Minnesota teaching license and a minimum of five years experience in an educational setting.
 - d. Hiring preference will be given to a teacher with experience in the Edina Public Schools and who has achieved non-probationary continuing contract status. Preference shall also be given to teachers with knowledge of both District and EM/E policies and procedures.
 - e. The hiring committee shall have an equal number of District and EM/E representatives. The Director of Teaching and Learning and the EM/E President shall collaboratively determine the size, schedule, and procedures of the committee.
 - f. The Alt Comp Facilitator must be interviewed and hired specifically for this position. The District may not unilaterally re-assign a teacher as the facilitator.
5. The Alt Comp Facilitator shall be eligible for all components of Alt Comp.
6. The Alt Comp Facilitator shall be paid commensurate with her/his placement on the Performance Increment grid. Additionally, the Alt Comp Facilitator may be assigned Additional Services related to Alt Comp for up to work ten (10) additional days, at her/his pro-rated daily rate of pay, during the summer.
7. The Alt Comp Facilitator shall receive appropriate paid training in cognitive coaching and data coaching.
8. The Alt Comp Facilitator shall receive a base office (including lockable desk or filing cabinet) at the District Office.
9. The Alt Comp Facilitator shall receive appropriate technology and training through the Alt Comp budget.
10. The Alt Comp Facilitator shall perform the observations of the instructional coaches.
11. The Alt Comp Facilitator shall work with the Department of Teaching and Learning to provide meaningful staff development opportunities for all teachers.

12. The Alt Comp Facilitator shall chair the Alt Comp Steering Committee and the Alt Comp Appeals Committee.
13. The Alt Comp Facilitator shall work with the Minnesota Department of Education on the implementation of the Alt Comp program.
14. The Alt Comp Facilitator may serve as an instructional coach on a limited basis.
15. The Alt Comp Facilitator shall track all recommended changes to the program and this document. The Alt Comp Facilitator shall share these recommendations with the District and EM/E on a regular basis.
16. The Alt Comp Facilitator shall serve a three-year term. The Alt Comp Facilitator may serve a maximum of two terms, but she/he must re-apply and interview for the positions upon completion of the first term. All terms are subject to termination upon withdrawal from the play by either party.
17. Upon completion of her/his work as Alt Comp Facilitator, the teacher shall return to the same position held prior to the assignment or, if not available, to a comparable position for which she/he is licensed. The teacher shall have a placement conference with the Director of Teaching and Learning to help discern the best placement for the teacher.
18. The Alt Comp Facilitator job description is attached to this Memorandum for information purposes. (See Appendix B)

Section 7: Observation Cycle

Subsection 7.1: Scope and Duration

For the duration of this agreement, the goal setting, observation practices and procedures, and teacher evaluation methods described in this agreement shall take the place of the Teacher Performance Appraisal (TPA) system used by the District. If this agreement is terminated, the District shall return to the TPA system.

Subsection 7.2: Philosophy

Edina Public Schools are committed to providing the best possible educational opportunities for all students. Learning can best be achieved by increasing teacher and administrator effectiveness through performance appraisal that emphasizes a cooperative working relationship among colleagues. Because full utilization of the talents of the staff is essential, the District encourages a dynamic and continuous effort to enhance the human, technical, and conceptual skills of all its employees.

The two-fold purpose of the Professional Growth Plan is to assure quality performance through formal observations of both probationary and non-probationary continuing contract teachers and to support professional learning and continued growth for all teachers per Minnesota Statute.

Teacher Professional Growth Plans should seek to improve our delivery service to meet the needs of all our students. Such plans should be continuous, constructive, and cooperative endeavors.

Subsection 7.3: Cycles of Observations

1. Each teacher will participate in a minimum of three observations each year.
2. Probationary teachers will be observed for three consecutive years by administrators before receiving non-probationary continuing contract status, unless the teacher has obtained non-probationary continuing contract status in another Minnesota school district; if so, the probationary teacher will be observed for one year by administrators before obtaining non-probationary continuing contract status.

3. Non-probationary continuing contract teachers will be observed on a three-year cycle to assure continuing quality performance and professional growth. For each of the first three-years of the cycle, at least two observations will be conducted by instructional coaches. Generally, the third observation shall be completed by an instructional coach, administrator, or peer. However, a teacher and instructional coach may propose another option for the third observation; this option must be approved by the Alt Comp Facilitator prior to implementation. During the fourth year of the cycle (“high cycle”), teachers must be observed once by an administrator. The remaining observations will be coordinated with the instructional coaches.
4. If an administrator has concerns about a teacher’s performance, the administrator may provide additional levels of assistance for the non-probationary continuing contract teacher.
5. Instructional coaches shall be assigned to teachers by the Alt Comp Facilitator. A teacher may request a different instructional coach through the Alt Comp Facilitator. The Alt Comp Facilitator shall attempt to honor these requests but may deny them due to staffing needs or insufficient rationale. A teacher may appeal a denied request to the Alt Comp Appeals Committee (see Section 9).

