WAYZATA PUBLIC SCHOOLS

Independent School District 284
Wayzata, Minnesota

BOARD OF EDUCATION

Work Session Meeting - June 26, 2017 - 4:05 PM
District Administration Building

AGENDA

1. **CALL TO ORDER/ROLL CALL**

2. **ADMINISTRATIVE**

    A. Referendum Discussion *60 minutes*   3

    B. Q Comp Presentation *B. Anderson 20 minutes*   11

3. **TEACHING AND LEARNING**

4. **HUMAN RESOURCES**

5. **BOARD REPORTS**

6. **FINANCE AND BUSINESS**

7. **SCHOOL BOARD**

    A. Choose New LAC Representative *15 minutes*

    B. School Year in Review *C. Anderson 20 minutes*

8. **ADJOURN**

WAYZATA PUBLIC SCHOOLS
Independent School District 284
Wayzata, Minnesota

MISSION

Our Core Purpose:
The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

VISION

What We Intend to Create and Experience:
The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

Exceptional Student Learning, Experiences and Relationships:
- High achievement by each and every student–no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

Community Trust, Confidence and Partnership:
- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

Operational Excellence:
- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

FACILITIES NEEDS
June 26, 2017

<u>**Capacity: $47.8 mil**</u>
New 9th elementary school $30.2 mil
Additional Square Footage at elementary school $ 5.6 mil
Land for 9th elementary school $ 6.0 mil
Central Middle School capacity improvements $ 6.0 mil

<u>**Safety: $6.6 mil**</u>
Central Middle School traffic flow and safety $ 2.7 mil
Elementary school safety improvements $ 3.9 mil

<u>**Academics: $15.6 mil**</u>
Elementary media center improvements $ 4.7 mil
Middle School media center improvements $ 4.9 mil
Middle School performing arts space improvements $ 6.0 mil

Total Bond Referendum   **$70.0 million**

The above list of projects was created from information collected during:

   ∞   2011 Comprehensive Facilities Study
   ∞   2017 Growth Task Force Process
   ∞   2017 Capital Request Process
   ∞   2016-2017 Facilities Committee of the Board

ELEMENTARY SCHOOL CAPACITY NEEDS

Need
Additional elementary capacity to provide necessary additional classroom space for a rapidly growing elementary population.

Background
1. Accelerated housing growth in undeveloped areas of the District (approximately 1,000 new students K-12 projected by 2019).
2. Redevelopment and/or turnover of older neighborhoods to new families.
3. Right-sized the existing elementary schools to efficiently maximize their capacity (2012-2014).
4. Opened Meadow Ridge Elementary, District's eighth elementary school (2016).
5. 25-member community based Growth Task Force reviewed growth and space needs, resulting in recommendation to add a ninth elementary school as soon as possible (2017).

Key Criteria
1. Need space in time for new families and to match capacity with ongoing growth.
2. Maintain equitable classrooms and class sizes across the District.
3. Be planful and operationally efficient.

Key Components
1. New ninth elementary school.
2. Additional square footage (to increase new school capacity similar to Meadow Ridge with addition).
3. Land for ninth elementary school.

CENTRAL MIDDLE SCHOOL CAPACITY AND SAFETY IMPROVEMENTS

Need
Improve Central Middle School to support an increasing student population and improve traffic flow. Core support needs such as kitchen/cafeteria space are pressing issues.

Background
1. The District has been moving non-middle school functions out of Central Middle School to utilize existing classroom space for an increasing student population.
2. As population has increased, some pressure is being felt in areas that were originally undersized, such as Culinary Express (food service and cafeteria), as well as parent drop-off, pick-up and bus areas.
3. Minor improvements will allow Central Middle School to serve the District's growing middle school population for the foreseeable future.

Key Criteria
1. Flexibility (multiple uses).
2. Adequate space and serving capacity to reduce the number of lunch periods and improve lunch period timeframe.
3. Improve other spaces within the building to better support a larger student population.
4. Improve outside traffic flow and safety.

