

Work Session

Tuesday, January 16, 2024 5:00 PM

ECC 350, 5701 Normandale Road, Edina, MN 55424

I. **Determination of Quorum and Call to Order**

II. **Approval of Agenda**



School Board Work Session
Tuesday, January 16, 2024; 5:00 PM
ECC Room 350

I. Determination of Quorum and Call to Order

II. Approval of Agenda

III. Discussion

A. English Language Learner Program Review

Description: Each year English Language (EL) learner programming is required by the state of Minnesota to conduct a program review and update Edina schools Language Instruction and Educational Program (LIEP) Plan, a MN legal requirement of districts with (EL) students. This year the department conducted a comprehensive review of EL programming to create a two year Department - Continuous Improvement Plan (D-CIP).

Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

B. Minnesota Public Education Finance Basics

Description: Public education finance in Minnesota is complex and difficult to understand, even for those with direct experience working in the profession. Receiving training on the basics of school finance is part of the School Board's goals and will enhance the level of governance they can provide to the District and its stakeholders.

Presenter(s): Mert Woodard, Director of Finance and Operations

C. Edina Virtual Pathway (EVP) Update

Description: This board report is intended to provide a status update on the development and management of the Edina Virtual Pathway Program. The report provides background information, a success metrics update, a description of some recent changes and next steps.

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Steven Cullison, EVP Coordinator

D. Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization

Description: Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina.

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation Program Facilitator; Jason Dockter, Education Minnesota Edina President; and Debi Krengel, Special Education Teacher at Concord Elementary

IV. Leadership and Committee Updates

V. Superintendent Updates

VI. Adjournment

III. Discussion

III.A. English Language Learner Program Review



Board Meeting Date: 1.16.24

Title: English Language Learner Program Review

Type: Information



Presenter(s): Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

Description: Each year English Language (EL) learner programming is required by the state of Minnesota to conduct a program review and update Edina schools Language Instruction and Educational Program (LIEP) Plan, a MN legal requirement of districts with (EL) students. This year the department conducted a comprehensive review of EL programming to create a two year Department - Continuous Improvement Plan (D-CIP).

Recommendation: No recommendation is being made at this time. This presentation is an informational update for the board.

Desired Outcome(s) from the Board: Thoroughly read material and prepare questions

Attachments:

-  **Board Report English Language Learner Program Review Jan. 9**
-  **ELL Program review**

III.B. Minnesota Public Education Finance Basics



Board Meeting Date: 1/16/2024

Title: Minnesota Education Finance Basics

Type: Discussion

Presenter(s): Mert Woodard, Director, Finance & Operations

Description: Public education finance in Minnesota is complex and difficult to understand, even for those with direct experience working in the profession. Receiving training on the basics of school finance is part of the School Board's goals and will enhance the level of governance they can provide to the District and its stakeholders.

Recommendation: There is no recommended action.

Desired Outcomes from the Board: Be prepared to receive and discuss the content of the presented information.

Attachments:

1. School Finance Basics

SCHOOL FINANCE BASICS

BOARD WORK SESSION
January 16, 2024



DEFINING EXCELLENCE

AGENDA

- Funding Overview
 - Minnesota education funding structure
 - Basic formula
 - Categorical and restricted state aids
 - Property taxes
- Types of Funds
- Fund Balance

SOURCES OF FUNDING



STATE REGULATED FUNDING

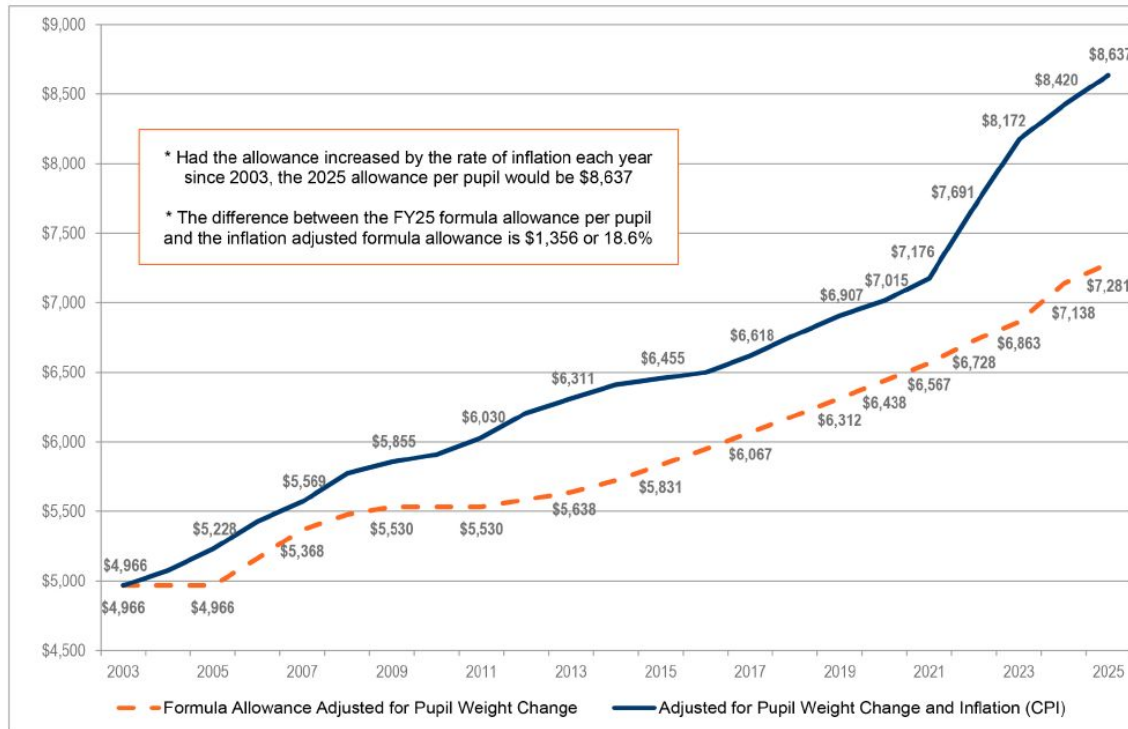
The State of Minnesota regulates all major funding for public school districts:

