

Q-Comp (Mahtomedi Compensation Plan) Annual Report

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Submitted by Helen Edinger, MCP Coordinator/Peer Coach

DATA REVIEW

A survey was sent to all MCP participants for feedback on four areas related to our Q-Comp plan:

1. Setting Building-Wide Goals
2. Participating in Professional Learning Communities (PLCs)
3. Setting PLC Goals
4. Peer Coaching

Questions were asked about how these areas affect both personal professional practice and building-wide practice. This year, we sent separate surveys to Wildwood Elementary, O.H. Anderson Elementary, Mahtomedi Middle School, and Mahtomedi High School. Teachers were given the opportunity to submit comments related to all four areas.

Area 1: Setting Building-Wide Goals

In area 1, *Setting Building-Wide Goals*, there continues to be somewhat of a disconnect between setting these goals, which are often connected to the World's Best Workforce goals, and our work personally and as buildings. Here are the results from each site:

AREA 1: SETTING BUILDING-WIDE GOALS	Wildwood Elementary	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School
<i>How valuable is setting Building-Wide Goals to your own Professional Practice?</i>	Very: 41.7% Somewhat: 36.1% Very Little: 19.4% Not at All: 2.8%	Very: 20.5% Somewhat: 59% Very Little: 15.4% Not at All: 5.1%	Very: 10% Somewhat: 65% Very Little: 25% Not at All: 0%	Very: 12% Somewhat: 57.6% Very Little: 21.2% Not at All: 9.1%
<i>How valuable is setting Building-Wide Goals to the building as a whole?</i>	Very: 50% Somewhat: 41.7% Very Little: 8.3% Not at All: 0%	Very: 30.8% Somewhat: 53.8% Very Little: 10.3% Not at All: 5.1%	Very: 35% Somewhat: 50% Very Little: 15% Not at All: 0%	Very: 33.3% Somewhat: 45.5% Very Little: 12.1% Not at All: 9.1%

Setting Building-Wide Goals is the most prescriptive part of the program. MDE requires that our site goals be based on standardized test scores, making it difficult for some stakeholders to feel personally invested in meeting the goals if they are not closely tied to their content areas. Some teachers commented that the building goals don't necessarily impact their day-to-day work. The imposed limitations bring frustration to some of our staff. Early Childhood teachers feel a marked lack of investment in the building goals. Hopefully, this should change this next year as all Early Childhood teachers (general ed and special education) will be able to develop and submit their own site goal.

Area 2: Participating in Professional Learning Communities (PLCs)

In area 2, *Participating in Professional Learning Communities*, there continues to be broad support from all building sites. The high school has completed their third year of using a

combination of content area PLCs and cross-curricular PLCs, and they plan to continue with this model next year. Wildwood, OHA, and Mahtomedi Middle School will also move to this type of PLC model to allow for more purposeful goal-setting that more closely relates to their teaching, more collaboration across grade-levels and buildings, and a deeper understanding of the purposes of PLCs. This past year, OHA participated only in topic-based PLCs, which resulted in some challenges related to being able to collaborate and set goals related to content areas. Moving to a “combination model” should help staff feel more connected to their goals.

AREA 2: PARTICIPATING IN PROFESSIONAL LEARNING COMMUNITIES (PLCs)	Wildwood Elementary	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School	
	Grade-Level/ Department PLCs	Topic-Based PLCs	Content Area PLCs	Combination of Cross-Curricular PLCs and Content Area PLCs	
<i>To what degree do you believe your PLC provides you with opportunities to collaborate to ultimately achieve better results for the students you serve?</i>	Very: 72.2% Somewhat: 19.4% Very Little: 8.3 % Not at All: 0%	Very: 35.9% Somewhat: 48.7% Very Little: 15.4% Not at All: 0%	Very: 60% Somewhat: 40% Very Little: 0% Not at All: 0%	Very: 48.5% Somewhat: 39.4% Very Little: 9.1 % Not at All: 3%	
<i>Below: Rated on a scale of 1-5, with 1 indicating very low impact, and 5 indicating high impact. MS: Scale of 1-3.</i>				MHS Cross-Curricular PLCs	MHS Content Area PLCs
<i>Please rate the impact of PLCs on your own learning.</i>	5: 47.2% 4: 30.6% 3: 13.9% 2: 0% 1: 8.3%	5: 10.3% 4: 46.2% 3: 25.6% 2: 12.8% 1: 5.1%	3: 62.5% 2: 32.5% 1: 5%	5: 24.2% 4: 45.5% 3: 21.2% 2: 3.9% 1: 0	5: 36.4% 4: 36.4% 3: 24.2% 2: 3% 1: 0%
<i>Please rate the impact of PLCs on your students' learning.</i>	5: 41.7% 4: 30.6% 3: 22.2% 2: 0% 1: 5.6%	5: 15.4% 4: 38.5% 3: 30.8% 2: 12.8% 1: 2.6%	3: 12.5% 2: 87.5% 1: 0%	5: 15.2% 4: 48.5% 3: 18.2% 2: 18.2% 1: 0%	5: 36.4% 4: 36.4% 3: 18.2% 2: 6.1% 1: 3%

