

Teacher Development & Evaluation GUIDEBOOK

Q Comp and TD&E

EDEN PRAIRIE SCHOOLS

2026-2027



EDEN PRAIRIE SCHOOLS

Inspiring each student every day

For the purposes of this guidebook, we will use the following definition for ‘teacher’ which comes from [MN statute 122A.40](#) Subd. 1: **Teacher defined.** A principal, supervisor, and classroom teacher and any other professional employee required to hold a license from the state department shall be deemed to be a "teacher" within the meaning of this section.

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Eden Prairie's Mission

To inspire each student to learn continuously so they are empowered to reach personal fulfillment and contribute purposefully to our ever-changing world.

Core Values

We believe that:

- *Each person has intrinsic value.*
- *Each person has individual gifts, interests and talents.*
- *Community benefits when each person contributes.*
- *Relationships flourish on a foundation of mutual trust and respect.*
- *Continuous learning is essential for personal fulfillment, opportunity and success.*

Q Comp Mission

Our Q Comp mission is to support continuous teacher growth and promote cultural proficiency through personal guided reflection and collaborative data analysis in order to increase equitable outcomes for EACH student.

Teacher Evaluation in EPS

Purpose Statement: The purpose of teacher development and evaluation is to inspire each student's engagement, learning, and achievement by supporting and ensuring growth for each teacher.

Q Comp

An optional statewide program that allows districts and teachers to design and bargain a plan that includes all five components:

1. Career Ladder/Advancement Options
2. Job-Embedded Professional Development
3. Teacher evaluation
4. Performance Pay
5. Alternative Salary Schedule

It provides additional funding to participating districts to support alternative teacher compensation and professional development systems. Eden Prairie has participated in Q Comp since 2006. Each year we negotiate the terms and the teachers vote on whether to continue in the program. At the beginning of each school year, teachers participating in Q Comp will electronically sign the MOU for the year.

Teacher Development and Evaluation (TD&E)

The purpose of TD & E is to ensure that the most highly effective teachers are educating our children. Minnesota statutes [122A.40](#) and [122A.41](#) outline the 3 main components to be included in a TD&E model: teacher practice, student engagement, and student learning and achievement. EPS has developed

a plan that aligns with our Q Comp model, meets the requirements of the statute, and aligns with the district's mission, core values and strategic objectives.

Q Comp and TD&E

Eden Prairie Schools has combined our **Teacher Development and Evaluation** plan with our **Q Comp model** to provide a multiple-measurable system that is both comprehensive and supportive. Ensuring the components of both the Q Comp and TD&E (via MN statutes), EPS Teacher evaluation includes:

- A three-year professional review cycle
- Job embedded professional development
- Peer review process with classroom observations
- At least one summative evaluation by an administrator
- Longitudinal data on student engagement
- Student surveys
- Collaborative student centered goals
- Individual growth plan

Depending on where you are in your cycle, you will participate in a number of activities that are collaborative and ambitious.

We also have a Q Comp/TD&E Steering Committee consisting of both union members and administrators, with the charge of overseeing the implementation of the plan and checking and balancing the various components of our plan.

Q Comp/TD & E Oversight Committee:

Our plan consists of official members of the Q Comp Steering Committee (per MOU) plus additional teachers and administrators to guide the oversight of the growth and evaluation process. Listed below are the members for the 2025-2026 year.

??? - Assistant Superintendent of Elementary Education

Felicia Thames - Assistant Superintendent of Secondary Education

??? - Associate Principal

Theresa Marty - principal @ Oak Point

Lisa Birno- Director of Learning, Teaching, and Curriculum

Steve Brothers - Q Comp Coordinator (Facilitator)

Joshua Axtman- Eden Prairie Education Association President

Sara Rowan - Choir teacher @ Central Middle School

Katie Foley - Biology Teacher @ Eden Prairie High School

Jill Baller - Music Specialist @ Cedar Ridge

Classroom Observations

Eden Prairie Schools believes that high quality feedback and reflection are required for professional growth and development. The peer observation process includes a pre-observation meeting, a full lesson observation, and a post-observation meeting by a qualified and trained peer observer. Your year of observations will look different depending on whether you are a non-tenured teacher or a tenured teacher in your formative or summative year of the review cycle. If you do not know your status, you should ask your supervisor.

