Q-Comp (Mahtomedi Compensation Plan) Program Review Summary

May 27, 2021
Completed by Jenny Merthan, MCP Coordinator/Peer Coach

DATA REVIEW

A survey was sent to all MCP participants for feedback on four areas related to our Q-Comp plan:
1. Setting Building-Wide Goals
2. Participating in Professional Learning Communities (PLCs)
3. Setting PLC Goals
4. Peer Coaching

This year we had the highest response rate in recent history, with 86% of our staff responding. In addition to the survey questions, teachers were able to submit comments related to the MComp program and we had a section specifically for PLC facilitators in which we solicited feedback.

Area 1: Setting Building-Wide Goals

In area 1, *Setting Building-Wide Goals*, there is an opportunity for growth even though this is the most prescriptive part of the program. MDE requires that our site goals be based on standardized test scores, making it difficult for some stakeholders to feel personally invested in meeting the goals if the building goals are not closely tied to their day to day work or content area. While the building-wide goals are often connected to the World's Best Workforce goals, an increased effort to communicate how these goals tie into the Strategic Plan and their relationship to PLC goals should result in improvement for the amount of value given to these goals. One other factor unique to this year is that we continued with the site goals established for the 2019-2020 school year due to COVID-19 cancelling the standardized exams for spring of 2020. Per MDE guidelines, we were allowed to continue with the same goals but the unusual school year, particularly in the beginning, focused teachers' attention on issues not related to building-wide goals. Nonetheless, this year's responses show an increase (at all sites) in the number of teachers responding with either very valuable or somewhat valuable when compared to last year's numbers. These are the results from each site:

AREA 1: SETTING BUILDING-WIDE GOALS	Wildwood Elementary & Early Childhood	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School & Passages
How valuable is setting Building-Wide Goals to student learning?	Very: 39% Somewhat: 53.7% Very Little: 7.3% Not at All: 0%	Very: 29.5% Somewhat: 68.2% Very Little: 2.3% Not at All: 0%	Very: 20.8% Somewhat: 45.8% Very Little: 31.3% Not at All: 2.1%	Very: 23.7% Somewhat: 61% Very Little: 11.9% Not at All: 3.4%
Is it clear to you how your PLC goal supports building and district goals?	I understand how my PLC supports these broader goals: 85.4% I know my PLC goal supports these broader goals, but I could not explain how: 9.8% I did not know that my PLC goal supports the broader goals: 4.9%	I understand how my PLC supports these broader goals: 75% I know my PLC goal supports these broader goals, but I could not explain how: 25% I did not know that my PLC goal supports the broader goals: 0%	I understand how my PLC supports these broader goals: 72.9% I know my PLC goal supports these broader goals, but I could not explain how: 25% I did not know that my PLC goal supports the broader goals: 2.1%	I understand how my PLC supports these broader goals: 67.8% I know my PLC goal supports these broader goals, but I could not explain how: 23.7% I did not know that my PLC goal supports the broader goals: 8.5%

Area 2: Participating in Professional Learning Communities (PLCs)

In area 2, *Participating in Professional Learning Communities*, there continues to be broad support from all building sites. Considering all of the competing demands on teachers and their increased stress levels, the number of teachers who are either somewhat or fully engaged in and committed to their PLC work points to the high value that teachers place on their PLCs and the corresponding work to improve student learning. For next year all of the buildings will have content area/grade level/department PLCs that meet twice monthly and some vertical PLCs across grade levels.

