



**Board Meeting Date:** June 8, 2026

**Title:** Quality Compensation Annual Report 2025-2026

**Type:** Consent

**Presenter(s):** Jody De St. Hubert, Director of Teaching and Learning and Libby Sandvick, Teacher Evaluation Program Facilitator

**Background:** During the 2025-2026 school year, the Teacher Evaluation and Quality Compensation Program was brought to the School Board as part of a biennial reauthorization process for consent. The Edina School Board approved the 2026-2028 Memorandum of Understanding on April 13, 2026.

The report included here, is an annual report on the Quality Compensation (Q Comp) element of Edina's Teacher Evaluation and Quality Compensation program. Per Minnesota Statutes, §122A.414, subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

**Recommendations:** The Teaching and Learning department is presenting the report to the school board for approval.

**Desired Outcomes from the Board:** Consent to approve the Quality Compensation Annual Report for the 2025-2026 school year.

**Appendices:**

- A. Teacher Evaluation Committee Members
- Teacher Evaluation MOU Reauthorization Committee Members
- Peer Coach Team

# Alternative Compensation Annual Report 2025-2026

## Background:

Quality Compensation law (Q Comp) was created by Tim Pawlenty and enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule." ([Q Comp/Alternative Teacher Professional Pay System](#))

Edina Public Schools is concluding its 18<sup>th</sup> year of Quality Compensation, locally known as Alternative Compensation (Alt Comp). This program serves 692 educators, including 101 probationary and 579 non-probationary teachers. All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Agreement between the District and EM/E) are required to participate in the Alt Comp program, unless specifically noted otherwise. We currently have six Peer Coaches who work with the district's non-probationary teachers to fulfill program requirements. Administrators (both district- and site-level) work with probationary teachers.

The program is funded through both state aid and a board-approved levy. We receive \$260/student (\$169/student in state aid and \$91/ in board-approved levy). These funds directly support the Peer Coach model and provide teachers with performance incentives of up to \$1721 for completing program requirements: observations, student learning goal creation and implementation, and site goals based on standardized assessments.

The Alt Comp program remains a cornerstone of Edina Public Schools' commitment to collective efficacy and high-quality instruction. The program fosters a culture of reflection and directly contributes to the District's Mission and Vision.

Per Minnesota Statutes, §122A.414, subd. 3(a) the Q Comp Annual Report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program.

## General Program Impact and Recommendations

**1. What overall impact on instruction have the Edina Public Schools seen as a result of implementing the Q Comp program?** Q Comp continues to provide opportunities for professional development through teacher/Peer Coach interactions in alignment with Edina Public Schools Strategic Plan, Strategy D.1 & D.2. Our Q Comp plan continues to drive alignment between district, site and individual teacher goals. As a result of Q Comp, teachers are less isolated in individual classrooms. Teachers welcome others into their classroom to see their instruction and share their successes and areas of growth building toward collective efficacy. Teachers are also aware of the ways in which their classroom instruction aligns with the District's Mission and Vision. District focus areas such as Literacy and Culturally Proficient School Systems are also supported by the program and peer coach interactions with teachers. As in past years, a program survey was sent to teachers in April. When teachers were asked, "My participation in the Teacher Evaluation Program supported my growth as a teacher this year," 94.7% of respondents answered 'agree' or 'strongly agree' (n=361). As one teacher noted in the Spring 2026 survey: "I cannot share enough how incredible [My Peer Coach] has been to my teaching practice this year. They have been great at listening, coaching and just validating what I do in the classroom while offering the ideal amount of feedback to enhance the experience for me and my students. They know how to ask those hard questions.."

The program also provides consistent and sustained time to reflect on and grow their practice. It is our belief that meaningful change and deep learning comes from purposeful reflection with a trained peer coach. The Spring 2026 survey included the question "My peer coach helps me reflect about my work and supports my growth as a professional." Of the 361 respondents, 96.4% either 'agreed' or 'strongly agreed' with the statement. All of our peer coaches are trained in [Cognitive Coaching](#) and use this model when conferencing with teachers. Cognitive Coaching is a research-based, structured approach designed to enhance a teacher's cognitive processes, self-directedness, and professional growth. It centers on building trust and rapport to foster self-analysis, moving away from telling toward asking to improve decision-making and instructional practices. Peer Coaches use specific 'Planning' and 'Reflecting' maps to facilitate teacher growth. This is not just an observation; it is a structured dialogue that moves teachers from isolation toward collective efficacy. During pre- or

post-observation conferences, teachers also have an opportunity to add comments to their student learning goal progress checks, demonstrating their reflective thinking focused on their goal. The summative conference allows for an in-depth conversation between the teacher and the peer coach/administrator to reflect on the work done during the previous year and to think ahead to the next year's goals.