Key Components
1. Increase cafeteria size by repurposing adjacent space.
2. Increase and reconfigure entire kitchen for capacity and efficiency.
3. Improve selected support spaces.
4. Reconfigure front main parking lot to improve safety and parent pick-up and drop-off.

ELEMENTARY SITE SAFETY IMPROVEMENTS

Need
Improve pedestrian safety and traffic flow at elementary school sites.

Background
1. Ongoing monitoring of morning drop-off and afternoon pick-up resulting in minor adjustments to promote safety.
2. Overall increased trend in car arrival versus bus, especially when there is inclement weather.
3. Annually, improvements are made with sidewalks and small paving projects.
4. Larger projects at specific sites needed to improve conditions.

Key Criteria
1. Safety of students.
2. Separation of cars and buses.
3. Safe walk and bicycle routes to school.
4. Prioritize morning pick-up and afternoon drop-off.
5. The more intuitive the solutions the better.

Key Components
1. Additional sidewalks.
2. Longer parent vehicle stack length on site (when possible).
3. Some re-organization of main lots for improved layout.
4. Possible changes in entry or exit drives.

ELEMENTARY AND MIDDLE SCHOOL MEDIA CENTER IMPROVEMENTS

Need
Provide equitable media center spaces across District elementary and middle schools. Renovate elementary and middle school media centers to create more flexible learning spaces and provide technology infrastructure.

Background
1. Oakwood Elementary (2014) served as the pilot for a model elementary media center.
2. Meadow Ridge Elementary (2016) core planning group continued this development.
3. Discussion at secondary level leadership.
4. Additional discussion at elementary level.

Key criteria
1. Flexibility and multiple uses.
2. Technology ready (Wi-Fi, flat screens, etc).
3. Furniture portability (moveable).
4. Flexible after-hours use.

Key components
1. Tech small group and presentation area.
2. Reading area.
3. Flexible stacks.
4. Large group "classroom".
5. Think tank and quiet collaboration spaces.
6. Information and tech support station.

MIDDLE SCHOOL PERFORMING ARTS SPACE IMPROVEMENTS

Need
Improved middle school performance spaces at East and West Middle Schools.

Background
1. The two High School auditoriums and the Central Middle School auditorium are districtwide community assets that are shared by other schools and our community.
2. The range of sizes and features of performance spaces within the District serve a variety of events and performances.
3. East and West Middle Schools share their performance space with physical education and co-curricular functions. This sharing will continue, but improvements to the spaces are needed to better support performance uses.

Key Criteria
1. Flexibility and multiple uses.
2. Furniture portability (moveable).
3. Improved performer space.
4. Improved audience comfort and experience.

Key Components
1. Sound systems.
2. Light systems.
3. Permanent and extended staging.
4. Improved acoustics.
5. Light control.
6. Improved atmosphere.

June 23, 2017

Technology Levy Renewal Recommendation

Learning technologies and services are supported by the Wayzata community through two voter approved technology levies. The resources generated by these levies directly impact student learning and provide for services, systems, and support to those who are responsible for delivering excellence to each and every Wayzata student.

The Wayzata Public School Technology Levy would maintain and enhance classroom technology to support student learning in alignment with the district's strategic roadmap. It would renew the current levy that expires in 2019 and would provide approximately $3 million a year over the next ten years.

The Technology Levy would:

- Deliver exceptional student learning experiences through MyWay and the student 1:1 mobile learning initiative.
- Update and maintain student and staff computer equipment to provide for a content-rich personalized education.
- Provide high quality learning resources to assist effective teaching and learning strategies into classroom instruction through the use of technology
- Allow for the update and maintenance of classroom technology including collaborative learning spaces, audio video systems and auditory accommodations.
- Update and maintain existing educational and information systems along with wired and wireless networks.
- Provide world-class support and service to students, parents, staff and community stakeholders.
- Ensure operational excellence in the delivery of teaching and learning through technology-based content, experiences and connections.
- Provide for industry leading security and safety measures to protect District digital assets.

