



**Illinois
State Board of
Education**



Curriculum Evaluation Tool (CET) Capacity Building Series

February 2022

Equity • Quality • Collaboration • Community

Housekeeping



- Link to slides in the [chat](#)
- Please register for the February CET Capacity Builders using this [Link](#) (also in chat)
 - All resources are located on the ROE 35 [Capacity Builders Page](#) and on ISBE's [Standards and Courses Page](#) under the blue bar titled "Curriculum Evaluation Tool (CET) Capacity Builders Series"



Welcome



- Thank you to: Anji Garza, Shay McCorkle, and Jaime Herron for planning and leading the CET Capacity Builders Series
- Thank you to all of you for your continued support, participation, and hard work engaging with districts to help them implement current best practices



Logistical Reminders



How many districts can ROE's/ISC's work with?

- Initially, ROE's and ISC's are limited to working with up to 25% of the districts within their region.
 - ROE's and ISC's can work with less than 25% of their districts and still be reimbursed.
- ROE's and ISC's can only work with districts who opted for Spring testing in the 20/21 school year.
- If you would like a list of which districts you can work with, email Caitlyn at cwalker@isbe.net

Caveats

- If the district is a K-12 district, and half of the district opted for spring testing and the other half opted for fall testing, the ROE/ISC may work with the half which opted for spring testing and still receive reimbursement.
 - For example, if district x opted for Fall SAT testing, but Spring IAR testing, the ROE may work with the K-8 side of the district and still receive funding.



Logistical Reminders



Other considerations

- ROE's and ISC's may determine the best way to work with their individual districts when providing capacity building around the CET.
 - Each individual district will require differing amounts of support and professional learning. ROEs and ISCs are expected to work with individual districts based around their individual needs.

Other Considerations

- This is not a “one size fits all” / “canned” professional learning opportunity
- ROE's and ISC's must meet with individual districts **at least** one time and provide PL around the CET
- CET must be applied to **ELA** or **Math** curriculum
 - We are hoping to expand this next year to all content areas



Reimbursement



ROE's and ISC's who engage districts with at least one professional learning opportunity dealing with the CET are eligible for implementation expense reimbursements up to \$892.00 per district.

Implementation Expenses may include:

- Planning & development for implementation of training and coaching supports and expenses for facilitating professional learning with the district
 - Time spent planning/presenting your professional learning opportunity with the district
 - Time spent attending the monthly capacity builder sessions
- Wages and benefits for ROE/ISC staff participating in or offering professional learning
- Travel
- Virtual Platforms
- Technology needed for offering virtual PD (webcams, mics, etc)
- Substitute pay for teachers participating
- Other consumable materials



Reimbursement Process



1. Complete the [Certification of Use form](#) on behalf of the district you worked with.

Be prepared to share the following information:

1. ROE/ISC information
 - a. Name, email etc.
2. District Information
 - a. Region and name of district
3. CET Data
 - a. Which subject area and grade band the CET was applied to
 - b. The name of the curricular resources the CET was applied to
4. Capacity Building Event(s) Logistics
 - a. Dates, name, type of event, location of event
 - b. Number of PD hours, cost to participants, list of participants (name and role)
5. Certification of use
6. **General Feedback (optional)**



Reimbursement Process



2. Upon completion of your work with the district, you will complete the [ROE CET Expense Reimbursement Form](#). Keep track of your expenditures for each district you work with. Once your work within your region is done, email the expense form and proof of purchases to Krissy Darm at kdarm@roe35.org.

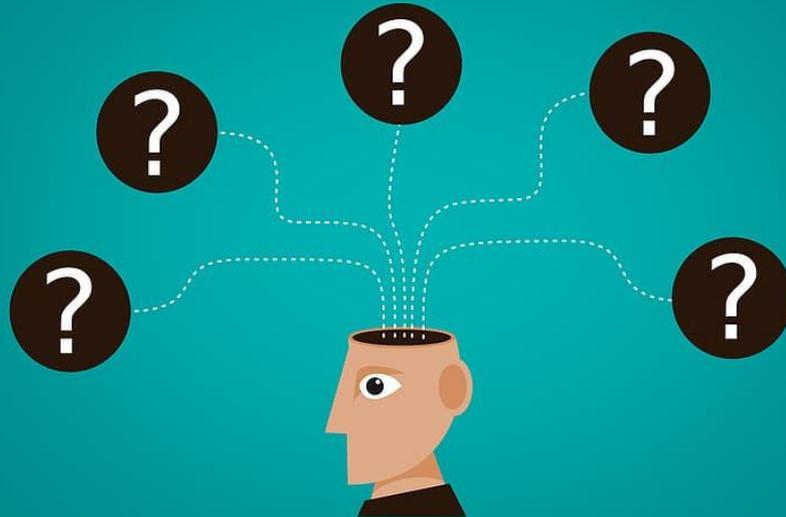
*This can be done as **one bulk expense** for your entire region **OR** as **multiple expenses (i.e. one per district.)** Whatever works best for you.