Subsection 7.4: Stages and Guidelines of the Formal Observation Process for Professional Growth Plans

The annual observation cycle for Professional Growth Plans (Alt Comp) comprises:

- An initial goal-setting conference, which includes (1) the identification of the individual teacher’s Professional Growth Plan, and (2) the development of the individual teacher’s Student Learning Goals
- A minimum of three observations
- A summative conference focused on the Student Learning Goal

I. Planning Conference and Goal Setting

- A. The teacher, instructional coach, or administrator shall meet to plan and discuss what is to be accomplished during the observation cycle. For probationary teachers, this meeting shall occur no later than September 30. For non-probationary continuing contract teachers, this meeting shall occur no later than October 15.
- B. Student Learning Goals: At the goal-setting conference, the instructional coach or administrator shall discuss the Student Learning Goal process. The teacher’s individual SLG must be developed, in alignment with the site’s student achievement Alt Comp goal, prior to the teacher’s first formal observation. For probationary teachers, the teacher and the administrator shall mutually agree to the SLG as developed by the individual teacher. For non-probationary continuing contract teachers in all four years of the cycle, the teacher and the instructional coach shall mutually agree to the SLG as developed by the individual teacher; the instructional coach shall share the goals with the appropriate administrator as necessary. The teacher shall submit the SLG form to the instructional coach or administrator no later than October 15.
- C. Professional Growth Plan: At the goal-setting conference, the teacher and instructional coach or supervisor shall mutually agree to focus the year’s Professional Growth Plan and observations on two performance areas from the five performance

areas identified in the Teacher Performance Areas and Descriptors (see Subsection 7.7). Only teachers on high cycle may choose the performance area “professional responsibilities.” Teachers must demonstrate proficiency for all the descriptors in the two performance areas they have chosen to receive the PGP incentive. For non-probationary continuing contract teachers in all four years of the cycle, the teacher and the instructional coach shall mutually agree to the PGP as developed by the individual teacher; the instructional coach shall share the plan with the appropriate administrator as necessary.

- D. Any concerns/questions regarding procedures and/or forms should be discussed at this time.

II. Pre-observation conferences

- A. For probationary teachers, the teacher and the administrator shall mutually schedule a pre-observation conference prior to each observation. For non-probationary continuing contract teachers, the teacher and the instructional coach shall mutually schedule a pre-observation conference prior to the first observation. Pre-observation conferences are recommended be scheduled for a minimum of 30 minutes and should, if possible, occur within three working days of the actual observation. For non-probationary continuing contract teachers, for observations subsequent to the first, pre-observation conferences shall be scheduled in a mutually agreeable format.
- B. For probationary teachers, the first observation shall occur no later than November 1 and all observations must be completed by April 1. For non-probationary continuing contract teachers, the first observation shall occur no later than December 15. The observation time shall be scheduled by mutual agreement. The second observation shall occur no later than March 15. Remaining observations must be completed prior to May 15.
- C. The teacher is encouraged to complete a pre-observation form for each pre-observation conference. The form provides the teacher with an opportunity to state his/her objectives for the teaching and learning experience that will be observed. These objectives should align with the teacher’s Professional Growth Plan.

III. Observations

- A. For each observation, the instructional coach or administrator will:
 - 1. Arrive promptly at the scheduled time, remain for the specified time, and observe the total classroom situation.
 - 2. Gather information to help determine that the teacher is meeting the established performance characteristics.
 - 3. Try to remain inconspicuous, although under certain pre-identified circumstances, he/she may enter into activity with the class.
 - 4. Observe the total classroom situation, including consideration of class activities before and after the period being observed.

5. Objectively record what occurs during the observation.

B. Guidelines

1. There shall be a minimum of three scheduled observations per school year.
 2. Observations shall be scheduled throughout the school year to allow the teacher to demonstrate growth and development as a professional.
 3. Scheduled observations shall occur at mutually agreed-upon times. The teacher, instructional coach, or administrator may request postponement of an observation, given unforeseen circumstances.
 4. Scheduled observations may cover a specific lesson component, an entire lesson, a class period, or a planned activity. Throughout the course of the year, the teacher shall demonstrate the criteria identified in the year's planning conference.
 5. Observations may include guided practice activities, IEP meetings (with parental consent), presentations, performances, and/or other customary job-related activities that do not necessarily find the staff member in a typical classroom setting.
 6. When more than one administrator is assigned to a teacher, both administrators will observe formally at least once.
- C. For probationary teachers, in addition to the three scheduled observations, the administrator may conduct unscheduled observations. These observations must be followed by a post-observation conference that is scheduled at a mutually agreeable time between the administrator and teacher. In the event of an unscheduled observation, the administrator is strongly encouraged to make a brief contact with the teacher before the observation to learn the planned objectives and learning activities. For an unscheduled observation with a probationary teacher, the administrator shall follow procedures as outlined above (III A).

IV. Post-observation conferences

- a. Following each observation, the instructional coach or administrator will analyze the data collected, and the teacher should reflect on the success of the lesson.
- b. A post-observation conference should be scheduled at the earliest mutually-convenient time, but no more than three school days after the observation. A post-observation conference is recommended to be scheduled for a minimum of 30 minutes. If there are performance concerns, the instructional coach shall immediately address them with the teacher.
- c. During the post-observation conference, the instructional coach or administrator will share all data collected during the observation. Instructional design, curriculum

content, teaching strategies, organizational skills, interpersonal relationships, etc., may be considered.

- d. If an observation was conducted by a peer, an instructional coach shall be part of the post-observation conference to facilitate the conversation and to record information as necessary. The instructional coach shall be the sole individual responsible for recording and submitting required documentation; peers who participate in observations shall not be required to submit the content of their observations to the District.
- e. An effort should be made to identify and reinforce behaviors that contributed to student learning in the lesson; less successful parts of the lesson should also be identified and discussed. Elements of the teacher's Professional Growth Plan and Student Learning Goals shall be identified.
- f. For non-probationary continuing contract teachers, the instructional coach shall share the data only with the teacher. Only the completion status of performance descriptors may be shared with the District.
- g. During all their interactions, teachers, instructional coaches, and administrators shall strive for open, honest exchanges while maintaining courtesy, tact, and professionalism.
- h. Ideally, all reports required of the instructional coach or administrator shall be provided in writing to the teacher at the post-observation conference. If this is not possible, the instructional coach or administrator shall provide such documentation within five school days after the observation.
- i. If an instructional coach notes that a teacher needs help to meet the requirements of her/his Professional Growth Plan, the instructional coach will work with the teacher to achieve the appropriate standards. If the instructional coach continues not to observe evidence of the components of either the teacher's Professional Growth Plan or Student Learning Goals, the instructional coach shall notify the Alt Comp Facilitator of the concern as early as possible during the school year, but no later than February 1. The Alt Comp Facilitator may then reassign, no later than February 15, the teacher to the appropriate administrator for the remainder of the observation process. In such a case, the administrator shall be responsible for conducting any necessary observations and the summative SLG report with the teacher. If necessary, an administrator may develop a program, in cooperation with the teacher, to help the teacher improve performance. Subsequent observations will be related to the assistance offered and to the progress, or lack of progress, toward improvement. The Alt Comp Facilitator must be notified that such a plan has been created. The EM/E President shall be notified of all these instances.
- j. If a teacher disagrees with a decision made by an instructional coach or administrator during the post-observation conference, the teacher may appeal this decision. (See Section 9)