AREA 2: PARTICIPATING IN PROFESSIONAL LEARNING COMMUNITIES (PLCs)	Wildwood Elementary & Early Childhood	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School & Passages
Please rate your level of engagement with your PLC.	I am fully engaged in and committed to our PLC work: 73.2% I am somewhat engaged in and committed to our PLC work: 22% I show up to meetings but contribute little to our PLC work: 4.9% I don't contribute to our PLC work: 0%	I am fully engaged in and committed to our PLC work: 70.5% I am somewhat engaged in and committed to our PLC work: 29.5% I show up to meetings but contribute little to our PLC work: 0% I don't contribute to our PLC work: 0%	I am fully engaged in and committed to our PLC work: 68.8% I am somewhat engaged in and committed to our PLC work: 31.3% I show up to meetings but contribute little to our PLC work: 0% I don't contribute to our PLC work: 0%	I am fully engaged in and committed to our PLC work: 57.6% I am somewhat engaged in and committed to our PLC work: 35.6% I show up to meetings but contribute little to our PLC work: 6.8% I don't contribute to our PLC work: 0%

Unfortunately, the technology department was unable to disaggregate this data into building specific results, but there is clearly a substantial impact on student learning at all levels.

District-wide results	Low impact 1	2	3	4	High impact 5
To what degree did working towards your PLC goal contribute to better results for the students you serve?	3.8%	4.4%	23%	45.9%	23%

Area 3: Setting PLC Goals

In Area 3, *Setting PLC Goals,* the majority of teachers responded that setting PLC goals is valuable for impacting student learning.

AREA 3: SETTING PLC GOALS	Wildwood Elementary & Early Childhood	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School
How valuable is setting your PLC	Very: 51.2% Somewhat: 46.3%	Very: 56.8% Somewhat: 40.9%	Very: 56.3% Somewhat: 39.6%	Very: 55.9% Somewhat: 40.7%

goal(s) to student learning?	Very Little: 2.4% Not at All: 0%	Very Little: 2.3% Not at All: 0%	Very Little: 2.1% Not at All: 2.1%	Very Little: 3.4 % Not at All: 0%

Area 4: Peer Coaching

In area 4, *Peer Coaching,* continues to receive robust support and is the most popular part of the program. Although there is overlap within buildings for a coach's caseload, each coach received their individual results to use for their own reflection and professional development. Across the board teachers leaned on their peer coaches this year for support in multiple areas such as mental health needs, technology issues, learning model changes, etc. The four peer coaches are well respected by their peers and provide much needed support for teachers across the district.

AREA 4: PEER COACHING	Wildwood Elementary & Early Childhood	O. H. Anderson Elementary	Mahtomedi Middle School	Mahtomedi High School & Passages
How valuable is peer coaching to your professional development?	Very: 68.3 % Somewhat: 29.3% Of Little Value: 2.4% Not at All: 0%	Very: 59.1% Somewhat: 34.1% Of Little Value: 6.8% Not at All: 0%	Very: 70.8% Somewhat: 27.1% Of Little Value: 2.1% Not at All: 0%	Very: 52.5 % Somewhat: 39% Of Little Value: 8.5% Not at All: 0%
My peer coach demonstrates knowledge of current educational issues (such as distance learning, equity, technology, social emotional learning, etc.)	Strongly agree: 87.8% Agree: 7.3% Neutral: 4.9% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 86.4% Agree: 13.6% Neutral: 0% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 95.8% Agree: 4.2% Neutral: 0% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 66.1% Agree: 33.9% Neutral: 0% Disagree: 0% Strongly Disagree: 0%
My peer coach supported me through this year's challenges and learning model changes.	Strongly agree: 82.9% Agree: 12.2% Neutral: 4.9% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 79.5% Agree: 18.2% Neutral: 2.3% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 91.7% Agree: 8.3% Neutral: 0% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 69.5% Agree: 27.1% Neutral: 3.4% Disagree: 0% Strongly Disagree: 0%
My peer coach fosters an environment of trust, respect, and professionalism including confidentiality and integrity.	Strongly agree: 87.8% Agree: 9.8% Neutral: 2.4% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 90.9% Agree: 9.1% Neutral: 0% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 93.8% Agree: 6.3% Neutral: 0% Disagree: 0% Strongly Disagree: 0%	Strongly agree: 81.4% Agree: 18.6% Neutral: 0% Disagree: 0% Strongly Disagree: 0%

PLC Facilitators

Although MDE/Qcomp does not require us to solicit information in this domain, we wanted feedback from our PLC facilitators. They were asked what resources and training they found useful and what their challenges were this year. We are pleased that they reported feeling very supported and we'll use their responses to adjust for next year.

