

Q Comp Annual Report 2022-23

District Identification Information.

District Name: STRIDE Academy

District Number: 4142-07

Date Presented to the School Board: June 15, 2023

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 summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Question: 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)?

Response: yes no

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

Impact

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

As part of the review process for the Q Comp Program, STRIDE retained an independent program evaluator, Dr. David Peterson, to gather data from teachers, administrators, and peer evaluators. A survey was conducted using questions suggested in the MDE document, **“Q Comp Program Review Interview Questions.”** The survey was administered by Dr. Peterson using Google Forms, which provides statistical analysis as well as the collection of anecdotal comments by participants.

The data collected show ample evidence that the work of the Q Comp Peer Evaluators had a positive impact on classroom instruction (See Appendix A.). Ninety-three percent of the 30 teachers who responded to the survey indicated that they **“received useful feedback”** from their Peer Evaluator in the post-conference following the classroom observation. Peer Evaluators also mentioned how the observations they conducted helped inform their own teaching and led to improvement of instruction. Thus, the learning was mutually beneficial for both the Peer Evaluators and the teachers and resulted in improved opportunities for student learning.

Additionally, Principal Angie Lichy conducted observations and evaluations of teachers as part of the Minnesota Teacher Development and Evaluation system. Her observations verified that instructional strategies suggested by peer evaluators, as well as the strategies emphasized in the school’s professional development program, made a positive difference in improving instruction by teachers.

Question: How did the work of teacher leaders impact student achievement?

During the 2019-20 and 2020-21 school years, the disruption of teaching and learning caused by the COVID-19 Pandemic made it difficult for all schools in the state to maintain or improve student achievement. The Minnesota Comprehensive Assessment (MCA) spring exams were suspended for the 2019-20 school year, and since that time scores throughout the state in 2021 and 2022 have shown declines from pre-Pandemic levels. Likewise, scores for STRIDE showed a decline in proficiency levels Pre and Post Pandemic, as noted in Table 1 below:

Table 1. STRIDE Academy MCA Results, 2018-2023. Percent of Students Meeting Proficiency Standard

Subject	2018	2019	2020	2021	2022	2023
Math	47.0%	47.6%	Not Tested	14.6%	19.3%	TBD
Reading	48.2%	48.3%	Not Tested	27.4%	29.6%	TBD
Science	51.1%	50.0%	Not Tested	24.7%	36.0%	TBD

Scores for 2021 and 2022 show modest yet steady growth, and in August of 2023 the school will receive its scores for the current school year, hopefully showing more gains toward pre-COVID levels. While it is reasonable to assume that there will be gains in these achievement scores, much work remains to bring student achievement back to pre-Pandemic levels..

Despite these ongoing challenges, there is encouraging evidence that the work of teacher leaders had a positive impact on teaching and learning during the 2022-23 school year. Specifically, teacher leaders were highly instrumental in assisting teachers in developing instructional practices to implement initiatives related to improving student achievement. The PLCs in particular, appear to have had a positive effect in improving teaching and learning. The results of this year's Annual Q Comp Survey (See Appendix A and B below) showed a remarkable gain over previous survey results, with 84% of teachers agreeing with the end-of-the-year Q Comp survey statement, ***"PLC meetings had a positive impact on my teaching this year."*** This compares to 49% agreement with this statement on the previous survey from 2021, suggesting that PLC leaders were more successful this past year in making those meetings productive in promoting student achievement.

Additionally, the Peer Evaluators reported a high degree of acceptance on the part of teachers to the coaching and feedback provided by the Peer Evaluators this year, with 100% of the Peer Evaluators replying "Strongly Agree" to the survey statement, "Teachers were receptive to my suggestions I made for improvements in teaching."

Review Findings

Question: 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?

From the beginning of the Q Comp Program at STRIDE Academy in 2012, Administrators and Teacher Leaders have been trained to provide evaluation and coaching for teachers. Beginning with the 2016-17 school year, the Q Comp training, conducted by Dr. David Peterson, has focused on four skills that are necessary to become proficient Peer Evaluators:

- 1) Gathering objective data during a classroom observation,
- 2) Labeling and classifying the data using an established rubric,
- 3) Determining the quality level of teaching behavior and assigning a valid and reliable rating, and
- 4) Coaching and mentoring teachers through effective conferencing skills.

The training consists of two phases, with the first being a group session in which peer evaluators learn the skills of data gathering. By the end of this session the evaluators demonstrated proficiency in assigning valid and reliable ratings for teacher behavior. This level of skill helps ensure that there is inter-rater reliability among the Peer Evaluators.

The second phase of the training consists of one-to-one training in which Dr. Peterson shadows all new peer evaluators as they conduct a post-observation conference with one of their assigned teachers. Additionally, the consultant examines the observation notes and written reports of each peer evaluator, noting areas of strength and making suggestions for further refinement of these evaluation documents.

There is ample evidence that this training has had a positive impact on the performance of the peer evaluators. For example, 97% of the teachers agreed or strongly agreed with the Q Comp Annual survey

statement, *“The Peer Evaluator provided me with useful feedback on my teaching in our post observation conference.”* Likewise, on the Q Comp Annual Survey, 93% of teachers agreed that the Peer Evaluators were effective listeners and that they conducted effective pre- and post-conferences.

Question: 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 data collected throughout the year by Principal Angie Lichy and Assistant Principal Nate Schweiters indicates that the teacher leaders were effectively implementing the Q Comp system. The teacher leaders adapted well to the challenges by using appropriate methods to assess and coach teachers.