V. Summative Conferences

- A. The summative conference shall involve only the teacher and the instructional coach or administrator. Only by mutual prior agreement may other individuals be involved.
- B. For non-probationary continuing contract teachers in the “high cycle” year, the administrator shall hold a summative conference to review the content of the Summative Appraisal Report (SAR). A copy of this report shall be submitted to Human Resources. For all non-probationary continuing contract teachers, the teacher and the instructional coach shall meet to review the teacher’s Student Learning Goal. The appropriate supervisor may join this conference by mutual agreement. If such agreement cannot be reached, the supervisor may conduct the summative conference; the instructional coach will not be present.
- C. For non-probationary continuing contract teachers who worked exclusively with an instructional coach, only the results of the summative SLG report shall be provided to the District. All other data shall remain with the teacher.
- D. It is the responsibility of the instructional coach or supervisor(s) to address concerns about the teacher’s achievement of the PGP or SLG no later than February 15. Such concerns shall be noted as early as possible in the school year to give the teacher adequate time to remedy them. In no case shall such concerns only be raised in the summative conference. No teacher shall be denied the PGP or SLG incentive if prior documentation has not occurred.
- E. In no case shall a teacher be denied the PGP or SLG incentive if an instructional coach or administrator failed to perform the required three observations. However, for non-probationary continuing contract teachers, it is the responsibility of the teacher to schedule the meetings and observations required as part of the Alt Comp program.
- F. If the teacher disagrees with content or decisions relative to the PGP, SLG, or SAR, the teacher may appeal within 10 days of the summative conference. The appeal shall be filed with the Alt Comp Facilitator in writing. (See Section 9)

Subsection 7.5: Guidelines for Professional Growth Plans—Probationary Teachers

- I. Teachers shall be notified as early as possible in the school year about the goal-setting and observation process. (See Subsection 7.4)
- II. Role of administrators(s) in formal observations
 - A. Two administrators shall be assigned to the extent that it is reasonably practical under the circumstances.
 - B. The building principal or appropriate administrator has the responsibility to organize and direct all formal observation activities for probationary staff.
 - C. Administrator input shall consist of data gathered from formal observations and other sources including, but not limited to, LINKS assignments (for first-year probationary teachers) and feedback from colleagues, parents and students.

III. Training of administrators

- A. Periodic in-service sessions shall be conducted to familiarize all administrators with common procedures and materials used in the Alt Comp program. Observational techniques, performance data gathering, and application of the observation instruments shall be stressed. The Alt Comp Facilitator shall be an active participant in these in-service sessions. The EM/E President shall be invited to these training sessions.
- B. All administrators new to the district or new to administration within the district who have responsibility for teacher observations need to be in-serviced on the Alt Comp observation process prior to September 1 of their first year. The Alt Comp Facilitator shall be an active participant in these in-service sessions.
- C. A yearly review of procedures, including discussion of strategies and practices, shall occur. The Alt Comp Facilitator shall be an active participant in this review.

Subsection 7.6: Guidelines for Professional Growth Plans—Non-probationary continuing contract Teachers

I. Four-Year Professional Growth Cycle

- A. The four-year cycle begins in a teacher's first year on non-probationary continuing contract status. The first three years of this cycle shall be known as the "regular cycle." The fourth year of this cycle shall be known as the "high cycle."
- B. During the regular cycle, non-probationary continuing contract teachers shall work with instructional coaches to fulfill their Professional Growth Plans and Student Learning Goals. At least two of the annual observations shall be conducted by instructional coaches. The third observation may be conducted by an instructional coach, a peer, or an administrator, as determined in a plan mutually agreed to by the teacher and the instructional coach. Additionally, a teacher and instructional coach may propose another option for the third observation; this option must be approved by the Alt Comp Facilitator prior to implementation. An administrator may request to conduct one or more of the observations. If this request falls outside of the high cycle year, the Alt Comp Facilitator shall be notified of such requests.
- C. During the high cycle, non-probationary continuing contract teachers shall establish their Professional Growth Plans and Student Learning Goals with instructional coaches. The first observation of the high cycle year shall be conducted by the appropriate administrator. Unless the administrator notes concerns and decides to continue as the observer for the remainder of the year, an instructional coach shall complete the remaining observations and the SLG - summative report.
- D. During the high cycle, by mutual agreement, the teacher and the administrator may gather data about the teacher's performance through a 360-degree model of data collection, or other mutually agreed upon process, approved by the Alt Comp Steering Committee. This data collection and review may serve as one of the

teacher's observations. In most cases, the 360-degree survey will be done in the spring of year 3 in the cycle to make available data early in the high-cycle (4th) year of the cycle. Teachers must invite PLC team members to complete the 360 survey.

