

Q Comp Annual Report June 2024

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Teacher leader positions in Eden Prairie Schools consist of Q Comp Coach/Observers, Professional Learning Committee (PLC) Leads, and a Q Comp Coordinator. Qualifying teachers are observed three times throughout the year, attend and participate in collaborative teams led by a Professional Learning Community Lead, and set individual and team goals.

Q Comp coach/observers impact classroom instruction through job-embedded coaching. Each coach/observer has been trained in Cognitive Coaching and engaged in ongoing in-house monthly coaching workshops. Utilizing the Cognitive Coaching framework, coach/observers establish trusting relationships with teachers within an observation cycle. This relationship building helps inspire certified staff to continuously reflect on their practice in order to grow in their craft. Coach/observers approach each conversation through a lens of cultural proficiency and inspiration for each student within our

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district. Many licensed teachers have expressed the value of their coach/observer and observation. Staff report that the reflective conversation, centered on their observation script based on the components of the Charlotte Danielson rubric framework, is valuable and helps them grow and improve. The following responses come from a survey offered to all certified staff and come directly from educators throughout our K-12 system, Early Childhood, and Tassel.

My observer shared several positive things about the way I teach and interact with my students. Many of these things I never really thought about. It was great to hear this feedback and it made me feel really good about how I do my job.

Talking through classroom management ideas with a peer coach (safe space). It was also very valuable to be affirmed and encouraged about the things that were going well in my classroom. We have very little opportunity to receive genuine positive feedback for our work and practice.

The feedback and ideas on how to improve my practice. Also, being able to share what I do in class.

The most valuable component is having a chance to be coached! I appreciate the time carved out for reflection, being able to ask for data to be collected on my behalf, and for a thinking partner on how to improve learning for my students.

The feedback and constructive criticism that is provided after the observation is complete. I always thrive off any suggestions on how to improve my classroom and work really hard to reflect/implement necessary changes.

I greatly value gaining perspectives outside my own classroom. When my peer observer is able to share other ideas they have seen and resources others have used, my own--and our school's--teaching is richer and more robust.

I appreciate the opportunity to share my concerns before and after and also having the observer lift things I didn't/don't see in my own teaching as strengths and areas for growth.

I appreciate when the observer shares their experiences and what they have learned from other teachers. Considering they get to see multiple people teach, they get to see some of the best teaching strategies! I love when they share what they see and what is working best for our students!

Our Professional Learning Community team leads impacted classroom instruction through the facilitation of professional learning collaborative team meetings. They lead data discussions regarding students' work and focus the teams on goal setting, common formative assessments and instructional strategies.

Professional Learning Community Team Leads provide common language at a site, continuity across grade levels, and clear communication between site administrators and licensed staff.

To ensure alignment with site and district goals, we engage in a district-wide process of feedback loops. First, building principals review and approve submitted goals. Then, if goals do not meet the standards of the district template they are reviewed and edited by principals, the district assessment team, and the Q Comp Coordinator. Revised goals are submitted again once they match the template expectations.

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Finally, team goals are reviewed and approved by the Q Comp Steering Committee which is chaired by the Q Comp Coordinator.

During the 2023-2024 school year, Professional Learning Community leads continued to guide grade-level teams in enhancing student growth and proficiency in math and reading. They supported teams by establishing and monitoring ongoing goals aligned with the site improvement plan (SIP). Additionally, leads and coach/observers collaborated to facilitate the regular use of data analysis protocols. This ongoing process involved designing, delivering, adjusting, and assessing instruction based on evolving evidence of student achievement, ensuring that all student groups reached their academic goals.

How did the work of teacher leaders impact student achievement?

A goal of the Q Comp coach/observer program is to enhance student achievement by improving teacher effectiveness. Q Comp coach/observers meet with all tenured teachers twice a year as part of the coaching process. During pre- and post-conference meetings, coach/observers facilitate reflective discussions based on student and teacher data they have collected. This data includes a detailed script of the observed lesson, incorporating dialogue, pictures, videos, sound bites, and sketched visuals. These student-centered discussions enable teachers to differentiate, plan, and analyze their results and effectiveness. Additionally, Q Comp coach/observers engage teachers in conversations about specific students in their classrooms. The script serves as a third point of data, providing statistical and anecdotal evidence for teachers to reflect on their teaching. Coach/observers also assist teachers in identifying evidence that demonstrates students achieved the learning targets and in determining key takeaways to share with their Professional Learning Community regarding the design, delivery, or assessment of the observed lesson.