For the 2019-2020 school year, the greatest changes being made to our PLCs will be involve a combination of cross-curricular (category-based) PLCs and content-area PLCs across the district. We needed to reduce the number of PLCs at each building to stay within our budget constraints, but we also feel that this structure might increase the perceived impact PLCs have on teacher and student learning overall, increase the feeling of a collaborative culture in the buildings, and provide more opportunities to spread the leadership among more staff. Reducing the number of PLCs, along with reducing the number of meetings each facilitator must plan, allowed us to reduce costs by close to \$10,000. Last year, the cost of providing stipends to PLC facilitators totaled \$50,150. This new structure is budgeted to cost \$39,100.

Area 3: Setting PLC Goals

In Area 3, *Setting PLC Goals*, the majority of teachers responded that setting PLC goals is valuable to both their own professional practice and to the building as a whole. The biggest discrepancy in this area lies with Mahtomedi High School, where 24.2% of teachers indicated that setting PLC goals has “very little” value to the building as a whole.

AREA 3: SETTING PLC GOALS	Wildwood Elementary	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School
<i>How valuable is setting PLC goals to your own professional practice?</i>	Very: 52.8% Somewhat: 44.4% Very Little: 2.8% Not at All: 0%	Very: 23.1% Somewhat: 64.1% Very Little: 12.8% Not at All: 0%	Very: 42.5% Somewhat: 47.5% Very Little: 10% Not at All: 0%	Very: 30.3% Somewhat: 54.5% Very Little: 12.1% Not at All: 3%
<i>How valuable is setting PLC goals to the building as a whole?</i>	Very: 47.2% Somewhat: 50% Very Little: 2.8% Not at All: 0%	Very: 25.6% Somewhat: 59% Very Little: 0% Not at All: 0%	Very: 57.5% Somewhat: 42.5% Very Little: 0% Not at All: 0%	Very: 39.4% Somewhat: 36.4% Very Little: 24.2% Not at All: 0%

Area 4: Peer Coaching

Area 4, *Peer Coaching*, continues to receive the most support and is the most popular part of the program.

AREA 4: PEER COACHING	Wildwood Elementary	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School
<i>How valuable is peer coaching to your own professional development?</i>	Very: 83.3 % Somewhat: 16.7% Very Little: 0% Not at All: 0%	Very: 51.3% Somewhat: 41% Very Little: 7.7% Not at All: 0%	Very: 70% Somewhat: 17.5% Very Little: 12.5% Not at All: 0%	Very: 75.8 % Somewhat: 15.2% Very Little: 9.1% Not at All: 0%
<i>How valuable is peer coaching to the building as a whole?</i>	Very: 83.3% Somewhat: 16.7% Very Little: 0% Not at All: 0%	Very: 51.3 % Somewhat: 43.6% Very Little: 5.1% Not at All: 0%	Very: 60% Somewhat: 35% Very Little: 5% Not at All:0%	Very: 69.7% Somewhat: 21.2% Very Little: 9.1% Not at All: 0%

A separate survey was sent to teachers that asked specifically about the peer coaching staff. The results are impressive and indicate a high degree of satisfaction with the peer coaching staff and process.

- **98.1%** agree or strongly agree that their peer coach demonstrates knowledge of current trends in education and professional development.
- **95.4%** agree or strongly agree that their peer coach demonstrates knowledge of resources both within and beyond the school district, and **99.1%** agree or strongly agree that their peer coach creates an environment of trust and respect.
- **100%** of teachers responded that they agree or strongly agree that their peer coach fosters a culture of ongoing instructional improvement, and **98.1%** feel that their coach encourages reflection on instructional practice.

- **100%** agree or strongly agree that their peer coach displays professionalism, including integrity and confidentiality.

MCP Financial Challenges

The final survey question asked for comments related to the peer coaching program. As in past years, comments were overwhelmingly positive in support for peer coaching. Some commented that this is some of the most beneficial and successful professional development we do, and yet it is not fully supported financially by the district. The individual, personalized staff development that occurs because of coaching makes it more meaningful for teachers. When MCP began over 10 years ago, we employed 5 full-time coaches and a full-time coordinator, and now we employ 3 FTE coaches and a .5 coordinator. This results in the coaching staff having less time to devote to each individual and places limitations on their ability to connect fully with building staff and initiatives. This reduction in coaches occurred because of the district's decision to require MCP to be budgetarily self-sustaining. Though we do the very best we can with the resources we have, the program has suffered from this reduction in funding. When the district's financial outlook improves, we respectfully request the the district reconsider providing supplemental funds to help us maintain and strengthen what we offer in terms of collaborative and personal staff development opportunities, support for teachers, and leadership opportunities across the district.

PLC REVIEW

Our MCP Annual Review Panel met on May 8, 2019. Two PLCs from each school under review were selected to review goals, agendas, and minutes as well as other items generated during meetings. Last year, we looked at O.H. Anderson and Mahtomedi High School, so this year, we focused on Wildwood Elementary and Mahtomedi Middle School. We also interviewed 1 teacher (Middle School English/Language Arts) and 1 Peer Coach.

