

Q Comp Annual Report 2025

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

Impact

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

Teacher leader positions in Eden Prairie Schools consist of Q Comp Coach/Observers, Professional Learning Committee (PLC) Leads, and a Q Comp Coordinator. Qualifying teachers are observed three times throughout the year, attend and participate in collaborative teams led by a Professional Learning Community Lead, and set individual and team goals.

Q Comp coach/observers impact classroom instruction through job-embedded coaching. Each coach/observer has been trained in Cognitive Coaching and engaged in ongoing in-house monthly coaching workshops. Utilizing the Cognitive Coaching framework, coach/observers establish trusting relationships with teachers within an observation cycle. This relationship building helps inspire certified staff to continuously reflect on their practice in order to grow in their craft. Coach/observers approach each conversation through a lens of cultural proficiency and inspiration for each student within our district. Many licensed teachers have expressed the value of their coach/observer and observation. Staff report that the reflective conversation, centered on their observation script based on the components of the Charlotte Danielson rubric framework, is valuable and helps them grow and improve. The following responses come from a survey offered to all certified staff and come directly from educators throughout our K-12 system, Early Childhood, and Tassel in spring 2025.

My observer was very kind and helped me reflect on what I was teaching and how I was teaching it. Through our conversation, I became more aware of how my instructional choices affect different students in my class. It reminded me to think about whether every student has access to the content, feels represented, and is given a chance to participate. The reflection helped me consider small changes I can make to better support all learners, especially those who need more support or come from diverse backgrounds.

When I reflect on my daily work as an educator in Eden Prairie Schools, the Q Comp observation process has been a valuable tool in supporting and growing my practice. It encouraged me to be more intentional in my instructional decisions and more reflective about the impact of those decisions on student learning.

It was applicable to the population I teach, strengths-focused, and focused on how I can improve while still finding areas of positivity.

It helped by giving me an unbiased and supportive observer that was both empathetic and proactive in helping me address the weaknesses, and questions I had about my own instruction. This was far more intrinsically motivating than an observer that made the teacher feel self-conscious.

This allowed me to be more reflective during times of frustration and allowed me to adjust with this core value in mind. This experience will stick with me for years to come.

My observer often asks questions to ensure I'm thinking about reaching all students in my room. We also talked about data collection procedures which can also help me evaluate the effectiveness for all of my students.

Pictures or reading the transcripts of the lesson, I sometimes catch things I might have missed. Having the goals and focusing on them not only for observations, but also applying them on a daily basis with consistency with everyone in our community as a focus.

It helped me identify ways I thought I was equitable, but needed to work on and provided valuable strategies to support students.

According to one district principal, "I have found the work of our PLC Leads to be very impactful. They participate in the overall leadership of our building and help to bridge the district mission and vision to their grade levels. They facilitate effective team meetings, PLCs, and data conversations. Most of our PLC leads are also our data leads, and they have become very adept at analyzing individual and grade level data to determine the impact of instruction. They also serve to connect all of us in the work that we are doing collectively, and I think without them the idea of collective teacher efficacy would be much harder to attain at the building level. They have been extremely influential at [our site] over the past few years!"

How did the work of teacher leaders impact student achievement?

A goal of the Q Comp coach/observer program is to enhance student achievement by improving teacher effectiveness. Q Comp coach/observers meet with all tenured teachers twice a year as part of the coaching

process. During pre- and post-conference meetings, coach/observers facilitate reflective discussions based on student and teacher data they have collected. This data includes a detailed script of the observed lesson, incorporating dialogue, pictures, videos, and sketched visuals. These student-centered discussions enable teachers to differentiate, plan, and analyze their results and effectiveness. Additionally, Q Comp coach/observers engage teachers in conversations about specific students in their classrooms. The script serves as a third point of data, providing statistical and anecdotal evidence for teachers to reflect on their teaching. Coach/observers also assist teachers in identifying evidence that demonstrates students achieved the learning targets and in determining key takeaways to share with their Professional Learning Community regarding the design, delivery, or assessment of the observed lesson.

Q Comp observers fuel the reflection process around student achievement in classroom observations. Analysis of both anecdotal and statistical data gathered through scripting of the teaching process serve as a catalyst for teachers to reflect on how to modify and tweak instructional practices in future iterations of the same teaching.

