

**MINNETONKA INDEPENDENT SCHOOL DISTRICT #276**  
**District Service Center**  
**5621 County Road 101**  
**Minnetonka, Minnesota**

**Summary of April 27, 2023 Study Session**

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, April 27, 2023 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Lisa Wagner presided. Other Board members present were Mark Ambrosen, Katie Becker, Patrick Lee-O'Halloran, Michael Remucal, Meghan Selinger, Chris Vitale and Superintendent David Law, ex officio.

**REVIEW OF FEES**

Coordinator of Accounting and Audit Jess Hulitt presented the following proposed fee changes to the Board:

At the high school level, there is one fee increase proposed by Principal Erickson and the Art Department to cover material costs:

Painting	\$25	\$5 increase
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At the middle school level, there are three new enrichment club fees and three enrichment club fee increases proposed by the Activities Department:

Book Club	\$20	New fee
Crochet Club	\$5	New fee
Newspaper Club	\$10	New fee
Anime Club	\$15	\$5 increase
Baking Club	\$35	\$10 increase
Cooking Club	\$40	\$5 increase

At the elementary school level, there is one recommended change:

Field Trips	\$50 per year	\$5 increase
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Also, Ms. Hulitt noted that Tonka Dome fees are recommended to increase by \$5 for each category. She also noted that the fee for the transaction charge for online ticketing should be listed at 75 cents, not 25 cents, and that this would be corrected in the Board materials for the May 4 meeting.

The Board noted that they approved of the fee changes. Superintendent Law said that this item would be brought back to the May 4 regular meeting for approval. A public hearing on the proposed fee changes will also be held during that meeting. Chairperson

Wagner noted that scholarships are available for those students who have trouble paying the fees.

### **FURTHER REVIEW OF 24-25 CALENDAR**

Executive Director of Human Resources Anjie Flowers led the discussion. She noted that the district's Calendar Committee had met on April 25 and had discussed further the recommendations that came out of the Board's study session in March. She presented a draft of the one-page academic calendar for 2024-25, with religious holidays and observations noted, a draft of the 23-24 assessment calendar, which is used for planning purposes, and attendance data from surrounding districts regarding the Wednesday before Thanksgiving. She also presented district attendance data (historical) from the same day. She noted that the Calendar Committee's recommendation was to designate the Wednesday before Thanksgiving as a "No School K-12" day, and to designate June 11 as the Last Day of School for K-12. June 12 will be designated as a "Full Day Teacher Workshop."

Board members noted that they approved of these modifications. They thanked Ms. Flowers and members of the Calendar Committee for their hard work in coming to this recommendation. Ms. Flowers thanked the district's Communications Department for their work in creating the drafts of the calendars.

Chairperson Wagner noted that the 2024-25 calendar would be brought back to the May regular Board meeting for approval.

### **UPDATE ON CLASSROOMS OF THE FUTURE**

Assistant Superintendent Amy LaDue, Executive Director of Technology Mike Dronen, and Director of Instructional Technology Amanda Fay led the discussion, focusing on the following areas:

- Learning as the Context
- History of Classroom Technology
- Research
- Teacher Survey
- Classroom of the Future Priorities

Highlights of their presentation included the following:



# Instructional Technology Beliefs

## **Minnetonka Instructional Technology Beliefs**

Technology is a powerful catalyst that serves as a core tool to accelerate learning, promote innovative mindsets and strengthen student success.

Technology is a means that adds value by:

- increasing engagement
- enhancing student-centered learning
- promoting deeper learning by empowering students to know and access tools and resources
- encouraging students to gain, transfer, adapt, and apply understanding to new and existing situations
- increasing efficiency and effectiveness in practices and processes
- providing each student unique opportunities that promote voice and choice
- encouraging individuals to approach problems more creatively, think more critically, collaborate more skillfully and communicate more effectively
- providing access to tools and resources as a means to support each individual student's needs

Summary: Technology is not static; it will continue to evolve. Students must be taught and supported to use technology in healthy, balanced, ethical, responsible and safe ways.

