








INDEPENDENT SCHOOL DISTRICT #832
STUDY SESSION – BOARD OF EDUCATION
Thursday, March 24, 2011 - 7:00 PM
Mahtomedi District Education Center - Community Room

The Mission of the Mahtomedi School District No. 832, as a multi-community public school system, is to provide individually challenging, lifelong learning experiences for all people, leading to productive and self-fulfilling roles in a global society, accomplished through partnerships with students, families, staff and communities all committed to excellence.

- AGENDA -

1. CALL TO ORDER
2. ROLL CALL OF ATTENDANCE
3. APPROVAL OF THE AGENDA
4. DISCUSSION/INFORMATION ITEMS
 - A. Q-Comp Coaching Survey Summary 2
Presenter: Mark Larson
 - B. Strategic Planning 58
Presenter: Mark Larson and Kurt Rohrig
 - C. Review of Proposed Budget Reductions
Presenter: Mark Larson and Denise Sundstrom
 - D. DDP Cultural Competency
Presenter: Mark Larson
5. ADJOURNMENT

1. Since I began participating in the Q-Comp Coaching process, my instructional practice has been impacted in the following way(s). Check ALL that apply.

		Response Percent	Response Count
After reflecting on the script or lesson I discovered an area I wanted to address in my instruction		75.0%	3
I have had the opportunity to watch an instructional technique being modeled by my coach or a colleague		75.0%	3
I have had the opportunity to discuss areas I wanted to strengthen in my classroom and develop plans of action for addressing them		100.0%	4
I have deliberately incorporated additional student discussion into my instruction		75.0%	3
I developed a new project that allows students to demonstrate their understanding		75.0%	3
I have worked with my coach to develop and implement a "project" (an individualized activity other than a traditional scripted observation).		75.0%	3
I have used a new classroom management technique		25.0%	1
My instructional practice has not been impacted through the coaching process.		0.0%	0
answered question			4
skipped question			0








2. If possible, please provide examples of how this has impacted student achievement.





	Response Count
	3
answered question	3
skipped question	1

3. If your instructional practice has not been impacted since you began participating in the Q-Comp Coaching process, please explain why.

	Response Count
	0
answered question	0
skipped question	4

4. Since I began participating in the Q-Comp Coaching process, student engagement in my classroom has been impacted the following ways. Check ALL that apply.






		Response Percent	Response Count
I purposefully incorporated new reading strategies into my classroom instruction		50.0%	2
I implemented a new math instructional strategy		25.0%	1
I implemented cooperative group work/ student discussion into additional lesson(s)		25.0%	1
I intentionally incorporated higher level questions into my instruction		0.0%	0
I purposefully increased my wait time after posing questions		75.0%	3
I integrated formative checks where all students were required to state their answers or opinions (thumbs-up, page protectors, white boards, exit slips, SMART Response)		0.0%	0
I deliberately integrated additional active/hands-on learning opportunities to meet my learning objectives		75.0%	3
I incorporated multiple methods for students to show what they learned (differentiation by choice) as a result of meeting with my coach		25.0%	1
I incorporated activities at various readiness/ability levels in a lesson to provide appropriate challenge for all my students as a result of meeting with my coach		25.0%	1
I conducted a survey or interview that allowed me to learn more about my students so I can better motivate them and meet their		0.0%	0

learning needs.			
I had my coach gather student data while I taught that I used to guide my instruction (students I called on, wait time, questions I asked, questions students asked, etc).		25.0%	1
I incorporated an additional communication method to keep parents and students informed.		25.0%	1
I implemented a new instructional strategy with my students.		50.0%	2
Student engagement in my classroom has not been impacted through the coaching process.		25.0%	1
answered question			4
skipped question			0

5. If possible, please provide examples of how this has impacted student achievement.		
		Response Count
		1
	answered question	1
	skipped question	3

6. If student engagement has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.		
		Response Count
		0
	answered question	0
	skipped question	4

7. Since I began participating in the Q-Comp Coaching process, my technology has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I have used SMART Notebook Tools in my instruction, which I had not previously use.		75.0%	3
I was able to locate a new SMART lessons that I used or adapted to meet the standards I address (SMART Exchange, websites, Aegom, etc)		50.0%	2
I have created and integrated the SMART Board into additional lessons		50.0%	2
I integrated a SMART Response into my classroom for the first time		0.0%	0
I incorporated new features of SMART Math Tools, which I had not previously used		0.0%	0
I integrated SMART Recorder		0.0%	0
I used AEGOM math or literacy lessons with my students for the first time		0.0%	0
I used a website, interactive resource or video my coach shared with me to illustrate a concept during a lesson		25.0%	1
I collaborated on a technology integration lesson/project with my coach (Moodle, Voice Thread, Photo Story, Google Apps, Zephyr Apps. etc.)		25.0%	1
Technology integration in my classroom has not been impacted through the coaching process.		0.0%	0
answered question			4

skipped question

0

8. If possible, please provide examples of how this has impacted student achievement.

Response
Count

2

answered question

2

skipped question

2

9. If technology integration in your classroom has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.

Response
Count

0





answered question

0

skipped question

4

10. Since I began participating in the Q-Comp Coaching process, my professional growth has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I participated in an educational book/article study		0.0%	0
My coach helped me locate resources that impacted my professional growth		75.0%	3
I was able to participate in professional discussions about instruction with my coach that sparked new strategies and/or techniques that I subsequently used		50.0%	2
I was able to participate in professional conversations with colleagues while coaches covered my class		0.0%	0
I was able to observe another teacher while my coach covered my class		0.0%	0
My growth as a professional has been positively impacted through our reflective conversations, resources shared and/or collaboration with my coach.		100.0%	4
I participated in a Spring Conference session and implemented one idea/technique in my classroom.		50.0%	2
My professional growth has not been impacted through the coaching process.		0.0%	0
answered question			4
skipped question			0

11. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	2
answered question	2
skipped question	2

12. If your professional growth has not been impacted through the coaching process, please give us suggestions for ways we could better meet your professional growth needs.	
	Response Count
	0
answered question	0
skipped question	4

13. As the Governance Committee looks ahead to posting and hiring coaches for those coaches who will be returning to the classroom next fall, what qualities do you feel are essential for your new coaches to possess?	
	Response Count
	3
answered question	3
skipped question	1

1. If possible, please provide examples of how this has impacted student		
	Response Text	
1	Reflection has allowed me to improve the growth of students' abilities in language arts.	Feb 4, 2011 1:46 PM
2	Reflection time on lessons has given me more time to think about what I'm doing that works and what I could improve on to increase student achievement.	Feb 4, 2011 3:36 PM
3	Student achievement has been impacted by increased student participation in learning activities, increased staff reflection on practice and staff preparation for implementation of new district wide proactive approaches to student learning, measurement and behavior management.	Feb 7, 2011 4:32 PM

1. If possible, please provide examples of how this has impacted student

Response Text

- | | | |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1 | Student achievement has been impacted by increased participation in specific targeted activities that are driven by student readiness and skill levels. Increased parent participation in process as a result of reflective discussion with coach. | Feb 7, 2011 4:40 PM |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|

1. If possible, please provide examples of how this has impacted student

Response Text

- | | | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1 | Still not developing my own smart board lessons, but I am using those existing ones to strengthen student learning outcomes. | Feb 4, 2011 1:49 PM |
| 2 | Student achievement has been impacted by increased opportunity to use technology during individual sessions. This project has led to increased opportunities for staff to use new technology (Ipad, movies of student and family skills and use of smartboard with student practice sessions) This use of smartboard for increased practice and alternative delivery of paper pencil has increased the rate of growth in children's skills. Staff has been able to increase data systems through collaborative efforts of coaching and technology support. | Feb 7, 2011 4:46 PM |

1. If possible, please provide examples of how this has impacted student

Response Text








- | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1 | Incorporating technology into my lessons. Thinking about the best use of positive feedback to keep my students more fully engaged. | Feb 4, 2011 1:52 PM |
| 2 | Student achievement has been impacted by the fact that I am a more confident, reflective and well supported staff member. I am convinced the support of my coaches has improved my ability to engage students and cultivate their continued growth. | Feb 7, 2011 4:49 PM |

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text

- | | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 1 | Strong teachers in their own subject or grade area. An openness to the ideas of others. | Feb 4, 2011 1:53 PM |
| 2 | Excellent questioning and listening skills. | Feb 4, 2011 3:40 PM |
| 3 | Listening, reflection, successful experiences with families and students, willingness to experiment and try new opportunities in collaboration with staff, ability to learn new skills, flexibility, ability to connect with many types of people, verbal and written communication, organized with their paperwork completion. | Feb 7, 2011 4:53 PM |

1. Since I began participating in the Q-Comp Coaching process, my instructional practice has been impacted in the following way(s). Check ALL that apply.

