



ACTIVITY

VERBATIM RESPONSES

TASK #1: MEASURING DISTRICT SUCCESS

What are the benefits and limitations of measuring student success in the way we're doing it?

TASK #1: MEASURING DISTRICT SUCCESS - BENEFITS	
TABLE #	What are the benefits of measuring student success in the way we're doing it?
2	1. New Testing – PARCC & common core will help lead to a deeper understanding and mastery of what is being learned. 2. We like the quantitative aspect of the District Goals and recognize how this is the measure.
3	1. daily learning targets enhance learning 2. some testing is affective but too many cause stress and prevent studying 3. these tests do measure student needs & growth and the quality of the teaching
4	<ul style="list-style-type: none"> engages principal & brings them into the classroom
5	<ul style="list-style-type: none"> whole child aspect (focus) but how is it measured? *measuring individual child's growth
6	<ul style="list-style-type: none"> posting of learning targets for students and teacher review of targets with students good that D34 is teaching non-cognitive skills. good that NEWA is structured to give <u>detailed</u> individualized data
7	getting used to taking tests, measuring student growth over time, ability to quickly make adjustments to instruction, conferences
8	benchmarks, motivating for teachers & students, clearly identifying learning targets

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TASK #1: MEASURING DISTRICT SUCCESS - LIMITATIONS

TABLE #	What are the limitations of measuring student success in the way we're doing it?
2	Still not exactly sure HOW it is really being measured
3	1. too many test cause stress and deny study time
4	<ul style="list-style-type: none">• Need standardized measurement of EQ-that enables evaluation/improvement• What happens in terms of follow up from principal visits?<ul style="list-style-type: none">- are principals/teachers collaborating?• Inconsistencies across schools across teachers<ul style="list-style-type: none">- let's incentivize teachers to share their best practices with each other- same for principals
5	<ul style="list-style-type: none">• standardized tests cannot be individualized*• stress & anxiety that builds (students, parents, staff) to reach the standards of success (per publicized test scores)
6	<ul style="list-style-type: none">• how do you actually measure non-cognitive skills and with what baseline?• Are there enough resources to teach and reach all levels of learners high/gifted and below <u>and</u> average student• What is cost to students of testing (i,e, stress, bad test taker but good student)
7	taking away from instructional time to prepare them for testing (standardized), too much pressure to do well from district/staff/home
8	teaching to the test, quantity of testing, diverse population may negatively impact test scores & rankings

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TASK #2 - REPRESENTED/UNDERREPRESENTED - WHOLE CHILD EDUCATION

What community values are represented or are underrepresented in the district's approach to educating the whole child?

TASK #2: WHOLE CHILD EDUCATION - REPRESENTED	
TABLE #	What community values are represented in the District's approach to educating the whole child?
2	*The District tends to hire excellent teachers that exemplify the characteristics and values we would like to pass on to our kids. ➡ Respect kindness
3	responsible citizenship / self directed learning and builds character
4	<ul style="list-style-type: none">• embrace diversity (International Night)
5	*SERVICE LEARNING – Dodgeball for Diabetes, Food Drives, Car Washes ➡ some are student – initiated
6	we value whole child via programs such as character counts, diversity, Academics – education, social responsibility
7	focusing on non-cognitive skills, social emotional curriculum, Character Counts/RED Day, celebrating diversity at special events
8	fine arts, exposure to “bigger world,” supportive of students & staff interests

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TASK #2: WHOLE CHILD EDUCATION - UNDERREPRESENTED

TABLE #	What community values are underrepresented in the district's approach to educating the whole child?
2	enrichment – would like to see more enrichment in different areas such as science Gap of kids not in gifted but extremely high achieving
3	selective recognition of some community organizations – scouts D34 should continue to improve means of identifying social and emotional needs in individual students especially “outliers” who need extra help with social skills and/or dealing with anxiety
4	<ul style="list-style-type: none">• Foreign language curriculum could be more rigorous - offered earlier than Middle School and include Chinese• Integrate social / emotional throughout the day with teachers not just with social workers
5	Civic involvement – voice of the students (what would their input be into the CES?); what would they change? *Former students: give them a forum/opportunity to provide feedback on their D34 experience?
6	<ul style="list-style-type: none">• transition from D34 to GBS 225 – how do we close the gap between middle school and expectations for success entering into GBS• closer alignment between D34 and GBS 225 to prepare students for rigor of high school (also Loyola, Maine Township)
7	celebrating diversity on a day-to-day basis
8	organization, time management, spelling, handwriting, executive functioning skills, preparation

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TASK #3 - QUESTIONS – STUDENT SUCCESS

What questions do you have about student success in District 34?

TASK #3: QUESTIONS – STUDENT SUCCESS	
TABLE #	What questions do you have about student success in District 34?
2	*How are we going to continue to challenge our high achievers? Are there enough resources to do so? How can we gain more resources on any group not experiencing growth?
3	Is there a way to measure what is a self-directed learner? As parents can we do to complement the mission of self-directed learner? How do we measure non-cognitive skills?
4	<ul style="list-style-type: none">• service projects coordinator role needed across schools• open door policy: involve parent volunteers for recess monitoring, cafeteria
5	<ul style="list-style-type: none">• *How do you measure the “whole child” areas? non-cognitive measures student well being• Are lunch supervisors trained to identify kids at-risk or ill-at-ease in school situations?
6	<ul style="list-style-type: none">• Are there enough resources to support all different levels of learners?• What about kids on ‘cusp’ of gifted, but do not test into it?• stdzd tests tgts in light of Δ in demographics coming?
7	If student success is directly related to teacher effectiveness, how can parents contribute to constructive feedback on the teachers at the end of the year?
8	- Prep for highschool