Be prepared to input the following information:

- The month & year the work was completed
- Who completed the work
- The district(s) you worked with
- The date(s) of expenditures
- The activity and the expense
- An itemized receipt/proof of expenditures



Questions



Reallocation of Funds



ISBE recognizes that ROE's, ISC's, and districts have a lot on their plates right now, and not all ROE's or ISC's will have the capacity to work with all 25% of the districts in their region.

Using initial data entered from the Certification of use form and the expense reimbursement form, beginning on April 14, ISBE and ROE 35 will review the numbers to identify remaining funds.

Together, ROE 35 and ISBE will work to reallocate the remaining funds in an equitable way which may allow ROE's or ISC's to work with more than the initial 25% of districts in their region.

*Please note, reviewing this data may take some time, and a final determination will be made no later than the May 2, 2022 CET Capacity Builders Meeting.



From Last Month - Section B

B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.

B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.

B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning standards and experiences.



Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review the [Guidance Document](#) created based on conversations from last session. Note additional connections to the IQFSR and the Classroom Assessment Principles documents.
2. Discuss reflections and recommendations on the document: summaries, evidence & guiding questions.
3. What additional information could be added to this tool?

Be prepared to share.

*Are there any component or part of component that needs clarification or the need to go deeper on for future meetings?





Curriculum Evaluation Tool: A Deeper Dive

Section C: Implementation & Support



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Components C2, C3, C4 & C7



Components C2, C3 & C4



C.2. **Parent and community input** were used when making decisions about the **selection** of this curriculum.

C.3. **Student input or data** was used when making decisions about the **implementation** of this curriculum.

C.4. **Community members** can **access information** about curriculum resources being used (at a minimum to include aligned standards, details about assessment, publisher information, and scope and sequence).



Components C7a-e

C.7. Digital Learning Considerations (as applicable):

C.7.a. Curriculum provides **educator supports and adaptations** for lesson planning to implement for instruction in a digital learning environment.

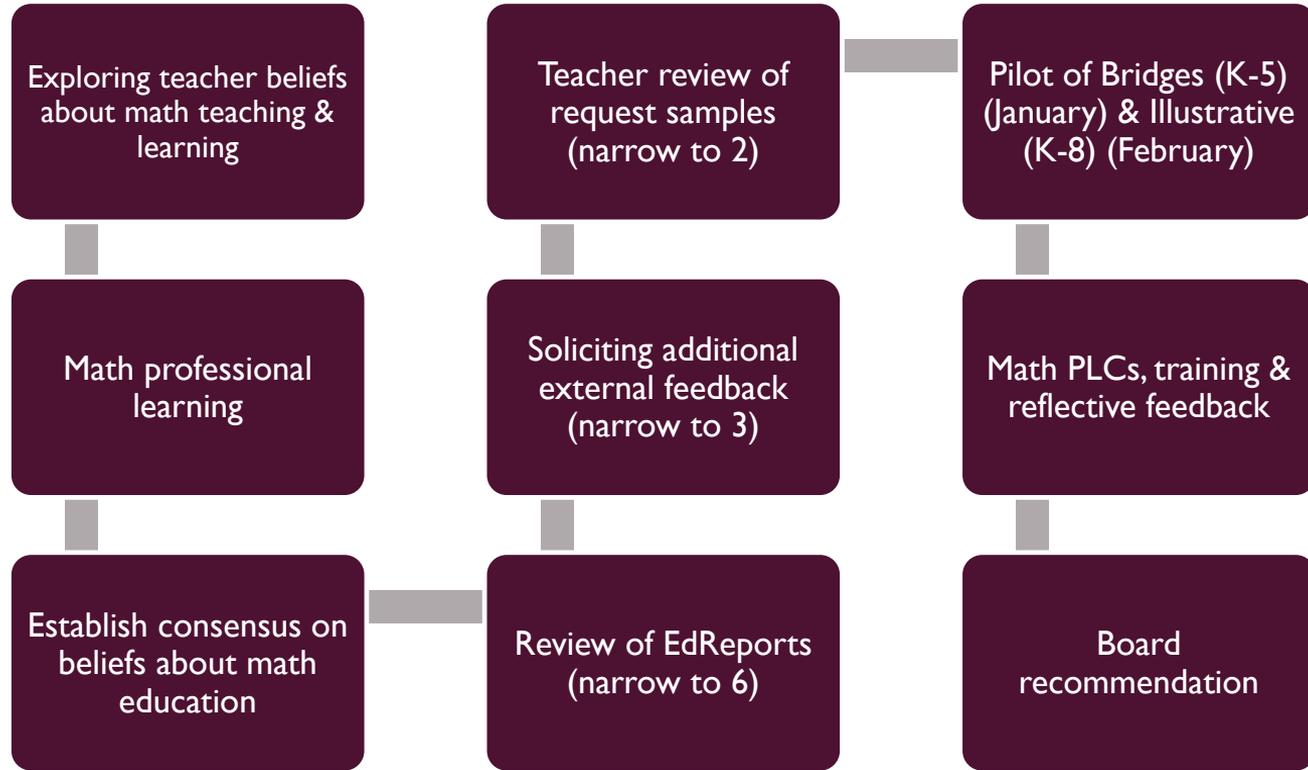
C.7.b. Curriculum provides **parent or facilitator support** and guidance for digital learning.

