

Q Comp 2020-2021 Annual Report

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. To ensure alignment with site and district goals, team goals are reviewed and approved by the Q Comp Steering Committee which is chaired by the Q Comp Coordinator.

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, they establish trusting relationships with teachers within an observation cycle. Many licensed teachers have expressed the value of their coach and observation. Teachers report that the Charlotte Danielson rubric framework is valuable and helps them grow and improve.

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.

In 2020-2021, PLC leads helped provide leadership for the grade level teams to collectively increase growth and proficiency in math and reading for each student across the grade levels. PLC leads helped support their teams in eliminating achievement disparities 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 (EPS PLC Loop/ERE Protocol/Data to Action-Growth) 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 of the observed lesson/session. From these student-centered discussions, teachers were able to differentiate, plan, and analyze their results. 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 evidence 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 2019-2020, as part of their team goal, the Q Comp team collected data around classroom rigor in order to help teachers provide deeper questioning to their students. In 2020-2021, again as part of their team goal, the Q Comp team collected data and had discussions around intellectual engagement in order to help teachers plan engaging lessons whether classes were being held in-person, Distance Learning, or some form of hybrid.

Our PLC team leads also helped teachers to be more effective in their instruction by bringing student data to the collaborative team meetings and facilitating discussions around scaffolding lessons so there is an entry point for each student. Student data and growth has been central to 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 Education Reform Enterprises with Tamika Fuller, on the ERE Thinkframe. This included, but was not limited to triangulating data disaggregated by student groups (achievement, perception, classroom visits), identifying confirmations & contradictions, focusing on POPs (Problems of Practice/Performance), identifying root cause, selecting innovating strategies/replacement practices to address POPs/root cause and develop a means to evaluate and monitor the selected strategies. Also, they participated in training about ways to incorporate feedback through Classroom Visits. Specifically, in the 2019-2020 year, coaches also participated and collaborated with cross-district administrations teams led by our Associate Superintendent, Dr. Stacie Stanley, in work regarding the IDI inventory and Cultural Proficiency continuum.

In 2020-2021, Q Comp coaches and Instructional Excellence Coordinators engaged in learning once a month guided by the book, Culturally Proficient Coaching, 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 development of instructional strategies and mindsets necessary to eliminate achievement disparities.

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.

During the summer of 2020 and throughout the school year, The PLC Leads completed synchronous and asynchronous extended learning to explore how beliefs, values, and assumptions impact assessment literacy, particularly as we consider disparities in academic, behavior, and 4C's data. These sessions laid the groundwork to help PLC leads support their teams with the implementation of PLC high leverage practices, focus on increased student achievement and elimination of achievement disparities, and the Culturally Proficient Continuum for Assessment and Accountability.

In 2020-2021, Q Comp PLC team goals were written with 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?

Each Q Comp coach/observer had the full eight-day training of Cognitive Coaching. Coach/observers regularly discussed inter-rater reliability at their meetings. In addition, all of the Q Comp Coaches conducted a PLC around students engagement and Culturally Proficient Coaching and participated in monthly training focused on equity and bias to increase their racial consciousness as it relates to coaching teacher practice.

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.

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. For 2020-2021, the district assessment team created a Q Comp Goal Template with an increase in rigor for PLC goal setting, In addition, the assessment team and the Q Comp coordinator 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 2020-2021 template.

Recommendations

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

Our district will continue with the professional learning communities (PLCs) to ground our work in collaboration, goal setting, focusing on data to improve growth, and a continuous cycle of improvement. 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 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, 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)?

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 a pointed change in the amount of student talk and collaboration specifically in literacy. The new Collaborative Literacy resource (CCC Collaborative Literacy) has had a significant impact at the K-6 level on student voice and facilitation techniques since its implementation. 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.

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 (at least 20% of students showed

they needed to learn the material/skill better) or on an individual level, and how to document whether the intervention was an effective instructional match for the identified student(s).

