

Q Comp Annual Report 2024-25

District Identification Information.

District Name: STRIDE Academy

District Number: 4142-07

Date Presented to the School Board: June 12, 2025

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. This year the Q Comp Annual Report is being presented at the STRIDE Board of Directors meeting at their regular meeting on June 12, 2025. MDE also recommends that the report includes a summary of what was implemented for the year, to help provide context for the findings and recommendations.

This report addresses 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 the information provided for these questions is for the current school year, July 1, 2024, to June 30, 2025.

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?

STRIDE Academy engaged Dr. David Peterson to evaluate the Q Comp Program. Included in this review were focus group interviews with STRIDE administrators and peer evaluators on May 19, 2025. Additionally, teachers at STRIDE contributed via a survey based on MDE's **"Q Comp Program Review Interview Questions."** Feedback from teachers who participated in 2024-45 was gathered using program review questions. This survey offered valuable insights into the program's impact on teaching practices and student achievement. (See Appendix A below).

The data collected show ample evidence that the work of the Q Comp Peer Evaluators had a positive impact on classroom instruction. Of the 26 teachers who responded to the Q Comp Survey, 89% agreed that they **"the Peer Evaluator provided me with useful feedback in the post conference"** following the classroom observation.

In the Peer Evaluator focus group, the evaluators also mentioned how the observations they conducted helped inform their own teaching and led to improvement of instruction in the teachers they observed. Thus, the learning was mutually beneficial for both the Peer Evaluators and the teachers and resulted in improved instruction on the part of teachers.

Additionally, Principals Angie Lichy and Nate Schweiters conducted observations and evaluations of teachers as part of the Minnesota Teacher Development and Evaluation system. Their 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 have shown declines from pre-Pandemic levels. Likewise, scores for STRIDE showed a significant decline in proficiency levels Pre and Post Pandemic, as noted in Table 1 below:

Table 1. STRIDE Academy MCA Results, 2018-2025. Percent of Students Meeting Proficiency Standard

Subject	2018	2019	2020	2021	2022	2023	2024	2025
Math	47.0%	47.6%	Not Tested	14.6%	19.3%	20.6%	15.4%	TBD
Reading	48.2%	48.3%	Not Tested	27.4%	29.6%	24.1%	20.3%	TBD
Science	51.1%	50.0%	Not Tested	24.7%	36.0%	12.6%	17.3%	TBD

Scores for 2023-24 show declining scores in both Math and Reading, with a modest gain in Science achievement scores. In August of 2025 the school will receive its scores for the current 2024-25 school

year, hopefully showing more gains toward pre-COVID levels in all subjects tested. As the data show, much work remains to bring student achievement to a level where the achievement of students at STRIDE can be compared favorably with other comparison groups of students.

Despite these ongoing challenges, there is encouraging evidence that the work of teacher leaders had a positive impact on teaching and learning during the 2024-25 school year. Specifically, teacher leaders were instrumental in assisting teachers in developing instructional practices to implement initiatives related to improving student achievement. The Q Comp process appears to have had a positive effect in improving teaching and learning, according to teachers at STRIDE, as 83% of the teachers surveyed agreed or strongly agreed with the survey statement, ***“The Q Comp Process helped me develop new strategies to improve student achievement.”***

Additionally, the Peer Evaluators reported in their focus group discussion that there was a high degree of acceptance on the part of teachers to the coaching and feedback provided by the Peer Evaluators this year.

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 critical for Peer Evaluators to possess:

- 1) Gathering objective data** during a classroom instruction, including note taking and observational skills
- 2) Labeling and classifying the data** using an established rubric; being able to match teacher behavior with rubric components.
- 3) Determining the quality level of teaching behavior** and assigning a valid and reliable rating; being able to discern teacher actions, and to match teacher behavior with the four-part rubric to determine the quality level of instruction, and
- 4) Coaching and mentoring teachers** through effective conferencing skills; being able to listen for important elements of teacher self-reflection; suggesting improvements in instruction based on the teacher’s level of competence and readiness.

