CONSORTIUM FOR EDUCATIONAL CHANGE
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ATTACHMENT 1 (PACKET 1)

SPECIFICATIONS/QUALIFICATIONS/STATEMENT OF WORK

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1.3.1. EXECUTIVE SUMMARY:

The Consortium for Educational Change (CEC) is a 501(c)(3) tax-exempt, nonprofit organization whose mission is to improve student achievement by working with districts and schools in becoming collaborative, high-performing organizations. CEC respectfully submits this proposal to serve as Lead Partner in Illinois Partnership Zone school transformation projects located in regions I-B-B (West Cook), I-B-C (South Cook), I-B-D (North Cook), I-C (Northeast), II (Northwest), III (West Central), IV (East Central), V (Southwest), and VI (Southeast).

This Lead Partner proposal presents CEC's School Transformation Model, which will accelerate student learning in our school and school system 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 will begin by establishing a District Partnership Council that includes the district's school board, union, and administration. The District Partnership Council will work with CEC to establish annual and multi-year performance goals for the school and provide the resources and changes to district policy or contracts necessary to implement CEC's School Transformation Model. The District Partnership Council will also be responsible for building district capacity to learn from, communicate to, and replicate the successes of the school across the district. CEC will then begin 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 will diagnose areas where better alignment is necessary. CEC will then work with the District Partnership Council to ensure that essential district resources are aligned with its partnership school goals.

Time

CEC believes that providing adequate time and using that time effectively are critical elements in school transformation. Therefore, we will extend the school day. Use of the additional time will be divided equally between additional instructional time for students and additional teacher collaboration time for planning and data analysis. Collaboration time will be used consistent with explicit protocols to maximize team effectiveness toward the development of professional learning communities (PLCs). The School Leadership Team, mentioned below, will work with CEC staff to build a schedule that maximizes the use of the available time. For those students who need additional time, the school will provide before- or after-school programming aligned with the regular curricula. In addition, we plan to provide additional time during the summer for teachers for planning, reviewing student performance, setting goals, and establishing professional learning communities.

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. CEC's partner, Dolan and Associates, will support this group and ensure that it functions as an effective district improvement team. The school itself will also be organized around teams. There will be a School Leadership Team that includes the principal, representatives of each grade or department, and special education and ELL faculty, which will be 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. First and second-year teachers will be supported by coaches trained using a proven intensive induction and mentoring model (New Teacher Center). Induction support includes monthly classroom observations. 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 coach 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.

Based on the grade-level expectations, the school will set individual and classroom student learning targets that will move each student to college/work readiness. Student learning targets will be established for all students in all courses using a variety of measures ranging from standardized tests to skill mastery. Each student's annual performance targets will be communicated to them and their parents through the student advisory.

The teachers 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 will also have 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 5Essential's Survey to measure school climate and stakeholder satisfaction. Student Learning Objectives and SMART goals will be used to determine the percentage of all students meeting performance targets.

CEC work with the district and schools to establish a system of financial and other (e.g., career ladders) 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 from 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

Strategically, CEC will set transformational standards that are performance requirements for increased academic achievement by students and define the enrollment and logistical requirements for a transformational school. These standards change the ways the school conducts instruction and assessment. CEC then will form the District Partnership Council (representing the CEC, board, administration, and teachers' collective bargaining association). The District Partnership Council will provide policies, waivers, and resources (i.e., human, dollars, time) to support the transformational standards and will engage in an ongoing study of how to continue (within the school) and extend (across the district) capacity for ongoing transformational change for future years. The District Partnership Council will set performance goals that will guide the school in setting its own improvement targets.

This step also includes the supports provided directly by CEC and its subcontracting partners.

Step 2 – Implement Structures and Plans

When necessary, CEC will hire the principal for the school and will design both the transformational standards for the principal and school staff, reflected as common expectations for performance and assessed through staff assessment processes and documents, and the contractual non-negotiables for teachers. After an initial opt-out opportunity for teachers prior to the first year of intervention, the remaining teachers will stay in the school for the first year, aware that they will be evaluated based upon new criteria that will determine whether or not they remain in the school for the second year of transformation and beyond. The principal will have the final authority to make teacher placement decisions, based upon the evaluation documentation developed, for the second transformation year and beyond. Hiring new or additional teachers also takes place at this step, as does the identification of any performance incentives to be offered.

CEC will assist the principal in forming a School Leadership Team and will set the standards for the work of the Team. CEC will also conduct a systems assessment to give a baseline determination of what strengths are in place for the school and what improvement steps need to be taken to increase student achievement to desired levels of college/workforce preparation.

Step 3 – Implement a Learning Environment

The principal and the School Leadership Team will determine standards for common benchmarking, assessments, reporting, surveying, and communicating both within and outside the school. Protocols for collaborative grade-level or department teams will be established and artifacts that evidence the use of collaboration time will be required. Support systems for students and teachers will be determined and applied. Learning targets for each collaborative team will be set, from which achievement progress will be measured. Common formative and summative assessment protocols and instruments for students will be

identified and their use required. Data analysis expectations will be set and enforced. Learning targets for each student and classroom will be set. Evidence of instructional adaptation and change, based upon student data results, will be required to address individual student learning needs.

CEC will assist the school in obtaining, analyzing, and responding to parent and community survey results and other formalized feedback structure results.

