



Excellence. For each and every student.

**BOARD OF EDUCATION**

Working Meeting - Monday, June 27, 2022 - 4:00 PM  
Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447

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**Minutes of Work Session Meeting**

A Work Session Meeting of the Board of Education of Wayzata Public Schools was held Monday, June 27, 2022, beginning at 4:00 PM in the Wayzata Public Schools District Office  
210 County Road 101 North  
Plymouth, Minnesota 55447.

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

**A. Business and Finance Services Reports**

1. Proposed Platform Tennis Court - West Middle School (20 minutes) 2

**B. Superintendent's Reports**

1. District-wide Safety & Security Protocols & Planning (30 minutes) 24

**C. Teaching and Learning Reports**

1. Q Comp Report and Update (30 minutes) 33

**2. ADJOURN**



## WAYZATA SCHOOL BOARD

### Platform Tennis Report

<b>MEETING DATE:</b> June 27, 2022
<b>TITLE:</b> Platform Tennis Initiative
<b>PREPARED BY:</b> Nick Kieser - Parks Planner, Mike Kelly - Public Works Director, and Wayzata Parks and Trails Board

The City of Wayzata and the Parks and Trails Board has been working to implement the Parks and Trails Master Plan which was approved in 2018. Through the implementation, platform tennis was incorporated into the City’s Capital Improvement Plan. Staff and the Parks and Trails Board has since been working to determine the best location for the project and through that research the location at the south end of the Wayzata West Middle School property was proposed. City staff has met with School District staff to discuss this location and their next recommendation was to bring it forward to the School Board for the initial discussion.

City staff and the P&T Board are still in the initial phases of the project, but we wanted to bring the School Board in early to determine if there are any major concerns or questions before we keep moving forward. The list below are some of the major items that have been discussed:

**Project** – The project is proposed to include two phases. The first phase would be to construct two platform tennis courts in the proposed location. The second phase would be to include an amenity hut that would be used for a gathering space, educational aspects, and storage.

**Capital Costs** – The City and private donations are proposed to be used for the upfront capital costs. If this project moves forward, the next major step would be to go through a public bidding process to determine the exact costs needed. Staff has received preliminary estimates for the two courts without the amenity hut for a cost of ~\$320,000.

**Maintenance/Ongoing Costs** – Maintenance will be discussed in more detail as the project moves forward, but an estimated pro forma was created to show how maintenance costs could be handled. In 2017, there was discussion with the City that funds would be available for the maintenance and operations. Although, the proposed membership dues will be researched to determine how to cover the costs for maintenance and ongoing costs (electrical, propane, etc.) to either have an independent vendor complete the maintenance or the funds could go to the City or School District for who completes the maintenance of the project.

**Parking** – Two courts are proposed on the site with four players on each court. Staff is estimating a maximum of 10-15 parking stalls needed at a time. It should also be mentioned that the parking would mainly be needed outside school times which reduce the parking needs. The preliminary programing schedule shows these time in more detail.

**Future Trailhead** – City staff was notified that there is discussion for a new trailhead in this location as well. If the project moves forward, the City can have discussions with Three Rivers to determine what their plans and needs are so the projects can work together in this space.

**Noise** – Studies have been completed regarding the amount of noise platform tennis outputs. The noise levels are around 40-55 dBA from 100-200 feet from the courts. Normal conversation is noted at 60 dBA for comparison.

**Complaints** – Any complaints on the project would be sent to the type of association that is set up and the complaints would then be sent to the appropriate party.

**Programming** – A preliminary programming document was created for review. The schedule will still need to be discussed, but the main goal is to allow school use, public use, and private use. A balance will need to be found for all the groups in coordination with the City, School, and Community Ed.

**Lighting** – The LED lights would be at a height of 21 feet (Platform height +screen height + post height) and are noted to not have glare when viewed 40 feet or more from the site. The lights are specifically designed for platform tennis and are downlit to the courts specifically.

**Public Engagement** – The City has conducted many open houses and other community engagement through the Parks and Trails Master Plan creation in which platform tennis was discussed. Recently, the City has sent a direct mailing regarding the proposed project was sent out to neighboring properties and an open house was conducted. Approximately 20 stakeholders were present at the open house. Most of the stakeholders were in support of the project with one resident that was against the project. In response to the open house City staff as received four emails in support of the project and one email against the project. The items brought up at the open house were:







- Who will pay for utilities?
- Will tournaments be played at this site?
- Liability/insurance needs to be discussed
- Could the courts be placed by the existing tennis courts?

**Next Steps** – Depending on the conversation with the School Board, City staff will work to address any issues/concerns/questions. The next step would be to conduct a public bidding process to gain the exact cost to determine the funding needs. Discussions would occur with the City and School District to start drafting agreements for how the project would be constructed, managed, and maintained. Management is envisioned to be similar to Soccer and Hockey Associations alreader in partnership with the School District and Community Ed. These agreements would be brought forward to the Wayzata City Council and the Wayzata School District for review and discussion.

## WZ PT Middle School - Session Access

Example scenario - May 1, 2022

Anyone can appear for open access sessions  
 Drop in play is free to any resident online  
 Structured and lessons slots have organizers  
 Structured play is free to members but additional fee for open access players  
 Reservable is reserved online  
 Phy Ed is for Middle Schoolers

Open Access		Bronze (B) = unpopular
Drop in		
Structured		Silver (S) = Popular
Lessons		
Reservable		Gold (G) = Prime time
Phy Ed slots		

### Regular 90 Minute Sessions

Time slot	Mon	Tues	Wed	Thur	Fri	Sat	Sun
800	B	B	B open	B	B	S open	S open
930	S	S	S	S	S	G A/B Structured	G Mixed A/B Structured
1100	S	S	S open	S	S	G C/D Structured	G
1230	G	G	G open	G	G	G	G Group Lessons
100	B	B	B	B	B	S Drop-in Open	S Group Lessons
230	S Lessons	S	S	S	S	S	S open
400	S open	S open	S open	S open	S open	G	G open
530	G Structured A/B	G Drop-in Open	G open	G Structured C/D	G	G open	G Mixed drop-in
700	G Structured A/B	G	G open	G Structured C/D	G	B	B
830	B	B	B open	B	B open/hut	B open/hut	B

Sessions	Avl	Total Slots
		140
Open access	46	
Drop in Open	4	
Lessons	12	
Phy Ed	32	
Structured	14	
Mixed drop-in	2	
Reservable	30	
		140

**This becomes 64 with 45 min sessions**

### Tournaments:

Fall Opener	October
Men's Champs	Mid March
Women's Champs	Mid March
Mixed Champs	April

### Regular Usage:

	Open Access	Drop in	Lessons	Structured	Reservable	Phy Ed
Bronze	10	0	0	0	20	10
Silver	14	2	12	2	2	18
Gold	12	4	2	14	12	8
	36	6	14	14	34	36
	26%	4%	10%	10%	24%	26%

