



Excellence. For each and every student.

BOARD OF EDUCATION

Working Meeting - Monday, June 28, 2021 - 4:05 PM
Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447

Minutes of Work Session Meeting

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, June 28, 2021, beginning at 4:05 PM in the Wayzata Public Schools District Office
210 County Road 101 North
Plymouth, Minnesota 55447.

1. ROLL CALL/CALL TO ORDER

A. Superintendent's Reports

B. Teaching and Learning Reports

- 1. Wayzata School District Q Comp Annual Report 2012-2021 2
- 2. Wayzata High School A.P. Class Registration 16
- 3. Equity Professional Development for Summer 2021
- 4. Survey Data from Staff of Color
- 5. Equity Community Committee
- 6. 2022–2023 School Days Calendar 22

C. Human Resource Services Reports

D. Business and Finance Services Reports

E. Board Reports

- 1. Superintendent Goals Report
- 2. 2021-2022 School Board Meetings

2. ADJOURN

Q Comp

State of the Program

June 21, 2021

School Board Work Session



Excellence. For each and every student.

Stability



Empathy

“Confidential conversations with my peer coach allow me to try new skills and strategies with my students. It also allows me to freely share what is going well and what is challenging without fear of being judged.”

Efficacy

“Confidential conversations with my peer coach put my practice in a global (district) perspective. It gets me out of my singular world and allows me to have a frank conversation with a peer. How am I doing, What do you notice, what do you think of the classroom management? How do I address sensitive subjects, in a time of race riots in our community?”



Distance Learning

“My peer coach is a thoughtful and articulate peer coach. She asks questions to open discussions without judgement. She brings a high level of teaching expertise to our discussions. She was so supportive of the difficulties of teaching through Covid. She **supported me with technology** set up for distance.”

Flexibility

“I like it the way it is. I appreciate the **accommodations** that have been made to the program over the past two school years due to the pandemic. There has been so much stress and these **adjustments** have been very helpful. Thank you!”

“**Take risks** in my teaching pedagogy. Reflect on weaknesses. Grow!”

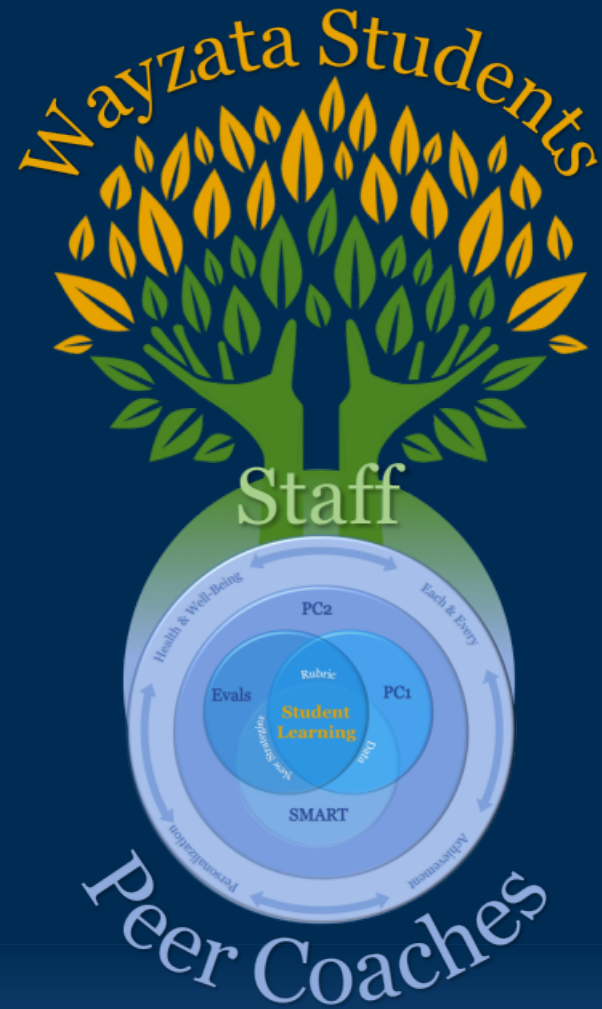


Equity

“The more tough equity focused questions that are asked, the better. I want to be pushed, so if my coach can ask my at least one question/meeting that pushes me outside of my comfort zone and causes productive disequilibrium, I leave feeling like I have grown.”