C.7.c. Curriculum provides **learner resources** that are easily adaptable or ready for a **digital** learning environment.

C.7.d. The district has documentation of compliance with the **Student Online Personal Protection Act**.

C.7.e. In accordance to 105 ILCS 5/34-18.67, the school district validated that any third-party online curriculum is in compliance with Level AA of the World Wide Web Consortium's Web Content **Accessibility Guidelines 2.1** or any revised version of those guidelines.





Resources for C2, C3, C4 & C7



Articles & Websites

[SOPPA \(LTC Site\)](#)

[EdReports](#)

[World Wide Web Consortium's Web](#)

[Content Accessibility Guidelines 2.1](#)

[ATLAS Curriculum Mapping \(Digital component\)](#)

Samples





Components C1, C5 & C6



Components C1, C5



C.1. Publisher provides **educator professional learning** to support the implementation of the curriculum.

C.5. District engages in **continuous improvement efforts** pertaining to curriculum implementation by participating in the following process components:

C.5.a. District conducts an **annual needs assessment** to determine areas of supports needed by educators following implementation.

C.5.b. At least annually, district provides time to allow educator planning for **vertical alignment of curriculum**.

C.5.c. At least annually, district provides time to allow educator planning for **horizontal alignment of curriculum**.

C.5.d. District provides needed educator supports identified in a **needs assessment** to ensure effective curriculum implementation (e.g., professional learning, instructional coaching, peer feedback or observation, or instruction for special populations).

C.5.e. Districts provide opportunity for **teacher reflection on implementation** of curriculum.



Components C6



C.6. **Data** is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as part of a cycle that is in alignment with the **continuous improvement** efforts pertaining to curriculum implementation.



What is Program Evaluation?

What is Program Evaluation

“Evaluation: Systematic investigation of the value, importance, or significance of something or someone along defined dimensions” (Yarbrough, Shulha, Hopson, & Caruthers, 2011, p. 287).

