

# Q Comp Program Review Summary

May 11, 2026

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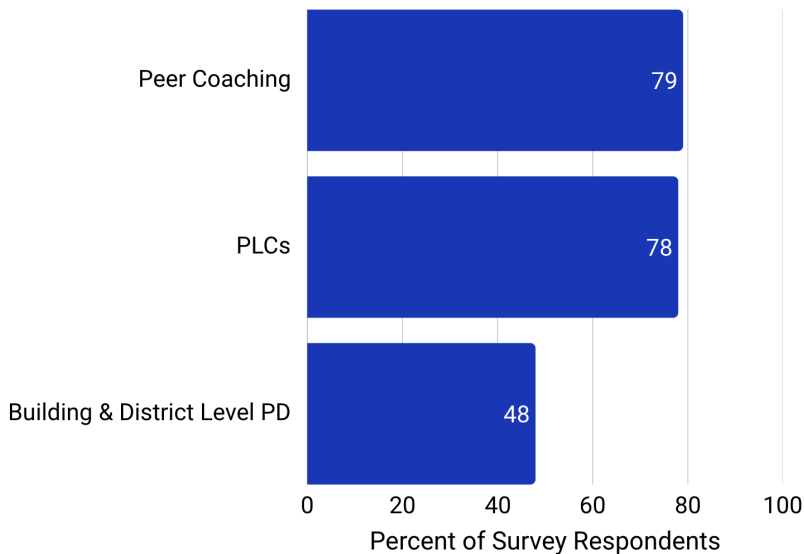
In accordance with [state statute 122A.40](#), the district provides the school board with an annual summary update of our Quality Compensation (Q Comp) plan, commonly referred to as M Comp. This update addresses plan implementation, the impact of implementation, findings from our annual program review, and recommendations to further improve program effectiveness.

## DATA REVIEW

Last March all M Comp participants were invited to give feedback on the two main components of our M Comp plan: peer coaching and professional learning communities (PLCs). 78% of licensed staff responded to this survey.

### Overall Impact of the Professional Development Offered through M Comp

The staff survey included the following question to better understand the impact of M Comp relative to other professional development opportunities the district provides: “As you reflect on how your professional practice is growing and changing this year, which of these have supported that growth? Choose all that apply.” The responses are summarized below:



Our district’s strategic plan affirms a collective commitment to providing exceptional learning experiences that foster motivation, growth, and excellence for all students. Fulfilling this commitment depends on professional development that is ongoing and embedded in teachers’ daily work with students. These survey results confirm that the M Comp program continues to be a vital component of this effort.

## **Peer Coaching**

Our district uses the Cognitive Coaching model, which is grounded in the belief that the most effective teachers are reflective, self-directed professionals. Teachers partner with peer coaches to set goals, identify meaningful indicators of success, analyze evidence of student impact, and determine next steps.

To assess the impact of peer coaching on teaching and learning, the staff survey included the following prompts:

**PROMPT:** “The professional growth I make as a result of the peer coaching process positively impacts students.”

**RESULTS:** 90% responded agree or strongly agree

**PROMPT:** “Through the peer coaching process, I choose and work toward meaningful professional goals.”

**RESULTS:** 91% responded agree or strongly agree

Teachers also had the opportunity to provide open-ended feedback about their experience with peer coaching. Here is a sample of their comments:

*“The peer coaches ask hard questions that move your thinking.”*

*“This process has proven to be valuable to my growth as a teacher.”*

*“Working with the peer coaches offers me the most worthwhile opportunity for growth within the district. I find it very beneficial.”*

These strong survey results and comments affirm that implementing the Cognitive Coaching model with fidelity has led to an effective coaching program with exceptionally high levels of teacher buy-in.

In addition to collaboratively reviewing overall survey results, each of the four peer coaches analyzed disaggregated data to reflect feedback from the teachers they individually support. This provided each coach with valuable insight into their specific strengths and areas for growth.

## **Professional Learning Communities (PLCs)**

PLCs bring educators together with the purpose to learn, adapt, and act in ways that strengthen student experience and professional practice. Through shared inquiry, intentional learning, and evidence-informed decisions, PLCs build coherence, agency, and impact across the district.

To gauge the impact of PLCs on teaching and learning, the staff survey included the following prompt:

**PROMPT:** “Working on my PLC's Common Challenge(s) positively impacts my core work.”

**RESULTS:** 70% responded agree or strongly agree

Teachers also had the opportunity to provide open-ended feedback about their experience with PLCs. Here is a sample of their comments:

*“Having this time to collaborate with my peers and to dig deeper into things that impact our students helps me to grow as a teacher.*

*“It's a good opportunity to examine our teaching practices and brainstorm with other teachers.”*

While these results indicate that a strong majority of teachers find PLC work valuable and impactful, about 30% of Mahtomedi teachers do not currently see their PLC work as directly supporting their primary instructional responsibilities. Open-ended teacher feedback indicates that causal factors for this include:

- some PLC teams that are too large to support effective, authentic collaboration
- some teams with limited overlap in members’ roles and interests, which leads groups to focus on shared challenges that are more peripheral to each member’s most essential work
- the limitations of what can be accomplished during a 45-minute before-school meeting

To address these points, on April 8th the M Comp Governance Board approved some revisions to district PLC structures for the 2026-27 school year, including:

- reduced PLC size (2–5 members per team)
- opportunities for more sustained PLC time on two non-student professional learning days
- increased flexibility with PLC membership
- enhanced support from Instructional Leadership Teams (ILTs), administrators, and peer coaches

## **M Comp Goals for 2026-27**

Based on this year’s program review, program goals for the upcoming school year include:

- continue implementing the Cognitive Coaching model with fidelity
- explore additional ways to support teachers in identifying meaningful PLC goals that directly align with their core work and that support current building- and district-level goals
- implement the PLC structural revisions approved by the M Comp governance board this spring, and analyze the impact of these revisions next spring

## **RESULTS OF MEA MEMBERSHIP VOTE**

On April 28, 2026, the MEA membership voted to continue with M Comp for the 2026-27 school year.