

NEW MILFORD BOARD OF EDUCATION
New Milford Public Schools
50 East Street
New Milford, Connecticut 06776

COMMITTEE ON LEARNING
MEETING NOTICE

DATE: November 6, 2018
TIME: 7:30 P.M.
PLACE: Lillis Administration Building – Room 2

RECEIVED
TOWN CLERK

2018 NOV -2 A 8:53

NEW MILFORD, CT

AGENDA

New Milford Public Schools Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

1. **Call to Order**
2. **Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

3. **Presentation**

- A. Instructional Coaching in Action

4. **Item of Information**

- A. Possible Budget Drivers

5. **Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

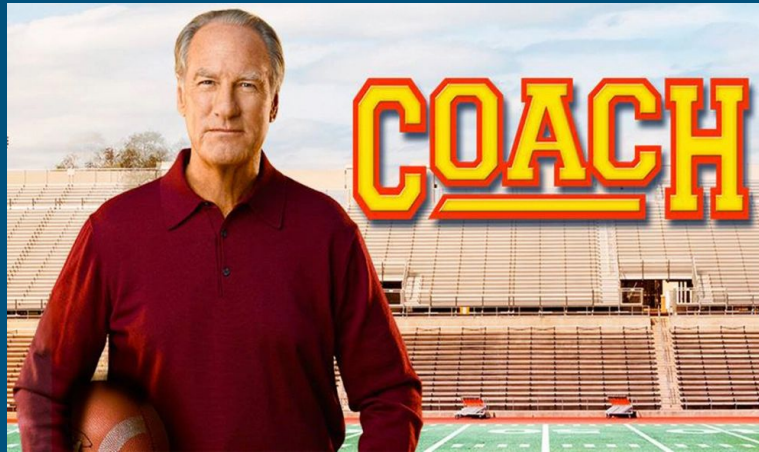
- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

6. Adjourn

Sub-Committee Members: Tammy McInerney, Chairperson
Bill Dahl
Joseph Failla
J.T. Schemm

Alternates: Angela C. Chastain
Brian McCauley

Instructional Coaching in Action



2018-2019

Instructional Coaching:



- Is job embedded (in practice)
 - It attends to teachers' own classrooms and their own strengths, needs and interests.
- Is about professional learning.
 - Teachers learn when coaching is effectively implemented
 - Coaching enhances teachers' capacity; coaches don't "fix" teachers or tell them what to do
- Supports reflection about students, the curriculum and pedagogy
 - Coaching must not only focus on one of these, but all
- Helps teachers enhance their success as teachers

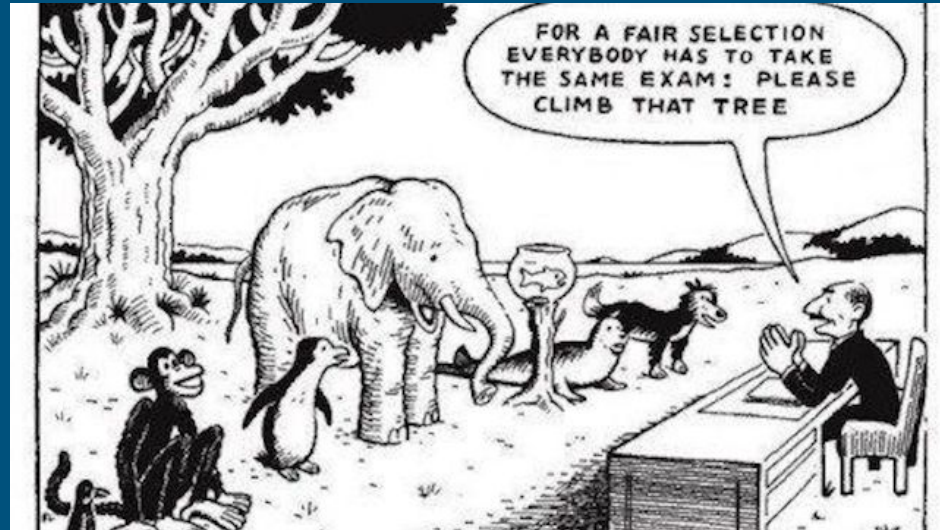
Coaching is coaching and it is not dependent on a label or title

- Cathy Toll, *Educational Coaching; A Partnership for Problem Solving*

In a Time Before Coaches...

This is what professional learning looked like:
(standards based)

- All teachers receive same PD
- Either way above or repetitive for teachers
- Theory, theory, theory
- Not sure what to take away and use
- Stand and deliver model
- No personal relationship



What do we do?