**Building
capacity for
excellence.**



Wayzata School District

Q Comp Annual Report 2020-2021

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

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

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

The Peer Coaching process prioritizes personalized professional development that empowers teachers to try new instructional practices to better support their students. Building trusting relationships with teachers was the first step in this process to create opportunities for staff to authentically reflect upon their practice. Peer Coaches collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. Peer Coaches structured conversations to help teachers create their team and/or 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 promote the use of research-based instructional practices.

Information was collected on the impact of the Peer Coaches through a Peer Coach Survey administered to licensed teachers in May 2021. The following bullets outline the responses from teachers regarding how working with their Peer Coach impacted their classroom instruction.

- *I have a trusting relationship with my Peer Coach - 97% agree*
- *I have experimented with new teaching practices as a result of interactions with my Peer Coach – 88% agree*

- *“Confidential conversations with my peer coach allow me to: try new skills and strategies with my students. It also allows me to freely share what is going well and what is challenging without fear of being judged.”*
- *“Incorporate new ideas and strategies into my teaching practice. Find the courage to “fail” in order to learn and grow. Feel valued and heard.”*
- *“She gets it. She is willing to help me find solutions, and was willing to peer coach in any set-up: on Zoom as a co-host, in the room with me teaching from home via Zoom to my students in the classroom. You name it, she was game!”*
- *“Try new lessons or strategies. Gather input/advice about situations or students.”*

How did the work of teacher leaders impact student achievement?

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

According to the Peer Coach survey, 90% of teachers agreed that the peer coaching program impacts student achievement.

- *“Confidential conversations allow me to be honest and have a filter-free conversation about real problems, real solutions, and creative growth for myself and my students.”*
- *“She does a great job having me reflect on my teaching. She helps with data that I wouldn't normally collect and has great insight when it comes to helping students learn more. I value her insight into student learning.”*
- *“She was great in helping me formulate a goal that would directly impact me and my students positively.”*

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?

(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, the district’s Director of Equity and Technology Integration Specialists to develop and maintain ongoing professional growth. Peer Coaches are also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators, the Metro Coaching Summit, book studies and district PD opportunities . This year, Peer Coaches facilitated a variety of AWE courses in collaboration with the Director of Equity to provide opportunities for staff to participate in equity work . Below is a summary of reflections from Peer Coaches regarding the impact of the training they received:

- *“The Cognitive Coaching Training provided a foundation for how to foster growth in my professional peers. It provides a roadmap for constructive conversations that foster teacher trust and courage. Even during the pandemic, this training provided high-quality interactive experiences to prepare me for this role.”*
- *“The Metro Coaching Summit allowed me to connect with other Peer Coaches to discuss effective*

coaching strategies in an unprecedented year of change.”

- *“Facilitating and participating in an AWE course allowed me to build relationships throughout the district while engaging in conversations surrounding equity.”*

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.)

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

- *The Peer Coaching program supports teacher effectiveness – 92% agree*
- *Working with my Peer Coach helps me utilize my professional strengths – 93% agree*

The following are open-ended responses that relate to the impact of Peer Coaches on teacher effectiveness.

- *“Conversations allowed me to be vulnerable and more honest about my deficits and needs as a teacher in order to have more impactful conversations about feedback and growth.”*
- *“Conversations with my peer coach speak vulnerably about the challenges of teaching. I can work through the barriers I have in implementing best practices and see my own teaching from a new perspective through their insight. I also leave feeling invigorated to better my practice.”*

Recommendations

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

Peer Coaches analyzed the Peer Coach survey data as a team to support individual and program wide reflection, planning, and professional growth. Three themes emerged.

1. *Develop staff understanding of options for using peer coaching to personalize their professional growth.*
2. *Continue to consider options for maximizing professional growth and supporting staff with documentation requirements.*
3. *Maintain flexibility in process and structure to balance workload and personal responsibilities.*

Peer Coaches will continue looking for more opportunities to support building professional development and PLC work, which may include delivering site-based professional development and/or participating in building and district professional development.

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)? *NO*

Learning teams were not outlined in the original Q Comp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2020-2021 Peer Coaches were involved in PLCs by supporting them as they complete 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.

Each teacher in the district receives personalized job-embedded professional development through meeting with their assigned Peer Coach.

