



Rockford Schools Q Comp Plan: What Does it Mean for Me?

Where Does the Money Come From?

2011-2012 School Year	\$169 per student- State Aid only because we missed the deadline for filing a levy
2012-2013 School Year	\$169 per student PLUS \$91 levy (The board has already voted to levy this amount if we pass this plan for a second year.)
What does this mean?	For the first year, performance pay will be less than what it will be able to be in the second year.

Part 1: Career Ladders

Positions where teachers can serve in leadership roles and make extra money.

<p>Core Committee Members: (Release time 2 days per year & serve as PLC Coaches 2011-2012) Membership on this team consists of the original Q-Comp Plan Writing Team. For the first year this group will meet quarterly to oversee, evaluate, and maintain the Q-Comp Plan. They will have an end of year meeting to write the plan review which includes details for year two.</p>	
<p>Q-Comp Advisor: (.25 release time +\$5,000) 1 in the district. In charge of Q-Comp Plan oversight, planning, and paper work and the district mentoring program. Core Committee makes hiring recommendation to Superintendent/School Board.</p>	<p>PLC Coaches: (\$600) 18 in the district. In charge of leading PLC meetings, conducting one observation for each PLC member, collecting PLC observation paperwork, and attending monthly district PLC committee meetings. Core Committee members will serve as PLC Coaches during the first year. Core Committee will appoint the other PLC Coaches for the first year. Then, each committee will choose a new leader for year two. PLC Coach is a one-year position that will rotate through the group until all have served as the Coach or chosen to pass on the opportunity.</p>

Part 2: Job-Embedded Professional Development

Time during the teacher day that is dedicated to improving professional practice.

For Q-Comp, PLC groups are required to meet an *average* of 60 minutes per week over the course of the school year. Thursday mornings will be our district wide PLC meeting day. Added to this time, will be time on staff development days as well as floating staff development time that will be consistent (on the same dates) district wide.

PLC Groupings K-12- 18 PLC Groups

REAMS	RMS CES	RHS	District
<ul style="list-style-type: none"> • K/Math TI • Gr 1 • Gr 2/ELL • Gr 3 /Reading TI • Gr 4 • Gr 5/Media Specialist • SPED Team 	<ul style="list-style-type: none"> • LA/SS/STEM • Math/Sci/STE M • SPED Team 	<ul style="list-style-type: none"> • English/ELL/ Reading • SS/Spanish • Science/IndTech • Math/Business Ed • SPED Team 	<ul style="list-style-type: none"> • Art/Music • Phyed/Health • Student Services (Counselors, Social Worker, Nurse)
<p>Focus:</p> <ul style="list-style-type: none"> • <i>Making Differentiation a Habit</i> By Diane Heacox • Using student data to inform instruction • New standards & curriculum cycle work 	<p>Focus:</p> <ul style="list-style-type: none"> • <i>The Art and Science of Teaching</i> By Robert Marzano • Using student data to inform instruction • New standards & curriculum cycle work • Content area literacy • Student Service positions will choose a professional book to focus on for their PLC studies. 		

Part 3: Teacher Evaluation/Observation

Implement an objective and comprehensive evaluation/observation system.

- All teachers will be trained as observers/evaluators.
- Teachers will work with a self-chosen partner from their PLC group.
- Teachers cannot work with the same person two years in a row.
- Teachers will observe their partner 3 times per school year (October, January, March) using the Observation Rubric for District #883 (six components-based on Charlotte Danielson’s Evaluation Rubric).
- Principal observations will serve as Q-Comp observations for probationary teachers. These teachers will also need to shadow career teachers for 3 observations during the year.
- Subs will be provided for observers. Teachers will only miss 3 hours during the entire school year due to observations.
- There are special rubrics for Student Services Specialists.

Part 4: Performance Pay

Must be available for district goal being met in one content area, building goal being met in same content area, and evaluation/observation performance.

District Goal Met (Increase of 3% in Reading MCAII scores district wide.)	\$210
Building Goal Met (Increase of 3% in Reading MCAII scores in your building)	\$210
Receiving a rating of Proficient or higher in five of the six core elements on the last observation of the year.	\$490
Participating in 95% of the PLC Mtgs.	\$490
TOTAL	\$1400

Part 5: Alternative Salary Schedule

Salary Schedule must be “reformed” to, at minimum, determine increases to a teacher’ base salary by attainment of student and teacher performance indicators instead of years of service and continued employment.

Changes in the Salary Schedule include:

- 1- Steps 0-13 are now called Career Ladders 0-13
- 2- “Old” Schedule: Teachers are able to move to the next “step” upon completion of an additional year of service in the district.
“New” Schedule: Teachers are able to move to the next “Career Ladder” if they receive any percentage of the available performance pay for the school year.
- 3- All cell amounts, longevity pay, and lanes remain unchanged.