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# A Brief History of Classroom Technology

- 1890: The Chalkboard
- 1920: On Air Classes via Radio
- 1925: Film and the filmstrip
- 1951 Video Tapes
- 1957: B. F. Skinner's Teaching Machine
- 1955: Ditto Machine/Spirit Duplicator
- 1959: Photocopier
- 1960: The Modern Overhead Projector
- 1972: Scantrons
- 1972: Handheld Calculators
- 1977: Desktop Computers
- 1978: Apple II and MECC
- 1983: First popular Word Processors: MacWrite and MS Word
- 1991: Publicly Available Internet
- 1991: Smart Board
- 1991: Gopher
- 1993: First "easy to use" web browser, Netscape
- 1996: Liquid crystal panel
- 1999-2000: "Web 2.0"
- 2002: Moodle (K12 ~ 2007)
- 2002-2003: Smart Board software for training/instruction released
- 2003-2005: Social Media, i.e. MySpace, YouTube, Facebook, etc.
- 2003: Common Sense Media formed
- 2005: Classroom Clickers
- 2007: Google Apps for Education
- 2008: Apple's App Store (500 apps)
- 2010: First generation iPad
- 2011: Blended Learning
- 2012: Second generation LMS's
- 2012: Software integrations
- 2012: Growing view that EdTech PD is essential
- 2013-14 Marked improvement Ed Tech application functionality and stability
- 2014: Improved learning cycle workflows

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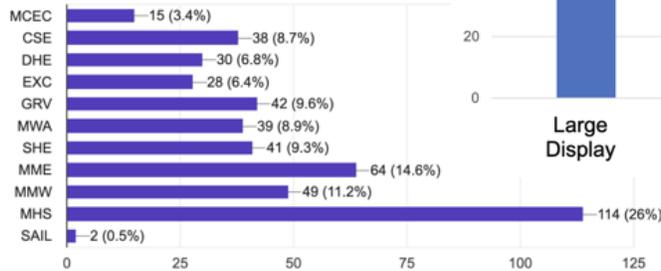
# Stakeholder Feedback: Informing Future Classrooms

- **2019- 2020:**
  - Classroom Technology Interviews: MME, DHE, CSE, MMW, SHE, MWA, EXC, GRV, MHS, MCEC
- **2022 - 2023:**
  - Teacher Google Form Survey
  - Teacher Focus Groups - GRV, DHE, CSE, SHE, MWA, EXC, MCEC, MHS, MME, MMW
  - Student Focus Groups - MWA 4th Grade, CSE 5th Grade, MMW Tech Team, MME Student Advisory, MHS T&L Advisory
  - PTO/PTA Leaders Feedback
  - T&L Advisory Focus Group

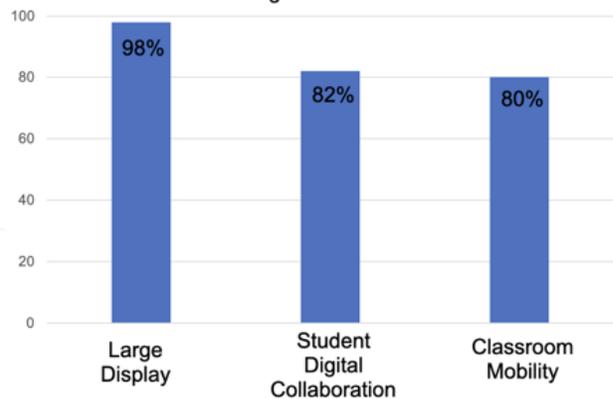


# Teacher Survey Results

What building(s) are you in?  
439 responses



Leading Themes: Teachers





## Themes from Focus Groups



### Weaknesses

- Lack of whiteboard space
- Lack of consistency between technology in rooms
- Lack of mobility with technology
- Teacher tied to desktop computer or board
- Signing into desktop computers takes time to load
- Traveling teachers, no computer to use reliably

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## Themes from Focus Groups

### Strengths

- Apple classroom to curate the student experience, monitor, and showcase their work
- 1:1 for students
- Tools: Google Drive, Notability, Seesaw, Schoology, PearDeck
- Apple Pencils for teachers
- Apple TVs and airplay for proximity and mobility at MHS
- K-3 iPads staying in school
- K-3 curated home screen set up
- Teacher laptops at MHS



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## Themes from Focus Groups

### Opportunities

- More flexible furniture and spaces
- More whiteboard space
- Consistent classroom teaching and learning technology in all spaces
- More teacher mobility with technology for teaching
- More professional learning
- Large, bright, clear screens in classrooms



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## Classroom of the Future Priorities

- **Visible**
  - consistent, reliable, equitable, modern, ease of use, bright and clear classroom display technology
- **Mobile**
  - responsive, productive & efficient workflows with the tools to support teachers and students both in and out of the classroom
- **Flexible**
  - physically or digitally adaptable based on individual or collective student or teacher needs
- **Collaborative**
  - every student and teacher engaged in the learning



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During the discussion, the following points were emphasized:

- Technology in the classrooms is all about learning – that is the primary driver
- Decisions are not made based on what is “cool” or “fun” – decisions are based on research and evidence-based best practices
- Instructional frameworks are key – supporting MTSS
- Nothing about this is a “product” – this is a rubric for determining how to teach
- This is not about “what are we going to buy” – this is about how we are going to work with our students and teachers to give them the best possible experience

Board members noted how exciting it was to talk about the future of technology and how the COF will look. Board member Selinger said it was great to hear the focus on flexibility that is based on individual students’ needs. “When I was teaching, I would have killed for the ability to differentiate for all students,” she said. Chairperson Wagner thanked the presenters for striving to include all stakeholders in the surveys and focus groups. “It’s so important to hear everyone’s voices,” she said.

