



**Board Meeting Date:** May 5, 2025

**Title:** Quality Compensation Annual Report 2024-2025

**Type:** Consent

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

**Background:** During the 2024-2025 school year, the Teacher Evaluation and Quality Compensation Program was brought to the School Board as part of a biennial reauthorization process. The Edina School Board approved the 2024-2026 Memorandum of Understanding on April 8, 2024.

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.

**Appendices:**

A. Teacher Evaluation Committee Members

## Alternative Compensation Annual Report 2024-2025

**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.”

(<https://education.mn.gov/MDE/dse/edev/qc/>)

Edina is completing its 17<sup>th</sup> year as a Q Comp district. In Edina, we call our Q Comp program Alternative Compensation (Alt Comp). All salaried, Title 1, and ECFE teachers (defined as a teacher in Minn. Stat. §179A.03, Subd. 18, of PELRA and the Master 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 total number of teachers participating in the program during the 2024-2025 school year is 690 (117 probationary teachers, 13 Tier 1 or 2 licensed teachers, and 560 non-probationary teachers).

As a Q Comp district, we receive \$260/student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. The program’s budget is responsible for peer coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for up-to a \$1,721 incentive based upon successful completion of observations, student learning goal creation and implementation, and site goals based on standardized assessments.

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,” 95.3% of respondents answered ‘agree’ or ‘strongly agree’ (n=424).

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 2025 survey included the question “My peer coach helps me reflect about my work and supports my growth as a professional.” Of the 424 respondents, 95.8% 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. The peer coaches use the Cognitive Coaching Planning Map during pre-observation conferences and the Cognitive Coaching Reflecting Map during post-observation conferences. Reflection is the backbone of our program. In the post-observation conference, the teacher will offer a specific reflection and self-analysis of the lesson, as well as engage in a dialogue with the peer coach about the effectiveness of specific elements of the lesson. 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 2025 survey, “My participation in the Teacher Evaluation program supported my efforts to positively impact students’ engagement participation and achievement this year”, 96.7% of respondents selected strongly agree or agree (n=424).

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 the 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 and student data informs instruction.

We are able to see the various ways students are growing and learning. For the 2024-2025 school year, on the student learning goal submission form, teachers self-reported that their is aligned with the following areas (could select more than one): Literacy (390), Cultural Competence (99), Social Emotional Learning (181), and Math/Numeracy (131). As one teacher noted in the Spring 2025 survey: “[My Peer Coach} offered valuable and professional insights and helped me to accomplish my goals in the classroom. Their approach is flexible and thoughtful and they allowed me to process my SLG in a way that fit my teaching style.”

**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 two-day Culturally Proficient School Systems (CPSS) Leadership training and as a team we are continuing to find ways to integrate the framework into coaching conversations with teachers. For example, in Fall 2024 we worked with administrators to craft coaching questions that align the CPSS Toolkit and our evaluation descriptors. Peer Coaches references this question bank prior to meeting with teachers to select questions that are appropriate for the observation event’s focus.

During the 2023-24 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 (three district- and three 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 prorating the Professional Growth Plan incentive for probationary teachers and reinvesting that savings in our mentor program through increased expectations and compensation for mentors; and a shift in the non probationary teacher observation process which will allow for more flexibility in scheduling observations with Peer Coaches for teachers.

This year, we implemented the updated MOU elements. In the Spring 2025 Survey, results showed a positive gain in the percentage of favorable (agree / strongly agree) to the question “During this school year, I have found it convenient to schedule conferences and observations with my peer coach/principal.” As for the changes to the mentoring program, responses have been largely positive (as collected via an observation reflection form): highlighting the value of a dedicated observation day and resources within a Schoology course. Many expressed that a joint observation was particularly beneficial for gaining new ideas and focusing on teaching practices without building districtions.

At this time, the future of the Q Comp program is uncertain given Governor Walz’s recent proposal to eliminate the program beginning in 2026-2027. In an effort to maintain continuity of

programming for our teachers in 2025-2026, we extended the terms of two peer coaches through 2025-2026. Next year will provide opportunity for the program to adjust either in the next reauthorization process or the phasing out of Q Comp. It is worth noting that Teacher Evaluation will continue to be a statutory requirement for the district. If Q Comp is eliminated the funding source for Teacher Evaluation will also be eliminated. In this case, the District and EM/E will need to create a mutually agreeable plan for Teacher Evaluation moving forward.

Regardless of the outcome of the legislative budgeting session, as we move into fall, the Peer Coach team will remain the same. We will continue to support our teachers' professional growth to ensure student success. As a team we will refine our coaching skills through training including book studies, collaborating with metro area coaches, and attending out-of-district training when available and appropriate.

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 the student learning goal component as well as support the CPSS Toolkit as it is aligned to our work. 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 2025-26 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)  
Michael Pretasky (EHS Assistant Principal)  
Kim Isley (Assistant Director of Early Learning)  
Chris Holden (Normandale Principal)  
Lindsey Smaka (EHS Science Teacher)  
Cari Boedigheimer (Concord Grade 2)  
Leigh Ann Feily (Continuous Improvement Specialist)

### **Peer Coach Team**

Angela Hruby  
Bethany Mohs  
Jon Moore  
Tim Ronhovde  
Rolland Talan  
Cathy Williams