		Response Percent	Response Count
After reflecting on the script or lesson I discovered an area I wanted to address in my instruction		71.9%	23
I have had the opportunity to watch an instructional technique being modeled by my coach or a colleague		15.6%	5
I have had the opportunity to discuss areas I wanted to strengthen in my classroom and develop plans of action for addressing them		90.6%	29
I have deliberately incorporated additional student discussion into my instruction		25.0%	8
I developed a new project that allows students to demonstrate their understanding		50.0%	16
I have worked with my coach to develop and implement a "project" (an individualized activity other than a traditional scripted observation).		81.3%	26
I have used a new classroom management technique		9.4%	3
My instructional practice has not been impacted through the coaching process.		0.0%	0
answered question			32
skipped question			0











2. If possible, please provide examples of how this has impacted student achievement.





	Response Count
	13
answered question	13
skipped question	19

3. If your instructional practice has not been impacted since you began participating in the Q-Comp Coaching process, please explain why.

	Response Count
	0
answered question	0
skipped question	32

4. Since I began participating in the Q-Comp Coaching process, student engagement in my classroom has been impacted the following ways. Check ALL that apply.









		Response Percent	Response Count
I purposefully incorporated new reading strategies into my classroom instruction		68.8%	22
I implemented a new math instructional strategy		50.0%	16
I implemented cooperative group work/ student discussion into additional lesson(s)		37.5%	12
I intentionally incorporated higher level questions into my instruction		56.3%	18
I purposefully increased my wait time after posing questions		81.3%	26
I integrated formative checks where all students were required to state their answers or opinions (thumbs-up, page protectors, white boards, exit slips, SMART Response)		40.6%	13
I deliberately integrated additional active/hands-on learning opportunities to meet my learning objectives		56.3%	18
I incorporated multiple methods for students to show what they learned (differentiation by choice) as a result of meeting with my coach		37.5%	12
I incorporated activities at various readiness/ability levels in a lesson to provide appropriate challenge for all my students as a result of meeting with my coach		28.1%	9
I conducted a survey or interview that allowed me to learn more about my students so I can better motivate them and meet their		6.3%	2

learning needs.			
I had my coach gather student data while I taught that I used to guide my instruction (students I called on, wait time, questions I asked, questions students asked, etc).		43.8%	14
I incorporated an additional communication method to keep parents and students informed.		34.4%	11
I implemented a new instructional strategy with my students.		62.5%	20
Student engagement in my classroom has not been impacted through the coaching process.		3.1%	1
		answered question	32
		skipped question	0

5. If possible, please provide examples of how this has impacted student achievement.		
		Response Count
		4
	answered question	4
	skipped question	28

6. If student engagement has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.		
		Response Count
		0
	answered question	0
	skipped question	32

7. Since I began participating in the Q-Comp Coaching process, my technology has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I have used SMART Notebook Tools in my instruction, which I had not previously use.		28.1%	9
I was able to locate a new SMART lessons that I used or adapted to meet the standards I address (SMART Exchange, websites, Aegom, etc)		43.8%	14
I have created and integrated the SMART Board into additional lessons		46.9%	15
I integrated a SMART Response into my classroom for the first time		12.5%	4
I incorporated new features of SMART Math Tools, which I had not previously used		18.8%	6
I integrated SMART Recorder		0.0%	0
I used AEGOM math or literacy lessons with my students for the first time		0.0%	0
I used a website, interactive resource or video my coach shared with me to illustrate a concept during a lesson		25.0%	8
I collaborated on a technology integration lesson/project with my coach (Moodle, Voice Thread, Photo Story, Google Apps, Zephyr Apps. etc.)		18.8%	6
Technology integration in my classroom has not been impacted through the coaching process.		15.6%	5
		answered question	32

skipped question

0

8. If possible, please provide examples of how this has impacted student achievement.

Response
Count

4

answered question

4

skipped question

28

9. If technology integration in your classroom has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.

Response
Count

5









answered question

5

skipped question

27

10. Since I began participating in the Q-Comp Coaching process, my professional growth has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I participated in an educational book/article study		50.0%	16
My coach helped me locate resources that impacted my professional growth		43.8%	14
I was able to participate in professional discussions about instruction with my coach that sparked new strategies and/or techniques that I subsequently used		75.0%	24
I was able to participate in professional conversations with colleagues while coaches covered my class		21.9%	7
I was able to observe another teacher while my coach covered my class		9.4%	3
My growth as a professional has been positively impacted through our reflective conversations, resources shared and/or collaboration with my coach.		84.4%	27
I participated in a Spring Conference session and implemented one idea/technique in my classroom.		40.6%	13
My professional growth has not been impacted through the coaching process.		3.1%	1
answered question			32
skipped question			0

11. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	2
answered question	2
skipped question	30

12. If your professional growth has not been impacted through the coaching process, please give us suggestions for ways we could better meet your professional growth needs.	
	Response Count
	0
answered question	0
skipped question	32

13. As the Governance Committee looks ahead to posting and hiring coaches for those coaches who will be returning to the classroom next fall, what qualities do you feel are essential for your new coaches to possess?	
	Response Count
	18
answered question	18
skipped question	14

1. If possible, please provide examples of how this has impacted student		
	Response Text	
1	increased staff awareness of autism, books/resources for classroom use, growth in student awareness and acceptance.	Feb 9, 2011 2:13 PM
2	I feel that i am keeping a closer look at the individuals and I feel confident that everything is being done to help them to achieve at their level.	Feb 9, 2011 2:32 PM
3	when planning with a coach, I provided some RIT specific activities for math students to help increase MAP scores.	Feb 9, 2011 2:35 PM
4	Project allowed students to switch between two literacy teachers based on skill level. Allowed for focused instruction on the weaker skill.	Feb 9, 2011 2:39 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
5	I have create new SMART lessons as a result of discussions and an identified need.	Feb 9, 2011 2:46 PM
6	More ideas on how to teach and reinforce concepts in form of a game using instruments and the smart board	Feb 9, 2011 4:46 PM
7	Students are meeting their growth goals on CBMs and NWEA testing	Feb 9, 2011 5:35 PM
8	The encouragement to consider a "project" has motivated me to try a new instructional practice that I might have otherwise been slow to implement.	Feb 9, 2011 9:53 PM
9	In our PLC we are reading and discussing a book that has changed the way I am teaching children to read. I feel a much better sense of how to assess children's reading fluency than I did before the study.	Feb 11, 2011 2:08 PM
10	worked on wait time added 6 minute solutions and smart responses	Feb 11, 2011 8:22 PM
11	6 Minute Solution has greatly improved the reading fluency of my first graders.	Feb 14, 2011 7:48 PM
12	I have implemented six-minute solution, which is improving students' reading fluency.	Feb 14, 2011 7:50 PM
13	I have been able to team with another grade level on a project that meets standards in LA, social studies, and technology.	Feb 14, 2011 9:33 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	Students are more engaged in the classroom	Feb 9, 2011 4:47 PM
2	I provide more wait time for students to process. I find ways to provide success for students who struggle to read.	Feb 9, 2011 5:37 PM
3	I incorporated a new spelling program for the year and homework strategy with my literacy class. I also gave a spelling inventory to each student which my amazing Q-Comp Coach, Teresa Peterson, turned into data used to assist us with switching groups in literacy. We switched classes on various days to review concepts that individual kids were missing. I couldn't have done it without her!	Feb 9, 2011 6:07 PM
4	student fluency has increased by 50 words since I started 6 minute solutions	Feb 11, 2011 8:24 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	Taking the Tech integration class was extreemly helpful. I know how important this is and helpful, finding the time tocollaborate and implement is the difficulty.	Feb 9, 2011 4:30 PM
2	students are more engaged	Feb 9, 2011 4:48 PM
3	Our class learned how to use Photo Story to show to our families.	Feb 11, 2011 2:10 PM
4	I am currently learning how to use the smart responses in the classroom	Feb 11, 2011 8:25 PM

1. If technology integration in your classroom has not been impacted through

Response Text		
1	None. I have been ahead of technology learning for some time.	Feb 9, 2011 2:23 PM
2	none	Feb 9, 2011 2:29 PM
3	My technology use is fine the way it is. I do not need to add any more technology to my lessons at this time.	Feb 9, 2011 2:41 PM
4	This was an area I did not need help in.	Feb 11, 2011 4:26 PM
5	TIME!!!!!!	Feb 14, 2011 7:51 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	Having those ongoing conversations that drive our curriculum are always thought provoking and allows us to review and change best practices to make them even better.	Feb 9, 2011 4:32 PM
2	students now will have new lessons to learn from	Feb 9, 2011 4:49 PM









