



DISTRICT 62

Dashboard Report

Background

Data: The data, for the purpose of this report, was obtained from professional learning agendas and plans from August 2022-February 2023.

Highlights: For a more in-depth view of the professional learning that our staff has been engaging in this year, please refer to the “2022-2023 Professional Learning Highlights” in which you can gain a deeper understanding of our learning journey.

Data: 2022-2023 Professional Learning

| Month | In-District Professional Learning Attendees | Out-of-District Professional Learning Attendees |
|-----------|---------------------------------------------|-------------------------------------------------|
| August | 898 | 5 |
| September | 244 | 16 |
| October | 319 | 33 |
| November | 69 | 1 |
| December | 50 | 14 |
| January | 56 | 1 |
| February | 66 | 7 |
| Total | 1,702 | 77 |

Highlights of 2022-2023 Professional Learning *District 62 Strategic Plan Alignment: Goals 1, 2 and 3*



Goal 1: Student Growth and Achievement

Student Engagement via Kagan Cooperative Learning Structures: Aligned to our focus on increasing students’ engagement in their learning, all our teachers, principals, and Instructional Services administrators from across the district have begun the cooperative

learning training journey. Their learning this year has included the following:

- **Training sessions:** This year, we have completed two out of five days of cooperative learning training sessions. The sessions have taught all participants the various structured engagement strategies to ensure cooperative learning increases for every student in every classroom. Cooperative learning structures include PIES or (a) positive interdependence, (b) individual accountability, (c) equal participation, and (d) simultaneous interaction.
- **Job-embedded in-classroom coaching:** To ensure effective implementation of what is learned in the training sessions, every teacher participates in implementation support via in the moment, in-classroom coaching. The student engagement coach observes students engaged in the structure, then quietly gives the teacher a praise and a tip. The teacher then tries the structure again, incorporating the tip. This supports every classroom with effective implementation to ensure our students' engagement increases across every classroom.

“Student Engagement Coach” Training:

As a district, we are building our internal “student engagement coaching” system. “D62 student engagement coaches” at each school completed their five (of five) days of cooperative learning training sessions this year.

Then, this group of teacher leaders, principals, and Instructional Services administrators participated in the **two-day Kagan Coaching Workshop**. In this workshop, participants learned the skills necessary to coach others in a positive, supportive, and effective manner. The end result of the workshop was that each participant became certified to coach teachers for effective implementation.

We are fortunate to have this group of teacher leaders and administrators who play a key role in increasing student engagement in every classroom across our district.

Assessment for ELs: Certified staff participated in training to administer the ACCESS, the new WIDA assessment for kindergarteners as well as the alternate ACCESS Field Test.

Supporting EL Students as a Paraprofessional: EL paraprofessionals discussed their role in supporting English Learners social-emotional needs. Training was provided by D62 Behavioral Specialists.

ELlevation: Teachers in the EL department participated in ongoing training to collect and review data for EL students. This data was used to target teaching and learning to each students' identified goals.

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

EL & General Education Collaboration Teams: Teams of teachers certified in ESL, special education, and general education collaborated to support EL students' learning. The teams planned **lessons that developed academic language in standards-based content areas**.

Tier 3 Reading Intervention: Interventionists at every school engaged in continued professional learning of effective methods for teaching struggling readers to **read and write**. This training included job-embedded one-on-one coaching with a literacy expert. In addition,

teachers deepened their learning of effective 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, focusing on upcoming units, providing support on **essential standards** as needs are identified through **data analysis**, pedagogy, and structures to support student learning.
- Training and data analysis sessions were offered on **Forefront**, a tool used for scoring and analyzing data, as well as identifying needs for **tier 2** and **tier 3** support in math.
- Elementary teachers engaged in learning sessions throughout the year deepening their understanding of implementation and standards, in addition to **student engagement structures** that support student learning for **Bridges** and its components including Number Corner and Work Places. In addition, a focus on best practices for providing **tier 1** teaching and learning of the core for all students as well as **tier 2**, teaching and learning for students who need extra support, through Bridges Intervention and Work Places.
- **Math interventionists** engaged in professional learning around effective approaches to teach students who are struggling and in need of intensive **tier 3** intervention, utilizing Bridges Intervention.

Student-Centered Coaching:

- **200 teachers** have engaged in student-centered coaching partnerships based on a measurable **student learning goal**, increasing approximately **3,275 students’ learning across the district**.
- 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.
- Instructional coaches engaged in ongoing professional learning to deepen the effectiveness of their instructional coaching practices. The sessions included both traditional training meetings as well as job-embedded **“coaching labs”** in which instructional coaches observed one another in action while in authentic coaching situations in the classroom with students and teachers and then debriefed afterwards to solidify their learning.



Goal 2: Learning Environment

Positive Behavior Interventions and Supports (PBIS) Districtwide Committee: On August 31st, a district leadership team, including community partners and various stakeholders, began a year-long process to plan for the preliminary work around PBIS. Our coaches have helped to guide our district team through an analysis of our current PBIS framework and systems. This process will assist with the implementation of our 3-5 year PBIS district initiative.

Ukeru: District 62 staff have been introduced to Ukeru, a restraint free crisis management system. These strategies help school teams manage and diffuse disruptive and escalating

situations. Conceptual training of Ukeru includes verbal and nonverbal communication, managing and de-escalating conflict by converting/diverting aggression, building an environment focused on comfort versus control, and recognizing traumatic experiences of individuals who receive services for developmental, behavioral and mental health needs. It also involves a system of blocking techniques to protect oneself and others during behavioral episodes including physical aggression.

Crisis Prevention Intervention (CPI): All district staff learned evidenced based de-escalation techniques from the crisis prevention intervention (CPI). This intervention is designed for safely preventing and managing difficult situations and behaviors. CPI focuses on de-escalation skills, crisis management skills, and school safety.

Dialectical Behavior Therapy (DBT): Certified staff and related services staff were provided education on the implementation of “Skills Training for Emotional Problem Solving for Adolescents,” DBT STEPS-A.

Life Space Crisis Intervention (LSCI): District 62 social workers were trained in Life Space Crisis Intervention (LSCI) methodologies. Life Space Crisis Intervention (LSCI) is a brain-based, trauma-informed, relationship-building verbal strategy that turns crisis situations into learning opportunities for young people who exhibit challenging behaviors. LSCI provides educators, counselors, social workers, psychologists, child and youth care workers, parents, and other caring adults with a systematic, 6-stage process to move from stress and conflict to insight and long-term behavioral change.

Behavior Strategies and Interventions: All related services providers, behavior specialists, student services interventionists and paraeducators were provided a variety of professional learning opportunities on behavior strategies and interventions.

Kenneth Young Center (KYC) Partnership: Professional learning sessions have been provided by KYC to all District 62 staff on the topics of play therapy and suicidality.

- **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: 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.
- **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.



Goal 3: Work Environment

D62 Mentoring Program: The District 62 Mentor Program supports new certified staff from the teacher and the related service provider fields. 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 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’s leadership team created and monitored their measurable goals and action steps for their school improvement plan (SIP) in three key areas: academics, student transitions, and student social and emotional learning.*

Summary: 2022-2023 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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