- The state sets formulas that determine revenue - most revenue is based on specific amounts per student
- Determines the amount of taxing authority each school district has access to
- Authorizes school districts to generate additional funds through voter-approved referendums

BASIC GENERAL EDUCATION FORMULA

- Primary funding source for all public school districts in the state
 - Revenue = Formula Allowance x Pupil Units
- For fiscal year 2023-24, an increase of 4.0% or \$275 over 2022-23
- For fiscal year 2024-25, an increase of 2.0% or \$143 over 2023-24
- Over the last 20 years, the formula allowance has significantly lagged behind inflation
- The State Legislature agreed to tie future formula increases to inflation beginning with 2025-26, with a floor of 2.0% and cap of 3.0%

BASIC GENERAL EDUCATION FORMULA (2003-2025) Adjusted for Inflation (CPI)



CATEGORICAL & RESTRICTED AIDS

- Special Education Aid - For essential personnel and other costs required to provide instruction to students with disabilities.
- Operating Capital - Repair and betterment of facilities, acquisition of land, purchase/lease of equipment, and purchase of books.
- Basic Skills
 - Compensatory Revenue
 - English Learner Revenue
- Other - Staff development, Achievement & Integration, etc.

PROPERTY TAXES

- Non-Voter Approved
- Voter Approved



NON-VOTER APPROVED TAXES

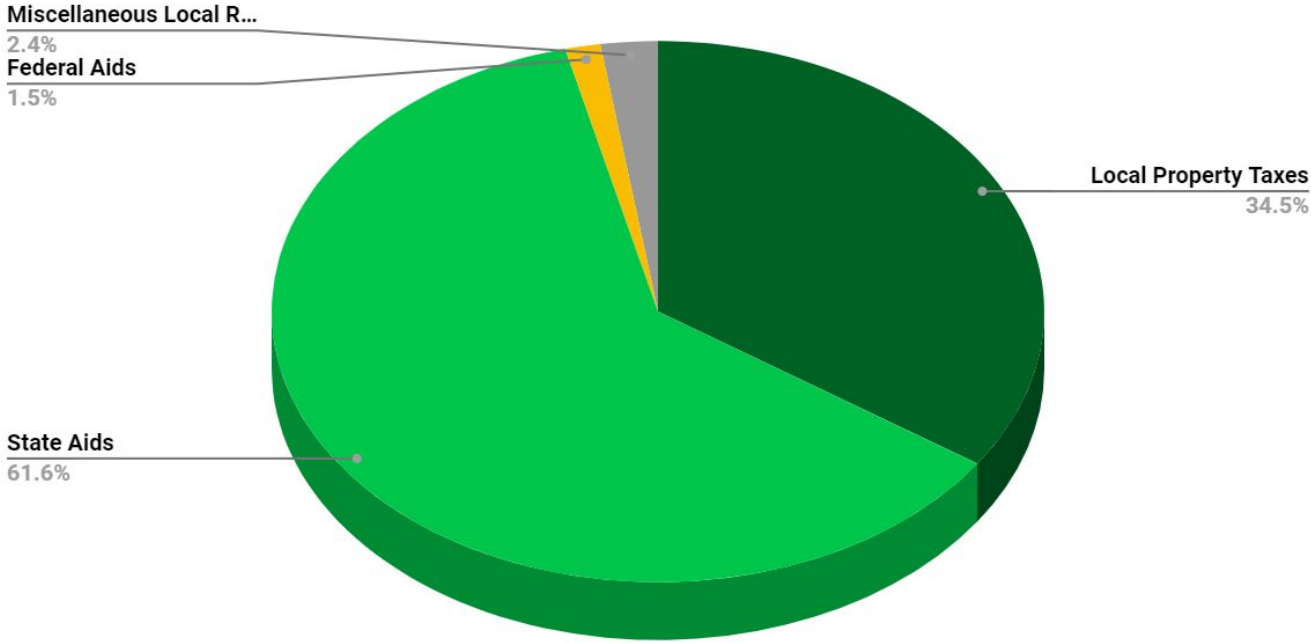
- Local Optional Revenue
- Operating Capital
- Building Leases
- Long-Term Facilities Maintenance (LTFM)
 - Pay-as-you-go
 - General obligation debt
- Other Post-Employment Benefits (OPEB)
- Community Education