1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
1	approachable, knowledgeable, flexible, motivating, supportive	Feb 9, 2011 2:16 PM
2	female	Feb 9, 2011 2:30 PM
3	This person should be trustworthy and a good listener. She/he should be knowledgeable of a variety of teaching strategies, classroom management techniques.	Feb 9, 2011 2:36 PM
4	friendly, open, non-judgmental, experienced, flexible.	Feb 9, 2011 2:38 PM
5	listener non-judgmental committed positive feedback	Feb 9, 2011 2:42 PM
6	Elementary experience	Feb 9, 2011 4:23 PM
7	To me a coach should be patient, open minded, easily approachable, thought provoking, not intimidating, a leader in Best practices, a leader in technology and someone who can provide me with insight to how to improve my skills.	Feb 9, 2011 4:34 PM
8	understanding, patience, education skill and knowledge of the field	Feb 9, 2011 4:49 PM
9	The ability to listen carefully, make us feel comfortable opening up and sharing our concerns.	Feb 9, 2011 5:19 PM
10	Clone Teresa Peterson	Feb 9, 2011 5:38 PM
11	A new coach should have the respect and admiration of his/her peers. He/She should be a great listener. Someone who helps you reflect on professional practices and can help you incorporate best practice in all areas. I do like constructive criticism . It helps me grow as an educator. Someone who is positive.	Feb 9, 2011 6:19 PM
12	Teachability, Strong Communication Skills, Ability to Identify both Strengths and Areas for Growth	Feb 9, 2011 9:55 PM

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
13	non-threatening personality, able to give positive feedback, creative thought processing	Feb 10, 2011 2:33 AM
14	They need to be a person that teachers already respect in the district. Someone that is humble, wise, and works well with adult learners.	Feb 11, 2011 2:11 PM
15	Experienced teachers who are up with current methods of instruction.	Feb 11, 2011 9:34 PM
16	Quality resources for teachers. I have been impressed with the coaches I've worked with the last couple of years.	Feb 14, 2011 7:51 PM
17	A good listener, someone who can gently guide without being overpowering, someone easily approachable.	Feb 14, 2011 7:52 PM
18	It would be good to have a coach from a specialty area too.	Feb 14, 2011 9:35 PM

1. Since I began participating in the Q-Comp Coaching process, my instructional practice has been impacted in the following way(s). Check ALL that apply.

		Response Percent	Response Count
After reflecting on the script or lesson I discovered an area I wanted to address in my instruction		50.0%	17
I have had the opportunity to watch an instructional technique being modeled by my coach or a colleague		5.9%	2
I have had the opportunity to discuss areas I wanted to strengthen in my classroom and develop plans of action for addressing them		70.6%	24
I have deliberately incorporated additional student discussion into my instruction		17.6%	6
I developed a new project that allows students to demonstrate their understanding		35.3%	12
I have worked with my coach to develop and implement a "project" (an individualized activity other than a traditional scripted observation).		64.7%	22
I have used a new classroom management technique		23.5%	8
My instructional practice has not been impacted through the coaching process.		8.8%	3
answered question			34
skipped question			0











2. If possible, please provide examples of how this has impacted student achievement.





	Response Count
	15
answered question	15
skipped question	19

3. If your instructional practice has not been impacted since you began participating in the Q-Comp Coaching process, please explain why.

	Response Count
	0
answered question	0
skipped question	34

4. Since I began participating in the Q-Comp Coaching process, student engagement in my classroom has been impacted the following ways. Check ALL that apply.











		Response Percent	Response Count
I purposefully incorporated new reading strategies into my classroom instruction		29.0%	9
I implemented a new math instructional strategy		16.1%	5
I implemented cooperative group work/ student discussion into additional lesson(s)		38.7%	12
I intentionally incorporated higher level questions into my instruction		22.6%	7
I purposefully increased my wait time after posing questions		45.2%	14
I integrated formative checks where all students were required to state their answers or opinions (thumbs-up, page protectors, white boards, exit slips, SMART Response)		25.8%	8
I deliberately integrated additional active/hands-on learning opportunities to meet my learning objectives		48.4%	15
I incorporated multiple methods for students to show what they learned (differentiation by choice) as a result of meeting with my coach		16.1%	5
I incorporated activities at various readiness/ability levels in a lesson to provide appropriate challenge for all my students as a result of meeting with my coach		22.6%	7
I conducted a survey or interview that allowed me to learn more about my students so I can better motivate them and meet their		19.4%	6

learning needs.			
I had my coach gather student data while I taught that I used to guide my instruction (students I called on, wait time, questions I asked, questions students asked, etc).		41.9%	13
I incorporated an additional communication method to keep parents and students informed.		16.1%	5
I implemented a new instructional strategy with my students.		38.7%	12
Student engagement in my classroom has not been impacted through the coaching process.		16.1%	5
answered question			31
skipped question			3

5. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	5
answered question	5
skipped question	29

6. If student engagement has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.	
	Response Count
	5
answered question	5
skipped question	29

7. Since I began participating in the Q-Comp Coaching process, my technology has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I have used SMART Notebook Tools in my instruction, which I had not previously use.		45.2%	14
I was able to locate a new SMART lessons that I used or adapted to meet the standards I address (SMART Exchange, websites, Aegom, etc)		41.9%	13
I have created and integrated the SMART Board into additional lessons		48.4%	15
I integrated a SMART Response into my classroom for the first time		6.5%	2
I incorporated new features of SMART Math Tools, which I had not previously used		9.7%	3
I integrated SMART Recorder		3.2%	1
I used AEGOM math or literacy lessons with my students for the first time		3.2%	1
I used a website, interactive resource or video my coach shared with me to illustrate a concept during a lesson		32.3%	10
I collaborated on a technology integration lesson/project with my coach (Moodle, Voice Thread, Photo Story, Google Apps, Zephyr Apps. etc.)		12.9%	4
Technology integration in my classroom has not been impacted through the coaching process.		12.9%	4
answered question			31

skipped question

3

8. If possible, please provide examples of how this has impacted student achievement.

Response
Count

7

answered question

7

skipped question

27

9. If technology integration in your classroom has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.

Response
Count

4








answered question

4

skipped question

30

10. Since I began participating in the Q-Comp Coaching process, my professional growth has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I participated in an educational book/article study		9.7%	3
My coach helped me locate resources that impacted my professional growth		51.6%	16
I was able to participate in professional discussions about instruction with my coach that sparked new strategies and/or techniques that I subsequently used		64.5%	20
I was able to participate in professional conversations with colleagues while coaches covered my class		19.4%	6
I was able to observe another teacher while my coach covered my class		3.2%	1
My growth as a professional has been positively impacted through our reflective conversations, resources shared and/or collaboration with my coach.		83.9%	26
I participated in a Spring Conference session and implemented one idea/technique in my classroom.		45.2%	14
My professional growth has not been impacted through the coaching process.		0.0%	0
answered question			31
skipped question			3

11. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	6
answered question	6
skipped question	28

12. If your professional growth has not been impacted through the coaching process, please give us suggestions for ways we could better meet your professional growth needs.	
	Response Count
	0
answered question	0
skipped question	34

13. As the Governance Committee looks ahead to posting and hiring coaches for those coaches who will be returning to the classroom next fall, what qualities do you feel are essential for your new coaches to possess?	
	Response Count
	21
answered question	21
skipped question	13

1. If possible, please provide examples of how this has impacted student		
	Response Text	
1	*Increased student engagement *students working at their own level *students having choice in their learning project	Jan 27, 2011 2:40 PM
2	Q-Comp has enabled me to write and implement a mythology unit in my fourth grade. Mythology is a new 4th grade standard. (2012) It was wonderful to be able to work on this project with Stacy a year before it is to be implemented in fourth grade.	Jan 27, 2011 2:55 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
3	I get good feedback from my peer coach on how to improve lessons, because she sees/hears things that I miss. Also she is someone to talk to to discuss how lessons can be adapted to better fit the needs of specific students.	Jan 27, 2011 4:28 PM
4	I have worked with a Q-comp coach in developing a new hands-on unit, resulting in more student engagement.	Jan 27, 2011 4:56 PM
5	I have planned new ways for my students to show what they have learned.	Jan 27, 2011 8:10 PM
6	I really don't know.	Jan 27, 2011 8:27 PM
7	very little impact has been made	Jan 28, 2011 2:49 PM
8	Increased MAP scores, better classroom management, increased awareness of vocabulary and comprehension strategies.	Jan 28, 2011 5:31 PM
9	My students were given choices for how to show what they learned.	Feb 3, 2011 9:15 PM
10	I would have done these things anyway. As a professional, I'm always looking for ways to increase student engagement and learning. It is a huge waste of money to hire all of these peer coaches, even if it doesn't come out of the general fund.	Feb 3, 2011 10:17 PM
11	It has allowed more students to participate in my class. I have waited longer for students to answer and not tried to pick the first student with their hand up.	Feb 3, 2011 11:49 PM
12	It has helped me organize projects and try new techniques that my students have responded well to and demonstrated learning. It has helped me be more reflective as a whole.	Feb 9, 2011 5:40 PM
13	increased engagement	Feb 9, 2011 9:36 PM
14	Being able to collaborate with a coach and work on student projects that go along with a unit has given me the opportunity to make pieces of the instruction or final project more fun or hands on. When students are engaged and are having fun they grow as learners and are better able to remember experiences that happen during the year.	Feb 11, 2011 5:06 PM
15	I have been able to assess an additional set of student skills using a new process, therefore giving me more information on student progress in a specific area.	Feb 11, 2011 9:48 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	I don't have specific data to show how it impacted students achievement, but students were actively engaged throughout the unit and enthusiastic about the subject matter.	Jan 27, 2011 2:43 PM
2	Critical thinking skills have been increased by the questions I have practiced with my coach.	Jan 27, 2011 4:03 PM
3	Stacy has documented various on-task behaviors from my students for me.	Jan 27, 2011 8:11 PM
4	The "wait" time for students to answer has increased the amount of students engaged.	Feb 3, 2011 11:51 PM
5	Students hav more opportunity to demonstrate they understand the concepts being taught.	Feb 11, 2011 9:49 PM