At our 7-12 sites, teachers benefited from 19-20 classroom visits with Q Comp coaches collecting data and giving feedback sound rigor and authenticity. In 20-21 professional development focused, through distance learning, on equitable grading, student engagement, and culturally relevant literacy practices (specifically designing culturally relevant assessments). Due to the hybrid schedule of 20-21, PLC meetings and professional development were held on Fridays to increase collaboration and provide students some stability in an unprecedented year. Q Comp coaches saw an increase of teachers asking higher level questions. This practice helped coaches see more students intellectually engaged and thinking critically during lessons.

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 Collaborative Literacy curriculum at elementary sites has focused on facilitative techniques that highlight rigorous and open-ended questioning and discussion prompts, student-led discussion, and collaborative structures. This has been a district-wide focus for the Q Comp Coaches in 2020-2021. As a result of their learning from coaches and site professional development, teachers were able to implement research based strategies in their classroom.

The following results comes from a survey given to K-6 staff in the spring of 2021 regarding implementing Collaborative Literacy:

How often do you use the full 120-minute scheduled literacy time? **84%**

How often do your students engage in discussion which deepens one another's thinking through the exchange of ideas? **81%**

How often do you integrate social-emotional learning into each Collaborative Literacy lesson through objectives, instruction, problem solving, and reflection? **83%**

How supportive has the Collaborative Literacy professional learning been? **67%**

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?

As teachers increase their knowledge, skills and dispositions as a result of working with their collaborative teams and the job-embedded professional development, the ultimate result is an increase in student achievement.

Since the fall of 2019, the building Site IE Teams (composed of principals, IE Coordinators and Q Comp coaches) engaged in training with Tamika Fuller that directly impacted how they set up their classroom visits and their focus. Most sites identified and focused on rigor in instruction after examining problems of practice, based on triangulated data. Once teams examined their problem of practice, the classroom visits that gathered data on rigor in instruction. Professional development was designed to reflect the needs at each site including ongoing conversations with staff and PLC leads regarding training and information about Webb's Depth of Knowledge and how to purposefully plan for rigor when designing lessons.

Teachers, PLC leads, and others utilize information from FAST and other formative assessments to identify instructional goals and interventions. In addition, coaches meet monthly to discuss coaching and instructional excellence for equitable outcomes, including a study of the book Culturally Proficient Coaching during the 2020-21 year. An overarching theme in all of our work is that of equity and dismantling the persistent achievement disparities in the data between our white students and all other student groups. We know that increasing our knowledge, skills, will and disposition around equity and instructional excellence will increase student achievement for all students.

Beginning in the summer of 2020, all sites (K-TASSEL) engaged in learning around Cultural Proficiency. Each site individually learned about the components, framework, continuum, and assessments. Thus Q Comp coaches began having conversations with peers regarding how professional learning informs learners about their culture, the cultures of others, and the school's culture. Educational gaps are closed through the appropriate uses of cultural, linguistic, learning, communication styles. Cultural Proficiency is a set of values and behaviors in an individual or the set of policies and practices in an organization that creates the appropriate mindset and approach to respond effectively to the issues caused by diversity. A culturally proficient organization interacts effectively with its employees, its clients and its community. Culturally proficient people may not know all there is to know about others who are different from them, but they know how to take advantage of teachable moments, how to ask questions, and how to create an environment that is welcoming to diversity and change. Q Comp coaches engaged 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 continuously triangulate data 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.

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, conferring as well as progress monitoring around conceptual, contextual and procedural understanding in math.

Secondary PLC teams used data to collaborate on instructional design to implement culturally responsive assessment tools. Teams gave students surveys that helped guide the creation of culturally responsive assessments that also gave students more choice in how they demonstrated their mastering of the essential learning targets. In an effort to help eliminate achievement disparities, some EPHS PLC leads participated in a strategy team which implemented new equitable grading strategies.

A survey was given at the end of the 20-21 school year to all PLC leads, as well as Data Leads, on Collaborative Literacy. Here are some results regarding their own learning and facilitation:

How confident are you in your skill set to facilitate your PLC team in triangulating student and teacher level data points through comparative analysis and identifying confirmations and contradictions in trends? **75%**

How confident are you in your ability to facilitate your PLC team in identifying problems of performance and the related problems of practice? **75%**

How confident are you in your ability to work with your PLC team to refine and adjust instruction as a result of the tiered decision making process? **73%**

How well do you collaborate with your team to develop and use reliable and valid student assessments? **79%**

How well do you lead your team toward actions that show you believe all students can learn at high levels? **99%**

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 incorporating 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)?