VOTER APPROVED TAXES

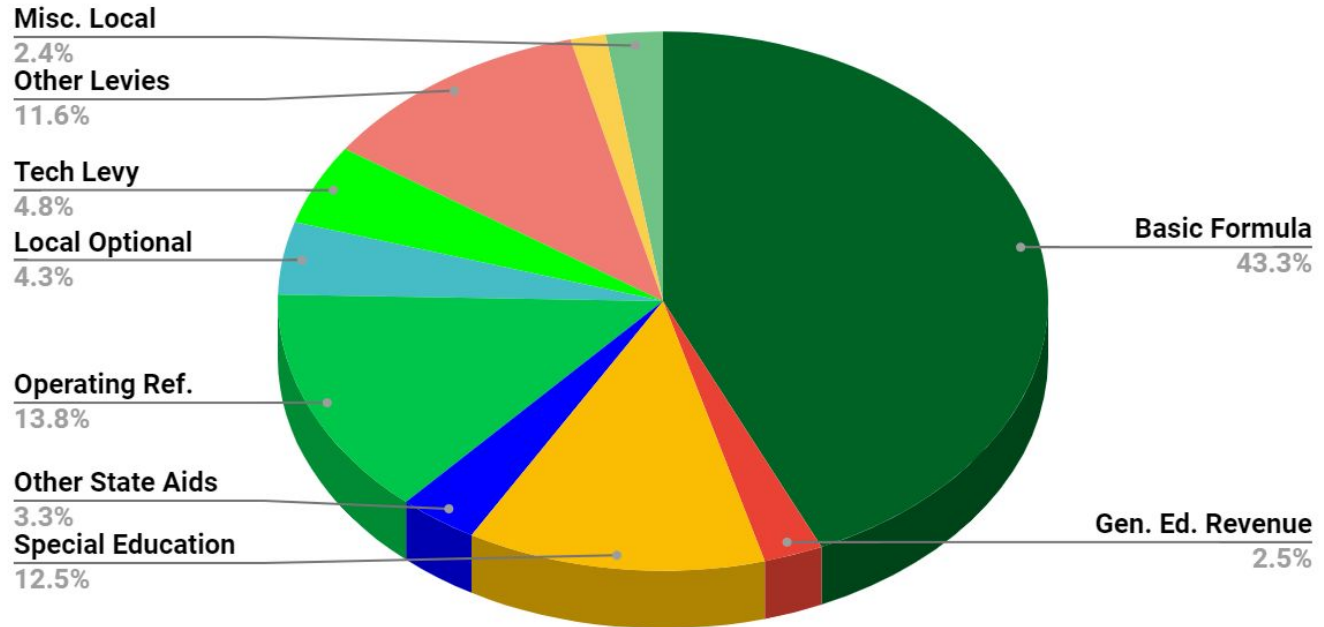
- Operating Referendum Levy
- Capital Projects Levy
- School Building Bonds.

“Bonds are for building, levies are for learning.”

GENERAL FUND - REVENUE SOURCES



GENERAL FUND - REVENUE SOURCES (cont.)



TYPES OF FUNDS

General Fund

- Instruction: Regular, Vocational & Special Education
- School & District Administration
- Pupil Support
- Sites & Buildings
- Transportation
- Capital

Food Service

- Breakfast & Lunch

Community Education

- Early Learning
- Adult Basic Ed
- Childcare
- Youth & Adult Enrichment

Building Construction

Debt Service

Fiduciary & Propriety



FUND BALANCES

A district's fund balance is an important aspect in considering the district's financial well being

Provides for things such as:

- Cash flow
- Cushion against unanticipated expenditures
- Enrollment changes
- Funding deficiencies
- Aid proration at the state level



FUND BALANCE CATEGORIES

Restricted – legally enforceable constraints

- Operating Capital
- Long Term Facility Maintenance (LTFM)
- Basic Skills
- Staff Development

Non-spendable – not in spendable form or legal requirement

- Prepaid
- Inventories

Committed – used for specific purpose by formal board action

FUND BALANCE CATEGORIES (cont.)

Assigned – district's intent for specific purpose

- Separation/retirement
- Q-comp
- Site carryover
- Third party billing

Unassigned – for all other purposes not described by other categories

- Partially used to calculate Statutory Operating Debt (SOD)
- The fund balance mostly widely referred to by individuals

Assigned + Unassigned = Unrestricted Fund Balance

ADDITIONAL RESOURCES

- [Minnesota School Finance: A Guide for Legislators](#)
- MASBO website
- Other affiliates:
 - AMSD
 - MSBA
 - MASA
- Your local finance director

III.C. Edina Virtual Pathway (EVP) Update



Board Meeting Date: 1/16/2024

Title: Edina Virtual Pathway (EVP) Update

Type: Discussion

Presenter(s): Dr. Randy Smasal, Assistant Superintendent; and Steven Cullison, EVP Coordinator

Description: This board report is intended to provide a status update on the development and management of the Edina Virtual Pathway Program. The report provides background information, a success metrics update, a description of some recent changes and next steps.

Recommendation: No recommendation is being made at this time. This item has been prepared for board discussion.

Desired Outcome(s) from the Board: Please bring forth questions you have for the presenters.

Attachment(s):

- See report

The EVP update includes the following sections:

- Background Information
- Success Metrics Discussion
- Recent Changes to Programming
- Next Steps

Background Information

EVP, like all schools in the district, exists to support the district's Mission and Vision and to further its Strategic Plan. The program uniquely contributes by providing instruction in a different setting and different modality than in-person schools, resulting in:

- Opportunities to advance critical thinking and student engagement in order to appropriately challenge every student (Strategy A).
- A differentiated educational experience (Strategy A).
- A learning environment that supports equity by eliminating structural barriers to success (Strategy B).
- Development of skills for students for healthy lifestyles including living effectively with technology and assured access to wellness programs (Strategy C).
- An environment that is conducive to learning (Strategy C).
- Responsiveness to enrollment trends while retaining current students (Strategy D).
- Strong financial stewardship through careful spending and student retention (Strategy E).

Comprehensive

EVP serves high school students who can be divided into two groups: comprehensive (full-time online students) and supplemental (EHS students taking one or more online classes alongside their in-person classes). Students who select comprehensive online learning are seeking complete flexibility in their learning schedule combined with access to rigorous coursework. Supplemental students predominantly select online classes for a degree of scheduling flexibility or course access, rigorous learning and to seek a balance between online learning opportunities and in person learning opportunities. Both categories of students are having their needs met through the flexibility that online learning provides them.

EVP at the elementary level was phased out following the 2022-2023 school year due to insufficient enrollment. EVP does not operate a middle school program due to insufficient interest to operate in a fiscally responsible manner.