In 2023-2024, the Q Comp team pursued growth in coaching practices by focusing on building capacity & understanding of culturally conscious practices in both coaching & instruction. This work translated into helping teachers plan engaging lessons, think critically about instruction and the use of data. These conversations specifically addressed the following high leverage coaching practices:

1. Intentional Planning for Rigor
 - Focus on student-led discussions and using formative data to inform instruction.
 - Coach/observers encourage teachers to elevate questions to higher levels of DOK questioning.
2. Post-Observation Conversations
 - Address student engagement.
 - Coach/observers engage in conversations with teachers around expanding their cultural competence both professionally and personally.
3. Charlotte Danielson Domain 3D: Using Assessment in Instruction
 - Reflect on how data is used to inform instruction and discuss these practices with staff.
4. Data Gathering Around Student Voices

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- Coach/observers collected data on student voices as part of their scripts. Teachers reflected on observed trends and were coached on incorporating more student voice in lesson planning and implementation.
5. Reflect on how data is used to inform instruction and discuss these practices with staff.
- Discuss trends noted in observations, particularly those connected to professional development for multilingual students. Focus on supporting more academic talk opportunities through practices such as providing sentence frames, extending partner conversations, and other engagement strategies linked to Charlotte Danielson Domain 3B, 3C, and 2B. Teachers noted the key insight that "the one doing the talking is doing the learning."
6. Support for Multilingual Students
- Coach/observers engaged in reflective conversations with teachers to encourage the use of visuals to accompany focal vocabulary words in the ELA, science and math curriculum to support all learners.

In addition to the coaching conversations, Professional Learning Community team leads continue to enhance instructional effectiveness by bringing student data to collaborative team meetings. These discussions focus on scaffolding lessons to ensure an entry point for each student. Student data and growth remain central to weekly Professional Learning Community discussions. Collaborative team leads also communicate data and goals to the site and steering committee.

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Q Comp coach/observers and Professional Learning Community leads received training through asynchronous data lead modules and monthly meetings at each site. This included, but was not limited to:

- understanding the elements of effective Professional Learning Communities, and what action steps Professional Learning Communities do to create cultural shifts that will make a difference for student success
- finding ways to implement incremental change
- grow understanding of collaborative cultures in a Professional Learning Community
- revisit the 4 critical questions of a Professional Learning Community
 1. *What do we want students to know and be able to do?*

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2. How will we know?
3. What do we do if they don't learn it right away?
4. What if they already know it?

- build capacity as a Professional Learning Community that collaborates to have a clear understanding of what is essential for students to learn.

This learning was designed using chapters 1-5 of *Learning by Doing A Handbook for Professional Learning Communities at Work* by DuFour, R., DuFour, R., Eaker, R., Many, T. W., & Mattos, M. (2016) and *Learning by Doing: A Handbook for Professional Learning Communities at Work* (3rd ed.). Bloomington, IN: Solution Tree.

Q Comp coach/observers and Professional Learning Community leads participated in the learning series consisting of five asynchronous modules designed for both new and experienced Professional Learning Community Leads who believe in Eden Prairie's Core Value: Continuous learning is essential for personal fulfillment, opportunity and success. Educators new to the Professional Learning Communities or new Professional Learning Community teams will build a common understanding of strong Professional Learning Community practices, and educators experienced in Professional Learning Community work will strengthen professional practices that drive the work of a Professional Learning Community. The aim of these modules is to highlight the strengths and values that intentional Professional Learning Communities, committed to continuous improvement, focus on in and outside of the Professional Learning Community meetings.

In 2023-2024, Q Comp coach/observers and Instructional Coordinators participated in professional development once a month focused on building a deeper understanding of coaching practices. The overarching goal of the year included continued pursuit and growth in our coaching practices. The coaching workshop series was designed for coaches to grow in understanding culturally conscious practices and aligned to a monthly focus area:

- **October:** building an understanding of the three functions of coaching - offering support, creating cognitive challenges, and facilitating professional vision.
- **November:** developing a continuum of healthy and unhealthy coaching practices
- **December:** defining common coaching interactions: calibration, consulting, collaborating and coaching.
- **January:** growing in our understanding of coaching through the adult principles of learning.
- **February:** strengthening the coaching skills of pausing and listening.
- **March:** aligning coaching to our core values and attending to how this aligns with Eden Prairie Core values
- **April:** recognizing our own strengths, our coaching colleagues' strengths, and the strengths staff bring to a coaching cycle/relationship.
- **May:** how the integration of gratitude into coaching cycles can positively impact individuals engaging in a coaching relationship.