WAYZATA PUBLIC SCHOOLS 2017-2018 TECHNOLOGY WORKING BUDGET

EXCELLENCE IN TEACHING AND LEARNING

TECHNOLOGY TEACHING AND LEARNING	SUBTOTAL BUDGET		2,973,000
TECHNOLOGY TEACHING AND LEARNING-SALARY \BENEFITS	SUBTOTAL BUDGET		387,044
TECHNOLOGY TEACHING AND LEARNING	TOTAL BUDGET		3,360,044

EXCELLENCE IN SUPPORT AND INFORMATION SYSTEMS

TECHNOLOGY SUPPORT AND INFORMATION SYSTEMS	SUBTOTAL BUDGET		293,000
TECHNOLOGY SUPPORT AND IS-SALARY \BENEFITS	SUBTOTAL BUDGET		1,063,849
TECHNOLOGY SUPPORT AND INFORMATION SYSTEMS	TOTAL BUDGET		1,356,849

EXCELLENCE INFRASTRUCTURE AND OPERATIONS

OPERATIONS AND INFRASTRUCTURE	SUBTOTAL BUDGET		1,357,000
OPERATIONS AND INFRASTRUCTURE-SALARY\BENEFITS	SUBTOTAL BUDGET		680,188
OPERATIONS AND INFRASTRUCTURE	TOTAL BUDGET		2,037,188

EXCELLENCE IN LEADERSHIP

OFFICE OF TECHNOLOGY DIRECTOR	SUBTOTAL BUDGET		51,168
OFFICE OF TECHNOLOGY DIRECTOR-SALARY \BENEFITS	SUBTOTAL BUDGET		194,750
OFFICE OF TECHNOLOGY DIRECTOR	TOTAL BUDGET		245,918

BUDGET	5,700,000
OPERATIONS TOTAL BUDGET	4,674,168
HUMAN RESOURCES BUDGET	2,325,832
EXCELLENCE IN TECHNOLOGY SERVICE AND LEARNING TOTAL	7,000,000

Minnesota Department of

Educati**o**n

Q Comp Annual Report 2016-17

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

Date Presented to the School Board: June 26th, 2017

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)? x yes ☐no

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

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

(This information is specific to the work of Peer Coaches only.)

The peer coaches provided structured opportunities for staff to reflect upon their practice. The peer coaches worked to build trusting relationships with teachers and promoted personalized professional development. They collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. In 2016-17, peer coaches structured Professional Learning Community (PLC) conversations to help teachers create their individual SMART goal, and then they followed up with reflection on data gathered to help teachers propel their practice forward. These reflective discussions are designed to

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promote the use of research-based instructional practices enhanced by current technology.

Information was collected on the impact of the peer coaches in 2016-17 through a Peer Coach Survey administered to licensed teachers in May 2017. The following bullets outline the responses from teachers regarding how working with their peer coach impacted their classroom instruction.

- Working with my peer coach allowed me to meet my students learning needs in a more effective manner – 88% agree (six-year range 81-90%)
- I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 84% agree (two-year range 84-85%)
- I have experimented with new teaching practices as a result of interactions with my peer coach – 83% agree (six-year range 76-86%)
3. How did the work of teacher leaders impact student achievement?

(This information is specific to the work of Peer Coaches only.)

We do not have data that can demonstrate a direct link between the work of peer coaches and student achievement. However, peer coaches work to promote teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the peer coaching program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the peer coaching program.

According to teacher feedback in the May 2017 Peer Coach Survey, 87% of teachers agreed that the peer coaching program impacts student achievement. Below are direct quotes from Wayzata teachers:

"[My peer coach] has worked hard to make the Peer Coaching experiences meaningful and connected for me, so that it can be of value to myself, my team, and my students."