Success Metrics

A number of metrics have been identified in order to evaluate the degree to which the Edina Virtual Pathway is providing a rigorous and engaging learning experience.

1. Retention of learners as monitored through Enrollment patterns.
2. Academic achievement measured using grades, graduation rates, FastBridge assessments, and MCAs grades
3. Satisfaction of stakeholders including students, families, and staff.
4. Fiscal responsibility.

These indicators may be viewed as minimum requirements for the success and continued viability of EVP; however, the goal is to exceed these expectations and to operate one of the most innovative and rigorous online programs in Minnesota.

Enrollment

For the 2023-2024 school year, the secondary level has averaged about 58 comprehensive (full-time) students this year, an increase of about 50%.

- 19 of these students returned after attending EVP in its inaugural year.
- Two thirds of EVP's full-time students previously attended in-person in EPS. The opportunity to switch to EVP has helped the district to retain these 38 students while creating space at EHS for other students to open-enroll.
- Additionally, 14 of EVP's fully online students are new to the district.

Supplemental

This year, 755 EHS students enrolled in one or more EVP courses as a supplement to their in-person education, which is an increase of about 50% over 2022-2023.

Comparing fall of 2023 to fall of 2022, course requests from Edina students for NSO courses remained flat (356 to 362.)

These numbers demonstrate a growing demand for online learning in Edina among high school-aged students, and the value of offering an in-house option from an enrollment standpoint.

Academic Measures

Grades

Students achieving passing grades in courses will have demonstrated proficiency in the associated graduation standards.

Grades:

- 2022-2023

- Passing grades S1: 85% ; Passing grades S2: 95%
- 2023-2024
 - Passing grades S1: 89% (in progress)

Graduation Rates

EVP's reported graduation rate for Spring of 2023 was 62% (The N value of students has been excluded due to small cell size and being potentially identifiable.) As outlined later in this report, counseling and paraprofessional staffing adjustments have allowed for improved student support.

MCA's

An important area of growth for EVP at the secondary level is to increase participation rates in standardized testing (a challenge faced by many online programs throughout the state). Rates of participation in the MCA test in 2023 were too low to provide a meaningful evaluation of student proficiency.

FastBridge

FastBridge is only used at the secondary level for students enrolled in Online Pre-AP English 9.

FastBridge (Secondary Comprehensive):

- 2022-2023 (n=5)
 - aReading: 33% met or exceeded in fall (District: 70%); 50% in winter (District: 83%)
- 2023-2024 (n=7)
 - aReading: 71% met or exceeded in fall (District: 76%)

Satisfaction of Stakeholders

It is vital that programs incorporate stakeholder voices, and no measurement of Edina Virtual Pathway's progress or success could be complete without asking the students, families, and teachers for their perspectives.

In 2023, 84% of EVP students communicated that they were satisfied or very satisfied with their experiences in EVP. Families reported at rates of 78% or higher that they felt their child's online education was rigorous, that their child felt valued, and that they were satisfied with their child's online education. Teachers reported unanimously in the spring that they were provided with the resources to do their work successfully.

During the 2023-2024 school year, EVP is conducting visioning sessions with stakeholders, including not only students, families, and online teachers, but also EHS

staff. These will begin in January of 2024 and will help provide direction for the future of EVP.

Financial Responsibility

In the 2022-2023 school year, \$673,270 was spent on EVP. This is considerably less than the amount which was budgeted, \$826,243. The school generated about \$706,650 in new revenue by attracting open-enrolled full-time students. It should be noted that these numbers include the operation of EVP's elementary program. Overall, EVP contributed positively to the district's financial health.

For the 2023-2024 school year, \$510,112 has been allocated in the budget. Due to an increase in enrollment, revenue generation is projected at about \$761,000.

Edina Virtual Pathway contributes to the financial wellness of the district by helping to retain the enrollment of students who might otherwise leave the district in order to learn online. Some of the 39 students who moved from in-person to online may have done so permanently, while others may take advantage of the opportunity temporarily during a time of need, whether to participate in athletics or to manage their health.

Recent Changes

For the 2023-2024 school year, EVP secured a dedicated 0.5 counselor and reassigned an elementary paraprofessional position to support secondary students. These staffing adjustments have allowed for improved student support, especially for seniors around post-secondary planning, and to help with supervision of supplementary students at EHS.

In response to feedback from stakeholders, and in keeping with state guidance, EVP modernized its attendance procedures in a way that helps ensure accuracy while reducing work for teachers and increasing flexibility for students.

This year, EVP offered twelve new classes (of which two are new for the district.) For 2024-2025, at least six further offerings are planned.

For the first time, summer courses will be offered in EVP this year.

We are taking steps to establish EVP as a state leader in online learning. A partnership with a local virtual reality/artificial intelligence firm is in development. A second partnership with a local college that would provide opportunities for Edina students to build trade skills and earn college credits and certifications using virtual reality tools is also in the works. These initiatives will help to establish a distinct identity for the school while serving as an innovation laboratory whose findings could one day benefit in-person students. Additionally, in February, the EVP Coordinator will be hosting a

Summit for other MN Online Educators to create an opportunity for collaboration between online educators throughout the state.

Next Steps

As previously reported to the school board, by the end of the 2023-2024 school year, the following accomplishments will signal a second successful year of EVP at the high school level:

1. Increased passing rates for classes.
2. Increased graduation rate.
3. Increased rates of satisfaction by stakeholders as reflected by surveys with higher participation rates, allowing for reliable feedback.
4. Further improved procedures around course changes and enrollment, indicated in part by feedback from counselors.
5. Stable comprehensive enrollment numbers, while also implementing improved efforts to identify and redirect students who may be less likely to thrive in an online learning environment.
6. Continued fiscal responsibility while more fully utilizing funds allocated to support student learning.
7. An increase in the number of courses which are taught as a part of a teacher's regular work day, rather than as an overload, for 2024-2025.
8. Successful implementation of online summer offerings in 2024.