### **CITIZEN INPUT**

Chairperson Wagner extended an invitation to members of the audience who wished to address the Board on any topic. No one responded to this invitation to speak.

### **STAMP 4S REPORT**

Director of Assessment Dr. Matt Rega noted that in February of 2023, 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade Chinese and Spanish immersion students participated in the STAMP 4S assessment. The test is optional for students in 11<sup>th</sup> and 12<sup>th</sup> grades. Highlights included the following:

## Chinese Immersion Points of Emphasis

- **Reading:** Eighth Grade MME students reached the Intermediate-Mid level with MMW students rebounding slightly by **0.1 points** compared to last year; In 2020 and 2021 students earned an average score of **5.6 points** compared to **4.3 points** this year.
- **Writing:** MME Eighth Graders improved to an all-time high average score of **6.2 points**. MME students are now once again performing at the Intermediate-High range in Writing.
- **Reading:** **76.6 percent** of Tenth graders surpassed the national target of Intermediate-Low, compared to **86.6 percent** last year.
- **Overall:** Chinese Immersion Tenth Graders saw slight decreases in Writing and Speaking, and significant decreases compared to their same grade counterparts in Reading and Listening. Like last year, the proficiency levels on the Reading Test ranged from the Intermediate-Low to Intermediate-High ranges, which is also similar to two years ago.

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## Spanish Immersion Points of Emphasis

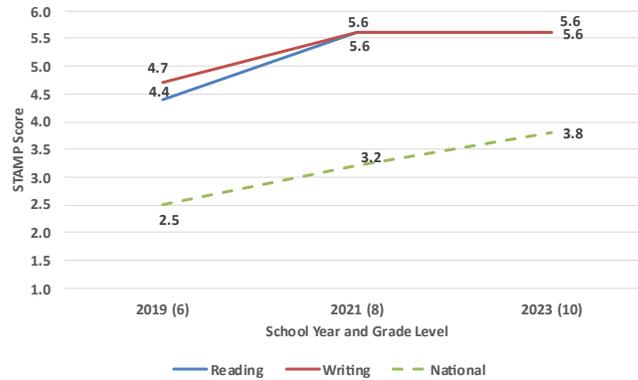
- **Writing:** Sixth Graders at MMW improved from **5.0 points** to **5.3 points**; Eighth Graders at MME improved from **5.9 points** to **6.2 points**. All-time high performances for MME Eighth Graders and MMW Sixth Graders.
- **Listening:** Both MME and MMW students are performing at the Advanced -Low level; well above the national target of Intermediate-Mid.
- **Speaking:** Sixth Graders at MMW improved from **4.9 points** in 2022 to an average score of **5.3 points** this year. MME Eighth Graders surpassed 6-point mark for the second time since 2019, earning an average score of **6.0 points**.
- **Reading:** Tenth Grade Spanish Immersion students saw **67.3 percent** of students reach the Advanced levels of proficiency compared to **74.8 percent** from a year ago and **92.7 percent** from 2020. **99.1 percent** of Tenth Graders met or surpassed national targets.
- Most students met or surpassed national targets, and **124** Spanish Immersion students are performing at the highest proficiency level of Advanced-High, which is **16.6 percent** of Spanish Immersion students taking the STAMP 4S.

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### National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion  
Grade 10 Cohort  
Reading and Writing



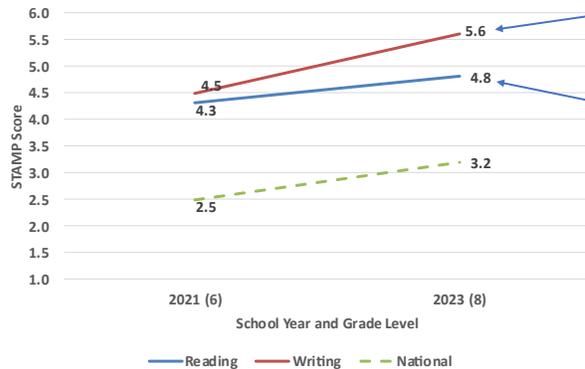
Writing test has a strong grammar focus

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### National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion  
Grade 8 Cohort  
Reading and Writing



