

Q Comp Annual Report June 2023

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 PLC Lead, and set individual and team goals.

Q Comp coaches impact classroom instruction through job-embedded coaching. Each coach has been trained in Cognitive Coaching and taken the Intercultural Development Inventory (IDI) training. Utilizing the Cognitive Coaching framework, coaches 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. Coaches approach each conversation through a lens of equity

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and inspiration for each student within our district. Many licensed teachers have expressed the value of their coach 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.

Reflecting on my teaching lifted awareness and offered strategies to implement into my practice.

The pre and post discussions are valuable. In the pre, I get the opportunity to discuss my lesson and share with the observer areas that I would like them to focus on for support. During the post, I appreciate hearing constructive feedback for areas of need, as well as highlighting other strengths of the lesson which I may not have focused on.

The rich conversation before and after the observation helped me to ensure proper questioning across all student groups. It provides a check to be sure when calling on students it is an equitable distribution of voices heard in the room.

Talking and collaborating with a colleague about the students, and discussing best strategies in specific areas.

Having the coach watch specifically for best equitable practices, and discussing any way I may improve.

New practices have been put in place after revealing discussions about older accepted practices. We've been able to create new ways of thinking together.

The most valuable part of the process is reflecting with a peer observer. I have really valued the conversations that have come out of the observation and reflection process to make a continuous improvement to my practice.

My peer observer has been able to bring another perspective to my instruction, to bring to light things that may have gone unnoticed or have been less obvious, and make suggestions or highlight additional approaches that could benefit students and my practice.

Confirmation of what I'm doing right means so much. Concrete ideas of how I could extend the lesson or try something new was also appreciated.

Our PLC team leads impacted classroom instruction through the facilitation of professional learning collaborative team meetings. They lead data discussions of students' work and focus the teams on goal setting, common formative assessments and instructional strategies. PLC Team Leads provide common language at a site, continuity across grade levels and clear communication between site administrators and licensed staff.

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

In 2022-2023, PLC leads helped provide leadership for the grade level teams to focus on growth and proficiency in math and reading for each student across the grade levels. PLC leads helped support their teams by creating and monitoring ongoing team goals aligned to the site improvement plan (SIP). In addition, leads and coaches worked together to facilitate the ongoing collaborative use of analyzing data through the use of protocols to continuously design, deliver, adjust, and assess instruction in response to evolving evidence of student achievement to ensure student academic achievement is being attained by all student groups.

How did the work of teacher leaders impact student achievement?

The work of the Q Comp coaches impact student achievement by increasing teacher effectiveness. Q Comp coach/observers meet with all tenured teachers two cycles a year as part of the coaching process. At the pre and post conference meetings, coaches mediate a reflective conversation around student and teacher data collected by the Q Comp coach. This data includes a detailed script (complete with dialogue, pictures, videos, sound bites and sketched visuals) of the observed lesson/session. From these student-centered discussions, teachers were able to differentiate, plan, and analyze their results and effectiveness. In addition, Q Comp coaches led conversations with teachers around specific students in their classrooms. The script was used as a third point of data that teachers used for statistical and anecdotal evidence when reflecting on their teaching. Coaches also helped teachers reflect on the evidence they could share that their students achieved the learning target and what takeaways they might tell their PLC about the design, delivery or diagnosis of the observed lesson.

In 2022-2023, the Q Comp team continued to have discussions around instructional practices for equity in order to help teachers plan engaging lessons. These conversations specifically addressed the following high leverage coaching practices:

- Intentional planning for rigor for each, student-led discussion, using formative data to inform instruction, etc.
- Planning Breakthrough or Causal Factor Questions regarding student engagement in post-observation conversations
- Referencing/reflecting with staff on Charlotte Danielson Domain 3D: Using Assessment in Instruction asking how they use data to inform their instruction and reflecting on those practices.
- Data gathering around student voices as part of coaches' scripts. Teachers were asked to reflect on the trends noted from the lessons and were then coached toward more student voice in

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planning and implementation in lessons.

- Reflective conversations related to student voice data and trends noted in observations connected to professional development at elementary sites focused on needs of our multilingual students - specifically supporting more academic talk opportunities. Teachers reflected and were coached around implementing practices such as providing sentence frames, extending partner conversations, and other engagement strategies (linked to Charlotte Danielson Domain 3B: Using Questioning and Discussion Techniques, Domain 3C: Engaging Students in learning, and Domain 2B: Establishing a Culture of Learning). One general reflection certified staff reported the most valuable insight gained from this process was the understanding that “the one doing the talking is doing the learning.”
- Coaches had reflective conversations with teachers of multilingual students to provide visuals to accompany the focal vocabulary words in the Making Meaning (elementary curriculum) to support all learners.