The training conducted by Dr. Peterson consisted of two phases, with the first being a group session in which peer evaluators learn the skills of data gathering and understanding the criteria and descriptors for evaluation. By the end of this session the evaluators demonstrate proficiency in assigning valid and reliable ratings for teacher behavior. This level of skill helps ensure that there is both validity and reliability in the ratings assigned by Peer Evaluators.

The second phase of the training consisted of one-on-one training in which Dr. Peterson shadowed new peer evaluators as they conducted a post-observation conference with one of their assigned teachers. Additionally, the consultant examined 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, 88% of the teachers agreed or strongly agreed with the 2024-25 Q Comp Annual survey statement, ***“The Peer Evaluator provided me with useful feedback on my teaching in our post observation conference.”*** Likewise, on the 2024-25 Q Comp Annual Survey (See Appendix A.), 100% of teachers agreed with the survey statement, ***“The Peer Evaluator demonstrated effective listening skills during our pre and post conferences.”*** Equally affirming of the competence of the Peer Evaluators was that teachers were unanimously (100%) in agreement that the Peer Evaluators ***“gathered data in the observation and shared that data in the post conference.”***

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 Principals Angie Lichy and Nate Schweiters indicate 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 2025, 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 showed continuing improvement in the effectiveness of teacher leadership. Additionally, the survey data from teachers suggest that further refinement to the Q Comp program be implemented for next year, in particular with the effectiveness and efficiency of the Professional Learning Community meetings.

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 2024-25 school year, the Professional Learning Communities at STRIDE continued to focus on instructional strategies targeting improvements in student achievement in math and reading. In reading, the school is in the process of implementing the Read Act, which will hopefully produce much-needed gains in student achievement in reading in the future.

Data from the Q Comp Teacher Survey, collected in May of 2025, show mixed results regarding the impact of learning teams on the instruction of teachers. In response to the statement, 62% of teachers agreed with the statement, ***“The PLC Meetings at STRIDE had a positive impact on my teaching,”*** While this number represents most of the teachers, the percentage level of agreement is 20 or more percentage points below teachers’ survey responses in previous years. One teacher response summarized the comments from at least four respondents, ***“I feel like our PLC meetings need more direction. There were times we had shared all the data but weren’t sure what to talk about or do.”***

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 2024-25 school year. Each of these professional development activities was designed to have a specific, targeted effect on improving outcomes in student academic achievement, most notably with professional development associated with the Read Act.

While there were reports of high-quality discussions in the PLC meetings, the Independent Review of the Q Comp program also found that there were gaps in the implementation of the job-embedded professional development delivered through the Professional Learning Communities. A more structured approach to the implementation of PLCs may result in more focused instruction, thus leading to higher student achievement.

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 FastBridge 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, particularly 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.

While the data from the Q Comp Teacher survey show some positive results from job-embedded professional development, there was also a noticeable decline in the percentage of teachers who felt PLCs were effective. A total of 62% of teachers agreed with the statement, ***“The PLC Meetings at STRIDE had a positive impact on my teaching,”*** While this number represents a majority of the teachers, the percentage level of agreement is 20 or more percentage points below teachers’ survey responses in previous years. One teacher response summarized the comments from at least four respondents, ***“I feel like our PLC meetings need more direction. There were times we had shared all the data but weren’t sure what to talk about or do.”***

Additionally, 26% of respondents disagreed with the statement, ***“The PLC meetings I attended were well-organized and productive,”*** This data suggests that improvements in developing a solid plan for PLC meetings throughout the year would be a useful goal for improving professional development.

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 ☐no

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

Impact

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

- The Teacher Evaluation process impacted classroom instruction in several positive ways during the 2024-25 school year. The cycle of observation and coaching consisted of Teacher Evaluators conducting pre-observation conferences, observing classroom instruction, gathering data and providing feedback to teachers in a post-conference. This evaluation process, and its efficacy, was verified by teachers in their responses to the Q Comp Survey for 2024-25. Of the 26 teachers surveyed, 92% indicated agreement with the statement, ***“I understood the components upon which I was evaluated this year, including how to show proficiency in each.”*** The teachers surveyed also overwhelmingly agreed that the peer evaluators listened effectively and took notes during classroom observations.
- Additionally, teachers indicated a high level of satisfaction with the feedback they received from Peer Evaluators, with 89% 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 2025, and at that time a more definitive analysis can be made of the impact of the observation/evaluation process on student achievement. There is certainly work to be done on the part of teachers and students for the school to return to the level of achievement in Math, Reading and Science that existed pre-pandemic. However, there is ample

anecdotal evidence to indicate that student achievement was impacted positively by the observation/evaluation process during the 2024-25 school year. For example, peer evaluators noted how teachers were able to design plans to improve instruction 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?

