

Consortium for Educational Change (CEC)
COMPREHENSIVE INSTRUCTIONAL REFORM

As a lead facilitator of the Teachers Union Reform Network (TURN), a network of union-district-school collaborative teams focused on improving effective teaching and student learning, CEC is uniquely positioned to help SIG schools and districts implement the highly regarded *On The Same Page 2.0: Field Guide for Implementing College and Career Ready Standards Through Labor-Management Collaboration*. This guide helps stakeholders at the district, school, and classroom level to “deeply implement higher, more rigorous standards systematically and systemically.” The Guide works through seven stages, each leading to a deeper, more comprehensive instructional reform:

Stage 1: Forming Committees/Teams

Stage 2: Understanding and Implementing Standards

Stage 3: Determining Assessment Methods and Practices

Stage 4: Aligning Instructional Practices with Standards and Assessments

Stage 5: Reviewing and Selecting Resources

Stage 6: Engaging Parents/Guardians and Community

Stage 7: Establishing a System for Continuous Improvement

In SIG districts, CEC has helped teams to unpack the Common Core State Standards (CCSS) for ELA and mathematics, Next Generation Science Standards (NGSS), and Illinois Learning Standards (ILS) in other subjects. CEC also facilitates the work of Professional Learning Communities (PLCs) to examine the progression of learning from grade to grade for vertical alignment, and to “repack” the standards into coherent instructional units.

In addition, CEC helps schools implement data-based intervention systems to support students at all levels of mastery and readiness, and provides comprehensive assessment, literacy, and development training that supports educators to identify and write rigorous assessments.

CEC is a state leader in teacher evaluation work, and a comprehensive Teacher Evaluation Plan is a key component of its approach to instructional reform. The process is designed to promote professional dialogue about instructional improvement between teachers and between teacher and evaluators.