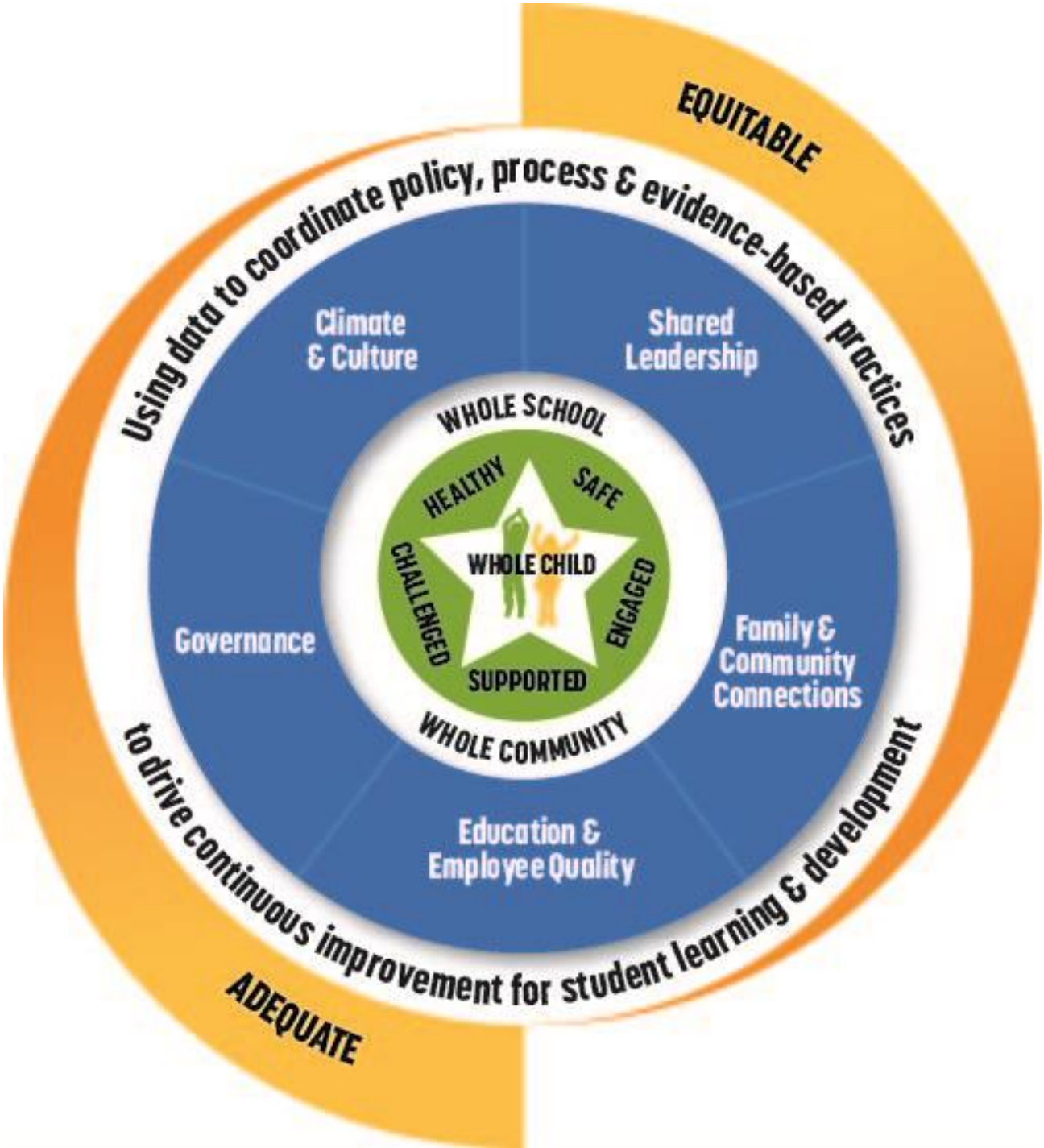


The Illinois State Board of Education Illinois Quality Framework



GUIDING PRINCIPLE:

Equity and Continuous Improvement: In successful districts and schools, educational equity means that every student is provided the educational rigor, the unique academic and social-emotional supports, and resources, they need to succeed. (*CCSSO Leading for Equity: Opportunities for State Education Chiefs*)

Standard I – Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students.

Purpose setting questions:

1. How do we embody collaborative problem solving?
2. How do we effectively plan for continuous improvement?
3. What evidence do we have supporting a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

Indicators

➤ **Indicator A** – *Focused and Coherent Direction*

The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.

➤ **Indicator B** – *Processes and Structure*

The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.

➤ **Indicator C** – *Monitoring for Results*

The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning for all groups of students, and communicate the progress to all stakeholders. (Equity connects to Standard IV/Indicator C.)

Standard II – Culture and Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.

Standard II – Culture and Climate

Purpose setting questions:

1. How do we establish and communicate the vision for our district and schools?
2. What is the alignment between our district/school vision and our goals?
3. What evidence do we have supporting our vision for a safe learning environment?
4. How does our school culture provide support for effective and responsive instruction?
5. How does our district and school climate support all students and staff members?
6. What is the evidence that the district/school create learning environments that are inclusive and responsive to all students?