1. If student engagement has not been impacted through the coaching process,

Response Text		
1	I am ready to receive ideas to improve my teaching.	Jan 27, 2011 2:32 PM
2	I really feel like the things I am doing began, or continue, because of curriculum adjustments, or student needs, not because of the coaching process.	Jan 27, 2011 5:06 PM
3	I could use more planning time to redesign lessons to better meet the needs of my students.	Jan 27, 2011 7:09 PM
4	it was impacted through my PLC goal and behavioral specialist support, not coach	Jan 28, 2011 2:52 PM
5	Like I said before, we have hired math consultants, reading consultants, and have an incredible technology department. I would have done all the peer coaching things anyway.	Feb 3, 2011 10:19 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	Stacy helped me find a Smart Notebook template to use for Latin/Greek root review in my literacy class.	Jan 27, 2011 3:06 PM
2	I have been able to monitor through better data collection the specific skills that need intensive direct instruction.	Jan 27, 2011 4:05 PM
3	Use SMART for randomly grouping students, and the SMART tools (timers, rulers etc)	Jan 27, 2011 4:30 PM
4	Various websites have been shared.	Jan 27, 2011 8:11 PM
5	Used Wordle with students and students were less resistant to writing, added creativity.	Feb 9, 2011 5:42 PM
6	I used Voice Threads with my peer coach last year. It was a great wrap up for our Solar System Unit. Students enjoyed researching their planet with the knowledge they were going to have the chance to record their voices giving some of the facts they learned.	Feb 11, 2011 5:09 PM
7	Provided additional motivational strategies, therefore engaging some students that may have struggled with new concepts.	Feb 11, 2011 9:53 PM

1. If technology integration in your classroom has not been impacted through

Response Text		
1	I plan to ask my coach to help with some technology for my final part of this year's observation cycle.	Jan 29, 2011 1:28 PM
2	I could be more intentional about planning how I could make this part of the coaching process. I think it has to do with the amount of time that is sometimes required to develop the lessons that integrate the technology.	Feb 3, 2011 9:18 PM
3	If in fact further technology integration is necessary, the only way that I could see it positively impacted would be for me to have more time to explore different tech. strategies, which actually takes more of the time that I don't really have.	Feb 3, 2011 10:01 PM
4	The last words on all of the choices states "through the peer coaching process". I have done almost all of those things, but it has been because I am motivated to always improve my instructional strategies, not because of peer coaching.	Feb 3, 2011 10:20 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	Having time to reflect with a coach about my instruction practices allows me to tailor fit my instruction to better fit the students needs	Jan 27, 2011 4:07 PM
2	I loved the Spring options for professional development and am sad to see it is gone now. :(Jan 27, 2011 8:12 PM
3	If all of these options had been presented to us previous to this survey, perhaps some of them could have impacted my instruction or professional growth.	Feb 3, 2011 10:03 PM
4	Our peer coach is a wonderful person and was very helpful. It was nice to have someone to help with the leg, to gather resources, and develop smartlessons.	Feb 3, 2011 10:21 PM
5	I gave presentations at Spring Conference which helped me as a professional.	Feb 9, 2011 5:43 PM
6	By trying a new strategy students were offered an additional technique for demonstrating their understanding of a lesson.	Feb 11, 2011 9:56 PM









1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
1	Is a good teacher. Creates trust and comfort. Has a positive impact on students and adults.	Jan 27, 2011 2:35 PM
2	positive outlook, professionalism, humility, open-mindedness, willingness to continually learn, ability to multi-task effectively, thick skin	Jan 27, 2011 2:44 PM
3	open-minded to many approaches to teaching, not having all of the answers (or a "right way" to teach), willing to research techniques, informed on a number of strategies	Jan 27, 2011 2:51 PM
4	Approachable, nonjudgmental, elementary experience (for k-5), organized, self-motivated	Jan 27, 2011 3:14 PM
5	professionalism, ability to listen and ask thought provoking questions without judgement.	Jan 27, 2011 4:08 PM
6	non-judgemental, easy to go to with needs/questions.	Jan 27, 2011 4:32 PM
7	ability to give constructive criticism in a helpful way, knowledgeable about classroom management and curriculum, technology/SmartBoard knowledge	Jan 27, 2011 5:18 PM
8	Flexibility.	Jan 27, 2011 8:12 PM
9	Excellent communication skills	Jan 27, 2011 8:29 PM
10	flexibility, creativity, If the positions are to remain, Stacy is fabulous! She is present does not come in with an agenda but rather supports my needs	Jan 28, 2011 2:54 PM
11	1. Knowledge of specialty areas such as, music, art, media, SPED, etc. 2. Flexible, personable, easy to talk to and share ideas, strengths and weaknesses.	Jan 28, 2011 6:22 PM
12	Warmth, a non-intimidating manner, a willingness to share and listen with an open mind.	Jan 29, 2011 1:31 PM
13	-trustworthy -knowledge beyond the scope of regular education practices (e.g., differentiation, modifications, accommodations) to meet unique learner needs including twice exceptional students.	Feb 3, 2011 9:11 PM
14	They should have a non-intimidating manner about them, have warmth, and be knowledgeable about many areas of instruction and classroom management. I thought our coaches had those qualities, and it always felt good having them observe and be a part of my class.	Feb 3, 2011 9:20 PM

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
15	Do we even need to have peer coaches? That is the question that needs to be asked first. How has peer coaching increased student achievement and student engagement. Studies show that it does not, so we are wasting time and money even hiring the coaches.	Feb 3, 2011 10:23 PM
16	The ability to help teachers find the resources that they need to be a better teacher. Don't just come in and observe. Help the teacher layer there teaching by offering some new ways to do the lesson and then find what they need and bring it to them.	Feb 3, 2011 11:54 PM
17	supportive, non-judgemental, resourceful, positive	Feb 4, 2011 2:16 PM
18	An open mind, great listening, and hard working are essential skills a good coach must possess. Stacy and Teresa were fantastic! They did a great job and have helped provide a very rewarding and positive Q-comp experience! Thank you.	Feb 4, 2011 7:08 PM
19	Ability to impact all classrooms, Sp. Ed, specialists by being able to see the environment globally and specifically and be assertive enough to offer suggestions as well as reflective coaching.	Feb 9, 2011 5:45 PM
20	Flexibility	Feb 11, 2011 5:10 PM
21	Strong listening and observation skills. Being able to communicate in a constructive and positive manner. The current coaches who have been in my classroom definitely demonstrated these qualities!	Feb 11, 2011 10:00 PM

1. Since I began participating in the Q-Comp Coaching process, my instructional practice has been impacted in the following way(s). Check ALL that apply.

		Response Percent	Response Count
After reflecting on the script or lesson I discovered an area I wanted to address in my instruction		54.8%	17
I have had the opportunity to watch an instructional technique being modeled by my coach or a colleague		29.0%	9
I have had the opportunity to discuss areas I wanted to strengthen in my classroom and develop plans of action for addressing them		90.3%	28
I have deliberately incorporated additional student discussion into my instruction		35.5%	11
I developed a new project that allows students to demonstrate their understanding		54.8%	17
I have worked with my coach to develop and implement a "project" (an individualized activity other than a traditional scripted observation).		67.7%	21
I have used a new classroom management technique		45.2%	14
My instructional practice has not been impacted through the coaching process.		16.1%	5
answered question			31
skipped question			0











2. If possible, please provide examples of how this has impacted student achievement.





	Response Count
	9
answered question	9
skipped question	22

3. If your instructional practice has not been impacted since you began participating in the Q-Comp Coaching process, please explain why.

	Response Count
	0
answered question	0
skipped question	31

4. Since I began participating in the Q-Comp Coaching process, student engagement in my classroom has been impacted the following ways. Check ALL that apply.











