



FLAS Q COMP

ATPPS Program Forest Lake Area Schools

2018-2019 Q Comp Annual Report June 6, 2019

The process for report development is based on MDE's Best Practice Model for Site Review. We are in year two of a three-year review cycle for our district.

- Sites Reviewed: ALC, ECSE, Forest Lake Elementary, Linwood Elementary
- Site Review Team - 9 volunteer members consisting of: four Peer Coaches; three Site Facilitators; one Administrator; and the Q Comp Coordinator

The report information is synthesized from live PLC observations, personal interviews with teacher leaders from each reviewed site, a survey of all licensed staff, and application of the MDE evaluation rubric. Each reviewed site was rated Proficient overall, with several individual components earning Exemplary.

Component 1: Teacher Leaders

- Findings and Impact:
 - **Implementation:** Most educators see value in the work of teacher leaders and the elements of Q Comp. They appreciate the work of the teacher leaders and the consistency that is growing across the district. 91% said the feedback from peer coaches and conversations with them have positively impacted their professional practice and reflection. Ongoing quality training and collaborative learning had a positive effect on teacher leader 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, 84% 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 collaborative culture for learning and high quality training. Implement a district-wide PLC reset in the fall, along with a training session for PLC Leaders.

Component 2: Job-Embedded Professional Development

- Findings and Impact:
 - **Implementation:** PLC work is embedded in the culture. Many educators commented about the negative impact of losing two PD days, including both the sessions that

couldn't be held and the PLC time. Sites are collaborating on Professional development ideas and resources.

- **Impact:** 87% of survey respondents indicated that the work done in their PLC has had a positive impact on their professional practice and learning. 82% of them are using student work and assessment results to determine best instructional choices. PLC work is impacting student learning. Survey comment: "There have been some very big improvements that have really shown up these last few weeks/months." Educators are appreciating more voice and choice on Professional development days.
- Recommendations:
Continue to deepen and make transparent the connections between all areas, support educators in being in a PLC that will serve their and their students' learning needs best, increase focus on learning around data work. Provide data training and continue to offer voice and choice in professional development.

Component 3: Teacher Evaluation

- Findings and Impact:
 - **Implementation:** The evaluation process is embedded in the culture. 91% agreed that peer coaches were responsive to their individual areas of need and interest. Educators are appreciating the benefit of video and other visual data from observations. Coaches are supporting educators in numerous ways on an informal, ongoing basis.
 - **Impact:** The impact of coaching continues. 89% report that their work with Peer Coaches has positively impacted student learning. Sample survey responses: "They really did coach me with teaching strategies and classroom management. Went above and beyond to help," and "Q Comp is a great way for us as educators to take time to reflect about our teaching."
- Recommendations:
Continue work on differentiating support for educators, develop a more consistent approach to supporting PLC work, especially connected to observation areas of focus. Continue 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; last year 89% met their goal
 - 99% met Observation/Evaluation standards
 - 99% met 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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