Indicators

➤ **Indicator A** – *Shared Vision and Goals*

The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.

➤ **Indicator B** – *High Expectations for All*

The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement.

➤ **Indicator C** – *Safe and Engaging Learning Community*

The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.

Standard III – Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Purpose setting questions:

1. How do members of school staff perceive our learning environment?
2. What evidence do we have to support a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicity, what is the makeup of students in various clubs, committees, etc. and is it proportionate and representative of the student body, regardless of learner characteristics?
7. In what ways does the staff reflect and/or support the ethnic, linguistic, cultural and economic diversity represented by the students and community?

Standard III – Shared Leadership

Indicators

➤ **Indicator A** – *Administrative Leadership*

The administration actively models and fosters a positive learning environment in which all staff members feel valued and are challenged to be engaged and grow professionally.

➤ **Indicator B** – *District and School Level Teams*

The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.

➤ **Indicator C** – *Teacher Leadership*

The teachers actively model and foster a positive school environment in which educators and all students feel valued and are challenged to be engaged and grow.

➤ **Indicator D** – *Student Leadership*

The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.

Standard IV – Governance, Management and Operations

In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.

Purpose setting questions:

1. What district/school policies, practices and procedures are in place to ensure the school's commitment to equity and diversity?
2. What is board policy and procedure relating to personnel recruitment, development, evaluation and retention?
3. What is board policy and procedure relating to equitable resource allocation?
4. How do the board and superintendent monitor continuous improvement?

Indicators

➤ **Indicator A** – *Students*

The district/school creates policies and procedures that school personnel implements and monitors to ensure an inclusive learning environment that decreases isolation, separation, and segregation for students that are diverse because of their race, culture, language, academic ability, physical ability, gender, socio-economic status, immigration status, social-emotional needs, sexual orientation, religious affiliation, etc.

Standard IV – Governance, Management and Operations

➤ **Indicator B** – *Personnel*

The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel.

➤ **Indicator C** – *Equitable Resource Distribution*

The school board and superintendent work collaboratively to identify and allocate/reallocate fiscal resources needed for effective implementation of a comprehensive system of continuous improvement; including qualified staff equitably and appropriately assigned; appropriate facilities and other environmental learning spaces; quality instructional technology and infrastructure; appropriate instructional materials and equipment, and all other instructional supports for learning that are also distributed in the manner required to allow all learners to achieve high academic expectations.

➤ **Indicator D** – *Data Collection and Technology Tools*

The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure; that effectively measures academic achievement, physical, social emotional, behavioral and other student outcomes for all its diverse learners.

Standard V – Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

Purpose setting questions:

1. How do we structure professional learning opportunities for all staff members so that the needs of all diverse learners are met?
2. How do we determine what professional learning opportunities will be provided to staff members?
3. How do we evaluate our professional learning opportunities?
4. In what ways do we collaborate?
5. What is the focus of staff collaboration?
6. How do we evaluate our educational practice?

Indicators

➤ **Indicator A** – *Professional Development*

All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, emotional, diverse, linguistic and behavioral programming needs.

Standard V – Educator and Employee Quality

➤ **Indicator B** – *Professional Collaboration*

All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.

➤ **Indicator C** – *Support Personnel Professional Development*

Support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.

➤ **Indicator D** – *Evaluation, Feedback, and Support*

All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.

Standard VI – Family and Community Engagement

In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, linguistic, if applicable, and academic growth.

Purpose setting questions:

1. How does the district/school communicate with primary caregivers? (If multiple languages are present, do we communicate in those languages?)
2. How are primary caregivers involved with the educational process?
3. How does the district/school communicate with community stakeholders? (If multiple languages are present, do we communicate in those languages?)
4. How are community stakeholders involved with the educational process?
5. How does the district/school collaborate with primary caregivers and community stakeholders?

Indicators

➤ **Indicator A** – *School-to-Home Connections*

District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.

➤ **Indicator B** – *Student Personal Development*

The district and school leverage existing resources to provide a coordinated system of support for the whole child.

➤ **Indicator C** – *Student Advocates*

Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.

Standard VII – Student and Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

Purpose setting questions:

1. How do districts/schools plan for instruction? (Do silos and/or cultural practices exist that unintentionally separate students and do not allow for access to the core curriculum?)
2. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/frameworks)? Is there alignment between programs (Special education, English learners, etc.)?
3. What supports does a district/school provide for instructional planning?
4. How does the district/school evaluate the effectiveness of our instructional environment?
5. How does the district/school meet the needs of all students (ethnicity, linguistic ability, etc.)?
6. How does the district/school's evaluation system support effective instruction?

Indicators

➤ **Indicator A** – *Instructional Planning and Preparation*

Instructional staff and district/school leadership ensure that instructional planning is based on the district's curriculum as aligned with established learning standards and as supported by appropriate resources, funding sources, program collaboration and professional development.

➤ **Indicator B** – *Classroom Environment*

Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.

➤ **Indicator C** – *Delivery of Instruction*

Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.

➤ **Indicator D** – *Professional Responsibilities*

Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning.