



Illinois State Board of Education

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Illinois State Board of Education Approved Lead Partner Organization:

Consortium for Educational Change
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Abstract

Target Audience

CEC, with subcontracting support, has the experience, capacity, and relationships with local stakeholders to serve as a lead partner in SIG-funded school intervention projects in the following regions at this time:

I-C (Northeast) II (Northwest) III (West Central) IV (East Central)

Evidence of Effectiveness

The Consortium for Educational Change (CEC) is a nonprofit organization that collaborates with teachers, school and district administrators, school board members and union leaders to improve student learning and achievement.” CEC’s work focuses on:

- Building educator capacity through coaching, training, mentoring, networking and facilitating,
- Accelerating use of leading school improvement ideas, practices and practitioners through robust partnerships,
- Supporting implementation of customized, evidence-based effective practices across districts and schools,
- Enabling district and school teams to be more effective and efficient in continuous improvement efforts.

CEC is currently notable in Illinois and nationally for its work on several key initiatives:

- CEC currently works as Lead Partner with four School Improvement Grant (SIG) districts in Illinois to design and implement a school transformation model designed to accelerate student learning by aligning resources of the school and district, increase reflective time for practitioners through PLCs, expand opportunities for student intervention and enrichment, provide support for improved teacher practice and establish clear and ambitious performance targets for everyone.

- CEC currently works with dozens of schools and districts to design and implement robust and PERA compliant teacher evaluation systems that support teacher growth and development. CEC's teacher evaluation system work also includes developing student growth measures that meet state and federal requirements. CEC has developed a series of student growth compacts and individualized training to guide and support PERA Joint Committees throughout the state of Illinois as they develop and implement student growth measures linked to teacher evaluation systems that meet state rules and regulations.
- CEC supports labor-management-community collaboration through District Partnership Councils that include administration, school board, union, teacher and community leaders. The District Partnership Council is responsible for building district capacity to learn from, communicate with and replicate school transformation efforts throughout the school communities.
- CEC serves as a key facilitator of state and national labor – management collaboration efforts to improve professional practices and student learning through the Teacher Union Reform Network (TURN), which brings together key stakeholders – union, administration, school board, teachers and community leaders to collaboratively plan and implement education reform efforts to improve teaching and learning.

To accomplish its work, CEC relies on more than 20 years of experience in working with Illinois school systems, helping them construct communities of learners, and breaking down traditional hierarchies so that all members of the community – be they teachers, parents, school administrators, professional development specialists, or school board members – contribute ideas and learn from one another. CEC's work is founded on research-based best practices and supported by subcontracting partners that are leaders in union/management collaboration, teacher and school leadership development, classroom instruction, curriculum, and standards and assessment. All CEC initiatives are implemented with the agreement and involvement of local teacher bargaining units, as well as district leadership and school boards.

Pre-intervention / Needs Assessment

School and/or District System Assessment: Designed to accelerate CEC, district, and school learning, the *System Assessment* is a systematic method of organizational self-study, written assessment, site visit, and collaboratively written feedback based on a continuous improvement that integrates with the Baldrige Performance Excellence Criteria, the Characteristics of a Professional Learning Community, or the 5Essentials for School Success.

General Description of Supports Provided

- Student Effectiveness - Supporting the alignment of common core learning standards, assessment, instruction and interventions/enrichments across classrooms, teams and schools.
- Teacher Effectiveness - Supporting implementation of the Illinois Professional Teaching Standards through induction, mentoring, training, coaching and support of effective teacher evaluation systems.

- Leader Effectiveness - Supporting implementation of the Illinois Performance Standards for School Leaders through induction, mentoring, training, coaching and support of effective leader evaluation systems.
- System Effectiveness - Supporting implementation of a continuous improvement framework through system assessment, strategic visioning, and development of data-based accountability and reporting systems.
- School and District Transformation - Supporting transformation of schools and districts through grant funded lead or support partnerships, student growth initiatives and collaborative structures.

CEC School Transformation Model:

CEC’s School Transformation Model incorporates distributive leadership to build a professional learning communities focused on learning, collaboration and results through:

- Aligning curriculum, assessments and instruction to the common core state standards,
- Using data to drive instructional practices and student learning
- Engaging students through differentiated instruction
- Improving professional practice through a framework for teaching

CEC’s School Transformation Model strives to *accelerate student learning* by *aligning resources* of the school and district to add *time* for student learning and teaching, share leadership through *teams*, *support* teacher practice; and establish clear and ambitious performance *targets* for everyone.

➤ ***Aligned Resources***

CEC begins by establishing collaborative structures and processes that will support and sustain the school transformation initiatives. A District Partnership Council is responsible for building district capacity to learn from, communicate to, and replicate the successes of the school across the district. CEC then begins the process of identifying the school’s needs and align them with available resources by conducting a system assessment of the school and district. The System Assessment (see “Pre-intervention” above) will diagnose areas where better alignment is necessary.

➤ ***Time***

CEC believes that providing adequate time and using that time effectively are critical elements in school transformation. Use of the additional time will be divided between additional instructional time for students and additional teacher team time for collaborative planning, data analysis, and targeted professional development. A School Leadership Team will work with CEC staff to build a schedule that maximizes the use of the available time and create additional student learning opportunities. For those students who need additional support, the school will provide after-school and summer programming aligned with the regular curricula.