- **Build Relationships:** You may not remember your six grade teacher's teaching, but you remember how she/he made you feel
 - **True coach:** on the field, guiding the game, supporting the players
 - **Support Teachers** in the creation of self selected learning goals.
-
- Work with PLCS
 - Work one on one with teachers
 - Host PDs for teachers by grade level or whole school
 - Support strong instruction



What does it look like?

Teacher Meetings:

- Teachers meet, chose goal based on their own chosen areas for growth
- Work together once per cycle or once per two cycles to plan for improved instruction
- Includes on the job training: demos, co-teaching, coaching while teaching



What does it look like?

Professional Development:

- Targets of lessons and units
- Vertical alignment of skills in order support students at any level
- Structures and routines of programs used in district



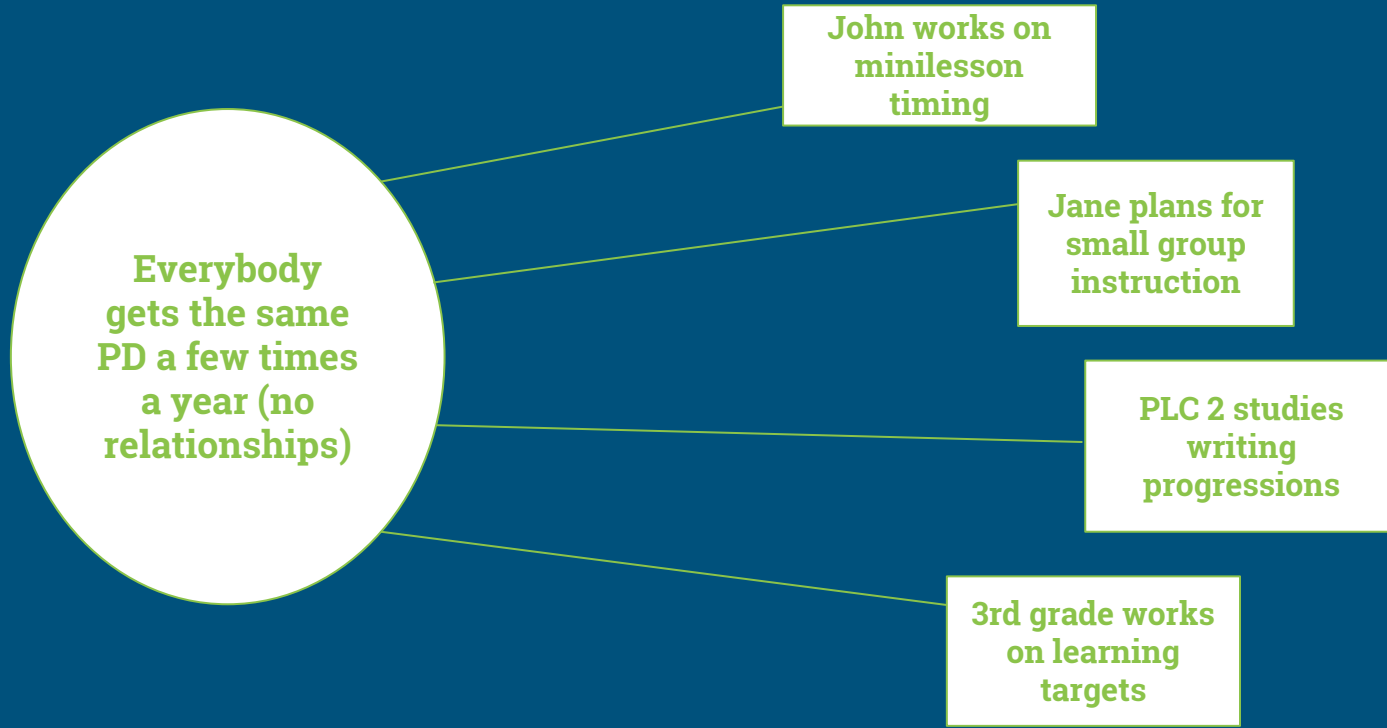
What does it look like?

PLCs:

- Support teachers in staying on pace
- Support teachers in growing practice
- Setting group goals in same manner as teacher meetings



Professional Learning: Then & Now



What other hats do we wear?

Curriculum (Under the Guidance of the Assistant Superintendent):

- Creating pacing guide alongside teachers
- Norming assessments and supporting teachers with grading practices
- Writing report card companions to support teachers with teachers
- Rewriting/Implementing assessments to better align work with data

Literacy Coaches: What is our role?



