Mahtomedi
Public Schools
Engage, Challenge & Inspire

MCP Annual Report

May 27, 2021

m1 **DEPARTMENT OF EDUCATION**

- MDE requires that an annual report be submitted to the school board by June 15 of each year.

- Purpose: To present findings and recommendations for the program and include a summary of the impact of the program on teaching and learning.

mn DEPARTMENT OF EDUCATION

Program Review is:

- A comparison of what was actually implemented with what was planned
- An assessment of the impact of the system on meeting its goals
- A tool for gathering data on the program

Program Review: MCP Components

Setting Building-Wide Goals

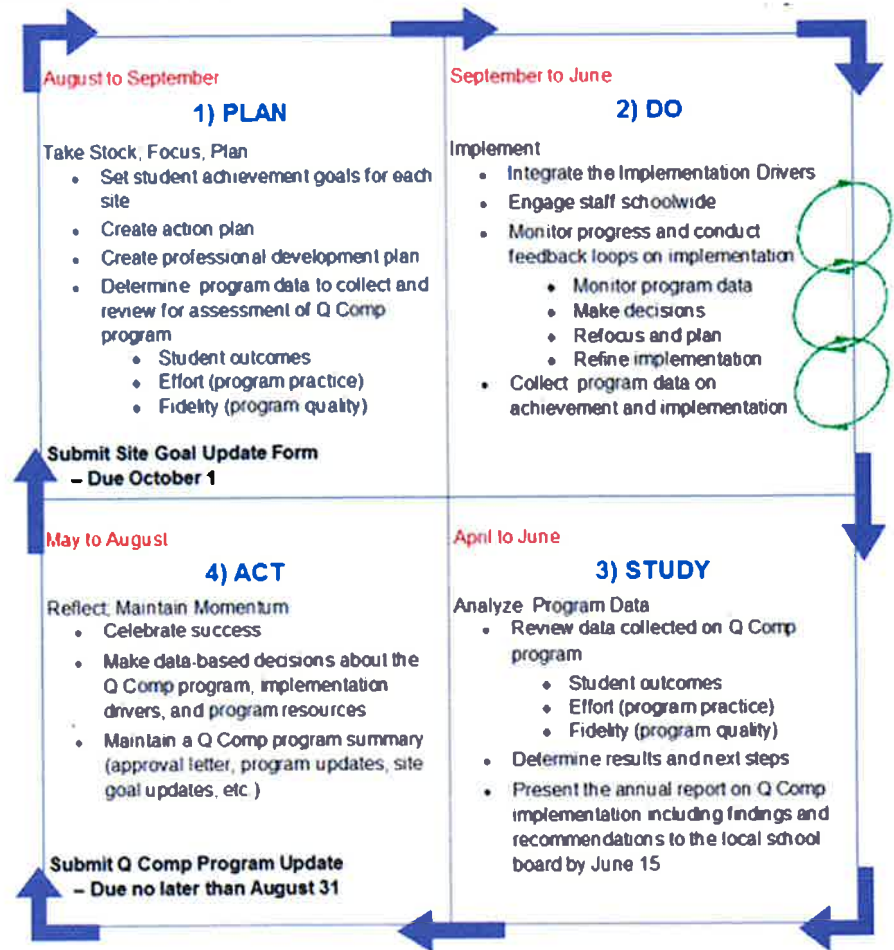Participating in Professional Learning Communities (PLCs)

Setting PLC Goals

Peer Coaching

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

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.
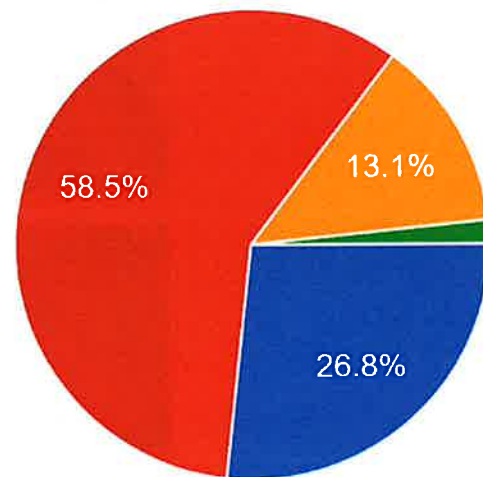
August to September