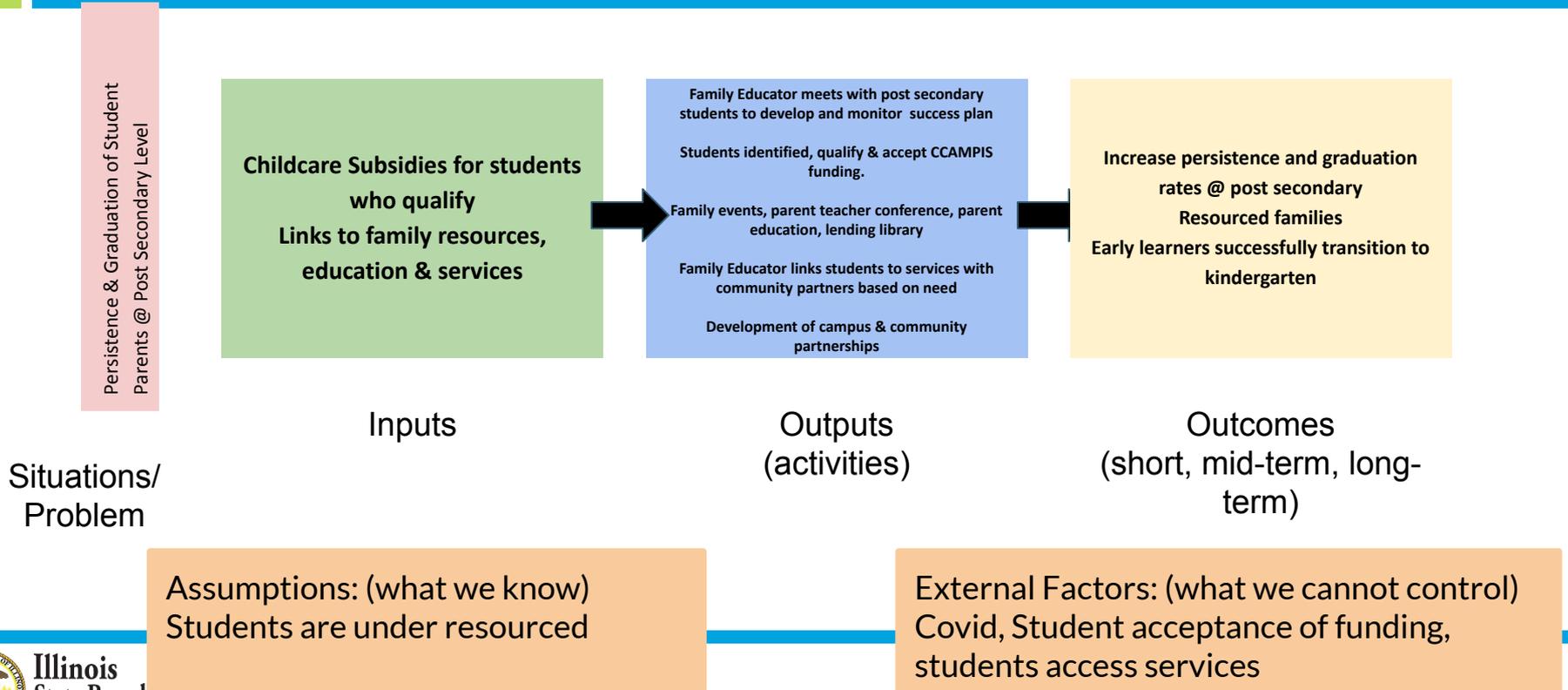
“Evaluation is the systematic process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object’s merit, worth, probity [moral correctness], feasibility, safety, significance, or equity” (Stufflebeam & Shinkfield, 2007, p. 698).

“... the identification, clarification, and application of defensible criteria to determine an evaluation object’s value (worth or merit) in relation to those criteria” (Fitzpatrick, Sanders, & Worthen, 2004, p. 5).





Logic Models



Inputs	Outputs	Outcomes	As Measured By
<p>Illustrative Curricular Resource</p> <p>60 minute math block</p> <p>Teacher Professional Learning</p>	<p>Teachers implement resource with fidelity</p> <p>Students engage in high quality math learning</p> <p>Teacher engage in continued professional learning aligned to their needs</p> <p>Teachers engage in math community of practice to strengthen the capacity of the system</p>	<p>Students demonstrate growth in mathematics</p> <p>Students demonstrate proficiency in grade level expectations for math</p> <p>Students internalize the habits of mind of mathematically proficient students (Standards of Math Practice)</p> <p>Students demonstrate confidence in mathematics</p> <p>Teachers demonstrate growth in content knowledge</p> <p>Teachers implement high leverage instructional practices</p> <p>Teachers identify ongoing professional learning needs</p> <p>Teachers feel supported in curricular resource implementation; math teaching & learning</p> <p>Teachers vertically articulate curriculum, assessment & instruction as part of a professional learning community</p> <p>Teachers focus on priority standards</p> <p>Teachers understand mathematical learning trajectories to support differentiation, intervention, and feedback</p>	<p>STAR Benchmarking Assessment Growth on Proficiency Scales (2023)</p> <p>Fidelity of Implementation measured through classroom walk thrus</p> <p>Summative Unit Assessments Annual IAR</p> <p>Classroom Observation Student Survey</p> <p>Student Survey</p> <p>Teacher survey</p> <p>Classroom Observation</p> <p>C&I Needs Assessment Data PL Needs Assessment</p> <p>Climate & Culture Survey C&I Needs Assessment Data</p> <p>Work samples</p> <p>Work samples</p> <p>Teacher survey Classroom observation Student survey (feedback)</p>



