Using Q Comp to Deepen Teacher Racial Consciousness
We believe...

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.
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

**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
Developing Capacity

(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

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 2nd Grade Teacher
Impact on Critical Consciousness

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

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

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

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