WHO	WHEN	WHAT	Rubrics	Domains
Tenured Teacher in Year 1 or Year 2 in the cycle. (Formative)	~ Q Comp Ob#1 by End of January ~ Q Comp Ob#2 by Middle of May ~Walk Thru(s) by admin by End of April	 SEE TABLE BELOW 	~ Classroom tenured teacher ~ Non-classroom tenured staff: <i>Specialist, Nurse, Social Worker, TOSA, Counselor, Q Comp Coach, Psychologist, etc.</i>	Domain 2~ “Learning Environments” All components Domain 3~ “Learning Experiences” All components
Tenured Teacher in Year 3 (Summative)	~ Q Comp Ob#1 by Early November ~ Administrator Summative Ob After observation #1 with peer coach ~ Q Comp Ob #2 by Middle of May		~ Classroom tenured teacher ~ Specialized Roles tenured staff: <i>Nurse, Social Worker, TOSA, Counselor, Q Comp Coach, Psychologist, etc.</i>	~Ob#1: Domain 2~ “Learning Environment” All components Domain 3~ “Learning Experiences” All components ~Summative w/Administrator: Domains 1, 2, 3, & 4 ALL COMPONENTS ~Ob#2: Domain 2~ “Learning Environments” All components Domain 3~ “Learning Experiences” All components

Probationary Teacher in Year 1 (first ob. must take place within 90 days of hire date)	~ Admin Ob #1 by Mid October ~Admin Ob#2 by Mid December ~Admin Ob#3 by End of February (*Due dates are approximate)		~Probationary classroom teacher ~Probationary non classroom teacher: <i>Nurse, Social Worker, Counselor, Q Comp, Instructional Coach, Psychologist, OT, SLP</i>	YEAR 1 ONLY: Ob#1: 2A, 2C, 3C Ob#2: 1C, 1E, 4C Ob#3: 3A, 4B, 4F
Probationary Teacher (PLY) previously tenured in another district (new to EPS)	~ Admin Ob #1 by Mid October (or 90 days after date of hire) ~Admin Ob#2 by Mid December ~Admin Ob#3 by End of February *Due dates are approximate		~Probationary classroom teacher ~Probationary non classroom teacher: <i>Nurse, Social Worker, Counselor, Q Comp, Instructional Coach, Psychologist, OT, SLP</i>	Ob#1: 2A - 2E & 4A, 4B, 4C Ob#2: 3A - 3E, 4A, 4D, 4E Ob#3: 1A - 1F, 4A

Probationary Teacher: Year 2 or Year 3

Probationary Teacher in Year 2	~ Admin Ob #1 by Mid October ~Admin Ob#2 by Mid December ~Admin Ob#3 by End of February *Due dates are approximate	~Probationary classroom teacher ~Probationary non classroom teacher: <i>Nurse, Social Worker, Counselor, Q Comp, Instructional Coach, Psychologist, OT, SLP</i>	YEAR 2 ONLY: Ob#1: 2D, 2E, 4A Ob#2: 1A, 1B Ob#3: 3C, 3D, 3E
Probationary Teacher in Year 3	~ Admin Ob #1 by Mid October ~Admin Ob#2 by Mid December ~Admin Ob#3 by End of February *Due dates are approximate	~Probationary classroom teacher ~Probationary non classroom teacher: <i>Nurse, Social Worker, Counselor, Q Comp, Instructional Coach, Psychologist, OT, SLP</i>	YEAR 3 ONLY: Ob#1: 2B, 2D Ob#2: 1D, 1F Ob#3: 3B, 4D, 4E

Types of Observations

This table outlines the three different types of observations that we have in Eden Prairie Schools. See previous table to determine when each type of observation is used.

TYPE	WHO	How many/ year	Lengths (approx.)	Characteristics
Q Comp Observation (Peer observer)	Tenured staff whose FTE is at least .375 and who was hired prior to October 1	2 full	Pre: up to 30 min OB: 30-45 min Post: 30 min	~ Scheduled ~ Pre-ob. meeting, full observation, Post-ob meeting ~ Peer observer assigned ~ Uses rubrics ~ See MOU for more info.
Administrator Walkthrough	Tenured staff (see above)	1	10 min.	~principal walkthrough has look-fors ~principal follows up with annual conversation
Administrator Observation (Principal, Associate Principal, or SPED Supervisor)	Probationary teachers & staff (General and SPED)	3 full	Pre: 30 min OB: 45 min Post: 30 min	~ Scheduled ~ Pre-ob. meeting, full observation, Post-ob meeting ~ Uses rubrics ~SPED only: one observation by your SPED supervisor and the other 2 by your principal. See Steve Brothers if you are a traveling SPED teacher and have more than 1 building principal.
Administrator Summative Observation (Principal, Associate Principal, SPED Supervisor)	Tenured teachers in their Summative Year of the 3 year cycle.	1 (2, if needed)	Pre: 30 min OB: 45-50 min Post: 30-45 min	~ Scheduled after fall Q Comp observation process is complete. ~ Pre-ob. meeting, full observation, Post-ob meeting with assigned administrator ~ Teacher deemed non-proficient could have another admin. observation in spring. ~ Teacher deemed proficient will have their 2nd observation with their Q Comp observer/coach in the spring.