Step 4 – Become Results Focused

The school will assess its progress and plans for improvement based upon student achievement results data and perception data from students, parents, and teachers. It will regularly and publicly report its results at a school-wide level. Collaborative teacher teams will base their work on data results and plan interventions, instructional, or curricular changes, and staff development needs accordingly. The instructional work of the school will be based upon assessing data as it informs progress toward reaching established learning targets and school improvement goals tied to the data collected. Individual student learning goals will be identified, tracked, and assessed for results.

Collaborative teacher teams will assume responsibility for setting and meeting or exceeding team learning targets, and the school as a whole will take responsibility for setting and meeting school targets. Principal, individual teacher, School Leadership Team, and collaborative teacher team effectiveness will be assessed at this step. School and team performance dashboards will be implemented, and instructional and programmatic changes, based upon results data, will be implemented.

Outcomes-Based Measurements

CEC will set objectives for leadership, learning environment, and student achievement and determine measurable outcomes and supporting evidence to determine its effectiveness in transforming the schools for which it is a Lead Partner. An explanation of these objectives, measureable outcomes and evidence are provided in Section 1.3.2.3.9., the outcome-based measurement plan.

Demonstrated Record of Effectiveness

CEC's experience in building collaborative working relationships among district anchors, and other stakeholders including families and community members, helps ensure that resources of the district and school are aligned and supportive of the interventions necessary to accelerate student learning in the school and, eventually, the system. Collaborative and reflective structures within the school, aligned curriculum, instructional and assessment tools, and needs-based professional development all help build capacity for sustained improvements.

To accomplish this work, CEC will rely 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.

Fiscal Management and Capacity

CEC is well suited to perform the responsibilities of Lead Partner in creating "turnaround" schools, because of its large network of partnering experience with more than 80 CEC member school districts, a wide variety of staff experience overall diverse list of school-related areas, and a robust list of partners who provide a significant base of successful school interventions based upon best practice research.

CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those who have not made Academic Yearly Progress, as well as others who are in restructuring. CEC has helped districts and schools to implement Comprehensive School Reform designs, and has worked with districts and schools to develop and implement School Improvement Plans aligned with the ISBE rubric. Through this work, we have seen significant improvements in district, school, and student performance on the ISAT. CEC currently serves as lead partner for three SIG schools: Peoria High School, Rock Island High School, and Danville High School.

CEC has sufficient cash reserves to enable it to operate for up to six months prior to receiving payment from the contracting school districts. CEC has sufficient number of signed contracts and grants for the FY14 that will provide a positive cash flow to financially support this initiative in addition to its current programs and services.

CEC's offices are located in Lombard, Springfield, and Marion. CEC's work is supported by seven full-time staff members, 37 part-time employees, and 46 consultants, who provide services in more than 80 Illinois school districts. Work on this project will be further supported through CEC's partners, the Dolan Group, Quality Leadership by Design (QLD), the Danielson Group, and Ozanam of Kansas City, MO.

1.3.2. CEC WORK PLAN:

The following Work Plan presents the model for school transformation and systemic change developed and successfully implemented by the Consortium for Educational Change (CEC) in districts undergoing transformation through School Improvement Grants. The CEC model helps SIG schools and district put in place school-specific, systemic improvements that are founded on a thorough needs assessment. By approaching the school as part of a larger system, CEC ensures that resources of the school and system are aligned and that system-wide supports are in place to enable additional time for student learning and teaching, shared leadership through teams, support for teacher practice, and clear and ambitious performance targets for everyone.

The ultimate goal of the CEC approach is to accelerate student learning and work toward a goal of all students graduating from school prepared for college and/or the workforce. As lead partner, the Consortium for Educational Change facilitates the development of professional learning communities (PLCs) that build a culture of collaboration that is focused on results.

1.3.2.1. Comprehensive Audit:

The ISBE SIG 1003g Needs Assessment that is required as part of the LEA and SEA SIG development is facilitated by CEC and provides a comprehensive needs assessment to identify areas of strengths and weaknesses. The multi-step process includes review of achievement data and other indicators of school performance, input from district and school improvement team members and an emailed survey to students, parents, and staff members.

CEC works with a District Improvement Team, which is comprised of a cross-section of district and school staff involved in district and school improvement, professional development, NCLB coordination, special education, student services, fiscal matters, union representation, testing and data analysis, curriculum and instruction and the school board as well as parents and other community stakeholders. The superintendent is an essential member of this team.

The district improvement team should be large enough to get diverse perspectives on the district and the individual school's efforts, yet small enough to ensure the team can meet regularly to complete the analysis. The Needs Assessment process includes:

- Part I: Developing a District Improvement Team
- Part II: Data and Analysis – a review of data and key indicators of school performance, including rates of attendance, drop-out rates, graduation rates, mobility and truancy. After careful review of the data, the DLT will discuss and provide an analysis of the District Level Capacity to lead, support and sustain the change required in school turnaround/transformation plans.
- Part IIIA: District –Level Policies, Practices and Procedures Analysis focuses on 4 Areas:
    - Teachers and Leaders
    - Instructional and Support Strategies
    - Time and Support

  - Governance
- Part III.B. Required Key Components and Model Analysis
  - Extended Time
  - Transitions
  - Operational Flexibility
  - Governance
  - Lead Partner
  - Hiring
  - Teacher/Principal Evaluation
  - Professional Development
  - Family & Community Outreach
  - Monitoring Implementation
  - Budget
  - Overall SIG 1003g Plan
- Part IV: Determining the Best Fit Intervention Model for the School Analysis
  - Turnaround
  - Transformation
  - Restart
  - Closure

In addition, CEC has an established and effective systems assessment process and instrument that is also used to supplement the Needs Assessment process required by the ISBE for the 1003g SIG schools and districts. CEC's system assessment integrates the components of these two frameworks:

- The Baldrige Performance Excellence Criteria (Brown 2008);
- The Professional Learning Communities Characteristics (DeFour 2004);

The CEC systems assessment is a diagnostic tool that identifies the strengths on which to build and the weaknesses that will require intervention and correction in order to improve an individual school's student achievement.

