



**Mahtomedi**  
Public Schools  
Engage, Challenge & Inspire

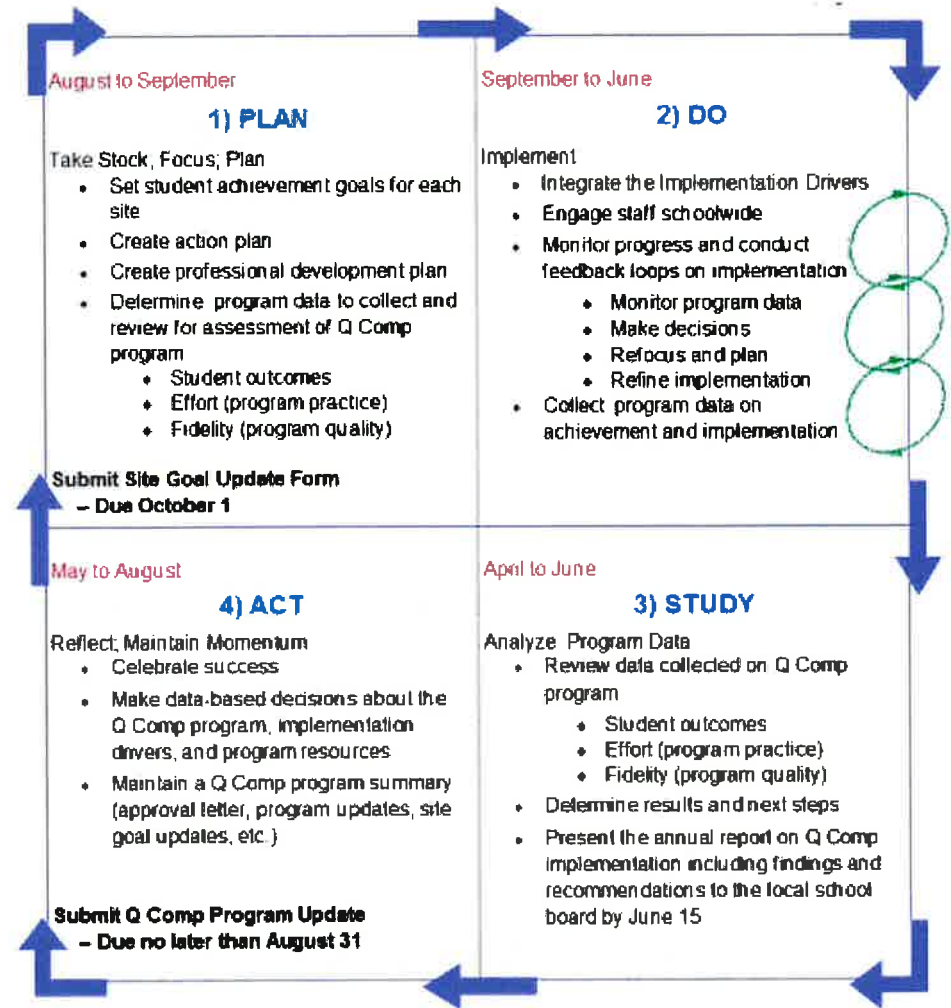
**Mahtomedi Compensation Plan (MCP)**  
**Annual Report**  
May 23, 2019



- MDE requires that an annual report be submitted to the school board by June 15 of each year.
- Purpose: To include findings and recommendations for the program and to include a summary of the impact of the program on teaching and learning.

# Continuous Improvement Model

The diagram outlines the annual PLAN-DO-STUDY-ACT cycle specifically for Q Comp sites. The information starts in the top-left cell of the table and moves in a clockwise direction through all four cells. Approximate time-spans are given for the responsibilities in each cell. The diagram also lists the due date of required forms to be completed.



# Program Review: MCP Components\*

1. Setting Building-Wide Goals
2. Participating in Professional Learning Communities (PLCs)
3. Setting PLC Goals
4. Peer Coaching

\*A more detailed report is included in the Board Packet.

# How was information gathered?

- Surveys about 4 Components of MCP/Q-Comp  
148 teachers responded to the survey
- Peer Coaching Survey  
108 teachers responded to the survey
- Teacher Interview
- Coach Interview
- PLC Analysis

# Setting Building-Wide Goals

***“How valuable is setting building-wide goals to your own professional practice?”***

- 22.2% of Wildwood teachers responded with “very little” or “not at all.” Results for OHA, Mahtomedi Middle School, and Mahtomedi High School/Passages were similar, with 20%, 25%, and 30.3% respectfully.

