

2017-2018 QComp Annual Report

To be included in TCGIS's School Boards World's Best Workforce Report

Required Components in Annual ATPPS Report to School Board:

The annual report to a local school board on the implementation and effectiveness of ATPPS and recommendations must include each of the following required components(in bold).

1.) Teacher leader/career advancement options that allow teachers to retain primary roles in student instruction and facilitate site-focused professional development that helps other teachers improve their skills.

This years Quality Compensation(QComp) Plan allowed for teachers to become leaders by going through a formal application and interview process. The leadership areas that were implemented this year are the QComp Coordinator, Cognitive Coaches, PLC leaders, Data Coaches, Mentors, and Summer Revision Team members. This distributed leadership style allowed for the career ladder roles to be broken into manageable pieces and for the opportunities to play to the strengths, experience, and training of our teaching staff.

Our QComp Coordinator, Cognitive Coaches, and Data Coaches received training through MDE workshops tailored to each position. Each leadership role was performed with integrity, hard-work, diligence, and effectiveness. The expectation is that, next year, the teachers that are continuing in their roles will have a firmer understanding of how to implement their duties and become even more effective. For those roles that will have new teachers performing in them, there will be training and resources provided.

For the next year, QComp will continue providing support for these positions through check-ins and trainings. However, the main focus of training and support will be geared towards Professional Learning Community(PLC) leaders. To help teachers understand PLCs better and to increase effectiveness our PLC leaders will go through extensive training at the beginning of the school year. Throughout the year the PLC leaders will be provided support by the QComp Coordinator through regular meetings.

2.) Job-embedded learning opportunities such as professional learning communities to improve instructional skills and learning that are aligned with student needs under World's Best Workforce (section 120B.11), consistent with the staff development plan under section 122A.60, and led during the school day by trained teacher leaders.

Learning teams practiced data-driven instruction by creating common assessments based on the instructional strategies. Using the results from the common assessments provided the

platform for best practices in teacher reflection and problem solving. Teams used the information from this data driven practice to creatively offer multiple learning experiences for different students. Additional benchmark assessments were administered. Specific programming, Educational Assistants, and teacher scheduling allowed for the human resources to be directed toward the areas of higher identified need.

The practices put into place this year will continue to be developed in job-embedded professional development. Best practice instructional immersion strategies need to be documented and maintained as expectations for all staff to strive to implement, refine, reflect, and revise alongside curriculum development. Vertical and Horizontal articulation is continuing to be actualized over time. Teachers will continue to require on-going training and time in immersion curricular design, making common assessments, and data interpretation and usage. Learning teams would benefit from more opportunities to collaborate between teams around immersion, student learning needs, specific interventions and programming capabilities.

It is further recommended that more structure to the professional learning communities be established and carried out. For the next year, it is recommended that the school provides time for this practice to take place within the school day. In order to achieve this, a proposal has been made to have embedded workdays for each PLC team once per month. On these days, PLCs will have time to review data, plan future instruction based on data results, and obtain professional development needed to increase student achievement. PLCs will also have the opportunity to meet during the work day on Early Release Days and Professional Development Days.

3.) The teacher evaluation system under 122A.40, subdivision 8, paragraph (b), clause (2), or 122A.41, subdivision 5, paragraph (b), clause (2).

Cognitive Coaching is a research-based model that enables people to modify their capacity to modify themselves, mediates thinking and enables the thinker to become metacognitive, helps to convey thinkers from where they are to where they want to be, and is a powerful approach to enhancing performance and building learning organizations. Cognitive Coaches were given opportunities to discuss and practice coaching techniques with one another. They met to discuss implementation of the plan and share feedback. Cognitive Coaches were required to participate in training if they had not already been trained in Cognitive Coaching.

The training prepared Cognitive Coaches to participate in cognitive coaching conversations. They observed and coached using a coaching conversation mat adapted from the cognitive coaching seminar and created by our teacher team - in English and German.

Cognitive Coaches were trained to: identify critical features of the teacher observation cycle, applying questioning and listening techniques to observation conferences, use protocols to build inter-rater reliability, collect evidence during observations, collaborate among observers, and identify a focus for classroom observations.

Cognitive Coaches practiced recognizing indicators of individual receptivity, worked out how they would deliver difficult and sensitive information in a way that promotes change, consider ways to communicate in difficult situations, provide constructive feedback in a way that preserves relationships and promotes change, and utilizing verbal and non-verbal strategies for successful coaching. Multiple components of the training were utilized in each observation by all coaches in different circumstances over the course of the year.