By necessity, the CEC systems assessment process evaluates the current programs, practices and policies of the school, union, and district and is precise and prescriptive in identifying next steps for improvement and ensuring that, ultimately, resources of the school and district are aligned toward positive change.

The CEC assessment process addresses every component of the school and links the school's strengths and weaknesses to an overall, aligned "next steps" approach toward school improvement. CEC will conduct a school and district systems assessment process through CEC's SIG team of organizational

transformation educators to review school and district documents; conduct on-site interviews of staff, students, and parents; and to summarize all findings through ratings that address each of the criteria and indicators.

These district-level assessments provide additional diagnostic tools to identify strengths from which to build and weaknesses that will require intervention and correction. The assessment is the beginning step in establishing a culture of data-driven accountability for the school and the precursor for the development of accountability instruments to come that will be used to measure and report progress.

Next-step recommendations for school improvement are part of the final report, which is provided as a public document and presented at meetings with school staff and the schools' community.

The systems assessment will generate the first-year's intervention plan to increase time for student learning, shared leadership through teams, support for teacher practice, and clear and ambitious targets. In turn, data from the first year of intervention will generate the second year's intervention plan, and so forth. All of the interventions will derive from the needs (of the individual school) determined through the criteria and indicators from the systems assessment.

1.3.2.2. Community Involvement and Engagement:

In order to build a full understanding of the needs of the targeted school or schools, the CEC assessment process involves parents/guardians and community members; stakeholders at the school and classroom level; as well as representatives of the union, school board, and district administration. Collection of data through small group and individual interviews involving representatives from these interest groups will be initiated within the first month (e.g., beginning in April 2014) and will function not only as a listening exercise, but also as an orientation process.

Because results of these interviews will guide the development of the implementation plan for the school, stakeholders will receive a results report on the needs assessment and will be involved in discussions regarding the transformation effort, the change in standards and rigor that will be necessary, and the type of approach that will be idea for the school and its current situation.

Parents/Guardians, Business Community, and State/Local Officials

CEC works to develop and maintain meaningful partnerships with parents/guardians, members of the community, and officials by engaging these partners and establishing an ongoing communication process. Concerns and perceptions of parents/guardians and members of the community will serve as a guide to the outcomes data and its interpretation.

CEC will integrate and engage parents/guardians as members (including but not limited to the business community, community organizations, state and local officials, school unions, and school board members) by conducting group and individual interviews with parents/ guardians and community members. Interview subjects will be identified through the school as well as organizational structures, such as parent or community groups, churches, and/or chambers of commerce.

This effort will begin an ongoing communication process with parents/guardians and community members to gain insight into the school and barriers to student achievement and to build awareness and

acceptance of the new approach, the necessary change in standards and rigor, and need for ongoing involvement to help the school succeed. Results of these interviews will be reported back to stakeholders.

Parents and community members are an important component of a successful school, and CEC will work with the LEA to establish and support a culture of high expectations. CEC believes that one of the principle challenges to successful schools in low-income communities is the lack of a demanding customer. In most low income, minority communities, parents play virtually no part in setting school expectations and holding school leaders responsible for the education of their children. One strategy for increasing the involvement of parents and community members is the hiring of a school-home facilitator to meet with parent and family members at their homes as well as in school to increase their understanding of the school transformation plan, and the impact it will have on students and the school community. CEC will also work with school leaders to establish a school advisory period, which will foster increased communication among students, faculty and family members about the students' progress. Faculty members will serve as student academic advisors to provide guidance, information and support for student learning. Student-parent-teacher conferences, with students leading the conference, sharing their academic accomplishments and challenges will enable all stakeholders to engage in the re-culturing of the school to focus on learning.

System-wide strategies that will be employed to create meaningful partnerships

Depending on the results of a District-School Needs Assessment, three types of partnerships involving families and the community may be formed: The District Partnership Council, school-level Student Advisory periods, and education and support opportunities for parents/guardians and families.

District Partnership Council

A district partnership council for continuous improvement is formed to support changes over the long-term and to ensure improvements are sustained beyond the intervention period. The council, which will include parent representatives and community-based leaders, will meet regularly with representatives from district administration, union leadership, civic leaders, families, community members, and the school board throughout the three-year restructuring process. This group will focus on changes that impact the individual school as well as systemic issues, such as the district's relationship with the school, union and central administration support for school improvement, and how learning must be shared across the school system. The Council's role is to provide the following:

- Help to 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.

- Learn from school transformation work; communicate and integrate learning into the larger district.

Student Advisory

The Student Advisory Period provides a structure in the school for teachers to act in an advisory role for a group of 12-15 students throughout the high school experience. Faculty Advisors and their students will establish relationships with parents and family members to communicate more regularly and effectively about the students' goals, progress, supports, and interventions needed to be successful. Student-Parent-Teacher Conferences with students leading the conference to share data and information regarding attendance, grades, formative, and summative assessment results and progress in achieving personal and academic goals enables students to own their learning and share their learning with their parent and families.