"[My peer coach] is professional and provided me with tools, reading material, and additional resources to better meet my students' needs."

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?

(This information is specific to the work of Peer Coaches only.)

In our district, peer coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, and concepts to establish and support thinking and collaborating. They participate in a professional learning community, with bi-monthly meetings, which foster professional growth through discussion and book studies. Peer coaches collaborate with curriculum instruction staff and technology integration specialists to develop and maintain ongoing professional growth. Peer coaches are also

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provided numerous professional development opportunities during the year through the Academy of Wayzata Educators. This year, a study group was created to align peer coaching practices and resources to the district's teacher evaluation rubric. For 2017-2018, elementary peer coaches will receive formal PLC training to better support elementary PLC work.

Below is a summary of reflections from peer coaches regarding the impact of the training they received:

- The Cognitive Coaching Seminar provided a safe environment to develop skills, ask questions and connect with coaches in districts across the state. It also provided simulations and opportunities to apply what we learned
- Having the trainings spread out throughout the year was helpful to get feedback as questions and challenges come up during the year.
- From the training, we got up-to-date, relevant, well-researched information in a variety of useful ways, with opportunities to practice, be observed, get feedback, try in a real setting, get feedback, and try again.
- "I was a better coach . . . because of the training I received."
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?

(This information is specific to the work of Peer Coaches only.)

Through ongoing, meaningful conversations, peer coaches provided resources and professional development to staff, individually as well as in small groups, to best meet their needs.

Two questions on the 2017 Peer Coach Survey addressed teacher perception of the impact of peer coaching on their own effectiveness.

- The peer coaching program supports teacher effectiveness – 93% agree (five-year range 90-96%)
- Working with my peer coach helps me utilize my professional strengths – 88% agree (six-year range 82-92%)

Below are two common themes from the open-ended responses on the Peer Coach Survey that relate to the impact of peer coaches on teacher effectiveness.

- Participants appreciated the opportunity to reflect on their instructional practices as part of the peer coaching process. The process of being observed and then receiving constructive feedback from the peer coach helped them identify ways to grow as teachers. The structured dialogue with the peer coach helped them evaluate the effectiveness of their lessons in a safe environment.
- Participants indicated the individuals in the peer coaching role were an asset to the program. They appreciated the relationships they developed with these individuals and indicated the relationship added value to their interactions. Peer coaches having the experience of both being a teacher and working in the district helps them understand teachers' needs.
- Participants appreciated the ability to talk to the peer coach and gain an alternate perspective on their classrooms.

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Recommendations

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

Peer Coaches analyzed the Peer Coach survey data to support their own reflection, planning, and professional growth.

The district will be working on suggestions from the Peer Coach Survey. This includes continuing to improve the alignment between the Q Comp evaluation process and the TDE evaluation process to better streamline paperwork and reduce redundancies. The district will also continue to work to further differentiate the peer coaching program by updating and refining the rubrics by teacher position and content area.

In 2016-17, peer coaches engaged in additional PLC work around helping teachers set their individual SMART goals. In 2017-18, elementary peer coaches will be working on becoming more involved in PLCs at the buildings. In addition, peer coaches will continue looking for more opportunities to support building professional development, which may include delivering site-based professional development and/or participating in building professional development committees, as determined by the individual sites.

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 x̱no

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

   Learning teams were not outlined in the original Q Comp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2016-17 peer coaches were involved in PLCs by helping them set their individual/learning team SMART goals.

   Job-embedded professional development through the Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan.

Impact

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

Professional Learning Communities (PLCs)

A district-wide committee continued this year to analyze our current PLC practices. Through the work of the district-wide committee, PLC strengths discovered were that teachers consistently met to collaborate, review data, and develops strategies to challenge and support all students. Having a student-centered approach provides a focus for teachers to share and refine instructional strategies to personalize the learning environment. Structured time to collaborate also generates an increased awareness of resources and strategies that support teacher best practices. It was found that our

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elementary learning teams could benefit from more consistent meeting times.

<u>Academy of Wayzata Educators (AWE)</u>

In 2016-17, 257 teachers participated in an AWE Course. Feedback was received from 183 participants (71% response rate). The bullets below outline their responses regarding how participating in the AWE course impacted their classroom instruction.

- 99.45% agreed that they learned concepts in the AWE Course that will increase their effectiveness as a teacher.
- 98.91% agreed that they were able to take back information that they learned in their AWE Course and apply it directly to their classroom/work setting.

In 2016-17, 388 teachers participated in AWE Study Groups. Feedback was received from 263 participants (67.7% response rate). The bullets below outline their responses regarding how participating in the AWE Study Group impacted their classroom instruction.

- 98.48% agreed that they learned concepts in their AWE Study Group that will increase their effectiveness as a teacher.
- 99.62% agreed that they were able to take back information that they learned in their AWE Study Group and apply it directly to their classroom/work setting.

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

This year, many PLCs set a group goal as their individual SMART goal and participated in data driven dialogues within their PLC to enhance student achievement. Teachers discussed and reviewed student data directly related to their goal to generate frameworks to positively impact student achievement. This process encouraged teachers to focus on specific students and groups of students that needed additional support and resources at particular sites.

All teachers reported on and reflected on their individual SMART goal as part of the TDE or Q Comp evaluation process. We do not have the individual SMART goal data summarized district-wide at this point. However, all teachers completed the goal setting, data collection and reflection process.

Review Findings

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

Each school set a site goal at the beginning of the school year. Building leadership teams participated in a data retreat in August to review MCA data, Student Engagement Survey data and to reflect on the practices of the previous year. Teams brought this information back to their buildings and together determined the building Site Goal.

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

Building professional development for the year was planned around the building's Site Goal. PLCs used content and grade specific student achievement data to set individual SMART Goals, which were set at the individual teacher, PLC or department level. PLC

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and individual work throughout the year, supported teachers to meet their student achievement goals.

Recommendations

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

The district will continue to connect job-embedded professional development to teachers' needs. This is done using a personalized approach to professional development. Teachers select the AWE courses and study groups based on interest and/or building site goals.

Peer Coaches will continue involvement in building level professional development.

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

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

Impact

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

Three questions on the 2017 Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

● Working with my peer coach has allowed me to more effectively meet my students learning needs – 88% agree (six-year range 81-90%)
● I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 84% agree (two-year range 84-85%)
● I have experimented with new teaching practices as a result of interactions with my peer coach – 83% agree (six-year range 76-86%)

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

As noted previously in response to Question #3 in Career Advancement Options, we do not have data that can demonstrate a direct link between the observation/evaluation process and student achievement. However, in this process, peer coaches work to promote teachers' use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the peer coaching program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the peer coaching program.

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According to teacher feedback in the May 2017 Peer Coach Survey, 87% of teachers agreed that the peer coaching program impacts student achievement and learning. Below is a direct quote from a Wayzata teacher:

"My peer coach has provided additional insight into ways to better incorporate and foster independent student learning while encouraging me to try new methods and ideas. She has been supportive and encouraging throughout the process and I value her feedback."

Review Findings

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

One question on the 2017 Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation on self-reflection and improved instructional practice.

● My peer coach supplies data/evidence that helps me reflect on my teaching practices – 94% agree (six-year range 89-96%)

Below are three direct quotes from Wayzata teachers.

"[My peer coach] observes and documents lessons with details that provide valuable feedback and support."

"I really appreciate the audio, visual, and highlighting of the text she [my peer coach] provides me for reflection."

"[My peer poach] comes to each meeting with thoughtful questions that challenge me to think on a deeper level...and comes to each meeting with great 'data' from a lesson through notes, audio, and visual."