**140**

**Wayzata Racquets Conservancy****Pro Forma P & L**

Fiscal July 1 - June 30

		<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	
<b>Revenue</b>					
Membership Dues					
Resident		15,750	18,400	21,580	
Non-Resident		9,425	11,148	13,215	
Lessons	120%	6,000	7,200	8,640	
Hut Rental	120%	2,000	2,400	2,880	
Equipment	120%	1,500	1,800	2,160	
Total Revenue		34,675	40,948	48,475	
<b>Cost of Goods Sold</b>					
Lessons	0.75	4,500	5,400	6,480	
Equipment	0.6	900	1,080	1,296	
Credit Card Fees	0.03	650	768	909	
Total Cost of Goods Sold		6,050	7,248	8,685	
Gross Profit		28,625	33,700	39,790	
<b>Operating Expenses</b>					
x Advertising		4,000	4,000	2,000	
x Liability Insurance		500	500	500	
x Dues (APTA, etc)		200	200	200	
x Professional Fees		2,000	1,000	1,000	
x Maintenance					
x Wires		250	200	200	
x Lights		100	100	100	
x Snow removal		2,000	2,000	2,000	
x Painting		0	1,500	1,500	
x Total Maintenance	0.5	1,175	1,900	1,900	

x	Utilities					
x	Electric		500	500	500	
x	Gas		4,000	4,000	4,000	
x	Trash		250	250	250	
x	Internet		600	600	600	
x	Total Utilities	0.5	2,675	2,675	2,675	2,675
x	Regular Salaries					
x	Director		15,000	15,000	15,000	
x	PT admin		4,000	4,000	4,000	
x	Total Regular Salaries		19,000	19,000	19,000	19,000
x	Payroll Taxes	0.054	803	803	803	803
x	Benefits	0	0	0	0	0
x	Office Expense					
x	Office Equipment		200	200	200	
x	Office Supplies		300	300	300	
x	Postage & Delivery		150	150	150	
x	Copies and printing		100	100	100	
x	Office Expense		750	750	750	750
	Total Operating Expenses		31,103	30,828	28,828	
	Net Operating Income		-2,478	2,872	10,962	

## Why Platform Tennis is a great feature in the original Parks Master Plan

The Park and Trails Board fully researched this activity and program and named it as their No.1 CIP request in each of the past seven years. The City Council approved the requests with various caveats, all of which have been fulfilled.

### So let's take a look at what the P&T B, Wayzata 2040 Planners, Master Planners and Wayzata Community Ed have learned.

1. Paddle is exactly the activity demanded by all the work and studies that have been done over the last five years.
  - a. P&T Vision and Mission, Wayzata 2040, Strategic Plans and the PMP principles guide P&TB to develop PT in a Wayzata Park.
  - b. Wayzata 2040 residents named PT as great for Wayzata even before the MP input.
  - c. All P&T CIP requests from 2013 through 2017 named PT courts as no.1 item and were approved, with final caveat in 2017 that a PMP be completed.
  - d. MP public input (3 festivals, 2 special events, 5 public open house planning sessions) named PT as the #1 new activity to be added to the parks.
  - e. The final 2019 PMP presented to the Council included PT courts in Klapprich park.
2. P&T survey of 25 public programs around the country and MP trend analysis proved steady growth of the game nationwide. Locally it is growing at all facilities and new courts were just built in Edina. Two new courts are now planned to be added to the two already in Deephaven. Eight new municipal courts are proposed for Lincoln Park in Chicago and four have just begun construction in south Cleveland.
3. The Lake Bluff, Illinois, municipal park district, with demographics nearly identical to Wayzata, has had great success.

	<u>Lake Bluff</u>	<u>Wayzata</u>
Population	5,577	4,700
Median Age	44	47
Over 65	21%	22%
Median Income	\$125,000	\$96,000
Per Capita	\$54,874	\$63,859

4. Public benefits are:
 

a. Wayzata walkable	g. Vigorous exercise
b. Multi-generational	h. Answering trend for racquet sports
c. Perfect for family	i. In winter
d. Vibrant	j. Social
e. Healthy	k. Community
f. Outdoor	l. Near commercial district
5. In 2018, Public input was 15-1 in favor of this activity with over 60 online comments specifically approving platform tennis. Public responses to the Wayzata Community Ed. Survey in February 2020 named platform tennis as the no. 1 request.

6. In 2016 and 2017, the P&TB vetted 10 locations suggested by the City and chose the PMP location in Klapprich. Two PT manufacturers also recommended this location and orientation. PW (and the former PW director) recommends this location. The Wayzata City Planner at the time recommended this location. The Wayzata Chamber of Commerce President believes this is the right location and that it will enhance connections to the commercial district. The Master Planners chose this location. Online and at public meetings the citizens selected this option as the right location, many praising it to provide a community “gathering place” and enhance family activities at the park.
7. Wayzata Community Ed would like to include platform tennis in the P&T community offerings.
8. The courts were approved in City CIP the last seven years, with ½ the cost and maintenance from the City (as estimated in 2017)
9. At the direction of the Council, a local group of supporters have raised more than the other ½ the cost and a thoughtful operating plan has been developed to provide ½ of the maintenance costs.
10. PW agrees the maintenance is manageable. The nation-wide municipal survey demonstrated that maintenance was not significant.
11. Risk is minimal because the City will own a facility that could be removed and sold with little environmental impact for more than the City’s investment.
12. At the June, 2019 Council Meeting a small number of near-by residents opined for the first time that PT courts are an eyesore, unsafe, too noisy, inappropriately lighted and too elite for a Wayzata “neighborhood park.”
  - a. Their understanding of what the facility will look like is inaccurate and exaggerated. In fact, the activity’s physical presence and course of play is “less intrusive” than what is already in Klapprich Park. The posts and screens around the courts are actually 12 ft. tall and painted a flat grey to blend into the surroundings. The 6 LED lights are lower than baseball and skating lights already in operation. Tasteful landscaping will protect views. No current trees need be raised.



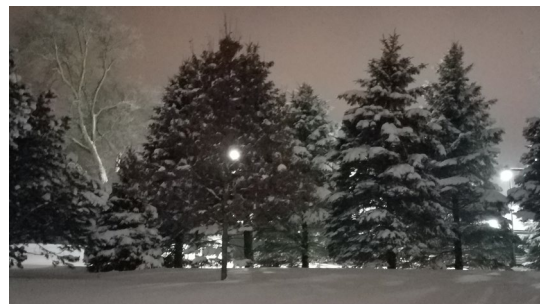
b.



c.



d.



e.

- e. During the fundraising phase of this development in 2017, the common description of how the facility will look was a “Currier & Ives” winter scene. So much so, that we have offers to purchase the drawing.



