



FLAS Q COMP

ATPPS Program Forest Lake Area Schools

2016-2017 Q Comp Annual Report Highlights June 1, 2017

The process for report development is based on MDE's Best Practice Model for Site Review. A paper copy of the entire report can be obtained later this month. This is year three of a three-year review cycle for our district. Next year we will be back to year one.

- Site Review Team - 8 volunteer members consisting of: 2 Oversight Committee members; 3 Peer Coaches; 1 Site Facilitator; Q Comp Coordinator; Director of Teaching and Learning
- Sites Reviewed: Central Montessori Elementary, Lino Lakes Elementary, Scandia Elementary, STEP, and Wyoming Elementary

The report information is synthesized from five live PLC observations, personal interviews with teacher leaders from each site, a survey of all licensed staff, and application of the MDE evaluation rubric. Each site was rated Proficient, with some components earning Exemplary. None were Below Proficient.

Component 1: Teacher Leaders

- Findings and Impact:
 - **Implementation:** Through the cohesive efforts of administrators and teacher leaders, Q Comp has become embedded in the culture. Educators see value in the work of the teacher leaders and the consistency that is growing across the district. Ongoing quality training received by teacher leaders had a positive effect on their work in building sites, collective capacity and culture of continuous improvement towards the shared mission of improved student achievement..
 - **Impact:** Through collaborative work in buildings between administrators, Site Facilitators, PLC Leaders and Peer Coaches, 85% of educators have been able to connect their PLC work, other professional development sessions and Peer Coach feedback, and are applying those connections to their professional practice..
- Recommendations:
Maintain teacher leader structure and systems. Continue to prioritize high quality training and collaborative culture. Continue focused efforts on key components of high quality instruction.

Component 2: Job-Embedded Professional Development

- Findings and Impact:
 - **Implementation:** The extended PLC time on PD days continues to be a positive. Some PLCs met with others on the extended days with excellent results. Educators giving reflective thought to their choice of PLC composition.
 - **Impact:** 90% of survey respondents indicated that the work done in their PLC has had a positive impact on their professional practice and learning. Many noted positive

changes to other Professional learning sessions, specifically an increase in relevance and time for application. Sample survey responses: “PLCs are the most valuable part of Q Comp,” “Time to collaborate with colleagues about a variety of learning issues, and how these affect overall achievement, has been greatly appreciated.”

- Recommendations:

Continue to make connections between all areas, build on previous learning around data work, encourage PLCs to combine on the extended days to deepen/broaden learning, share successes.

Component 3: Teacher Evaluation

- Findings and Impact:

- **Implementation:** Educators indicate they are comfortable with and trust the process. Because of that, they are moving toward collaborating with coaches more on specific areas of instruction/interest. The peer coaches are supporting educators in numerous ways on an informal, ongoing basis.
- **Impact:** The impact of coaching continues to expand. 94% report that the feedback from and collaborative work with Peer Coaches has positively impacted their professional practice. Sample survey responses: “Peer Coaches have shared feedback which has enhanced my job performance,” “The coach is willing to challenge your thinking in a way that energizes what you’re doing in the classroom,” “Insightful observations are given in a supportive, caring way, which inspires continued professional growth and improvement.”

- Recommendations:

Continue work on differentiating support for educators, work to expand voluntary video data option, work to expand pineapple chart concept, and increase level of collaborative work with educators beyond the required observation cycles.

Component 4: Performance Pay

- Findings and Impact:

- Data not yet in for Individual Student Achievement Goal
- Data not yet in for Observation/Evaluation standard
- Data not yet in for PLC participation standard

- Recommendations:

Continue ongoing support and training in creating and tracking meaningful and aligned goals and professional growth plans.

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