Family Support

Parents and guardians need to be invested in and committed to their school. The types of education and support for parents/guardians and their families will be determined based on results from the needs assessment process, but may include multiple communication options, personal growth opportunities, and connections to outside agencies.

CEC realizes the importance of wrap-around support services, such as parent education and social service interventions, for the school's families. We will need local partners to access the needs and to development appropriate interventions.

Current partnerships and how they will be used in proposed school improvement efforts.

CEC, with its partner Dolan and Associates, has extensive experience in building partnerships that involve school stakeholders, school system anchors, and professional organizations. The knowledge and experience from these endeavors form the basis of CEC's school transformation model.

CEC has built collaborative working relationships with teacher unions, administrators, and school boards in approximately 80 Illinois school districts. This work requires that school improvement efforts involve stakeholders as equal partners in order to ensure student achievement is increased, sustained, and continuously improved.

These relationships are critical to the success of the effort, because union leadership has to be ready to take the tough messages to teachers regarding the potentialities of closing a school, reconstituting the faculty, changing work rules, or rethinking district-wide seniority. To this end, union leadership must be so thoroughly informed and convinced that this is that right direction that they, in conjunction with lead consultants, begin those conversations and the drawing up of necessary memoranda of understanding (MOUs) and other changes that are required early and openly, with as much debate as is necessary.

Solidifying understanding and buy-in by the union, district administration, and the school board in "releasing" the school to participate in this turn-around approach will require skillful support and a trusting relationship with those who are organizing the school transformation effort. CEC and its partner, Dolan and Associates, have extensive experience facilitating successful collaboration between district administration, board of education, teachers' unions, and community residents. CEC, with Dolan and Associates, has been

working with key stakeholders in Peoria District 150 – union leadership, district administration, board members, Mayor's office, and other community leaders – to establish a process that will help steer input, buy-in, and support from the entire district for the targeted schools and encourage learning from its transformation work. These steps are critical to the success of the change process.

The process will also help to facilitate and negotiate the development of appropriate contract language and memoranda of understanding that will allow for changes in work rules, time, district-wide seniority, and measures of teacher effectiveness. CEC envisions an intensive intervention early on to build system-wide commitment among the district stakeholders that will enable them to work collaboratively with each other and the SIG-funded schools to share the learning, continue to move forward all the parts of the system, and finally to look for ways to integrate the learning into the larger district and across other districts in the state of Illinois.

CEC has worked with Dolan and Associates for more than 20 years in building collaborative relationships with district anchors. Dr. W. Patrick Dolan, the founder and leader of Dolan and Associates, has more than 30 years of experience in the field of labor/management change, founding his own consulting company in 1976 and performing pioneering work to improve the culture and productivity of major corporations and unions. Since 1992, Dolan has focused on public education and its restructuring, working from a joint perspective of union/management cooperation. He has assisted more than 200 school districts to reform the structure of decision-making and the culture supporting teaching improvements. His book on public education, Restructuring our Schools, A Primer on Systemic Change, is in its fourth printing (Dolan 1994).

Local partnerships will be identified by CEC through the interview process described in the previous section.

Integration of parents, the business community, community organizations, state and local officials, and other stakeholders into the services offered by the Lead Partner.

Parents, community and civic leaders, and district stakeholders will be integrated into the school transformation through their involvement in the needs assessment, the District Partnership Council, the Parent Union, and parent education and social service programming.

The goal of this wide-reaching effort is to engage parents in the school transformation effort, gain their acceptance of the increased rigor and requirements, and work collaboratively with families to ensure their students' academic success.

Specific tactics and strategies for engagement of parents, guardians, and family members to establish and support a culture of high expectations

Parents, guardians, and family members will be regarded as partners in the education of their children, and their support will be necessary to ensure their children are able to graduate high school prepared for college and/or the workforce. To this end, CEC's school transformation model puts in place a culture of high expectations that includes students as well as their families.

Consequently, CEC would provide explicit and regular communication to parents, guardians, and families concerning school programs, future school plans, and student opportunities, using the Parent Union and the parent/guardian education and support programs as communication vehicles.

The school's Advisory Program provides a formal structure through which to engage and involve families in the culture of high expectations, which includes engagement of families as partners in education. To this end, families will understand that ensuring the academic success of their children will require them to work in partnership with the student and faculty advisory.

System-wide strategies to be employed to listen and communicate with parents and the community about expectations for student learning and goals for improvement.

Effective school improvement and transformations must involve the community at large, because meeting expectations for high academic standards requires support of the entire systems. Hence, responsibility for improvements must be shared.

The organizational structures described in the District Partnership Council, Family Support, and Student Advisory – will be designed to help the community as a whole share in the responsibility for the education of children. The overarching goal of this joint process is to ensure every child graduates from high school prepared for college and/or the workforce.

1.3.2.3. Intervention Plan:

1.3.2.3.1. Prior Experience

1.3.2.3.1.1. The Consortium for Educational Change (CEC), a 501(c)(3) network of Illinois school districts and professional organizations, has more than 20 years of experience working with Illinois school districts and stakeholders to improve student achievement by assisting member districts and schools to become collaborative, high-performing organizations. CEC developed its School Transformation Model in the context of system-wide, collaborative change that fosters sustainable improvements in student learning and achievement.