In the 2024-25 school year, Q Comp used pre- and post-observation conferences for teacher self-reflection. Pre-conferences focused on lesson objectives and anticipated adjustments. Post-conferences employed open-ended questions to help teachers analyze and improve their teaching strategies. Peer evaluators observed regular self-reflection from teachers in response to feedback during 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:

1. **Inter-rater Reliability** – In September 2024, Dr. David Peterson conducted training during which the peer evaluators reviewed video segments of instruction rated by peer observers from other Q Comp districts. The training focused on the new 2024-25 rubric component, **“Demonstrates Knowledge of Students.”** As a result, peer evaluators achieved high consistency and reliability in their ratings, showing consistent evaluations for each teacher.
2. **Providing Constructive Feedback to Teachers** – Dr. Peterson's training emphasized giving timely and detailed feedback to teachers in post-conference settings. At year's end, teachers highlighted the value of this feedback, appreciating its promptness within 24 hours of observation and the thorough notes from peer evaluators. One teacher's comment on the Q Survey this year succinctly captured this sentiment: ***“Those observations helped me with new teaching strategies that I implemented right away during this school year.”***

Recommendations

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

The Teacher Survey results, coupled with the feedback from the Peer Evaluators' Focus Group discussion, support the overall efficacy of the Q Comp Program at STRIDE Academy. Approximately 88% of survey respondents agreed with the statement, ***“Overall, the Q Comp Program was a positive experience for me during this school year.”*** Additionally, one teacher commented, ***“It was helpful and***

allowed for me to reflect on my teaching! There were also comments from teachers which point to areas of growth and improvement of the system in future years, including:

- ***“I would like to be able to observe people teaching the same subject as I teach. This would mean going to another school. I would benefit from the opportunity to observe how another school manages some of the same problems we have.”***
- ***“Elementary teachers struggle to identify good advice to give for middle school teachers as the advice they have is targeted at students within a different stage of brain development.”***
- ***“The rubric isn't geared towards teachers who work small group or one on one sessions.....you will never be able to achieve a distinguished score in multiple categories, because of the way it is worded.”***

The Q Comp Committee, in consultation with Dr. Peterson, will use feedback from the Q Comp Review process to address these and other areas for improvement for the upcoming school year, including incorporating the required changes to the Teacher Development and Evaluation (TDE) and Q comp programs. These will be incorporated into the Q Comp Update, to be submitted to MDE by August 31, 2025.

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 MCA Reading scores; \$50 MCA Math scores)

Rubric: Reading Scores: The percentage of all students enrolled on October 1, 2024, who earn an achievement level of Meets the Standard or Exceeds the Standard on the Reading MCA exam will increase 4.0 points from 20.3% in 2023-24 to 24.1% in 2024-25.

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, 2024, who earn an achievement level of Meets the Standard or Exceeds the Standard on the Reading MCA exam will increase from 15.4% in 2024-25 to 19.4% in 2024-25.

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

2. Measures of Student Achievement: School Wide Goal Attainment: \$100 (\$50, FastBridge Reading scores; \$50 FastBridge Math Scores)

Rubric, Individual Student Growth Goal—Reading: Using the FastBridge growth scores for all students, the percentage of students who scored in the low risk category on the Spring FastBridge assessment will increase by 2.0% or more over the fall score on both the earlyReading and aReading assessments.

Result: 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: Using the FastBridge growth scores for all students, the percentage of students who scored in the low risk category on the Spring FastBridge assessment will increase by 2.0% or more over the fall score on both the earlyMath and aMath assessments.

