

# Alternative Teacher Professional Pay System (ATPPS) The United Teachers of South Washington County Memorandum of Agreement - Alternative Compensation 2023-2025

It is hereby agreed between the South Washington County Schools, District 833 (hereafter “District”) and the United Teachers of South Washington County (hereafter “Union”) as follows:

If successful in having the Agreement for Alternative Teacher Professional Pay System (ATPPS) extended by the Minnesota Department of Education, the District and the Union agree to this Memorandum of Agreement to the 2023-2025 master agreement for the limited purpose of including an alternative teacher professional pay provision.

This agreement will expire on June 30, 2025.

We have an approved plan with the Minnesota Department of Education. The ATPPS agreement was approved and implemented during 2006-07 school year. We are now seeking ratification of the plan from the members of UTSWC, as a Memorandum of Agreement to the Master Agreement for 2023-2025.

Within this Memorandum of Agreement, we address the 5 basic components that comprise our ATPPS plan to meet the statute requirements for Alternative Professional Pay Plans. They include:

## Career Ladder/Advancement Options:

Below is a list of potential career ladder positions. Specific positions and compensation will be determined annually by the ATPPS steering committee on or before April 1<sup>st</sup>. Open positions will be posted at each site using the approved hiring process.

Peer Coaches: Open to all licensed staff

- Trained in Peer Coaching: initial and ongoing
- Knowledge of effective teaching strategies
- Conduct peer observations

Mentors

- Primarily work with 1<sup>st</sup> year probationary staff supporting their induction into the teaching profession, their site, and District 833
- Trained in Peer Coaching, Mentoring, and effective teaching strategies
- Peer coaching, observations, and conferencing with mentee
- General mentoring duties and responsibilities

Instructional Coach

- Assist with collaboration among all stakeholders at a specific site(s) as it relates to student achievement.
- Provide mentoring and instructional coaching specific to personalized learning action steps.
- Develop, facilitate, and support staff development activities that will positively impact student achievement.
- Analyze, interpret, and communicate the status and progress of students enrolled at the site on state and local assessments, with an emphasis on students enrolled in intervention programs.
- Support the induction of probationary staff at the site level.

Equity Teacher Leader

- Support and Facilitate Staff Development Activities around Equity Related Topics
- Assist in helping teachers and administrators, access and interpret student data as it relates to efforts to ensure equity
- Assist in the Implementation of Culturally and Linguistically Responsive Teaching Strategies

### ATPPS Site Coordinator/DSN Rep

- Assist teachers in understanding their responsibilities and opportunities within ATPPS
- Collect data related to learning teams and professional development activities at their site as related to ATPPS
- Facilitate site activities on ATPPS professional development days
- Assist in development, review, and analysis of ATPPS Site Goals
- Coordinate, facilitate, and document professional development at the site level

Job descriptions and hiring process have been defined with significant involvement of the UTSWC.

### Peer Observations:

All staff must complete three satisfactory observations annually. First year probationary staff (P1) who are assigned a mentor are required to have all three observations completed by their assigned mentor in year 1 and participate in an Instructional Coaching cycle with an instructional coach in year 2 to fulfill this requirement. First year staff who are not assigned a mentor shall complete an instructional coaching cycle with an instructional coach to fulfill their requirement. For all remaining staff at least two of the three required observations must be peer observations completed by a trained peer coach. These observations must follow the approved peer observation process which includes a pre-conference, an observation using an approved SWC peer coaching form, and a post conference. For the third observation staff members may choose to have a third observation by a peer coach, complete an approved self-observation form, or participate in an administrative evaluation observation. Staff choosing to participate in an instructional coaching cycle with an instructional coach will receive credit for completing all 3 of their peer observations.

### Job Embedded Professional Development:

To fulfill the component of professional development within the ATPPS statute we have chosen to include 22.5 hours of time dedicated to the development and achievement of site goals, individual teacher goals, and Professional Growth Plans. This time will be allocated between three professional development days. Teachers will be compensated \$455 for participating in each of the three Professional Development Days in 2023-24 and 2024-2025. Dates and structure of the Professional Development Days shall be jointly determined by Union and District. The intent of these days is to allow teachers an opportunity to examine data, set viable site and individual growth goals, and work collaboratively to design and implement action plans, and participate in professional development activities to support student achievement.

### Measurable Goals:

This component compensates teachers for their efforts to achieve district, site, and teacher goals. Teachers will set a Student Achievement Goal and complete a Professional Growth Plan that aligns with site and district goals.

- Teachers will be compensated \$250 for making progress toward their individual Student Achievement Goal
- Teachers will be compensated \$1 for achievement of their Site Goal.
- A Professional Growth Plan must be completed and approved to be eligible to receive ATPPS compensation for student achievement goals.

### Reform of Salary Schedule:

Another component of ATPPS is reform of the salary schedule. In our system steps have become Annual Performance Increments (API). Our lane structure has remained unchanged. Teachers must complete the peer observation requirement; with an average of satisfactory or higher, as well as meet all other criteria to receive increased compensation associated with their advancement on the API scale.