		Response Percent	Response Count
I purposefully incorporated new reading strategies into my classroom instruction		30.0%	9
I implemented a new math instructional strategy		20.0%	6
I implemented cooperative group work/ student discussion into additional lesson(s)		46.7%	14
I intentionally incorporated higher level questions into my instruction		40.0%	12
I purposefully increased my wait time after posing questions		46.7%	14
I integrated formative checks where all students were required to state their answers or opinions (thumbs-up, page protectors, white boards, exit slips, SMART Response)		53.3%	16
I deliberately integrated additional active/hands-on learning opportunities to meet my learning objectives		46.7%	14
I incorporated multiple methods for students to show what they learned (differentiation by choice) as a result of meeting with my coach		30.0%	9
I incorporated activities at various readiness/ability levels in a lesson to provide appropriate challenge for all my students as a result of meeting with my coach		30.0%	9
I conducted a survey or interview that allowed me to learn more about my students so I can better motivate them and meet their		23.3%	7

learning needs.			
I had my coach gather student data while I taught that I used to guide my instruction (students I called on, wait time, questions I asked, questions students asked, etc).		43.3%	13
I incorporated an additional communication method to keep parents and students informed.		16.7%	5
I implemented a new instructional strategy with my students.		53.3%	16
Student engagement in my classroom has not been impacted through the coaching process.		10.0%	3
		answered question	30
		skipped question	1

5. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	3
	answered question 3
	skipped question 28

6. If student engagement has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.	
	Response Count
	1
	answered question 1
	skipped question 30

7. Since I began participating in the Q-Comp Coaching process, my technology has been impacted in the following ways. Check ALL that apply.









		Response Percent	Response Count
I have used SMART Notebook Tools in my instruction, which I had not previously use.		60.0%	18
I was able to locate a new SMART lessons that I used or adapted to meet the standards I address (SMART Exchange, websites, Aegom, etc)		46.7%	14
I have created and integrated the SMART Board into additional lessons		63.3%	19
I integrated a SMART Response into my classroom for the first time		40.0%	12
I incorporated new features of SMART Math Tools, which I had not previously used		16.7%	5
I integrated SMART Recorder		6.7%	2
I used AEGOM math or literacy lessons with my students for the first time		16.7%	5
I used a website, interactive resource or video my coach shared with me to illustrate a concept during a lesson		36.7%	11
I collaborated on a technology integration lesson/project with my coach (Moodle, Voice Thread, Photo Story, Google Apps, Zephyr Apps. etc.)		33.3%	10
Technology integration in my classroom has not been impacted through the coaching process.		20.0%	6
answered question			30

skipped question	1
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8. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	3
answered question	3
skipped question	28

9. If technology integration in your classroom has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.	
	Response Count
	4
answered question	4
skipped question	27

10. Since I began participating in the Q-Comp Coaching process, my professional growth has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I participated in an educational book/article study		33.3%	10
My coach helped me locate resources that impacted my professional growth		60.0%	18
I was able to participate in professional discussions about instruction with my coach that sparked new strategies and/or techniques that I subsequently used		73.3%	22
I was able to participate in professional conversations with colleagues while coaches covered my class		13.3%	4
I was able to observe another teacher while my coach covered my class		13.3%	4
My growth as a professional has been positively impacted through our reflective conversations, resources shared and/or collaboration with my coach.		86.7%	26
I participated in a Spring Conference session and implemented one idea/technique in my classroom.		40.0%	12
My professional growth has not been impacted through the coaching process.		6.7%	2
answered question			30
skipped question			1

11. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	1
answered question	1
skipped question	30

12. If your professional growth has not been impacted through the coaching process, please give us suggestions for ways we could better meet your professional growth needs.	
	Response Count
	0
answered question	0
skipped question	31

13. As the Governance Committee looks ahead to posting and hiring coaches for those coaches who will be returning to the classroom next fall, what qualities do you feel are essential for your new coaches to possess?	
	Response Count
	16
answered question	16
skipped question	15

1. If possible, please provide examples of how this has impacted student		
	Response Text	
1	My peer coach helped me learn to use voice threads, SMART responders and various forms of academic Jeopardy as a review tool. Additionally, she has helped me write a grant for high interest-lower readability books. Each time we meet, I learn and grow as a professional which increases student performance and active engagement in the content areas. I LOVE this program- it is so HELPFUL!	Feb 3, 2011 9:18 PM
2	more engaged students lead to better mastery of content	Feb 3, 2011 9:18 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
3	I ahve directly and indirectly used new techniques with students who struggle to meet the state standards.	Feb 3, 2011 10:41 PM
4	I believe it has enhanced their interest in class. Thus, motivating them and helping them learn.	Feb 3, 2011 11:23 PM
5	I was able to kid watch and find triggers for some of my students. That has improved my management.	Feb 4, 2011 2:49 PM
6	learning to use Smartboard technology keeps students more engaged than more traditional approaches.	Feb 7, 2011 5:21 PM
7	While not an option this year, I have greatly appreciated the opportunity to observe peers. I appreciate the support of peer coaches to focus on things outside of my curriculum that directly affect the classroom (management, differentiation, etc.)	Feb 9, 2011 9:23 PM
8	The feedback from another observing is great for me to hear. I really struggle with changing what I have done in the past, but with the coach I can alter a lesson and get feedback from the coach as to how clear the instruction went and on how engaged the students were. From the feedback, it was easy to make adjustments for the next time. For example, I tried using PODS for chapter review problems and adjusted the roles and made it for groups of 2 or 3. In math, more than 3 students in the POD created off topic behaviors. I also adjusted the voice to be a writer, where the group uses classroom mini-whiteboards to write their answer and hold it up when group is done. It worked out great and my peer coach thought it was a good idea to adapt the POD concept to fit my questions.	Feb 10, 2011 6:18 PM
9	I have use "Skills for Success" do less of this and more of this as weekly grade and feel it has help students to focus and stay on task.	Feb 14, 2011 12:44 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	Voice thread	Feb 3, 2011 9:19 PM
2	Some of the previous things I have done or worked on before peer coaching, but the peer coaching process keeps me mindful of continuing to work on, implement and incorporate various instructional strategies, student feedback, etc. when the challenges of daily schedule might otherwise get in the way.	Feb 9, 2011 9:30 PM
3	I think the Smartboard activities that have been added to our lessons promote student engagement in the classroom and give them feedback instantly. I also like the POD for doing questions for chapter review without always using the clickers. The clickers are great if you have the time to set up the questions to be short answer or multiple choice.	Feb 10, 2011 6:22 PM

1. If student engagement has not been impacted through the coaching process,

Response Text		
1	I am not sure.	Feb 4, 2011 8:24 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	great insight and instruction--thank you!	Feb 3, 2011 9:20 PM
2	Scratch	Feb 3, 2011 11:26 PM
3	This year we added the use of new tessellation program which the peer coach is helping to teach and hopefully I will learn it also. This will show the relationship between math and art to the students and gives math students a break from the constant daily problems.	Feb 10, 2011 6:25 PM

1. If technology integration in your classroom has not been impacted through

Response Text		
1	It has not been changed. Coaches have been available to answer questions which has been helpful.	Feb 3, 2011 9:14 PM
2	Time to work.	Feb 4, 2011 8:25 PM
3	I had already been using technology in my classroom prior to this process	Feb 7, 2011 1:47 PM
4	ok	Feb 14, 2011 12:46 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	I like the ability to observe a different teacher and especially in a different subject to be able to see differences in classroom management, desk arrangements, grouping options, and creative instructional design of a lesson. It gives you great insight when you get stuck in the same procedures and don't try others.	Feb 10, 2011 6:28 PM









1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
1	Terms of coaches has been to long.	Feb 3, 2011 9:15 PM
2	What do you know about positive leadership? How will your technology skills enhance this position? What do you know about differentiated instruction?	Feb 3, 2011 9:21 PM
3	good presentation skills good interpersonal skills strong technology skills	Feb 3, 2011 9:21 PM
4	Knowledge of the state standards in at least one subject area. Knowledge of the use of Smart technology.	Feb 3, 2011 10:45 PM

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
5	Knowledgeable in technology or willingness to step up their current knowledge. Big ideas and knowledge of classroom management tips they can share. Willingness to help in creation or thinking through of new lessons a teacher wants to do but needs resources, time and help with. Good rapport with students. Good rapport with administrators - could act as a go-between "guy".	Feb 3, 2011 11:34 PM
6	Communication, dedication to two years in the position--not more.	Feb 4, 2011 8:26 PM
7	flexibility, knowledge and experience to be helpful to teachers in all areas.	Feb 7, 2011 5:24 PM
8	Flexibility and encouraging personality.	Feb 7, 2011 5:43 PM
9	I think our current coaches do a wonderful job and I would hope to have coaches who support the same attitudes and endeavors.	Feb 9, 2011 9:32 PM
10	Curiosity toward technology and an open minded approach toward instruction.	Feb 10, 2011 1:43 PM
11	Willing to be flexible and able to adapt in the various settings that they will be placed to "coach" Willing to do some data analysis from assessments to enhance the teaching of staff	Feb 10, 2011 2:15 PM
12	Open minded and patience	Feb 10, 2011 4:24 PM
13	The ability to understand teachers, the ability to have authentic empathy for teachers (good or bad) trustworthy and above all non-judgemental.	Feb 10, 2011 6:11 PM
14	Open minded, generally positive, great at brainstorming, good computer/technical skills, and a good listener.	Feb 10, 2011 6:29 PM
15	open mind gentle, pleasant personality	Feb 10, 2011 6:31 PM
16	Communication skills, listening skills strong organizational skill.	Feb 14, 2011 12:49 PM

1. Since I began participating in the Q-Comp Coaching process, my instructional practice has been impacted in the following way(s). Check ALL that apply.