2022 Charlotte Danielson's Domains

Our observation & evaluation rubrics are based on the extensive work of Charlotte Danielson.

[Link To Full Observer Rubric for Teaching Staff](#) (EPS 2025 Danielson + reflection guide)

[Link To Full Observer Rubric for Staff in Specialized Roles](#)

DOMAIN 1	DOMAIN 2	DOMAIN 3	DOMAIN 4
PLANNING AND PREPARATION	LEARNING ENVIRONMENTS	LEARNING EXPERIENCES	PRINCIPLED TEACHING
1a Applying Knowledge of Content and Pedagogy - Disciplinary Expertise - Pedagogical Content Knowledge - Knowledge of Interdisciplinary Relationships and Skills 1b Knowing and Valuing Students - Respect for Students' Identities - Understanding of Students' Current Knowledge and Skills - Knowledge of Whole Child Development - Knowledge of the Learning Process and Learning Differences 1c Setting Instructional Outcomes - Value and Relevance - Alignment to Grade-Level Standards - Clarity of Purpose - Integration of Multiple Aspects of Student Development 1d Using Resources Effectively - Instructional Materials - Technology and Digital Resources - Supports for Students 1e Planning Coherent Instruction - Tasks and Activities - Flexible Learning - Student Collaboration - Structure and Flow 1f Designing and Analyzing Assessments - Congruence with Instructional Outcomes - Criteria and Standards - Planning Formative Assessments - Analysis and Application	2a Cultivating Respectful and Affirming Environments - Purpose and Motivation - Positive Relationships - Sense of Belonging - Cultural Responsiveness - Positive Conflict Resolution 2b Fostering a Culture for Learning - Purpose and Motivation - Dispositions for Learning - Student Agency and Pride in Work - Support and Perseverance 2c Maintaining Purposeful Environments - Productive Collaboration - Student Autonomy and Responsibility - Equitable Access to Resources and Supports - Non-Instructional Tasks 2d Supporting Positive Student Behavior - Expectations for the Learning Community - Modeling and Teaching Habits of Character - Self-Monitoring and Collective Responsibility 2e Organizing Spaces for Learning - Safety and Accessibility - Design for Learning and Development - Co-Creation and Shared Ownership	3a Communicating About Purpose and Content - Purpose for Learning and Criteria for Success - Specific Expectations - Explanations of Content - Use of Academic Language 3b Using Questioning and Discussion Techniques - Critical Thinking and Deeper Learning - Reasoning and Reflection - Student Participation 3c Engaging Students in Learning - Rich Learning Experiences - Collaboration and Teamwork - Use of Instructional Materials and Resources - Opportunities for Thinking and Reflection 3d Using Assessment for Learning - Clear Standards for Success - Monitoring Student Understanding - Timely, Constructive Feedback 3e Responding Flexibly to Student Needs - Evidence-Based Adjustments - Responsiveness and Responsiveness - Determination and Persistence	4a Engaging in Reflective Practice - Self-Assessment of Teaching - Analysis and Discovery - Application and Continuous Improvement 4b Documenting Student Progress - Student Progress Toward Mastery - Shared Ownership - Maintaining Reliable Records 4c Engaging Families and Communities - Respect and Cultural Competence - Community Values - Instructional Program - Engagement in Learning Experiences 4d Contributing to School Community and Culture - Relational Trust and Collaborative Spirit - Culture of Inquiry and Innovation - Service to the School 4e Growing and Developing Professionally - Curiosity and Autonomy - Developing Cultural Competence - Enhancing Knowledge and Skills - Seeking and Acting on Feedback 4f Acting in Service of Students - Acting with Care, Honesty, and Integrity - Ethical Decision-Making - Advocacy

Administrative Walk-Through

The term “administrative walk-through” refers to one of the many ways a principal/associate principal and/or supervisor gathers professional information about a teacher’s instruction. As the instructional leader in a building, the administrator’s role includes succinct observations that are often unannounced and focused on the growth of the teacher and the engagement of the students. There may or may not be an opportunity for a follow up dialogue, however the administrative walk-through form will be completed in TalentEd for each tenured staff member by the spring of the school year. This form may encompass feedback, observations based on student engagement, your professional goals and/or your professional growth plan.