**2. What overall impact on student achievement have the Edina Public Schools seen as a result of implementing the Q Comp program?** We continue to develop a culture of collaboration with increased dialogue focused on the impact of high quality instruction on student achievement in alignment with Edina Public Schools Strategic Plan, Strategy A.1. The program is responsive to teacher needs and promotes the reflection on and implementation of best practices that connect to student achievement. We will continue work on incorporating district staff development expectations into the teacher evaluation rubric descriptors. When asked, in the Spring 2026 survey, "My participation in the Teacher Evaluation program supported my efforts to positively impact students' engagement participation and achievement this year", 96.4% of respondents selected strongly agree or agree (n=361). As one teacher noted in the survey, "My peer coach expected growth from me that would carry over and positively affect students...the discussions were thoughtful and provided new perspectives and reflection for me."

The Peer Coach team has the opportunity to observe teachers across the district. As such, they are in a unique position to see district initiatives in action and hear from teachers they impact. As a team, we are able to gather information and identify trends. When appropriate, this information is shared with site- and/or district-level administrators. Additionally, the team is able to disseminate information to teachers, especially when aligned with teachers' observation and student learning goals.

Our Q Comp program requires alignment between district, site and individual teacher goals. The alignment is further strengthened by the Professional Learning Community (PLC) work in the district. Many teachers chose to align their student learning goal with their PLC goal. The Peer Coaches monitor the progress of a teacher's student learning goal during the year. The student learning goals prioritize the collection and analysis of data. Peer Coaches guide conversations on using student data to drive instruction. We are able to see the various ways students are growing and learning. For the 2025-2026 school year, on the student learning goal submission form, teachers self-reported that their goal is aligned with the following areas (could select more than one):

● Cultural Competence  
● Literacy  
● Math/Numeracy  
● Social Emotional Learning



### **3. How will we continually improve the overall effectiveness of the program?**

We continue to refine our practice in alignment with Edina Public Schools, Strategy D.4. This year, all of our Peer Coaches participated in the four Culturally Proficient School Systems (CPSS) Modules presented across the district. As a team we are continuing to find ways to integrate the framework into coaching conversations with teachers. During our team's monthly professional learning, we incorporated coaching scenarios that provided opportunities to use coaching strategies and our bank of questions that align the CPSS Toolkit and evaluation descriptors. The team references this question bank prior to meeting with teachers to select questions that are appropriate for the observation event's focus. This work was evidenced in the Spring 2026 program survey, when answering the question "My Peer Coach/Principal supports my efforts to plan and reflect on my instruction/delivery of service through a lens of cultural proficiency," 97.5% selected 'agree' or 'strongly agree' (n=361).

During the 2025-26 school year, the program's Memorandum of Understanding was reviewed and reauthorized. Every two years the Teacher Evaluation/Alternative Compensation Memorandum Of Understanding must be reauthorized by both Edina Public Schools and the Education Minnesota Edina. According to the MOU (22.B), "*The intent of both the District and EM/E is to review and re-approve the MOU and teacher evaluation program in two-year increments. Such renewal shall occur no later than May 1 in the spring preceding the expiration of the agreement.*"

The MOU Reauthorization Committee (one district- and two EM/E-appointed members) reviewed stakeholder data, budget projections and current practice. The School Board and EM/E Governance Board approved the proposed changes in April and March respectively. For the program, the large impact changes are minimal, but include:

- Site Goal Incentives: incentive payout date, assessment data, traveling teachers, teachers assigned to non public sites
- Update to the Probationary Teacher Yearly Descriptors (descriptor subsets)
- Aligning Student Learning Goals and CPSS
- Cleaning up language to better reflect best practice and address concerns raised over the period of the 2024-2026 MOU (e.g. long term sub participation,

deadlines, performance assistance, duties of Teacher Evaluation Committee, etc.).

Following the successful completion of their second and final three-year term, three of our Peer Coaches will return to the classroom this fall, making way for three new educators to join the team. To ensure a seamless transition, each of our three returning coaches will mentor a new coach, providing the guidance and institutional knowledge necessary for their new roles. Moving forward, the team will continue to refine its expertise through targeted book studies and collaboration with metro-area peers. The Peer Coach team remains committed to supporting our teachers' professional growth to ensure student success.

The Teacher Evaluation Committee will continue to provide program oversight. Peer Coaches will continue to refine a resource bank of quality coaching questions associated with each descriptor and student learning goal component, and integrate the CPSS Toolkit into program elements. Next year, the Peer Coaches will join Principals and Administrators professional learning focused on inter-rater reliability training and utilize our CPSS training to inform evaluation work during the 2026-27 school year.

## Appendix A

### **Teacher Evaluation Committee Members**

Jody De St. Hubert (Director of Teaching and Learning)

Libby Sandvick (Teacher Evaluation Program and Professional Development Facilitator)

Cari Boedigheimer (Concord Grade 2)

Leigh Ann Feily (Continuous Improvement Specialist)

Chris Holden (Normandale Principal)

Kim Isley (Assistant Director of Early Learning)

Michael Pretasky (EHS Assistant Principal)

Erica Wattson (Highlands Talent Development)

### **Teacher Evaluation MOU Reauthorization Committee Members**

Jody De St. Hubert (Director of Teaching and Learning)

Jason Dockter (EM/E President)

Libby Sandvick (Teacher Evaluation Program and Professional Development Facilitator)

### **Peer Coach Team**

Angela Hruby

Bethany Mohs

Jon Moore  
Tim Ronhovde  
Rolland Talan  
Cathy Williams