CEC is particularly well suited to perform the responsibilities of the Lead Partner in creating "turnaround schools" given its:

- Large network of partnerships involving professional organizations and school system stakeholders in more than 80 Illinois school districts;
- Diverse experience by CEC staff in school improvement and professional development;
- Involvement with Illinois school districts in the establishment and implementation of teacher and principal evaluation systems that comply with state requirements; and
- Partnerships with organizations with broad-based experience in successful school interventions based upon best practice research.

CEC's Experience in SIG-Funded Districts: CEC has implemented its School Transformation Model in SIG-funded districts in Illinois, serving in the capacity as lead partner in Peoria School District 150, Rock Island District 41, and Danville District 118, in addition to guiding teacher evaluation design, implementation,

and refinement efforts of Sandoval Community School District 501 as an integral part of its SIG school transformation efforts. CEC also has provided assistance to other Illinois SIG districts on discrete elements of the transformation plan, including assisting with district-union collaboration and helping districts put in place PERA-compliant teacher evaluation systems.

CEC has provided leadership and support in the development of the Illinois Teacher Evaluation (ITED) website, which provides an online resource to assist local Joint Committees as they design and implement teacher evaluation plans. These Joint Committees are charged with developing, implementing, and refining new teacher evaluation systems to improve teaching effectiveness, aligned to the Performance Evaluation Act of 2010 and recommendations by the Performance Evaluation Advisory Council (PEAC). CEC's work with SIG schools has provided much of the background knowledge for the student growth component of the ITED resource guide (Appendix 1).

Measurements of Success: CEC measures its transformative success by establishing and reaching specific targets, based on results of the Needs Assessment for the district and school. Targets can include the following leadership, learning environment, and student achievement (reading /language arts and mathematics. Details on objectives, measureable outcomes, and supporting evidence are provided in Section 1.3.2.3.9. (Outcomes-Based Measurement Plan) of this proposal.

Sustained Improvement Beyond the Period of Implementation: Evidence of ongoing sustainability will be through the number and quality of Transformational Standards in place, continued growth of student gains in academic growth and school climate factors, the commitment of the principal and School Leadership Team and professional learning communities to continue beyond the tenure of CEC, the continuation of the Council for Continuous Improvement and parent involvement in supporting the school, and the commitment of the district to provide the resources required to continue what has been implemented.

Theory of action: The CEC Transformation Model is based on the development of professional learning communities (PLCs) and a culture of continuous learning and improvement working toward Student Learning, developing a Culture of Collaboration, and an ongoing Focus on Results. As lead partner, CEC provides the skill and toolset to help districts and schools set priorities and clear expectations about each phase of the transformation process. In this way, CEC ensures the transformation moves forward in a systematic and systemic manner.

Strategies that have proven effective in stimulating rapid change: Key strategies that CEC has found to be most effective in stimulating rapid change within the school include the following elements of the CEC School Improvement Model:

- Professional Learning Communities: The three core principals of PLCS guide the transformation of the school culture in CEC's Transformation Model:

    1. Ensuring that students learn. Four crucial questions drive that work of PLCs: What do we want our students to learn? (essential learning linked to Common Core Standards); How will we know when each student has learned it? (ongoing use of formative and summative assessments); How will we respond when students don't learn it? (a system of interventions and supports for students who struggle); and How will we respond when students already know it? (a system that provides enrichment to advance students' learning).

To accomplish this, CEC helps establish a school-wide system of supports and interventions to ensure students learn. This includes a data system to identify students in need of additional time and support and timely and required interventions to increase student learning.

2. Establishing a culture of collaboration: This involves putting in place systematic processes for teachers to work together to analyze and improve classroom practices. Shared decision-making and shared leadership ensures shared ownership of the changing culture.
3. Focusing on results: PLCs must continually ask "How are we doing?" and "How do we know?" A results focus involves use of data to improve teacher practice, development of common assessments that are linked to the common core standards to ensure rigor, and ongoing progress monitoring of student learning.

- Standards for High-Performing Schools: The early transformation work that CEC focuses on with schools and districts is to establish structures and processes that can support the work of professional learning communities by empowering shared leadership among the staff. CEC's Standards for High Performing Schools involve the following:
  1. Shared leadership: Broad and deep participation of all stakeholders that sets and communicates direction.
  2. Strategic planning. Process that translates needs into actions.
  3. Identifies student needs as well as parent and communities' needs: Translates them into clear expectations.
  4. Data collection, analysis and use: Systemic use of data to drive decisions around teaching and learning.
  5. Staff needs and requirements: Translates into actions focused on improving teaching practices.
  6. Improvement processes: Progress monitoring at all levels, teaching, learning, leadership, and supports.
  7. Results: How are we doing? How do we know? Broadly shared results to ensure improvement over time.
- Enhanced Professional Practices for Teachers: CEC works with districts and schools to enhance professional practice of teachers, by:
  1. Establishing a teacher evaluation system that uses a framework for teaching that focuses on improving teaching practices.
  2. Putting in place systems to enable teachers to work collaboratively to identify essential learning for students, set learning targets, and determine formative and summative assessments to track student growth.
  3. Linking student growth measures as a component of teacher evaluation to improve teaching practices.
  4. Linking teaching to learning.