District wide	
Do you feel adequately supported by MCP personnel this year?	Very supported: 78.8% Sufficiently supported: 15.2% Somewhat supported: 6.1% Not at all supported: 0%

MCP Challenges

Our greatest challenge is budgetary. Since we are tied to state funding that has not increased while costs have risen, we are constantly making adjustments that lessen the power of MComp. This program is often cited as the most beneficial professional development that the district provides because it is personalized. Just as personalization of learning is optimal for students, it has the same value for adult learners. Coaching provides the framework to support teachers who are implementing the changes that the District's Strategic Plan outlines in their classrooms. In order to maximize the potential for collective and personal staff development, the number of FTEs allocated to peer coaching would have to increase.

PLC REVIEW

This year's structure for the MCP Annual Review differed from prior years due to COVID-19. The MCP Annual Review Panel met on April 23, 2021 for the Peer Coach interview with Laura Tussey as the peer coach being interviewed. We met again on April 30th for the teacher interview and interviewed Janine Nelson, a Social Studies teacher from the high school. In addition, we met on May 10 to review the minutes logs from two PLCs. For O.H. Anderson, we reviewed the logs from the third and fifth grade PLCs and for the high school we reviewed the minutes logs from the English Language Arts PLC and from the Social Studies PLC. For all of the minutes logs we reviewed the goals, agendas, attendance, participation, minutes and artifacts related to student work/achievement.

The PLCs that were examined from O.H. Anderson met the requirements of the QComp program for SMART goals and was aligned with both the World's Best Workforce goals and building goals. Third grade's goal was focused on students who needed additional support to reach the fluency benchmark but whose only reading instruction was with their homeroom teacher. These students were not receiving formal intervention services and the PLC wanted to increase their total accurate words per minute by 20 words or more as measured by spring 2021 CBM fluency data. Fifth grade's goal was to increase the percentage of 5th grade students who score a 4 or 5 on the main idea common assessment from 29% in the fall of 2020 to 32% in the spring of 2021 as measured by a common pre and post assessment.

The PLCs that were examined from Mahtomedi High School were Social Studies and English/Language Arts and they also met the requirements for having SMART goals that are aligned with the World's Best Workforce goals and the building goals. The English PLC goal was for students to improve their writing from an average score of 79.5% on their first writing assignment to an average score of 83% by the end of the 2021 school year. The PLC identified several areas in need of improvement such as mechanics, commentary, analysis and lack of good examples along with teaching strategies to remedy these deficiencies. Furthermore, the minutes reflect analysis of student work and collaboration on assessments and lesson plans. The Social Studies PLC goal was that 80% of the students in required Social Studies classes (World History, U.S. History, POD A/B and Human Geography) will be able to create a successful thesis statement as measured by the common rubric for that course. This PLC also utilized a shared spreadsheet to report out the data from individual classes and as a basis for discussions around how to improve.

All four of these PLCs met regularly according to our parameters. Though PLCs are improving in their ability to focus on tasks directly related to the selected goals, there still appear to be some "nuts and bolts" included in some PLC meetings. We are hoping that with next year's training for PLC Facilitators and the support of administrators we will see improvement in focusing on PLC goals, student data, work samples, teaching strategies and professional development.