The PLCs that were examined from Wildwood Elementary were Early Childhood Special Education and Kindergarten. The goals for both PLCs were examined to look for all components of SMART goal setting. The goal met all requirements, including alignment with World's Best Workforce goals and building goals. Minutes from both PLCs met all requirements and the minutes showed careful attention to details related to their stated goals. Kindergarten's PLC goal was to have all of their students who meet or exceed their benchmark composite score on the Early Reading assessment increase from 64.6% in the fall to 68% in the spring of 2019. Early Childhood Special Education focused on choosing one objective from each Early Indicator Domain and develop activities to facilitate appropriate interventions for children within the general education environment.

The PLCs that were examined at Mahtomedi Middle School were Social Studies and English/Language Arts. The English PLC focused on students' awareness of how social media influences their time and choices, and how they can make intentional, informed decisions around it. Each grade level team went on to create and implement a mini-social-media unit. Their PLC minutes showed careful attention to their goal. There was a lot of enthusiasm about this goal and how it can positively impact students' use of social media. The Social Studies PLC

goal was to have students demonstrate at least 25% growth from the beginning of the year to the end of the year based on pre and post-tests specific to each grade level. Both PLCs met regularly according to our parameters. Though PLCs are improving in their ability to focus on the selected goals, there still appear to be some “nut and bolts” included in the meetings. We are hoping that next year’s PLC restructuring will help them focus on their goals, student data and work samples, and professional development.

MCP PROGRAM REVIEW RUBRIC

Component 1--Teacher Leader Positions

1a (*Hiring Process*): This area was met at “**Exemplary.**”

1b (*Job Descriptions*): This area was met at “**Proficient.**” In discussion it was decided that there needs to be more information given to staff. We are planning to write and distribute a more comprehensive MCP/Q-Comp booklet.

1c (*Appropriate Time for Position*): This area was met at “**Proficient.**” This went down from “**Exemplary**” from last year, due to a reduction in the number of coaches available at each building.

1d (*Direct Impact on Instruction and Achievement*): This area was met at “**Proficient.**” In discussion, it was again brought up that the lack of a coach at each building makes it logistically difficult to model and provide new teaching strategies.

1e (*Clear and Equitable Evaluation*): This area was met at “**Proficient.**” The evaluation system for teacher leader positions is in place and meets all requirements.

1f (*Training*): This area was met at “**Proficient.**” We need further discussion about the type of training (Cognitive Coaching vs. Instructional Coaching) that is most useful for our program.

Component 2--Job Embedded Professional Development

2a (*Expectation, Protocols, Outcomes, Student Achievement Goals*): This area was met at “**Proficient.**” Much progress has been made in this area, but teams could focus more on student data and student work to assess progress toward goals.

2b (*Learning Team Size and Composition*): This was met at “**Proficient.**” There was also discussion about our future changes in some PLCs and how to increase engagement.

2c (*Dedicated Time for Meetings*): This area was met at “**Exemplary.**”

2d (*Direct Application to Classroom Instruction with Coaching Support*): This area was met at “**Proficient.**” There was improvement seen among PLCs in this area. More work is needed to bring student achievement more to the forefront.

Component 3--Coaching Component

3a (*Information and Guidance About MCP Elements*): This area was met at “**Proficient.**” To remedy this, the MCP Coordinator and Peer Coaches will create and distribute a written booklet to explain all elements related to MCP.

3b (*Participation in At Least One Live Observation*): This area was met at “**Exemplary.**”

3c (*Highly Qualified and Trained Observers/Coaches*): This area was met at “**Exemplary.**”

3d (*Reflection and Improved Implementation of Best Practice*): This area was also met at “**Exemplary.**”

3e (*Comprehensive Professional Development for Coaches*): This was met at **“Proficient.”** Though the coaches attended a 3-day National Instructional Coaching Conference this year (through a MAEF Grant), this does not happen yearly. The coaches will use their own PLC to further development their skills by engaging in research, practice, and reflection.

3f (*Coaches Meet, Collaborate to Ensure Consistent Practice*): This area was met at **“Proficient.”**

Coaching continues to be one of the strongest components of our program. We are extremely proud of the knowledge, skills, integrity, trustworthiness, commitment, and professionalism that our coaches display. Even with this being the case, we continue to evolve, learn, and hone our skills each year. Thanks to a MAEF grant, the 4 peer coaches were able to attend the National Instructional Coaching Conference in Las Vegas. Coaches learned and applied new strategies to promote meaningful observations, purposeful conversations, and reflections.

There was unanimous support in all areas of the Mahtomedi Compensation Plan being met at “Proficient” or “Exemplary.”

RESULTS OF MEA MEMBERSHIP VOTE

On May 3, 2019, the MEA membership voted to continue the Mahtomedi Compensation Plan with the proposed changes that the MCP Governance Board approved. Out of 119 votes, 118 voted to continue the program, and 1 voted to discontinue.