

Lake Forest District 67

Education Committee Meeting Minutes – February 2024

Date: Thursday, February 29th, at 1:30pm, West Campus Seminar Room B

Next Meeting: Thursday, April 11, 2024 at 1:30pm

Attendees:

Board Members – Carl Kirar, Megan Engelberg, Monica Yaun

Committee Members – Riley O’Neil, Betsy Mackey, Tanner Van Dusen, Vaness Nowlin

Administration – Matt Montgomery, Jeff McHugh, Vail Kieser, Michelle Shinn, Jenny Sterpin, JoAnn Ford Halvorsen

Building Coaches:

Jenny Parkhurst – District Math Coach

Nicci Hannemann – Sheridan Building Coach

Carly Harvey – Cherokee Building Coach

Jessie Louie – Everett Building Coach

Michael Barry – DPM-W Building Coach

Denise Galatsianos – District Literacy Coach

Cecilia Ryon – DPM-E Building Coach

Meeting Notes:

- The meeting was called to order at 1:30 pm.
- Motion to approve meeting minutes from the Joint Education Committee Meeting from February 2024 made by Carl Kirar, second by Tanner Van Dusen. The motion carried.
- No public comment was made.
- Three main topics on the agenda: The role of the building coaches, an update on metrics, a technology update
- **Building Coaches in District 67**
 - Why do we use the coaching model? To empower teachers to improve student academic and social & emotional outcomes.
 - What is a coach? They are a data coach, resource provider, mentor, instructional specialist, classroom supporter, learning facilitator, school leader, catalyst for change, and a learner.
 - They facilitate data driven decision making. The data points they use come from Strat plan, Building SIP goals, and student assessment data (MAP, benchmark data, IAR). The use the data to determine areas of focus.
 - Example was given that in 4th grade, in looking at math functions, they moved the division instructional unit so that material would be covered earlier in the year.

- Another example was using 1st grade formative assessment data – during their study of the human body, looked at data to take a pulse on how they are doing with it (took a work sample to look at trends). What do students know? What's missing? Why is it missing? Could help id areas that need reteaching – should they introduce more visuals? Teach the material differently?
- o “Learning Labs” model, where teachers engage in guided classroom visits with teacher and coach together, as a professional development opportunity.
 - What: observations of classroom, provides teachers with insights to student interactions, responses to content, and engagement with various teaching methods. It uses a structured agenda, observe ELA blocks with different teaching models.
 - Why: To promote teacher growth. It allows time to reflect and build on their practice, considers the diverse needs of learners.
 - Outcomes: Fosters collaboration and reflection, improves student success
- o Several forms of collaborative structures. For example, one room may model parallel teaching (two teachers in a classroom, each teacher takes half of the class to teach the lesson), another room may use team teaching (teach the whole class together), a third room may use traditional teaching with one teacher.
- o Professional Learning provided by coaches: Utilize CII early release time- use time to look at IAR data, or Forefront data platform for math to use data to teach standards, learning from each other, bite-sized Professional Development where teachers don't have to leave their school to get PD, can learn during the day.
- o Coaches can work with teachers on grade level planning to unpack curricular units or differentiating lessons, or helping individual teacher plan and problem solving, For example, one coach worked with a teacher to add some "sparkle" to a unit to make it more engaging for the students.
- o All coaching is aligned to the Strategic Plan

● Metrics Update

- o Looked at scores from NWEA MAP Winter 22 - Winter 23
- o District wide, met expected growth, but some problems areas persist.
- o Grades 3/4/5 struggle – likely a covid cohort that needs more help in recovering from losses during that time.
- o Making adjustments to help that group in particular. 5th grade rearranged reading groups, focusing on skills on “how to be a 5th grader” that include executive functioning skills, etc.

● Technology Update

- o As part of the Strategic Plan, and a focus of the Education Committee this year, we want to make sure that we are using technology in appropriate ways.
- o For Grades K-8, each student has an iPad.

- o Clever portal allows us to look at analytics - push out what tools we're using by grade level, and can see how often something is being used. Also tells you how much time kids are on technology. Free to use Clever.
- o Currently the analytics data shows that of a 5-day week, in grades 5-8, 54.3% of students use the iPad every day, but use it from 11-20 or 21-30 minutes at most. Total for most kids per day in 2 - 2.5 hours.
- o For K-4, 25.7% of students use it all 5 days.
- o Apple Behavior tool on the iPad: Teacher can watch to see who is doing what, can give kids messages that it's time to wrap up, teacher can lock the iPad. Can also see where the student was in their work when class ended.
- o Schoology: Worked with teachers at DPM last year to try to get a more consistent approach to the use of Schoology. It's better but not 100% there yet. Would be nice for teachers to make sure everything gets onto the calendar.
- o Amplify: Trying to find balance of physical reading and online reading. With a physical book, students can annotate easier, but online can offer some additional supports.

The meeting adjourned at 3:08pm.