***“How valuable is setting building-wide goals to the building as a whole?”:***

- More teachers believe that building-wide goals are very or somewhat important to the building as a whole:

Wildwood: 91.7%

O. H. Anderson: 84.6%

Middle School: 85%

High School/Passages: 78.8%



# Professional Learning Communities (PLCs)

***“To what degree do you believe your PLC provides you with opportunities to collaborate to ultimately achieve better results for the students you serve?”***

- A high percentage responded with “very” or “somewhat”:  
Wildwood: 91.6%                      O. H. Anderson: 84.6%  
Middle School: 100%                      High School/Passages: 87.9%

*“A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.”*                      ~ Richard DuFour

# Budgetary Constraints and PLCs

- Self-sustaining budget led us to reduce what we spend for yearly stipends for PLC facilitators: \$850 vs \$1,700 (reduces overall budget expenses by about \$10,000); reduces the number of meetings each facilitator must plan per month.
- For the 2019-2020 school year, each teacher will participate in 1 academic PLC and 1 topic-based PLC per month.
- Possible positive impact
  - Opportunities to spread the leadership among more staff
  - More cross-collaboration across various content areas and buildings
  - Learning Teams vs. Department/Grade Level Meetings
  - More choice in professional development opportunities



# Topic Based PLCs

Topics were generated by teachers, voted on and pared down to the number of PLCs our budget would support. Teachers then chose the PLC in which they want to participate next year.

Wildwood	O.H. Anderson	Middle School	High School
Technology Integration	Technology Integration (2)	Student Mental Wellness	Technology
LETRS (Reading)	Trauma-Informed -- Social Emotional Health	Teacher Mental Wellness	Differentiation
Trauma-Informed -- Social Emotional Health	Culturally Responsive Teaching and Learning	Student Motivation and Engagement	Formative Assessment
Daily Guided Math		Grading Practices	Project Based Learning
			Restorative Practice

# Setting PLC Goals

***“How valuable is setting PLC goals to your own professional practice?”***

- Those who indicated “very” or “somewhat” valuable:

Wildwood: 97.2%

O. H. Anderson: 87.2%

Middle School: 90%

High School/Passages: 84.8%

*“Professional Learning Communities set out to restore and increase the passion of teachers by not only reminding them of the moral purpose of their work, but also by creating the conditions that allow them to do that work successfully.” ~ Richard DuFour*

# Peer Coaching

*Peer Coaching* continues to receive a lot of support.

***“How valuable is peer coaching to your own professional development?”***

- Most indicated that it is “very” or “somewhat” valuable:

Wildwood: 100%	O. H. Anderson: 93.3%
Middle School: 87.5%	High School/Passages: 91%

# Peer Coaching Staff

- **98.1%** agree or strongly agree that their peer coach **demonstrates knowledge of current trends in education and professional development.**
- **95.4%** agree or strongly agree that their peer coach **demonstrates knowledge of resources both within and beyond the school district**, and **99.1%** agree or strongly agree that their peer coach **creates an environment of trust and respect.**
- **100%** of teachers responded that they agree or strongly agree that their peer coach **fosters a culture of ongoing instructional improvement**, and **98.1%** feel that their coach **encourages reflection on instructional practice.**
- **100%** agree or strongly agree that their peer coach **displays professionalism, including integrity and confidentiality.** In a separate survey used for peer coach evaluation, comments were unanimously positive for the work of peer coaches, both in terms of professional and personal interactions and support.



**Stacy Triplat**

**Laura Tussey**

**Donna Forbes**

**Helen Edinger**



***“My students and I are enriched by the sharing of ideas between colleagues. We have amazing team members, each with their own special gifts. United we are stronger and better.”***

***“I think that valuable feedback from a coach is the most beneficial thing I have been able to access so far.”***

***“The peer coaching model is incredibly helpful in my professional development.”***

***“It is valuable to have input from another teacher to help with the reflection process and makes me set aside time to be thoughtful about goals.”***

***“The fact that peer coaching is teacher-driven is crucial to its success. This is one thing I get to do that allows me to grow and learn how to reach students that I feel are underserved.”***



***“Sharing ideas, and reflecting on them, is a valuable part of the collaboration we have in our PLC.”***

***“I have found peer coaching to be extremely valuable. Reflection is very important to any profession, certainly to teaching.”***

***“This has been one of the greatest assets to my learners and myself as an educator while I’ve been a member of the teaching staff in Mahtomedi. It has helped me grow as an educator and person.”***

***“Peer coaching is some of the most successful professional development we do. The reduction in staff has made it more difficult.”***

# MCP Review Panel's Findings

The review panel completes a comprehensive rubric related to 3 areas in our program:

1. Teacher Leader Positions
2. Job-Embedded Professional Development
3. Peer Coaching

In all 3 areas, the program was determined to be “proficient” or “exemplary.”

## Challenges

- Budget Challenges
  - Self-Sustaining Budget
  - Addition of Early Childhood Staff (~\$7,000)
- Lack of Full-Time Peer Coach in Each Building

## Recommendations

- Provide additional funding to the program (data supports its effectiveness)
- Full Time Peer Coach in each building

# MCP/Q-Comp Voting Results

On May 3, MEA members voted whether or not to continue MCP next year:

Wildwood: 37 yes, 0 no

**119 total votes**

O. H. Anderson: 21 yes, 0 no

Middle School: 21 yes, 1 no

**118 yes, 1 no**

High School/Passages: 39 yes, 0 no

## Questions or Comments?

If you have further questions, feel free to contact me:

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**THANK YOU!**