In addition to the aforementioned coaching conversations, PLC team leads continue to facilitate conversations with teachers to be more effective in their instruction by bringing student data to the collaborative team meetings. These discussions are around scaffolding lessons so there is an entry point for each student. Student data and growth continues to drive PLC weekly discussions. Collaborative team leads communicate the 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 coaches and PLC leads received training through asynchronous data lead modules and monthly meetings at each site. This included, but was not limited to, Culturally Proficient Continuum of Assessment and Learning, high leverage instructional practices, grading practices, classroom belonging, student-voice, triangulating data disaggregated by student groups (achievement, perception, classroom visits), and tiered decision making in reading and math.

In 2022-2023, Q Comp coaches and Instructional Excellence Coordinators participated in professional development once a month focused on building a deeper understanding of Depth of Knowledge and Rigor.

- Coaches practiced evaluating the Depth of Knowledge of Rigor of current English learning targets and standards. This exercise helped guide meaningful conversations with teachers about how they are using learning targets in their lesson planning.
- Coaches analyzed the alignment of the level of Depth of Knowledge of Rigor between standards and assessments in order to guide coaching conversations to help boost educators’ cultural confidence and consciousness. As team members applied learning from Adaptive Schools training, the coaches and coordinators furthered their commitment to support teachers in the

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development of instructional strategies and mindsets necessary to eliminate achievement disparities.

- Coaches discussed with teachers how while complex tasks are often difficult because they involve a higher degree of mental processing, difficult tasks are not necessarily complex. For example, tasks such as memorizing the correct spelling of English words or scientific formulas are difficult, but not complex. These distinctions help teachers plan the purpose of assessments and evaluations as well as to help focus classroom goals, support struggling and advanced learners, and, overall, to understand the different types of challenges students face as learning unfolds.
- Coaches focused conversations around intentionally planning activities that are higher on the DOK scale, which would inherently increase the complexity of students' interaction with the focus content. Some examples could be shifting from asking closed-ended questions with predetermined answers to having students justify their reasoning, researching or investigating specific topics, synthesizing content gathered from multiple sources, etc.

Each Q Comp coach/observer had the full eight-day training of Cognitive Coaching. Coach/observers regularly discussed inter-rater reliability at their monthly meetings. Coaches watched lesson videotapes and used lesson scripts to determine if components of the lesson according to the Danielson framework were unsatisfactory, basic, proficiency, or distinguished. Coaches also discussed classroom scenarios to help determine what constitutes proficient and/or distinguished lesson components. As part of their PLC work, Q Comp Coaches continued to monitor student engagement with guidance from the resource, Coaching for Equity.

During the summer of 2022, the PLC Leads completed synchronous and asynchronous extended learning by examining the book, School Talk by and focused on key Learnings which included an Introduction to School Talk focused on understanding the connection between collective equity work across a system and how we talk about students. Participants considered the Equity Line as a tool to support conversations about—and with—students that promote each student's success. They also examined strategies to create effective and productive conversations with colleagues and created pathways to apply this learning to the PLC Lead role. Examination included identifying common practices that may be harmful to students. Specifically the ways in which student labels, student intelligence and student data are discussed.

In 2022-2023, Q Comp PLC team goals continued to emphasize increased rigor using universal screener assessments (FastBridge), proficiency on assessment performance, or course grades (at secondary sites). These goals were aligned with each site's SIP (Strategic Improvement Plan) in order to achieve our district's strategic vision of eliminating achievement disparities. As we continue to plan for next year, we always strive to continuously improve the support of our collaborative team leads around the PLC 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?

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The Q Comp coaches receive peer coaching and meta-coaching and go through the same observations process as other educators. Coaches are evaluated on a specific coaching rubric from Charlotte Danielson. In addition, coaches 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 PLC meetings, the Q Comp team uses scripts and video lessons to evaluate and increase interrater reliability amongst its coaches.

We always strive to continuously improve the support of our collaborative team leads around the PLC process, data analysis and leadership skills. In 2022-2023, the district assessment team continued to use a Q Comp Goal Template with high rigor for PLC goal setting, The assessment team and the Q Comp coordinator, for the second consecutive year, lead extensive feedback loops with building principals, site IE teams and PLC supervisors holding PLC leads and teams accountable for setting rigorous, yet achievable goals. The Q Comp team members supported PLC leads with data analysis and instructional matches to help teams meet goals based on the 2022-2023 template. Due to feedback from the Q Comp Steering Committee, the PLC 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 met the needs of 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 next year, our district will continue with the professional learning communities (PLCs) to ground our work in collaboration, goal setting, and focusing on data to improve growth. We will continue with the three observation cycles per teacher and continue to support our new teachers with mentors and ongoing learning opportunities throughout the year.