5. 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?

During the Cognitive Coaching Seminar and bi-monthly PLC meetings, as a group peer coaches watched videos of teachers in the district, scored teachers individually using the rubric, and then discussed the evidence. Scores were in alignment with one another. Peer coaches also conducted observations in teams and discussed the rubric placements for consistency. Peer coaches shared written feedback and modeled conversations to provide examples for one another. Additionally, peer coaches collaborated with neighboring districts to examine evaluation practices.

Below is a summary of reflections from peer coaches regarding the impact of the training on inter-rater reliability and the ability to provide constructive and meaningful feedback to teachers.

● "Inter-rater reliability exercises allow us to have meaningful conversations and opportunities to make sure we were consistent with expectations."
● "I felt confident going into my meetings with teachers and used many of the tools and resources from Cognitive Coach training as a guide to get started and later enrich my practice."

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Recommendations

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

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the peer coaching program is very high. No major changes will occur based on the review findings. The district will continue to work on updating and differentiating the rubric and aligning the Q Comp and TDE evaluation processes per teacher suggestions in the Peer Coach survey.

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)? Xyes ☐no

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

2. 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)? Xyes ☐no

Impact

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

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?

Based on teacher self-report, teachers reported that working with their peer coach has allowed them to meet the learning needs of their students in a more effective manner. The percent of teachers who agree has increased from 81% in 2012 to 86% in 2017. The percent of teachers reported that the peer coaching program supports teacher effectiveness has increased from 90% in 2013 to 93% in 2017.

In addition, of the teachers who participated in AWE offerings in 2016-17, 99.5% who took an AWE Course and 98.5% of teachers who participated in AWE Study Groups agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

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

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Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of Q Comp. The Q Comp program is designed to promote best practices that have been shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the Q Comp program has helped them apply these practices in their teaching.

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

Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q Comp program in 2017-18:

- Continue to work on alignment of Q Comp evaluation process and the TDE evaluation process to minimize redundancies
- Expand the involvement of peer coaches in PLCs, with special emphasis at the elementary level.
- Continue the involvement of the peer coaches in building professional development, which may include delivering PD on site and/or participating in the building PD committee, as determined by the needs of the building.
- Continue to refine and personalize the evaluation rubric for different teacher roles.
- Review the Q Comp program structure as district enrollment grows in an effort to maintain sustainable cost expenditure for the program.
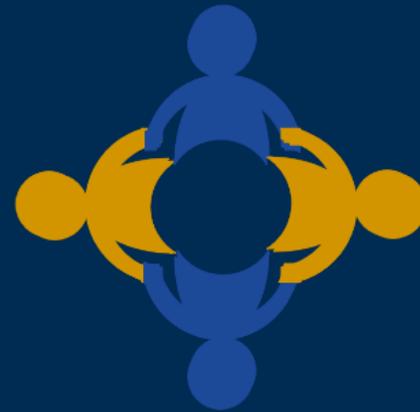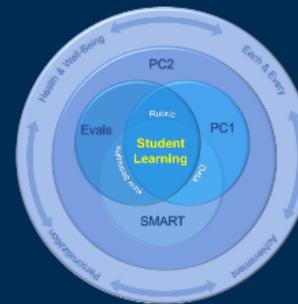
9