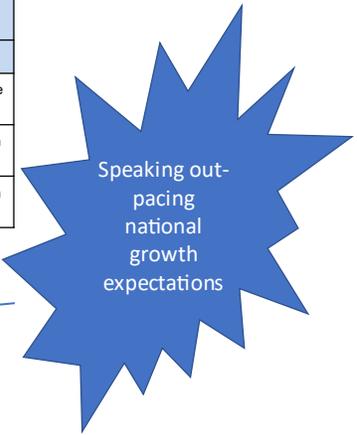
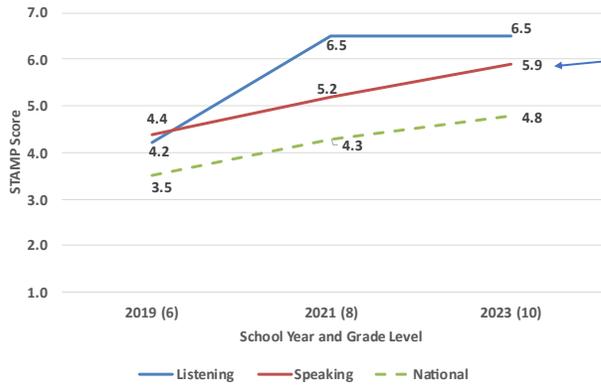
Reading and Writing significantly out-pacing national norms

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### National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion  
Grade 10 Cohort  
Listening and Speaking

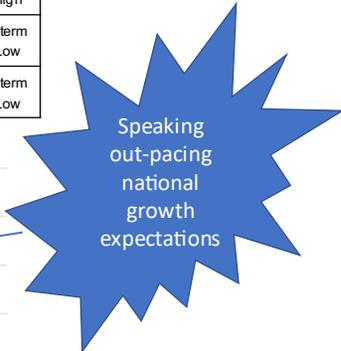
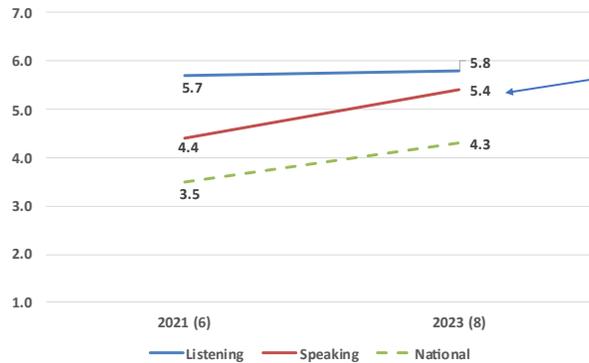


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### National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Interm Low	Interm Low	Interm Low	Interm Low		Interm Low	Interm Low	Novice High	Novice High
8	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low
10	Interm Mid	Interm Mid	Interm Mid	Interm Mid		Interm Mid	Interm Mid	Interm Low	Interm Low

Chinese Immersion  
Grade 8 Cohort  
Listening and Speaking



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Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Novice High	Novice High					
8	Interm Mid	Interm Low	Interm Low					
10	Interm Mid	Interm Low	Interm Low					

## Chinese Immersion Proficiency Levels 2022 and 2023

2022

	Grade 6 Total Chinese Immersion (N=93)		Grade 8 Total Chinese Immersion (N=65)		Grade 10 Total Chinese Immersion (N=60)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	4.1	Int Low	4.9	Int Mid	6.1	Int High
Writing	4.3	Int Low	5.3	Int Mid	5.7	Int High
Listening	5.3	Int Mid	6.0	Int High	6.8	Adv Low
Speaking	4.4	Int Low	5.6	Int High	6.0	Int Mid

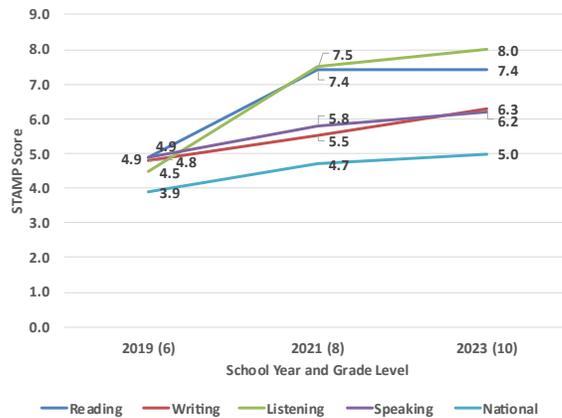
2023

	Grade 6 Total Chinese Immersion (N=91)		Grade 8 Total Chinese Immersion (N=79)		Grade 10 Total Chinese Immersion (N=73)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	3.8	Int Low	4.8	Int Mid	5.5	Int High
Writing	4.7	Int Mid	5.6	Int High	5.6	Int High
Listening	5.4	Int Mid	5.8	Int High	6.4	Int High
Speaking	4.6	Int Mid	5.4	Int Mid	5.9	Int High