Result: Approximately 60% 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 or partial 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 _____ No X

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

Result: N/A

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. The allocation of stipends has most of the monetary rewards aligned with the area of teacher observation evaluations, with significantly smaller amounts allocated to meeting student achievement and growth targets. We recommend that this ratio continue in the future.
2. The determination of academic growth has been converted from NWEA scores to scores derived from the FastBridge system. We recommend that FastBridge continue to be used as the system for deriving student growth scores, and that these scores be used to determine if students meet growth goals.

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?

Since its inception in 2012, the Q Comp program has generated several positive impacts on STRIDE Academy's school program. Throughout the years of implementation, the Q Comp program has provided a structured framework for school improvement, guiding staff efforts to enhance teacher performance and subsequently increasing student achievement.

One of the most significant positive impacts is the heightened collaboration among teachers across all grade levels, which is a direct result of the structure provided by the Q Comp program. An independent review conducted by the Q Comp consultant in recent years highlighted numerous anecdotal instances demonstrating how the Q Comp program has effectively fostered collaboration among staff.

One teacher, responding to the 2024-25 Q Comp Review Teacher Survey, stated support for the component of teacher observations, ***"Those observations helped me with new teaching strategies that I implemented right away during this school year."*** Another teacher commented, ***"Overall a good program and idea to implement in our school."*** This statement reflects the overwhelming support for the Q Comp program by teachers, as 89% of survey respondents agreed with the statement, ***"Overall, the Q Comp Program was a positive experience for me during this school year"***.

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

At the time of the inception of the Q Comp program in 2012 at STRIDE Academy, student achievement as measured by MCA scores in Math, Reading and Science, were at a high level. Between 60 and 70% of students met were proficient in Math, Reading and Science. The school then began to experience declining test scores in reading and math between 2012 and 2017, falling below 50% of the students' meeting standards.

Achievement remained at this level until the 2019-20 school year when the Covid Pandemic closed in-person schooling and suspended standardized tests. In 2020-21 when testing continued, a large decrease, almost 30 percentage points, brought scores for STRIDE to their lowest levels since the school opened. Student achievement has remained low, hovering around the 20% level, for the past three years, demonstrating the difficulty in raising achievement back to pre-pandemic levels.

The school's Q Comp program has played a role in the school's ability to promote student achievement since its inception in 2012. The relatively high level of student achievement between 2012 and 2019 could well reflect the success of the Q Comp program, along with other factors affecting student achievement. Likewise, the low achievement of students over the past three years could reflect multiple factors. For student achievement to improve at STRIDE, it will take a combination of factors to

make it happen, including a finely tuned Q Comp program, one that provides professional development and coaching for teachers to target their instruction to improve student learning for all students.

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. The review findings document the consistency demonstrated by the peer evaluators in their observations and evaluations. They also note their ability to gather objective data during classroom observations and the consistency of their evaluations when compared to peers.

Review findings also produce the information needed to make changes to the Q Comp program. For example, over the past several years, the Q Comp review has noted the need for changes in the rubric used for teacher observation and evaluation, with this year's review recommending further enhancements to the rubric. The data from the annual review also provides ideas for structural changes in the program. This year's review included teacher comments suggesting changes in the observation system to include observing teachers in another school system, as well as aligning the Peer Evaluators more closely with the grade level taught by the teachers on their caseload. These suggestions will be discussed by the Q Comp Leadership team to determine their merits.