Impact

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

Academy of Wayzata Educators (AWE)

In 2020-2021, there were 465 participants in AWE classes and 138 participants in AWE study groups. In 2019-2020, there were 374 participants in AWE classes and 246 participants in AWE study groups. In 2018-2019, there were 399 participants in AWE classes and 247 participants in AWE study groups.

Common themes that emerged from staff regarding AWE classes and AWE Study Groups included:

- *Blended learning format supported the learning needs of teachers*
- *Appreciation for critical conversations with staff from across the district*
- *Ability to dig into resources and immediately implement them in the classroom*

Peer Coaching

In 2021, there were approximately 900 licensed staff who participated in Q-comp through interactions with their assigned Peer Coach as a form of job-embedded professional development.

Data from Peer Coach Survey:

- *“Working with my Peer Coach has allowed me to more effectively meet my students learning needs” – 92% agree*
- *“(Confidential conversations with my peer coach allow me to) take risks to try new approaches, get feedback on strategies, and feel supported in my teaching”*
- *“(Confidential conversations with my peer coach allow me to) feel fully comfortable and vulnerable with the process. It allows me to also take risks while knowing the evaluation of those risks and potential outcomes will help as a learning process for my students and me to grow from instead of feeling like a risk against my job.*

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

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.

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

Recommendations

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. In addition, Peer Coaches will share building level professional development with each other to provide shared opportunities across the district. Peer Coaches will continue to support teachers through confidential innovative spaces to take risks and reflect on their practices which align and support the district vision.

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?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 91% agree*

Below are some direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“Take risks in my teaching pedagogy. Reflect on weaknesses. Grow!”*
- *“Reevaluate and adjust my teaching method, content, delivery, etc. In short, they truly help with professional growth.”*
- *“Try new and innovative ideas in a safe place while receiving feedback and direction from another professional.”*

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

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 Peer Coach Survey, 90% of teachers agreed that the Peer Coaching Program impacts student achievement. Below are direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“My peer coach listens, is open, easy to talk to. As I’m talking it helps me to reflect on my teaching and the outcome it had on my students.”*
- *“My peer coach is a great model of the ‘guide on the side.’ She is genuinely interested in my growth and in my students.”*

Review Findings

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

The following question on the Peer Coach Survey addressed teacher perception of the impact of the

feedback received through evaluation.

- *My Peer Coach supplies data/evidence that helps me reflect on my teaching practices – 95% agree*

Below are three direct quotes from Wayzata teachers:

Peer Coaching allows me to:

- *“I also appreciated her support as our team really stretched our SMART goal to connect with Equity work that is SO important!”*
- *“Grow in what I research as far as data, practices to put in place, appropriate boundaries, and troubleshoot behaviors. My peer coach is priceless.”*
- *“Work on student learning goals that directly affected the students in my classroom based on their individual needs.”*

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?

Peer Coaches 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.

Recommendations

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. 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

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 percent of teachers who agree that working with their Peer Coach allowed them to meet the learning needs of their students were 92% and supported their effectiveness as a teacher were 93%.

Over 99% of teachers who participated in AWE offerings agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

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

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.