- High-Quality, Focused, Targeted, Ongoing, Job-Embedded Professional Development: To enhance student learning, professional development must be:
  1. High-quality in that it is data-driven to ensure relevant, timely, learning opportunities.
  2. Focused to ensure alignment and integration of a focused set of strategies.
  3. Targeted in that it is linked to teacher and student needs.
  4. Ongoing and Embedded to build capacity among the entire staff.
- Progress Monitoring: At every level of the transformation effort we seek ways to assess improvement, it is essential to ask:
  1. How are we doing? (Based on clear expectations)
  2. How do we know? (Based on multiple data points to show results)
  3. Seek patterns and themes in the data to identify successes and opportunities for improvement which will guide our transformation efforts.

As part of this process, monthly progress monitoring visits/audits using CEC team and school/district stakeholders can assess the following:

Year 1: Compliance (Are we doing what we said we were going to do?)

Year 2: Fidelity (Are we doing what we said we were going to do WELL?)

Year 3: Sustainability (What are the key components of our transformation efforts that we must continue in order to sustain this work?)

- District Partnership Council for Continuous Improvement: This district council helps focus the system as a whole on the improvement of the school and district by:
  1. Building capacity to lead, support and sustain the transformation efforts.
  2. Providing opportunities for the system to listen and learn from the SIG transformation efforts.
  3. Enabling key district stakeholders to identify barriers and opportunities to support the transformation work.
  4. Engaging key stakeholders – parents, union, central administration, community, feeder school representatives, SIG school teacher and school leaders – to reflect, learn, support, expand and sustain this work as a whole community.

1.3.2.3.1.2. Examples of Turnaround Efforts by CEC

Peoria High School and Community Involvement: CEC is lead partner in the ongoing transformation work with Peoria High School, which was working to address a high rate of failure among freshmen students. When data on freshmen failure were shared with the Peoria Partnership Council for Continuous Improvement, a body that was organized by CEC as part of the transformation of Peoria High School, community members recognized that student failures that lead to drop-outs were a community-wide problem that needed to be addressed. Working with the community the city was able to put in place an opportunity for second-year freshmen to get back on track, with the goal that they could rejoin their peers

and graduate from high school. Measures of success: Civic leaders and community members are working collaboratively with education stakeholders to put in place programs to address a problem that impacts Peoria's students and the overall community.

Peoria High School and Use of Data: CEC is lead partner in the transformation of Peoria High School, beginning in the 2012-13 school year. Students at PHS were performing below district expectations in reading and mathematics, and there was a significant achievement gap observed between white and African-American students. System-wide change was put into place to establish a school climate and culture where students feel safe, where high expectations for academic and behavioral competencies of all students are supported, and where instruction responds to student needs. CEC involvement improved the school's use of data to drive decisions, both for student interventions as well as to identify areas for professional development to improve teaching and learning. Use of data to drive decisions included surveys of needs, formative and summative assessments of student movement toward learning, as well as the effectiveness of pedagogy.

Through the transformation process, Peoria High School is deepening its commitment to, and implementation of, professional learning communities. Teachers are working in high-functioning collaborative teams that together regularly review student data, student work, and student progress. NWEA data are obtained and reviewed three times a year with all 9, 10, and 11th graders. A Response to Intervention (RtI) team is designing a three-tiered system of supports for students that provides identified students with additional opportunities to be successful.

NWEA data in 2012-13 showed an increase in student learning in math and reading. [64% of 11th graders, 63% of 10th graders, 67% of 9th graders increased reading scores from Fall 2012 to Spring 2013 on NWEA assessments and 59% of 11th graders, 70% of 10 graders and 60 % of 9th graders increased math scores from Fall 2012 to Spring 2013 on NWEA assessments.] (Appendix 2)

Peoria High School also is designing a school-wide system of student interventions and supports that is emerging as a model for high schools. The PHS RtI System of Supports incorporates tiered academic and behavior supports for students, an early warning identification system, and a Targeted Support Team to track and monitor student progress, in addition to the PLC teams, administrative teams, and Faculty Advisors. (Appendix 3)

PERA-Compliant Teacher Evaluation Systems in Springfield, Peoria, and Sandoval: CEC has worked with school districts in Springfield, Peoria, Sandoval, among others, to develop and implement teacher evaluation systems, including student growth measures, in order to support school improvement.

CEC has successfully facilitated the design and implementation of teacher evaluation systems using Danielson's Framework for Teacher to improve teacher practice in each of its SIG schools: Lanphier High School in Springfield, Manual Academy in Peoria, and Sandoval School District. In addition, CEC has successfully facilitated the design and implementation of student growth measures linked to teacher evaluations, using student learning objectives (SLOs) in each of these schools. (Appendix 4) Data and feedback from the implementation of the teacher evaluation systems and the student growth component are being used to refine the processes and tools in each school and district. (Appendices 5 and 6).

CEC's progress monitoring report of May 2013 (Appendix 7) shows considerable growth toward the attainment of the transformation targets established in year 1.