Probationary teachers and teachers in their summative year will not have a walk-through component in their yearly growth and evaluation process. This does not mean that walk-throughs won’t happen as a part of the entire 3 year cycle for each employee.

Annual Administrator Conversation

The purpose of the yearly conversation with your principal/associate principal/supervisor is for tenured teachers who are not in their summative year (in other words, they are in Year 1 or Year 2 of their cycle) to connect on a one on one basis on strengths, challenges, reflection and growth. It is empowering to all stakeholders because it “gives voice to their shared values around teaching and learning, teacher growth and student achievement, and teacher evaluation and development.” Your administrator will lay out the plan for scheduling this annual meeting at your site. The conversation ***does not have to be at the end of the year***, as they are an opportunity to check in; therefore, expect some conversations to be scheduled as early as October.

Summative Discussion with Administrator

WHO: Tenured teachers who are in their summative year of their three-year cycle

WHAT: A two way dialogue summarizing the three Components of TD&E: *Student Achievement, Teacher Performance & Student Engagement*

WHEN: ***Can occur at any time during the teacher’s summative year***, however it is recommended that it take place after the summative observation. The administrator and teacher may want it to be in conjunction with the post observation meeting.

WHY: According to [MN Statute 122A.40 Subd. 8](#) our district’s jointly developed model should be designed to improve and support our qualified teachers and effective teaching strategies that increase student learning and growth.

This final component of Eden Prairie School’s teacher development and evaluation model includes a summative meeting as the opportunity for the administrator to deem a teacher as proficient or non-proficient.

Additionally, at this time a teacher may also present his/her portfolio as evidence of student engagement, professional growth &/or self reflection.

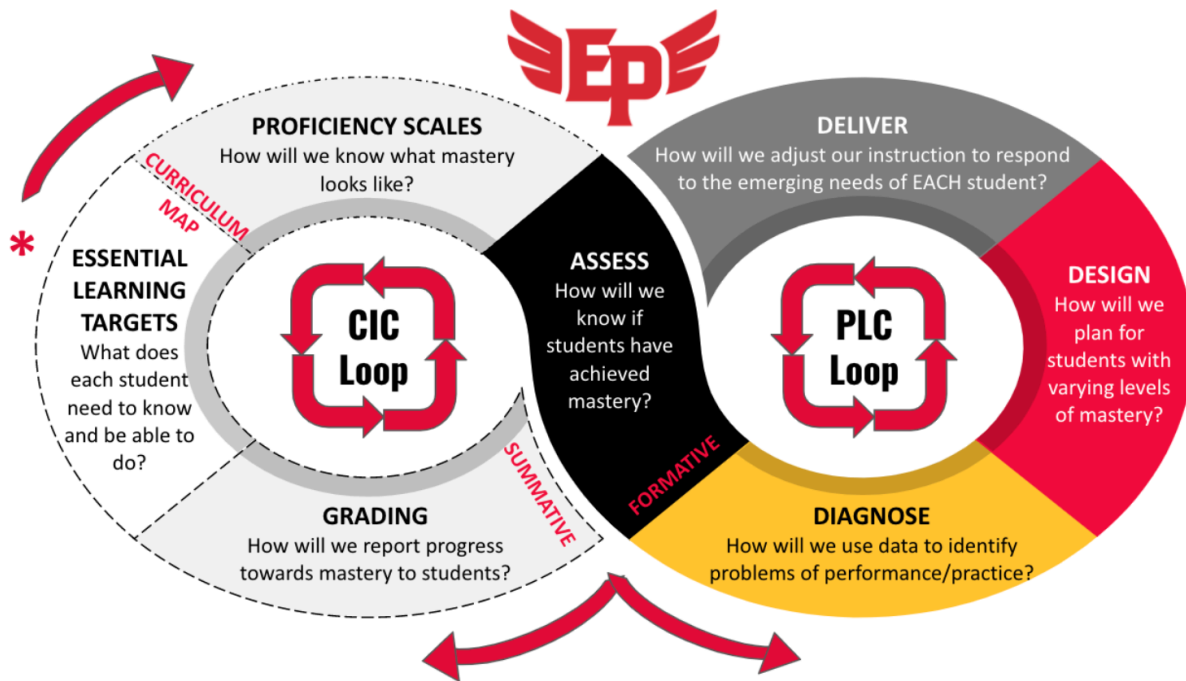
HOW:

