BOE Teaching & Learning Committee Meeting
Tuesday, June 4, 2019
4:00 p.m.
Sunnyside Media Center
Sunnyside Elementary School

AGENDA:

Call to order: 4:06 pm

Roll Call: Anne Gaydos, Gavi Ziu-Peres, Kathy Yolish, Mandy Kilmartin, Vicky White, Ken Saranich, Mark Holden, Tom Minotti, Chris Clouet, Lorraine Rossner, Kate Kutash, Deb Keller

Guests: Amy Yost, Kari Yacawych, Kim Atkinson, Keefe Manning, Joan Tichy, Andrea Clark

Pledge of Allegiance:

- Approval of March 12, 2019 meeting minutes 1st – Kathy Yolish, 2nd Kate Kutash – unanimously approved
- Approval of June 4, 2019 meeting agenda 1st Tom Minotti, 2nd Kathy Yolish – unanimously approved

Public Session: No one from the public wished to speak

Agenda Items:

- Mindfulness – Kim Atkinson & Keefe Manning – see attached presentation
- Keyboarding - Kari Yacawych – see attached presentation
- Making to Learn - Entrepreneurial Mind Set - Joan Tichy & Andrea Clark – see attached presentation
- Assistant Superintendent – Roles and Responsibilities – Lorraine Rossner – see attached presentation

Superintendent’s Comments:

It is important to note the diversity of presentations that have been made to the committee this year.

Chairperson’s Comments:

Excellent presentations and a wonderful way to learn more about the programs offered in the SPSS.

Comments or Suggestions from Committee Members: None

Old Business: None

New Business: None

Next Meeting Date:

- The Teaching & Learning Committee will not meet in July and will resume committee meetings in August
- 4:00 p.m.
- Training Room - 201
- Central Administrative Offices

Tentative Agenda:

- TBD

Adjournment: 5:17 pm
Social-Emotional Learning Techniques

"Connecting our minds and bodies in learning readiness."

- An Overview by Keefe Manning and Kimberly Atkinson

- Problem: Students are showing an increase in mental health issues such as anxiety, ADHD, ODD, anger issues, coping, problem solving and social skills. These issues negatively affect their ability to learn and do their best academically.

- Solution: Various techniques to help students strengthen their social-emotional learning.

---

The KA Solution

There are several social-emotional techniques that can be used to help students reset their minds and bodies in learning readiness.

- Sensory Techniques: Music, Scents, Soft Puppets
- Focus Techniques: Mindfulness Yoga, Glitter Jar, Tapping Affirmations, Chime, Visualizations
- Calming Techniques: Breathing, Intricate Coloring, Calming Chair
The KM Solution

- Greetings upon entering the gym
- Calm, soft music is playing
- Exercises
- Deep breathing throughout
- Visualization and goal setting for their day
- End with peer to peer positive affirmations

- Morning Mindfulness with Mr. Manning and 2nd Grade
- Classroom teachers circulating to assist
- Meet once a week
- Release of Responsibility: Students are taking on the role of the teacher

The Evidence

Teacher Reflections

"I really like how my students come back and are ready to learn."

"The students are more calm and ready to take on challenges on morning mindfulness days."

"The students remind me on mindfulness days and are eager to participate."

"I like how it helps me start my day in a more positive way."
Next Steps

- Professional Learning for all teachers to help with students as well as self-care; Mental Health Issues affect everyone and are more prevalent now more than ever – Current, relevant education is needed!
- Increase regular implementation in the classroom; teachers need to feel supported in this undertaking.
- Continue to use current resources (people, articles, webinars, books) at little to no cost.
Keyboarding

Board of Education
Teaching and Learning Committee
June 4, 2019
Scheduling

Embedded in classroom work (from logging on to typing documents)

Students during time in LLC (chrome keyboard covers, paper practice)

Data team (a few schools have an extra library block)
Grade Level Practice
Introduction
The Challenge:

How does the Design Thinking Process benefit Shelton elementary students?