- f. The surface is actually epoxy painted aluminum with sandpaper-like grit. The grit is in fact **for safety** to reduce slippage and improve the bounce of the ball during play. Falls do occur on occasion but additional clothing during winter and gloves protect players’ skin. It is similar to the surface of an asphalt tennis court and less gritty than har-tru clay.
  - g. Public safety was considered often by the P&T Committee and the Master Planners. It is the reason the location to the south of Park Street was chosen and parking was added around the park with a passenger drop off in the interior. Cross walks were added to the north.
  - h. Noise associated with platform tennis is less than tennis, much less than pickleball and nowhere near the sound of hockey pucks bouncing off boards around the hockey rink, all of which are already in Klapprich Park. Besides, homeowners nearby have their windows closed in winter.
  - i. The paddle lighting will be under the umbrella of the lights already used in Klapprich for hockey, skating and softball.
13. Paddle is just exactly the right activity for the City’s “active” central park. See discussion above.
14. The paddle initiative is much, much more than the desire of a few enthusiastic platform tennis playing board members. Public input is overwhelmingly in favor of adding platform tennis to the City offerings: Online 90-12 in the public survey and at public meetings 15-1.
15. Platform tennis is popular at all local facilities and in all facilities and municipal parks nationwide.
16. Bringing platform tennis to Wayzata’s makes it a public sport in Wayzata. It is the opposite of elite because the City is making it available to all at a cost exponentially lower than at other private facilities.

As has been demonstrated by the overwhelming public response at the public events, at the neighborhood meetings and to the online survey, the citizens of Wayzata support this initiative. Platform tennis is the most popular of all activities presented in the Parks Master Plan! The homework is done; the capital required by the Council is raised; a great plan will sustain the program, be financially sound and enhance our current parks; and there is enthusiastic leadership.

**The platform tennis initiative is a great project for Wayzata.**

**Location Criteria used during the vetting process**

<b><u>Criteria (Rate 9-1)</u></b>	<b><u>Weight (Multiplier)</u></b>	
Green Space Used	3	<b>Location scoring at P&amp;TB mtg:</b>
Tree Removal Req'd	3	
Traffic, Light, Noise	3	
Family Friendly	3	(1) Klapprich North of green bldg.,
Ambiance	3	(2) Klapprich South of green bldg.,
Proximity (Walkable)	3	(3) Public Works West side (not considered a park),
Visibility	2	
Parking	2	Klapprich Wooded Ridge North of Warming Hut,
Growth Poss.	2	Shaver Park near VB,
Cost	2	Klapprich SW corner,
Spectator Viewing	2	Snow removal N 394,
Soil, Grade, Landscaping	1	Shaver Park on Hill,
Utilities	1	Margret Circle,
Sewer	1	S Nature Center,
		Bell/Water Tower (off the table)

## Outdoor Noise (dBA) Studies

2019 -2022

<u>Outdoor Sound Levels</u>	<u>dB(A)</u>	<u>Indoor Sound Levels</u>
Jet Over-Flight at 300 m	105	
	100	Inside New York Subway Train
Gas Lawn Mower at 1 m	95	
Diesel Truck at 15 m	85	
Noisy Urban Area-Daytime	80	Garbage Disposal at 1 m
<b>Pickleball at 30 m</b>	<b>70 - 75</b>	Shouting at 1 m
Gas Lawn Mower at 30 m	70	Vacuum Cleaner at 3 m
<b>Hockey at 30 m</b>	<b>65 - 70</b>	
Kids at Public School	65 - 70	
Suburban Commercial Area	65	Normal Speech at 1 m
	60	
Quiet Urban Area-Daytime	55	Quiet Conversation at 1 m
<b>Platform Tennis at 30 m</b>	<b>45 - 55</b>	
<b>Tennis at 30 m</b>	<b>40 - 50</b>	

# Platform Tennis

June 27, 2022

Wayzata School Board



# Background

- P&T Board researched more outdoor winter activities
- Parks and Trails Master Plan by Confluence
  - 5 open houses and 10 public surveys
  - Approved in November 2019
  - Board recommended Klapprich Park
    - Council denied location and recommended to look at additional sites
- City Council noted to gain more information on Middle School site on March 8, 2022



## What is Platform Tennis?

Platform Tennis is an American racquet sport played by people of all ages and ability levels across the country. Developed to be enjoyed outdoors in cold weather, it offers healthy, outdoor vigorous exercise combined with friendly interaction and is now enjoyed throughout all of four seasons. This unique appeal attracts people who desire fresh air, competition and social engagement – even on a chilly winter’s day or night. The sport contributes to a strong sense of community with a fun place for all ages to gather and be active together

The game is played on a raised, porous, aluminum deck about 1/4 the size of a tennis court which is surrounded by a 12’ high superstructure with taught, flat screening which allows play off the walls, as in racquetball and squash. Players often admirably refer to platform tennis as “paddle” or “paddle tennis”.



# What is Platform Tennis?

Intro video:

- <http://www.clevelandpadle.com/promo-video/>



# Site Research/Comparison

## Additional Sites Researched:

- NW Klapprich south of Bell Courts
- Klapprich – N of Baseball
- Public Works
- Klapprich S of pump
- Shaver Park on Hill
- Shaver Park over Volleyball
- Margaret Circle
- Snow Storage Area
- Bell/Water Tower
- Klapprich SW Corner
- Nature Area near Frog



# Interest

Wayzata Community Ed Survey – February 2020

Q: What activities would you like to see in the Community Ed Programming?

## Intergenerational Activity Ideas

- Platform/Paddle Tennis
- Places to reflect and rest
- Classes at Big Woods
- Water Activities – Paddleboarding, Kayaking, Canoeing, Sailing, Logrolling, Rowing
- Badminton
- Tai Chi
- Tennis, Pickleball
- Bocce
- Skating, Broomball
- Gardening Planting Classes
- Exercise Classes
- Different Sports Programs (volleyball, soccer, kickball)
- Bird Watching
- More at Trappers Cabin – historical classes, et al
- Fishing



# Past Timeline

- **March 8** - The Wayzata City Council directed the Board and staff to further study the cost and a partnership with the school district for the Middle School location.
- **April 7** - The School District staff agreed to further study the cost and a partnership with the City much like the tennis courts at the Middle School.
- **May 17** - The P&T Board decided to divide the project into two phases:
  - Phase 1 – two courts and entrance walkways;
  - Phase 2 – a hut and patio with possible outdoor fire pit.
  - Put project out to public bid once plans are finalized and public feedback was received
- **June 15** – Community Open House