Each site in Eden Prairie has been and continues to work on making a stronger partnership with teacher leaders. Q Comp coaches and PLC leads collaborate as part of building-wide goals to increase collective efficacy. Q Comp coaches will continue to take part in Site Instructional Excellence meetings, team lead meetings, PLC lead meetings, and learning modules all for the purpose of helping teachers contribute to the district mission, Site Improvement Plans, Site goals, and PLC goals, so they can more positively impact student achievement. Creating this unity brings strong teacher efficacy.

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)?

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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 job-embedded professional development activities resulted in teachers making meaningful choices about their instruction and assessment in class. There has been an additional focus on multilingual learners (ML) in elementary sites using the Collaborative Literacy facilitation techniques and awareness about the importance of student voice as a baseline for all, then bringing focus to ML students. There has been a pointed change in the amount of student talk and collaboration specifically in literacy. The Collaborative Literacy resource (CCC Collaborative Literacy) has used student voice and facilitation techniques since its implementation at grades K-6. As a result of their learning from professional development and coaches, teachers were able to implement research based strategies in their classroom. Q Comp coaches at elementary sites would specifically look for how these practices correlated with the Danielson Framework. In addition, Eden Prairie Schools continues the implementation of Multi-Tiered Systems of Support (MTSS). The initial training continued during PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or classwide groups of students) need. Teachers determine whether an instructional match was needed for the entire class.

In 2022-23, at our 7-12 sites, professional development continued to focus on the 4Cs, student dialogue and collaboration, performance assessments, and student voice in instructional design. PLC meetings and professional development also tried to increase collaboration. Q Comp coaches saw an increase of teachers planning and designing assessments, both formative and summative in their PLCs, in order to implement these practices.

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

Teacher learning from both the collaborative teams and other job-embedded professional development activities resulted in teachers making meaningful choices about their activities in class. There has been a pointed change in the amount of student talk and collaboration specifically in student lead intellectual engagement and classroom discussions. The implementation of a new science curriculum allowed for one member of each grade level per site to start Amplified Science. Q Comp coaches in 2022-2023 discussed with these teachers the importance of vocabulary development as many teachers expressed their appreciation for this component of the curriculum.

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Sites have continued the implementation of Multi-Tiered Systems of Support (MTSS). PLC discussions around student learning data, analysis of student learning needs, and collaborative planning in order to make the instructional match that individual students (or classwide groups of students) need. The data to action process focused on FastBridge progress monitoring data to positively impact our students who were below benchmark. Students who were progress monitored and made gains on their progress monitoring scores in turn make gains on their benchmark assessments.

Review Findings

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

Teachers, PLC leads, and others utilize information from a universal screener (FastBridge) and other formative assessments to identify instructional goals and interventions. At weekly PLC meetings, staff review progress monitoring data, identify ongoing student needs, and collaborate to shift instruction to increase student achievement.

In addition, coaches meet monthly to discuss coaching and instructional excellence for equitable outcomes, including a study of the Depth of Knowledge and academic rigor. Coaches learned the factors that influence complexity and difficulty are often attributed to an expectation, question, prompt, or task. It is not “good” or “bad” for an expectation to be low or high complexity nor is it “good” or “bad” for a task to be low or high difficulty. The purpose of these conversations and using the DOK lens is to highlight intentional planning in practice, exploring ways to align learning activities and formative assessments with the level of complexity expected in the related summative assessments and learning targets and increase the level of DOK in order to increase student engagement and interaction with the focus content.

Stemmed from their learning around cultural proficiency, coaches continued having conversations with peers regarding how professional learning informs learners about their culture, the cultures of others, and the school’s culture. Since educational gaps are closed through the appropriate uses of cultural, linguistic, learning, communication styles. Since a culturally proficient organization interacts effectively with its employees, its clients and its community, Q Comp coaches continue to engage in scenarios to practice how to ask questions without offending, and how to create an environment that is welcoming to diversity and change.

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

PLC Leads continue to triangulate data with their teams to ensure each learner is achieving at high levels. Elementary sites completed regular benchmark meetings for reading and math. These sessions included 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

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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.

Secondary PLCs teams conducted action research on best practices for facilitating 21st Century 4Cs learning in order to develop their teams. PLC Leads also received training on high leverage practices for analyzing data in order to answer the four questions of PLC work in order to eliminate achievement disparities at EPHS.