		Response Percent	Response Count
After reflecting on the script or lesson I discovered an area I wanted to address in my instruction		65.7%	23
I have had the opportunity to watch an instructional technique being modeled by my coach or a colleague		20.0%	7
I have had the opportunity to discuss areas I wanted to strengthen in my classroom and develop plans of action for addressing them		82.9%	29
I have deliberately incorporated additional student discussion into my instruction		28.6%	10
I developed a new project that allows students to demonstrate their understanding		28.6%	10
I have worked with my coach to develop and implement a "project" (an individualized activity other than a traditional scripted observation).		42.9%	15
I have used a new classroom management technique		40.0%	14
My instructional practice has not been impacted through the coaching process.		8.6%	3
answered question			35
skipped question			0











2. If possible, please provide examples of how this has impacted student achievement.

	Response Count
	17
answered question	17
skipped question	18

3. If your instructional practice has not been impacted since you began participating in the Q-Comp Coaching process, please explain why.

	Response Count
	2
answered question	2
skipped question	33

4. Since I began participating in the Q-Comp Coaching process, student engagement in my classroom has been impacted the following ways. Check ALL that apply.










		Response Percent	Response Count
I purposefully incorporated new reading strategies into my classroom instruction		17.1%	6
I implemented a new math instructional strategy		22.9%	8
I implemented cooperative group work/ student discussion into additional lesson(s)		42.9%	15
I intentionally incorporated higher level questions into my instruction		48.6%	17
I purposefully increased my wait time after posing questions		34.3%	12
I integrated formative checks where all students were required to state their answers or opinions (thumbs-up, page protectors, white boards, exit slips, SMART Response)		28.6%	10
I deliberately integrated additional active/hands-on learning opportunities to meet my learning objectives		11.4%	4
I incorporated multiple methods for students to show what they learned (differentiation by choice) as a result of meeting with my coach		17.1%	6
I incorporated activities at various readiness/ability levels in a lesson to provide appropriate challenge for all my students as a result of meeting with my coach		5.7%	2
I conducted a survey or interview that allowed me to learn more about my students so I can better motivate them and meet their		25.7%	9

learning needs.			
I had my coach gather student data while I taught that I used to guide my instruction (students I called on, wait time, questions I asked, questions students asked, etc).		40.0%	14
I incorporated an additional communication method to keep parents and students informed.		28.6%	10
I implemented a new instructional strategy with my students.		60.0%	21
Student engagement in my classroom has not been impacted through the coaching process.		11.4%	4
		answered question	35
		skipped question	0

5. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	9
	answered question 9
	skipped question 26

6. If student engagement has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.	
	Response Count
	3
	answered question 3
	skipped question 32

7. Since I began participating in the Q-Comp Coaching process, my technology has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I have used SMART Notebook Tools in my instruction, which I had not previously use.		28.6%	10
I was able to locate a new SMART lessons that I used or adapted to meet the standards I address (SMART Exchange, websites, Aegom, etc)		14.3%	5
I have created and integrated the SMART Board into additional lessons		48.6%	17
I integrated a SMART Response into my classroom for the first time		14.3%	5
I incorporated new features of SMART Math Tools, which I had not previously used		11.4%	4
I integrated SMART Recorder		8.6%	3
I used AEGOM math or literacy lessons with my students for the first time		0.0%	0
I used a website, interactive resource or video my coach shared with me to illustrate a concept during a lesson		31.4%	11
I collaborated on a technology integration lesson/project with my coach (Moodle, Voice Thread, Photo Story, Google Apps, Zephyr Apps. etc.)		22.9%	8
Technology integration in my classroom has not been impacted through the coaching process.		22.9%	8
answered question			35

skipped question

0

8. If possible, please provide examples of how this has impacted student achievement.

Response
Count

4

answered question

4

skipped question

31

9. If technology integration in your classroom has not been impacted through the coaching process, please give us suggestions for ways we could better meet your engagement needs.

Response
Count

8









answered question

8

skipped question

27

10. Since I began participating in the Q-Comp Coaching process, my professional growth has been impacted in the following ways. Check ALL that apply.

		Response Percent	Response Count
I participated in an educational book/article study		14.3%	5
My coach helped me locate resources that impacted my professional growth		45.7%	16
I was able to participate in professional discussions about instruction with my coach that sparked new strategies and/or techniques that I subsequently used		54.3%	19
I was able to participate in professional conversations with colleagues while coaches covered my class		8.6%	3
I was able to observe another teacher while my coach covered my class		11.4%	4
My growth as a professional has been positively impacted through our reflective conversations, resources shared and/or collaboration with my coach.		74.3%	26
I participated in a Spring Conference session and implemented one idea/technique in my classroom.		25.7%	9
My professional growth has not been impacted through the coaching process.		2.9%	1
answered question			35
skipped question			0

11. If possible, please provide examples of how this has impacted student achievement.	
	Response Count
	6
answered question	6
skipped question	29

12. If your professional growth has not been impacted through the coaching process, please give us suggestions for ways we could better meet your professional growth needs.	
	Response Count
	1
answered question	1
skipped question	34

13. As the Governance Committee looks ahead to posting and hiring coaches for those coaches who will be returning to the classroom next fall, what qualities do you feel are essential for your new coaches to possess?	
	Response Count
	23
answered question	23
skipped question	12

1. If possible, please provide examples of how this has impacted student		
	Response Text	
1	More discussion in my classes	Feb 8, 2011 1:40 PM
2	The use of Senteos for formative assessment has informed my instruction in particular areas.	Feb 8, 2011 1:48 PM
3	Through personal interviews with my students, I have seen improved effort in their daily work and classroom focus. The intent was to reach out to students, find out their needs, hear their concerns and ambitions and get a better understanding of what their goals are.	Feb 8, 2011 1:59 PM
4	By providing a variety of new ways of instruction students have been motivated.	Feb 8, 2011 2:06 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
5	Upon the chance to watch another teacher deliver the same lesson, I was able to incorporate more higher order questions into my lesson when I was teaching it.	Feb 8, 2011 2:18 PM
6	Just making me more AWARE of my teaching behaviors, strengths and weaknesses impacts student achievement, though more and more I'm discovering that it directly affects my ability to establish more positive relationships with my students. I've also discovered that when I'm more "human", my students relate to me better and thus they try harder and do more which impacts their achievement.	Feb 8, 2011 2:28 PM
7	provided new ways to connect with parents and have discussions regarding health and wellness and how it related to school attendance	Feb 8, 2011 2:59 PM
8	I was able to meet with another teacher on how to best meet the instructional needs of struggling readers/writers. We discussed techniques and curriculum that I later used in my classroom.	Feb 8, 2011 4:07 PM
9	The use of formative assessments with the senteos have allowed me to pin point specific areas that need to be addressed for review and areas that I needed to modify my instruction. It has allowed me to tailor my instructions to the need of each class and therefore increase overall student achievement for the summative assessment. It has allowed me to quickly identify students that are struggling and help them become more successful.	Feb 8, 2011 5:45 PM
10	There are many examples. The ability to have a second pair of eyes in the classroom focused on teacher and students is invaluable. I now use a focus activity at the beginning of class as well as a feedback tool for the end of class and the end of the week. These were all implemented with the help of the coaches.	Feb 9, 2011 5:53 PM
11	Students are more engaged when the lessons are thought out and hands on.	Feb 10, 2011 10:05 PM
12	Helped improve overall instruction and student understanding on content	Feb 11, 2011 1:20 PM
13	More work has improved with reading comprehension strategies in the classroom along with Smartboard technology. My coach Chris Carlson has worked very hard to give me the best and largest collection of techniques to implement these activities in my classroom.	Feb 11, 2011 3:33 PM
14	I think working with the coaches has helped me draw more out of the students; helped them play better.	Feb 11, 2011 3:43 PM
15	By appealing to different learning styles I have seen about 3% increase in final exam scores from previous years.	Feb 11, 2011 8:06 PM
16	Watching a demonstration used in a classroom setting helped me understand how technology can be used in the classroom	Feb 11, 2011 8:21 PM
17	Through the process, I was reaffirmed in my decision to grade most essays twice. Grading essays twice gives students a chance to learn from mistakes and the motivation to revise their essays.	Feb 11, 2011 9:15 PM