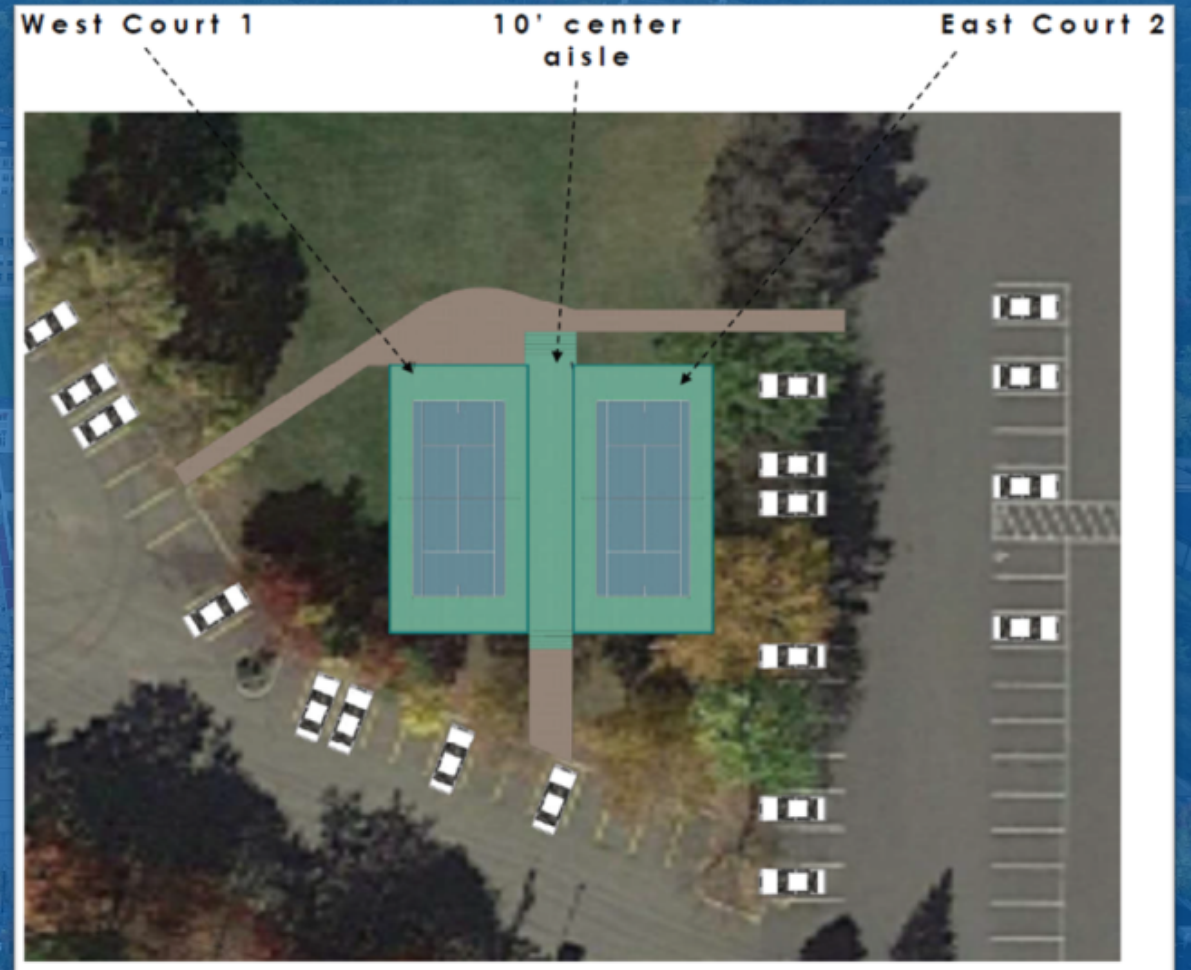
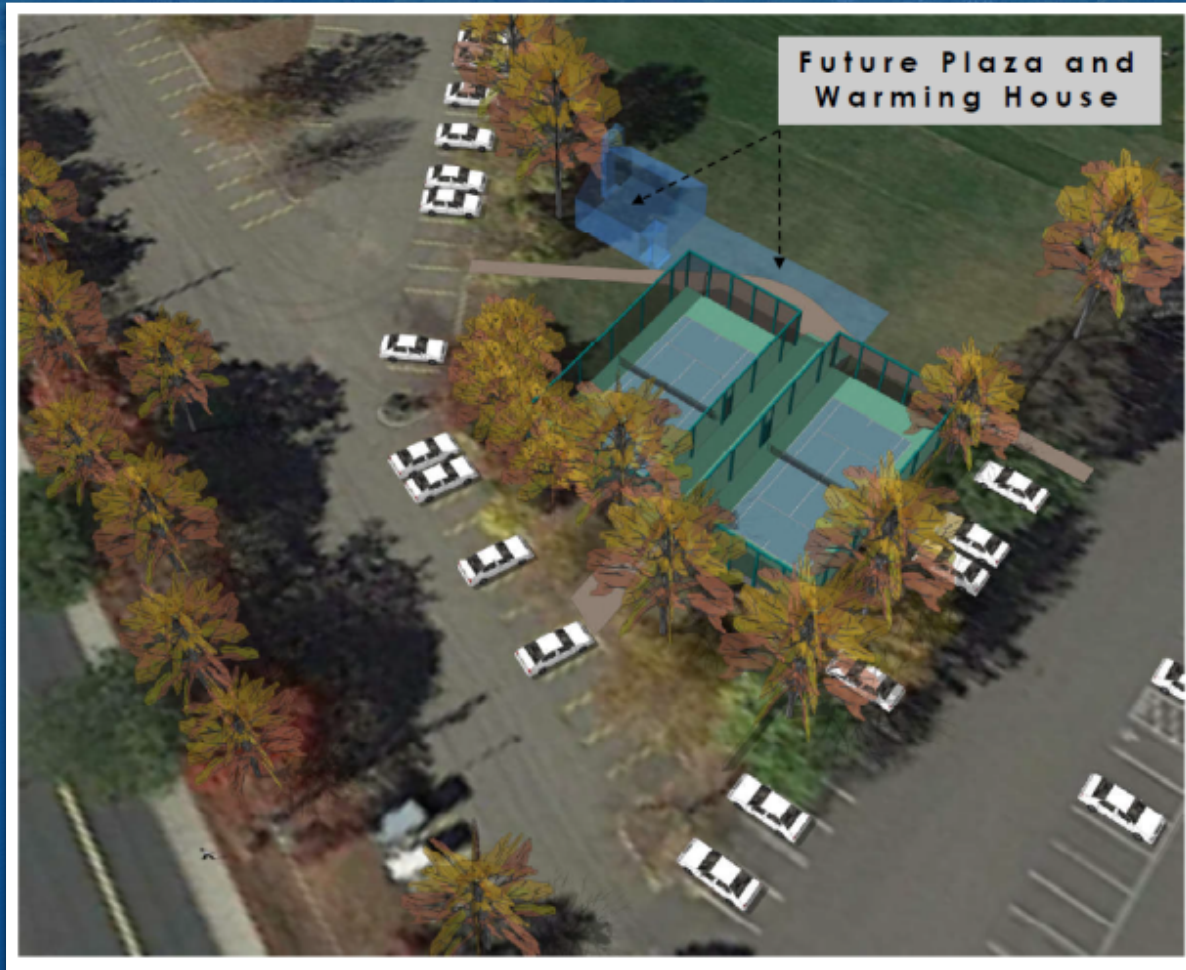