Survey data were collected from teachers in May of 2023, providing another means of evaluating the effectiveness of the teacher leaders in their work as Peer Evaluators. Over 90% of the teachers agreed that the Peer Evaluators implemented their classroom observations according to the Q Comp plan, and that they demonstrated effective skills in gathering data during the classroom observation, listening to the teachers’ concerns, and providing meaningful feedback on their teaching skills.

Recommendations

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

The findings noted in the Q Comp review, both from the teacher leader survey data and from direct observation of their work with teachers, showed continuing improvement in the effectiveness of teacher leadership. Additionally, the survey data from teachers and Peer Evaluators suggest further refinements to the Q Comp program for next year, such as modifying the Components for effective teaching (the “Look Fors”) that will be used in the upcoming year’s Q comp Peer Evaluations.

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 no

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

Impact

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

During the 2022-23 school year, the Professional Learning Communities at STRIDE continued to focus on instructional strategies targeting improvements in student achievement in math and reading. Additionally, the school continued to emphasize concepts associated with Culturally and Linguistically Responsive Teaching and Learning.

Data collected from the Q Comp Teacher Survey, collected in May of 2023, show positive results regarding the impact of learning teams on the instruction of teachers. In response to the statement, ***“The PLC Meetings at STRIDE had a positive impact on my teaching,”*** 83% of the respondents agreed or strongly agreed with the statement. This is a vast improvement over the 48% of respondents who agreed with this statement on the 2021 survey, suggesting that the PLC leaders were able to design meaningful professional development activities this year.

The Q Comp Leadership Team will use these results to engage the PLCs in a discussion of how to set meaningful goals and implementation strategies for improvement of instruction for the upcoming school year.

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

Learning teams engaged in a variety of activities, including those noted in the previous section, during the 2020-21 school year. Each of these professional development activities was designed to have a specific, targeted effect on improving outcomes in student academic achievement. Of equal importance were the professional development activities associated with helping students adjust to the demands of Distance Learning, specifically the social and emotional impacts of the Pandemic.

The data from the Independent Review of the Q Comp program documented high-quality discussions that took place among teachers during their PLC meeting, resulting in teachers and students becoming more resilient in adapting to changes in the instructional setting throughout the school year.

Review Findings

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

PLC groups at STRIDE used student achievement data, gathered using interim assessments, to identify areas of need. Teams then used these targeted areas to design specific research-based teaching strategies designed to help students increase their ability to meet standards in math and reading. Additionally, the learning teams shared strategies for engaging students in their learning, and regularly discussed their results in their PLC meetings.

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

The learning teams shared data on a regular basis during PLC sessions, including both statistical data from interim assessments as well as anecdotal data regarding student progress. This information provided guidance to teachers that allowed them to tailor their instruction to meet the needs of students, in particular those strategies related to English Language Learners.

Instructional strategies were presented and discussed during large group PLCs and follow up discussions were held at small group and large group PLCs on a regular basis throughout the school year.

Recommendations

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

Based on the results of the Q Comp review process, the Q Comp Leadership Team recommends the continuation of the Professional Learning Community structure in the school, including both small groups and larger group settings. Within these settings teachers will learn and share ideas for implementing the initiatives in curriculum and instruction that the school leaders identify as high priority strategies for improving student learning.

Additionally, the data from the Teacher and Peer Evaluator Surveys show the significant progress that the PLC leaders made this year in embedding meaningful professional development activities in their meetings. The most recent survey in 2021 showed only a 52% agreement rate with the statement, ***“The PLC meetings I attended were well-organized and productive,”*** In this year’s survey, conducted in May of 2023 (See Appendix A.), 83% of teacher respondents agreed with that statement. This data suggests that a solid plan was implemented throughout the year for delivering meaningful professional development for PLC Members, and should be continued in future years.

Core Component: Teacher Evaluation

Implementation

Question: Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

yes **Xno**

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

The previous plan for observation/evaluation specified three (3) observations by Peer Evaluators for each tenured teacher. The 2022-23 plan for Teacher Evaluation was modified to reflect feedback from teachers and administrators who both wanted the Q Comp evaluations to be more collegial and to be more focused on teachers’ perceived needs for growth. Therefore, the number of observations was reduced to two (2), with one of those being by the Peer Evaluator and the other by a colleague of the teacher’s choosing. In both of these observations the Peer Evaluator was present for the post conference, and was responsible for assigning the rating for teacher performance.

The major program components in which licensed staff participated in the 2022-23 Evaluation Cycle are:

1. **Peer Observations, Feedback, Reflections, and Evaluation:** All licensed staff participate in an annual observation, feedback, and reflection process to support individual professional development and encourage reflective practice.
 1. Peer Coaches. There are two components required annually: one formal observation and one colleague observation and reflection; both are conducted by the same peer coach. The formal observation is conducted by Peer Coaches as a part of the QComp System using the Rubric found in Domains 1-3 (Planning, Classroom Environment, Instruction) of the STRIDE Evaluation System Criteria and Descriptors. The colleague observation is an observation arranged with the teacher and observer to observe specific teaching practices and reflect on the observation with the peer coach.
 2. Evaluation. Administrators evaluate licensed teachers on a three-year cycle, using all of the Criteria and Descriptors of the STRIDE Evaluation System. One-third of the staff will be evaluated by the administration every three years (“High-Cycle”) and new teachers with the remaining two-thirds of the staff being observed and self-evaluated in conjunction with the peer coach as part of the QComp system (“Off-Cycle”), using the QComp rubric.