EVP is on pace to meet these measures. Increased support for learners will contribute to improved passing rates for classes, which in turn will help drive a strong graduation rate. Meetings with and surveys of stakeholders are on-going. A revised course-selection process is in place for the spring. Enrollment, as discussed, is growing, and EVP continues to generate more funds than it spends. Negotiation for an updated MOU will begin in the near future, and its language will impact the degree to which courses will be built into teacher days, as opposed to running as overloads. Finally, registration for EVP's first summer offerings are planned for this spring.

As is true for any school, Edina Virtual Pathway has an obligation to grow its ability to serve each and every student. That hard work continues.

III.D. Teacher Evaluation & Alternative
Compensation Program Memorandum of Understanding:
Reauthorization



Board Work Session Date: January 16, 2024

Title: Teacher Evaluation & Alternative Compensation Program Memorandum of Understanding: Reauthorization

Type: Discussion

Presenter(s): Jody De St. Hubert, Director of Teaching and Learning; Libby Sandvick, Teacher Evaluation Program Facilitator; Jason Dockter, Education Minnesota Edina President; and Debi Kregel, Special Education Teacher at Concord Elementary

Description: Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), *“The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.”*

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Quality Compensation revenue that funds Teacher Evaluation.

The MOU Reauthorization Committee (three district- and three EM/E-appointed members) reviewed stakeholder data, budget projections and current practice. At this time, the committee is recommending the changes outlined in the MOU Summary of Changes document. The large impact changes are minimal, but include prorating the Professional Growth Plan incentive for probationary teachers and reinvesting that savings in our mentor program through increased expectations and compensation for mentors; and a shift in the non probationary teacher observation process which will allow for more flexibility in scheduling observations with Peer Coaches for teachers. Additional changes/adjustments to the MOU are identified in the Summary of Changes Document.

Recommendation: Review the proposed changes to the Teacher Evaluation MOU for discussion. An additional discussion will occur at the Board Meeting on February 12, 2024 and action will occur at the April 8, 2024 Board Meeting.

Desired Outcomes from the Board: Review the information and provide feedback.

Attachments:

Board Presentation

Teacher Evaluation MOU Reauthorization Committee:

Jody De St. Hubert, Director of Teaching and Learning
Libby Sandvick, Teacher Evaluation Program Facilitator
Michael Pretasky, Assistant Principal - Edina High School
Chris Holden, Principal - Normandale Elementary
Jason Dockter, President Education Minnesota Edina
Debi Kregel, Special Education Teacher - Concord Elementary

2023-2024 Timeline:

- September - December: MOU Committee Meetings
- October 10: T&L Board Committee
- January 16: School Board Work Session
- January 18: EM/E Governance Board Meeting - Discussion
- February 12: School Board Meeting - Discussion
- March 14: EM/E Governance Board Meeting - Action
- April 8: School Board Meeting - Action

PROGRAM OVERVIEW

Quality Compensation law (Q Comp) was created by Tim Pawlenty and enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule.”

(<https://education.mn.gov/MDE/dse/edev/qc/>)

Edina became a Q Comp district in 2008. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have six Peer Coaches who work with the district’s non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers.

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. (Over the past three years, the state’s funding has averaged 99.89%.) The program’s budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for an \$1,721 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

In 2014, Minnesota Statute 122A.40 required all Minnesota school districts “to develop, support and improve teachers and teaching practices, improve student learning and success, and provide all enrolled students with equitable access to more effective and diverse teachers.” Districts, through joint agreement with the local teacher union, must design and implement a local teacher development and evaluation model or use the state model.

Our Teacher Evaluation program is aligned with the requirements outlined in statute for both Teacher Evaluation (122A.40) and Quality Compensation (Statute 122A.414). It is the Q Comp revenue that funds Teacher Evaluation.

Every two years the Teacher Evaluation/Alt Comp MOU must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), “*The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.*”

Program Survey Results:

Every spring the program collects survey data from all staff. In addition to the annual review questions, the Spring 2023 survey included questions of non-probationary staff related to program reauthorization.

Notable Survey Results

- My participation in the Teacher Evaluation program supported my professional growth as a teacher this year.
93.6 percent of teachers responded agree or strongly agree
- My participation in the Teacher Evaluation program supported my efforts to positively impact students’ engagement, participation and achievement this year.
95.5 percent of teachers responded agree or strongly agree

What elements of the program do you value? Please rank the following elements in order of value to you making only one selection per column. 1 is HIGH value and 5 is LOW value. (n=317)

Element	Rank
Pre-Observation Conference	5
Post-Observation Conference	2
Reflective Conference	3
Full-year student learning goal	4
Choice in focus of Student Learning Goal	1

According to statute, our program must include the elements listed below. If we made changes to the program structure, what elements of the program should be reviewed and refreshed? (check all that apply) (n=277)

Observation structure (pre/post conference length, format. etc.)	36.1%
Observation frequency (number of observations or timing during the year)	39.0%
Summative evaluation every three years	23.1%
Student learning goals	21.7%
Site goals based on standardized assessments	54.9%

If the incentive payout to teachers were to further decrease, what changes to program expectations seem reasonable? (check all that apply) (n=305)

Decreasing the number of observations	78.7%
Changing the structure of observations	32.1%
Awarding the SLG incentive based on achieving the goal	8.5%
Prorating incentives based on a teacher's FTE (0.5 FTE earns 50% of the incentive)	49.8%
Tiered incentives for probationary teachers (a teacher would earn a percentage of the full incentive each year of probation)	18.7%

