

**MEETING MINUTES
COMMITTEE OF THE BOARD MEETING
July 17, 2012**

PRESENT:

Board: John Brodrick, Mary Doran, Jean O'Connell,
Elona Street-Stewart, Anne Carroll,
Director Hardy arrived at 4:54 p.m.
Director Seeba arrived at 5:20 p.m.

Staff: Superintendent Silva, Joe Munnich, Jacqueline
Allen, Julie Schultz-Brown, Michelle Berman,
Tim Caskey, Andrew Collins, Sharon Freeman,
Michelle Walker, Michael Baumann, Christine
Osorio, Matt Mohs, Efe Agbamu, Darlene Fry,
Cathleen Wilson, Elizabeth Keenan

Other: Tim Harlow, Mila Koumplova

I. CALL TO ORDER

The meeting was called to order at 4:42 p.m.

II. AGENDA

A. SSSC Monitoring: Professional Development VisionCard

The Superintendent indicated this completed the 2011-12 VisionCard cycle. The Professional Development VisionCard highlights the District's efforts to improve teachers' knowledge and skills along with establishing an equity framework across the district.

The Professional Development for Aligned Learning results are driven by achievement data. The objective of the presentation was to review the VisionCard background, explain Professional Development for Aligned Learning (PD), review district-level indicators and outline next steps.

The PD process is driven by data aligning what is taught and measuring its effectiveness. The originally approved measures (4/19/11) were used for the report. The measures were revised in July 2012 and now include:

- Clear expectations (Percent of aligned learning indicators completed in content areas at all grade PK-12)
- Training (Participation in PD for Aligned Learning; percent of required staff who participated in at least one course, as recorded on PD Express)
- Training Collaboration (Percent of ELL and Special Education teachers joining General Education colleagues in at least one PD course for Aligned Learning)
- Training Tracking (Percent of sites voluntarily tracking school-based PD on PD Express)
- General support and capacity building (Percent of current probationary teachers who have been supported through Peer Assistance Review [PAR])
- Monitoring and feedback (Percent of classroom visits used to inform PD)
- Differential support. (Percent of schools with on-site support for Professional Learning Communities (PLC) with Data Team process) and

- All staff participation in racial equity PD

Quality Professional Development (PD) Teacher Survey Results

Teachers were surveyed in the spring of 2012 using the University of Chicago Urban Education Institute's five essential areas of professional development. Results showed:

1. 17% strongly agree and 62% agree that PD has been sustained and coherently focused, rather than short-term and unrelated.
2. 8% strongly agree and 53% agree PD included enough time to think carefully about, try to evaluate new ideas.
3. 16% strongly agree and 68% agree PD has been closely connected to their school's improvement plan
4. 16% strongly agree and 66% agree PC included opportunities to work productively with colleagues in their school, and
5. 37% agreed PD included opportunities to work productively with teachers from other schools.

Clear Expectations in the area of aligned learning indicators completed in content areas at all grades (PK-12):

1. Most recent standards prioritized and unpacked – 100% or at vision in the areas of Literacy/ELA, science, math and social studies.
2. Sequencing (pacing) guides have been established and aligned to standards – 100% or at vision in the areas of Literacy/ELA, science, math and social studies.
3. Annual instruction rubrics have been aligned with achievement data – 100% or at vision in the areas of Literacy/ELA, science, math and social studies.

In the area of **Participation in Racial Equity PD** (SY 2011-12), Board and Administration are at 100% participation in Beyond Diversity training. With a goal of 100% by 2012-13, 25% of schools have site equity teams in place. With a goal of 100% by 2013-14, 47% of school staff has participated in Beyond Diversity training.

In the **Training** area (district-level PD for aligned learning),

1. The percent of elementary teachers who participated in at least one district-level PD course in any subject, as recorded on PD Express (2011-12) were: 100% Literacy/English/Language Arts (Vision Level); 52% (Concern Level) math and 98% science (Vision Level).
2. Secondary teachers were at Vision Level of 100% in Literacy/English/Language Arts and in math and 68% (Baseline) in science.
3. The percent of ELL and Special Education teachers who joined their General Education colleagues in at least one district-level PD course for aligned learning were 69% (Baseline) for ELL and 72% (Progress) for Special Education in SY 11-12.
4. 33 of 66 sites voluntarily tracked at least one building-level event on PD Express in SY 11-12. The goal is to have all schools tracking their in-house training on PD Express next year.

