



**Board Meeting Date:** 4/17/2023

**Title:** Quality Compensation Annual Report 2022-2023

**Type:** Consent

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

**Background:** 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 April 4, 2023.

**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 2022-2023

**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/e/dev/qc/>)

Edina is completing its 15<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 seven 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 2022-23 school year is 691 (157 probationary teachers and 534 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. (This year, the state’s funding remained consistent at 99.7%.) The program’s budget is responsible for coach and facilitator salaries and benefits, performance incentives, and other costs associated with program implementation. Teachers are eligible for an \$1810 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, Multilingual Instruction and Culturally Proficient School Systems are also supported by the program and peer coach interactions with teachers. This year, coaches have been surveying their teachers mid-year, using the results as a formative assessment of their coaching. One question Rolland Talan asked teachers was, “My participation in the Teacher Evaluation Program supported my growth as a teacher this year.” Over 87% of respondents answered ‘yes’ (n=31).

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.

Angela Hurby's formative survey included the question "My peer coach, Angela, helps me reflect about my work and supports my growth as a professional." Of the 50 respondents, 49 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 planning map during pre-observation conferences and the 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 2022-2023 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 (314), Equity (295), Social Emotional Learning (212), and Multilingual Learners (140). As one teacher noted in Angela's formative survey: "[She] is incredibly encouraging and helps me be a better teacher. She asks challenging questions that allows me to reflect on my teaching experience and helps me problem solve through challenges that I face in my classroom. She is thoughtful and sends encouraging notes which I appreciate because a lot of work goes into this occupation that often goes unnoticed... so it was nice to be noticed."

**3. How will we continually improve the overall effectiveness of the program?** We continue to refine our practice. This year, all of our coaches participated in the four-day Culturally Proficient School Systems (CPSS) training and are discovering ways to integrate the framework into their coaching conversations with teachers. As a team, we are also analyzing our practice through the use of the Framework and are working on a continuum for our coaching process.

During the 22-23 school year, we were challenged in reducing our budget by \$200,000. The Teacher Evaluation Committee met several times to discuss budget reducing options that would maintain the integrity of the program while having the least impact on the incentives awarded to teachers. In the end,

the decision was made to eliminate one Peer Coach position (reducing the total number of coaches from seven to six) and reduce the Site Goal Incentive from \$90 to \$1. Upon approval, these changes will be in effect for the 2023-2024 school year and result in an increased caseload for our Peer Coaches - increasing from 82 teachers/coach to 96 teachers/coach. Additionally, the incentive available for teachers will decrease by \$89 to \$1721.

The Teacher Evaluation Memorandum of Understanding needs to be reauthorized by May 1, 2024 for the 2024-2026 school years. A committee of district and EM/E representatives will work on the reauthorization of the Teacher Evaluation Memorandum of Understanding during the 23-24 school year. However, this spring, we brought together the reauthorization team, Peer Coaches, and Teacher Evaluation Committee to jump start the work. Through the budget reduction process, potential program changes were discussed. We want to ensure adequate time for discussion and planning around program changes. The reauthorization team will use Implementation Science methodology to review the plan and determine if and what changes may be required. As we work during the next twelve months, stakeholder feedback will be collected and reviewed. This will include the annual program survey.

Moving into fall, two new coaches will join the Peer Coach team. The new coaches will be replacing two whose term ends at the end of the 2022-23 school year. 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 create a CPSS continuum 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 2023-24 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)  
Lisa Hawthorne (Assistant Director of Student Support Services)  
Kari Dahlquist (Creek Valley Principal)  
Lindsey Smaka (EHS Science Teacher)  
Cari Boedigheimer (Concord Grade 2)  
Kate Erickson (Early Childhood Special Education)

### **Peer Coach Team**

Angela Hruby  
Debi Krengel (final year of term)  
Bethany Mohs  
Amanda Schutz (final year of term)  
Rolland Talan  
Alan Thompson  
Cathy Williams

New Coaches for 23-24 School year  
Rene Baca (Currently Grade 5 at Cornelia)  
Jon Moore (Currently Talent Development at Valley View)