1. If your instructional practice has not been impacted since you began

Response Text		
1	I am a part-time teacher.	Feb 9, 2011 2:33 AM
2	I'm not currently in an instructional position.	Feb 10, 2011 9:52 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	I was given the idea to create online tutorials to facilitate my students' introduction to some software	Feb 8, 2011 1:49 PM
2	Students more readily answer questions during class.	Feb 8, 2011 2:00 PM
3	After collecting data on who was called upon, I realized I would call on student in a particular area. I have now worked on being more random throughout the class.	Feb 8, 2011 2:20 PM
4	As an example, just knowing that I regularly email parents about what is going on in the classroom has impacted student achievement; they do their homework more consistently and seem to be prepared more for class.	Feb 8, 2011 2:33 PM
5	at the high school level via daily announcements, i am including a web link to topics related to parenting (e.g. value of family dinners; benefits of "unplugging") in the hopes of helping parents reconnect with their children, increasing their ability to be present with their children and reduce anxiety and other mental health illnesses	Feb 8, 2011 3:03 PM
6	-Implementing the survey allowed students a safe environment to share information. I found out about students likes/interests that I never would have known about if I had not administered the survey. I also found out that a student's parents were in the middle of a messy divorce and they were really struggling and I was able to get them some help that they needed. After they got the help their grades started increasing significantly.	Feb 8, 2011 5:49 PM
7	Worked on wait time	Feb 11, 2011 1:20 PM
8	Pausing for a response to a question allows/forces more students to engage in the discussion.	Feb 11, 2011 3:45 PM
9	More group time encourage more frequent verbally-shared reflection. This in turn increased student understanding.	Feb 11, 2011 9:16 PM

1. If student engagement has not been impacted through the coaching process,

Response Text		
1	Time to meet with teachers to discuss strategies.	Feb 9, 2011 2:33 AM
2	I am not currently in an instructional position.	Feb 10, 2011 9:52 PM
3	I think it is great but it doesn't directly help me in my job. I think the coaches learn more about what I do.	Feb 11, 2011 8:23 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	I have been given numerous internet resources from my coach.	Feb 8, 2011 1:50 PM
2	Students become more engaged with the variety of presentation of material.	Feb 8, 2011 2:00 PM
3	Senteo's have helped me tailor my instructions to meet the needs of my students.	Feb 8, 2011 5:51 PM
4	Students are able to keep up with lessons. If they are gone they can go to my web page and watching the lesson on the smartboard that has been recorded.	Feb 10, 2011 10:08 PM

1. If technology integration in your classroom has not been impacted through

Response Text		
1	They do a fine job - I just do a lot already.	Feb 8, 2011 1:45 PM
2	I have already been using many and these examples and it hasn't been a focus.	Feb 8, 2011 2:22 PM
3	set up a coaching meeting to discuss ways to incorporate technology into nursing practice	Feb 8, 2011 3:05 PM
4	NA	Feb 8, 2011 4:10 PM
5	Part-time teacher, no direct coaching	Feb 9, 2011 2:34 AM
6	I am not currently in an instructional position.	Feb 10, 2011 9:53 PM
7	I already use technology in my classroom frequently. I haven't felt the need for my peer coach to help me with this. If I do, I'll let her know!	Feb 11, 2011 1:28 PM
8	As a band director, my technology needs are in many cases different from other classroom teachers. As a result, most of my growth in use of technology has been through sources other than the coaches. This is in no way a negative reflection on either the coaches or the program!	Feb 11, 2011 3:49 PM

1. If possible, please provide examples of how this has impacted student

Response Text		
1	I really appreciate the conversations I have had with my coaches about educational philosophy issues. The conversations have been substantial, and it is something that I had been missing at Mahtomedi prior to MCP	Feb 8, 2011 1:51 PM
2	It was beneficial to observe another instructor in my discipline to see alternate ways to present material.	Feb 8, 2011 2:01 PM
3	I feel more confident delivering my instruction to students.	Feb 8, 2011 2:23 PM
4	Spring Conference are very beneficial and useful day	Feb 11, 2011 1:21 PM
5	Student achievement in my area is somewhat challenging to evaluate. That said, I think there has been an improvement in how I manage rehearsals resulting in more productive music making.	Feb 11, 2011 3:52 PM
6	Through talking to a coach, I recommitted myself to using certain classroom management techniques. Using these techniques helped keep students on-task and engaged.	Feb 11, 2011 9:18 PM

1. If your professional growth has not been impacted through the coaching

Response Text		
1	n	Feb 8, 2011 7:11 PM

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
1	open-mindedness	Feb 8, 2011 1:38 PM

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text		
2	outgoing and a high school coach	Feb 8, 2011 1:46 PM
3	- knowledgeable about educational methods - awareness of the degrees of effectiveness of various teaching methods - comfortable with various personality types	Feb 8, 2011 1:52 PM
4	You have picked some pretty good ones, at this point. If the successors combine qualities that are possessed by Dan Murphy and Chris Carlson, they will continue to do the good work of these people. Chris Carlson does an excellent job and is so resourceful.	Feb 8, 2011 2:03 PM
5	New coaches should be aware of the latest methods of teaching, use of technology, and assessment.	Feb 8, 2011 2:10 PM
6	Even tempered and great at listening and problem solving.	Feb 8, 2011 2:23 PM
7	The coach must be organized, approachable, knowledgeable and be worthy of coaching colleagues.	Feb 8, 2011 2:35 PM
8	good listener, know a lot of resources, good technology knowledge, open minded	Feb 8, 2011 2:36 PM
9	good listening skills; approachability; knowledge of various positions within the field of education (not just teaching)	Feb 8, 2011 3:06 PM
10	I am not sure as I am very new to this program.	Feb 8, 2011 4:12 PM
11	Openness, Flexibility, Resourcefulness, Outgoing, Friendly	Feb 8, 2011 4:12 PM
12	Approachable, non-threatening, good at public speaking and addressing large groups, innovative, creative, willing to reflect and continually learn, educated, skilled with technology, authentic and has a passion to promote student achievement.	Feb 8, 2011 5:55 PM
13	give the HS a high school teacher and someone who understands technology.	Feb 8, 2011 7:11 PM
14	Dedicated, engaging, available, responsible, and informed	Feb 9, 2011 2:34 AM
15	Successful, experienced teachers who are tech savvy	Feb 9, 2011 2:39 AM
16	Coaches need to be interested in taking a teacher from where they are and moving them forward. A coach that pushes and demands will never be helpful. Right now our coaches are excellent. The ability of a person to fill the shoes of the people leaving will be the most important criteria.	Feb 9, 2011 5:57 PM
17	The coaches are able to listen. They know educational pedagogy. They have the excitement to work with their colleagues	Feb 10, 2011 10:10 PM
18	Curiosity and professionalism (Coaches so far have been great)	Feb 11, 2011 1:29 PM
19	Driven- Chris Carlson is a prime example of the kind of coach that not only wants the teachers to feel relaxed while working with her, but she really works hard to provide support for teachers with research and reflection.	Feb 11, 2011 3:37 PM
20	I feel the most important qualities needed by a coach are: Ability to listen Willingness to tailor a coaching session to a particular teacher with a specific concern or idea Flexibility Supportive attitude Ability to encourage reflection I would say the coaches I have worked with have demonstrated all the above very well! I'm both very impressed with our coaches and feel the MCP is a welcome addition to our growth as teachers.	Feb 11, 2011 3:56 PM
21	strong work ethic, ability to take initiative	Feb 11, 2011 5:30 PM

1. As the Governance Committee looks ahead to posting and hiring coaches for

Response Text

- | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 22 | Coaches who look at all positions in the school and understand the importance of all positions.
Knowledgeable and respected by the faculty.
In this building someone with Secondary experience. | Feb 11, 2011 8:25 PM |
| 23 | Creative thinking--seeing ways to help the teachers other than through simple classroom observation--more in the area of development of overarching curriculum or curricular concepts. | Feb 11, 2011 9:19 PM |

Hi Mark,

I had a meeting with John Johnson this week who you have already met. John is the lead for organizational change and strategic planning at PepprTech. We continued to discuss the Mahtomedi School District needs, the PepprTech findings thus far and the customized approach to strategic planning and change at Mahtomedi. This e-mail contains some information about our discussions and the approach we have laid out so far. I have captured this same content in the attached PDF just in case the formatting in the e-mail was lost. I am willing to put this in the form of a formal proposal for you if you would like.

As we discussed in our last meeting, PepprTech is active in strategic planning and change management within school systems and non-profit organizations. The following list will help you gain a better understanding of the depth of PepprTech experience.

