



Director of Learning

June 2025 Board Report

### **Teaching and Learning**

The school year concluded on a strong note, with Grade-Level Teams (GLTs) expressing confidence in their Competency-Based Education (CBE) work. This summer, more than seventy certified staff members will be returning to the district to collaborate with me on CBE initiatives, assessment development, and planning for the upcoming school year.

Throughout the summer, I will be scheduling bi-weekly meetings for the 2025-2026 school year with K–8 Grade Level Teams (GLTs) to support the ongoing implementation of Competency-Based Education (CBE) and the Inspire Science curriculum adoption for grades K–5.

During the month of June, I am evaluating the district’s curriculum and technology needs. Purchase orders are currently under review and being prepared for submission on July 1 to ensure that our staff have the necessary materials to provide students with a high-quality education this fall.

### **Assessment**

At the July Board of Education meeting, the principals and I look forward to presenting our benchmark data from the 2024–2025 school year.

### **Professional Development**

In the spring, our Student Success Coordinator, Ashley Sanchez; Assistant Principal, Carrie Fitzgerald; Instructional Coach, Joy DeFors; and STEM Coach, Kari Gemmel facilitated a four-part professional development series based on the book *Seven Strategies for Assessment for Learning*. The series was well received and scheduled for a second offering this summer. Unfortunately, due to low enrollment, the summer session had to be canceled. However, the team plans to offer the series again during the 2025–2026 school year.

This summer, I am currently facilitating a book study on *Teaching with Empathy*, and I'm pleased to share that the professional development session is successfully underway. As we begin planning for the 2025–2026 school year, we are committed to expanding our professional development offerings with meaningful opportunities such as these for staff.

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