

To: Dr. Mike Riggle
Board of Education

From: Dr. Rosanne Williamson
Mr. Ryan Bretag

Date: Tuesday, August, 08, 2017

Re: Approval of Professional Leave Expenses: Steelcase

Recommendation

It is recommended that the Board of Education approve the request for estimated professional leave expenses in the amount of \$16,500.00 as presented.

Background

In keeping with Board Policy 2060, the Board of Education has established a maximum allowable amount for prepaid expenses and reimbursement for travel, meal and lodging expenses to an amount not to exceed \$5,000 aggregate per professional leave trip. In the event that a trip's expenses exceed the per trip aggregate cost, the Board of Education is required to approve the expenses by a roll call vote at an open meeting.

The Business Services department has implemented a process where they are notified if there is a desired trip that exceeds the \$5,000 aggregate threshold. In response to the request, a formal memo is drafted and information is presented to the Board of Education for consideration prior to any expenses being incurred by the District.

Below is a professional leave opportunity summary that is being submitted for consideration by Mr. Bretag. (Please see the attached Request for Professional Leave forms for each employee that would participate in the professional leave opportunity, should the Board approve the request.) The requesting administrator is expected to be present at the Board meeting to answer any questions regarding the request.

Name of Event:	Steelcase University
Location of Event:	Grand Rapids, MI
Dates of Trip:	September 11-13
Description of Event:	During the week of September 11, 2017, teachers committed to the initial learning space study and cohort one will engage in a 2 ½ day kick-off experience at Steelcase University in Grand Rapids, MI. The focus of this trip is on active learning, design thinking, and research in neuroscience, creativity, collaboration, and wellness in relation to learning spaces.
Rationale for Event:	Foundational professional development for teachers entering the learning space cohort program 2017-2018. Teachers will leave with hands-on professional development in the aforementioned areas from leaders within the field and experience the prototype classrooms developed in August.

School / Department:	District 225
Number of Employees:	25 (estimated)
Total Amount of Trip:	16,400 (estimated) (430.00 per person hotel)(226.84 per person mileage)
Requesting Administrator:	Dr. Williamson and Mr. Bretag

Expanded Details

OVERVIEW

During the week of September 11, 2017, teachers committed to the initial learning space study and cohort one will engage in a 2 ½ day kick-off experience at Steelcase University in Grand Rapids, MI. The focus of this trip is on active learning, design thinking, and research in neuroscience, creativity, collaboration, and wellness in relation to learning spaces. As an outcome, teachers will leave with hands-on professional development in these areas from leaders within the field and experience the prototype classrooms designed based upon design trait development in August.

CONNECTION TO DISTRICT INITIATIVES

This trip is a part of the larger learning spaces initiative shared in the spring of 2016. This initiative begins with a research team of teachers and administrators that will study learning spaces and develop design traits for District 225’s physical spaces inclusive of audio-visual. This group will serve as the framework for a learning space cohort model where teams of teachers can apply to move forward with a room redesign. The experience of this initial team is instrumental in the development of a scalable solution whereby the professional development can occur onsite in the future.

ALTERNATIVES

The alternative solutions reviewed were a virtual experience, an onsite presenter, area site visits, and a combination of those items. In its current infancy, the Steelcase University team and onsite solutions at their headquarters is not possible to replicate locally both in expected outcomes nor in a fiscally responsible way. As well, our lack of local experience and current classroom prototypes make an immersive experience that primes our teachers for teaching and learning a challenge. It is also worth noting that we learned two years ago that the most important aspect of a learning space initiative is the professional development. Without a deep, impactful investment in this area, changes in practice and belief in the change is minimal.

OUTCOMES

This experience is centered on the following outcomes

1. Development of Instructional Strategies for Active Learning Environments
2. Creation of an implementation plan for Active Learning Environments
3. Exposure to the research on Active Learning and Wellness
4. Introduction to Design Thinking and its use in the classroom for active learning and engagement
5. Collaboration with schools currently deemed leaders in the field of learning space development
6. Identification of needs during year one of active learning spaces for future professional development