Q Comp observers newly hired in the 2023-2024 school year underwent an intensive eight-day Cognitive Coaching training. Additionally, the entire Q Comp observers team met monthly to maintain inter-rater

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reliability and support one another in navigating classroom scenarios. These meetings helped build a common understanding of what constitutes proficient and distinguished lesson components.

In 2023-2024, Q Comp Professional Learning Community team goals continued to emphasize increased rigor through the use of universal screener assessments (FastBridge), proficiency on assessment performance, and course grades (at secondary sites). These goals were aligned with each site's Strategic Improvement Plan (SIP) to support the district's strategic vision to ensure personalized and authentic learning. As we plan for the next year, we aim to continuously enhance support for our collaborative team leads, focusing on the Professional Learning Community process, data analysis, and leadership skills.

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

The Q Comp coach/observers receive peer coaching and meta-coaching and go through the same observation process as other educators. Coach/observers are evaluated on a specific coaching rubric from Charlotte Danielson. In addition, coach/observers receive feedback and evaluations from supervisors and building principals in the form of formative walk-throughs every year and summative evaluations every three years. At team Professional Learning Community meetings, the Q Comp team uses scripts and video lessons to evaluate and increase inter-rater reliability amongst its Coach/observers.

We always strive to continuously improve the support of our collaborative team leads around the Professional Learning Community process, data analysis and leadership skills. In 2023-2024, the district assessment team continued to use a Q Comp Goal Template with high rigor for Professional Learning Community goal setting, The assessment team and the Q Comp coordinator engaged in feedback loops with building principals, site IE teams, and Professional Learning Community supervisors holding Professional Learning Community leads and teams accountable for setting rigorous, yet achievable goals. The Q Comp team members supported Professional Learning Community leads with data analysis and instructional matches to help teams meet goals based on the 2023-2024 template. Due to feedback from the Q Comp Steering Committee, the Professional Learning Community goal template added goals to meet the needs of district elementary specialists and Eden Prairie High School certified staff. These changes allowed more certified staff to have rigorous goals that better aligned with the curriculum, grading practices, and instructional matches.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Looking ahead to the 2024-25 school year, our district will continue to leverage professional learning communities (PLCs) as an effective tool to strengthen teacher collaboration, goal setting, and data-driven improvement in student growth. We will maintain the three observation cycles per teacher and

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provide ongoing support for our new teachers through mentors and continuous learning opportunities.

This will be done in alignment with Eden Prairie's core values:

- 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.

Each site in Eden Prairie remains committed to fostering strong partnerships with teacher leaders. Q Comp coach/observers and Professional Learning Community leads will continue to collaborate on building-wide goals to enhance collective efficacy. Q Comp coach/observers will participate in Site Instructional Excellence meetings, team lead meetings, Professional Learning Community lead meetings, and learning modules. This collaborative effort aims to help teachers contribute to the district mission, Site Improvement Plans, site goals, and Professional Learning Community goals, thereby positively impacting student achievement. Creating this unity fosters strong teacher efficacy and aligns with our district's strategic vision.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Teacher learning from both the collaborative teams and other jobs-embedded professional development activities resulted in teachers making meaningful choices about their instruction and assessment in class. The 2023-2024 school year district wide professional development focused on responsiveness, which stems from Eden Prairie's 2023-2028 Strategies and Strategic Results: *Authentic and Personalized Learning*. Professional learning also included many opportunities for voice and choice in the topics most meaningful to each staff member.

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Additionally, there has been a continued focus on multilingual learners (ML) district wide. This has resulted in an increase of professional development provided to teachers who support students identified as Multilingual. This learning was provided in collaboration with Dr. Amy Young a consultant from the Minnesota Department of Educations. Through this collaboration, teachers engaged in planning and preparation sessions that yielded professional development designed and delivered by teacher leaders at some of the elementary and secondary school sites. Additional professional development was provided in district-wide spaces for new staff and mentors as well as during breakout sessions for both elementary and secondary professional development days.

Staff provided positive feedback following these professional development opportunities. The data called for continued opportunities to strengthen what was learned through the content presented. Specific appreciation centered on having choice in what was most meaningful to teachers on the professional development days.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Sites have continued to implement Multi-Tiered Systems of Support (MTSS). Under the leadership of Professional Learning Communities (PLCs), there has been a renewed focus on the four critical questions of a Professional Learning Community : 1) What do we want students to know and be able to do? 2) How will we know if they learned it? 3) What do we do if they don't learn it right away? and 4) What if they already know it? Professional Learning Community discussions revolve around student learning data, analyzing student needs, and collaboratively planning to provide the right instructional match for individual students or groups. The data-to-action process has focused on FastBridge progress monitoring data, which has positively impacted students below benchmark. Students who were progress monitored and showed gains in their progress monitoring scores also improved on their benchmark assessments.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Under the leadership of Professional Learning Communities, there has been a renewed focus on the four critical questions of a Professional Learning Community: 1) What do we want students to know and be able to do? 2) How will we know if they learned it? 3) What do we do if they don't learn it right away? and 4) What if they already know it? Teachers, Professional Learning Community leads, and others use information from a universal screener (FastBridge) and other formative assessments to identify instructional goals and interventions. During weekly Professional Learning Community meetings, staff review progress monitoring data, identify ongoing student needs, and collaborate to adjust instruction to enhance student achievement.

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Additionally, Professional Learning Community Leads, Q Comp coach/observers, and site administrators together leveraged learning around cultural proficiency. Coach/observers continued engaging peers in conversations about how professional learning informs them about their own culture, the cultures of others, and the school's culture. By collaboratively leveraging the Tools of Cultural Proficiency and sharing responsibility, we will continue to strengthen our district goals. Educational gaps are closed through appropriate uses of cultural, linguistic, learning, and communication styles. In a culturally proficient organization, interactions with employees, clients, and the community are effective and meaningful. Therefore, Q Comp coach/observers, Professional Learning Community Leads, and site administrators remain committed to practices that create a culturally validating environment for both students and staff.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Professional Learning Community Leads continue to support their team members in triangulating. This collaborative work is done to ensure each learner is achieving at high levels. Elementary sites completed regular benchmark meetings for reading and math. The professional learning community meeting time is dedicated to looking at data around students at risk and determining individual or classwide instructional matches for reading and math.

In addition, teams regularly communicate with one another about effective teaching and learning strategies. For example, implementation of Collaborative Literacy facilitation techniques, developing higher rigor question prompts, cooperative structures, formative assessments, conferring as well as progress monitoring around conceptual, contextual, and procedural understanding in math are all examples of this work.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

Data is collected after each of the district PD days, data to action training and after the Professional Learning Community summer retreat. The teams that plan and implement those trainings review and reflect on the data and any new insights provide new guidance, actions and goals for the next training.

The Q Comp Steering Committee informs decisions around our district's job-embedded professional development and coaching model. Collaboration around the findings of surveys, anecdotal discussions and requested feedback inform how we can continuously improve. As a result of the professional development program review, along with continued discussions with district leaders and teacher leaders, several enhancements are planned for next year's professional development.

The Q Comp Steering Committee recommends continuing the observation model. The committee also has recommended moving to an updated version of the Danielson Framework. This recommendation was provided after the committee reviewed a side-by-side comparison of the 2013 and 2022 Danielson

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Frameworks. The committee concluded that the updated language is better aligned with Eden Prairie's core values, mission, strategic plan and the Cultural Proficiency framework.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

2023-2024 - Yes

If no, please explain the changes that have occurred and why?

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

In the spring of 2023, Q Comp coach/observers provided the following questions to all certified staff in a survey:

- What is the most valuable component of the observation/evaluation process for you?
- In what way(s) did the observation process impact your practice of equitable instruction?
- What is a component you would add or change about the current observation/evaluation process? Explain.

Teachers reported the impact on instruction and value they find in the observation/evaluation process.

This process helped me to visualize my work.

The Q comp process helped me to understand the process of every kid has different needs with the same expectations.

The Q Comp Observer/Coach gave advice on directing attention based on need and content success of students

Quite a bit of value. We redesigned our teams reading comprehension lessons to better reinforce helpful strategies students could use on the MCA's

It provided extra opportunities to continue to grow in my practice of equitable instruction as well as gave me new ideas on how to grow in my cultural competency.

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The Q Comp coach/observer gave me ideas for how to engage more different styles of learner

The Q Comp process certainly puts equitable instruction top of mind. I always plan to keep it there but I appreciate the added reminder.

Allowed me to have an outside perspective on the culturally relevant teaching practices that I have in place, and how they can still be improved.

Has helped me to develop stronger instructional skills in various rubrics of the Q-Comp layout.

What impact did the observation/evaluation process, including coaching, have on student achievement?

Teachers reported, via the survey given by Q Comp coach/observers, that the observation/evaluation process impacted student achievement in a variety of ways, primarily through the support and guidance of the coach/observer to implement strategies to increase engagement and student voice. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

This year I worked on making sure I was providing students with clearer expectations of outcomes for each lesson, and daily opportunities to reflect on their own progress.

My coach helped me implement (and share with my team) showing students the rubric that will be used to assess them before they complete the work that will be assessed. It is more equitable for each student to know exactly what is expected of them, so that they can strive to meet those expectations. It also makes the feedback on the assessment rubric more meaningful.

I was able to make sure all voices are heard equally

I was able to change some practices I had.

I was able to make sure I had specific students in mind before starting a lesson

Suggestions on ways to solve issues with my teaching methods were things I had not thought of and was able to implement to make my classroom a better environment.

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

Teachers reported, via the survey given by Q Comp coach/observers, that the observation/evaluation process assisted them in self-reflection and improved their instructional practice in several ways.

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Overall, staff highly value the collaboration and feedback from a peer observer and the guidance of reflective questioning to increase awareness and improve equitable instruction. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

The feedback feels extra relevant since I am not necessarily trying anything new day-of... instead getting ideas from the observer on how I actually support students 1:1 and who they see needing extra support. I've been given several suggestions that I have implemented in my daily practice.

"Seeing" your instruction through another teacher's eyes.

Just talking about the lesson with my coach and sharing lesson ideas. Also, the pre-observation provides a time to get ideas from a colleague and grow.

Taking videos to be able to reflect on my teaching

The conversations of just being able to debrief about school in general and concerns questions I might have. I think that it is beneficial to have other opinions and outside eyes.

I felt good leaving conversations with my coach and the support made me feel successful.

The reflection and feedback was really helpful.

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

The collaboration among Q Comp coach/observers, instructional coaches, and coordinators has significantly strengthened and built capacity in coaching skills. Page 5 of this report provides a detailed outline of the 2023-2024 coaching workshop structure. Q Comp coach/observers and Instructional coaches and coordinators participated in monthly professional development sessions focused on deepening their understanding of coaching practices. The overarching goal for the year is the continued pursuit and growth in our coaching practices. Through this collaborative effort, we aim to leverage the Tools of Cultural Proficiency, further strengthening our district goals.

A common practice of the Q Comp observer team is to share coaching strategies and experiences with one another during Professional Learning Community meetings. This reflection builds a shared knowledge base for both new and returning observers. Observers new to their roles attended the 8-day Cognitive Coaching training which provided the entire team with a similar background in best practices and inter-rater reliability in order to provide quality coaching feedback to staff through the observation process. This included the use of lesson scripts to determine if components of the lesson according to the Danielson framework were unsatisfactory, basic, proficient, or distinguished. Observers also

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discussed classroom scenarios to help determine what constitutes proficient and/or distinguished lesson components.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

The Q Comp Steering Committee, administrators, and Q Comp coach/observers will take the feedback and make alterations and modifications to the TalentEd forms. We will continue to pursue an increase in inter-rater reliability on data collection, Danielson rubric look-fors, pre- and post-observation questioning, and feedback loops to further improve the effectiveness of teacher evaluations.

During the 2024-2025 school year, the Q Comp Steering Committee has recommended the goal to update our observation rubrics to the 2022 version of the Danielson Framework. A proposed timeline and rollout will be developed by the Q Comp Steering Committee in collaboration with the Q Comp coach/observers and coordinator during the 2024-2025 school year.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

Yes

If no, please explain the changes that have occurred and why?

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

2023-2024: 67%

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What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %

2023-2024: 98%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %

2023-2024: 99%

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? %

2023-2024: 93%

Is performance pay awarded for another area (besides school wide goals, measures of student achievement and observation/evaluation results)?

No

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

NA

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

2023-2024: 98%

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

2023-2024: 99%

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

2023-2024: 93%

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Factors considered in all above data included: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, hired after Oct 1, or under .375 FTE (all per Q Comp Memo of Understanding).