It is recommended that the Cognitive Coaches have specific on-going training needs for their specific role. Some of the training recommendations would be: Inter-rater Reliability training, cognitive coaching refresher, know and understand the objective teacher evaluation system. Minnesota Statutes, section 122A.40, Subdivision 8, paragraph (b), clause (2) and Minnesota Statutes, section 122A.41, subdivision 8, paragraph (b), clause (2)), training & development for comprehensive mentoring, training for planning and facilitating mentor/mentee sessions, training for supporting PLCs through goal-setting, regular check-ins, and coaching, data based decision making training, etc.

Cognitive Coaches and teachers used the rubric to plan for observing all sub-domains of the adapted Charlotte Danielson rubric over the course of 3 observation cycles. The process of examining observables allowed for two-way questioning and advanced planning. Teachers reported having the rubric as a guide as well as objective coaching style assisted in receiving greater benefit for implementation of changes/suggestions into classroom practice. Cognitive Coaches provided meaningful feedback and opportunities for out loud reflection across the board. Having a system of the expectation that peers will be observing peers provides teachers the platform for working collaboratively with grade level teams, coaches, vertical alignment team, and special education team making every effort to improve instruction. Cognitive Coaches expressed direct benefit and positive assurances around the immersion instruction occurring. Cognitive Coaches support the opportunities for all teachers to have opportunities to observe other teachers

The teacher observation/evaluation process had a positive effect on student achievement. At all opportunities teachers were given positive reinforcement as well as constructive and immediate coaching around areas that fell into the “basic” category, again with the rubric as a guide. The process allowed for areas of concern to be addressed early in the year, and revisited at least two additional times. All teachers scoring basic in any area of the rubric were able to improve the score in subsequent observations. As teachers gained strategies and techniques from the professional development and professional learning communities, they were striving to work toward common and personal goals for improving classroom instruction and learning opportunities.

Self-reflection took place through the cognitive coaching conversations. Each teacher is on different paths in their own professional cycle. Cognitive Coaches made every effort to give feedback around each sub-domain that was observed and ask questions to promote reflection. The Teacher Record was designed as a tool to be used as a window into reflections made by the teacher throughout the year. The cognitive coaching observations are designed to inspire inward reflection (both independently and with the Cognitive Coach guidance), reflection forward while planning a lesson/session, and partner reflection after the lesson/session has occurred.

4.) Increased teacher compensation for performance using:

- o Schoolwide student achievement gains on a standardized assessment,**
- o Measures of student growth and literacy,**
- o An objective evaluation program,**
- o Other areas as determined in ATPPS plan.**

Q Comp has made impacts in teaching and learning as it provides regular structured opportunities for our teachers to hone their practice while participating in job-embedded professional development and cognitive coaching conversations as a part of the Teacher Evaluation component. As immersion teachers, our teachers value the opinions and expertise of their peers and learn a great deal from one another.

This program has provided the platform for making a student achievement school wide goal and individual teacher practice goals a standard and expectation. This standard has caused important conversations into the plan-do-study (data) and act cycle – which in turn allows for the professionals to reflect, adjust, and improve their teaching practice(s) in a collaborative way.

To improve the overall effectiveness of the program, we have made the career ladder roles more realistic in what one person can accomplish by breaking the teacher evaluation/observation (cognitive coaching) piece apart from the job-embedded/PLC process. We also have a high need for data coaches as a part of the career ladder role(s). With the mindful separation of the career ladder positions/responsibilities, we believe: the roles will be more manageable, it will be clearer to the staff how the components work independently and together, each staff person has some skin in the game (rather than top heavy), and there will be improved delivery/experience of each activity.

Additionally, we think it is important to offer a “stretch” range for the performance pay. This stretch range is budgeted for all to be able to meet. The stretch goals recognize when teachers make extra efforts to attend/offer PD or go above and beyond the standard Q comp plan components (using a menu of clearly defined options that reach toward student achievement(to be called “Teacher Practice”)) are thereby rewarded for those efforts.

This means that we would integrate performance pay at a standard rate as well as more opportunities for performance pay that goes above the expected levels of involvement - thus there would be a range of performance pay. This will allow for more opportunities/incentive pay rewards to be offered to teachers for professional development contributions to the professional learning of our district. All “teacher practice” offerings require them to pertain to student achievement and improvement of individual, group, or whole school teacher practice(s).