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 PLC 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.

We would recommend continuing the observation model using the Danielson Framework, while continuing to offer more choice in order to create authentic learning for teachers around their individual and student achievement goals. Coaches would focus on culturally proficient practices and breakthrough questions in order to build awareness around teacher beliefs related to equitable education practices and improve effectiveness of instruction in order to achieve district goals and mission.

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)?

2022-2023: Yes

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

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Impact

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

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

- What is the most valuable component of the peer observation/evaluation process for you?
- How impactful was this component on your practice?
- In what way(s) did the peer observation process impact your practice of equitable instruction?

Teachers reported, in their own words, the impact on instruction and value they find in the observation/evaluation process. The following responses come directly from educators throughout our K-12 system, Early Childhood, and TASSEL.

It really forces me to be more mindful of my instruction. On my chaotic day, I appreciate having to take the time to think about what I'm actually teaching and what my real objective is as well as be mindful AND intentional about my equity instruction.

Building a relationship enough with the coach to be able to receive honest and constructive feedback that makes me a better teacher. Setting goals and having enough rapport with this person to come into my room and effect change in my practice when we sit down and talk.

The detailed feedback and observations provided a starting point for discussions on equitable instruction - I found them very helpful!

I got many ideas about differentiated instruction. It's awesome to bounce ideas off someone who has done a very similar job as I have.

It helps me focus on each student and their unique needs and cultural background and experiences.

The observation process gave me an opportunity to reflect on my current practices and challenged me to analyze and improve practices in order to provide a more equitable experience for my students; it is nice having an "outsider" come provide feedback and be a thought partner

Through these conversations, I was able to imagine new ways of doing things. I designed several new parts of my lessons and were able to implement them following these conversations.

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This year, when I think of how I've been able to engage in dialogue around this topic with my Q comp person, I feel like I am talking to someone who cares deeply about issues related to peace and justice, so I can speak to it in a more in-depth, personal way. It doesn't feel like a task or a question to check off a list, but rather it feels like it is an important and valuable discussion that helps me organize my thinking and get another person's perspective. For me, it is rare to feel like I'm in a space to talk about this topic in depth with co-workers in both personal and professional ways, so I appreciate the trust I have with my Q comp person to engage in this dialogue in a way that feels authentic and meaningful - related to my students, their families and educational systems in general.

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

Teachers reported, via the survey given by Q Comp coaches, that the observation/evaluation process impacted student achievement in a variety of ways, primarily through the support and guidance of the coach 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.

Encouragement to try equitable practices in the classroom and idea generation.

We discussed strategies and opportunities to elevate learning and close the gap. It was really nice to have a teacher to teacher discussion where there wasn't judgment. My coach was able to sprinkle positive things, with what I would do differently, with suggestions to try. It was very relaxing, informative, and thoughtful.

I got a new idea for helping to increase engagement of all students, but especially with distractible students, during reading and writing lessons.

It always helps me think about what each individual student needs and how I can meet those needs in an equitable manner.

Lifted awareness and offered strategies to implement into my practice

There was great attention to how I treated all scholars and who was being favored (if any) and the words used to make sure there was proper engagement happening.

The process helped me to insure proper questioning across all student groups, provides a check to be sure when calling on students it is an equitable distribution of voices heard in the room

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I think my Qcomp coach can help me see things that I don't necessarily see because of the hecticness that is teaching. It helps me take a step back and ask myself "Is this working for all? If not, what should I be changing or adapting?"

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 coaches, that the observation/evaluation process assisted them in self-reflection and improved their instructional practice in several ways. 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 reflective conversation and discussing objective voice raising positives and things to work on.

The conversation following the observation. It is reflective and thoughtful conversation.

I like being able to talk through things with q comp coach and get ideas.

I appreciate getting to brainstorm ideas to enhance learning.

Building a relationship enough with the coach to be able to receive honest and constructive feedback that makes me a better teacher. Setting goals and having enough rapport with this person to come into my room and effect change in my practice when we sit down and talk.

The rich conversation before and after the observation

Getting honest feedback and suggestions. Receiving compliments on items that went well during the observation (the observer understands the amount of time and effort that goes into every lesson).

Getting a second set of eyes on my teaching, and having my observer use questioning techniques to have me think about my teaching in ways I haven't before...and I love that it's tied to a monetary bonus!

It helped me to ensure proper questioning across all student groups, provides a check to be sure when calling on students it is an equitable distribution of voices heard in the room

Talking and collaborating with a colleague about the students, and discussing best strategies in specific areas.

