

Q Comp Annual Report 2026

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.

- What overall impact on instruction have the Eden Prairie Schools seen as a result of implementing the Q Comp program?
- What overall impact on student achievement have the Eden Prairie Schools seen as a result of implementing the Q Comp program?
- How will we continually improve the overall effectiveness of the program?

What overall impact on instruction have the Eden Prairie Schools seen as a result of implementing the Q Comp program?

Eden Prairie Schools have continued to implement an organized and reflective instructional system since implementing the Q Comp program. Teachers—both probationary and tenured—continue to engage in multiple observations throughout the year, which supports ongoing professional growth and helps identify areas for improvement. The program requires regular personal reflections and self-assessments, and it schedules coaching conversations that turn feedback into practical changes in instruction. A clear observation flow across all cycles keeps processes consistent including pre and post-observation meetings, rubric discussions, lesson overviews, success criteria, intentions, students, scripting, and goal clarification. We are happy to report that, within the end of year staff Q Comp survey, multiple staff notes that the observation conversations with their Q Comp observer is the most valuable part of the process.

This school year 25-26 the district adopted the Danielson rubric updated in 2022, providing a current, research-based framework to guide and clarify instructional expectations. In addition the district introduced Culturally Proficient reflection questions to support teachers in integrating equity and inclusivity in their planning and practice that align with state statute. Both of these new tools led to updating pre and post observation forms to support professional reflection and improve practitioner's efficacy. The pre and post-observation forms facilitate meaningful professional reflection, self-assessment, and purposeful preparation for coaching conversations, frequently emphasizing intentional lesson planning and the development of future-focused educator goals. One staff member stated, "The questions on the forms work well for any grade level and support further reflection on personal practices, both with what is going well and areas for improvement."

Collaboration and data-informed instruction have also strengthened under Q Comp. Professional Learning Communities (PLCs) and team-based work give teachers structured time to share strategies, solve problems together, and support one another's development. Goal setting is more purposeful and aligned with instructional priorities, and teachers regularly analyze student data to shape those goals and classroom practices.

In addition, each staff person continues to write Individual Growth Plans and Student Learning Goals connected to their Professional Learning Community (PLC). These practices are reinforced by administrators as part of their supervisory positions during Probationary observations, Annual Conversations, and Summative Conversations. These processes continue to align goal setting with the observation cycles supporting staff to implement best practices and high quality instructional strategies yearlong.

Altogether, the combination of frequent observations, reflective practices, coaching, the Danielson rubric, culturally focused reflections, and collaborative PLC work has created a culture of continuous feedback, mutual support, and focused efforts to improve both teaching quality and student learning outcomes. The following responses come from a survey offered to all certified staff and come directly from educators throughout our Pre-K - 12 system, early childhood, and TASSEL in spring 2026.

Everything about the process is great. I appreciate that it feels like a time for reflection and collaboration on improvement strategies, not a time of judgement and scorn. :)

Keep up the great work. You are all so valuable to the teachers. We appreciate how thoughtful you are and are grateful for the opportunity we have to dialogue with you about student learning, our learning and all things education!

The incorporation of "voice and choice" is highly welcomed, particularly the option to select one of three questions for pre-observation discussion and having more choices for the types of lessons or things to be observed. This helps ensure feedback is more meaningful and supportive.

What overall impact on student achievement have the Eden Prairie Schools seen as a result of implementing the Q Comp program?

Observation cycles

The Q Comp program in Eden Prairie Schools has had a positive impact on student achievement by strengthening teacher effectiveness through a structured coaching and observation process. Q Comp coach/observers meet with all tenured teachers twice each year and facilitate reflective conversations before and after classroom observations. During these meetings, teachers analyze detailed evidence collected during lessons, including scripted dialogue, student interactions, photographs, videos, and visual representations of learning. By focusing discussions on student learning and instructional decisions, coaches help teachers identify what is working well, where adjustments may be needed, and how instructional practices can be refined to better meet student needs. This ongoing cycle of observation, feedback, and reflection helps teachers make data-informed decisions that support higher levels of student learning.

A key component of the program is the use of both anecdotal and statistical evidence to guide teacher reflection. The detailed observation script serves as a valuable third source of data alongside teacher and student information, allowing educators to closely examine how students respond to instruction and whether learning targets are being achieved. Through these

conversations, teachers are encouraged to differentiate instruction, improve lesson design, and analyze the effectiveness of their teaching strategies. Coach/observers also support teachers in identifying evidence of student success and determining important insights to share with their Professional Learning Communities. As a result, teachers become more intentional in their planning, delivery, and assessment practices, leading to continuous improvement in classroom instruction.

The coaching relationship itself also contributes significantly to student achievement. Teachers benefit from having a trusted thinking partner who can help them interpret student responses, reflect on challenges, and explore new instructional approaches. Coaches provide opportunities for teachers to test innovative ideas, receive constructive feedback, and gain additional perspectives on student learning. Teachers have reported that having another educator observe difficult parts of the school day and engage in meaningful reflection creates valuable growth opportunities. This collaborative support fosters greater teacher confidence, responsiveness, and professional growth, which in turn leads to increased student engagement and stronger academic outcomes. By creating a culture of reflection, collaboration, and continuous learning, the Q Comp program helps establish the conditions necessary for improved student achievement across the district. As one staff person put it, *“I also like the open-ended chance to share the intentional planning that went into the lesson in order to meet students' academic and behavioral needs. The post form also had a nice balance of reflections and choice, and then explain the thinking.”*

Professional Learning Communities (PLC) - Professional Learning Impact on Student Achievement

Teacher participation in learning teams and job-embedded professional development has positively impacted student achievement across all grade levels throughout the district. Research demonstrates a significant positive correlation between teacher engagement in structured learning teams and improved student outcomes. This success reflects 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.

