

Minutes of Education Committee Meeting Of May 20, 2015

The Board of Education Harlem Consolidated School District

An Education Committee meeting of the Board of Education of Harlem Consolidated School District was held Wednesday, May 20, 2015, beginning at 6:00 PM in the Harlem Administration Center, 8605 North Second Street, Machesney Park, IL 61115.

1. Call to Order by Chair Travis Turner at 6:02 p.m.
2. Roll Call
Travis Turner, Barb Oles, George Russell, Julie Morris, Evelyn Meeks, Mickie Erb, Margo Sিকেle, Heidi Lange, Matt Cascio, Brad Sweet, Robert Lockwood, Heather Kelley, Kris Arduino
3. Approval of Agenda
Motion to approve the Agenda
1st Kelley 2nd Sweet
All Aye
Motion carried
4. Comments from the Community - none
5. Approve Minutes of April 23, 2015
Motion to approve Minutes of April 23, 2015
1st Oles 2nd Erb
Margo Sিকেle noted a couple of changes to the PARCC Update – 55% to 75%
3rd paragraph 3 elementary schools had no, not students
Motion to approve Minutes with changes as stated by Margo Sিকেle
1st Russell 2nd Morris
All aye
Motion carried
6. Student Growth Committee Work (SLO)
Dr. Michelle Erb and Teacher Brad Sweet presenting:
Illinois Performance Evaluation Reform act (PERA) changed how **both** principals and teachers are evaluated, to include measures of student growth. Principal evaluations have included student growth since 2012, but pursuant to law, this must also be included in teacher evaluations in 2016.
Each District can determine how this is achieved.

In 2012 the State implemented use of the Framework for Teaching (Fft) as a training tool for the required Evaluator training modules which all must complete before evaluating teachers. In the summer of 2012, Harlem School District's Evaluation

Committee chose to use the Fft as the tool for determining teacher's professional practice rating for evaluation as all administrators had completed this training program using this tool.

For assistance with the process the District contracted with the Consortium for Educational Change (CEC), who worked with a group of administrators and teachers (Harlem Student Growth Design Team) to develop a process and guide book which included the student growth component to be used in September 2016. Two CEC consultants worked with the Design Team from last August through February of this year by holding eight days of training and discussion during this time period. A rough draft of the guidebook was developed and will be complete by August 2015.

The group has done some great work, but support is crucial for success via professional development for administrators and teachers; technical support is necessary and a cultural shift in Harlem needs to occur to acknowledge that the teacher evaluation process is an opportunity for growth with the Danielson rubric. Division chairs at the high school will be utilized to observe teachers at the secondary level. They will provide support to teachers, providing feedback, looking at student performance data and leading department discussions about assessment and planning.

These teacher leaders will need professional development by using student data and the Framework for Teaching (Fft) by Charlotte Danielson to inform their practice and promote professional growth. This needs to be job-embedded and they need a strong understanding of PERA and the requirements of SLO process developed by the Harlem Student Growth Design Team.

Additional support is needed to accomplish these goals and incorporation of the student growth component into the teacher evaluation process.

Proposal:

Contract with Dr. Barbara Oles for two years to provide for professional development and technical support as she has trained in CEC and the Danielson model. Division chairs will have an additional free period each day so that they can be instructional leaders in their departments by observing teachers and providing feedback, looking at the student data. Dr. Oles will work closely with them to accomplish the goals for professional growth and successful implementation of incorporating student growth and the understanding of PERA and the SLO process that focuses on Fft.

This will also support the pilot process and revision of the guidebook, as well as support for leading the PERA Joint Committee as required by law. Support will also be given to the Human Resources Assistant Superintendent as well as the Assistant Superintendent for Curriculum & Instruction Services provided will include:

Analyze student data throughout the year to inform instruction;
Revisions to SLO's based on the data;
Scoring of the SLO's
Ongoing professional development
Use the support with the new teachers and change the mentoring program, focusing on the framework for teaching with new teachers and their mentors.

Costs:

Dr. Erb reviewed the costs this year totaling \$40,035.

Dr. Erb reviewed the projected costs for FY16 & FY17 at \$41,500.

Brad Sweet noted that the teachers on the Committee recognize the amount of work and that it is an ongoing process which is what teachers have asked for. We need to implement this properly so the teachers and administrators are on the right footing. Mr. Sweet noted that this is what is needed for all to move forward. SLO is a collaborative process and no one has ever done this before. Everyone needs to be given an opportunity for success on both ends. In 1.5 years the law states it must be implemented.

