



DISTRICT 62

Dashboard Report

Background

Data: The data, for the purpose of this report, was obtained from professional learning agendas and plans from August 2021-February 2022.

Highlights: For a more in-depth view of the professional learning that our staff has been engaging in this year, please refer to the “2021-2022 Professional Learning Highlights” in which you can gain a deeper understanding of our learning journey.

Data: 2021-2022 Professional Learning

Month	In-District Professional Learning	Out-of-District Professional Learning
August	694	2
September	55	2
October	63	21
November	53	10
December	42	6
January	62	3
February	96	40
Total	1,065	84

Highlights: 2021-2022 Professional Learning

District 62 Strategic Plan Alignment: Goals 1, 2 and 3



Goal 1: Student Growth and Achievement

Student Engagement via Kagan Structures: Aligned to our focus on increasing students’ engagement in their learning, our Student Engagement Coaches at each school

across the district have engaged in multiple professional learning sessions to support their strong implementation of the student engagement structures. These sessions have included: One-on-one job-embedded coaching by a Kagan trainer, after school practice sessions as well as monthly in-classroom practice with an instructional coach.

ACCESS for ELs: Certified staff participated in training to administer the ACCESS.

Supporting EL Students as a Paraprofessional: EL paraprofessionals discussed their role in supporting language learning. Training was based on, 6 Principles for Exemplary Teaching of English Learners from TESOL International Association.

ELlevation: Training to collect data regarding programmatic and progress monitoring for EL students was presented to the EL department.

Job-alike PLC Teams for Bilingual Teachers: Bilingual grade level teams met to discuss instructional strategies and create activities that **support reading and math**.

EL/General Ed Collaboration Teams: Teams of teachers certified in ESL, special education and general education collaborated to support EL students' learning. The teams planned **lessons for developing academic language standards-based** content.

EL Leadership Development: EL administrators attended and presented in the **ESSA Multilingual Conference** to gain knowledge of the latest best practices in addressing language development and academic progress for EL students.

Essential Standards: Teachers engaged in deepening their learning of the essential standards, and planning units/lessons with an emphasis on those standards, to ensure student learning of the essential standards. Essential standards meet the requirements of:

- **Endurance:** Knowledge and skills of value beyond a single test date.
- **Leverage:** Knowledge and skills of value in multiple disciplines.
- **Readiness:** Knowledge and skills necessary for success in the next grade level.

Tier 3 Reading Intervention: Interventionists at every school engaged in in-depth learning of teaching struggling readers to **read and write**. In addition, teachers deepened their learning of effective assessment practices and engaged in peer observation to support one another as a professional learning community (PLC).

Math

- Middle school teachers engaged in learning sessions throughout the year from **CMP** trainers, focusing on upcoming units, providing support on standards, pedagogy, and structures to support student learning.
- Elementary teachers engaged in learning sessions throughout the year deepening their understanding of implementation and standards, in addition to structures that support student learning for **Bridges** and its components including Number Corner and Work Places.
- All K-5 teachers engaged in training on **Bridges Intervention**, which is a resource that supports tier 2 intervention in the classroom, in addition to tier 3 math instruction

outside the classroom with math interventionists.

- Training and data analysis sessions were offered on **iReady**, which is used as a digital supplement in middle school math, as a tier 3 intervention support, as well as for k-8 SpEd math support and instruction.
- **Instructional coaches and math interventionists** also engaged in deeper professional learning through The Math Learning Center courses on supporting Bridges Implementation as well as Bridges Intervention.

Student-Centered Coaching:

- Teachers engaged in student-centered coaching partnership based on a measurable **student learning goal**.
- The teacher and coach plan and implement **highly effective teaching and learning** strategies in order for students to meet that goal.
- Finally, the students complete a **post assessment** in which they, the teacher and the coach determine which students met the goal and which need extra support. For students who may need extra support, the teacher and coach make a plan to ensure the student participates in tier 2 support in order to learn the standard.

iPad: An Apple Professional Learning Instructor visited all schools this year. Teachers could choose how they would like to receive support from the instructor. Some teachers met to go over lesson and technology integration ideas, others asked for technical support or to be shown how to use certain apps or management tools. In several schools the Apple Professional Learning Instructor co-taught lessons with teachers in order to provide technical support during the project creation component of the lesson.