How important is it to you to have the following elements of the program (Likert Scale): (n=311)

Element	Importance			
	Extremely	Very	Important	Not
Choice in Year 3 Administrator Event (observation or reflective conference)	33.7%	25.2%	23.9%	17.2%
Reflective Conversation as an observation option with your Peer Coach	43.2%	34.2%	16.1%	6.5%
Selecting your descriptors each year (as opposed to being assigned each year)	35.4%	28.6%	19.3%	16.7%
Having a Peer Coach assigned to you each year (instead of a new coach each year)	54.7%	26.7%	12.5%	6.1%

Alignment between your Site Goals and SLG	16.1%	25.7%	25.1%	33.1%
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Budget Concerns:

During the 2022-2023 school year, the Teacher Evaluation Committee was charged with reducing \$200,000 from the Q Comp Budget. The decision was made to reduce the number of Peer Coaches by one (1) and reduce the Site Goal Incentive from \$90 to \$1. These changes were approved by the EPS School Board on April 17, 2023 through an amended MOU.

The Committee was mindful of the budget and continued to explore ways we may strengthen the longevity of the program’s budget.

Recommended areas with changes for reauthorization

- Addition of language specific to Tier 1 and Tier 2 licensed teachers
- Non probationary teacher observation structure and frequency
- Reimagine Mentoring and Induction for Probationary Teachers
 - Reduction of incentive pay for probationary teachers
 - Use reduction to add mentor professional development and additional mentor supports for probationary teachers
- Cleaning up language to better reflect best practice and address concerns raised over the period of the 2022-2024 MOU.(e.g.deadlines, final performance ratings with multiple observers, performance assistance levels, etc.)

Specifics on each proposed change can be found in detail below:

**Teacher Evaluation Memorandum of Understanding (MOU) 2024-2026
Summary of Recommended Changes - DRAFT**

Changes	Rationale/Explanation
<p>Program Principals: A commitment to incorporating <u>the Tools of Cultural Proficiency</u> a lens of racial equity in the implementation of the teacher evaluation program. (1.A.f)</p> <p>Using a variety of tools and methods to evaluate teachers. (1.C.b)</p>	Aligns with current practice in Edina
<p>Participation: All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and <u>or</u> the Master Agreement between the District and EM/E) are required to participate in the teacher evaluation and Alt Comp programs, unless specifically noted otherwise. (4)</p>	Align language with Agreement between the District and EM/E.

Teachers who hold Tier 1 or 2 teaching license shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals. (4.C)

Part-time teachers shall be eligible for all incentive payments, or portions thereof, for which they are entitled according to this MOU ~~at the full amounts~~ pending successful accomplishment of the stated goals. (4.D)

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, from their administrative evaluator, that their non-renewal is for performance concerns. This notice must also be communicated to the Program Facilitator. (4.G)

Observation (PGP) Incentive for Probationary and Tier 1- or Tier 2-Licensed Teachers (5.B.a)Probationary teachers are eligible to earn a prorated incentive based on their probationary year. (The incentive available for non-probationary teachers is \$1448):

Probationary Year	Prorated Value	Value
Year 1 of 3	25%	\$362
Year 2 of 3	50%	\$724
Year 3 of 3	75%	\$1086
Year 1 of 1	75%	\$1086
Tier 1 or Tier 2	25%	\$362

Probationary and Tier 1 or 2 licensed teachers' incentive to do well in Edina is founded in their hope to continue employment. They will still be eligible for the full incentive associated with the Student Learning Goal (\$272). The money saved from the reduction in incentive payments will be reinvested into our Mentoring and Induction Program. Probationary teachers will be the beneficiaries of the reinvestments of the incentive funds.

Impact on Program Budget (assuming probationary teacher numbers remain constant across probationary years):

Year	Probationary Teacher Total* Incentive Costs	Difference from 2023-2024
2023-2024	\$270,197	n/a

<p>Note: <u>All teachers who were probationary during the 2023-2024 school year will be eligible for a full PGP incentive for the duration of this MOU (2024-2026).</u> (5.B.a.ii.5)</p> <p><u>All Tier 1 and 2 Licensed teachers who participated in Teacher Evaluation during the 2023-2024 school year will be eligible for a full PGP incentive for the duration of this MOU (2024-2026).</u> (5.B.a.iii.2)</p> <p>Probationary teachers are eligible for all Edina Alt Comp incentives, <u>or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals:</u> (9.N)</p> <p>a. PGP: A teacher must complete at least three observations and be “proficient” in at least five performance descriptors, <u>as identified by the Summative Report ratings over the course of the school year</u> (9.N.a)</p>	<table border="1" data-bbox="901 205 1544 394"> <tr> <td>2024-2025</td> <td>\$198,159</td> <td>\$72,038</td> </tr> <tr> <td>2025-2026</td> <td>\$177,887</td> <td>\$92,310</td> </tr> <tr> <td>2026-2027</td> <td>\$165,579</td> <td>\$104,618</td> </tr> </table> <p>*Includes PGP, SLG and Site Goal</p> <p>Savings in incentives over the 2024-2026 MOU = \$164,348</p> <p>A portion of this savings will be reinvested in the mentoring program for first year Edina teachers.</p>	2024-2025	\$198,159	\$72,038	2025-2026	\$177,887	\$92,310	2026-2027	\$165,579	\$104,618
2024-2025	\$198,159	\$72,038								
2025-2026	\$177,887	\$92,310								
2026-2027	\$165,579	\$104,618								
<p>Addressing Performance Concerns: It is the responsibility of the peer coach or supervisor(s) to address concerns about the teacher’s achievement of the PGP or SLG no later than <u>the end of semester one February 45.</u> (5.B.d)</p>	<p>Changing the date allows teachers more time to show improvement in their performance.</p>									
<p>Administrator Responsibility: <u>For probationary teachers, it is the responsibility of the administrative evaluator to ensure program requirements are scheduled and completed in accordance with timelines outlined in this memorandum.</u> (5.B.f)</p>	<p>Administrators need to initiate the process with their probationary teachers, ensuring they have an opportunity to complete program requirements.</p>									
<p>Multiple Evaluators: <u>For teachers who are assigned multiple evaluators within a single academic year, PGP ratings will be determined by consensus between the evaluators.</u> (7.B.e, 9.M.)</p>	<p>Provides expectations of Administrators when multiple evaluators are assigned to a teacher.</p>									