II. Performance Concerns

- A. Remediation Plan: In the event that an administrator determines that a non-probationary continuing contract teacher *inconsistently meets expectations* on one or more of the summative report (SAR) criteria, the administrator may develop, in cooperation with the teacher, a specific plan to remedy concerns. This plan may incorporate specific timelines and additional observations. The Alt Comp Facilitator and EM/E President shall be notified if a teacher is put on a remediation plan.
- B. The Professional Growth Plan and Student Learning Goals may be modified, as deemed appropriate, by the administrator. The Alt Comp Facilitator and EM/E President shall be notified of such revisions.
- C. Instructional coaches shall not work with teachers on remediation plans.
- D. The teacher may appeal the results of any observation, remediation plan, or summative report, in writing, to the Alt Comp Appeals Committee. (See Section 9)

III. Intensive Assistance

- A. In the event that an administrator determines that a non-probationary continuing contract teacher *does not meet* one or more of the summative criteria, a Notice of Deficiency will be entered into the teacher's personnel file, and the formal remediation process will be implemented. The Alt Comp Facilitator and EM/E President shall be notified of any teacher placed on intensive assistance.
- B. Three administrators will be assigned to the extent that it is reasonably practical under the circumstances. These administrators will include a combination of building principal(s) and a district office administrator(s). Instructional coaches shall not work with teachers on intensive assistance.
- C. The building principal or appropriate administrator has the responsibility to identify areas that need improvement, determine the standards of competency required, and set goals and methods to assess their attainment.
- D. Observation practices should be consistent with the procedures outlined for all teachers, but the activities will address the specific needs of the teacher.
- E. A teacher on intensive assistance will receive a minimum of three observations per administrator each year that the teacher is on Intensive Assistance. Some of these observations may be unscheduled at the discretion of the administrator(s).
- E. Scheduled formal observations shall occur at mutually agreed upon times.

- F. The teacher shall have the right to appeal placement on intensive assistance to the Alt Comp Appeals Committee. The teacher may also appeal specific elements within the intensive assistance plan. (See Section 9)

IV. Due Process

- A. The design, research, and development of the Professional Growth Plan system, along with its accompanying forms, are an ongoing, collaborative effort involving administrators and teachers. The process and observation tools shall be re-evaluated periodically to ensure their relevance to current practices and standards.
- B. Copies of this Memorandum shall be available to the entire staff.
- C. The Edina Public Schools Professional Growth Plan provides due process protection for teachers, observers, and administrators.
 - 1. Teachers are provided opportunity to respond at each reporting cycle and may request a personal conference in the event of disagreement with ratings from building supervisory personnel. The appeals channel is to the Alt Comp Appeals Committee.
 - 2. At all times, the teacher may have a union representative present.
 - 3. All reports of unsatisfactory performance in the Professional Growth Plan process must be in writing, enumerate shortcomings in a specific manner, and be shared with the teacher.
 - 4. Each teacher must be provided access to the file of his/her observation reports located at the district office or in the files of the appropriate supervisor(s).
 - 5. In addition, it is understood that everyone involved in the Professional Growth Plan system is to be provided substantive due process, e.g., what is done in the observation process is intended to be fair, rational, and reasonable. The teacher who is not presently meeting job standards must be given the time, support, and opportunity to meet the standards.

Subsection 7.7: Teacher Performance Areas and Descriptors

The Professional Growth Plan (PGP) contains five broad performance areas with a number of criteria for each area. Teachers, instructional coaches, and administrators understand that there are many diverse roles included under the Master Agreement definition of “teacher.” As such, all individuals must recognize and understand that the following descriptors may be adjusted, as necessary, for specific jobs within the District. For each criterion, a number of sample descriptors are shown below as a means of better defining the criteria.

Performance Area 1: Planning and Preparation

- A. Demonstrates knowledge of content and pedagogy.
 - 1. Displays thorough knowledge of curriculum and subject matter.

2. Varies instructional methods to optimize learning.
- B. Designs instruction to meet the stated standards and curriculum performance expectations.
1. Selects learning activities that are aligned with content standards.
 2. Designs units and lessons in which content is clear, logical, and sequential.
 3. Assigns work that requires application of learned skills.
 4. Aligns assessments with instructional goals.
- C. Demonstrates evidence of effective planning and organization.
1. Shows evidence of long- and short-range planning.
 2. Uses class time efficiently and appropriately.
 3. Establishes an organization system that facilitates instruction and classroom management.
 4. Accommodates the learning of all students, including those who are periodically out of the classroom.
 5. Maintains balance among various subject areas and within the subject itself.
- D. Demonstrates effective use of materials and resources.
1. Effectively utilizes classroom materials that support the instructional goals and engage students in meaningful learning.
 2. Includes supplementary materials and resources to aid instruction, including primary sources, print and audio-visual media, and the Internet.
 3. Enlists the services of the Community Resource Pool (CRP) and/or independently arranges field trips, classroom speakers, etc.
- E. Develops plans to meet the varied needs of a diverse student population through curriculum differentiation.
1. Collaborates with special education and gifted resource teachers as necessary.
 2. Displays understanding of student needs and interests when designing lessons, setting expectations, and evaluating performance.
 3. Collaborates with the school nurse, counselor, and/or social worker in order to respond to special health issues and emotional needs of students.
 4. Demonstrates willingness to differentiate for student skills, learning preferences, rates of learning, and capabilities.
 5. Designs inclusive instruction and activities that recognize cultural differences and prepare students for success in a diverse world.
- A. Incorporates instructional models and assessment methods to optimize learning.
1. Varies methods of instruction and assessment in lesson planning as appropriate.
 2. Chooses instructional and assessment activities and strategies that match the objectives and enhance outcomes.
 3. Uses variety to motivate and stimulate interest in learning.