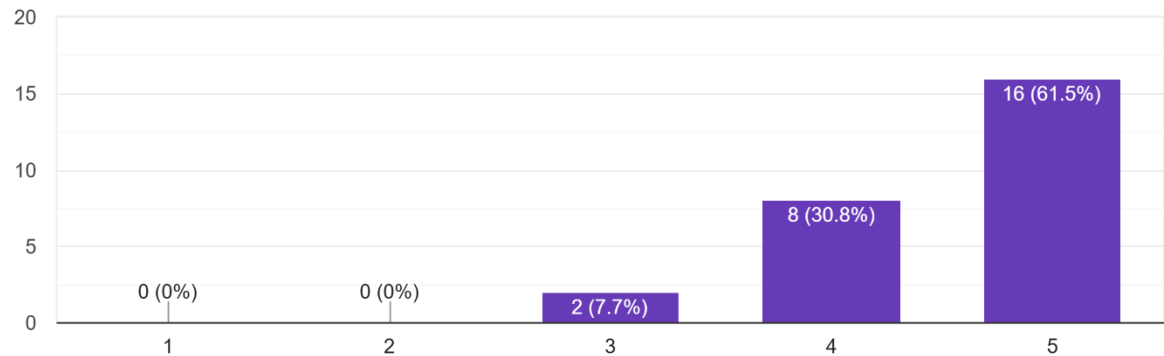
Survey data for 2024-25 show that teachers have a high regard for the opportunity to meet regularly with colleagues in PLC groups to discuss strategies for improving instruction. The STRIDE Q Comp Leadership Team intends to continue developing specific goals and strategies for the 2025-26 school year to align professional development with the goals for improved instructional practice, aiming for increased student achievement.

The review findings continue to provide valuable information for making decisions related to the instructional program at STRIDE. The staff, parent community, and Q Comp program are considered essential to promoting high-quality teaching and learning.

Appendix A. Teacher Survey Results, STRIDE Q Comp Participants, 2024-25

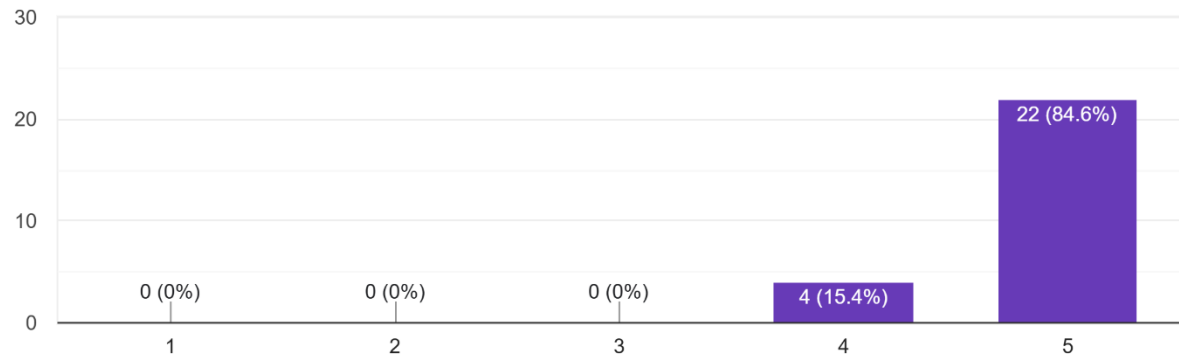
I understood the components upon which I was evaluated this year, including how to show proficiency in each.

26 responses



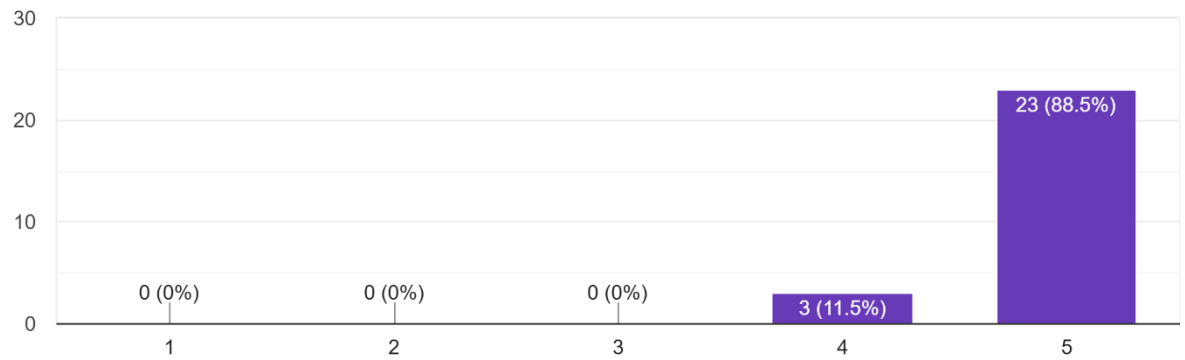
Before each classroom observation, the Peer Evaluator met with me for a Pre-conference.