Q Comp

2016-2017

PROGRAM

Peer Coach

Each & Every

Each & Every
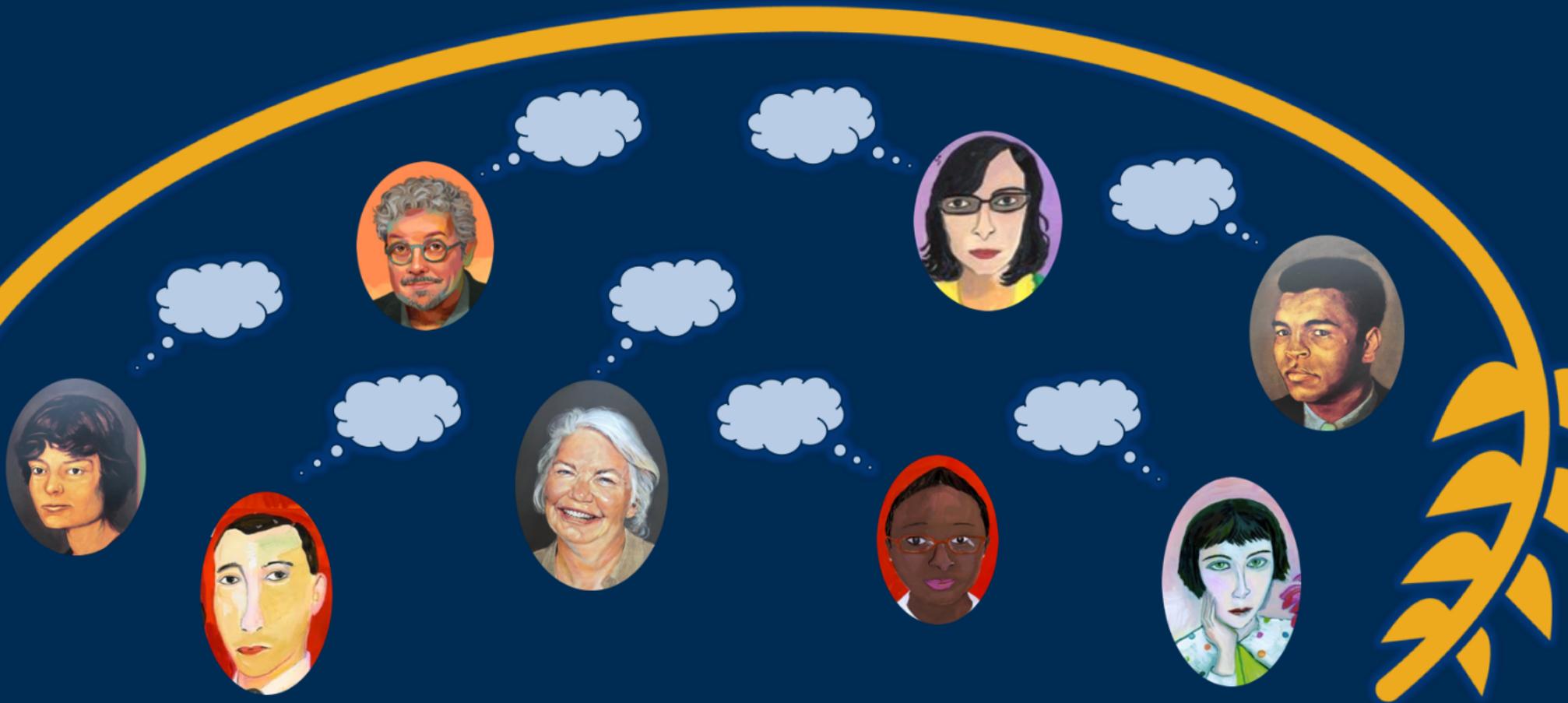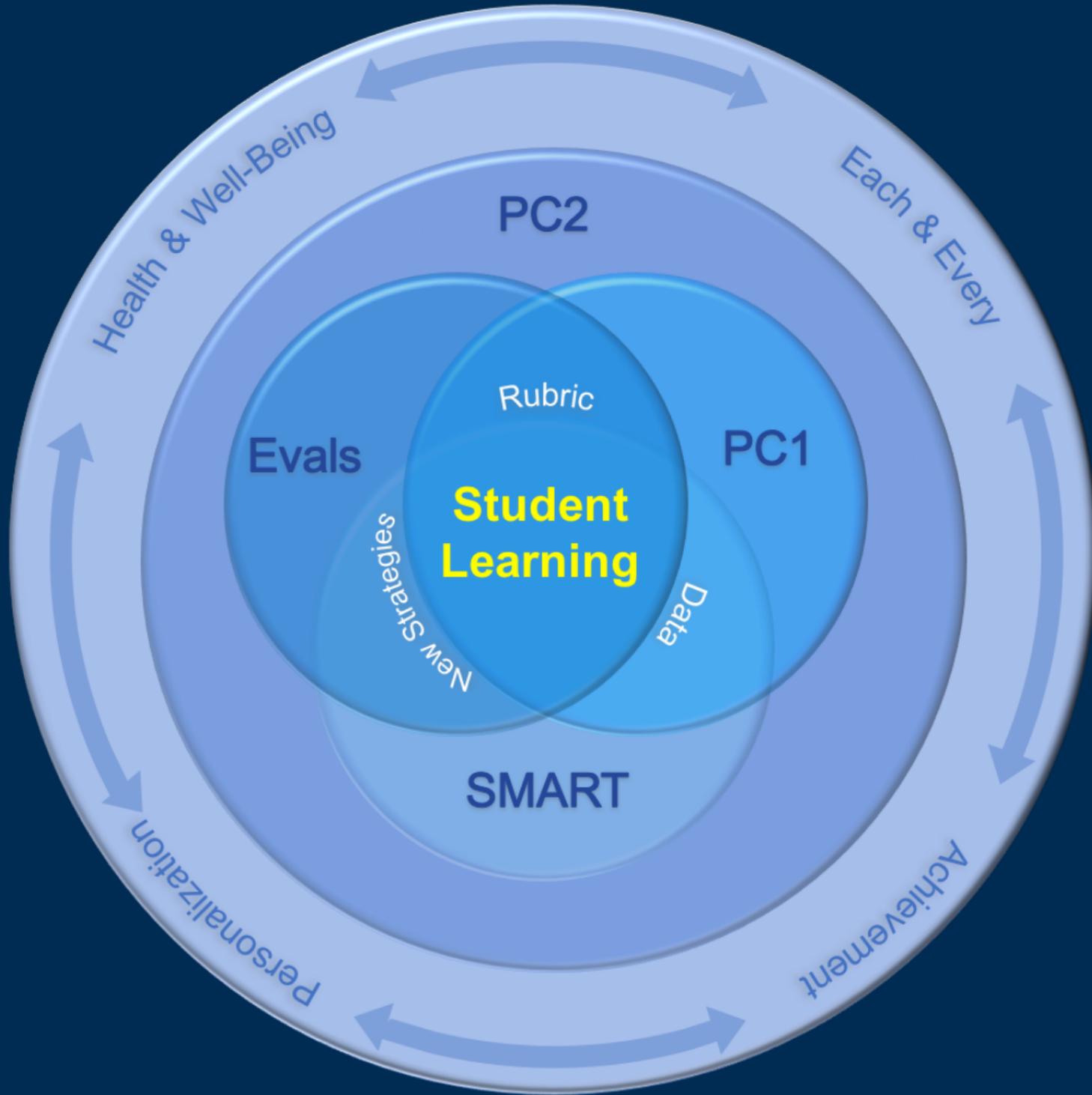
Teacher

Excellence for each and every student!

Authentic & Personalized

What do you see as opportunities for growth this year?

Excellence for each and every student.

Authentic & Personalized

What do you see as opportunities for growth this year?

Peer Coach & Teacher

Mark's Story

Collective Efficacy

Divergent Thinking

Mark's Story

0.40
Average

0.00

Developing

Reverse

Influences on
Achievement

Zone of
Desired
Effects

Collective
Efficacy

1.57

-0.42

1.62

33

Prezi

Divergent Thinking

Ongoing Reflection

What excites you the most about the path ahead?

student.

Prezi