In addition to the coaching conversations, Professional Learning Community (PLC) team leads work with their teams analyzing student data and working to adjust instruction each term. They support staff working to improve instructional strategies aimed to meet the needs of each student. Professional Learning Communities significantly enhance student achievement by fostering collaboration among educators. In PLCs, teachers engage in regular discussions to analyze student data, share effective teaching strategies, and develop a collective understanding of best practices. This collaborative environment not only empowers teachers to improve their instructional methods but also leads to more targeted support for students. As a result, students benefit from a more cohesive educational experience where their individual needs are addressed, ultimately leading to higher academic performance and improved learning outcomes.

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?

Q Comp coach/observers and Professional Learning Community Leads received training at monthly meetings. The Learning, Teaching and Curriculum Department led Q Comp observers and Instructional Excellence Coordinators through a monthly training meeting focused on the Essential Elements of Cultural Proficiency and rigorous & authentic coaching. Each month we dug deep into the meaning of each Element of Cultural Proficiency. The coaching workshop series was designed for coaches to grow in understanding culturally conscious practices and aligned to a monthly focus area:

- **October:** IDENTIFY & REFLECT upon strengths and areas of growth outlined in Transformational Coaching Rubric.
- **November:** DEVELOP AWARENESS that supports coaching practices and collective wellbeing. BUILD UNDERSTANDING of self and our organization through the analysis of planning and preparation.
- **December:** BUILD AWARENESS of tools that support our impact & contributions to our organization's professional learning experiences. INCREASE my understanding of cultural proficient practice through the exploration of barriers & guiding principles.

- **January:** INCREASE our understanding of culturally proficient practice through the exploration of the continuum of Cultural Proficiency.
- **February:** Continue to CONSIDER how gaps in our learning are areas of growth, and why gaps exist & often persist in our practice.
- **March:** CONSIDER how strengthening emotional intelligence helps us to manage the dynamics of difference.
- **April:** GROW our understanding of emotional intelligence and why we leverage this in coaching conversations.
- **May:** strengthening our coaching skills; plan for next school year

In addition, our new Q Comp observer hired in the 2024-25 school year underwent an intensive eight-day Cognitive Coaching training. Additionally, the entire Q Comp observers team met monthly to maintain consistent observation cycles and support one another in navigating classroom scenarios. These meetings helped build a common understanding of ways to effectively support teaching staff.

In 2024-2025, Q Comp Professional Learning Community team goals continued to emphasize increased rigor through the use of universal screener assessments (FastBridge), proficiency on assessment performance, and course grades (at secondary sites). These goals were aligned with each site's Strategic Improvement Plan (SIP) to support the district's strategic vision to ensure personalized and authentic learning. As we plan for the next year, we aim to continuously enhance support for our collaborative team leads, focusing on the Professional Learning Community process, data analysis, and leadership skills.

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?

The Q Comp coach/observers receive peer coaching and meta-coaching and go through the same observation process as other educators. Coach/observers are evaluated on a specific coaching rubric from Charlotte Danielson. Each Q Comp coach/observer reflected on their practice and identified strategies to continue to study and refine in future observation cycles. In addition, coach/observers receive feedback and evaluations from supervisors and building principals in the form of formative walk-throughs every year and summative evaluations every three years.

We strive to improve the support of our collaborative team leads around the Professional Learning Community process, data analysis and leadership skills. In 2024-2025, the district assessment team continued to use a Q Comp Goal Template with high rigor for Professional Learning Community goal setting.

Recommendations

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

Next year the district is implementing an updated version of the Charlotte Danielson rubric alongside the Essential Elements of Cultural Proficiency in accordance with state legislation mandating cultural proficient

methodologies are included within the observation process. Eden Prairie Schools is in a solid position for this alignment at this time. In fact our district has been implementing these concepts into our system for years.

Our school district is committed to enhancing the effectiveness of teacher leadership by utilizing recent findings from educational research and feedback from staff. This involves implementing targeted professional development programs that equip teachers with leadership skills and strategies tailored to our students' needs. Additionally, we will continue to refine collaborative networks among educators, allowing them to share best practices and support each other in their leadership roles. By analyzing student performance data and incorporating teacher input, the district aims to create a more dynamic and supportive environment that fosters teacher growth and ultimately leads to improved student outcomes.