### National K-12 Language Immersion Proficiency Targets

Gr	Spanish				Chinese			
	Spk	List	Rdg	Wrtg	Spk	List	Rdg	Wrtg
6	Interm Low	Novice High	Novice High					
8	Interm Mid	Interm Low	Interm Low					
10	Interm Mid	Interm Low	Interm Low					

Spanish Immersion  
Grade 10 Cohort  
Reading, Writing,  
Listening, and Speaking



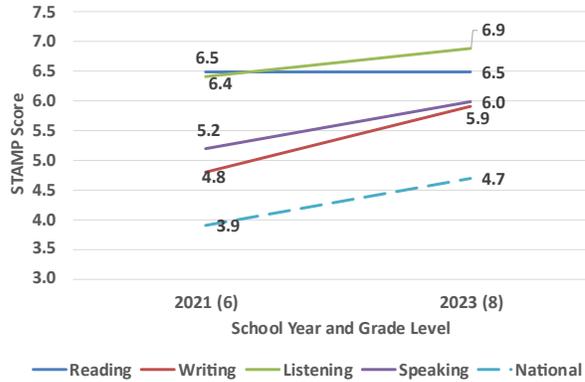
Writing test has a strong grammar focus

All areas out-pacing national growth

### National K-12 Language Immersion Proficiency Targets

Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Intern Low	Intern Low	Intern Low	Intern Low		Intern Low	Intern Low	Novice High	Novice High
8	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low
10	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low

Spanish Immersion  
Grade 8 Cohort  
Reading, Writing,  
Listening, and Speaking



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Gr	Spanish					Chinese			
	Spk	List	Rdg	Wrtg		Spk	List	Rdg	Wrtg
6	Intern Low	Intern Low	Intern Low	Intern Low		Intern Low	Intern Low	Novice High	Novice High
8	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low
10	Intern Mid	Intern Mid	Intern Mid	Intern Mid		Intern Mid	Intern Mid	Intern Low	Intern Low

### Spanish Immersion Proficiency Levels 2022 and 2023

#### 2022

	Grade 6 Total Spanish Immersion (N=270)		Grade 8 Total Spanish Immersion (N=204)		Grade 10 Total Spanish Immersion (N=194)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	5.8	Int High	6.7	Adv Low	7.5	Adv Mid
Writing	5.3	Int Mid	5.9	Int High	6.4	Int High
Listening	5.7	Int High	6.8	Adv Low	7.8	Adv Mid
Speaking	5.2	Int Mid	5.9	Int High	6.1	Int High

#### 2023

	Grade 6 Total Spanish Immersion (N=253)		Grade 8 Total Spanish Immersion (N=225)		Grade 10 Total Spanish Immersion (N=211)	
	Mean Score	Prof Level	Mean Score	Prof Level	Mean Score	Prof Level
Reading	5.5	Int High	6.5	Adv Low	7.2	Adv Low
Writing	5.5	Int High	5.9	Int High	6.3	Int High
Listening	5.9	Int High	6.9	Adv Low	8.0	Adv Mid
Speaking	5.3	Int Mid	6.0	Int High	6.2	Int High

Spring **2023** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	3.7	Int Low	5.3	Int Mid
<b>MMW</b>	4.1	Int Low	4.3	Int Low

Spring **2022** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	4.0	Int Low	5.3	Int Mid
<b>MMW</b>	4.2	Int Low	4.2	Int Low

Spring **2023** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	4.7	Int Mid	6.2	Int High
<b>MMW</b>	4.5	Int Mid	5.0	Int Mid

Spring **2022** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	4.4	Int Low	5.4	Int Mid
<b>MMW</b>	4.2	Int Low	5.0	Int Mid

Spring **2023** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.4	Int Mid	6.0	Int High
<b>MMW</b>	5.2	Int Mid	5.6	Int High

Spring **2022** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.3	Int Mid	6.2	Int High
<b>MMW</b>	5.3	Int Mid	5.5	Int High

Spring **2023** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	<i>MME (N=63)</i> <i>MMW (N=28)</i>		<i>MME (N=41)</i> <i>MMW (N=38)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	4.6	Int Mid	5.8	Int High
<b>MMW</b>	4.7	Int Mid	4.9	Int Mid