Performance Area 2: Lesson Implementation—Instruction

- A. Inspires, motivates, and engages students in the learning process.
 - 1. Facilitates relevant activities and projects that capture student interests and enhance student understanding.
 - 2. Uses materials and resources that are suitable to instructional goals.
 - 3. Provides for variety and novelty in the classroom.
 - 4. Stimulates creative thinking and expression.
 - 5. Gives timely and specific feedback to students.

- B. Uses the components of direct instruction.
 - 1. Develops a mental readiness for new learning.
 - 2. Communicates instructional expectations and purposes.
 - 3. Provides information.
 - 4. Models process and/or product.
 - 5. Uses frequent and appropriate assessment to check for learner understanding.
 - 6. Provides opportunities for guided practice.
 - 7. Provides opportunities for independent practice.
 - 8. Uses appropriate strategies for closure and transition to new learning.

- C. Communicates clearly and accurately with students.
 - 1. Speaks and writes correctly and expressively.
 - 2. Provides directions and procedures that are clear to students.
 - 3. Anticipates possible student misunderstanding.
 - 4. Uses a variety of verbal and non-verbal techniques.
 - 5. Presents accurate and complete content information.
 - 6. Uses age-appropriate vocabulary that enriches the lesson.
 - 7. Varies tone of voice as appropriate.

- D. Uses a variety of questioning and discussion strategies to promote understanding.
 - 1. Creates expectations for active participation by all students.
 - 2. Asks questions that require higher-level thinking and demonstration of process mastery.
 - 3. Provides adequate wait time for student responses.
 - 4. Encourages student inquiry.

- E. Demonstrates flexibility and responsiveness in meeting individual needs.
 - 1. Flexibly groups students for instructional needs, using assessment results.
 - 2. Allows for student participation in selection of learning activities.
 - 3. Employs effective approaches for students who have difficulty learning.
 - 4. Provides multiple opportunities for students to demonstrate mastery of material.
 - 5. Develops extended and enriched activities to challenge students beyond the required curriculum.

- F. Infuses technology into the curriculum to support student learning.

1. Facilitates technology-enhanced experiences that address both content and student technology skills.
2. Models for students curriculum-based technology performance expectations assigned to the class and/or grade level.
3. Helps students evaluate the credibility of information gained from the Internet.
4. Uses technology where appropriate to communicate student progress and achievement.

Performance Area 3: Classroom Environment

- A. Creates an environment of respect and rapport.
1. Demonstrates warmth, caring, and respect for students.
 2. Facilitates friendly and respectful interactions among students.
 3. Encourages sensitivity to differences in developmental and cultural norms.
 4. Uses language free from sarcasm, ridicule, and humiliation.
 5. Recognizes students for constructive behavior through verbal, non-verbal, and written praise specific to individual student accomplishments.
 6. Encourages student respect for classroom materials, furniture, and equipment.
 7. Demonstrates patience.
- B. Establishes a culture for learning.
1. Conveys genuine enthusiasm and encourages student commitment to learning.
 2. Establishes high expectations for student work and achievement.
 3. Provides opportunities for students to be successful.
 4. Communicates that all students can, and are expected to perform.
 5. Promotes student curiosity, creativity, discovery, and personal growth through an environment of trust and safety that fosters risk-taking.
 6. Instructs, models, and/or counsels students with strategies for coping with problem situations.
 7. Arranges for students to work together cooperatively and collaboratively.
 8. Encourages students to develop personal initiative and take responsibility for their learning.
 9. Helps students develop productive organizational skills, work habits, and time management.
- C. Manages classroom procedures.
1. Organizes group and independent learning activities to promote student engagement.
 2. Manages transitions to prevent loss of instructional time.
 3. Establishes routines for handling materials and supplies efficiently.
 4. Establishes efficient systems for performing non-instructional duties, such as taking attendance and distributing written materials.
 5. Delegates responsibilities to students for implementing classroom procedures as appropriate.
 6. Effectively engages volunteers, paraprofessionals, and other staff to contribute substantially to the classroom environment and student learning.

- D. Manages student behavior.
 - 1. Communicates clear standards of conduct and expectations to all students.
 - 2. Proactively minimizes opportunities for student misbehavior.
 - 3. Monitors student behavior continuously and makes appropriate corrections.
 - 4. Responds to misbehavior in a way that is consistent, effective, and respectful of student dignity.
 - 5. Works with parents, support staff, and others, as needed to develop and implement plans to improve specific and chronic behavior problems.

- E. Organizes physical space to encourage learning.
 - 1. Maintains a safe and healthy classroom environment.
 - 2. Uses classroom layout and furniture arrangements as resources for learning.
 - 3. Ensures that materials and information can be read, seen, and heard by all students.
 - 4. Selects activities appropriate to the physical attributes of the teaching space or work area.

Performance Area 4: Interpersonal Relations

- A. Shows respect, sensitivity, and empathy towards others.
 - 1. Expresses verbal and/or non-verbal recognition of the feelings, needs, and concerns of others.
 - 2. Listens actively to the feelings, needs, and concerns of others.
 - 3. Responds to others in a timely manner.
 - 4. Gives constructive criticism and genuine praise.
 - 5. Makes an effort to know each student as an individual.
 - 6. Voices disagreement tactfully and without creating unnecessary conflict.
 - 7. Uses and appreciates humor in proper perspective.

- B. Contributes positively to an inclusive school community that is free from prejudice and intolerance.
 - 1. Demonstrates culturally respectful and responsive behaviors in and out of the classroom.
 - 2. Uses inclusive language that reinforces mutual respect and equal opportunity
 - 3. Demonstrates acceptance and understanding of different racial, ethnic, cultural, and religious groups.
 - 4. Creates an environment in which learning is equally accessible to both boys and girls.
 - 5. Shows sensitivity towards different family structures and socio-economic backgrounds.
 - 6. Recognizes the value of diverse opinions and encourages students to express their views in a safe and supportive environment.