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

Impact

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

Teacher learning from both the collaborative teams and other jobs-embedded professional development activities resulted in teachers making meaningful choices about their instruction and assessment in class. There are multiple teams district-wide with a Lead who engages in their own professional development to provide the necessary leadership for implementation of effective classroom instruction.

Teacher learning through collaborative professional development activities, particularly Professional Learning teams, has demonstrated significant positive impacts on classroom instruction. When educators engage in job-embedded professional development through learning teams, they create opportunities for continuous improvement through shared expertise and collective problem-solving. These collaborative environments foster teacher leadership and enhance cultural proficiency through meaningful dialogue and shared experiences.

Professional Learning teams serve as catalysts for transformative teaching practices by providing structured opportunities for teachers to examine their professional practice collectively. Through regular meetings and focused discussions, educators can analyze student work, share effective strategies, and adapt their instructional approaches based on peer feedback and data-driven insights. This collaborative approach helps teachers develop more culturally responsive teaching methods and differentiated instruction techniques that better serve diverse student populations.

The impact of learning teams extends beyond individual classrooms as teachers engage colleagues in professional discourse about effective pedagogical practices. When educators participate in job-embedded professional development, they develop a shared understanding of high-quality instruction and create a culture of continuous improvement within their schools. This collaborative learning environment enables teachers to implement research-based strategies more effectively, resulting in enhanced student engagement and achievement. Furthermore, teacher leadership grows within these professional learning communities, as educators take on mentoring roles and share their expertise with colleagues, creating a sustainable model for ongoing professional growth and instructional improvement.

Through these professional development activities, teachers develop a deeper understanding of cultural proficiency and its importance in creating inclusive learning environments. By engaging in reflective practices and examining their own biases and assumptions, educators can better serve their diverse student populations. The collective wisdom and support provided through learning teams help teachers implement more equitable and effective instructional practices, ultimately leading to improved student outcomes and a more positive school culture.

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

Throughout the district, teacher learning impacted student achievement at all grade levels. This includes continued use of the MTSS and PLC Lead use of Data-To-Action. Research has demonstrated a significant positive correlation between teacher participation in learning teams and improved student achievement outcomes. When educators engage in job-embedded professional development through structured learning teams, they develop enhanced instructional strategies and deeper content knowledge that directly benefits student learning. Studies indicate that districts where teachers consistently met their professional learning team goals showed measurable improvements in student performance metrics. This collaborative approach allows teachers to share best practices, analyze student data collectively, and implement evidence-based interventions that address specific learning needs.

The effectiveness of learning teams is particularly evident when there is district-wide commitment and participation. In 2024-25 a majority of PLC teams met their professional learning team goals. This success can be attributed to the systematic approach of learning teams, which includes regular meetings, focused discussions on student work, shared planning time, and immediate application of new teaching strategies in the classroom. The job-embedded nature of this professional development ensures that learning is directly relevant to teachers' daily practice and can be immediately implemented to benefit student achievement.

Review Findings

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

Professional Learning Community (PLC) Leads continue to provide essential support to their team members in the process of triangulating data. This collaborative effort is crucial for ensuring that each learner achieves at high levels.

For example, elementary sites have successfully completed regular benchmark meetings focused on reading and math. Dedicated PLC meeting times are being utilized to analyze data concerning students at risk, allowing teams to identify appropriate individual or class-wide instructional strategies for both reading and math.

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

Additionally, teams district-wide are actively communicating with one another to share effective teaching and learning strategies. This includes the implementation of Collaborative Literacy facilitation techniques, the development of higher rigor question prompts, and the use of cooperative structures. Ongoing formative assessments, conferring, and progress monitoring will focus on enhancing students' conceptual, contextual, and procedural understanding in math.

Recommendations

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

Data is collected after each of the district PD days, data to action training and after the Professional Learning Community summer retreat. The teams that plan and implement those trainings review and reflect on the data and any new insights provide new guidance, actions and goals for the next training.

The Q Comp Steering Committee informs decisions around our district's job-embedded professional development and coaching model. Collaboration around the findings of surveys, anecdotal discussions and requested feedback inform how we can continuously improve. As a result of the professional development program review, along with continued discussions with district leaders and teacher leaders, several enhancements are planned for next year's professional development.