Spring **2022** STAMP 4S Chinese Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	<i>MME (N=54)</i> <i>MMW (N=39)</i>		<i>MME (N=44)</i> <i>MMW (N=21)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	4.3	Int Low	5.8	Int High
<b>MMW</b>	4.5	Int Mid	5.3	Int Mid

Spring **2023** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.6	Int High	6.7	Adv Low
<b>MMW</b>	5.4	Int Mid	6.4	Int High

Spring **2022** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Reading

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.9	Int High	6.7	Adv Low
<b>MMW</b>	5.6	Int High	6.7	Adv Low

Spring **2023** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.7	Int High	6.2	Int High
<b>MMW</b>	5.3	Int Mid	5.7	Int High

Spring **2022** STAMP 4S Spanish Immersion  
Building Comparison by Spanish Score  
and Proficiency Levels for Writing

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.7	Int High	5.9	Int High
<b>MMW</b>	5.0	Int Mid	5.9	Int High

Spring **2023** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	6.2	Int High	7.1	Adv Low
<b>MMW</b>	5.6	Int High	6.7	Adv Low

Spring **2022** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Listening

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	6.1	Int High	6.8	Adv Low
<b>MMW</b>	5.4	Int Mid	6.8	Adv Low

Spring **2023** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels for Speaking

	Grade 6		Grade 8	
	<i>MME (N=124)</i> <i>MMW (N=129)</i>		<i>MME (N=106)</i> <i>MMW (N=119)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.3	Int Mid	6.0	Int High
<b>MMW</b>	5.3	Int Mid	5.9	Int High

Spring **2022** STAMP 4S Spanish Immersion  
Building Comparison by STAMP Score  
and Proficiency Levels Speaking

	Grade 6		Grade 8	
	<i>MME (N=129)</i> <i>MMW (N=139)</i>		<i>MME (N=118)</i> <i>MMW (N=86)</i>	
	STAMP Score	Prof. Level	STAMP Score	Prof. Level
<b>MME</b>	5.5	Int High	5.9	Int High
<b>MMW</b>	4.9	Int Mid	5.9	Int High

Proficiency Levels and Sublevels		Functions	Corresponding Jobs/Professions	Who has this proficiency in Chinese and Spanish?
Advanced (Limited Work Proficiency)	Advanced High	<i>Narrate and describe in past, present, and future and deal effectively with an unanticipated complication</i>	<b>Finance:</b> Account Executives, Financial Advisors <b>Health Science:</b> Doctors <b>Law, Public Safety, Corrections, &amp; Security:</b> Military Linguists or Translation Officers	Students with graduate degrees in language
	Advanced Mid		<b>Health Science:</b> Medical Interpreters, Patient Advocates <b>Finance:</b> Bankers, Insurance Customer Service Specialists <b>Human Services:</b> Benefits Specialists <b>Marketing:</b> Sales Representatives	Native/Heritage speakers who learned language in the home environment
	Advanced Low		<b>Education &amp; Training:</b> K-12 Teachers <b>Health Science:</b> Nurses <b>Hospitality &amp; Tourism:</b> Hotel Receptionists <b>Human Services:</b> Social Workers, 911 Dispatchers, Customer Service Representatives, Billing Clerks <b>Law, Public Safety, Corrections, &amp; Security:</b> Legal Secretaries or Receptionists	<ul style="list-style-type: none"> <li>Graduates with language degrees who have lived in target language-speaking countries</li> <li>Immersion students at high school graduation</li> <li>Secondary students after Level VIII in some skill areas</li> </ul>
Intermediate (The Survivor)	Intermediate High	<i>Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions</i>	<b>Hospitality &amp; Tourism:</b> Tour Guides <b>Human Services:</b> Receptionists <b>Information Technology:</b> Telephone Operators, Utilities Installers <b>Law, Public Safety, Corrections, &amp; Security:</b> Police and Fire Officers <b>Transportation, Distribution &amp; Logistics:</b> Aviation Personnel, Auto Inspectors	<ul style="list-style-type: none"> <li>Graduates with language degrees who have not lived in target language-speaking countries</li> <li>Immersion students continuing into high school</li> <li>Secondary students after Level VI or VII</li> </ul>
	Intermediate Mid		<b>Human Services:</b> Cashiers, Sales Clerks	Immersion students after 5 <sup>th</sup> or 6 <sup>th</sup> grade
	Intermediate Low		<b>Human Services:</b> Housekeeping Staff	Secondary students after Level IV (logographic) K-8 after 5-6 years of study