Washington Middle School: Washington Middle School, a 560-student school in Springfield, has received professional development services from CEC since 2005 in order to increase achievement across the school. Of the 560 students at the school, 83.9 percent are from low-income families and 29.8 percent are African-American. Student mobility is 40.8 percent. When Washington Middle School began participating in CEC's professional development programs in 2005, just 43 percent of students in the school met or exceeded grade level standards on the ISAT. To increase achievement, school leaders and instructors have focused on literacy, with a school-wide instructional focus of: "WMS students are working to becoming strategic, fluent readers in all content areas." Strategies to support this work have included:

- Project CRISS strategies, which establish a focus for learning, confirm student background knowledge, clarify and monitor student comprehension, and assist students in processing information through categorizing, organizing, summarizing, and synthesizing;
- School-wide and Team SMART Goals, which identify indicators, measures, and targets to track and monitor student achievement progress;
- Seven Strategies of Assessment FOR Learning;
- Response to Intervention system that provides targeted and tiered supports and interventions for students, both academically and socially-emotionally;
- Silent sustained reading;
- Interactive read alouds;
- Essential vocabulary;
- Word walls/walls that teach;
- "I Can" statements; and
- Differentiated instruction.

Measures of success: ISAT composite scores have increased incrementally each year, rising from 43 percent in 2005 to 59 percent in 2009. High school readiness also has improved dramatically among eighth graders at Washington Middle School. In 2005, only 48 percent of eighth graders at WMS were proficient in reading and only 26 percent were proficient in math. In 2009, 62 percent of eighth graders at the school met or exceeded grade level standards. (Appendix 8)

1.3.2.3.2. School Reform Model: The CEC Transformation Model ensures that resources of the school and system are aligned and focused on results to accelerate student learning.

1.3.2.3.2.1. CEC helps SIG schools and districts put in place school-specific, systemic improvements founded on a thorough needs assessment. By approaching the school as part of a larger system, CEC ensures that resources of the school and system are aligned and that system-wide supports are in place to enable additional time for student learning and teaching, shared leadership through teams, support for teacher practice, and clear and ambitious performance targets for everyone. The ultimate goal of the CEC approach is to accelerate student learning and work toward a goal of all students graduating from school prepared for college and/or the workforce.

The Consortium for Educational Change implements this model through the development of professional learning communities (PLCs) working toward Student Learning, through a Culture of Collaboration and an ongoing Focus on Results. To this end, CEC is involved in the following:

- Governance: Through daily onsite support and guidance, CEC works with district leaders and the district transformation officer to build capacity and support within the building and district to support the transformation needed at the SIG school. To this end, the LEA must provide systemic supports needed for improvement efforts and operational flexibility to the school to increase learning time, provide financial and other incentives for educators, deliver job-embedded professional development, and put in place other needed strategies to improve student learning and achievement. Accountability for improvement is shared by the LEA, through a district-level Transformation Officer who focuses on implementing the grant with integrity. The Transformation Officer reports directly to the superintendent and works with CEC, as lead partner, to oversee the development and monitoring of the grant implementation. (Appendix 9)

  As lead partner CEC maintains a daily onsite presence at the school to facilitate implementation and works with the Transformation Officer and the high school Administrative, Instructional Leadership Teams (ILT), teacher leaders, and supports to ensure that Transformation Model is developed and implemented with fidelity.

- Instructional Design and Staffing: CEC works with the schools to put in improve instruction through teacher hiring, placement, and evaluation, as well as ongoing supports that give educators the capacity to continually improve teaching practice and student learning.

  1. Teacher hiring, placement, and retention: CEC works with districts to put in place effective and PERA-compliant teacher evaluation systems in order to improve instructional practices. The district will use a recruitment screener as well as the new teacher evaluation system as tools to assist in the hiring and placement of staff to ensure a good fit for teachers at the SIG school. Through CEC's progress monitoring meetings, formative and summative feedback, student achievement data and other measures, will be analyzed and reviewed by the collaboration teams, school leadership team, district leadership and the District Partnership Council to be used to improve professional development, policies and practices that impact teaching effectiveness and student learning opportunities. CEC works with the school and district leadership to develop job descriptions that include criteria linked to performance as part of a career ladder/incentive program and provides guidance and support to the LEA and school in the hiring and placement of staffing in the high school. CEC also works with the District Partnership Council a a venue to examine structural or programmatic changes that may support and sustain the transformation initiatives district-wide.

  2. Professional development: As lead partner, CEC provides job-embedded professional development (PD) to address issues identified in the needs assessment, such as the need to use data effectively to improve instruction and student learning; improve management skills; build capacity for working with minority students, English-language learners, and children of poverty; and engage students through differentiated instructional strategies. Additional PD may involve Advance Placement training to deliver more rigorous instruction, offer AVID coursework, or build PBIS skills. Using the district and lead partner will build capacity and sustainability within the school.

3. Student and supports: Student supports are developed based on the needs identified in the Needs Assessment, as well as ongoing student assessments to gauge student learning. To this end:

   - The curriculum is aligned to common core standards: If needed, CEC works with the district to complete the process of aligning curriculum to the CCSS and developing common assessments for each subject and course. As lead partner, CEC works with the school's faculty, other district teachers, content specialists, and administration to continue efforts to align curriculum, assessments and instruction to the common core standards, develop a clear understanding of key essential learning for students, and determine how this learning will be assessed for each subject and course. Part of the alignment process will involve examining current curriculum materials for rigor, relevance, alignment, and engagement.
   - Assessments are used to improve student learning: grade level assessments are outlined as part of the transformation process (e.g., 8th and 9th grade students will take the EXPLORE, 10th grade students will take the PLAN assessment, and 11th grade students will take the PSAE assessment to provide additional trend and current data to track student progress and determine supports, enrichments, and interventions to assist students in their learning). Teachers in math and English courses assess students, using common core aligned Acuity assessments, throughout the year as another means of monitoring student growth. Students will complete Acuity assessments using electronic tablets in the classroom to ensure timely collection, analysis, and use of data by faculty to identify instructional strategies linked to student learning needs. Students will also have timely access to their results and will be expected to draft SMART goals. Targeted and focused PD is provided for the RIHS faculty and staff to complete this process.