# Site Proposal

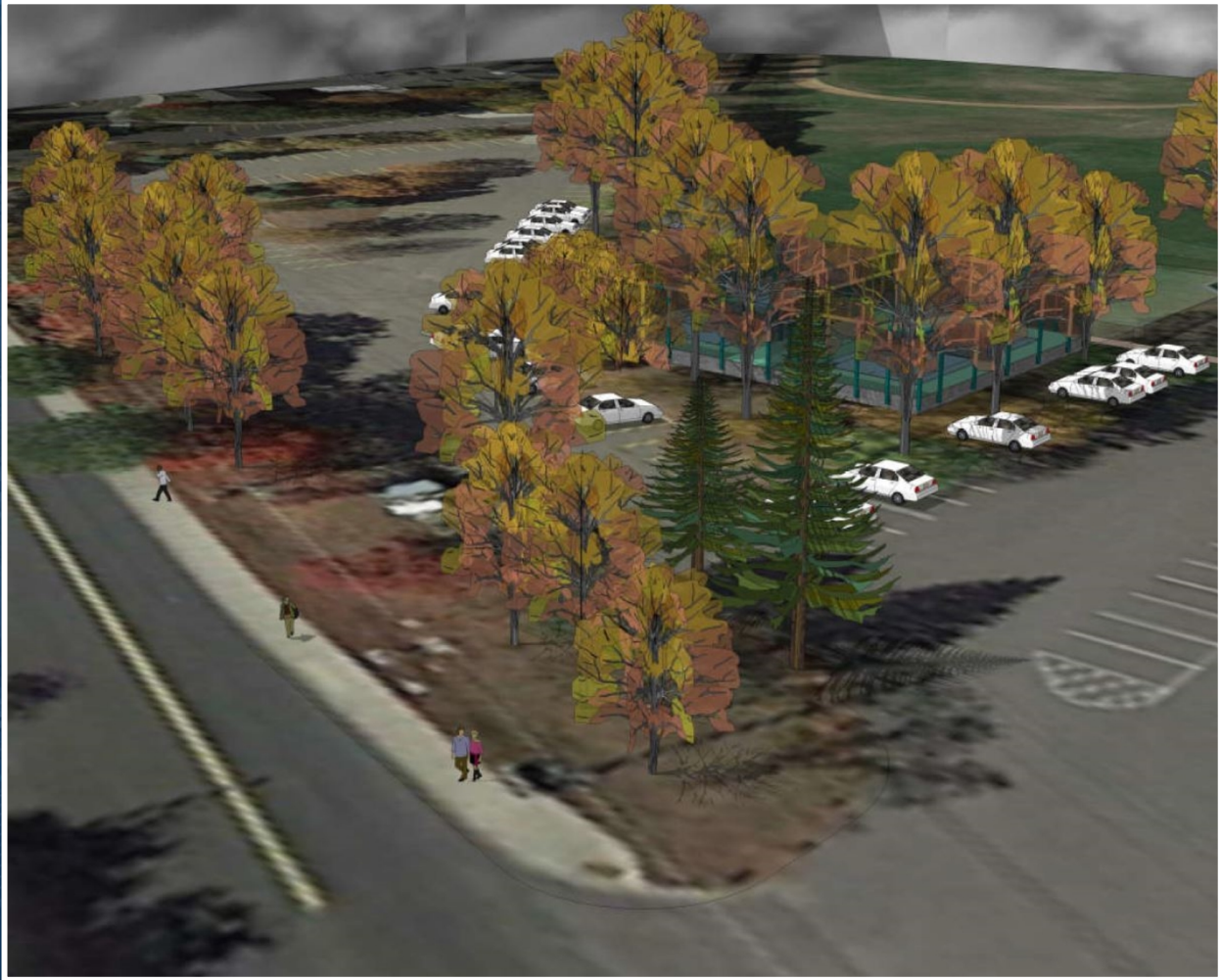
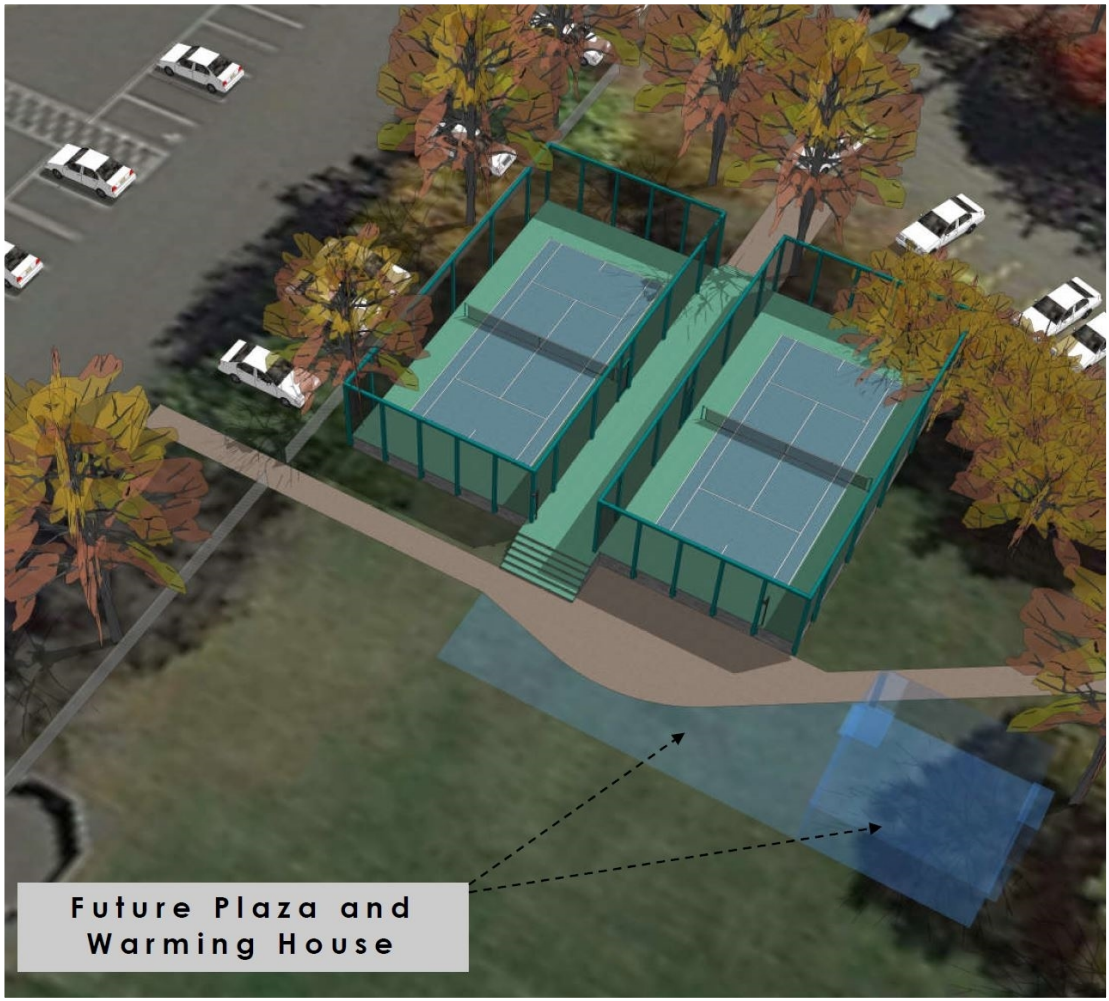
- Add two platform tennis courts located in the south triangle of the Wayzata West Middle School property
- Once courts are constructed, determine what kind of amenity hut and patio gathering space should be constructed if needed