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## Recommendations

- MHS Chinese Immersion teachers will need to focus on Reading (performing beyond national expectations in all four areas)
- Middle School Chinese and Spanish Immersion should focus in the areas of Reading and Speaking
- Integrated Performance Assessments (IPAs) are appearing to make a positive impact on student performance across all grade levels and programs and should continue to be revised along with on-going professional development for new teachers

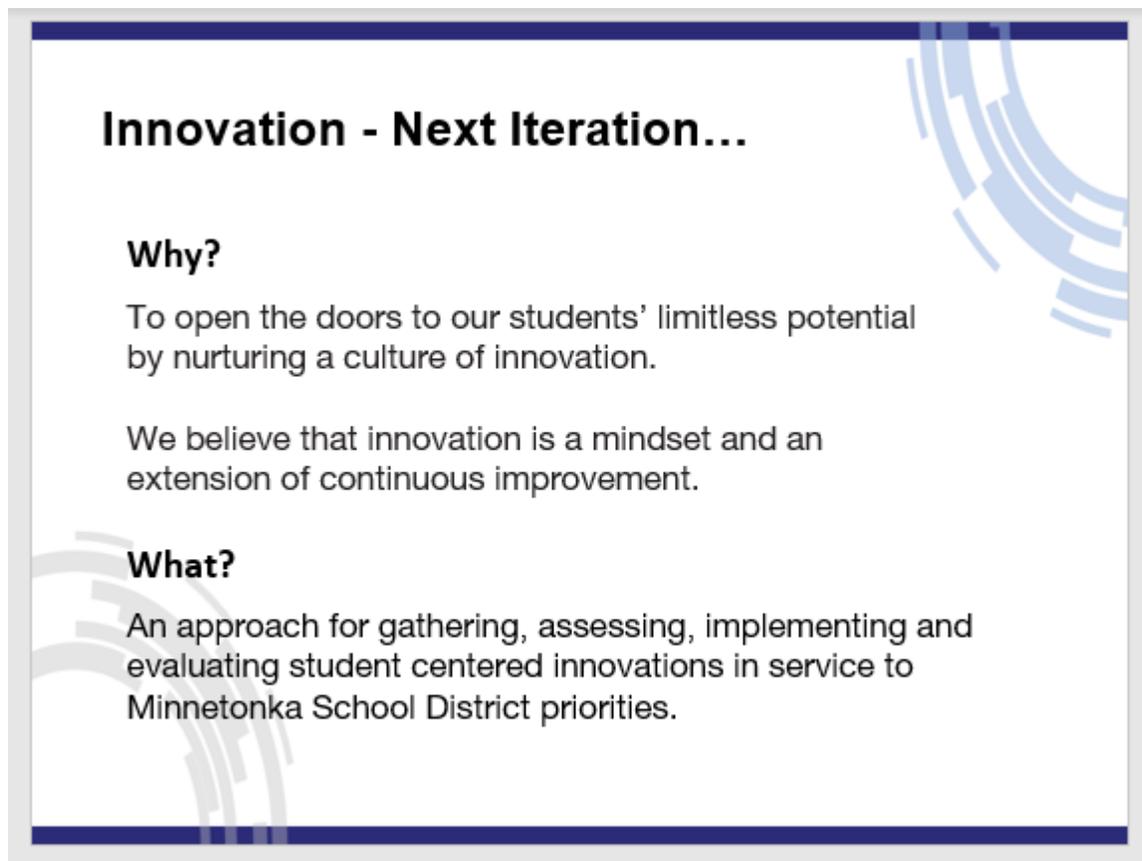
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In the discussion that followed, Board members thanked Dr. Rega for showing data that compares the district to the national norms. Board member Selinger noted that the district's average scores still show a high level of fluency, which is something for our students and teachers to be proud of.

## **INNOVATION/PROFESSIONAL LEARNING UPDATE**

Superintendent Law noted that the district is always looking for ways to innovate and address challenges within our current system. A reality of public education today is that districts are struggling to find classroom teacher substitutes. This leads us to the question of how the district can be innovative in delivering professional learning to our teachers. He called upon Assistant Superintendent Amy LaDue and Director of Teacher Development Sara White to lead the discussion.

Highlights of their presentation included the following:



**Innovation - Next Iteration...**

**Why?**

To open the doors to our students' limitless potential by nurturing a culture of innovation.

We believe that innovation is a mindset and an extension of continuous improvement.

**What?**

An approach for gathering, assessing, implementing and evaluating student centered innovations in service to Minnetonka School District priorities.

