

**New Milford Board of Education
Committee on Learning Minutes
November 6, 2018
Lillis Administration Building, Room 2**

Present: Mrs. Tammy McInerney, Chairperson
Mr. Bill Dahl
Mr. J.T. Schemm
Mr. Brian McCauley, Alternate

Absent: Mr. Joseph Failla

Also Present: Dr. Stephen Tracy, Interim Superintendent of Schools
Ms. Alisha DiCorpo, Assistant Superintendent of Schools
Ms. Ellamae Baldelli, Human Resources Director
Mrs. Carrie Allen, Math Coach, Northville and Hill and Plain Elementary Schools
Mr. Michael Clyne, Data Coach, District-wide
Ms. Kate DeBarber, Literacy Coach, Northville and Hill and Plain Elementary Schools
Mrs. Cortni Muir, Math Coach, Sarah Noble Intermediate School
Ms. Betsy Stewart, Humanities Coach, Schaghticoke Middle School

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1.	Call to Order The meeting of the New Milford Board of Education Committee on Learning was called to order at 7:32 p.m. by Mrs. McInerney. Mr. McCauley was seated in the absence of Mr. Failla.	Call to Order
2.	Public Comment There was none.	Public Comment
3.	Presentation A. Instructional Coaching in Action - Ms. DiCorpo introduced the coaches and noted that Mrs. Megan Sylvester, Literacy Coach at Sarah Noble Intermediate School, was unable to attend the meeting. Ms. DiCorpo said she has visited every school to speak to the faculty about the role of the coaches and how their work aligns with professional learning standards. Tonight, coaches will speak to the specifics of their work. - Mr. Clyne said instructional coaching is job imbedded; coaches meet teachers in their	Presentation A. Instructional Coaching in Action

	classrooms to attend to their individual strengths, needs and interests. It focuses on professional learning and supports reflection about students and curriculum. It is designed to help teachers enhance their success as teachers. • Ms. Stewart said the coaches work with teachers to create self-selected learning goals. They work one on one with teachers, attend PLC (Professional Learning Community) meetings, host professional development for teachers by grade level or for the whole school, and work with teachers in their classrooms to support strong instruction. • Mrs. Allen said coaches work with teachers once per cycle or once per two cycles to plan for improved instruction. This includes on the job training in the form of demonstrations, co-teaching and coaching while teaching. • Ms. DiCorpo said the coaches and teachers form a true partnership. She said the SNIS and SMS based coaches follow a once every six-day cycle. The elementary coaches follow a once every twelve-day cycle. They also follow up at after school professional development days. • Mrs. Muir said another advantage coaches bring is that they are able to attend regional and national conferences and bring ideas back to share with the teachers. The coaches are also able to look at district program structures to see student progression from grade to grade, which can help focus individual teacher pace and instruction. • Mr. Clyne said instructional coaches also wear a "curriculum hat". Under the guidance of the Assistant Superintendent, coaches create pacing guides for curriculum alongside teachers; work to norm assessments and support teachers with grading practices; write report card companions to support teachers; and rewrite/implement assessments to better align work with data. • Ms. DeBarber spoke about the specific role of the literacy coaches this year. At all three K-5 schools, the coaches are focusing on the rollout of the Teachers College Units of Study. She said they are facilitating the Phonics Pilot at the elementary level. At Sarah Noble, they are supporting "Think	
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	Tank” vocabulary and word work. • Ms. DiCorpo said the Think Tank models lesson development. Coaches and teachers meet to discuss instruction development, watch each other teaching lessons, then reconvene to discuss best practice. • Mr. Dahl asks when this planning happens. Mrs. Muir said through PLC time. • Mrs. Muir and Mrs. Allen said the math coaches are focusing on the implementation and support of Exemplars at the three K-5 schools. At Sarah Noble, they too are focused on the Think Tank model. At the elementary level they are working on aligning assessments to standards grade to grade. • Ms. Stewart said at the primary level the focus for students is on learning to read. By the time students get to Schaghticoke, they are reading to learn. Her focus is on the assessment tools of Running Records and NWEA and what those results mean for ELA and Social Studies learning. • Mr. Clyne said, as the Data Coach, he is focused on providing teachers with the assessment tools they need to help students. He helps identify patterns of instruction that can lead to student growth over time. Teachers are able to collaborate digitally. • Mrs. McInerney said she hopes that student assessment is not just done through data, but also through how they are performing in the classroom. • Mr. Clyne said that is the best part of the digital collaboration; all data can be considered together so that the teacher can review a wide variety of student evidence pieces. • Ms. DeBarber concluded the presentation by saying that the primary role of the coach is to support student success through better planning, instruction, and implementation of curriculum. • Mr. Dahl asked what stumbling blocks coaches might identify that create obstacles going forward. Mrs. Muir said timing and access to teachers for sharing ideas. She said this has already improved over the last few years.	
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	• Mr. Dahl suggested they brainstorm how they would create opportunities if given the option, maybe through future budget or collective bargaining. • Mr. Schemm asked when coaching takes place. Mrs. Muir said all the coaches attend PLC and grade level meetings. They meet with teachers during planning time both before and after school. Mrs. Allen said they also go into classrooms for demo lessons and to co-teach. • Mr. Schemm asked who evaluates the coaches. Ms. DiCorpo said she does, through group settings and feedback. She does not enter personal goal setting meetings. • Mrs. McInerney thanked the group for the presentation. She said she thought it was helpful to the Board to see the evolution of the coaching program. • Dr. Tracy said he was impressed with the district's focus on improvement of instruction and the spirit of professional collaboration.	
4.	Item of Information A. Possible Budget Drivers • Ms. DiCorpo said one budget driver is the Phonics Pilot, which will actually result in some small savings. Another is the work around the NGSS Science assessment. Teacher training will be needed. She is also considering NGSS units of study. There is not much in place. CREC offers units at a cost of \$15,000. She said she is looking for additional support in the curriculum area through budget. She and Dr. Tracy are currently discussing what form that might take. • Mr. Dahl said he would be interested to see ideas and suggested they not be limited by budget at this stage. He commended Ms. DiCorpo on the work she does. • Dr. Tracy said he is asking central office colleagues and principals to report what they think is needed for improvement and what may be of	Item of Information A. Possible Budget Drivers

	less importance that they are willing to sacrifice to make it happen. • Mr. Schemm said past superintendents have referred to items being on the cutting room floor before the Board sees the budget. He would like to see less of that. • Mr. Schemm said no district in the state has an answer for NGSS right now. He cautioned that the CREC curriculum has not been vetted. Ms. DiCorpo said they have to start somewhere and the Science Center has given it their support versus an alternative.	
5.	Public Comment • There was none.	Public Comment
6.	Adjourn Mr. Schemm moved to adjourn the meeting at 8:54 p.m., seconded by Mr. McCauley and passed unanimously.	Adjourn Motion made and passed unanimously to adjourn the meeting at 8:54 p.m.

Respectfully submitted:



Tammy McInerney, Chairperson
Committee on Learning