PepprTech Experience

1. Concordia University – PepprTech is working with the business school board of advisors to strategically position Concordia to compete for a larger share of the market while not losing their unique liberal arts niche. This includes assessing where they are at and what is needed. We are helping with the strategic plan, plan execution, marketing and communications and are helping to make sure the strategies are being implemented. We are working with the board of advisors, the Dean of the Business College and Sr. leadership at the University. We are working with the University's business corporate partners, potential partners and with the internal administration throughout the University. As you may know, the University and the Business College are coming at the market from traditionally different perspectives and we are working through all of that change.
2. Lakeville School District – Helped the school community and the larger public community come together with a common shared vision, plan and program to overcome challenges the school was wanting to address.
3. Academy of the Holy Angels – Strategy, planning, and change work.
4. Totino Grace High School – Over a period of three years, work has been done in strategy, planning and change addressing several topics some of which include curriculum, leadership, extra curricular, finance, educating less advantaged, and parent involvement.
5. St. Paul Public Schools – Assisted with strategies and change around continuing education for teachers in human relations and minority communities.
6. Minneapolis Public Schools - Shaped the imaginative superintendent role for Peter Hutchinson and worked with the board and administration groups. This work received national attention.
7. Sibley High School and School District No. 197
8. Minnesota Technical College System – Worked with several universities and community colleges. One example was the redesigned and transformation of Dunwoody Institute into a College
9. United States Department of Education – Worked on strategies, plans and change involving the diffusion of innovation (LEAF) and on student financial assistance

PepprTech has done a significant amount of work in non-profit as well. I mentioned that we have done a lot of work in association management and others include:

1. Hospitality Minnesota, Minnesota Restaurant Association, Minnesota Lodging Association, Minnesota Resort and Campground Association – Planned and conducted operational and

strategic planning at the board, company and association levels. Worked through resistance, diversity and difference in needs and ideas to arrive at a shared strategic plan for the long term future of the organization. This work resulted in transformative changes that added immediate value while setting the course for the future.

2. Strategic and business planning and assistance with forming two multi-community non-profit organizations
3. Wilder Foundation – Strategy, planning and change work over the course of several years
4. Public Strategies Group – Strategic planning and industry transformation around public entities service effectiveness and efficiencies
5. Greater Twin Cities United Way - Repositioning for the future and organization transformation work
6. One Heartland – Completed strategic plan and follow-up plans for this organization that serves children with HIV-Aids all over the USA
7. Hazelden Foundation – Strategic planning and guidance over a three-year period

Our work is not limited to education and non-profit organizations. We work with small and large private sector businesses as well as with public sector government entities. We find that we can bring innovative thought to our engagements by helping groups to think outside the box because of this diverse experience. I have shared several ideas with you already regarding strategies for the district that have germinated from other work outside school system entities. We hear from others that our work and team members are comprehensive, authentic, strategic, innovative and motivational all originating from this broad experience in and outside of school systems.

Key Findings

Kurt Rohrig and John Johnson from PepprTech as a part of a discovery and design process has meet with many people from the Mahtomedi School District to understand the situation, what is needed and whether a strategic planning process would be helpful and supported. During this time, some key strategic ideas and needs have already been generated and some key themes have emerged from this work. The summary of some of this work include the following themes:

- A new more relevant plan is very much needed
- Unanimous support for engaging in a planning process exists
- A new plan must have depth, be comprehensive and move beyond superficial
- Early and broad participation with wide audience in and out of the school administration is needed
- Planning transparency, flexibility, willingness to see we have become comfortable and need for innovative thought is needed
- A process is needed that will keep everyone on track for the long haul through mandatory changes and establish accountability
- Expectations need to be managed
- Many strategic ideas already exist demonstrating the ability to arrive at an innovative new plan

I can talk you through the details of these findings and strategic thoughts we have gathered so far when we get together to further plan. The following PepprTech approach has been put together as a draft of the process PepprTech is recommending based on these findings.

PepprTech Approach

PepprTech will customize the strategic planning approach to the current situation at Mahtomedi based on a free discovery and design process to ensure that the strategic plan is more than a document or words on the wall but rather will be a set of the best ideas that are shared by all key stakeholder groups that will

carry Mahtomedi schools well into the future. It will establish a roadmap with clear responsibilities and accountabilities to ensure short and long term consistency and success.

Our approach will be to stimulate and begin change during the process rather than to wait until the end of the process when the plan is delivered. Knowing what we already know about the Mahtomedi situation, change will be designed into the process and will begin during the strategic planning process. Our unique approach to implementation, transition, adoption and sustainment of change begins with working through natural resistance and gaps during the process. When the plan is complete, the team will not need to read it initially because it will be theirs, they will believe in it, understand it well, will already be working on it and will be champions for it. The work that begins during the planning step will naturally continue with this group rather than having an artificial stop at the end of a planning step when a plan/report is delivered. This is by design and is an important part of our approach that ensures the plan becomes real and does not end up on a shelf in a binder not working for you.

Additionally, the approach used will not ignore but rather will embrace shorter term “quick hit” changes that must be dealt with, captured, or addressed. These things may be thought of as tactical or operational, however, we have learned over the years that many times these ideas are rich with strategic thought when looked into more deeply, and further, by dealing with some of them by capturing them as more immediate practical components to the plan, the strategic plan will have a more immediate return on investment and improve the overall success of the plan.

With an emphasis on human and technology systems, the work will include helping individuals and groups to grow, change and be successful immediately by working together in new ways that will be essential for the plan to be successful.

We are planning to apply a small team of experts to your project. This will include two or three people. This team will consist of individuals with strategic planning, change management and school system administration experience. The exact team configuration will depend on the scope of work (e.g. number and type of people involved, deliverables and services) resulting from our final discovery, planning and customization work with you.

Based on the PepprTech discovery work, the conversations we have had and our internal planning, our suggested approach contains the following steps:

1. Design the process for ongoing strategic planning - A planning step, this activity leads Mahtomedi stakeholders through a plan the plan activity. This step will finalize the customized approach and outline the goals, objectives and measures of success for the effort. A work plan and schedule for the effort also is a result of this work. The PepprTech team will work to help form a small carefully selected planning team. This team will work together through the effort and will likely form the beginnings of a team that will own and track the plan over time. Along with the plan and approach, this team, during this step, will help assemble the participant list for the strategic planning process. Engagement, participation and buy-in begin with this step. It is a very important step for the overall long term success of the effort. This activity will position you and the team to “make a statement” about the effort up front, put the effort on the map and will form a reference point as results begin to come out of the process.
2. Conduct strategic conversation – A series of interviews and small and large group working sessions are undertaken to more fully understand the situation and the hopes and dreams of the school system and its constituency. Strategic questions are asked of people and strategic ideas are tested with individuals and groups. Ongoing analysis results in themes of change. In addition to themes, gaps and barriers are identified. A lot of loosely controlled, iterative conversation takes place during this stage. The results set the context and critical ideas that are used during the structured strategic planning step.
3. Lead structured strategic planning – This activity creates the strategic plan. It starts with a larger group and potentially sub-groups reviewing and refinement of the themes, gaps, barriers and

ideas for the future that arise out of the strategic conversation. A shared understanding about the vision for the future is developed during this step. The group develops organizational scenarios. They also build the strategies that become those strategic actionable steps of the plan that will transition the system from its current state to the future vision state. Key to the success of this activity is the prioritization of the ideas that are developed. Once this comprehensive and shared view of the future exists, the team will work together to develop vision, mission, values and core beliefs that characterize and communicate the plan that has been developed.

4. Operational roadmap – With the strategic plan developed, the team now will enter into action planning where they will work to review, discuss and plan through those operational barriers, critical issues and actions needed to make sure that first the plan is successfully launched and secondly it does not become derailed. It will identify things that are needed for success, for example, certain technology, a process, ownership, or a person or persons may be needed to create the environment that will sustain the plan through to the full end result. This activity is the implementation of the strategic plan that is developed in step 3. This roadmap also outlines the phases of change, what changes will occur in each phase, how long each phase is planned to last, it will establish what criteria to use to know when the team has reached the end of a phase, as well as, will outline how long to live in that state to get proficient before continuing to the next change phase. This plan establishes the accountability needed to keep the team diligent and focused over time even in the face of inevitable system changes that will occur.
5. Framing and communication planning – These consulting services will help the team decide how to tell the message associated with the strategic plan, how to brand the work, how and when to tell the message, how to deliver the message, who to deliver it to, and who will be involved with communications development and delivery. It outlines the communications plan necessary to initiate the effort, build momentum and sustain support, engagement, passion and participation through change over time.
6. Adoption and sustainment services – Critical to all long term efforts are those processes and mechanisms that will hold each other, the change team and its constituency, true to the plan over time. This set of consulting services help the group establish these processes and mechanisms. It will outline evaluations and evaluation processes and metrics to gauge the progress and attainment of planned results. The process and mechanisms put in place will help identifying risks to the plan and areas for re-planning. This work forms a group and an ongoing planning cycle for the organization to ensure success with the plan.

Budget

We talked about the budget for this project. I had mentioned that PepprTech has done these projects ranging from \$12,000 to \$50,000 depending on the size, scope and effort involved. Given what we have discussed I understand that \$50,000 is not comfortable. I will work with you to get the effort defined in a way that meets all your needs both from an outcome and budget perspective.

I think this captures most of what we have talked about to date. When could we get together again to answer any questions you might have and to further revise this plan?

Kurt.