1) PLAN

Take Stock, Focus, Plan
- Set student achievement goals for each site
- Create action plan
- Create professional development plan
- Determine program data to collect and review for assessment of Q Comp program
  - Student outcomes
  - Effort (program practice)
  - Fidelity (program quality)

Submit Site Goal Update Form – Due October 1

September to June

2) DO

Implement
- Integrate the Implementation Drivers
- Engage staff schoolwide
- Monitor progress and conduct feedback loops on implementation
  - Monitor program data
  - Make decisions
  - Refocus and plan
  - Refine implementation
- Collect program data on achievement and implementation

May to August

4) ACT

Reflect, Maintain Momentum
- Celebrate success
- Make data-based decisions about the Q Comp program, implementation drivers, and program resources
- Maintain a Q Comp program summary (approval letter, program updates, site goal updates, etc.)

Submit Q Comp Program Update – Due no later than August 31

April to June

3) STUDY

Analyze Program Data
- Review data collected on Q Comp program
  - Student outcomes
  - Effort (program practice)
  - Fidelity (program quality)
- Determine results and next steps
- Present the annual report on Q Comp implementation including findings and recommendations to the local school board by June 15

Setting Building-Wide Goals

Due to COVID 19 we kept the same goals as 2019-20 for each site in the district with the exception of Early Childhood.

2) How valuable is setting building wide goals to student learning?

183 responses

Legend:
- Very valuable
- Somewhat valuable
- Of very little value
- Not at all valuable

85.3

58.5%
26.8%
13.1%

"This year especially it's hard to think about building and PLC goals and how they connect when many are just treading water trying to make sure they have solid material that works for hybrid for that week. I feel like our actual goal is essentially "try your best" this year, which seems more reasonable."

Professional Learning Communities (PLCs)

Professional Learning Community (PLC)

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. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Setting PLC Goals

3) How valuable is setting your PLC goal(s) to student learning?

183 responses

45.9%

50.3%

96.2

- ● Very valuable
- ● Somewhat valuable
- ● Of very little value
- ● Not at all valuable
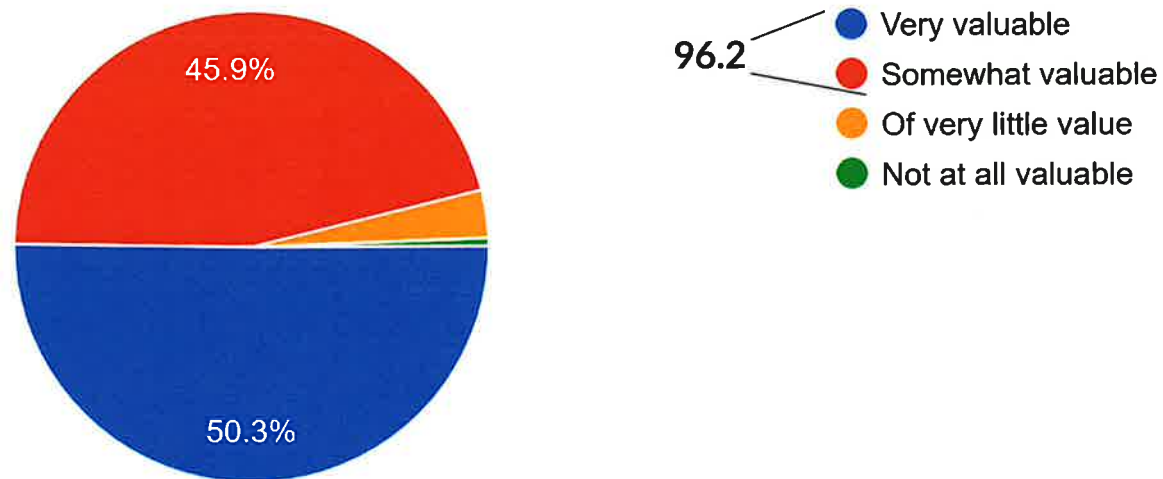
6) To what degree did working towards your PLC goal contribute to better results for the students you serve?