Recommendations

How will the district use the data to improve the effectiveness of this core component?

The district is in constant reflection and conversation about the performance pay component of the Q Comp program. While the program requires us to adhere to the Memo of Understanding in regards to the performance pay component, our improvement plan includes a more intentional learning process around the Framework For Teaching standards.

After analyzing the data, we have recognized the need to continue to support Professional Learning Community leads through a comprehensive goal setting process. We want to ensure that the team goals align with the site goals and that they are specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals. Coach/observers have researched how to support teams and we will use our time together during team meetings to continue to refine this process. Q Comp coach/observers will participate in summer team and Professional Learning Community lead retreats to help support Professional Learning Community teams in the fall and set rigorous goals that match their sites' improvement plans. Q Comp coach/observers will continue to engage in deeper learning around Cultural Proficiency, Charlotte Danielson rubrics, Depth of Knowledge and academic rigor, questioning techniques and other best practices of peer coaching. This will help them support their buildings as they deeply analyze data and how to implement instructional strategies through Professional Learning Community Protocols in order to continue to close achievement gaps in the classrooms.

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

Overall, the impact of the Q Comp program on instruction has been favorable, and we recommend its continuation. Teacher feedback and surveys indicate a positive influence on classroom instruction and student achievement. Examples of this impact include increased capacity to reach specific students due to discussions and dialogue with coach/observers. Our coaching conversations maintain consistent language and provide a common experience that positively impacts classroom instruction.

Q Comp coach/observers are assigned to specific sites, allowing them to become familiar with the vertical articulation of the curriculum and get to know the students. Another benefit of the Q Comp model is that it encourages teachers to engage in reflective thinking about their instruction through face-to-face professional conversations. Trusting relationships with peer coaches and observers empower staff to try new ideas. The Q Comp program uses a valid and reliable rubric, created by

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Charlotte Danielson, to clearly define high-quality teaching expectations, helping staff become more consciously competent in their work.

Through observations, cognitive coaching, and data collection, Q Comp coach/observers continue to encourage and observe instructors enhancing rigor and authenticity, as well as increasing student voice and participation in lessons. The implementation of the Q Comp program promotes teacher reflection and goal setting through a culturally proficient lens. Coach/observers also guide teachers on how to reach a distinguished level of instruction. The Danielson Framework offers many opportunities for growth for both probationary and veteran teachers.

Throughout the 2023-2024 school year, the Q Comp team maintained a focus on responsiveness and academic rigor through Professional Learning Communities and one-on-one coaching. Above all, our program invests in the human element of learning and teaching, recognizing that continuous learning is essential for personal fulfillment, opportunity, and success. Page 5 of this report provides a detailed outline of the 2023-2024 coaching workshop structure. The collaboration of Q Comp coach/observers, instructional coaches, and coordinators has significantly strengthened and built capacity in coaching skills. Q Comp coach/observers and Instructional Coordinators participated in monthly professional development sessions focused on deepening their understanding of coaching practices. The overarching goal for the year is the continued pursuit and growth in our coaching practices.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Our spring 2024 assessment scores in Fastbridge indicate pockets of growth and pockets of stagnation. Our 2023-2024 reading and math interim data mirrors the 2022-2023 school year. Due to this pattern, we will continue to assess and improve the Q Comp and Professional Learning Community process to lead to an increase in student achievement by focusing on student-centered collaboration among the Professional Learning Community team members.

How will the district use the review findings to improve the overall effectiveness of the program?

We recommend the following to the Eden Prairie School district to increase the overall effectiveness of the program:

1. New Q Comp coach/observers continue to participate in the Cognitive Coaching eight-day training
2. Q Comp coach/observer job-embedded training includes multi-monthly collaboration meetings to continue to refine and solidify our inter-rater reliability, coaching to cultural proficiency and enhance feedback.
3. Q Comp coach/observer summer retreat and onboarding training
4. Professional Learning Community team leads, Q Comp coach/observers, and instructional coaches will attend the Professional Learning Community Lead training 2024-2025.
5. Professional Learning Community teams will engage in professional development through using the lens of multi-tiered systems of support to reach each learner in order to provide increased student achievement and eliminate achievement disparities.
6. Update to the 2022 Danielson rubrics and frameworks to strengthen alignment to our mission and core values.

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