

# Q Comp Annual Report

2018-19

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

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.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

## Core Component: Career Advancement Options

### Implementation

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

If no, please explain what changes have occurred and why?

### Impact

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

- *As each teacher was observed and evaluated by their teacher leader, they were given feedback and coaching as needed to improve areas of instruction that the teacher and/or teacher leader felt would impact instruction. The PLC groups also worked on forming relationships with students and each PLC worked to identify strategies to increase relationships with students.*

How did the work of teacher leaders impact student achievement?

- *All learning communities focused on student relationships and connections. Student data was tracked in the form of informal and formal student connections survey's in the MS and HS as well as a summative student concern form at the elementary. In addition, student achievement was tracked through summative grades at the end of trimesters and weekly F List checks. At the elementary level, staff utilized the data from the standardized form along with discipline referrals and student achievement in classrooms to identify struggling students. The goal was that stronger student connections would lead to decreased student failings.*

## Review Findings

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?

- *Teacher leaders had monthly trainings to prepare them to fulfill their PLC leading responsibilities. The teacher leaders used these as a Leadership PLC of sorts as well. Teacher leaders were able to bring ideas, suggestions, and questions from their individual PLC's and discuss them as a group while looking at each PLC's data.*

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?

- *Teacher leaders are continually working and listening to what teachers need help with or would like to focus on. As teacher leaders are evaluated, it is clear that they are having a positive effect on the learning community members. Our staff members have commented on the value of peer feedback and interaction in regards to classroom teaching, as compared to purely administrative feedback. Teachers feel very comfortable in asking peers for suggestions and even asking peers to come in and observe in non-evaluation times to help grow.*

## Recommendations

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

- *The district will use the same model as prior years, as it is effective. In addition, the district continues to encourage as many staff members as possible to take a turn as a teacher leader. The district feels the more teachers that take on this role over the years, the more we get different teachers in different classrooms and our teachers can see all the different teaching methods and they all can learn from each other.*

## Core Component: Job-embedded Professional Development

### Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- Yes

If no, please explain the changes that have occurred and why?

### Impact

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

- *Each learning community has its own action research goal that was set by the learning community. Based on that goal and our student connections goal, classroom instruction is impacted in various ways including implementation of new teaching strategies, better parent communication, increased student communication, increased discussions on students' academic and social well-being during PLC time.*

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

- *Increased student/staff connections lead to increased student attitude towards school and classes. The goal the learning teams was to identify students who needed a connection and then work to identify strategies to form connections with the student. The increase in student motivation and connection to school lead to a more positive attitude and engagement with our students, and as the year progressed, overall student achievement in the classroom and on assessments was noted.*

## Review Findings

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

- *Teachers discussed student engagement and attitudes in different classroom settings and tried to find ways to incorporate techniques and strategies from each other to improve overall student engagement.*

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

- *Through the use of formal and informal student engagement and connection surveys given multiple times during the year, teachers were able to identify certain students who did not have a connection or potential engagement at school. Through PLC time and discussing connecting every student with an adult, teachers were able to identify ways to communicate better with all students and form connections that lead to different instructional strategies based on different student groups.*

## Recommendations

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

- *We will continue to monitor student connections and helping teacher foster and build relationships with all students next year. Based on a continued effort to increase student connections, we will continue to have this be a focus at our PLC meetings, our teacher leader meetings, and work to identify professional development opportunities for our teachers.*

## Core Component: Teacher Evaluation

### Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- Yes

If no, please explain the changes that have occurred and why?

### Impact

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

- *Teachers are trying out new technology and teaching techniques as well as getting feedback on what they are doing well on in the classroom. Teachers are encouraged to try new techniques when they are observed since they have a peer to collaborate with in implementing these strategies. Teachers are*

*becoming more willing to try new lessons in their classroom without the fear of failure as they see peer observations as a great resource vs. an evaluation/judging time.*

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

- *Learning communities were able to look at the summative data from the assessments which were given throughout the year in each teacher's classroom to see if student achievement was improved after observations and evaluations. In addition, teachers and observers discussed student achievement in regards to students identified as lacking a connection to school and how an increased focus on forming connections lead to an increase in student achievement. Teachers seem very open to discussing the results of their observations with their teacher leader as well as their peers to help improve overall instruction and student connections.*

-

## **Review Findings**

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

- *Teachers were given both written and verbal feedback as well as the opportunity for individual coaching in areas the teacher would like help in. Through self-reflection and teacher leader feedback, teachers felt they had the support and resources for continued growth. Administration has noted seeing teachers try new techniques in their classrooms during both formal and informal observations. In conversations with teachers, they have stated that based off peer feedback they felt comfortable utilizing some of these techniques.*

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?

- *At the monthly lead teacher planning meetings, questions on observations and teaching strategies were discussed throughout the year to ensure meaningful feedback was provided to all teachers.*

## **Recommendations**

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

- *As our district encourages more teachers to take on a teacher leader role, more teachers become comfortable with giving and receiving feedback from peers. This comfort level allows teachers to use each other as resources and not think they have to go it alone. In addition, our teacher leaders and administration are able to discuss what each has seen in the classroom and our entire evaluation process is starting to be seen as individual growth plans for each individual teacher. The goal is for teachers to continue to improve without the feeling of judgement by others. We will continue to place new staff with quality mentors to ensure they understand and meet the district goal. Teachers that were observed to struggle during the first formal observations have been assigned informal observations as well to give them more feedback and help them improve their teaching skills.*

## **General Program Impact and Recommendations**

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

- *As teachers meet in learning communities, it helps unite the staff on the common focus of student achievement, student learning, and student connections. Teachers also are more focused and aware of ensuring that instruction and assessment align with each other. Teachers also have regular opportunities*

*to discuss student and curricular concerns on a regular, ongoing basis. As stated earlier, teachers have been observed to be willing to try new techniques based on conversations with peers or feedback from other peers knowing that it's ok if it doesn't work and that they will get continual feedback to help them improve.*

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

- *Classroom assessments have improved along with teacher/student connections and relationships. Our staff has found that an increase in student motivation and increase in forming meaningful relationships with students leads to increased achievement with students both on informal and formal assessments.*

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

- *Overall our entire Q Comp and PLC program will remain relatively unchanged. Our staff and PLC leaders will be working on student engagement and relationships more in addition to creating quality assessments based on instruction and standards. Our staff hopes that increased communication and focus these "soft skills" will help create a sense of pride in our students and help create a culture trust and feeling valued in our students. Data shows that increased teacher-student relationships lead to an increase in student achievement. Our goal for next year is to continue to foster better relationships with all our students and help improve our staff's ability to create these genuine relationships.*