<p>Professional Growth Plans - Non Probationary</p> <p>A teacher will have at least two observations during the school year, and a third experience, as articulated in the Observation Framework. (7.A.g.i)</p> <p>A teacher must be “proficient” in at least five performance descriptors, <u>as identified by the end-of-year PGP performance rating,</u> over the course of the school year to qualify for the Alt Comp PGP incentive. (7.A.g.ii)</p>	<p>The change in these options from past practice is the elimination of observation Round 3. For the past four years, Round 3 was a reflective conference on the implementation of new learning. Rather than eliminating this option completely, teachers will complete one reflective conference, specific to descriptor 4 (Implements current research in curriculum, content-area knowledge, and instructional practices in instructional preparation), every three years with their Peer Coach.</p> <p>Teachers continue to have choice in Round 2 (Formal observation or multiple mini-observations) and choice in the Administrator event.</p>
<p>Non-Probationary Teacher Observation Timeline: The first round of observations will be completed by the end of semester 1 and the second round will be completed by April 30. (8.E.b)</p>	<p>Allowing for additional time for the two observation cycles will provide teachers greater opportunity to schedule conferences and observations with their Peer Coaches.</p>
<p>Elimination of language specific to Peer Observations (8.F.d)</p> <p>If an observation was conducted by a peer, a peer coach shall be part of the post-observation conference to facilitate the conversation and to record information as necessary. The peer 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.</p>	<p>Peer observation (one classroom teacher observing another classroom teacher) will no longer be an options available to non-probationary teachers as part of our program.</p>
<p>Language update related to non-continuing contract positions: After three years, probationary teachers, hourly, and Tier 1 licensed teachers <u>and other teachers (such as Occupational Therapists and Physical Therapists)</u> who do not meet the statutory requirements of continuing contract, will be assigned a peer coach. If a teacher and the District agree to have the probationary period extended, the teacher must be assigned an administrator to complete the teacher evaluation process. (9.E)</p>	<p>Aligns with current practice.</p>

<p>Tier 1- and 2- licensed teachers <u>will cycle through the probationary ‘focus’ descriptors for years 1-3. If they maintain their Tier 1 or 2 license in years four through eight, they will continue to cycle through the 1/3, 2/3, and 3/3 ‘focus’ descriptors until achieving probationary status. Upon receiving probationary status, they will be assigned the ‘focus’ descriptors associated with their probationary placement.</u> (9.H)</p>	<p>The program needs guiding language addressing Tier 1 and Tier 2 teachers. The number of Tier 1 and Tier 2 teachers has increased and we want to ensure the program meets their unique needs since they are neither probationary nor non-probationary, continuing contract.</p>
<p>Student Learning Goal Deadline: The goal must be developed and submitted to the teacher’s assigned evaluator no later than <u>October 15</u> September 30. (12.C)</p> <ul style="list-style-type: none"> a. <u>Teachers who do not submit their goals by October 15 may have their SLG incentive prorated as determined by the Teacher Evaluation Committee.</u> b. <u>Teachers hired after the start of the school year will be expected to submit their goal within 5 weeks of hire.</u> 	<p>Change of date aligns with current practice and allows for accountability for teachers who do not submit goals in a timely manner.</p>
<p>Student Learning Goal Submissions: Adding language which allows for the Teacher Evaluation Committee to award a pro rated incentive to staff who do not submit their SLG in a timely manner. (12.C)</p>	<p>There is language in the MOU indicating when a teacher can earn a prorated incentive due to leave, but not due to missed deadlines.</p>
<p>Review of SLG rubric definitions Annually, no later than September 15, the Teacher Evaluation Committee (TEC) will review the definitions of what for each component entails. The TEC may revise the definitions, as necessary, and approve such revisions by a minimum of six of the eight TEC members. Annually, these definitions will be shared with all teachers and evaluators participating in the program. (See Appendix G)</p>	<p>Review of these definitions is part of the MOU review process.</p>
<p>Student Learning Goals and Professional Growth Plan shall take the place of other</p>	<p>Aligns with current practice.</p>

<p>individual goals required of teachers, <u>unless otherwise allowed for in the MOU.</u>(12.P)</p>	
<p>Hiring of Peer Coaches: Peer coaches shall serve three-year terms.; with the exception that one of the coaches hired for 2022-2023 shall serve a two-year term and two will serve a three-year term, as determined by a random draw conducted by the Director of Teaching and Learning. Whenever possible, terms will be staggered to ensure a balance between experienced and new coaches. (13.C.e)</p>	<p>This language was specific to hiring in 2022-2023 and is no longer relevant to the program.</p>
<p>Performance Assistance Levels: (14) All qualifying teachers would begin at Level 1. At the end of that year, if they do not successfully complete the Level 1 plan, they would either repeat Level 1 or move to Level 2. Similar decisions would be made at the end of the Level 2 year.</p> <p>New language includes: <u>Teachers placed on an assistance plan shall be eligible for incentive payments, or portions thereof, for which they are entitled according to this MOU pending successful accomplishment of the stated goals.</u> (14.B)</p> <p><u>Teachers on a Level 2 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.</u> (14.K.e)</p> <p><u>Teachers on a Level 3 assistance plan may request specific training and support. The TEC shall determine, in consultation with the evaluator, if this training and/or support will be approved and funded through Q Comp.</u> (14.L.e)</p>	<p>Past practice: Teachers ‘qualified’ for the Level 1, 2 or 3 Assistance plans based on the number of descriptors at ‘Developing’ or ‘No Evidence’.</p>