- C. Demonstrates effective interpersonal relationships with parents.

1. Uses frequent and varied methods to communicate information about the instructional program, classroom activities, and student progress.
 2. Responds to parent concerns with tact and sensitivity.
 3. Cooperates with parents to support student learning and well-being.
 4. Promotes parental and community involvement in the schools.
 5. Participates in parent-teacher activities.
- D. Demonstrates effective collegial and interpersonal relationships with administrators, teachers, and other staff members.
1. Shares information, experiences, and expertise.
 2. Encourages and affirms the contributions of others.
 3. Communicates necessary information to the appropriate person(s) in a timely manner.
 4. Demonstrates support for colleagues and administrators.
 5. Makes an effort to know colleagues as individuals.
 6. Conveys a positive attitude and enthusiasm for teaching

Performance Area 5: Professional Responsibilities

- A. Demonstrates evidence of ethical behavior and sound judgment.
1. Adheres to and models Edina's ICCCAR values (integrity, compassion, courage, commitment, appreciation of diversity, and responsibility.)
 2. Exercises discretion in dealing with confidential information and materials; maintains confidentiality.
 3. Knows and adheres to district policies for ethical use of technology.
 4. Represents the school and district with dignity and professionalism.
- B. Demonstrates a commitment to continuing professional growth.
1. Reflects regularly on the effectiveness of instruction.
 2. Seeks appropriate learning opportunities to remain current with changes in content and pedagogy.
 3. Participates in professional organizations and/or associations.
 4. Monitors personal technology skills development and participates in appropriate growth opportunities.
 5. Uses data to evaluate classroom programs as they relate to district goals.
- C. Demonstrates a sense of professional responsibility as an employee.
1. Completes duties as assigned and in a timely manner.
 2. Supports building and district goals and procedures.
 3. Has regular attendance.
 4. Maintains accurate records of student progress and achievement.
 5. Provides accurate data to appropriate school and district personnel as requested for management purposes.
 6. Documents phone calls, e-mail messages, meetings, and other communications with students and parents.
 7. Attends school- and district-wide professional meetings.

8. Uses technology tools as necessary to carry out professional responsibilities (e.g. grade, record keeping, communication tools).
- D. Contributes to the school and district community beyond the classroom.
1. Assumes necessary non-instructional responsibilities.
 2. Exercises reasonable responsibility for student management throughout the entire building.
 3. Contributes to decision-making processes at the school and district level through thoughtful feedback and participation on committees.
 4. Serves as a positive role model for students.
 5. Helps integrate school activities with community needs.

Section 8: Alt Comp Steering Committee

1. The Alt Comp Steering Committee shall be responsible for the oversight of the program.
2. The composition of the Alt Comp Steering Committee shall be the Alt Comp Facilitator, three (3) administrators/School Board members named by the Superintendent, three (3) EM/E representatives, and one (1) instructional coach. The instructional coaches shall choose their representative to the committee.
3. The Alt Comp Facilitator shall chair the Steering Committee.
4. The Steering Committee shall meet a minimum of quarterly during the school year. Summer meetings may also be scheduled if necessary.
5. Each teacher representative on the committee shall receive a \$500 annual stipend.
6. If a meeting is scheduled during a school day, the Alt Comp budget will be charged for the cost of any needed substitute teachers.
7. The Alt Comp Steering Committee shall receive regular reports on the state of the program.
8. The Alt Comp Steering Committee shall facilitate the budget of the program.
9. The Alt Comp Steering Committee shall work to ensure that proper communication about the program to teachers, the District, and community occurs in a proactive and timely manner.
10. The Alt Comp Steering Committee shall work with the Minnesota Department of Education as necessary.
11. The Alt Comp Steering Committee may make recommendations to the District and EM/E on modifications to the Alt Comp program.
12. ~~During the 2010-11 school year, the Alt Comp Steering Committee shall study and make recommendation as necessary as related to the federal Race to the Top initiative.~~
13. During the 2012-2013 school year, the Alt Comp Steering Committee shall study and make recommendations to the District-EM/E Teacher Evaluation Committee to align the Alt Comp plan with the Teacher Evaluation Committee's recommendations.
14. During the 2012-2013 school year, the Alt Comp Steering Committee will design a plan to enhance the training teachers receive to serve as peer observers. The Steering Committee shall also study and make recommendations as necessary about methods to compensate teachers who serve as peer observers.
15. The Alt Comp Steering Committee shall study and make recommendations as necessary about how to involve National Board-certified teachers in the Alt Comp program.
16. During the 2012-2013 school year, the Alt Comp Steering Committee will develop and recommend a plan for a portfolio option for high-cycle teachers to be implemented in the 2013-2014 year. The plan must be approved by the Board Teaching and Learning Committee and the EM/E Executive Council by June 2013.