Teacher	Peer Coach?	Administrative Observations	Evaluations
High-Cycle	No	3 observations	Administrative
Off-Cycle	Yes	1 observation	Self-evaluation completed with Peer Coach
New (1st three years at STRIDE)	Yes	3 observations	Administrative

Impact

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

The revised observation/evaluation process described above impacted classroom instruction in several positive ways during the 2022-23 school year. Both administrators and peer evaluators conducted pre-conferences, observed classes, gathered data and provided feedback to teachers in a post-conference. This was verified by teachers in their responses to the Q Comp Survey for 2022-23 with a 100% of Peer Evaluators agreeing that they conducted their required evaluations on time this

year, and also 100% of the group of five Peer Evaluators agreed that they “were well-prepared to fulfill the requirements” of the Peer Evaluator position.

Teachers indicated a high level of satisfaction with the feedback they received from Peer Evaluators, with 93% of teachers surveyed agreeing that “the feedback I received from Peer Evaluators was useful.”

In these feedback sessions conducted by the trained Peer Evaluators, teachers identified strategies to meet the needs of their students. Data collected from interim assessments were also reviewed in these feedback sessions to design strategies for improved instruction. In the Review Process, the peer evaluators each cited examples of how teachers on their caseload were able to use feedback in the post conference to design improvement plans that would improve their teaching.

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

Final MCA scores will be available in August of 2023, and at that time a more definitive analysis can be made of the impact of the observation/evaluation process on student achievement. However, there is ample anecdotal evidence to indicate that student achievement was impacted positively by the observation/evaluation process. For example, peer evaluators noted how teachers were able to design plans to improve instruction, in particular with English Language Learners.

Review Findings

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

During the 2022-23 school year the Q Comp system continued to use the pre- and post- observation conferences as an opportunity for self-reflection by the teacher. In the pre-conferences the teachers were asked not only to review their objectives for the lesson, but also to anticipate possible areas for adjustment during the upcoming lesson. Likewise, the post-observation conference was re-designed to make increased use of open-ended, reflective questioning strategies to increase the ability of teachers to analyze their own lessons and make improvements in teaching strategies. In the Review Process peer evaluators reported that they regularly were able to see examples of deep self-reflection on the part of teachers in response to receiving feedback in post conferences.

Question: 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?

The training program provided by the consultant and trainer helped observers/evaluators gain skills in:

Inter-rater Reliability – In the training sessions conducted by Dr. David Peterson, participants reviewed several video segments of instruction, ones which had been rated and normed by several other peer observers in other Q Comp districts. As a result of this training, the peer evaluators were

able to rate segments of instruction with a high degree of consistency and reliability. Later in the school year, in actual practice of these skills with their peers, these evaluators rated teachers in similar fashion, demonstrating that the training was successful in helping them see instruction in a similar fashion, thus ensuring validity and reliability in the Q Comp evaluation system. A review of the final ratings of teachers showed a high degree of consistency between evaluators for each teacher.

Providing Constructive Feedback to Teachers – The training provided by the consultant included intensive training in giving feedback to teachers in a post-conference setting. In the review session at the end of the year, the teachers gave several examples illustrating the value of the feedback from the peer evaluators. One feature they particularly appreciated was the timeliness of the feedback, which almost always occurred within 24 hours after the observation. Teachers also benefited from the detailed notes that the peer evaluators took during the observation, and from the manner in which the peer evaluators shared that data in the post conference. In the survey conducted in May of 2023, over 95% of the respondents agreed with the statement, ***“During the classroom observation the Peer Evaluator gathered data (took notes) and shared those with me in the post conference.”***

Recommendations

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

The review findings pointed to the successes that STRIDE had during the 2022-23 school year with the teacher evaluation component of the Q Comp protocols, and provided data to improve the system in the future. In 2022-23, the following criteria were used for the evaluation/observation phase of Q Comp:

- Component 1e. Designing Coherent Instruction
- Component 2a. Creating an Environment of Respect and Rapport
- Component 2d. Managing Student Behavior
- Component 3a. Communicating with Students.
- Component 3b. Using Question and Discussion Techniques
- Component 3c. Engaging Students in Learning
- Component 3d. Using Assessment in Instruction
- Component 3e. Demonstrating Flexibility and Responsiveness

In the Review Process, the Peer Evaluators survey showed that three of the five Peer Evaluators (60%) agreed that these components should be continued, whereas two of the four (40%) were “neutral” in their responses. We recommend that the Q Comp Committee make a recommendation about the Components for 2023-24, and give strong consideration to eliminating some of the current components, and substituting them for other components of the Danielson system.

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

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

yes no

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

Question: 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 no

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

Impact

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

The Student Achievement standards for meeting Q Comp goals for teachers were categorized into two areas, as follows:

1. Schoolwide Goal Attainment: \$100 (\$50 NWEA Reading scores; \$50 NWEA Math scores)

Rubric: Reading Scores: The percentage of all students enrolled on October 1, 2022, at least 50% of K-8 students who scored below the 51st percentile meet, or are within one-point of their expected spring growth goal in Reading as defined by NWEA.

Result: Student scores did not meet this goal; therefore 0% of STRIDE teachers received the stipend for Reading.

Rubric: Math Scores: The percentage of all students enrolled on October 1, 2022, at least 50% of K-8 students who scored below the 51st percentile meet, or are within one-point of their expected spring growth goal in Math as defined by NWEA.

Result: Student scores did not meet this goal; therefore 0% of STRIDE teachers received the stipend for Math.