- 1) The administrator & teacher will enter a complete observation cycle that includes a scheduled pre-observation meeting, full lesson observation & post-observation meeting.
- 2) The post observation meeting should be scheduled for 30 - 45 minutes if it is also intended to include the Summative Discussion.
- 3) In preparation for the Summative Discussion, the teacher will complete the Summative Reflection Form. They will be asked to Save and Submit this prior to the meeting so the administrator can review it.
- 4) Following the SD meeting, the administrator will complete the Summative Final form for the teacher. If the teacher is proficient, the administrator will e-sign the form and submit it. The Q

Comp observator should be made aware that he/she is available to schedule the third and final observation (most likely in the spring).

- 5) If the administrator decided that more evidence is needed (either in the form of a second summative observation or a second summative discussion):
 - a) the Final Form should not be signed and submitted;
 - b) the administrator should clearly communicate to the teacher the area(s) in which more evidence is needed - and document this in the Final form Administrator notes section;
 - c) a timeline should be determined and clear to all parties involved;
 - d) Contact the Q Comp coordinator to add the needed forms to the teacher's TalentED process immediately.

Professional Learning Communities (PLCs)



Each teacher is a part of a PLC collaborative team. They will collaboratively create a team goal which is aligned to the site and district goals. In addition, each teacher will create a Student Learning Goal (SLG) which will be focused on a group of focus students. Teachers are responsible for completing the following tasks as a part of your PLC process:

- Take an active role in the collaborative team meetings
- Contribute to the creation & endurance of team norms
- Fulfill team and student goal responsibilities

Student Achievement Goals

PLC Team Goals

- Goals must align to Eden Prairie's [strategic vision](#)
- Align with Site Goals in Site Improvement Plan (SIP)
- Be written as S.M.A.R.T goals (strategic, measurable, attainable, results-based, and time-bound)
- Use valid and reliable academic assessment data

Student Learning Goal (SLG)

Your Student Learning Goal is a natural extension of your team goal. It should be related or directly aligned with the team goal, site goal, and hence, the district goal. These are students or clients whom you directly work with. You will naturally reflect on this goal throughout the year during your PLC, your administration meeting, and your Q Comp meetings with your coach. It should link to your Individual Growth Plan as well.

Goals - Deadlines

As a system of continuous improvement and innovation, we have a series of aligned goals which are set on an annual basis after reviewing data and progress from the previous year. PLC collaborative teacher teams are responsible for setting a team goal based on students whom they share in their daily work and a student learning goal (SLG) based on a subset of those students.

Type of Goal	Site	Work on pre-assessment/benchmark data	Team Goal written by teams/SLG written as individual	Team Goals reviewed by site leadership team
PLC Team Goal & SLG (Student Learning Goal)	ECFE/CMS Elementary	September 19, 2026	October 23, 2026	October 23, 2026
PLC Team Goal & SLG (Student Learning Goal)	EPHS	November 16, 2026 (Beginning of term 2)	December 4, 2026	December 4, 2026

*****Once a Site Lead Team reviews all of the team goals, the principal will send the document to the Q Comp Coordinator who will then bring them to the next Steering Committee meeting for recommendation for approval. *****

Performance Pay

Eden Prairie teachers who are participating in Q Comp for the year are eligible for awards based on observations, participation in collaborative team meetings (PLC's) and achievement of the PLC Team goal.

Demonstrating proficiency in 2 observations	\$2300 (half goes into a post employment VEBA) on June 30, 2027 + Performance Increment (a step on salary schedule)
Obtain team goal	\$1 on June 30, 2027

**Participating in Q Comp = FTE is over .375 and you must have been hired before October 1, 2026 For further explanation see Q Comp MOU 2025-2027 on the Q Comp TD&E Schoology page.*

Student Perception Surveys

When asked the “right questions, in the right ways,” students can be a powerful and important source of information on both instructional practice and the learning environment within individual classrooms.