Dr. Morris noted that this will also result in new teachers getting the right start. Mr. Sweet noted that the first meeting will be held Thursday with people that are interested in piloting next year. Dr. Oles noted that the teachers and administrators that have been involved in writing the guidebook and the committee believes they know what it will look like but Union leadership came to administration asking for a year to pilot in a no stakes year. Tomorrow will be an opportunity for an individual or team to pilot or collect the data. The commitment, information and support will be discussed at this meeting. After listening as what dynamics are involved people can then decide if they want to be involved in this pilot.

Mr. Russell noted that he believes this is encouraging.

*Consensus to approve the recommendation to approve (PERA) implementation:
Russell, Morris, Meeks, Erb, Sicklele, Lange, Cascio, Sweet, Kelley, Arduino, Turner
– all yes*

7. Professional Development Specialists Survey Results and Plans

Presenter: Michelle Erb, Director of Curriculum

Ms. Erb reviewed the Survey and Support PowerPoint, and noted that earlier this year a survey was conducted and at the end of the year another survey was conducted.

PD Specialists were hired in Math and Literacy(5 each).

PD Specialists are as follows:

Loves Park & Machesney – Math (Susan Uram) Literacy (Melissa Douglass

Maple & Ralston – Math (Angelise Nelson) Literacy (Becky Logan)

Rock Cut & Marquette – Math (Tiffany Thomas) Literacy (Erin Anderson)

Windsor & Olson Park – Math (Linda Caudle) Literacy (Kasi Kosinski)

Parker Center – Math (Erin Gizzi) Literacy (Erin Gizzi)

Purpose of the Survey:

To communicate the importance of Tier One instruction, gain an understanding of staff professional development needs, allow the PD Specialists to design meaningful support for teachers, and measure the effective of delivery

A 4.0 scale was given for the rating for teachers to input

Math Survey Questions focused on utilizing the series Go Math, how to work with small groups, selecting learning activities for Common Core/New Illinois Learning Standards, Deconstructing a math standard into learning targets and communicating these to students, Identifying appropriate assessment levels for each target, and using the CRA (Concrete, Representational, Abstract) method when teaching mathematics.

Literacy Survey Questions focused on finding credible and high quality resources to understand Common Core/New Illinois Learning Standards for ELA, deconstructing an ELA standard into learning targets and communicating to students, using small groups to differentiate instruction.

Addition of 6 Traits in writing: Teaching the process and assessing student work, implement Writer's workshop, choosing mental text, choosing appropriate level of readers for Guided Reading Instruction, and Delivering Guided Reading

Planning & Instruction questions:

How to use assessments and results for differentiating

How to manage student behavior when working with small groups

Selecting standards based work

How to get the most student engagement in the activities

Science and Social Studies integration into literacy technology

Enhancing technology into instruction

Tier One instruction modifications

Making accommodations for students with IEPs

Assessment & Grading

Building quality formative assessments

Using formative assessment information to differentiate daily instruction

Determine mastery of priority standards

Separating process skills from achievement grade for report cards

Use Skyward to document progress for students toward the standards

Survey results:

Fall and Spring results

Math – Fall – still a number one focus

Fall – Use all resources in the Go Math series, small groups to differentiate instruction, find resources and select activities to teach the New Illinois Learning

Standards.

Math – Spring

Use Go Math series

Use CRA model in math instruction

Identify the assessment level for each learning target

Fall – Top Needs Literacy

Writer’s Workshop continues to be important with teachers seeing how difficult it is to teach writing

Deliver effective Guided Reading instructions

Credible resources are crucial to understand the New Illinois Learning Standards

Top Needs for Literacy – Spring

6 Writing Traits process

Implement writer’s workshop

Finding credible sources to better understanding the New Illinois Learning Standards

Top Needs for Planning & Instruction

Fall –

Select standards-based work for students in small group work

Plan for maximum student engagement

Tier One Intervention ideas when students aren’t being successful

Spring –

Tier One Intervention ideas

Enhance instruction with technology

Integrate social studies and science concepts with literacy and math instruction

Top Needs for Assessment & Grading

Fall –

Determine mastery of priority standards

Separate process skills for achievement grades for report cards

Build formative assessments

Using Skyward to document

KIDS Assessment (Parker Center only)

Spring –

Skyward to document student growth

Determine mastery of priority standards

Build formative assessments

KIDS Assessment and figuring out Skyward on how to document and build assessments is an important focus

No further questions were asked by committee members.

Next meeting: June 25, 2015 at 6:00 p.m.

8. Adjournment

Motion to Adjourn:

1st Russell 2nd Erb

All voted

Motion carried

The meeting adjourned at 6:34 p.m.