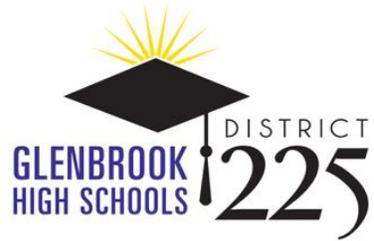
TENTATIVE AGENDA

Day One

Needs Discussion and Design Traits Implementation
Research and Trends: Creativity, Collaboration, and Wellness
Active Learning Environments Strategies
Educational Trends
Learning Center Experience
Design Thinking Workshop
Interact with Leading Schools in Learning Spaces

Day Two

Develop Individual and Cohort Professional Development Plans
Strategies for Student Engagement
Evolving Workplace Research
WorkCafé Visit and Experience
Design Thinking II Workshop
Observe Grand Rapids High School
Experience Classroom Prototype and Develop Implementation



To: Dr. Mike Riggle
Board of Education

From: Mr. Cameron Muir
Dr. Lauren Fagel

Date: Monday, July 24, 2017

Re: Approval of Professional Leave Expenses

Recommendation

It is recommended that the Board of Education approve the request for estimated professional leave expenses in the amount of \$7330.00 as presented.

Background

In keeping with Board Policy 2060, the Board of Education has established a maximum allowable amount for prepaid expenses and reimbursement for travel, meal and lodging expenses to an amount not to exceed \$5,000 aggregate per professional leave trip. In the event that a trip's expenses exceed the per trip aggregate cost, the Board of Education is required to approve the expenses by a roll call vote at an open meeting.

The Business Services department has implemented a process where they are notified if there is a desired trip that exceeds the \$5,000 aggregate threshold. In response to the request, a formal memo is drafted and information is presented to the Board of Education for consideration prior to any expenses being incurred by the District.

Below is a professional leave opportunity summary that is being submitted by Cameron Muir for consideration.

Name of Event:	Teaching Learning Coaching Conference
Location of Event:	Indianapolis
Dates of Trip:	September 25-28, 2017
Description of Event:	The 2017 Teaching Learning Coaching Conference will bring together instructional coaches, administrators, and teachers from across the globe to discuss instructional coaching, teaching, and learning.
Rationale for Event:	More than 30 education experts and practitioners will lead keynote presentations and learning sessions focused on high-impact teaching strategies, proven instructional coaching practices, and system change strategies for creating high-performance schools.
School / Department:	Glenbrook South High School - Improvement of Instruction
Number of Employees:	5
Total Amount of Trip:	\$7,413.00 (estimated)
Requesting Administrator:	Cameron Muir

Expanded Details

OVERVIEW

The 2017 Teaching Learning Coaching Conference will convene administrators, instructional coaches, and teachers from across the globe to discuss one essential concept - *It's All About The Kids*. The paradigm of the growth mindset, or the notion that abilities can be developed through dedication and hard work, has emerged in recent years to replace the erroneous perception that intelligence is fixed and that teachers and students are either inherently "strong" or "weak." Acclaimed author, Jim Knight, has worked to advance the idea that every teacher, student, and professional has the potential to get better. At the 2017 Teaching Learning Coaching Conference, educators will use Knight's extensive research base to explore their roles as both a teacher and a learner and examine the impact they have on students through the lens of self-improvement and growth. This event will provide an interactive venue for educators to share best practices; make connections; discuss trends, needs, and breakthroughs; and visualize the future of schools that are committed to a shared goal of excellent instruction, every day, for every student. This particular conference gathers instructional coaches from across North America and is unique in its opportunity for instructional coaches to discuss and share their practices with others within the same roles.

ALTERNATIVES

There are other professional learning experiences offered by various agencies that relate to instructional coaching, but are not specific to it. These include national organizations such as Learning Forward and the Association for Supervision and Curriculum Development, but these organizations rarely support conferences solely dedicated to instructional coaching and the needs specific to this role.

OUTCOMES

This professional development experience will allow our instructional coaching team to further develop and grow in high-impact teaching strategies, proven instructional coaching practices, and system change strategies designed to lead to high performance schools.

The conference will assist our instructional coaching team when working with teachers on their own specific and unique professional development plan. The interactions and sharing of practices with other instructional coaches will enhance what we presently do and will help inform new ways of working with our own staff.

Our instructional coaching team continues to build its own knowledge in order to enhance the instructional coaching program at GBS. With more knowledge of the interactions between strategies, processes, and ways to interact with teachers around their professional development, the expected outcome from attending this professional conference is improved student learning across the school.