2. Measures of Student Achievement: \$200 (\$100, NWEA Reading scores; \$100 NWEA Math scores)

Rubric: Individual Student Achievement Goal—Reading: By June 1, 2022, 80% of a teacher’s reading students will be within one (1) point of their student goals in reading as determined by the NWEA Assessments or other valid classroom assessment.

Result: As in previous years at STRIDE, approximately 75% of teachers received payment for either fully or partially meeting their individual goal for student achievement in Reading, based on the results of student growth on assessment testing measures.

Rubric: Individual Student Achievement Goal—Math: By June 1, 2022, 80% of a teacher’s math students will be within one (1) point of their student goals in the area of math as determined by the NWEA Assessments or other valid classroom assessment.

Result: As in previous years at STRIDE, approximately 75% of teachers received payment for either fully or partially meeting their individual goal for student achievement in Math, based on the results of student growth on assessment testing measures.

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

Result: Approximately 95% of licensed teachers at STRIDE received a full stipend for performance pay.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

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

Yes X No

A stipend was awarded for licensed teachers who met the standards for being active participants in their PLC meetings, as evidenced by at least 85% participation, documented by minutes from these meetings noting the members in attendance. Additionally, each PLC member created Growth Targets designed to improve the achievement of students. Classroom observations by the STRIDE Administrative staff documented the level of completion of these PLC goals.

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area?

Result: 100% of participants met this goal.

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

100% of participants met this goal.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

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

This question is not applicable, as Stride is a Charter School and there is no distinction between tenured and probationary licensed staff, as all staff are employees at will.

Recommendations

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

1. It is recommended that STRIDE Academy use the data collected in the Review Process to make further refinements in the Q Comp policies and procedures for the upcoming school year. Specifically, the school will refine its areas of focus for embedded professional development in the Professional Learning Communities (PLCs) so that those activities align with instructional goals targeting improved student achievement. STRIDE teacher leaders, in collaboration with STRIDE administrative staff, will determine the focus for PLC groups for next year.
2. Additionally, it is recommended that STRIDE return to the practice of aligning teacher compensation for student achievement to the use of comparative MCA student achievement scores.

General Program Impact and Recommendations

Question: 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 has had several overall positive impacts on the school program at STRIDE Academy since its initial approval in 2012. During the subsequent years of implementation, the Q Comp program has provided a structure for school improvement that has guided the efforts of staff to improve student achievement.

Most notable among the positive impacts is the increased collaboration among teachers at all grade levels, which would likely not have occurred without the structure and impetus provided by the Q Comp program. For example, the independent review conducted by the Q Comp consultant in recent years produced many anecdotal examples of how the Q Comp program has produced positive outcomes in promoting collaboration among staff.

The observation and evaluation component of the Q Comp program was also successful in producing positive outcomes for teachers. In particular, the modification of the components for observation made a significant difference in the focus of the peer evaluators in gathering data and giving meaningful feedback to teachers.

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

After experiencing a series of declining test scores in reading and math between 2012 and 2017, achievement scores improved incrementally from 2017- 19. These gains in student achievement can be attributed to several factors, including a new leadership team, reduced attrition of teachers, and teacher training tailored to meet the needs of an increasingly diverse student population. Then in 2020, testing was suspended due to the Pandemic, which seriously disrupted all schools in Minnesota, and led to precipitous declines in both math and reading scores on the MCA exams in 2021, followed by modest gains in 2022. We look forward to seeing the MCA scores for 2023, and believe that the Q Comp program will continue to be a significant driving force in improving student achievement.

The change in program focus, beginning in 2017, from having the Q Comp program being implemented largely by administrators to the current model in which peers are performing the observations and evaluations has also produced positive results. These factors, acting in concert with each other, have caused improvement in student achievement at STRIDE, and have laid the foundation for additional student achievement gains in the future.

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

These Q Comp review findings, gathered on an annual basis, are an important component of our school's plans for meeting its goals. These findings, combined with other data collected by the school, allow STRIDE to reflect on their past and present performance and to develop goals for improvement in the future.

These review findings document the consistency demonstrated by the peer evaluators in their observations and evaluations. Also noted was their ability to gather objective data during classroom observations, as well as the consistency of their evaluations when compared to peers.

The Q Comp Review for 2022-23 revealed significant improvement in the perceived effectiveness of Professional Learning Communities to develop and implement professional development activities for teachers. Survey data showed that teachers continue to have a high regard for the

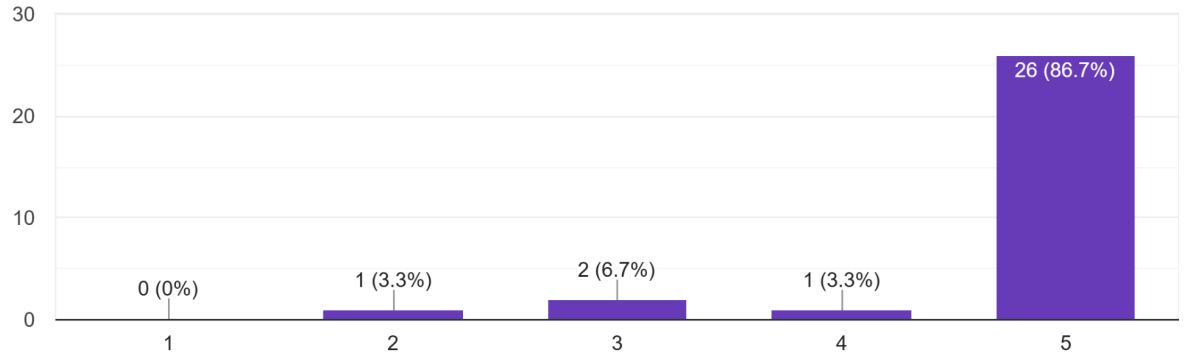
opportunity to meet on a regular basis with colleagues to discuss strategies for improving instruction and reflect on the success of those strategies. The STRIDE Q Comp Leadership Team intends to continue the practice of developing specific goals and strategies for the 2023-24 school year to align professional development with the goals for improved instructional practice, leading to increased student achievement.