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

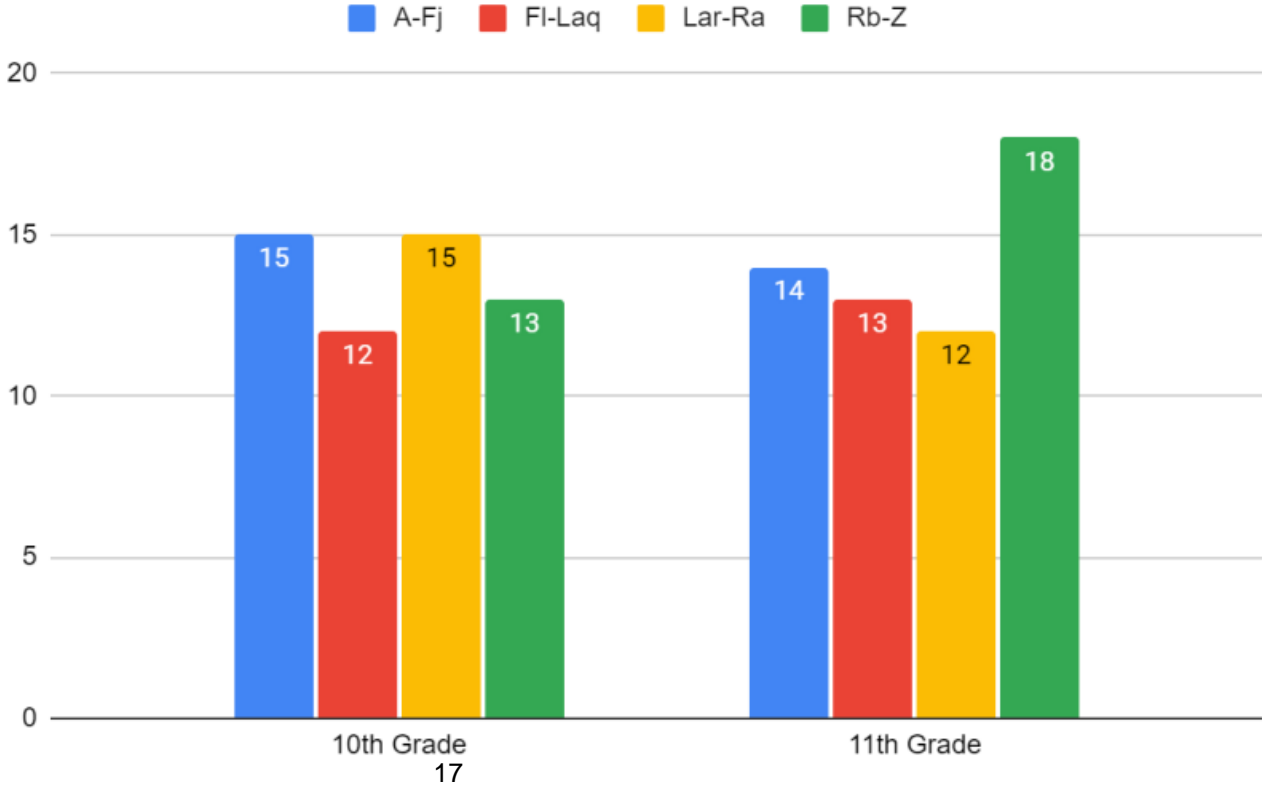
Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q Comp program in 2020-21:

- *Collaborate with PLCs to help foster a safe environment where teachers' contributions are honored and explored.*
- *Differentiate professional employee development to align with staff passion, student engagement and propel student learning.*
- *Personalize the coaching process based on expressed staff needs. This may include additional coaching sessions, assistance navigating My Learning Plan, collaboration with grade level teams district wide, etc.*
- *Assist staff to streamline the Peer Coaching components and if applicable, TDE requirements, to align with their vision for student innovation.*