Resources for C1, C5 & C6



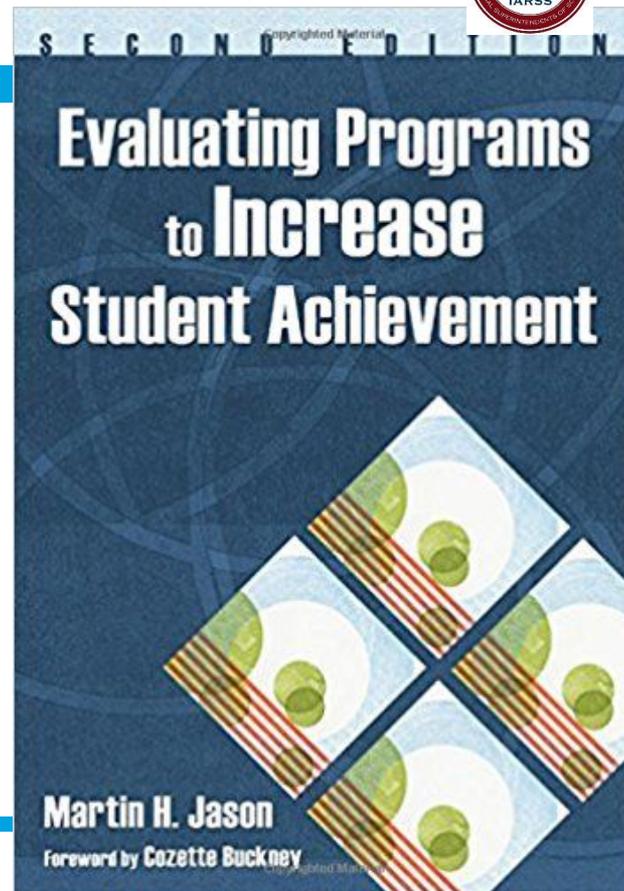
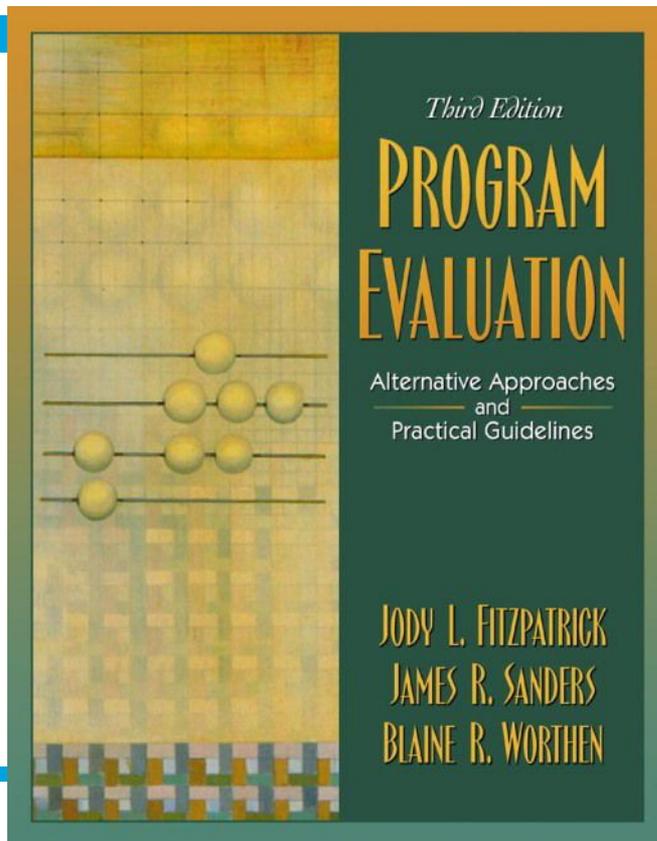
Articles & Websites

[ISBE- The Importance of Smart Goals](#)

Samples



Great Books



Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components C1, C5 & C6
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts.
Be prepared to share.