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Post-Observation with the peer observer (fellow teacher) was the most valuable. This time to reflect on what they noticed that I didn't see is always helpful. This should be a conversation that is natural and not in any way feel like it is a judgment.

It helped me to reflect upon my own instruction but also let me know that I am doing a good job and keeps my eyes open for ways to improve.

The post observation as it is a great opportunity to reflect on my teaching and to share positives and goals

The pre and post discussions are the most valuable aspect of the process. In the pre, I get the opportunity to discuss my lesson and share with the observer areas that I would like them to focus on for support. During the post, I appreciate hearing constructive feedback for areas of need, as well as highlighting other strengths of the lesson which I may not have focused on.

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 Q Comp coaches participated in monthly coaches meetings focusing on Depth of Knowledge strategies in order to increase our effectiveness in coaching teachers at the sites.

The Q Comp coaches shared coaching strategies and experiences with one another during PLC meetings to reflect and build a shared knowledge base. Coaches new to their roles attended the 8 day Cognitive Coaching training which provided the entire team a similar background in best practices and inter-rater reliability in order to provide quality coaching feedback to staff through the observation process

The Q Comp Coaches watched lesson videotapes and used lesson scripts to determine if components of the lesson according to the Danielson framework were unsatisfactory, basic, proficiency, or distinguished. Coaches also discussed classroom scenarios to help determine what constitutes proficient and/or distinguished lesson components.

Additionally, as part of their PLC work, Q Comp Coaches monitored and discussed student engagement with guidance from the resource, Coaching for Equity.

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 coaches will take the feedback and make alterations and modifications to the TalentEd forms. We will continue to pursue an increase in interrater-reliability on data collection, Danielson rubric look-fors, pre and post observation questioning, and feedback loops to further improve the effectiveness of teacher evaluations.

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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? %

2022-2023: 54%

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

2022-2023: 94%

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

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

2022-2023: 94%

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

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

2022-2023: 92%

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

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? %

2022-2023: 94%

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

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

2022-2023: 94%

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

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

2022-2023: 92%

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Factors considered: Not marked proficient in Danielson Domains, did not complete observation cycles, resigned prior to the end of the school year, or hired after Oct , 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 PLC 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. Coaches have researched how to support teams and we will use our time together during team meetings to continue to refine this process. Q Comp coaches will participate in summer team and PLC lead retreats to help support PLC teams in the fall and set rigorous goals that match their sites' improvement plans. Q Comp coaches will continue to engage in deeper learning around Cultural Proficiency, Charlotte Danielson rubrics, DOK 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 PLC 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 that the Q Comp program has had on instruction has been favorable. We recommend continuation of the Q Comp program. We have seen a positive impact on classroom instruction and student achievement as evidenced by teacher feedback and surveys. Examples of this impact include an increased capacity for reaching specific students because of discussion and dialogue with coaches. Our coaching conversations maintain consistent language and provide a common experience that positively impacts classroom instruction. Because our Q Comp coaches/observers are assigned according to sites, they are very familiar with the vertical articulation of the curriculum and get to know the students. Another benefit of having the Q Comp model in our district is that it provides a process for teachers to intentionally practice reflective thinking about their instruction through face to face professional conversations. Trusting relationships with peer coaches/observers allow staff to try new ideas. Q Comp utilizes a valid and reliable rubric (created by Charlotte Danielson) to clearly define expectations of high quality teaching which also results in a staff who become more consciously competent in their work.

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Through observations, cognitive coaching, and data collection, Q Comp coaches 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 encourages teacher reflection and goal setting through an equity lens. Coaches also consult 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 22-23 school year, the Q Comp team maintained a focus on the Depth of Knowledge and academic rigor through PLCs and 1:1 coaching. Above all, our program invests in the human element of learning and teaching.

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

Our spring 2023 assessment scores in MCA and Fastbridge indicate pockets of growth and pockets of stagnation. The preliminary MCA results show a dip in reading and stagnant growth in Math and Science. We intend to continually assess and improve the Q Comp and PLC process to lead to an increase in student achievement, especially with the pockets of stagnation. Increased collaboration among the PLC team members and across the sites allow for teachers to engage in rich discussion about specific students and work to improve their instructional practices by learning from one another.

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. PLC team leads, Q Comp Coaches/Observers, and instructional coaches will attend the PLC Lead training 2023-2024.
5. PLC teams will engage in professional development through using the lens of multi-tiered system to reach each learner in order to provide increased student achievement and eliminate achievement disparities.