Achievement Specialist AP Potential Data

Wayzata High School

AP Potential Students



Let's Discuss and Analyze Together

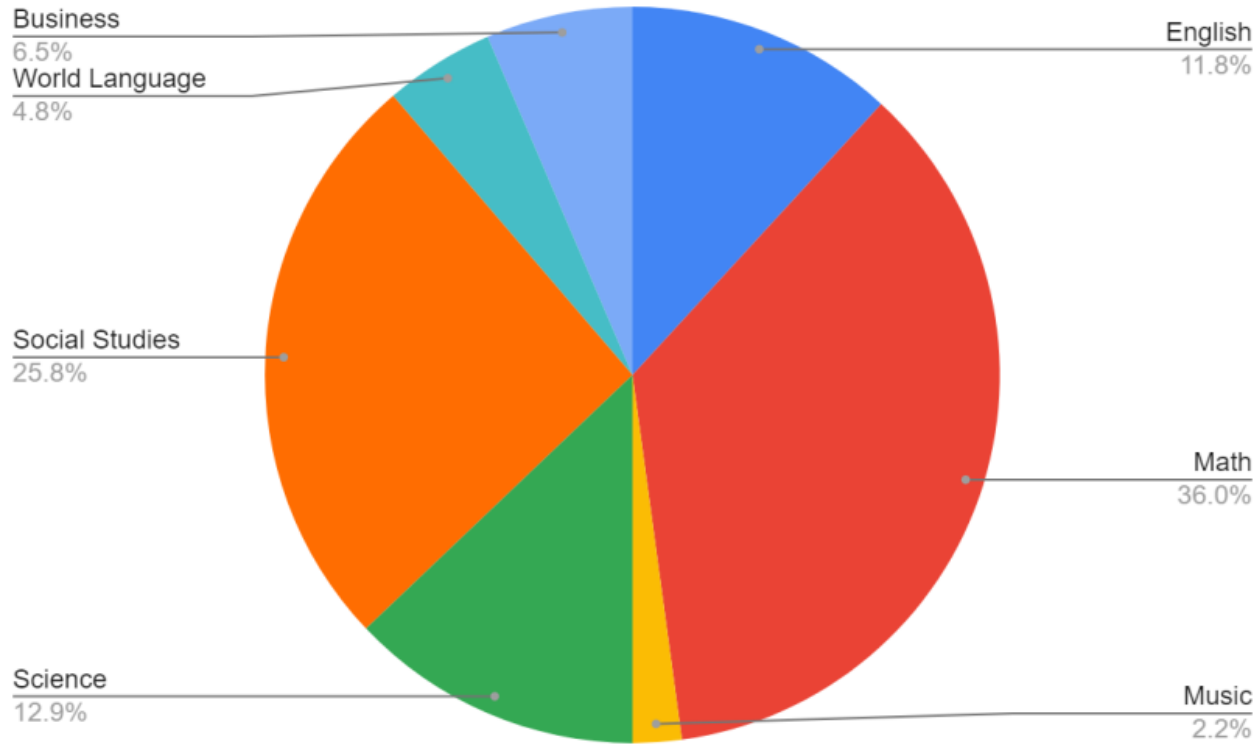
Team	Grade	Number of Students	Before AS Intervention						After AS Intervention					
			Not Previously Attempting AP			Previously Attempting AP			Not Registered for AP class next year			Registered for AP class next year		
A-Fj	10th	15	8	53.30%	51.73%	7	46.70%	48.27%	3	20.00%	27.60%	12	80.00%	72.41%
	11th	14	7	50.00%		7	50.00%		5	35.71%		9	64.28%	
Fi-LaQ	10th	12	7	58.30%	44.00%	5	41.70%	56.00%	4	33.33%	20.00%	8	66.66%	80.00%
	11th	13	4	30.80%		9	69.20%		1	7.70%		12	92.30%	
Lar-Ra	10th	15	11	73.33%	48.15%	4	26.60%	51.85%	1	6.70%	11.10%	14	93.33%	88.90%
	11th	12	2	16.67%		10	83.33%		2	16.66%		10	83.33%	
Rb-Z	10th	13	6	46.15%	38.70%	7	53.80%	61.29%	3	23.07%	16.13%	10	76.92%	83.87%
	11th	18	6	33.30%		12	66.70%		2	11.11%		16	88.89%	
Totals		112	51		45.50%	61		54.50%	21		18.75%	91		81.25%

Growth per Alpha Team

Each Alpha team saw significant growth in students participating in AP course registration



- **A-Fj**
 - 48% to 72.5%
- **Fl-Laq**
 - 56% to 80%
- **Lar-Ra**
 - 51% to 88%
- **Rb-Z**
 - 61% to 83%



Term 3	40.00	41.00	41.00	44
Term 4	42.00	43.00	43.00	44
	167.50	171.50	171.50	180
Workshop				4
				184

Teacher Com
Teacher Work
End of Quarte

September		
	1 Workshop	2
7	8	9
14	15	16
21	22	23
28	29	30
December		
	1	2
7	8	9
14	15	16
21	22	23 No School K12 Holiday
28	29	30
Winter Break		
March		
1	2	3
8	9	10
15	16	17
22	23	24
29	30	31
	No School K	
	K - 5 PD Day	No School K12
End Q3 K-12	6 -12 PD Day	K12 Comp Day
June		
	1	2
7	8	9
	End Q4 K-12	Last Day Teachers
14	15	16
21	22	23
28	29	30
KEY		
District Closed		
g Day (Teacher Work Day No Students)		

op Day (No School)
ok Day (No Students)
er Day

Term 4	43.00	44.00	44.00	
	168.50	171.50	171.50	0
Workshop				4
				4

Teacher Non-Student Work I
End of Quarter Day

Day