



Board Meeting Date: 5/13/24

Title: Quality Compensation Annual Report 2023-2024

Type: Consent

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

Background: During the 2023-2024 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 our 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. This report was presented to and reviewed by the Board Teaching & Learning Committee on May 7, 2024.

Recommendations: The Teaching and Learning department is presenting the report to the school board for information only. No decision is required on part of the school board.

Desired Outcomes For The Board: School board members should review the report and be prepared with feedback and questions.

Attachments:

1. Report (next page)

Appendices:

- A. Teacher Evaluation Committee Members

Alternative Compensation Annual Report 2023-2024

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 16th 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 2023-24 school year is 682 (149 probationary teachers, 13 Tier 1 or 2 licensed teachers, and 520 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. (Over the past three years, the state’s funding has averaged 99.89%.) The program’s budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other minor costs associated with program implementation. Teachers are eligible for an \$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/coach interactions. 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,” 95.2% of respondents answered ‘agree’ or ‘strongly agree’ (n=331).

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 coach. The Spring 2024 survey included the question “My peer coach helps me reflect about my work and

supports my growth as a professional.” Of the 331 respondents, 95.5% either agreed or strongly agreed with the statement. All of our coaches are trained in Cognitive Coaching and use this model when conferencing with teachers. The 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 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. 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.

The Peer Coach team has the fortune of observing 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 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 2023-2024 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 (313), Equity (235), Social Emotional Learning (189), and Professional Learning Communities (362). As one teacher noted in the Spring 2024 survey: “My Peer Coach is the absolute best. [They are] so skilled at listening, reflecting, and moving me forward. I don’t know anyone that can be so nice, yet push me in a way that I grow and continue to want to learn more.”

3. How will we continually improve the overall effectiveness of the program? We continue to refine our practice. This year, all of our coaches had participated in the four-day Culturally Proficient School Systems (CPSS) training and as a team, we are continuing to find ways to integrate the framework into coaching conversations with teachers. For example, we participated in the CPSS Teacher Toolkit design work and are analyzing our practice and crafting coaching questions to align the Toolkit and our evaluation descriptors.

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.

Moving into fall, the Peer Coach team will remain the same. As a team, we will share program changes with teachers and continue to 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 2024-25 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)
Emily Cory (Student Support Services Coordinator)
Kari Dahlquist (Creek Valley Principal)
Lindsey Smaka (EHS Science Teacher)
Cari Boedigheimer (Concord Grade 2)
Leigh Ann Feily (Continuous Improvement Specialist)

Peer Coach Team

Rene Baca
Angela Hruby
Bethany Mohs
Jon Moore
Rolland Talan
Cathy Williams