Indicator	Summary	Evidence	Guiding Questions
C.1. Publisher provides educator professional learning to support the implementation of the curriculum.			How to expand on PD after the initial session?
C.5. District engages in continuous improvement efforts pertaining to curriculum implementation by participating in the following process components: annual needs assessment, vertical & horizontal articulation, professional learning, teacher reflection			
C.6. Data is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as part of a cycle that is in alignment with the continuous improvement efforts pertaining to curriculum implementation.			

Indicator	Summary	Evidence	Guiding Questions
C.1. Publisher provides educator professional learning to support the implementation of the curriculum.	Generally comes at a cost. ROE's can support standards etc but not support on the actual product selected by the district.		How long will the professional learning last past the initial training?
C.5. District engages in continuous improvement efforts pertaining to curriculum implementation by participating in the following process components: annual needs assessment, vertical & horizontal articulation, professional learning, teacher reflection			
C.6. Data is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as part of a cycle that is in alignment with the continuous improvement efforts pertaining to curriculum implementation.			

Indicator	Summary	Evidence	Guiding Questions
C.1. Publisher provides educator professional learning to support the implementation of the curriculum.	Professional learning is included as part of the curriculum & resource		<p>How was the PL beneficial, useful, timely...?</p> <p>How much time and how often was the PL content revisited?</p>
C.5. District engages in continuous improvement efforts pertaining to curriculum implementation by participating in the following process components: annual needs assessment, vertical & horizontal articulation, professional learning, teacher reflection	The district engages in evaluation cycle. Cycle includes needs assessment, vertical alignment, data review, teacher reflection		<p>How often does a subject/content/grade level visit curriculum?</p> <p>What guiding focus questions will you use to drive the evaluation?</p>
C.6. Data is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as	Multiple data points are taken		What data points will you use to measure impact?

Indicator	Summary	Evidence	Guiding Questions
C.1. Publisher provides educator professional learning to support the implementation of the curriculum.			
C.5. District engages in continuous improvement efforts pertaining to curriculum implementation by participating in the following process components: annual needs assessment, vertical & horizontal articulation, professional learning, teacher reflection			
C.6. Data is collected over time, disaggregated, and analyzed to determine if the curriculum is making an impact for all students as part of a cycle that is in alignment with the continuous improvement efforts pertaining to curriculum implementation.			



STUDENT CARE DEPARTMENT

[Diversity, Equity and Inclusion Provider Evaluation \(DEI\) Tool](#)



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What is the DEI Tool?

Context: On July 1, 2017, Public Act 100-0014 mandated that each school board in Illinois “require in-service training for school personnel to include training to **develop cultural competency, including understanding and reducing implicit racial bias.**”

- *Implicit racial bias:* a preference, whether positive or negative, towards a racial group outside of one’s awareness. Incorporates attitudes, stereotypes, and beliefs that affect the treatment of others.
- 35% of district administrators reported that their district did not provide implicit bias training.



What is the DEI Tool?

- **Context-** For students of color, implicit bias leads to:
 - Excessive punishment (expulsion, suspension, write-ups)
 - underrepresentation in advanced/gifted classes
 - truancy
 - lessened graduation rates
 - Discrimination, including racism and sexism
- Our DEI Tool is a **rubric** that rates professional learning that develops cultural competency and helps educators understand and reduce implicit bias



Criteria for DEI Tool

- Districts need criteria for evaluating and identifying high-quality DEI training that is aligned to the **Standards for Professional Learning**.
- The DEI Tool identifies indicators/categories of effective DEI training:
 - Support and Connection
 - Implementation
 - Resources
 - Data
- The rubric is designed for everyone: stakeholders when evaluating providers for DEI training, school communities, teachers, districts, etc.



Tool Usage

- This rubric can be used when:
 - **Districts or teachers** choose a provider by utilizing the criteria to ask questions about the programmatic details.
 - A **district** would like to reflectively evaluate DEI training programs currently being offered.
 - A **school** is creating a plan for in-house professional learning for faculty and staff.
 - **Providers** or districts evaluate past or already-developed DEI training.
 - **Providers** need to align or develop DEI training for specific district needs.