MCP PROGRAM REVIEW RUBRIC

The highlighted areas in the table below indicate our rating for each category. Overall the MCP program rated very highly, scoring in the exemplary category for all but three areas and those three areas were scored as proficient. When compared to the last annual review conducted in 2019, there were only five areas scoring as exemplary, which shows tremendous growth in the program. The three areas in which we scored a proficient rating have various underlying reasons. For 1c, budget restraints prevent the coaches from having more time to work with the teachers on their caseload and with COVID-19, coaches were at times asked to sub and perform other duties. This is not a typical occurrence but for this year it happened more frequently than normal. For 1e, all coaches are teachers on special assignment and therefore peers. This prevents us from formally evaluating each other although we do coach each other and provide feedback to one another relevant to our coaching skills. For 3c, again, budget constraints prevent the coaches from receiving annual training. To help offset this the coaches use their own PLC to further develop their skills by engaging in research, practice, and reflection. This year two of the coaches are on the Equity Leadership Team for the district and all four coaches read "Culturally Proficient Coaching." In addition, they attend Metro Coaching Summits that are organized by area QComp Coordinators.

Component 1

Teacher Leader Positions	Below Proficient	Proficient	Exemplary All of Proficient plus:
1a. The hiring process is transparent and appropriate for the teacher leader positions.	There is not a hiring process that is transparent and appropriate for the teacher leader positions.	The teacher leader positions are posted within the district. The selection process includes a personal interview.	All positions are posted and made available to all eligible candidates. The selection process involves a personal interview and other evidence of teaching and leadership expertise.
1b. The job description for each teacher leader position is accessible to all staff members for review, and staff understands the role of the positions.	The job descriptions for the teacher leader positions do not exist or are not clear to all staff members.	Job descriptions containing the general job responsibilities for the teacher leader positions are available, and all district staff members understand the role of teacher leaders.	Job descriptions containing qualifications, specific job responsibilities and an evaluation process are communicated to all staff members. All teachers can clearly explain the role of the teacher leader positions and how these roles support their professional learning and growth.
1c. Appropriate time is provided for each teacher leader position.	Time is not sufficient for teacher leaders to complete the responsibilities of the positions. Teacher leaders are asked frequently to perform duties outside their responsibilities.	The teacher leaders can accomplish their responsibilities within the amount of time provided. Teacher leaders are rarely asked to perform duties outside their responsibilities.	Adequate time is provided to the teacher leaders for them to specifically complete the following responsibilities: modeling new strategies and providing ongoing coaching support to the classroom teachers. Teacher leaders are never asked to perform duties outside their responsibilities.
1d. The teacher leaders are involved in activities that directly impact classroom	The teacher leaders are not involved in professional development activities or working with teachers.	The teacher leaders are involved in professional development activities or working with teachers.	The teacher leader activities include introducing and modeling new teaching strategies and providing subsequent ongoing

			coaching support.
1e. A clear and equitable evaluation system is in place for each teacher leader position.	A formal evaluation system for the teacher leader positions does not exist.	There is a formal evaluation process in place for the teacher leader positions.	The evaluation system in place for the teacher leader positions is based on a clearly delineated set of performance indicators and conducted at least twice per school year.
1f. All teacher leaders receive initial and ongoing training in school improvement components, such as teacher observation/evaluation, job-embedded professional development, coaching and mentoring.	Teacher leaders do not receive training in relation to their positions.	Teacher leaders receive initial training. Ongoing professional development is provided for teacher leaders.	The teacher leaders receive a minimum of two days of initial training as well as multiple ongoing professional development sessions in the areas of individual coaching, mentoring, or other topics as appropriate to their positions.

