

THE CITY OF LAKE FOREST SCHOOL DISTRICT 67

Title: Education Committee Meeting
Date: Wednesday, March 2, 2016
Time: 8:15 a.m.
Location: West Campus, Seminar A
Participants: Beth Clemmensen, Jeff Folker, Suzanne Sands,
Barry Rodgers, Susan Milsk, Tara Eggers
Administration present: Judi Epcke
Staff Present: None
Approval of Minutes: Motion by Suzanne Sands, Second by Tara Eggers
Public Comment: None

DISCUSSIONS/PRESENTATIONS:

The Education Committee met on March 2 and was called to order at 8:25am. The first item on the agenda was to approve the minutes from the January meeting, with Suzanne Sands making the motion and Tara Eggers making the second.

Inquiry Learning – Barry Rodgers

Barry Rodgers presented the Committee with an overview on where the team is on Inquiry Learning across the district. It is important to note that there are good things happening in support of the goal of increased inquiry-based learning from the district's Vision in all buildings. The report began with a few important notes:

- Inquiry based learning is not a new idea, but rather a well-established practice in education. However, now it is well supported by brain research and there are technologies and other resources to support inquiry in a powerful new way.
- There is an Inquiry continuum and based on the teacher and the educational objectives, a student may experience inquiry-based learning in different ways on the continuum. The continuum ranges from Structured Inquiry, where the teacher poses the big question, to Guided Inquiry, where the teacher has a general area that students will explore, to Open Inquiry, where the students develop both the question and the solution. Professional development for our teachers across the continuum is necessary to support inquiry-based learning.
- Inquiry-based learning is what resonates with kids. While some teachers may have been initially hesitant to embrace inquiry, once they see how engaged the kids are they do not want to go back to traditional instruction.

Recognizing that different teachers and different buildings may be in different places when it comes to supporting inquiry instruction, the team worked to develop the following guidelines in support of inquiry learning:

- Ensure ALL students have inquiry instruction, even if they are taking Mandarin.
- Consistent instructional minutes across buildings.
- Build bigger, consistent blocks of time for uninterrupted time to support inquiry into the schedules.

- Provide teachers more common plan time to increase collaboration/co-teaching opportunities.

Questions expressed by the Committee were:

- 1) How do these guidelines for instruction impact the schedules at each building?
- 2) How does this impact the Mandarin and Inquiry 2-year pilot programs at Cherokee specifically?
- 3) How do we support Mandarin at Cherokee, while still insuring that all students have inquiry instruction (knowing that inquiry instruction IN Mandarin is not feasible)?

Mr. Rodgers will be making a report to the full board on March 15, 2016 that will provide an overview on Inquiry Instruction and will also address the Committee's questions.

Middle School Math Update – Susan Milsk

Susan Milsk provided an update on the implementation of the new Connected Math curriculum. Overall, the teachers have had positive comments about the program. There have been some “growing pains” from parents and teachers as the new curriculum is different from prior programs. This month they are working to determine how best to assess students to ensure they are ready to go into the next level on the math progression, including a review of the placement criteria, a discussion on timing for communication to parents, and a review of the scope and sequence for Math 6/7 and Math 7/8. This summer, they are also going to be offering a Math Academy at the high school to support students and provide a professional development Connected Math Project Workshop for teachers.

Haskins Learning Space – Barry Rodgers/Judy Epcke

Barry Rodgers took the Committee through a comprehensive report on the process the re-imagined learning spaces team went through for the Haskins Center at DPM. They used a “design-thinking” approach that involved all stakeholders – students, teachers, and administrators – for what that space could and should become. There is nearly 10,000 sf that make up the Haskins and its adjacent rooms, and the consultants worked with the team to determine how best to use this tremendous space most effectively to support the Vision goals and the needs of all students and teachers. The Committee was very impressed with the report and the plans presented. The consultants outlined an initial cost estimate of approximately \$80-\$100/sf, recognizing that they are not really doing major construction (i.e., plumbing, moving walls, etc.) but rather maximizing space utilization into multi-functional educational areas. Mrs. Sands reported that the Spirit of 67 may be very interested in supporting the Haskins project with a significant donation. Mr. Rodgers et al will take the Board through a full report of their plans at March 15, 2016 Board meeting, which will actually be held in the Haskins Center at DPM.

That concludes the Education Committee report.

Motion to adjourn:

The meeting adjourned at 12:05pm. Suzanne Sands made the motion and Jeff Folker seconded it.

Next meeting:

Wednesday, May 18, 8:15 a.m. West Campus Seminar A