Diversity Equity and Inclusion Provider Evaluation Tool

Support and Connection				
	Not Apparent	Approaching	Meeting	Exceeding
Support for Implementation	The provider does not require that leaders provide any supports to implement this professional learning.	The provider suggests that leaders provide -- but does not actively encourage -- some planning time and/or other supports to implement the professional learning.	The provider encourages leaders to find ways they can support systems and structures that assist implementation of this professional learning and increase student learning.	The provider requires that leaders create and/or connect to existing support systems and structures to ensure the successful implementation of this professional learning and increased student learning.
Connection to Goals	<p>The provider does not require that leaders create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>There are no opportunities to reflect on the learning process nor progress toward specific goals.</p>	<p>The provider suggests that leaders create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>The provider furnishes an opportunity to reflect on the learning process.</p>	<p>The provider encourages leaders to create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>The provider furnishes multiple opportunities to reflect on the learning process and/or progress toward specific goals.</p>	<p>The provider requires leaders to consistently create goals that are aligned with school, system, and state goals, including Part 24 of Illinois Administrative Code.</p> <p>The provider also consistently furnishes opportunities for colleagues to reflect together on the learning process and any progress made toward specific goals.</p>

Implementation				
	Not Apparent	Approaching	Meeting	Exceeding
In-Depth and Continuous	No DEI training hours that meet quality standards are completed through the district-guided training.	At least <u>two</u> hours of DEI training are completed annually through district-guided training that meets quality standards. One session is provided.	At least <u>three</u> hours of DEI training are completed annually through district-guided training that meets quality standards. Multiple sessions are provided.	Over <u>three</u> hours of DEI training are completed annually through district-guided training that meets quality standards. Multiple sessions are provided and they build upon one another.
Participatory Element	The fully asynchronous training is labeled DEI training with little to no outcome of the training. Staff do not feel engaged.	The fully asynchronous training is labeled DEI training with minimal feeling of being engaged. Includes at least one opportunity for self-assessment.	The in-person or synchronous training creates meaningful conversation and engages critical thinking and self-reflection skills. Includes at least two opportunities for self-assessment.	The in-person or synchronous training creates meaningful conversation and engages critical thinking and self-reflection skills. Includes more than three opportunities for self-assessment. Staff and students co-facilitate the training.
Inclusive Participation	A few professional staff are included in the training; not all teachers participate.	Some professional staff are included in the training; all teachers participate.	Most professional staff are included in training; all teachers and administrators participate.	All professional staff are included in the training; all district employees participate.

Resources				
	Not Apparent	Approaching	Meeting	Exceeding
Research-Informed Materials	<p>Pre-work, post-work, and live session resources do not reference DEI research and are not explicit about educators' individual and collective responsibility to understand and actively address racism and bias.</p> <p>Resources do not define key vocabulary nor provide critical guiding questions grounded in current research.</p>	<p>Some of the pre-work, post-work, and live session resources reference DEI research, but are not explicit about educators' individual and collective responsibility to understand and actively address racism and bias.</p> <p>Resources attempt to provide definitions of key vocabulary and begin to provide critical guiding questions grounded in current research.</p>	<p>Pre-work, post-work, and live session resources reference DEI research and are explicit about educators' individual and collective responsibility to understand and actively address racism and bias.</p> <p>Resources provide definitions of key vocabulary and provide critical guiding questions grounded in current research.</p>	<p>Pre-work, post-work, and live session resources reference DEI research and are explicit about educators' individual and collective responsibility to understand and actively address racism and bias. Resources also include student voices.</p> <p>Resources provide definitions of key vocabulary and provide critical guiding questions grounded in current research.</p>
Diverse Facilitators	<p>The training sessions were not created or facilitated by a diverse group of individuals.</p>	<p>The training sessions are created by a diverse group of individuals but facilitated by a single person, or majority representative group.</p>	<p>The training sessions are created and/or facilitated by a diverse group of individuals with experience leading people from many different backgrounds through research-informed DEI work.</p>	<p>The training sessions are created and facilitated by a diverse group of individuals with experience leading people from many different backgrounds through research-informed DEI work. The facilitators are representative of and</p>

				participatory in the larger community.
Post-Session Activities and Reflection	The provider does not provide follow-up activities.	The provider suggests but does not provide resources for ongoing reflection and implementation post-session.	The provider provides resources for participants to engage with post-session to guide ongoing reflection. Follow-up activities provide practical connections to the school environment that can be incorporated immediately in the school/district.	The provider provides resources for participants to engage with post-session to guide ongoing reflection and practice actively addressing racism and bias in teaching and learning. Follow-up activities have immediately implementable and practical suggestions to support all participants in DEI work.
Target Audience	Resources are not applicable to all participants' roles and perspectives at the school.	Resources attempt to provide nuanced perspectives and are relevant to the entire school community.	Resources provide nuanced perspectives and are relevant to the entire school community.	Resources are specifically curated and targeted to the unique perspectives and roles of all school community members.