The district will utilize the findings from the recent review to enhance the effectiveness of job-embedded professional development by carefully analyzing feedback collected from new staff, mentors, principals, and the Union President. This comprehensive approach allows the district to identify strengths and areas for improvement in current professional development practices. By incorporating insights from various stakeholders, the district aims to create targeted training programs that address specific needs, support mentorship roles, and foster collaboration among educators. This strategy not only promotes a culture of continuous learning but also ensures that professional development is relevant and impactful for all staff members, ultimately leading to improved student outcomes.

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

Impact

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

There are innumerable examples of how the conversations that occur around an observation impact classroom instruction in positive ways. Most staff reflect on both subtle and grand components of instructional choices that can make a difference and share that the process supports them to grow. As a result, we asked staff several survey questions in the spring of 2025 and below you will see a sample of their responses.

I have students more involved now with planning and decision making. Getting students more involved in reading , collaborating and creating.

Having insight from a teacher who was recently in the classroom but able to step back and look at things from an outside perspective was helpful. She made me feel very supported and also since it was a safe environment I was able to try some new suggestions to further the equitable instruction in my classroom.

Continually pushes me to include rigorous, authentic and engaging activities to increase success for all students

In a career where we are often working in isolation, it's really valuable to have an outside view of my work from someone else's perspective to help me see biases, gaps, and strengths that I might not recognize on my own. Being able to have a script of my/others' words is also really beneficial, especially in stressful moments when I may not be as thoughtful about what I'm saying.

And when we ask coaches to share examples from their conversations, you get similar feedback. Again, here are several examples:

Having conversations around the Catalyst strategies teachers are implementing to support management and student learning. A few examples: longer wait time to allow all students ample time to process and add their voice to the learning space, providing more visuals to promote student independence around procedures or expectations for lesson, taking teacher voice out and allowing more students voice within lesson, creating calm learning spaces where students have opportunities to engage in critical thinking and collaboration.

[The process allows us] to reflect on how formative vs summative assessments guide instruction.

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

When teachers receive support, it significantly enhances student learning. Having someone to reflect with and share their vision, hopes, and dreams fosters a positive impact on student outcomes. The presence of a thinking partner allows teachers to interpret student responses and make real-time adjustments, sharpening their instructional strategies and creating more responsive learning environments. Engaging in intentional reflection amidst the busyness of the school day leads to deeper student engagement and, ultimately, stronger achievement. Coaches who share strategies and insights from other classrooms aligned with teachers' goals empower them to innovate, which positively affects student engagement and success. Furthermore, when coaches or fellow teachers observe student responses to instruction, it provides valuable growth opportunities that also influence student achievement. Teachers have noted that testing new ideas, having challenging parts of the day observed, and receiving a second set of eyes on student actions—combined with intentional reflection—create the optimal conditions for learning to occur more frequently in their classrooms.

Review Findings

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

Constructive feedback received during classroom observations and evaluations serves as a valuable catalyst for teacher growth by providing specific, actionable insights into instructional practices. Through detailed observation feedback, teachers can identify areas of strength and opportunities for improvement. This reflective process enables educators to make data-driven adjustments to their teaching methods, ultimately fostering a continuous cycle of improvement that benefits both teacher performance and student achievement. Below are two examples of teacher answers to our end of year Q Comp survey:

The intentionality of taking time and space to reflect- I don't always take the time I need to slow down and think about why I do what I do- especially since I am not a new teacher any more. The slowing down and reflecting is an important part of my instruction.

The observation process supported my practice of equitable instruction by helping me reflect on teacher vs. student talk time. Reviewing the script made it clear when my voice dominated the lesson and where I could have stepped back.

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?

Teacher observer training throughout the academic year has significantly enhanced both inter-rater reliability and the quality of feedback provided to licensed staff members. The comprehensive training program focused on developing awareness and understanding of coaching practices, cultural proficiency, and emotional intelligence, which created a more consistent and equitable evaluation process. By building understanding of self and organizational planning through systematic analysis, observers developed stronger frameworks for providing meaningful feedback that aligned with district goals while maintaining sensitivity to individual teaching contexts.

The training's emphasis on cultural proficiency and emotional intelligence particularly strengthened observers' ability to provide constructive feedback across diverse teaching environments. Through exploring barriers, guiding principles, and the continuum of Cultural Proficiency, observers developed more nuanced approaches to evaluation that considered cultural contexts and individual teaching styles. This enhanced understanding helped observers identify and address gaps in learning while maintaining awareness of why such gaps might persist, leading to more targeted and actionable feedback for licensed staff members.

