

Legacy Preparatory Academy (LPA) Community Council
Meeting Minutes
December 3, 2015 4:30PM
Room 205, LPA North Campus

Attending: Angela Bothwell, Nyman Brooks, Marley Ferrin, Maren Hilbig, Tina Huber, Chris Jacobs, Greg Mortensen, Melanie Mortensen, Paul Murphy, Jill Poulsen, AnnMarie Thurgood, Jennifer Townsend, Louisa Walker

Absent: Jenny Kohler

Visiting: Priscilla Stringfellow

The Community Council approved additional parent member Marley Ferrin.

Maren Hilbig provided an overview of "Visible Learning" by John Hattie.

Paul Murphy noted coaching is very helpful and would be more so if corrections to teaching methods etc. could be reviewed as soon as possible so that teachers would still remember the exact situation that where corrections could be made. Currently, Granite school district uses an Ipad to provide immediate video coaching for teachers. Maren Hilbig and Angela Bothwell added that this type of coaching was found to be very effective in the book. Nyman Brooks added that the state provides all the software and the school would only need to provide the I pads. Paul Murphy added that there shouldn't be any parental permission issues as the video feed is not posted to any website.

Nyman Brooks stated that we need clarity in goals and expectations for students. This comes from the top down. Teachers also need clarity in their objective and improvement suggestions. If teachers are clear on those, they will also be able to apply clear objectives for their students. Angela Bothwell noted that teachers are employing PIGs/WIGs from the 7 Habits in the lower grades and these are also passed on the students to have a better understanding of goals and track progress. Council members state that it is important to say and write goals down for students.

Nyman Brooks stated book found that student perception of teacher was more important to learning than other criteria but is hard to measure. Student surveys may be one option. Jill Poulsen noted it is possible that instructors could also be asked but this places them in an awkward position and they may have a loyalty bias.

Nyman noticed that the book found that American education has drastically swung to child-centered education (exciting learning activities etc) but this change did not equate to learning (did not help conceptual learning). Mastery learning was effective and is part of Saxon Math. Tina Huber stated it is important to remember that some kids need more practice to master a concept. Maren Hilbig noted that good teaching strategies should be modeled to mastery learning. Mastery learning needs a clear goal for teachers and students to know if they meet it or not.

Maren Hilbig added that the book found "real-world" problems were not very effective, foundational knowledge was much more important to learning. CPM math is inquiry based. Greg Mortensen noted that the book found direct instruction was effective in teaching math. Nyman Brooks distinguished between problem solving learning (effective) vs problem-based learning (not effective) in the book.

Louisa Walker stated that there needs to be a balance of hearing and understanding concepts before applying them. Nyman Brooks noted that studies found that curriculum was less important than teachers who applied a problem solving focus in teaching. Council members noted that peer tutoring was not very effective on it's own but could be effective if used in addition to direct teacher instruction to provide peers a strong foundational knowledge of the concept first. CPM Math currently uses small groups and appears to be currently implemented with a facilitator/guide. Nyman Brooks stated that there was a clear distinction between a tutor (very effective) vs a facilitator (not effective) – per the studies, a very active teacher is effective as they serve as an activator.

Maren Hilbig reminded the council that LPA has a classical education mission at it's core. Chris Jacobs had a very good experience with D'Evelyn School in Colorado (also grounded in classical education). Chris called the math program head, they stated they have tried other math programs but have always returned to Saxon as the most effective for them. The noted that it's not just the program but the teachers that have a great influence on effectiveness.

Community council unanimously approved November's meeting minutes.

Next meeting's focus: Teaching behavior/skills and instructional techniques that can be implemented.