183 responses
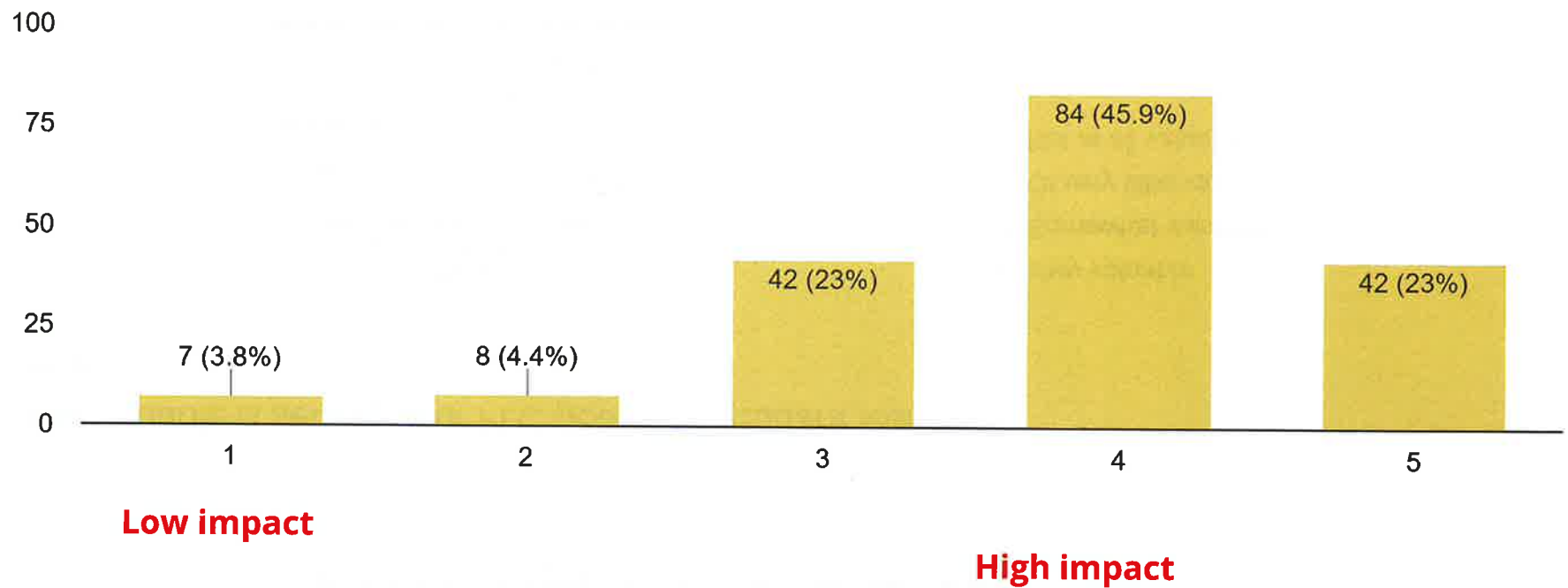
Peer Coaching

Peer Coaching

All eligible teachers participate in at least one observation of classroom instruction by a trained peer coach. Each teacher participates in two peer coaching cycles per year. Early Childhood teachers participate in one peer coaching cycle per year.
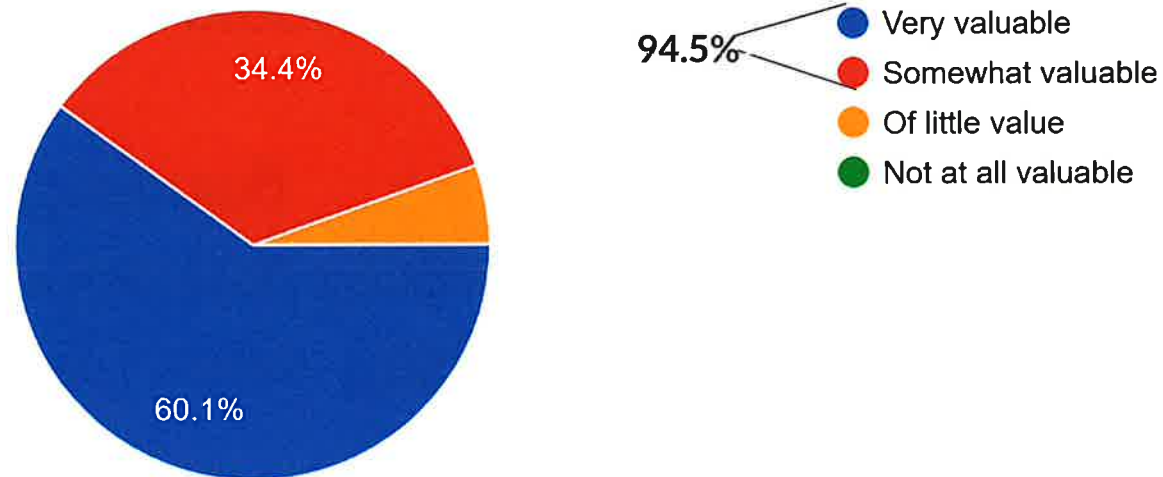
Peer Coaching

9) My peer coach supported me through this year's challenges and learning model changes.
183 responses

96.1%

- ● Strongly agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly disagree

16.9%

79.2%
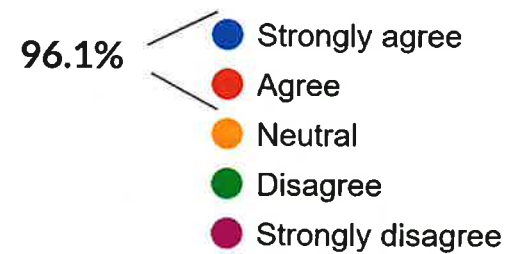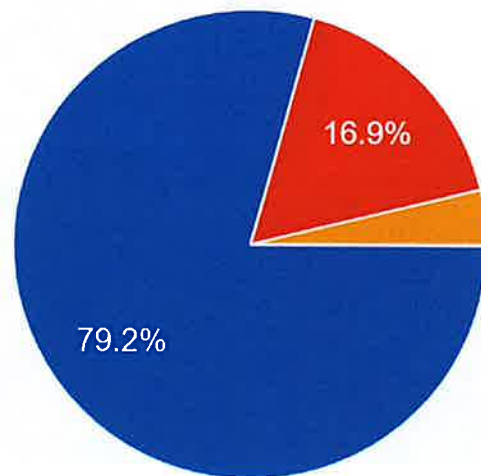
"The individual peer coaching is very valuable, I so appreciate having a colleague to work with in staff development, they know what it feels like to be in the classroom..."

10) How valuable is peer coaching to your professional development?

183 responses

Pie chart legend:
- Very valuable
- Somewhat valuable
- Of little value
- Not at all valuable

94.5%

34.4%

60.1%

"Peer Coaching is by far the best staff development our district does. In a perfect world, the district would kick in staff development funds to allow 4 full-time coaches so each coach could focus more on individualized development for each of the people they work with. The peer coaches are literally "in the trenches" and have a much better sense of what is actually going on in the classrooms and are able to do targeted staff development to help teachers adapt to best help students learn."

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 with increasing costs while the monies from the state remain flat.
  - Growth in number of staff members who participate in the program.
- Lack of Full-Time Peer Coach in each building limits the power of the program.

Recommendations

- Provide additional funding to the program (data supports its effectiveness)

MCP/Q-Comp Voting Results

On May 14, 2021 MEA members voted whether or not to continue MCP next year:

126 total votes

124 yes, 2 no

Questions or Comments?

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

Jenny Merthan, MCP Coordinator and Peer Coach

jennifer.merthan@isd832.net

651-762-5819 (office is located at MHS)

Thank you for your time.