2019-2020: Yes

2020-2021: No

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

Since MDE gave permission to modify evaluation plans for 2020-2021 due to COVID 19, Eden Prairie used the opportunity to increase personal choice in teacher evaluations and professional development for tenured staff. We reduced the evaluation requirements in Charlotte Danielson's Domain 2 and 3 from ten components to six. We required proficiency in Domains 2a, 3b, 3c, 3d. The other two domains were selected by the teacher in order to accommodate their personal preference for professional development, while also being applicable to the school environment in which they were teaching (hybrid, online, in-person). The benefits of this change were two-fold: teachers were given voice and choice in their professional development and evaluations were applicable to observations, no matter the environment during an unprecedented year.

Impact

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

The following responses come directly from educators throughout our K-12 system. Q Comp coaches directly asked the questions "What impact did the observation/evaluation process, including coaching, have on your classroom instruction?", "What impact did the observation/evaluation process, including coaching, have on your classroom instruction?", and "How did the feedback you received from each observation/evaluation assist in self-reflection and improved instructional practice?". A few standout themes emerged from their responses: engagement, collaboration/communication, participation and learning community. Examples of feedback the team received from the first question in 2020-2021 are below:

"The impact of the observation process helps improve the quality of my teaching. It is always amazing to me to read the script afterwards and realize how much goes into each lesson and helps me understand what students are participating and others that are not as much. By pointing this out to me, I can build on my strengths and weaknesses within the classroom."

"After our post-observation discussions I was able to implement new ideas and strategies to help my students immediately."

"My coach was able to find areas to increase the pacing of my lessons to help maintain effective instruction."

"I was able to help my students, especially males, feel more comfortable sharing with the whole group."

"It is obvious my coach knows our curriculum well and was able to use highlights from other teachers to pass along to me, especially if something is working really well for another teacher."

"The observation/evaluation has had a positive impact on my teaching by giving me another perspective and suggesting effective ways for me to invite more student discussion and help my students feel comfortable to share their creative ideas with their classmates."

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

After receiving feedback on the second question, it is evident that teachers report that the observation/evaluation process is supportive, assisting their reflection in order to improve their instruction by highlighting strengths and providing opportunities for growth through the use of data/scripting and mediative questioning. Examples of feedback the team received from the second question in 2020-2021 are below:

"It is helpful to have another set of eyes in the classroom to help me "see" what I may not see during a particular lesson. It helps me become aware of how many times I call on students as a gentle reminder to make certain that I am spreading my questions and student engagement across the classroom on a daily basis."

"My students were able to share more with their partners because of quickening the pace in some parts of my lessons, which gave them more student voice."

"My students have become more comfortable sharing their ideas in the classroom with some new strategies, including not raising their hands but showing a thumb instead (more private)."

"My coach gave me helpful ideas on how to help students work with partners and help each other more during a lesson, which is critical for our communication and collaboration development."

"Working with my coach I was able to create lessons for my students that allowed them to learn more effectively, participate at a high level and also provide all students with opportunities to feel included and be successful."

"My coach offered ideas that I could immediately implement in all of my lessons and that did not take time away from instruction. I was able to implement many of the ideas we discussed the very next day and saw gains in student learning because of this!"

"My coach also noticed what things I already had in place to keep a constant pulse on where my students are at with their learning."

Review Findings

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

Finally, more themes emerged as we gathered educators' feedback around self-reflection and improving instructional practice. They especially appreciated the feedback and learning from their coaches, specifically rigor, ELA curriculum implementation suggestions and facilitation techniques.