## Innovation - Two Pathways

### Open Innovation

- Connected to District goal or priority
- No specific timeline

### Request for Ideas (RFI)

- Existing need or problem
- Targeted audience
- Specific parameters

## Current Reality

### Professional learning opportunities:

- 8 hours of staff development is provided through 2 late starts and 2 early releases
- Additional time - embedded into existing structures, fall workshop and staff meetings

### School Calendar Requirements:

- 165 days grades 1-11
- 1020 hours 7-12
- 935 hours grade 1-6
- 850 hours all-day K

## **Emerging Themes**

- Replace 2-hour early release/late starts with full days of PD
- Increase minutes to student day to decrease overall student contact days (and increase opportunities for professional learning)
- Reallocate day from somewhere in the year to workshop week to frontload learning
- Add 1-2 days to workshop week

## **Consistent Elements for the 3 Proposals**

- Each option eliminates late starts and early releases in favor of full days.
- Each option is a combination of full release for teachers and asynchronous e-learning for student instruction.
- Professional learning will be aligned to priority District goals, required, and largely directed.
- Best practice in adult learning
- Absent teachers will be expected to make-up the learning.

## **Proposal #1 - adds 4 PL days**

- In exchange for one day of professional learning in August, an isolated 2-day week (Thanksgiving). Teachers unable to participate in the August learning could participate in the learning on the Wednesday before Thanksgiving. (+1 day)\*
- Eliminate late starts/early releases (- 8 hour)
- Add 3 full days for professional learning during the school year: Students at the elementary would have asynchronous learning one day; secondary would have an asynchronous learning for two of the three days. (+3 days)
- Approximately one day of professional learning quarterly.

\*In future years this could be added into the calendar and required.

## **Proposal #2 - adds 4 PL days**

- No additional professional learning in August
- Eliminate late starts/early releases (- 8 hours)
- Professional learning is mainly front-loaded in the first semester of the year
- Add 4 full days for professional learning. Students at the secondary would have asynchronous learning two of the four days; students at elementary would have one asynchronous learning day. (+4 days)

## **Proposal #3 - adds 3 PL days**

- Eliminate late starts/early releases (- 8 hours)
- Add 3 full days for professional learning. Students at the secondary would have asynchronous learning two of the three days. Students at the elementary would have one asynchronous learning day. (+3 days)
- Professional learning is spaced throughout the year

## **Summary of Ideas**

### **Proposal One Key Features:**

- Trade out day in August for day before Thanksgiving
- 3 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

### **Proposal Two Key Features**

- 4 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

### **Proposal Three Key Features**

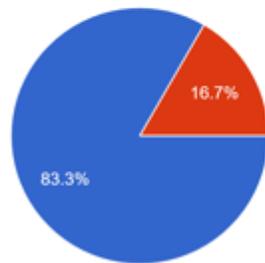
- 3 days during the year
- 2 asynchronous secondary, 1 asynchronous elementary

# Professional Learning Proposal Ideas

## Administrator Feedback

Considering your stakeholders and what you know about your school community, which do you believe is the best option?

12 responses



- Idea 1: 4 PL days - Add PL day in August by trading out for the day before Thanksgiving and 3 days during the year (2 asynchronous secondary, 1 asynchronous elementary)
- Idea 2: 4 PL days - Four days during the year (2 asynchronous secondary, 1 asynchronous elementary)
- Idea 3: 3 PL days - Three days during the year (2 asynchronous secondary, 1 asynchronous elementary)

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In the discussion that followed, Board member Vitale asked what other districts around us are doing for professional learning. Ms. LaDue noted that most districts are eliminating late starts and early releases. Some districts also mix conferences with PL. Every district is unique, and there is a wide range, but Minnetonka is definitely lower in PL hours than other districts that were studied. She also noted that there is potential legislation in the works that will bump up PL requirements. Board member Selinger noted the truth in the statement that “you can’t ask teachers to teach and learn at the same time,” and she thanked Ms. LaDue and Ms. White for honoring that. She also asked about the possibility of Explorers being open for K-5 students on asynchronous days. Superintendent Law responded that the district would be looking into providing that for families.

Board members were supportive of moving a pilot forward for next year. Superintendent Law said that administration would continue to solicit feedback and would then bring that feedback to the Board at the May study session. Board member Lee-O’Halloran noted that this pilot aligns really well with the district goals. Board member Selinger noted that she and Board member Remucal had attended an MSBA training that morning, and the facilitators had emphasized that well-trained, competent, professional teachers are the biggest indicator of student success.

### **ADJOURNMENT**

The Board adjourned the Study Session at 8:30 p.m.