

Q Comp Annual Report 2015-16

Please provide an update on the district Q Comp program for the current school year that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a).

Submit the report in SharePoint according to the directions in the guidelines with the district name as the beginning of the file title (i.e., *ABC School District Q Comp Annual Report 062116*).

Please provide the following **District Identification Information**.

District Name: Buffalo Hanover Montrose School District

District Number: 877

Date Presented to the School Board: June 13th, 2016

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. ***All information reported should be based on the current school year.*** It is recommended that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

1. Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no

Impact

2. How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

Feedback from teachers highlighted the impact of reflection through coaching, mentoring, and observations. Teachers identified increased awareness of their teaching strategies because of data collected during observations. Many teachers also stated that learning from the observation and coaching conferences transferred beyond the lessons that were observed. The work of teachers in Professional Learning Communities (PLC) put greater focus on data analysis and using formative assessments to drive instruction.

3. How did the work of teacher leaders impact student achievement?

Professional Learning Community Leaders focused meetings around student achievement data. Many Professional Learning Communities reported student achievement gains greater than they had predicted. Professional Learning Communities attributed the gains to focused conversations that took place around meeting the needs of individual students. Instructional Coaches helped teachers reflect on the impact of their teaching strategies through data collected during observations. Often teachers adjusted their strategies to increase student achievement as a result of a coaching conference.

Review Findings

4. How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

Instructional Coaches attended a three-day training in the Danielson Framework for Teaching that prepared them to utilize the Framework for teacher growth in observations. The Danielson Framework is used district-wide for Teacher Development and Evaluation. Instructional Coaches completed eight days of Cognitive Coaching training that prepared the coaches to lead effective observation conferences. All instructional coaches also completed training in Collaborative Inquiry, which is a process used by Professional Learning Communities to increase student achievement based on student data.

PLC Leaders had the opportunity to take part in professional development trainings in peer observation, Collaborative Inquiry, and strategies of effective PLCs. The trainings prepared PLC leaders to analyze student data in PLC meetings, utilize the Danielson Framework in their observation, practice the Cognitive Coaching pre and post conference, collect data during an observation, and dialogue about common roadblocks to effective Professional Learning Communities. All staff members received Cognitive Coaching training during back to school week.

5. What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

All licensed staff had the opportunity to complete a leadership evaluation of instructional coaches and PLC Leaders. The results of the evaluations were overwhelmingly positive. Instructional Coaches were rated high on their ability to build relationships with staff and foster deeper reflection through observation conferences. PLC Leaders were rated high in their ability to lead a structured meeting focused around student needs and student data.

Recommendations

6. How will the district use the review findings to improve the effectiveness of teacher leadership?

More support and professional development will be offered for Professional Learning Communities. A Professional Learning Community Leader staff development day will be offered in the summer. Professional development courses will continue to be offered around areas of effective strategies and use of student data in Professional Learning Communities. More resources for Professional Learning Community development will be added on the

Program for Professional Development website. Consultant Jim Roussin will work with all staff during back-to-school staff development week around the topics of effective use of data in Professional Learning Communities.

Core Component: Job-embedded Professional Development

Implementation

- 1. Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?** ☐yes

☒no

- a. If no, please explain the changes that have occurred and why?**

The approval letter outlines Professional Learning Communities of 3-5 members. However, there are Professional Learning Communities with fewer or greater than 3-5 members. Principals asked for this accommodation because of unique positions within the district.

Impact

- 2. How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?**

In interviews, teachers indicated instructional coaching and Professional Learning Communities helped them become more focused and goal-oriented in teaching. Teachers used assessment data to drive instruction. Professional Learning Communities guided the direction of the instruction based on data. For example, some teachers used the data from formative assessments to form flexible groups. Others increased differentiation based on formative assessments.

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

Both Professional Learning Community Leaders and members described using student data to change instruction and assessments in order to match the needs of the students. As a result, student performance increased, with many reporting increases much higher than their predictions.

Review Findings

- 3. How did the sites or learning teams identify needs and instructional strategies to increase student achievement?**

Professional Learning Communities and site leaders have been trained in the Collaborative Inquiry Data Driven Dialogue process to analyze student data. Pre/post test results, benchmarking, and formative assessments were/are used in the process to identify student needs and appropriate instructional strategies.

- 4. How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?**

The Collaborative Inquiry process was used by learning teams to analyze data, identify strategies, and review follow-up data.

Recommendations

5. How will the district use the review findings to improve the effectiveness of job-embedded professional development?

Based on results from teacher interviews and a May 2016 survey, the district has identified Professional Learning Community development as a focus for job-embedded professional development. This summer, the Instructional Coaches will attend a PLC Summit based around the work of Richard DuFour. In August, the coaching team will host a training day focused around effective strategies for Professional Learning Communities. Instructional coaches will also work with building principals to provide opportunities for continued development throughout the school year.