26 responses



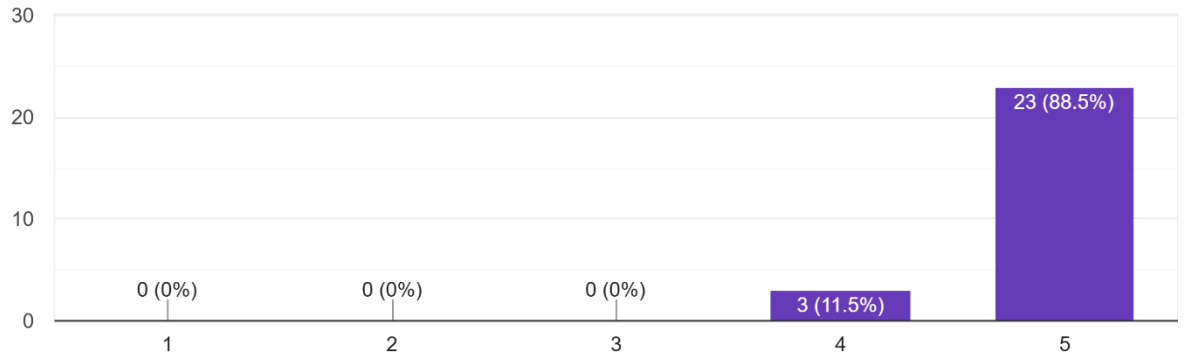
During the classroom observation, the Peer Evaluator gathered data (took notes, etc.) about the lesson and shared the data with me in the post conference

26 responses



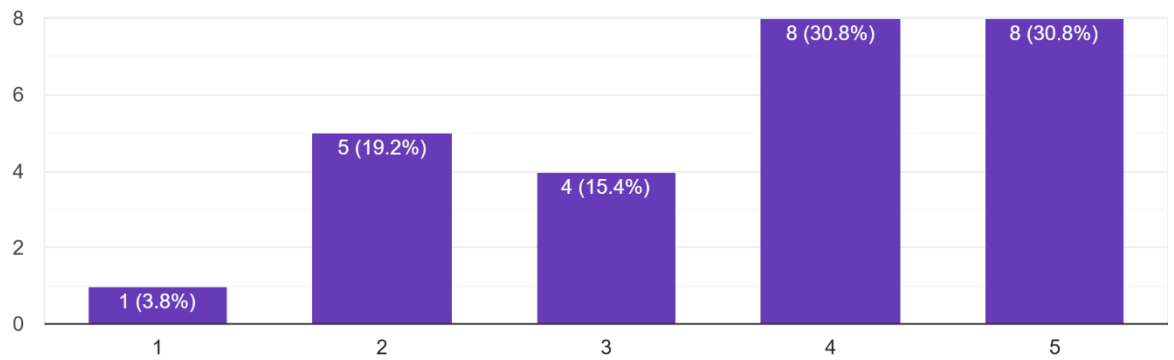
The Peer Evaluator demonstrated effective listening skills during our pre and post conferences.

26 responses



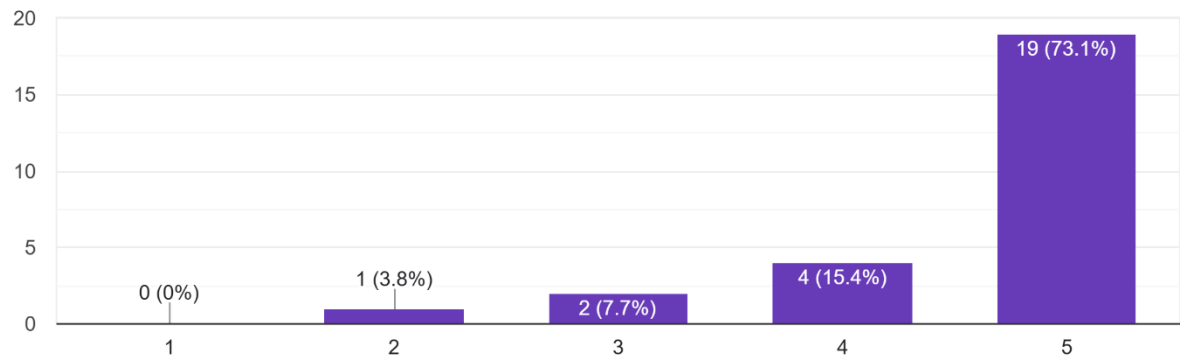
The Professional Learning Community (PLC) meetings that I participated in had a positive impact on my teaching.