# Renderings



# Additional Renderings



# Hut Examples for Phase 2



# Next Steps

- School District Work Session – June 27
- Compile/review comments from Council and School District Board to determine if any changes are necessary for bidding
- Bring public bidding plans to Council for approval
- Public bidding process
- Create agreements with City and School District
- Create form of governance for operations and maintenance
- Get approval of project and agreements from City Council and School Board
- Construct courts in Spring 2023 (Phase 2 could be completed in 2023 depending upon fundraising.)
- Consider phase II amenities



# Wayzata Public Schools School Board Members

## WPS Safety and Security Update

School Board Work Session

June 27, 2022

Nathan Flansbury, Associate Superintendent

DeeDee Kahring, Executive Director Finance and Operations

Kristin Tollison, Director of Administrative Services

Jon Deutsch, Director of Facilities and Transportation



**Excellence. For each and every student.**

# Phases of Emergency Management

- Prevention
  - Prevention focuses on preventing hazards from occurring, whether they are natural, technological or caused by humans. Not all hazards are preventable, but the risk of loss of life and injury can be limited with good evacuation plans, environmental planning and design standards. For schools it includes relationships and trust with our students and families
- Preparedness
  - This phase includes planning, training, and educational activities for events that cannot be mitigated.
- Response
  - The response phase occurs in the immediate aftermath of a disaster. During the response phase, business and other operations do not function normally. Personal safety and wellbeing in an emergency and the duration of the response phase depend on the level of preparedness.
- Mitigation
  - This phase includes actions taken to prevent or reduce the cause, impact, and consequences of disasters
- Recovery
  - During the recovery period, restoration efforts occur concurrently with regular operations and activities. The recovery period from a disaster can be prolonged.

# Phases of Emergency Management-PREVENTION *Our focus*

- A focus on relationships with our students and families; knowing our kids
- Assessment and intervention for students
  - Enhancing our existing process will be a focus during 2022-2023
- Learning from The Violence Project: How to Stop a Mass Shooting Epidemic by Jillian Peterson and James Densley
- Raptor and visitor management
- Locked exterior doors, no propping off doors, controlled entrances
- Exterior lighting and visibility of schools, parking lots and playgrounds

# Phases of Emergency Management- PREVENTION cont'd

- Comprehensive cameras system internal and external
- Radio system with monthly practice
- Removal of nonrequired alarm pulls
- Controlled Staff IDs
- Fobbed doors to control access; green dots for emergency personnel
- School Resource Officers (SROs)
- Applying for our second COPS grant

# Phases of Emergency Management- Preparedness

- All efforts must be consistent across the system nuances by grade level
- All efforts must balance maintain and welcoming and positive and environment with security
- Focus on building systems and procedures that are minimally invasive or invisible
- Required fire and lockdown drills (age appropriate)
- Comprehensive Emergency Procedures Manual
- Classroom Emergency Procedures and Staff ID Badges
- Implementation of CrisisGo across all schools and departments

# Phases of Emergency Management- Preparedness

- Annual NIMS training for all administrators
- WPS produced RUN HIDE FIGHT video for staff
- High functioning relationships with our police departments
- School Resource Officers (SROs)
- Full scale drill in 2016

# Phases of Emergency Management- Response, Mitigate, Recovery

## Response

- Rely on our training

## Mitigate

- Rely on our Teachers, Support Staff, Leadership and School Board

## Recovering

- Rely on our community as well as community, state, and federal agencies

# CrisisGo

- Onboarded with Leadership
- Building Crisis teams
- Entire Building Staff meetings
- Custodians, Wayzata Café, Wayzata Kids staff members
- Began using for drills and emergencies
- Working on integration for Wayzata Kids for this summer

# Questions and Feedback

# Wayzata School District

## Q Comp Annual Report 2021-2022

### 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 Peer Coaches through Cognitive 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 2022. 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 - 96% agree*
- *I have experimented with new teaching practices as a result of interactions with my Peer Coach – 86% agree*

*Confidential conversations with my peer coach allow me to:*

- *“Grow as a teacher...a chance to connect with someone and have TRUST with them. It has impacted my classroom and the performance of my students.”*
- *“The conversations I have with my peer coach allow me to be fearless in my attempts at different lessons taught and know that they will give me feedback on how I did or did not achieve the goal for the lesson. The conversations help me to reflect on how to improve my teaching and that, in turn, will make me a better teacher.”*
- *“ be vulnerable and choose goals for myself that challenge and push my professional practice”*

## How did the work of Peer Coaches impact student learning?

According to the Peer Coach survey, 87% of teachers agreed that the peer coaching program impacts student achievement.

Confidential conversations with my peer coach allow me to:

- “Grow as an educator. Brainstorm additional ideas of how to best meet students' needs.”
- “reflect upon my teaching and my students' learning. It helps me take pause during my busy days to talk with a colleague about how to best meet the needs of each and every student in my care”
- “take a more in depth look at how my instruction affects student achievement.”

## Review Findings

### How did the training Peer Coaches received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

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:

- “As a new Peer Coach, the Cognitive Coaching Training provided me additional insight into not just the ‘how’, but the ‘why’ we guide staff through the roadmap. It provided me with a clear direction in how to effectively navigate through a reflective conversation. I wish every educator could have both the opportunity to experience the reflective conversation and access to the strategies I gained through this training.”
- “The Metro Coaching Summit allowed me to connect with other Peer Coaches to discuss effective coaching strategies to meet new and recurring needs of staff in this year coming out of the pandemic.”
- “Equity was the focus of the AWE class I chose again this year. The lens provided in the “Context Matters” course provided me valuable insight and information that I was then able to share with the people I served.”

### What did the results of the Peer Coach Survey demonstrate about the impact they had on the effectiveness of licensed staff members?

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 – 91% agree
- Working with my Peer Coach helps me utilize my professional strengths – 92% agree

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

Confidential conversations with my peer coach allow me to:

- “Reflect on my teaching practices, identify strengths of my students and work to make my instruction more impactful and effective”
- “Problem solve and brainstorm potential practices that may be effective and/or provide a greater sense of confidence in how I am doing as an educator. As well as ways to find tools/strategies that help to facilitate growth with my student and school community. .”

## Recommendations

**How might the district use the survey results to improve the effectiveness of Peer Coaches?**

Peer Coaches analyze the survey data 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.
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)?**

YES

All licensed teachers in the district meet regularly in PLCs. In 2021-2022 Peer Coaches were involved in PLCs by offering support to them in completing their individual/learning team SMART goals.

The Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan, however, these offerings fall outside of contract time.

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

## Impact

### How did teacher learning from PLC's and other job-embedded professional development activities impact classroom instruction?