The review findings continue to be a valuable source of information upon which to make decisions relating to the instructional program at STRIDE. We believe in our staff, our parent community, and in the value of the Q Comp program to focus our efforts to promote high-quality teaching and learning.

Appendix A. Teacher Survey Results, STRIDE Q Comp Participants, 2022-23

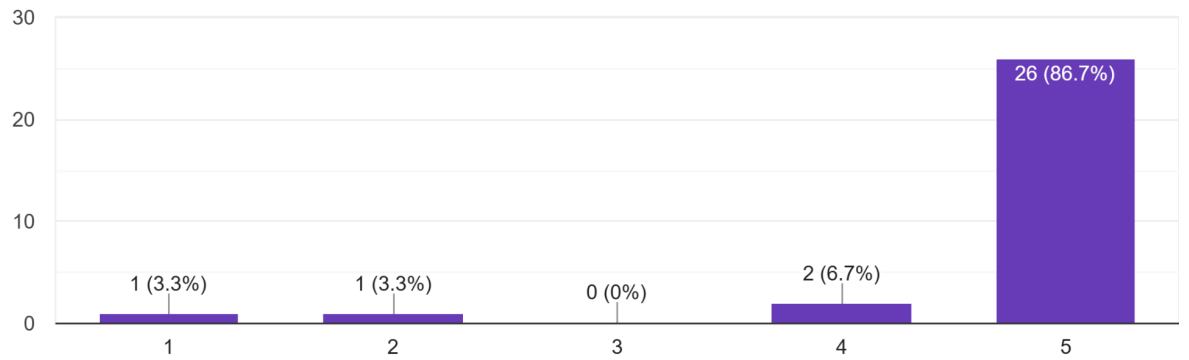
Peer Evaluators conducted at least three classroom observations of my teaching during this school year.

30 responses



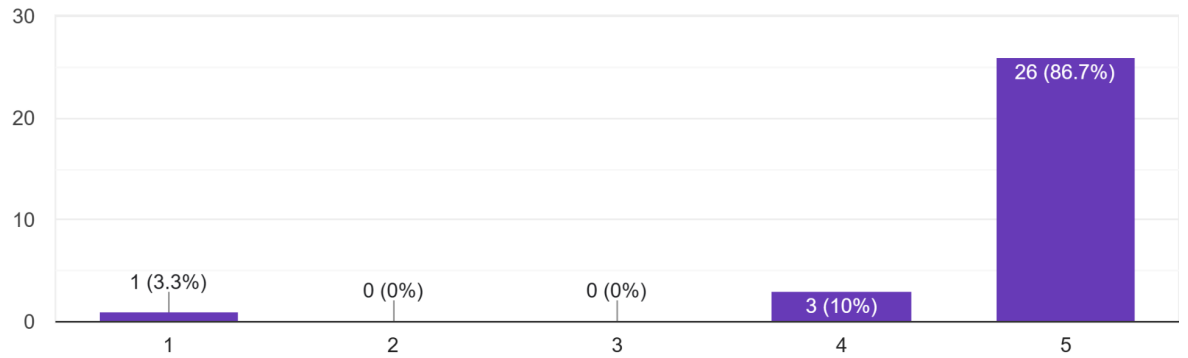
Before each classroom observation, the Peer Evaluator met with me to conduct a Pre-conference.

30 responses



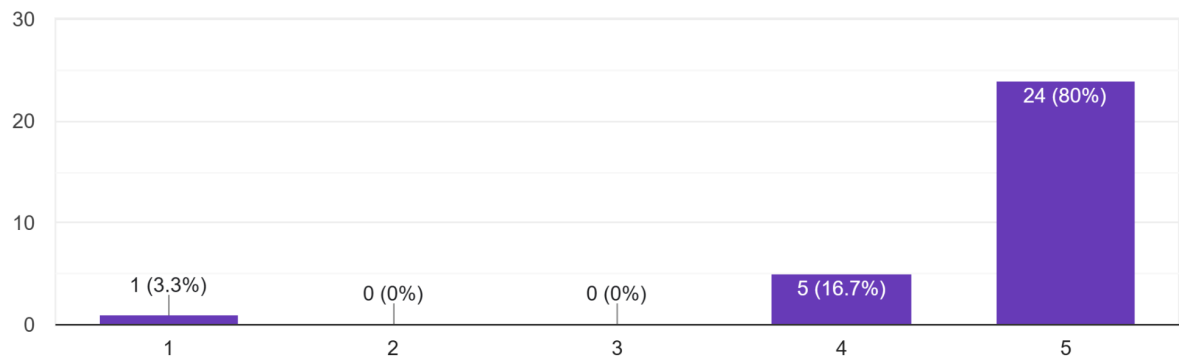
During the classroom observation, the Peer Evaluator gathered data (took notes, etc.) and shared this information with me in the post conference.