Data

	Not Apparent	Approaching	Meeting	Exceeding
Planning Needs Assessment	No needs assessment inventory was taken of the specific school/district needs and community culture; professional development was not tailored to local needs.	A needs assessment inventory of the specific school/district was attempted, but the PD was not tailored to the building.	A needs assessment inventory was taken of the specific school/district needs and community culture to plan PD tailored to local needs.	A needs assessment inventory was taken of the specific school/district needs and community culture to plan PD tailored to local needs. The needs assessment and plan will be revisited periodically.
Considering Student Outcomes	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were not considered during planning for the DEI training.	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were considered during planning for the DEI training, but were not explicitly addressed during training.	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were considered during planning for the DEI training. Identifying and addressing any disproportionality is an explicit purpose of the training.	Local disaggregated student-level data (e.g., assessment results, attendance rates, discipline rates) were considered during planning for the DEI training. Participants in the training actually practice identifying and planning to address any disproportionality in their own data.
Measurable Outcomes	The provider does not identify specific outcomes that can be measured.	The provider identifies outcomes but does not identify how they are measured, or outcomes	The provider identifies clear and specific outcomes and how they will be measured.	The provider identifies clear and specific outcomes that can be measured and allows

		are not clear and specific.		time for reflection regarding how to reach/improve desired outcomes.
Participant Feedback	The provider does not include specific time for feedback to be given to participants or time to reflect on their own practice.	The provider sometimes includes specific time for feedback to be given to participants and reflection on their own practice so they can apply learning.	In multiple sessions, the provider includes specific time for feedback to be given to participants and reflection on their own practice so they can apply learning.	The provider includes ongoing, specific time for feedback to be given by participants and reflection on their own practice. Feedback to participants includes identifying strengths and weaknesses in application of material to their own practice.
Provider Feedback	The provider does not include specific time to gather feedback from participants.	The provider sometimes includes specific time to gather feedback from participants.	In multiple sessions, the provider includes specific time to gather feedback from participants and uses that feedback to inform the planning of future sessions.	The provider includes ongoing, specific time to gather feedback from participants, uses that feedback to inform future sessions, and transparently shares feedback received with participants.

Goals with the Data: Strategic Plan

2.1.4 **Support** implicit bias training through professional development in schools and classrooms.

By end of the 2020-21 school year

Districts will report how they have met Public Act 100-0014. A revision to the compliance monitoring tool will be completed.

By end of the 2021-22 school year

ISBE will pilot an evaluation tool with 25% of districts to assist them in selecting implicit bias professional development providers.

By end of the 2022-23 school year

25% of pilot districts that completed training on implicit bias will show a 10% positive increase in both the student and teacher responses in the "Supported Environments" and "Ambitious Instruction" domains of the 5Essentials Survey.



Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Return to your groups slides from the previous break out sessions. Based on what you have learned about equity and diversity, what changes would you make?

Use the interactive slides for your group to record your thoughts. Be prepared to share.



Resources



[Curriculum Evaluation Tool](#)

[State Strategic Plan](#)

[EdReports](#)



Meeting Dates & Times



Upcoming Zoom Meetings 10:00 - 11:30 a.m.

Mark your calendars!

March 28

May 2

June 6



Monthly Outline for Capacity Building



November 22	CET Tool Deep Dive: Curriculum Component
December 20	CET Tool Deep Dive: Assessment Component
January 31	CET Tool Deep Dive: Implementation & Supports Component
February 28	CET Tool Deep Dive: Implementation & Supports Component
March 28	Networking & Problem Solving, Implementation of CET, Data Review
May 2	<ul style="list-style-type: none">• Supports for identified gaps in process/policy• Wrap-up and feedback• Next steps• Preview for next year's sessions



Virtual Parking Lot

ask your questions, answer questions, give advise and add new slides for more room.

- Questions?