#### Academy of Wayzata Educators (AWE)

*Over half of the AWE course offerings had either implicit or explicit connections to equity.*

*In 2021-2022, there were 313 participants in AWE classes and 163 participants in AWE study groups.*

*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.*

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

- *Have learned concepts that will increase my effectiveness as a teacher*
- *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 2022, 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:*

- *"explore ways to implement PD learning into my classroom and troubleshoot after I've started implementation."*
- *"be candid about my strengths and weaknesses. My peer coach in turn gives a supportive, non-judgemental lens. This builds trust, confidence, and ultimately helps me improve where I need to improve and be a better teacher."*
- *"Focus on my own students and their needs, and get input that will impact me and my class personally. It also allows me to get support in areas that may not related to everything on the peer coaching rubric."*

### How did teacher learning from PLC's and other job-embedded professional development impact student learning?

*This year PLC's participated in discussions around Street Data to enhance student learning. Teachers discussed and reviewed student data, often directly related to their SMART goal, to generate frameworks to positively impact student learning. 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 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.

Confidential conversations with my peer coach allow me to:

- “take time to reflect on my teaching to consider additional strategies that may improve student learning and engagement.”
- “look at my teaching critically and constructively. It takes some vulnerability to think about what changes I need to make in my teaching in order to be more impactful with my students.”

## Review Findings

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

Each school set a site goal at the beginning of the school year. There was limited data due to the pandemic the previous year. Building leadership teams participated in data training to learn more about the differences among Satellite, Map and Street Data. Teams brought this information back to their buildings and together determined the building Site Goal.

### How did learning teams use data to implement selected instructional strategies and follow-up on implementation?

Building professional development for the year was planned around Street Data and Equity. SMART Goals were set at the individual teacher, PLC or department level. PLC and individual work throughout the year supported teachers to meet their goals.

## Recommendations

### How might 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. Through peer coaching 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 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

Due to the ongoing pandemic, an MOU was added to the WEA contract outlining temporary program changes for the 2021-22 and 2022-23 school year. Required components were reduced to accommodate the increase in caseloads for peer coaches, as the number of peer coaches was reduced due to budget constraints. Teachers

were still required to submit a SMART goal and complete two Coaching Observations. Documentation forms were also streamlined for teachers to ease workload across all parties.

## 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*

*Confidential conversations with my peer coach allow me to:*

- *“Try new things in my classroom and have the freedom to reflect on that with my peer coach.”*
- *“Have better ideas about how to implement behavior management, learning objectives, classroom instruction and data collection regarding my students. These conversations are separate from conversations I have with my administrator and are often a way for me to work on ideas that can help me be a more successful teacher without the pressures of being in a formal observation with my administrator.”*
- *“Speak freely with my coach about challenges or new ideas without evaluative criticism of my thoughts. I am able to have conversations about questions I have about my own practice or that of our teaching community. These conversations can help support implementation of curriculum and enhancing features we want to use.”*

### **What impact did the observation/evaluation process, including coaching, have on student learning?**

*Peer Coaches work to promote teachers’ use of evidence-based practices that research has shown are linked to improved student learning. 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.*

*Peer coaches have been active in the work of equity and inclusion, following, and often exceeding, the District Equity Commitment. Through reflective conversation, peer coaches are able to facilitate a discussion with teachers that focuses on equity within the classroom, truly acknowledging the district’s mission of “each and every student”.*

*According to teacher feedback in the Peer Coach Survey, 87% of teachers agreed that the Peer Coaching Program impacts student learning. Below are direct quotes from Wayzata teachers.*

*Confidential conversations with my peer coach allow me to:*

- *“Have honest reflection about my practice and how I meet student needs without judgment. I feel I can trust my peer coach. It is a safe space to work on my practice.”*
- *“Also discuss equity and how we are hosting inclusive classrooms.”*

## Review Findings

### How did the feedback teachers received from each Peer Coach 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 – 94% agree*

*Confidential conversations with my peer coach allow me to:*

- *“Experiment on new practices and also allow me to get feedback that may or may not be what I was expecting. However, it still can positively impact my teaching and student interaction.”*
- *“Think more deeply about areas of my practice I may not otherwise spend time reflecting on. It helps me think about best practice and reflect on how my teaching can grow to better meet those practices.”*

*What are the positive aspects of your experience with your peer coach?*

- *“I loved her straightforward reflection and push back. She didn't just say yes or agreed with what I was saying. She had me question and think about some of my choices.”*

## Recommendations

### How might 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. Teachers continue to express the need for personal choice in the program, but also a desire for differentiation in required components. The district will continue to explore ways to offer choices that support the district's equity commitment.*

## General Program Impact and Recommendations

### What overall impact on instruction and student learning has the district 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%.*

*AWE courses - Out of 280 activity evaluations completed in Frontline, 279 (99.6%) participants said they "strongly agree" or "agree", 1 (0.4%) said "N/A", so if you take the N/A out, then 100% said "strongly agree" or "agree".*

*AWE Study Groups - out of 155 activity evaluations completed in Frontline, 152 (98%) participants said they "strongly agree" or "agree", 2 (1.3%) said "N/A" and 1 (0.6%) said "strongly disagree". If you take out the N/A, then 99.3% said "strongly agree" or "agree".*

*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 might 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 2021-22:*

- *Differentiate professional employee development to align with staff passion, student engagement and years of service.*
- *Personalize the coaching process based on expressed staff needs. This may include additional coaching sessions, content specific resources, assistance navigating Frontline, collaboration with grade level teams district wide, etc.*
- *Collaborate with PLCs to help foster a safe environment where teachers' contributions are heard, honored and explored at all levels.*