Section 9: Appeals

1. The Alt Comp Appeals Committee shall be composed of the Alt Comp Facilitator, two District representatives, and two EM/E representatives. The Alt Comp Facilitator shall chair the Appeals Committee.
2. The Alt Comp Facilitator shall recuse her/himself from an appeal if directly involved in the matter at hand.
3. Any teacher with a concern about any aspect of Alt Comp is encouraged to work with the appropriate administrator, instructional coach, and/or Alt Comp Facilitator to resolve the issue before filing an appeal.
4. EM/E has the right to appeal both the reasonableness and the evaluation of the Site Improvement Plans.
5. A formal appeal request shall be submitted in writing to the Alt Comp Facilitator. The request shall be on the official appeals form (see Appendix I).
6. A formal appeal request should be submitted within 10 days of the conference, observation, or report that is at issue, if possible. If this timeline is not met because the teacher is pursuing an informal resolution to the issue, the deadline for submission of an appeal shall be extended.
7. The Alt Comp Appeals Committee shall meet within 14 calendar days of receipt of the written appeal. The Alt Comp Facilitator shall be responsible for scheduling the appeals meeting. This timeline may be extended upon mutual agreement of the Alt Comp Facilitator and the teacher.
8. The teacher and other involved parties shall have the opportunity to speak to the Appeals Committee, though an individual may present information in writing instead if she/he so chooses. There shall be a 30-minute limit to each side's arguments and/or testimony. Appeals Committee members may question individuals who testify.
9. The teacher has the right to union representation at the appeals hearing. The union representative may speak as part of the teacher's allotted time.
10. Upon conclusion of the appeals hearing, the Appeals Committee shall meet in private to deliberate. Decision is by majority vote.
11. The Appeals Committee may uphold an appeal, deny an appeal, or recommend another course for resolution.
12. The teacher must be notified in writing of the results of the appeal no more than seven (7) calendar days following the hearing.
13. A teacher may appeal an Appeals Committee decision to the School Board. The School Board shall establish its own procedures for such appeals.

For the District: _____

Date: _____

For EME: _____

Date: _____

Appendix A: Instructional Coach Job Description

POSITION DESCRIPTION

TITLE: Alt Comp Instructional Coach

POSITION QUALIFICATIONS:

- Education/Licensure: • Minnesota teaching licensure
- Experience: • Minimum five years experience in education
• Immediate experience working in Edina Public Schools strongly preferred
• Excellent written and verbal communication skills
• Experience and training in a wide range of instructional and student management strategies preferred
- Line/Staff Relationship: • Primary Supervisor: Director of Teaching and Learning
• Collaborative Supervisors: Alt Comp Facilitator, Building Principals

MAJOR FUNCTIONS AND RESPONSIBILITIES:

Duties and responsibilities of this position include, but are not limited to:

1. Conduct observations of teachers for the Alt Comp program, including all conferences of the observation cycle (planning conferences, pre-observation conferences, observations, post-observation conferences, and summative conferences)
2. Work with teachers to establish their Professional Growth Plans and Student Learning Goals
3. Assist individual teachers with student achievement data
4. Maintain appropriate background and training in cognitive coaching and data coaching
5. Work with the Alt Comp Facilitator to ensure Alt Comp policies and procedures are maintained
6. Work with other instructional coaches to maintain inter-rater reliability
7. Participate in and lead staff development opportunities for teachers. These opportunities may include cognitive coaching, peer feedback, team teaching, demonstrations, and presenting strategies to improve instruction, lesson design, and classroom management.
8. Attend all training and instructional coach meetings required for the position
9. Keep current on research into best practices/coaching practices as necessary
10. Provide release time for colleagues to have the opportunity to observe other colleagues

Appendix B: Alt Comp Facilitator Job Description

POSITION DESCRIPTION

TITLE: Alt Comp Facilitator

POSITION QUALIFICATIONS:

- Education/Licensure: • Minnesota teaching licensure
- Experience: • Minimum five years experience in education
• Immediate experience working in Edina Public Schools strongly preferred
• Excellent written and verbal communication skills
• Experience and training in a wide range of instructional and student management strategies preferred
- Line/Staff Relationship: • Primary Supervisor: Director of Teaching and Learning

MAJOR FUNCTIONS AND RESPONSIBILITIES:

Duties and responsibilities of this position include, but are not limited to:

1. Provide leadership for the Alt Comp program
2. Participate in the hiring of instructional coaches
3. Conduct observations of instructional coaches for the Alt Comp program, including all conferences of the observation cycle (planning conferences, pre-observation conferences, observations, post-observation conferences, and summative conferences)
4. Conduct observations of teachers for the Alt Comp program as necessary
5. Chair the Alt Comp Steering Committee and Alt Comp Appeals Committee
6. Work with the Minnesota Department of Education on issues pertinent to Alt Comp
7. Coordinate the training of the instructional coaches
8. Participate in the coordination and development of staff development opportunities
9. Provide updates on Alt Comp to the School Board and District administrators
10. Work with instructional coaches to establish their Professional Growth Plans and Student Learning Goals
11. Coordinate the Alt Comp recordkeeping systems
12. Determine the scheduling of instructional coaches
13. Maintain appropriate background and training in cognitive coaching and data coaching
14. Ensure Alt Comp policies and procedures are maintained
15. Work with instructional coaches to maintain inter-rater reliability
16. Lead regular meetings of the instructional coaches
17. Keep current on research into best practices/coaching practices as necessary

FOR ACTION

INDEPENDENT SCHOOL DISTRICT 273
Special Meeting, March 23, 2012

SUBJECT: WAIVER OF THIRTY-DAY NOTIFICATION OF CITY OF EDINA
PROJECT HEARING

Be it Resolved, That

The School Board

Approve waiving the thirty-day notification requirement of the hearing
for a City of Edina project.

BACKGROUND INFORMATION

The City of Edina is considering the establishment of the Southdale 2 Tax Increment Financing (TIF) District and Minnesota Statute requires that the Edina School Board be given a thirty-day notice of the public hearing. The City is requesting that the School Board waive the thirty-day comment period and the thirty-day notification requirement in order to expedite the City's establishment of the TIF District and the commencement of construction.

The School Board has received a copy of the proposed TIF Plan, including estimates of the fiscal and economic impacts of the TIF District to be established by the City.