30 responses



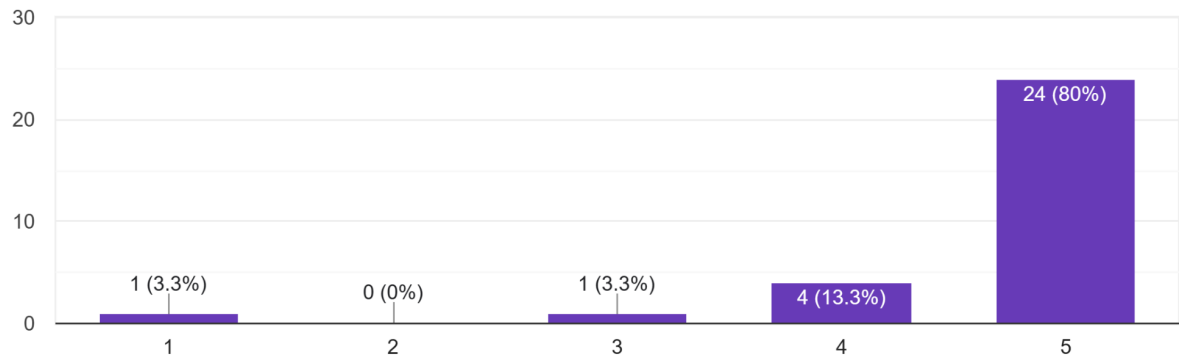
The Peer Evaluator provided me with useful feedback in the post conference after the classroom observation.

30 responses



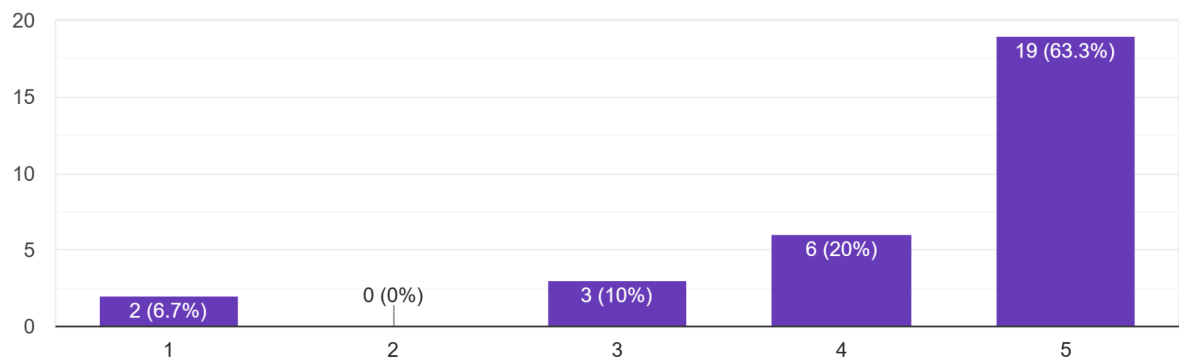
The Peer Evaluator demonstrated effective listening skills during our pre and post conferences.

30 responses



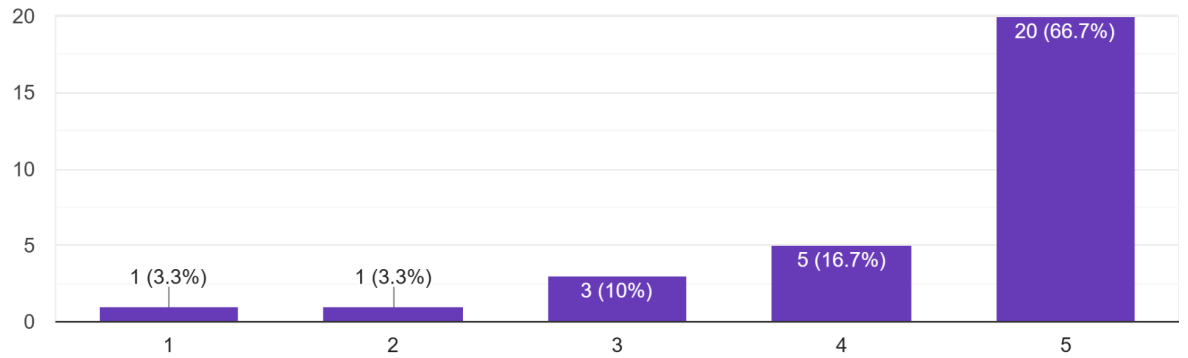
The PLC Meetings I attended were well-organized and productive.

30 responses



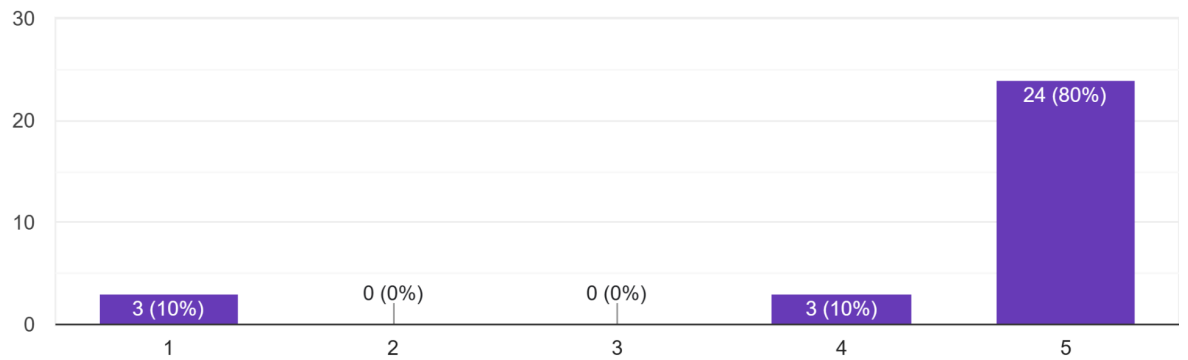
The Professional Learning Community (PLC) meetings that I participated in had a positive impact on my teaching.