General Support and Capacity Building -- In SY 11-12 38% of current probationary teachers have been supported through the Peer Assistance Review (PAR) Program. This is at Concern Level but is also the first year of the program.

Monitoring and Feedback -- In the area of data-driven PD the percent of directly tested content area classroom visits used for the purpose of providing feedback and collecting data at the district level to inform PD were:

1. 78% (Progress) elementary, 12% (Intervention Level) for secondary in the area of Literacy/English/Language Arts
2. 19% (Intervention Level) for elementary, 98% (Vision Level) in math and

3. 85% (Progress Level) for elementary, 55% (Baseline) for secondary in science.

Differentiated Support – 61% (Baseline) of schools received on-site support for Professional Learning Communities (PLC) with Data Team (DT) processes in SY 11-12. The District is working on building capacity to maximize support.

Staff provided a detailed look at the Secondary training process utilized to provide support and build capacity with the secondary math teachers. The process monitors every element of the work and measures improvement in training through the process. This effort has led to more intentional methods and support, in-depth observations and the greater use of learning communities.

Goals for further efforts include ensuring consistent data collection around training and implementation in core content areas, aligning the roles of the district, sites and individuals, increasing participation in district-sponsored PD through differentiation and prioritization of PD to improve student achievement.

QUESTIONS/DISCUSSION:

- Data gathering – what is your confidence level on the extent to which the data represents reality? **RESPONSE:** We are very confident in the measures. Particularly the “awareness factor” with on-going efforts to make principals aware that in-school training can be put into and tracked on PD Express. PD Express will generate reports on teacher PD time providing for time saving at the school level and greater accuracy for the teachers.
- If the data represents half of the schools, what about the information not being reported? Which way will that take results? **Response:** The measures on the VisionCard for this report show only district-level data. In-school trainings are not included in this data.
- PAR – what does a new teacher experience with this? **Response:** New teachers will be assigned a consulting teacher who will provide elbow-to-elbow support on a regular basis through weekly coaching, co-teaching opportunities, lesson plan review/feedback and periodic evaluation sessions. New teachers should be very connected to their consulting teachers during the first year.
- Racial Equity PD – how will the District address the issue of new staff every year? How will it be at 100% with new people coming in? **Response:** This issue is true of PAR as well. The District needs to stay committed to monitoring. Currently there are pieces being designed to ensure a two-day foundation piece that will be provided to all new hires. Other, shorter training pieces will be provided through The Center and by in-house experts.
- Have you measured return on investment in terms of increased achievement? **Response:** This is being addressed; data is beginning to be collected now. However, staff must first address measuring implementation to insure everyone is implementing what is already offered. Measuring the data is the next step once implementation has been achieved at a high level.
- This cohort of secondary math teachers, how soon will you look at return on investment? How will you know if it is effective? **Response:** At this point, not everyone is 100% proficient at implementation. Research is looking at implementation evaluated against math results. We are beginning to see who is implementing well and we will look at test data to analyze student gains.
- SPPS is changing the learning environment for everyone and we are beginning to see a new vocabulary and a different respect for sharing ideas (what worked and what did not). Teachers are very excited about this new collaboration and trust as has been seen in the teacher groups working on the common core standards. The amount of teacher involvement is large and a collaborative environment is being

created. The common language now is “standards” and what students should be able to do at a point in time. Standards are the common language.

Board thanks were extended for the presentation.

MOTION: Ms. Carroll moved the Committee of the Board recommend the Board of Education accept the report on the Professional Development VisionCard. Ms. O’Connell seconded the motion.

Motion passed.

B. Standing Item: Policy Update – No Report

C. Work Session -- None

III. ADJOURNMENT

MOTION: Ms. O’Connell moved the meeting adjourn. Motion was seconded by Ms. Doran.

Motion passed.

The meeting adjourned at 5:33 p.m.

Respectfully submitted by,
Marilyn Polsfuss
Assistant Clerk