<p>Teacher Induction and Mentorship: Teachers new to Edina Public Schools will have up to three two days of new teacher training prior to the start of the school year. The focus of this training will include: (16.A)</p> <p>Consistent with section 5.01.1 of the Master Agreement <u>between the District and EM/E</u>, <u>teachers in their first year of teaching in the District who have less than three full years of full-time, credible teaching experience as determined by the District will be required to participate in the New To Edina Teacher training (NETT) program.</u> during their first year in the District, teachers new to Edina Public Schools with three or fewer years of teaching experience will participate in a program dedicated to topics of interest to newer teachers in Edina. These sessions will be collaboratively planned by the District and EM/E. Teachers with more than three years of experience will be required to participate in specific sessions and may apply for an exemption for remaining sessions. (16.C)</p>	<p>Language now aligns with the Agreement between the District and EM/E</p>
<p>Building Dean Mentors Teachers in their first year in Edina will be assigned a Building Dean Mentor and a Building Peer Mentor (preferably job-alike) from their site. (16.D.a.)</p>	<p>Given the new evaluative role of the Dean, confidential mentor relationships are no longer appropriate. Deans will continue to have a role in new teacher induction.</p>
<p>Building Peer Mentors: Change the name from Building Peer Mentor to Mentor. (16.D)</p> <p>Teachers in their first year in Edina will be assigned a building peer mentor. When possible, the pairing will be based on content and level. Teachers and building mentors will meet monthly for <u>60</u> 30 minutes. (16.D.b)</p> <p>Building Peer Mentors shall be compensated for their time either with a \$5200 stipend, <u>one</u> comp day, or through a reduction of supervisory duties. (16.D.f)</p>	<p>Compensation increase will be funded through the savings from reducing the probationary teacher PGP incentives.</p>

<p>Compensation for EM/E Representatives on the Appeals Committee: <u>EM/E representatives shall be compensated at their pro rata rate for time outside of the duty day or contract year.</u> (18.E)</p>	<p>Typically, Appeals Hearings are held outside of the day or contract year. This language aligns with past practice.</p>
<p>Due Process (20): Change the phrase “Professional Growth Plan” to Teacher Evaluation Program</p>	<p>Aligns with practice.</p>
<p>Definition Descriptor 2 - Classroom Teacher (CT) Learning targets are stated as goals reflecting learning and MN <u>or National</u> academic standards. They are accessible for all students in the class and revisited during instruction (Appendix A)</p>	<p>Clarifies definition while maintaining the original intent of the definition and accompanying descriptor.</p>
<p>Definition Descriptor 6 (CT and Non-classroom Teacher - NCT) CT: Communicates high, yet attainable expectations <u>using with clear, and precise, and developmentally appropriate language for all students;</u> structures are in place to guide all students in meeting expectations (Appendix A) NCT: Communicates high, yet attainable expectations <u>using with clear, and precise, and developmentally appropriate language for all students, families and/or staff;</u> structures are in place to guide all students, families and/or staff in meeting expectations (Appendix A)</p>	
<p>Definition Descriptor 14 (CT) CT: Encourages and motivates students to successfully complete projects, activities or goals <u>to develop a growth mindset</u> (Appendix A) NCT: Encourages and motivates students/family/staff to successfully complete projects, activities or goals and reflect on progress <u>to develop a growth mindset</u> (Appendix A)</p>	

<p>Definition Descriptor 15 (CT and NCT) Provides relevant information to families/partners in a culturally <u>and linguistically</u> responsive manner and is responsive to concerns (Appendix A)</p>	
<p>Definition Descriptor 16 (CT and NCT) Collaborates regularly and in a culturally <u>and linguistically</u> responsive manner with district colleagues (Appendix A)</p>	
<p>Appendix B: Observation Framework Round 1: Formal Observation Observer: Peer Coach Timeline: October 15 - end of Semester 1</p> <p>Round 2: Observation Pathway Options</p> <ul style="list-style-type: none"> ● Formal Observation(1) ● Scheduled Mini Observations (2) ● Flexibly Scheduled Mini Observations (3) <p>Observer: Peer Coach Timeline: Start of Semester 2 - April 30</p> <p>Other Required Events</p> <ul style="list-style-type: none"> ● <u>Administrator Event in Year 3: either formal observation or a reflective conference focused on the implementation of new learning</u> ● <u>Descriptor 4 Conversation: once every three years</u> ● <u>Student Engagement Survey: once every three years</u> <p>Round 3 Pathway Options</p> <ul style="list-style-type: none"> ● Peer ● Reflection on the implementation of professional learning experience <ul style="list-style-type: none"> ○ PD Session ○ Book Study ○ Lesson Study ○ Data Review Day ○ National Board Certification ● Round 2 Pathway Options 	
<p>Appendix F: Descriptor 4 Conversation, Portrait of a Well-Rounded Edina Graduate, Prep Time, and Tools of Cultural Proficiency will be added to the Glossary of</p>	<p>Clarity around terminology used in the MOU.</p>

Terms. Edina Learning Framework (ELF),
**Future Ready Competencies, Peer
Observation, Racial Equity Lens** and **Round
3 Pathway Options** have been removed.
(Appendix F)

IV. **Leadership and Committee Updates**

V. **Superintendent Updates**

VI. **Adjournment**