26 responses



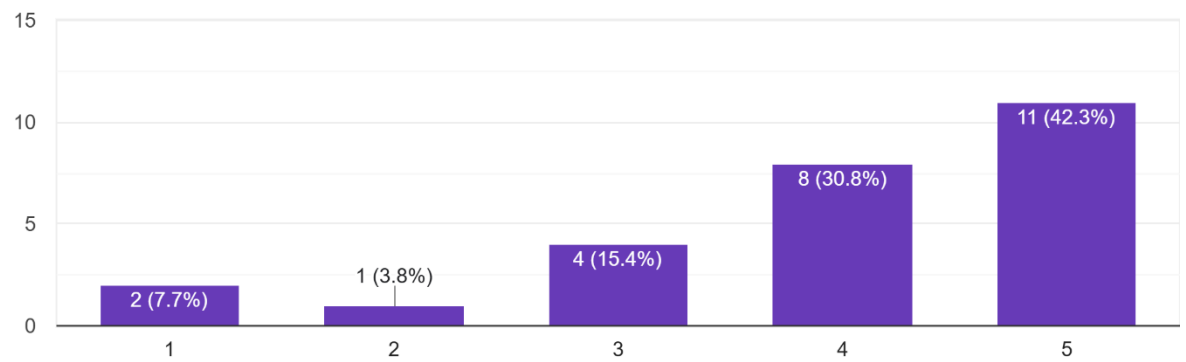
The Peer Evaluator provided me with useful feedback in the post conference after the classroom observation.

26 responses



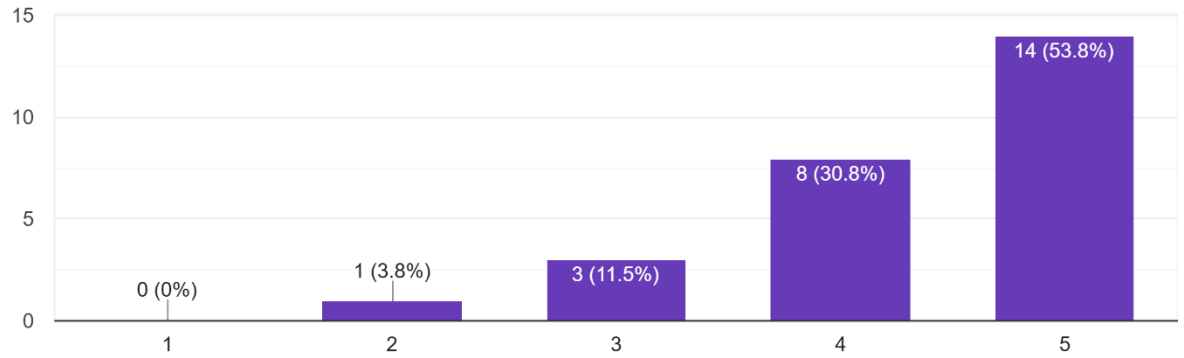
The PLC Meetings I attended were well-organized and productive.