30 responses



Overall, the Q Comp Program was a positive experience for me during this school year.

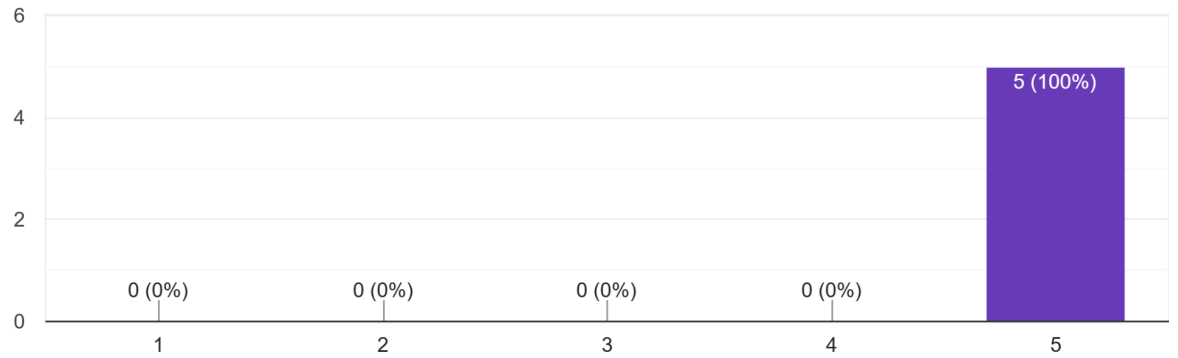
30 responses



Appendix B. STRIDE Q Comp Peer Evaluator Survey Results, 2022-23

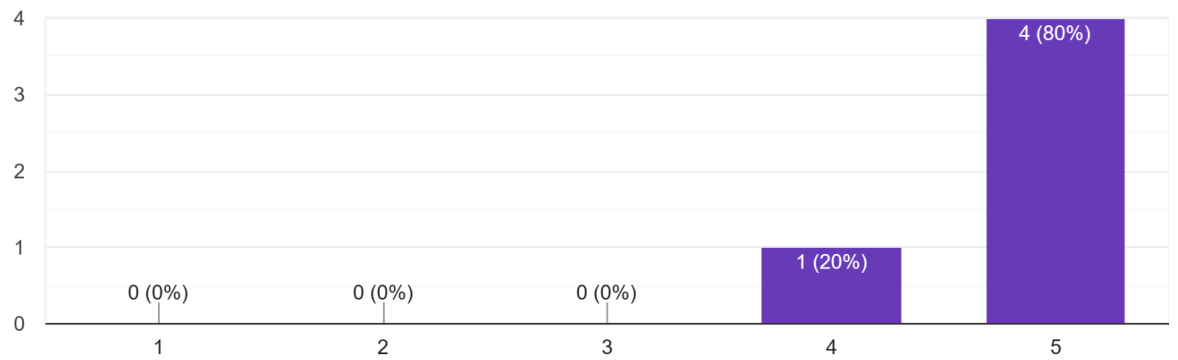
I was able to complete all of my scheduled observations this year.

5 responses



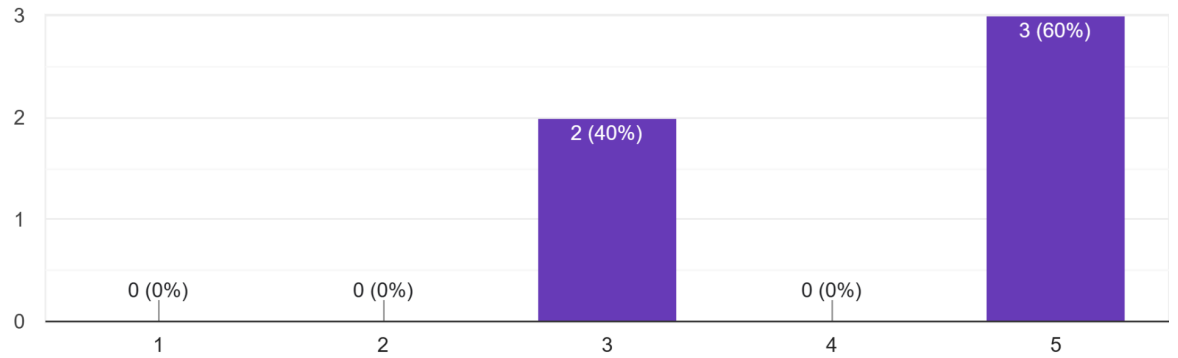
I felt well-prepared to fulfill the expectations of Peer Evaluators to observe classes, conference with teachers and assign performance ratings.