- **Hill and Plain & Northville:**

- Facilitating Phonics Pilot
 - Piloting: ***Teachers College Units of Study in Phonics & Fountas and Pinnell Phonics, Spelling, and Word Study System***
 - Instructional Materials Evaluation Tool (IMET)
 - Teacher Input
 - Data

- **Sarah Noble:**

- Facilitating “Think Tanks,” vocabulary and word work

- **Work Happening in all Three K-5 Schools:**

- Teachers College Units of Study rollout:
 - Structure of minilessons and the reading and writing workshop model
 - Scoring and analyzing running records to inform new instruction
 - Analyzing progressions to better understand alignment to standards

Math Coaches: What is our role?

- **Hill and Plain & Northville**

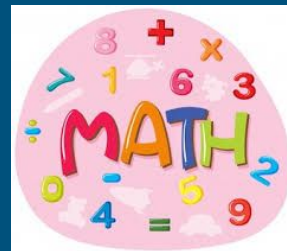
- Aligning assessments to standards
- Unpacking the math program

- **Sarah Noble**

- Facilitating “Think Tanks”
- Assisting teachers in developing personalized student goals

- **Work Happening in all Three K-5 Schools**

- Implementation and support of Exemplars - Problem Solving for 21st Century Learning
- Unpacking the Standards with teachers to see progressions of skills through grades
- Small Group Instruction Planning



How does the coaching model work at Schaghticoke?



- **Assessment Tools**

- Running Records
- NWEA - Lexile Level

- **Schaghticoke Middle School**

- Collaborate with teachers in developing personalized goals
- English Language Arts, Social Studies, Reading

- **Professional Learning**

- Supporting/Meeting teachers where they are in the best interest of the students

Data Coach: What is his role?

- **Assessment Tools**

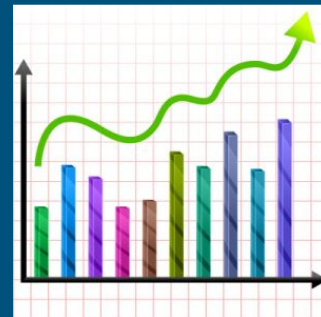
- Livebook
- Shared Drive - Excel sheets

- **Schaghticoke Middle School**

- Assisting teachers in developing personalized student goals
 - Math and Science teams

- **District Work**

- Larger Scale Analysis



FileHomeInsertPage LayoutFormulasDataReviewViewACIOBAT

Tell me what you want to do.

Clyde Michael

Copy

Format Painter

Clipboard

Font

Alignment

Number

Styles

Conditional Formatting

Cell Formatting

Insert

Delete

Formulas

Clear

Autosum

Fill

Sort & Find

Filter

Editing

Calibri

B I U

Wrap Text

General

Conditional Formatting

Cell Formatting

Insert

Delete

Formulas

Clear

Autosum

Fill

Sort & Find

Filter

Editing

M21

X

fx

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	
15																	
16																	
17																	
18																	
19																	
20																	
21																	
22																	
23																	
24																	
25																	
26																	
27																	
28																	
29																	
30																	
31																	
32																	
33																	
34																	
35																	
36																	
37																	
38																	
39																	
40																	
41																	
42																	
43																	
44																	
45																	
46																	
47																	
48																	
49																	
50																	
51																	
52																	
53																	
54																	
55																	
56																	
57																	
58																	
59																	
60																	
61																	
62																	
63																	
64																	
65																	
66																	
67																	
68																	
69																	
70																	
71																	
72																	
73																	
74																	
75																	
76																	
77																	
78																	
79																	
80																	
81																	
82																	
83																	
84																	
85																	
86																	
87																	
88																	
89																	
90																	
91																	
92																	
93																	
94																	
95																	
96																	
97																	
98																	
99																	
100																	
101																	
102																	
103																	
104																	
105																	
106																	
107																	
108																	
109																	
110																	
111																	
112																	
113																	
114																	
115																	
116																	
117																	
118																	
119																	
120																	
121																	
122																	
123																	
124																	
125																	
126																	
127																	
128																	
129																	
130																	
131																	
132																	
133																	
134																	
135																	
136																	
137																	
138																	
139																	
140																	
141																	
142																	
143																	
144																	
145																	
146																	
147																	
148																	
149																	
150																	

Coaching - Teacher Thoughts

- NMPS Teacher Feedback

- “She is an amazing resource and just an overall positive co-worker.”
- “Always prepared with a toolbox full of math strategies that teachers can use in their lessons.”
- “It so refreshing to have the opportunity to work with you. I realized some of my strengths as well as weaknesses as a professional educator. I will work on my mini-lessons.”

- *Teaching to Coaching (Kate)*

In a nutshell?



We support student success through better planning, instruction, and implementation of curriculum.