

SF2255 - Rachel Lexvold, Forest Lake Area Schools - In Strong Support of Q Comp Program

Dear Senate Education Finance Committee,

I hope this message finds you well. My name is Rachel Lexvold, and I am an educator at Forest Lake Area Schools, District #831. I am writing to express my strong support for the continued funding and expansion of the Q Comp Program, now known as the Alternative Teacher Professional Pay System.

As a Minnesota educator and a coach within our district, I have seen firsthand how impactful this program can be in supporting the professional growth of both new and veteran teachers. The Q Comp Program offers an invaluable opportunity for teachers to receive constructive feedback, engage in meaningful professional development, and have the support they need to thrive in an ever-evolving educational environment.

One of the key aspects of the program is its ability to provide direct support to teachers, particularly in the form of feedback, sounding boards, and access to resources. As a coach, I am in a unique position to offer this type of guidance. Whether it's helping teachers reflect on their practices or assisting in finding the right materials or strategies, the support we provide is critical in retaining high-quality educators and ensuring they have the tools they need to succeed.

For brand-new teachers, the support provided through the Q Comp Program is essential in helping them adjust to the demands of the classroom and our district's expectations. I recently had the opportunity to meet with a brand-new educator beyond her observations and provided support multiple times. After our sessions, she shared with me: *"Your job is just so important!"* Her feedback reminded me how much the support we offer truly impacts new teachers and helps them navigate their early years in the profession.

Equally important is the support we provide to our veteran teachers. Even with years of experience, the challenges of the modern classroom can be immense, especially as we take on more responsibilities. The coaching and professional development facilitated through the Q Comp Program help ensure that even seasoned educators continue to grow, stay motivated, and remain effective in their roles.

The reach of this support extends beyond just one-on-one coaching. Other educators have regularly reached out to me for help and assistance in their classrooms. For example, I've had the privilege of providing one-on-one support to 3rd graders with reading and math, helping administer FAST testing to students, stepping in to watch a class so an educator can observe a peer in action, and even organizing data so teachers could prepare meaningful and intentional interventions. These acts of support, while seemingly small, are crucial in creating a collaborative, resource-rich environment where teachers feel empowered to help each other and grow together.

Additionally, the program allows for meaningful conversations about the types of professional development that teachers truly need and want. These discussions give teachers a voice in their own

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growth and ensure that the professional development provided is relevant, effective, and aligned with their needs. As coaches, we are able to advocate for teachers in this regard, ensuring that professional development is both impactful and responsive to the ever-changing landscape of education.

In the FLAS district, educators agree that Q Comp has been a beneficial program. In a 2023-2024 year-end study, 94.1% of FLAS educators completely agreed or agreed that PLCs were beneficial to their professional learning and practice. In addition, 97.47% of district educators felt their Q Comp coaching experience had a positive influence on their professional growth and reflection. One FLAS probationary educator commented, "I look forward to reflecting with my peer coach. It helps me to grow professionally and revisit areas where I may not be as focused." Similarly, when discussing their Q Comp coaching experience, a continuing contract educator shared, "We've had many insightful conversations which have had an impact on my practice and perspective." Our district would not be able to support this coaching experience for our educators without the Q Comp program.

In conclusion, I believe that the Q Comp Program plays a critical role in supporting the continued success and professional growth of our educators. It benefits not only new teachers but also veteran educators who face increasing demands in their roles. The program's ability to foster collaboration, provide feedback, and deliver targeted professional development is essential for the success of our district and the teachers who work tirelessly to provide the best possible education to our students. I strongly urge you to continue funding and expanding this important initiative.

Thank you for your time and consideration. I respectfully urge you to prioritize the continued support of Q Comp in your legislative agenda. The positive impact of the program is clear and its main purpose supports bipartisan values and goals. I welcome the opportunity to discuss this further or to share additional insights from my district.

Sincerely,

Rachel Lexvold

Peer Coach

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