# Q Comp Annual Report

**June 27, 2022**

**School Board Work Session**



**Excellence. For each and every student.**

Peer Coaching



Teachers

AWE

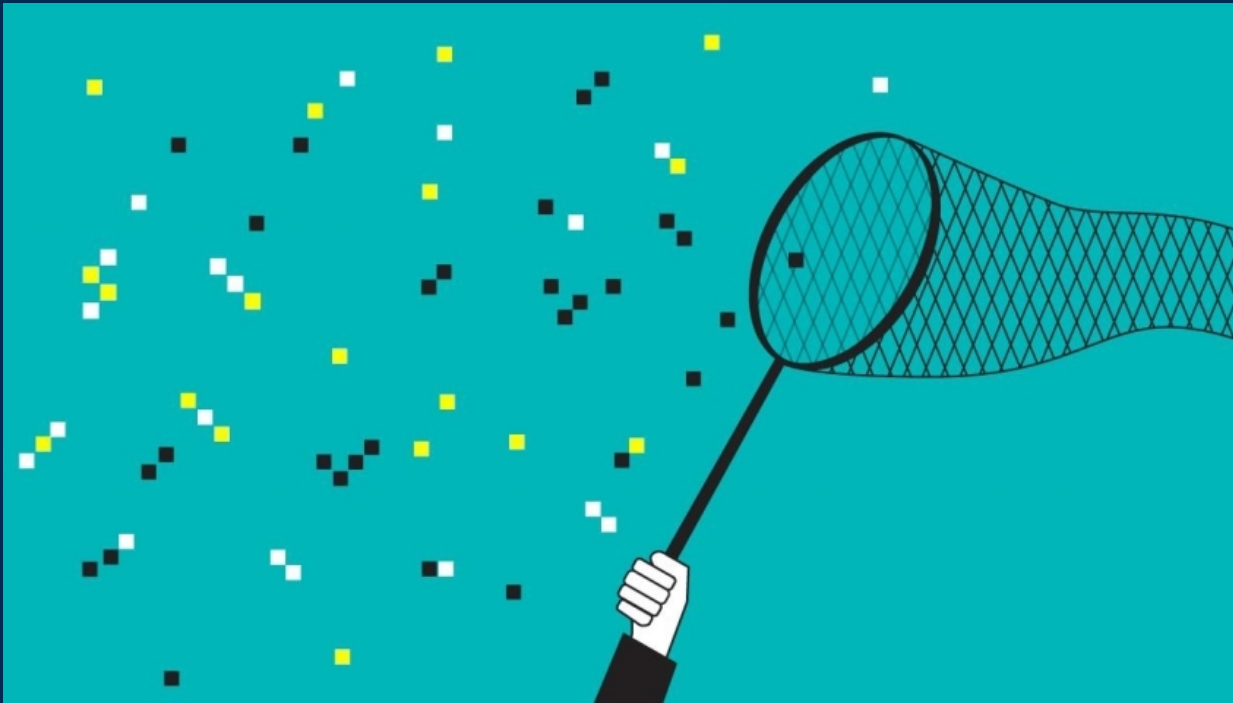
Data



# Peer Coaching



# Data



<https://hbr.org/2017/06/does-your-company-know-what-to-do-with-all-its-data>

# Trust



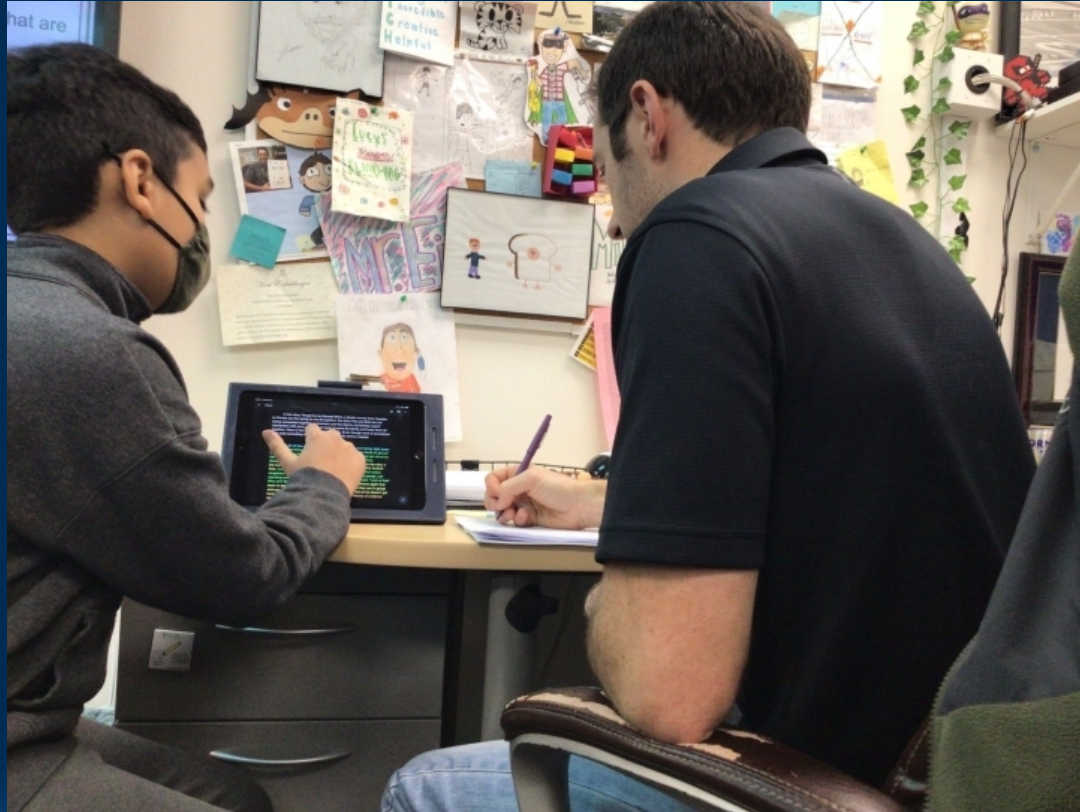
Platform of support. GETTY



# Efficacy



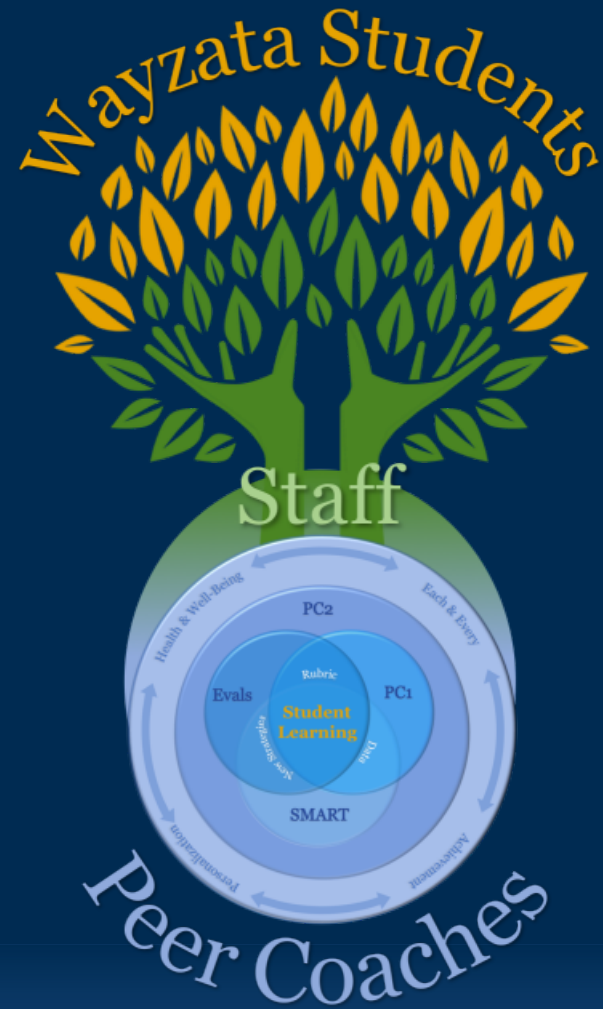
# Student Learning



# Change



**Building  
capacity for  
excellence.**



# Themes for 2021-22

- Trust and vulnerability from confidential conversations question
- positive aspects: Personalization
- improvements: 51/400 mentioned stretched too thin - stability of the program
- conversation over paperwork



# Overall Program Satisfaction