EDINA SCHOOL DISTRICT NO. 273

RESOLUTION NO. _____

**RESOLUTION WAIVING THE THIRTY-DAY NOTIFICATION PERIOD PURSUANT TO
MINNESOTA STATUTES, SECTION 469.175, SUBDIVISION 2**

WHEREAS, the City Council of the City of Edina (the "City") is considering the establishment of the Southdale 2 Tax Increment Financing District (the "TIF District"); and

WHEREAS, Minnesota Statutes, Section 469.175, Subd. 2 requires that the School Board be provided notice of the establishment of the TIF District, a copy of the proposed tax increment financing plan ("TIF Plan") and the estimate of fiscal and economic implications of the proposed establishment of the TIF District at least thirty days before the public hearing required by Minnesota Statutes, Section 469.175, Subd. 2; and

WHEREAS, the School Board for Edina School District No. 273 has received a copy of the proposed TIF Plan, including estimates of the fiscal and economic impacts of the TIF District to be established by the City; and

WHEREAS, the City has requested a waiver of the School Board's thirty-day comment period provided by Minnesota Statutes, Section 469.175, Subd. 2; and

WHEREAS, the School Board desires to waive the thirty-day notification requirement in order to expedite the City's establishment of the TIF District and the commencement of construction; and

~~WHEREAS, the School Board has reviewed the TIF Plan and the fiscal impacts of the TIF District;~~

NOW, THEREFORE, BE IT RESOLVED BY THE SCHOOL BOARD OF EDINA SCHOOL DISTRICT NO. 273 AS FOLLOWS:

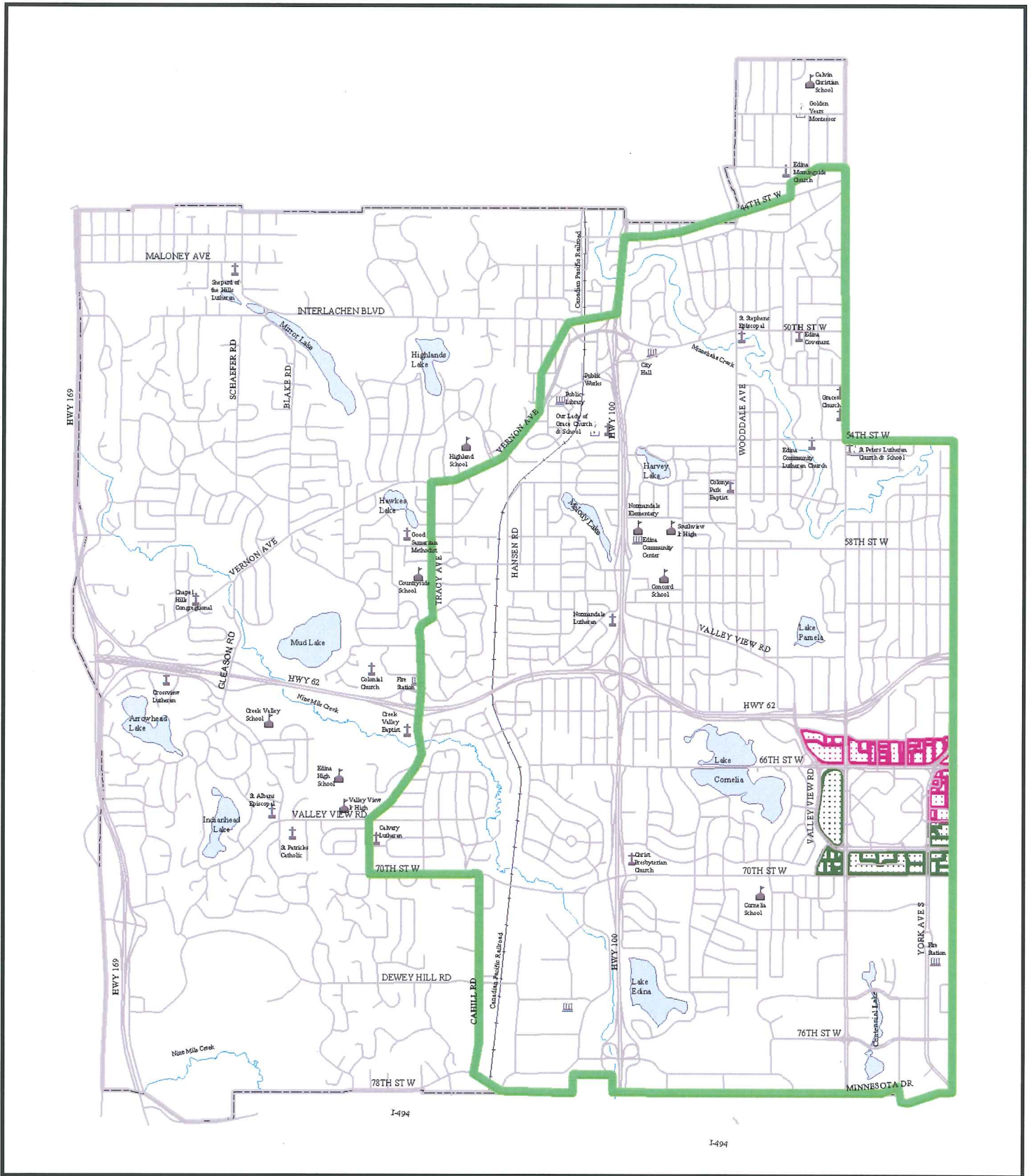
1. The School Board agrees to ~~waive~~ reduce the 30-day comment period to 20 days on the TIF Plan ~~by providing a comment on the TIF Plan, as provided in Minnesota Statutes, Section 469.175, Subd. 2~~ and the Edina School District retains all rights as provided by Minnesota Statutes.

Approved by the School Board of Edina No. 273 this _____ day of _____, 2012

EDINA SCHOOL DISTRICT NO. 273

Chairperson

Attest:



Southeast Edina Redevelopment Project Area and Southdale 2 TIF District



- Project Area
- SD 273
- SD 280



Engineering Dept.
March, 2012