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November 28, 2018

# Using Q Comp to Deepen Teacher Racial Consciousness



# We believe...

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Systemic racial equity change transpires when educators are given the space and support to critically reflect on their own racial consciousness and practice. Equity instructional coaching provides sustained dialogue in a trusting environment to interrupt the presence of racism and whiteness by using Courageous Conversation Protocol, tenets of Critical Race Theory, and instructional coaching methods.

**Search**

▶ **Q Comp**

**Contact**

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## Q Comp

Quality Compensation law (Q Comp) was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule.

Approved school districts receive up to \$260 per student (\$169 per student in state aid and \$91 per student in board-approved levy) for the program. Charter schools and the Perpich Center for the Arts receive approximately \$254 per student in state aid through an equalized levy, since these entities do not have authority to impose local tax levies. Intermediate, Education and Cooperative Districts receive \$3,000 per teacher in state aid.

Currently, 105 school districts, 77 charter schools, one intermediate district and one education district have implemented programs or have been approved to implement Q Comp for the 2017-18 school year. These programs serve approximately half of the students in Minnesota public schools. There are an additional 22 school districts, charter schools and education districts on the waiting list for funding.

While there is currently no funding available for additional Q Comp programs in the 2017-18 school year, interested districts/charter schools may submit an application by one of the following dates to join the waiting list: October 15, 2017, January 15, 2018 or March 15, 2018.



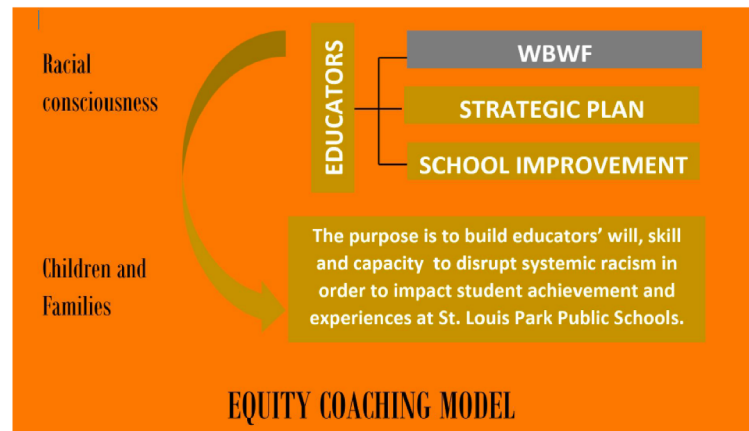
# Equity Instructional Coaching Model



## Q Comp Requirements and Guiding Principles

### Program Purposes

The purpose of the Quality Compensation (Q Comp) program is for participating school districts, intermediate school districts, integration districts, education districts, state schools/academies and charter schools to: recruit and retain highly qualified teachers; encourage highly qualified teachers to undertake challenging assignments and support teachers' roles in improving students' educational achievement; and, provide incentives to encourage teachers to improve their knowledge and instructional skills in order to improve student learning.



# Connection to Strategic Plan

## 2015-2020 Strategic Plan

St. Louis Park Public Schools



### *Our Mission*

As a caring, diverse community with a tradition of putting its children first, we will ensure all students attain their highest level of achievement; prepare all students to contribute to society; offer high quality opportunities for lifelong learning; provide multiple pathways to excellence; challenge all learners to meet high standards; and provide a safe and nurturing environment that energizes and enhances the spirit.

### *Mission Outcomes*

(formerly Strategic Objectives)

- All students will achieve the knowledge, skills, passion and attitudes to meet or exceed rigorous academic standards, without demographically predictable results, in order to succeed in their future.
- All students will voluntarily and continually contribute to society.
- All community members will be involved in learning opportunities of interest to them that are: intellectually engaging, community enriching, physically energizing and enhance the spirit.



St. Louis Park  
Public Schools

*Achieving success, one student at a time!*

## Strategy #1: Teaching & Learning

Grounded in our belief that all students can achieve our mission, we will continually evaluate and systemically implement student outcomes by aligning instruction, curriculum, and assessment in a culturally relevant manner.



# Equity Instructional Coaching Model

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# Developing Capacity

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**(knowledge + skill) x will = capacity**

Observations and Conferences (pre, post, post-post)

ATPPS Rubric

PDP Support

Guided Reflection

Collaborative Planning

Team Teaching

Districtwide and Site Professional Development

Student Group support

Book Clubs

Resource Sharing



# Impact on Critical Consciousness

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Equity coaches provide me with the space and tools to examine who I am as a white female educator and the implicit bias I bring to the classroom.

Through coaching I am able to examine my whiteness and in turn realize my role in dismantling the systems and structures in my room so that I can create an equitable path to success for all students.

Megan Malone, Peter Hobart 2<sup>nd</sup> Grade Teacher



# Impact on Critical Consciousness

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In keeping it personal, local, and immediate...for me, having an equity coach has helped shape how I think about race in the classroom.

Often times, in education specifically, the perspective of the black male is left out. Prior to having an equity coach when asked how race shows up in my classroom I always assumed it showed up as "me" as the focal point of the class. Now I am learning how to meet my students where they are at and examining race from their perspective.

Rob Hansen, SLP Middle School Social Studies Teacher

# Impact on Critical Consciousness

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Equity coaching has brought to the forefront my white privilege and how I was teaching through that single lens. I am now a more well-informed, equitable teacher reaching many more students inside and outside of the classroom.

Annamarie Wilfahrt, SLP High School ELA Teacher

# Impact on Critical Consciousness

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Equity coaching and SLP's professional development the past several years have done nothing less than change my teaching and my life. I have better connections with students of color and they are succeeding in my classes at higher rates. I am evolving as a person, but still have a long journey ahead.

Steve Schmitz, SLP High School Band Teacher

# Lessons Learned and Continued Learning

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Figure 1: Coherence Framework (Fullan and Quinn, 2016)