➤ ***Teams***

The district transformation effort, overseen by the District Partnership Council, will include representatives of the school board, district administration, parents, community leaders, and CEC. The school itself will also be organized around teams. A School Leadership Team that includes the principal, representatives of each grade or department, and special education and ELL faculty, is responsible for developing and implementing a school transformation plan consistent with CEC’s vision. Grade-level and department teams will be responsible for driving instructional improvement. They will work together using a common process to plan and monitor the success of instruction.

➤ ***Support***

The school will provide structure and support for both new and experienced teachers. Instructional coaches will support grade and department teams. The coaches will provide support for teachers in the following areas: Building a common understanding of elements of excellent teaching (Danielson), supporting grade-level and department professional learning communities, and using formative assessment data to inform instruction. As part of the school improvement process, a data analyst will work with instructional coaches to provide teachers with actionable data from formative assessments and other school and district data sources that can inform the development of student targets and instruction. A Parent/Community Outreach Facilitator can serve as a liaison between the school staff and parent to assist student follow-through in their learning responsibilities.

➤ ***Targets***

CEC will work with all school stakeholders to establish meaningful performance targets for which they will be responsible for meeting. This will begin with the establishment of college/work readiness as the ultimate goal for all students. The next step will be to identify expectations for each grade level that are consistent with college/work readiness. For teachers, the school will establish targets for both teacher practice and student outcomes. Teacher practice expectations will be defined based on Charlotte Danielson's Framework for Teaching, which will be the basis for the observation component of teacher evaluations. Student outcome expectations for teachers will be based on the percentage of a teacher's students who meet their annual targets. School principals and administrators will also develop performance targets based on leadership practice, school climate, and student outcomes. Leadership practice will be measured using transformational standards defined during the systems assessment. We will use the NTC's School Climate Survey to measure school climate, as well as the percentage of all students meeting performance targets, to measure student outcomes. CEC work with the district and schools to establish a system of rewards and incentives for improved performance.

➤ ***Accelerated Student Learning***

CEC believes that by establishing ambitious performance targets for everyone in the school, increasing the time available and using it effectively, establishing school, grade-level, and department teams, and providing intensive and targeted support for teacher practice, student learning will accelerate. The ultimate goal of CEC's School Transformation Model is that every student graduates high school prepared for college and the workforce.

Work Plan

CEC's School Transformation Model Work Plan involves four steps, each of which are briefly described below:

Step 1 – Set Goals and Standards

Step 2 – Implement Structures and Plans

Step 3 – Implement a Learning Environment focused on common benchmarking, assessments, reporting surveying and communicating both within and outside the school.

Step 4 – Become Results Focused

Strategies for Post-grant Sustainability

Conducting a comprehensive system assessment of the school and district. CEC's System Assessment is focused on capacity in areas critical to improving instruction and student learning. The process evaluates the school, union, and district and is precise and prescriptive in identifying next steps for improvement. The System Assessment Report serves as a road map for planning intervention activities. Regular progress monitoring visits and debriefing sessions with school and district leadership.

Facilitating development and operation of a District Partnership Council composed of districts administrators, board members, teachers union and community residents to guide and sustain the intervention. The council's role is to provide the following:

- create conditions for success
- develop and communicate a shared school transformation strategy
- ensure a sustained commitment to the strategy
- monitor implementation
- hold everyone accountable for meeting performance expectations
- proactively engage the community
- highlight schools that dramatically improve performance

Other Organizational Hallmarks

The Consortium for Educational Change (CEC) is a nonprofit organization affiliated with the Illinois Education Association that works with teachers, school and district administrators, school boards and unions to improve student learning and achievement. CEC was founded in 1987 and has over 80 district members. To become a CEC member, district superintendent, board president and teachers' union president must all agree to *work together* to improve student learning and achievement.

Our work:

- Fostering continuous learning and improvement through evidence-based best practices
- Building educator capacity to improve student learning and achievement
- Facilitating purposeful collaboration with school boards, administration and teachers unions
- Disseminating learning and proven best practices

Human Capital Development & Support

- Providing intensive mentoring and induction for new teachers in partnership with the New Teacher Center
- Supporting development and implementation of a teacher evaluation system that includes both teacher practice and student growth
- Coaching for new principals
- Supporting development of a principal evaluation system that includes principal practice, student growth and school climate

District Capacity

- Conducting a comprehensive system assessment of the school and district
- Facilitating development and operation of a District Partnership Council composed of districts administrators, board members, teachers union and community residents to guide and sustain the intervention

Our Consultants and Partners

CEC consultants and trainers are teachers, principals, superintendents and union leaders who have been successful advancing evidence-based, collaborative change in schools, districts and unions. CEC has formal partnerships with other organizations including:

- The Danielson Group
- The New Teacher Center
- Dolan and Associates
- QLD Learning
- Teacher Union Reform Network (TURN)
- CEC will engage partners based on the needs of the school and district transformation plan.

Additional Resources

www.cecillinois.org www.wpdolan.net www.turnexchange.net