26 responses



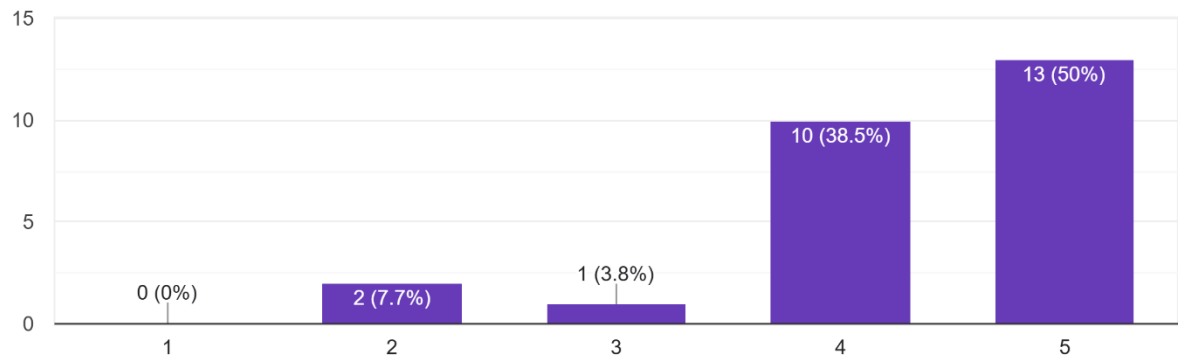
The Q Comp process helped me develop new strategies to improve student achievement.

26 responses



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

26 responses



Comments: Provide comments regarding the Q Comp program this year at STRIDE

13 responses

- I hope we get compensated for Careiall Training
- I think it would be cool if at the beginning of the year and at the end we could meet with the teams before and after our grade (for example, 2nd meeting with 1st and 3rd) in order to make sure we are aligning our standards.
- It was helpful and allowed for me to reflect on my teaching!
- PLC's this year were very difficult to get anything done due to lack of communication from team. Majority of the time was spent sitting in silence. Two of the team members were trying to be productive. It was difficult to have other team members participate when others didn't want to be a part of a team. As for Q-comp it was done, but not with any meaning to help myself be a better teacher. I had received no feedback from my coach, I was told what I did good and that I didn't need any improvement. I would have liked to have some things that I could have worked on and improved on to better myself and my students.
- I would like to be able to observe people teaching the same subject as I teach. This would mean going to another school. I would benefit from the opportunity to observe how another school manages some of the same problems we have.
- I understand the idea that students should be able to lead; at the same time, it is exactly executive functioning that our particular students lack, and about/around which we are all doing remedial teaching and support. I definitely have students lead in my classrooms based on that work, but one observation of one class for 20 minutes might not show that. Without intentionally stacking the deck in our own favor, how do we better assess the teacher proficiency in this area?
- I was marked down due to students playing games during instruction. Personally, I did not have a problem with the students doing what they were doing, as they were the top students in the room, engaged, but faster than the other students in the room. Instead of distracting others or insisting that we move faster, they wrote in their answers then played snake in a separate tab. To me, this was a good choice on their part, and I would liken it to doodling in the margins of a page of paper notes. As a seasoned parent and teacher, I wonder if evaluators might factor in whether the students were engaged, and whether their computer behavior was distracting themselves or others from the goals of the classroom.
- Otherwise, I mean, as a note to myself, when QComp evaluators are in the room I will not trust the kids to do the right thing, but I would stack the deck for myself and use GoGuardian to block everything... Which doesn't actually feel like the right answer. That shows I know how to use my tools to control behavior, but not that the students are self-managing or the students know how to use appropriate coping skills when they're waiting for others in class.

- Those observations help me with new teaching strategies that I am implementing right away during this school year.
- I feel like our PLC meetings need more direction. There were times we had shared all the data, but weren't sure what to talk about or do.
- Overall a good program and idea to implement in our school.
- PLC for me as an intervention teacher were not as influential for my teaching. As I was mainly providing answers for others but didn't receive support on what to do in Title specifically. I met occasionally with our reading department teachers when they were there. That was great.
- My first PLC group (Kindergarten) did not significantly contribute to my professional growth. However, the second team (2nd grade) was highly enriching and had a positive impact both personally and professionally.
- Elementary teachers struggle to identify good advice to give for middle school teachers as the advice they have is targeted at students within a different stage of brain development. On every observation I have ever gotten from an elementary teacher, they have been amazed at how students remain in their seats and don't shout out (as if it is some miracle), yet this is the expected behaviors for middle school. They are older and have more self control. Elementary teachers are out of touch to the actual needs of middle schoolers.
- Very useful
- The rubric isn't geared towards teachers who work small group or one on one sessions. As a special education teacher you will never be able to achieve a distinguished score in multiple categories, because of the way it is worded.