Eden Prairie Schools has partnered with Panorama Education to offer student perception surveys in order to provide our practitioners feedback about their classroom experiences. Panorama Education provides a research based tool that focuses on the following scales:

- 1) Classroom climate
- 2) Classroom Engagement
- 3) Classroom rigorous expectations
- 4) Pedagogical Effectiveness.

Students in grades K - 12 will take a survey in the winter and spring. The questions are designed to measure students' perceptions on teaching and learning. Results from the online survey will be used to guide practice and teachers will complete a survey reflection form in their TalentEd process following the survey.

We believe that teaching is both an art and a science, full of complexities and relationships among students and teachers. No one tool has the ability to measure this. The use of multiple measures of effectiveness assures an accurate and comprehensive picture of each teacher's effectiveness. It guides teachers by informing them on what is working in their classroom with their students, it helps them set appropriate goals, and plays a critical role in self reflection.

Resources:

[Panorama Education Playbook](#) - A platform that includes professional learning created by teachers for teachers.

[Teacher Information Sheet](#)

Article: [To Measure What Tests Can't, Some Schools Turn to Surveys by Anya Kamenetz \[NPR\]](#)

Video: [Engaging Teachers in Collecting Student Feedback](#)

Individual Growth Plan

An **Individual Growth Plan (IGP)** is your personal plan for professional improvement

- This fall, you will either Create/Revise/Review your IGP - with the support of IE Coordinator, mentor, Q Comp coach, PLC Lead, etc.
- It is a living document in TalentEd.
- As you think about your own growth and development in the art and craft of your job, your IGP should
 - ① impact the learning of students,
 - ② align with the District's mission and Core Values, and
 - ③ be something that you are willing to work on throughout your 3 year cycle.
- The goal should answer the question: **What will you learn and accomplish over the course of the next three years?**

Remember: The **plan** is intended to **guide learning activities** throughout the three-year cycle, empower teachers to guide their own professional development, and base individual professional development on outcome-based goals connected to student learning and engagement.

See Appendix for a more detailed example of a full plan written as seen in TalentEd.

APPENDIX:

Q Comp Coaches:

Eden Prairie High School	Andrew Malo AMalo@edenpr.org Steve Brothers SBrothers@edenpr.org	Forest Hills	Laura Halloran Lhalloran@edenpr.org
Central Middle School	Paul McKay PMcKay@edenpr.org	Oak Point	Katy Anderson KAnderson@edenpr.org
Cedar Ridge	Laura Halloran Lhalloran@edenpr.org	Prairie View	Katy Anderson KAnderson@edenpr.org
Eagle Heights Spanish Immersion	Andrew Malo AMalo@edenpr.org	Early Childhood Family Education Special Education	Paul McKay PMcKay@edenpr.org
Eden Lake	Laura Halloran Lhalloran@edenpr.org	TASSEL	Steve Brothers SBrothers@edenpr.org
EPO	Katy Anderson KAnderson@edenpr.org	Q Comp Coordinator: Steve Brothers SBrothers@edenpr.org	



An **example** from TalentEd: **Individual Growth Plan**

Create. Revise. Review.

Please write your Individual Growth Plan below.

During the 2021-22 school year, I will increase my knowledge of SEL (social and emotional learning) and how I can support students in these skills.

Identify the plan/steps necessary to complete the plan:

What are you going to do?

I will research online resources, particularly the Collaborative for Academic Social and Emotional Learning (CASEL), consult with district specialists (social workers, behavior specialists, psychologists), and look for professional development that might support my learning in this area.

What resources do you need? (Professional development, coaching/additional reading/other)

I would be interested in consulting with someone who could help me develop activities and exercises I could do within my classroom starting this fall. I'd like to begin by teaching my students about the 5 major components of SEL: Self awareness, self-management, social awareness, relationships, and responsible decision making. I believe it weaves in perfectly with the work we are doing in our building with PBIS and even AVID. I just need help starting!

What evidence will you have that verifies you have completed the plan?

(Student work, pictures, data, etc.)

Since I am in Year 2 and I switched grade levels last year, this is the first year with this new plan. I hope to be able to keep this plan throughout the next two years of my cycle. Indicators of my success will include self-assessments by the students and parents both at the beginning of the year, mid year and at the end of the year. I will ask coaches at my site to observe me, self-reflection and lesson plans.

If you have any further questions, please contact Steve Brothers sbrothers@edenpr.org