Component 2

Job-embedded Professional Development	Below Proficient	Proficient	Exemplary All of Proficient plus:
2a. Teachers understand and can clearly describe the purpose, expectations, protocols and desired outcomes of their learning team meetings in relation to the student achievement goals of the district, school and learning team.	Teachers cannot clearly explain the formal structures, purpose and outcomes of the learning team meetings in alignment with MCP guidelines.	Teachers are able to clearly communicate the structures, purpose, expectations and outcomes of the learning team meetings in relation to MCP student achievement goals and their classroom practice.	Teachers can explain how learning teams examine student data and student work to assess progress toward student achievement goals and how this and other practices have impacted instruction and achievement.
2b. Learning team size and composition allow professional development to be effectively delivered.	Learning team size and composition do not allow for the effective delivery of professional development.	The size and composition of learning teams allow for effective professional development that enables all members to engage in the process and activities.	The size and composition of learning teams allow all members to fully engage in the process and activities and allow the teacher leaders to facilitate effective professional development and to provide ongoing coaching for each member of the team.
2c. There is dedicated time for learning teams to meet bi-weekly or every month for professional development aligned specifically to the student achievement goals.	Learning teams do not meet every two weeks for professional development aligned specifically to the student achievement goals.	Learning team meetings occur for an average of at least 45 minutes every two weeks or 90 minutes every month to ensure continuity of teacher learning aligned to the student achievement goals.	Learning team meetings occur on a weekly basis for 45 or more minutes during the school day to learn about, implement and reflect on research-based instructional strategies that are specifically linked to the student achievement goals of the site.
2d. The teacher learning from the learning team meetings applies directly to classroom instruction and includes coaching and support.	There is a lack of evidence or no expectation that new teacher learning applies directly to classroom practice. No coaching or support is provided.	There is evidence and an expectation that the new teacher learning from learning team meetings applies directly to classroom instruction. Coaching and support is provided as needed.	Teachers can provide specific examples of how they have implemented new learning from the team meetings and how this has impacted student achievement. All teachers are provided ongoing coaching and support in this implementation process.

Component 3

Coaching Component	Below Proficient	Proficient	Exemplary All of Proficient plus:
3a. All teachers receive information and guidance regarding the elements of MCP coaching.	All teachers do not receive information and guidance regarding the elements of MCP coaching.	All teachers receive annual information and guidance regarding the elements of MCP coaching.	All teachers receive annual information and guidance regarding the elements of MCP coaching in multiple formats. Refresher opportunities are available throughout the course of the school year.
3b. All eligible teachers participate in at least one live observation of classroom instruction or job specific work by a trained coach, which includes pre- and post-observation conferences.	All eligible teachers do not participate in at least one live observation of classroom instruction or job specific work by a trained coach. There is no pre- or post-observation conference.	All eligible teachers participate in at least one live observation of classroom instruction or job specific work by a trained coach. Post-observation conference occurs within two weeks of each observation.	All eligible teachers participate in at least one live observation of classroom instruction or job specific work by a trained coach. Observation has a purposeful objective which may result in improved practice. Post-observation conference occurs within one week of each observation.
3c. Coaches are highly qualified and trained observers.	Coaches are not highly qualified and/or trained observers.	Coaches are highly qualified and receive initial training in observation practices.	Coaches are highly qualified and trained in observation practices annually.
3d. The coaching cycle (with pre- and post-conferences) promotes reflection and improved implementation of best practice.	The coaching cycle does not promote reflection and improved implementation of best practice.	Teachers can describe how the coaching cycle (with pre- and post- conferences) promotes reflection and improved implementation of best practice.	Coaching and other forms of support are provided between cycles to promote growth. Teachers can also provide personal examples of changes to their own practices that have increased student achievement as a result of coaching and reflection.
3e. All coaches receive annual comprehensive professional development in coaching methods and best practice.	Coaches do not receive annual comprehensive professional development in coaching methods and best practice.	Beyond initial comprehensive training all coaches participate in annual professional development.	Ongoing professional development and support is provided through regular PLC meetings.
3f. All coaches meet and collaborate to ensure consistent, common practice.	Coaches do not meet and collaborate regularly.	Coaches meet infrequently to collaborate and ensure consistent, common practice.	Coaches meet prior to each cycle to collaborate and ensure consistent, common practice.

RESULTS OF MEA MEMBERSHIP VOTE

On May 14, 2021, the MEA membership voted to continue the Mahtomedi Compensation Plan. Out of 126 votes, 124 voted to continue the program, and 2 voted to discontinue.