PLC Leads continue to provide essential support to their team members in the data analysis process, ensuring that student results are at the forefront of decision-making. Staff bring student work and formative assessments to team meetings to analyze and plan collaboratively, identifying appropriate individual or class-wide instructional strategies. At elementary sites, regular benchmark meetings focused on reading and math have been successfully completed, with dedicated PLC meeting times utilized to analyze data concerning students at risk and inform targeted interventions.

To track student progress and establish rigorous targets, staff utilize grade-level data and Fastbridge assessment results alongside various evaluative tools. In this year's evaluation, approximately 58% of teams successfully met their goals, demonstrating that a substantial number of students across the district were supported and challenged to achieve high-level outcomes. Although 42% of teams did not reach their targets, it is important to note that many of these teams established ambitious benchmarks, utilized robust data analysis systems, and engaged in regular instructional adjustments with a laser focus on student needs. These evidence-based practices will continue to be replicated and refined as we strive to improve academic outcomes throughout the district.

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. By sharing best practices, analyzing student data collectively, and implementing evidence-based interventions that address specific learning needs, teachers develop enhanced instructional strategies and deeper content knowledge. This collaborative, data-driven approach is crucial for ensuring that each learner achieves at high levels.

How will Eden Prairie Schools continually improve the overall effectiveness of Q Comp?

All Staff

A five-year implementation plan for the Culturally Responsive Reflection guide aligns culturally proficient methodologies and the Essential Elements of Cultural Proficient practices with the 2022 Danielson rubric. We are wrapping up implementing Year 1 (2025–26) which introduced teachers to the new Danielson rubrics while observers, administrators, and coaches deepen their internal understanding of culturally proficient (CP) practices and practice using the reflection guide to pose reflection questions with staff during observation cycles.

Next year in Year 2 (2026–27) staff will complete pre and post-observation forms answering questions aligned to the reflection guide, followed by reflective conversations with observers and administrators to build shared language and clarity. The plan for Year 3 (2027–28) will shift ownership to teachers, who select an essential element of culturally proficient practice to focus on and explicitly articulate how they address it in their instruction.

Years 4 and 5 scale that teacher-centered work across the staff: Year 4 ensures all staff become familiar with and receive the full framework, and Year 5 achieves whole-school integration of culturally responsive practices with Danielson-aligned observation and reflection routines. Across the cycle, coaches and administrators sustain supports—modeling, providing feedback, reflection and collaboration—to move from initial awareness to teacher leadership and full, integrated implementation.

In addition, Eden Prairie's Q Comp team will continue training for observers to build and maintain a high-quality observation system. By scheduling ongoing refresher workshops and norming meetings, the team will support observers in staying current with best practices, addressing edge cases, and using evidence-based language when documenting instructional strengths and growth opportunities.

District-led coach trainings deliberately expand instructional leadership capacity across the district. Coaches will participate in job-embedded professional learning that includes practice cycles and feedback protocols so they can model effective coaching conversations and instructional strategies. This emphasis on coaching fidelity will help teachers translate feedback into actionable classroom changes.

Site support from Q Comp observers will provide responsive, school-based assistance that aligns with each building's priorities. Observers will work with site leaders to support consistent implementation of Q Comp processes. This localized support, combined with district-level

calibration, ensures coherence between system expectations and site implementation, while creating opportunities for distributed leadership and peer learning within schools.

Specialized Roles (Non-classroom teaching staff)

To reinforce reflective practice and clarity across roles, the team has updated the Specialized Roles staff (non-classroom teacher) rubric to follow the language and structure of the 2022 Danielson framework and revised all observation forms and reflective questions used in observations starting in SY26-27. Aligning the rubric will provide clearer criteria for non-classroom staff and create consistency across all educators in Eden Prairie. Improvement of forms and prompts will focus on generating actionable evidence, fostering deeper professional reflection, and linking reflection to goal-setting and coaching conversations. These refinements align the Specialized Roles Q Comp process with the classroom teaching staff who had the updated rubric and forms this year.

Probationary Staff

Moreover, the Q Comp team will strengthen system-wide clarity of probationary processes through focused coordination, streamlined communication, and collaborative implementation. Coordinated Q Comp and administrator collaboration will align expectations, timelines, and supports so leaders across sites share a common understanding of probationary requirements and procedures. This approach reduces inconsistencies between sites, ensures supervisors know when and how to provide guidance, and makes monitoring progress more reliable—so probationary staff receive timely feedback and clear pathways to meet expectations.

With supportive, specific feedback and strong professional connections, probationary teachers can better identify areas for growth, practice targeted strategies, and build confidence. Feedback that highlights precise instructional moves—what to continue, adjust, or try next—provides clear, actionable steps teachers can implement immediately. This structure creates a rich learning environment that supports faster, more durable growth in practice.

To make Q Comp information accessible, the team will produce simplified one-page program documents that summarize key steps, timelines, roles, and resources for probationary teachers and supervisors. Coupled with system-wide collaboration through shared planning, feedback loops, and coordinated rollouts, these concise materials will reduce confusion, promote transparency, and support equitable, timely assistance for probationary educators throughout the district. As probationary processes improve, educators will receive more effective support, leading to stronger instruction and improved student outcomes.

Consistent coaching conversations and peer networks foster trusting relationships that encourage reflection, experimentation, and sustained improvement, helping new educators thrive rather than merely survive during their probationary years. These ongoing relationships create a feedback-rich culture where questions are welcomed and risks are treated as learning opportunities. As probationary teachers grow in skill and confidence, classroom instruction becomes more intentional and responsive to student needs. That instructional improvement leads directly to stronger student engagement, clearer learning targets, and more consistent progress; in short, investing in probationary staff strengthens teacher practice and produces better outcomes for students.