5 responses



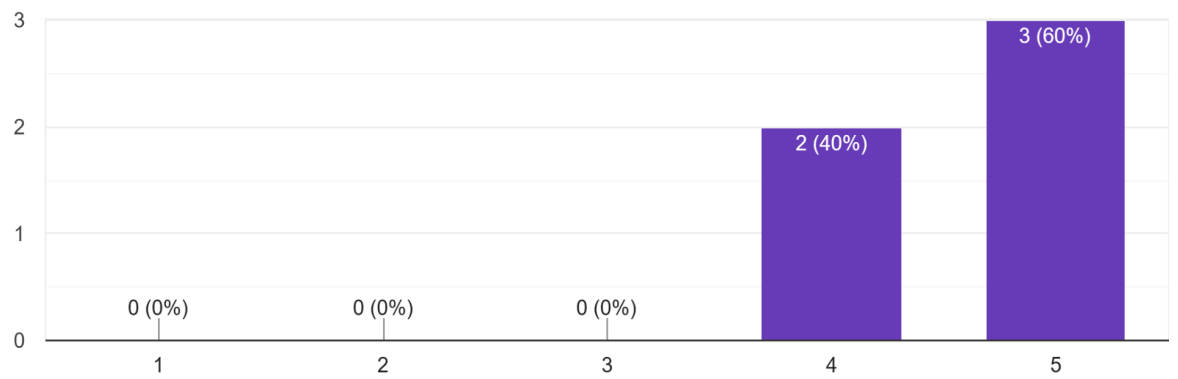
The "Look Fors" that were used this year should be continued next year as well.

5 responses



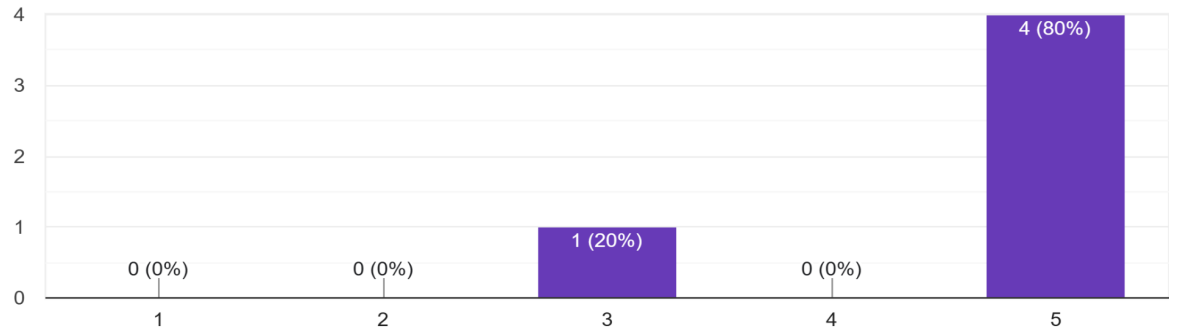
Teachers were receptive to suggestions I made for improvements in teaching.

5 responses



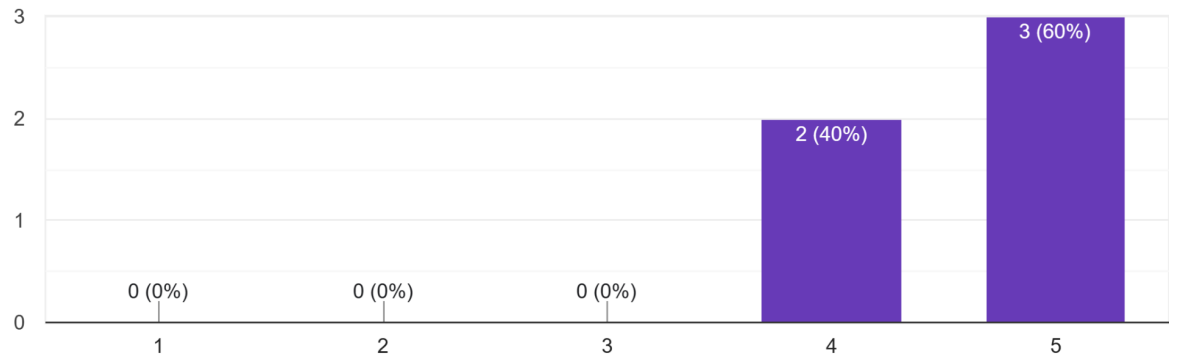
I saw evidence of improvement in teaching among the teachers I observed this year.

5 responses



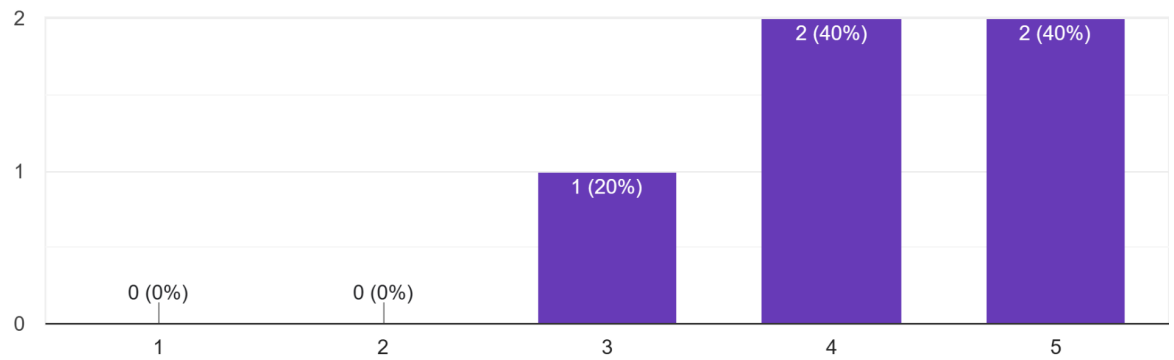
The training I received was helpful to me in completing my job as a Peer Evaluator.

5 responses



The PLC sessions I participated in this year were effective in providing professional development for participants.

5 responses



Overall, the Q Comp Program was well-implemented this year.

5 responses