The focus on strengthening emotional intelligence and coaching skills directly improved the quality of feedback conversations between observers and teachers. By learning to manage the dynamics of difference and leverage emotional intelligence in coaching conversations, observers became more effective at delivering constructive feedback in ways that promoted professional growth. This approach has resulted in more productive post-observation conferences, where teachers are more receptive to feedback and more likely to implement suggested improvements in their practice. The combination of enhanced inter-rater reliability and improved feedback delivery has created a more robust and effective teacher evaluation system that better serves both educators, students, and the community as a whole.

Recommendations

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

The district will continue to leverage review findings to strengthen teacher evaluation effectiveness through a comprehensive approach focused on collaboration and professional development. Administrator and observer teams will collaborate regularly to ensure consistent evaluation practices, establish common understanding of performance indicators, and share best practices across school sites. This enhanced collaboration will be supported by an on-going instructional coaching training program that equips evaluators with advanced skills in providing constructive feedback, facilitating reflective conversations, and developing targeted improvement plans. The district will also analyze evaluation data to identify trends, adjust professional development offerings, and measure the impact of these enhanced evaluation practices on teacher growth and student achievement.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

yes

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

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

67.8%

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %

95%

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %

99%

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? %

83% of qualifying probationary staff met the standard to earn performance pay.. (This would be staff hired prior to 10/1, with a .375 FTE or higher, & worked the entire year)

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

No

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

95%

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

99%

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

83%

Recommendations

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

This year is no different in that Eden Prairie Schools are in constant reflection and conversation about the performance pay component of the Q Comp program. We are always looking to improve all processes, and this core component can be improved from a technical perspective to provide efficiencies for all stakeholders. With improved technical solutions, practitioners can spend more time on qualitative improvements. It is our goal to utilize all tools in our system to keep all staff focused on what makes the greatest difference for our students.

We recognize the need to continue to support Professional Learning Community leads through a comprehensive goal setting process. We want to ensure that the team goals align with the site goals and that they are specific, measurable, achievable, relevant, and time-bound (S.M.A.R.T.) goals. The unique position of Q Comp coach observers gives them the necessary insight to bridge the daily work of the teaching staff and the requisite site goals. Collaborating with administration in site planning and professional development can bring a dimension to the observation conversations that support improved student outcomes, along with supporting instruction system-wide.

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?

The Q Comp program, now approximately 18 years in operation, has significantly enhanced instructional quality through its systematic approach to classroom observations and professional development. Through the implementation of highly qualified observers conducting hundreds of observation conversations annually, teachers have received targeted feedback leading to improved instructional practices and student outcomes. The program has successfully fostered an effective collaborative partnership between administration and teachers, creating a professional learning environment where continuous improvement is both expected and supported. This collaborative model has resulted in more consistent teaching practices across classrooms, increased teacher reflection on instructional effectiveness, and strengthened professional development opportunities aligned with observed needs.

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

Districtwide we see increased curriculum and initiative alignment between individual classrooms, sites, and the greater district because of our Professional Learning Community (PLC) structure. Student outcomes are top-of-mind for all educators and administrators are able to support that work on a weekly basis. In addition, each staff member focuses on a Student Learning Goal each as a narrower focus of the team

goal. Each of these components leads to increased student achievement system-wide. Staff members highlight these outcomes in our end of year survey:

I usually try to focus my reflections and current work on district initiatives whenever possible. That way I can stay in the moment and support the work of our district community as a whole.

[working with my coach] motivated me to create a conferring schedule to better hold myself accountable to conferring with EACH of my studentsMy new schedule has helped me make sure I coach all students to improve their writing.

I think one of the best ways peer observations help is by gathering evidence during observations and it then informs decisions about my instructional methods and how to support all learners effectively.

It gave me ways to differentiate and provide the same information to all students in the best way they can learn.

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

The district will enhance program effectiveness through the implementation of a comprehensive improvement plan that centers on the new rubric's faithful execution. This strategy includes providing thorough training for all staff members on the rubric's components and establishing regular professional development sessions to ensure consistent understanding and application. The district will maintain program quality through a continuous improvement cycle, emphasizing fidelity to established processes and fostering increased collaboration between principals and Q Comp observers for more effective classroom observations and feedback. Through systematic monitoring and regular evaluation of these initiatives, the district will create a robust framework for ongoing program refinement and enhanced educational outcomes.