

Teaching and Learning - Board Report

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Positive Talking Points:

- The summer professional development process has shown many positive outcomes. Teachers have demonstrated strong engagement throughout the summer, and our August sessions have been both well attended and well received. Additionally, this approach has created more opportunities for targeted professional development and classroom planning time during designated in-service days.
- We have updated the Teaching and Learning webpages to not only meet DPI requirements but, more importantly, to serve as a clear and effective resource for families seeking to support their children's education and navigate the district more easily.

Pillar #1: Teaching, Learning, and Relevance

- [Grades 6–9 Math PD:](#)
Professional development sessions to support the new math curriculum are ready to launch. These sessions focus on understanding Illustrative Mathematics, utilizing available resources, and exploring strategies to enhance instruction.
Goal: Ensure consistent, high-quality implementation of the new math program and increase teacher confidence and instructional effectiveness.
- [K–3 ELA and Math PD Day:](#)
A full-day training was held for K–3 teachers, emphasizing instructional strategies, standards-based grading, and increasing student engagement through task-based instruction.
Goal: Strengthen early literacy and numeracy instruction while promoting equitable grading practices and active learning environments.
- [Academic Coaching Support:](#)
Through a partnership with CESA 9, academic coaching will be provided to teachers in K–3, grades 6–9 math, and grades 6–10 ELA to further support high-quality instruction.
Goal: Provide ongoing, job-embedded professional growth

opportunities that improve instructional practice and support student achievement across core content areas.

Pillar #2: The Whole Student

- **Targeted Reading Interventions:**

Based on the growth observed in last year's reading support groups, we are beginning the year by focusing interventions on students performing in the 20th–25th percentile. This proactive approach is intended to reduce the number of students needing intensive reading support over time.

Goal: Accelerate reading growth early in the year to reduce the number of students requiring intervention and allow for more targeted, small-group support.

Pillar #3: Communication and Community Engagement

- **Family Learning Support Flyers:**

- One-page flyers have been created to communicate what students are learning in K–5 reading and mathematics, along with practical ways families can support learning at home. These flyers will be posted at elementary school entrances and sent home by teachers.

- **Goal:** Strengthen school-to-home connections and empower families to actively support their child's academic growth in reading and math.

Pillar #4: District Workforce

- **New Teacher Orientation:**

- New Teacher Orientation is scheduled for August 19–20. Veteran teacher mentors are leading the planning and delivery of the professional development. The agenda has been streamlined to focus on essential topics, helping new teachers feel more comfortable and confident as they begin the year.

- **Goal:** Provide a supportive and focused onboarding experience that builds strong relationships and prepares new teachers for a successful start.