Goal 2: Learning Environment

Kenneth Young Center (KYC) Partnership: Logistical and procedural information was provided by clinical and non-clinical teams to District 62 staff. This professional learning support was then revisited later in the school year and tailored to meet the specific needs of the district mental health teams (i.e. psychologists, social workers, behavior specialists, and student services interventionists). The Kenneth Young Center also created a presentation for our District 62 families and community that was presented at the March Board of Education meeting intended to provide an overview of the Kenneth Young Center and District 62 partnership. Below is an outline of the services provided to our district by The Kenneth Young Center.

- **KYC Non-clinical Services:** Non-clinical services have been provided by KYC Staff Community Navigators in coordination with district staff members and have included:
 - Home visits and assessing family care and needs to include: Technical support regarding the tools for e-learning and student access to remote instruction, homework help/tutoring, mentoring, connections to community resources based on family needs (e.g. food, clothing, transportation, and/or immediate shelter), training for District staff on Compassion Fatigue / Pandemic Fatigue /

Self-care, parent and family workshops, tertiary substance use prevention services for youth and their families, SMART Recovery for Teens and Families

- **KYC Clinical Services:** *Clinical mental health services have been provided by KYC and have included clinical/counseling mental health services such as: Comprehensive clinical and mental health assessment, mental health treatment planning, individual/family clinical counseling, case management, coordination of care/consultation with providers.*

Self-Care and Compassion Fatigue: *Clinical and non-clinical teams at The Kenneth Young Center collaborated with District 62 staff to create an interactive professional development series focused on compassion fatigue. This was viewed by all certified staff during a professional learning day. The first session focused on definition “what compassion fatigue is” and where each of us fall on the continuum. The second session was developed to focus more on what can be done to support the degree of fatigue we each possess. Each session concluded with a digital toolbox which included resources to support individual compassion fatigue. The professional development series was archived for staff to access on-demand.*

Health and Safety Protocols: *District 62 COVID19 Health and Safety Protocols were developed, monitored, and refined throughout the course of the school year when we received updated guidance from ISBE (Illinois State Board of Education) and IDPH (Illinois Department of Public Health). Staff members received information on mitigation strategies, universal masking, social distancing, contact tracing, and mitigation strategies as well as isolation of COVID positive cases. Because information was continuously changing, it was important to summarize the information and provide updates in a timely manner throughout the year.*



Goal 3: Work Environment

D62 Mentoring Program: *The District 62 Mentor Program supports new certified staff from the teacher as well as from the related service provider field. All mentees and mentors engage in monthly meetings after the school day. Further, mentors support their mentees with 87 hours of job-embedded mentorship throughout the school year such as through peer observation with feedback. In addition to the supports that brand new staff take part in, we continue our support for 2nd year teachers via their engagement in student-centered coaching cycles in their classrooms with their instructional coach. These student-centered coaching cycles focus on a measurable student learning goal and apply teaching “moves” in order for students to best meet that learning goal.*

Teacher Leadership Institute: *The August Teacher Leadership Institutes focused on in-depth student performance data analysis in order for each school leadership team to develop responsive and measurable goals and action steps to make continuous improvement for their students. Each school team created and monitored their measurable goals and action steps for their school improvement plan in three key areas: academics, student transitions, and student social and emotional learning.*

Summary: 2021-2022 Professional Learning

Professional learning funds allowed District 62 staff to receive training in affecting school improvement and student achievement, including: curriculum articulation and collaboration among teachers, assessment results analysis and next steps planning based on students' learning needs, mathematics learning, literacy learning, learning for English Learners, technology, improved pedagogical practices, leadership skills, and social-emotional learning.

This Dashboard Report is aligned with the following policies:

5.100: Personnel and 6.15-6.340: Instruction

If you have any questions about the contents of this report, please contact:

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