The Vision of a Graduate

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Flexibility and Adaptability
- Collaboration
- Initiative and Self-Directed
- Empathy

• Entrepreneurial Mindset already embedded in the key principles of Shelton's Vision of a Graduate
• We wanted to explore how to use the Design Thinking Process in a way that would be purposeful and beneficial specifically for our elementary students.
The Challenge:

How does the Design Thinking Process benefit Shelton elementary students?

- Reframe existing K-4 Makerspace unit
- Start with empathy

- “Toe in the water” (baby steps) approach
- K-4 Makerspace and Coding unit already part of Library Media curriculum; good place to start
- Reframing unit in context of Design Thinking would making it more purposeful and meaningful
- Starting with empathy was a new addition, but very much in keeping with district values (Clicking to next slide starts empathy video automatically)
After video plays...
- As library media specialists, starting with literature is a natural
- Selected picture books for each grade level (K-4) tied to a winter/snow theme
- Chose simple theme as a baby step to try out design process
Website screencast will play automatically in background while presenting
- In addition to picture books, created website with related grade level resources and activities for students to explore
- After reading a picture book, we discussed the problems encountered in the story to define possible audiences and outcomes
- We ended up working with the following design challenges for each grade level:
  - K-1:  *All You Need For a Snowman*: Build the tallest snowman
  - Gr 2:  *Brave Irene*: Help Irene get the ballgown to the palace
  - Gr 3:  *Blizzard!*: Design a snow plow to clear the neighborhood
  - Gr 4:  *Snowflake Bentley*: Code a snowflake catching game
ASSISTANT SUPERINTENDENT
Roles and Responsibilities

QUALIFICATIONS

- Must hold an 092 Administrative Certificate
- Can hold an 093 Superintendent’s Certificate
- Should have classroom, department, and building administrative experience
- Level of Understanding needed in:
  - Curriculum
  - Evaluation
  - Finance
  - School Level Operations
DIRECT REPORT

- Reports directly to and is evaluated by the Superintendent of Schools
- Primary role is to support, enhance, and supplement the Superintendent’s work in the district
- Work directly with the BOE in any capacity designated by the Superintendent

SUPERVISION AND EVALUATION

- Direct oversight of the Office of Teaching and Learning and Evaluation of:
  - Supervisor of Literacy
  - Supervisor of Math & Science
- Administrative Evaluation:
  - Supervisor of Pupil & Support Services
  - All Elementary Principals
  - Upper Elementary Principal
- Non-Certified Administrators
  - Director of Technology
  - Director of Security
  - District Outreach Worker
PRIMARY RESPONSIBILITIES

- Assumes the responsibility of the operation of the school system in the absence of the Superintendent
- Supports the Superintendent's Role
- Daily operations anchor for administrators and school offices
- District and Federal reporting hub
- Evaluation resource for administrators and teachers

CURRICULUM & INSTRUCTION

- Works with the Supervisors of Teaching and Learning and Special Education/PSS in determining the instructional programs and support needed by the school system to insure strong student achievement for all students.
- Monitors the implementation of all Board approved instructional programs and curriculum (new, revised, and updated) through the Office of Teaching and Learning.
SUPERVISION OF EVALUATION PLANS


- Monitors, revises, and implements the district's Administrators Evaluation & Support Plan and acts as the liaison between Shelton Administrative Council and the district.

PROFESSIONAL LEARNING

- Works with the Office of Teaching and Learning to organize professional learning activities for:
  
  - 3 day district-wide professional learning activities and schedule (August & November)
  
  - 8 early release school-based professional learning activities and schedule (November/December & March)
  
  - Final approval of professional learning within and outside the district
STATE AND FEDERAL REPORTING

- Responsible for the electronic submission of all state & federal forms, reports, data bases relevant to teaching and learning, student enumeration and reflections in Strategic School Profile, ESSA, ED 166, and Federal Civil Rights Report.

OTHER RESPONSIBILITIES

- Attendance and Truancy
- Expulsions and Stipulation Hearings
- Residency
- School Registration/Enrollment
- Kindergarten Registration
- Student Teachers
- Post Secondary Observations
- Graduate Interns
- Weller Foundation
- Shelton Education Endowment Fund
- Teacher of the Year