Beginning in the spring of 2020, online instruction was new to the majority of our stakeholders. Teachers found feedback and scripting helpful to point out learning and refinements to online instruction. Coaches really wanted to approach the observation cycles as a supportive process through scripting and reflective questions. The majority of teachers said that their coaches were supportive throughout this unique school year. Examples of feedback the team received from the third question in 2020-2021 are below:

"Great suggestions and affirmations. I appreciated the learning about warm demander, DOK levels, and hearing about all of the suggestions from other classes. It's nice to hear non-judgmental and alternate perspectives"

"My Q-Comp coach has amazing thoughts on things to try to do differently to get more student responses. She is respectful with her comments and offers thoughtful advice. I always write down the words of wisdom that were implied and give it much thought on improvement for my future instruction."

"My coach is a very reflective person so they always offer great insight into my teaching and how to improve my instruction."

"My coach does well posing questions and helping me reflect on my teaching, instead of only pointing things out."

"My coach is always incredibly flexible and adapts the observations to what I need to help me improve."

"The scripting from the observation is very thorough and that allows me to really reflect on what occurred throughout the lesson."

"Feedback from my coach was very valuable to help me fine-tune my lessons. Discussing different ways to modify my teaching to better communicate with my students has helped me be a more effective teacher."

"I was wondering how effective online evaluations would be this year since the online teaching format is so very different from the classroom. I thought the process was even more valuable this year! It was very helpful to have an outsider observe since this felt like a first year of teaching for me."

"My coach took the time to listen to me reflect on my teaching and brainstorm ideas to improve my online lessons. I appreciate the time she took to help me figure out what things were happening during my lessons to help students and ways to improve their learning in this format."

"My coach was able to take the online setting into account and offer insights that I hadn't thought about because I am so used to being in a room with my students. Little things that I take for granted, like students taking cues from other students, are missing in this format and my coach was able to offer practical takeaways that I could immediately implement to make a difference in my teaching."

“During my pre-observation, my coach brought up things that she had observed working in other online classrooms. This was very helpful since our teaching is so isolated this year and we do not have a daily opportunity to connect with our peers.”

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 culturally proficient coaching strategies in order to increase our effectiveness in coaching teachers at the sites.

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. Work will also be done towards increasing 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.

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? %

2019-2020: 58%

2020-2021: 51%

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

2019-2020: 96%

2020-2021: 96%

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

2019-2020: 99%

2020-2021: 99%

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

2019-2020: 89%

2020-2021: 95%

Is performance pay awarded for another area (besides schoolwide 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? %

2019-2020: 96%

2020-2021: 95%

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

2019-2020: 99%

2020-2021: 99%

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

2019-2020: 89%

2020-2021 95%

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 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 PLC lead retreats along with asynchronous learning modules to help support PLC teams in the fall and set rigorous goals that match their sites' improvement plans. Q Comp coaches will also take place in the asynchronous summer learning modules that will engage in a deeper learning around Cultural Proficiency. 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. Peer coaches/observers are seen as 'safe' and allow staff to try new ideas without fear of being reprimanded or seen as an ineffective teacher. 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.

Through observations, cognitive coaching, and data collection, Q Comp coaches continue to encourage and observe instructors enhancing rigor and authenticity no matter the school model with COVID. The implementation of the Q Comp program encourages teacher reflection and goal setting. Coaches also consult teachers on how to reach a distinguished level of instruction. The program also continues to support and plan in the design of professional development from pre-K through grade 12 and TASSEL. The Danielson Framework offers many opportunities for growth for both probationary and veteran teachers. Since the fall of 2019, the Q Comp team continues to learn and focus on the Cultural Proficiency Continuum 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 2021 assessment scores in MCA and FastBridge indicates stagnant growth. We intend to continually assess and improve the Q Comp and PLC process to lead to an increase in student achievement. 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. In addition, embracing the philosophy that the students are 'our' students versus 'my' students has also increased student achievement in that more than one teacher is focused on the success and learning of each student in our district.

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. PLC team leads, Q Comp Coaches/Observers, and instructional coaches will attend the PLC Lead retreats through synchronous and asynchronous learning in Summer 2021.*
- 4. PLC teams will engage in professional development through using the lense of multi-tiered system to reach each learner in order to provide increased student achievement and eliminate achievement disparities.*