Core Component: Teacher Evaluation

Implementation

1. Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes
☐no

Impact

1. What impact did the observation/evaluation process, including coaching, have on classroom instruction?

In interviews, teachers described an increased awareness of the impact of their teaching because of data collected during observations. Furthermore, teachers identified how learning from observation conferences transferred beyond the lesson to change teaching strategies in general. Below are a few teacher responses from a May 2016 survey about the impact of instructional coaching on their professional practice.

- *"Having an observer provide script of what went on in and around my teaching gave me a bigger picture of what the learning felt and looked like in my classroom plus an appreciation for how difficult attending to task was for a particular student. I find I am aware in a totally different way with this student."*
- *"The way I ask questions has been drastically changed. I focus so much [m]ore on open-ended questioning to get all of my students involved."*

2. What impact did the observation/evaluation process, including coaching, have on student achievement?

In interviews, teachers stated that they saw student achievement improve because, through coaching, they were focusing more on individual student needs. Below are a few teacher responses from a May 2016 survey about the impact of instructional coaching on student achievement.

- *“Through more reflection more students are understanding the information and less students are being left behind.”*
- *“Students self-reflect more because I do!”*
- *“I have had a more concentrated focus on one specific area of teaching, so my students have achieved greater gains in that area than in years past.”*

Review Findings

3. How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

All teachers interviewed described the observation process as a powerful time for reflection. Specifically, teachers described how the process of analyzing data collected during observations increased their awareness of effective (or ineffective) teaching strategies.

4. How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

All instructional coaches completed a three-day Danielson Training in the summer. The coaches created user-friendly Danielson rubrics for all licensed staff. The coaches also trained staff in how to use the Danielson rubric as a tool for growth. Teachers’ interview results showed the Danielson Framework gave focus to the observation and helped teachers reflect on the impact of their teaching.

Recommendations

5. How will the district use the review findings to improve the effectiveness of teacher evaluation?

Evaluation of the effectiveness of the instructional coaches was overwhelming positive. All Instructional Coaches received high evaluation results (based on May 2016 survey) from licensed staff in teacher observation and evaluation. However, 33% of staff indicated that they would like further training in Cognitive Coaching, which is the format utilized in all peer observations. Consultant Jim Roussin, who gave an introduction to Cognitive Coaching to all staff at the beginning of the 2016 school year, will return to continue his work with all staff during back-to-school week 2016.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

1. Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

☒yes ☐no

1. Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)? ☒yes ☐no

Impact

2. What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? 94%
3. What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? **99%**
 - a. What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? **100%**
 - b. What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? **98%**
4. Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?
☐yes ☒no
 - a. If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? n/a
5. What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
 - a. What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%
 - b. What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? 100%

Recommendations

7. **How will the district use the data to improve the effectiveness of this core component?**

The district will continue to offer performance pay in the areas outlined in the Q Comp plan.

General Program Impact and Recommendations

1. **What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?**

A district wide survey of staff in May 2016 indicated that **91% made changes to their professional practice** as a result of Q Comp related professional development. Teachers reported that conversations in learning teams are more focused on student work. They also stated that instructional decisions are being made based on data collected during observations or as part of the work of Professional Learning Communities.

- *"It is a paradigm shift in the way we view professional growth"*
- *"During our coaching sessions, the focus on asking questions and paraphrasing really helped me fine-tune my listening skills. Instead of offering ideas and examples of how I handle certain situations, the person being coached develops their own solutions."*
- *Focus on BOTH my teaching and student learning. Not only have I worked to improve my teaching, but along with that I have concentrated on the effect of my teaching on student learning! The shift has been a beneficial one."*

2. **What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?**

A district wide survey of staff in May 2016 indicated that **75% of teachers saw an impact on student achievement** as a result of Q Comp related professional development. Teachers also shared examples of how student achievement had been impacted. Below are a few of the responses.

- *“Students scored higher on self assessments and on pre and post [quizzes] because of the intentional instruction planned through the PLC.”*
- *“Students have grasped a deeper knowledge in our content due to me being more thoughtful of what and how I am teaching.”*
- *“Students have been more self reflective rating themselves personally on their ability to perform learning targets. Implementing various exit tickets and closure tactics have been beneficial to tying in our learning goals and what we did for the day. As a PLC, we have developed ways to ensure equity in all classes.”*
- *“Student achievement in reading has improved because we intentionally taught each standard and spiraled back to them throughout the year.”*

3. How will the district use the review findings to improve the overall effectiveness of the program?

The district will continue to offer training and support in the areas of Professional Learning Community Development, student data use and analysis, and the Danielson Framework for Teaching. Professional Development emphasis will focus on three areas:

1. Identifying meaningful data for collection.
2. Naming “Next Steps” after data analysis.
3. Offering differentiated support and training to educators, with a focus on educators in non-traditional settings.