     The transformation plan will establish PLCs with administration and faculty members using formative and summative assessments to drive instruction to improve student learning (Hord's Five Components of PLCs, page 22, *Classroom Walkthroughs*). Through the development of creating a strong PLC, faculty will focus on learning rather than teaching, working collaboratively, and teacher and student accountability for results (*PLCs at Work, pgs. 2-4)*. Teacher-leaders will undergo PD to prepare them to lead PLCs (http://www.allthingsplc.info/) through curriculum alignment, assessment design, and use of assessment data. In year 1, staff will align course assessments to common core standards and curriculum, with supports provided by CEC and the district Teaching and Learning department. These new assessments will be developed for each course to determine students' content knowledge, critical thinking skills, and/or gaps needed to be addressed prior to introducing new information. Throughout each school year, short-cycle assessments (common quarterly assessments that need to be developed for all content areas in year 1) will be used to measure mastery of subject and adapt instruction to meet students' needs.

     During advisory or intervention periods, faculty advisors and school counselors will work with students to establish a culture/process in which students own their data and track and monitor learning progress. Students will set SMART goals, keep data notebooks, and share information and data about their progress. Teachers will have time and opportunity to regularly analyze and discuss student data during collaborative teams, and they

will use that information to drive instruction and supports to enhance student learning. Data analysis also will determine what PD is needed to ensure high student growth and achievement.

Ongoing formative assessments will guide instruction, differentiate, and determine interventions. Teachers will be trained in a variety of research-based instructional methods and strategies to identify and implement strategic classroom interventions. Students identified as needing support will be scheduled into AVID (Advancement Via Individualized Determination) for core subjects, electives, and learning lab periods, which incorporate math, English, and science tutoring, study skills, and test-prep strategies. Some students may need additional assistance in only one subject while other students may need help in multiple content areas, so each core content area will be offered during one class period. This course will earn credits for students who are required to take it. Students who are identified as significantly below grade level will take standard core courses and receive a "double dose" in that subject area. This "double dosing" will be accomplished by enrolling identified students in a supplemental course to address individual learning needs, such as mathematical computations and reading skills.

- Ensuring access and equity to a high-quality curriculum for all students: Opportunities for students to excel academically will include additional services and course offerings (smaller learning communities, credit recovery, and intensive academic interventions such as AP and AVID).
- Pathway to success for all students through a variety of programs and instructional approaches, such as screening for deficits in academics and behavioral functions, monitoring progress at regular intervals, small group tutoring in one or more academic areas, and targeting social and emotional needs.

1.3.2.3.2.2. CEC's approach to working with district: CEC's experience in building collaborative working relationships among district anchors, and other stakeholders including families and community members, helps ensure that resources of the district and school are aligned and supportive of the interventions necessary to accelerate student learning in the school and, eventually, the system. CEC and its partner Patrick Dolan and Associates have extensive experience in building partnerships that involve school stakeholders, school system anchors, and professional organizations. The knowledge and experience from these endeavors form the basis of CEC's school transformation model.

CEC has more than 20 years of experience building collaborative working relationships among administrators, school boards, and teacher unions, and it uses this experience to help the LEA effectively support the transformation process at the SIG school. CEC, with Dolan and Associates, has built collaborative working relationships with teacher unions, administrators, and school boards in approximately 80 Illinois school districts. This work requires that school improvement efforts involve stakeholders as equal partners in order to ensure student achievement is increased, sustained, and continuously improved.

These relationships are critical to the success of the effort, because district leadership must be prepared to provide the school with the operational flexibility and autonomy over staffing, budgets, calendars, and other decisions in order to improve. The LEA also must provide the systemic supports that

make feasible and sustainable. In SIG districts where it has been involved, CEC has worked effectively as a liaison, bringing together district, school, and community stakeholders on school improvement measures.

CEC also works effectively with local union leadership, which must to be ready to take the tough messages to teachers regarding the potentialities of closing a school, reconstituting the faculty, changing work rules, or rethinking district-wide seniority. To this end, union leadership must be so thoroughly informed and convinced that this is that right direction that they, in conjunction with lead consultants, begin those conversations and the drawing up of necessary memoranda of understanding (MOUs) and other changes that are required early and openly, with as much debate as is necessary.

1.3.2.3.2.3. First 6 month Activities: CEC will work with the SIG school and district to develop a timeline to implement the school transformation plan that establishes a shared leadership governance structure that will empower and support the faculty and students to work collaboratively to ensure successful implementation. The first 6 months of year 1 will focus on the following activities:

- Identify the Principal.
- Hire Transformation Officer.
- Hire On-site CEC Transformation Facilitator.
- Conduct baseline needs assessment to identify strengths and opportunities for improvement and to prioritize transformation plan of action.
- Finalize and post job descriptions for SIG positions.
- Screen, interview, and hire SIG staff.
- Screen, interview, and hire school staff to fill vacancies.
- Schedule longer school day/year for SIG school.
- Schedule collaboration time for PLCs.
- Establish leadership structures and processes to support SIG Transformation plan, including roles and responsibilities, norms, expectations, and targets.
- Establish Council for Continuous Improvement.
- Use data to establish targets for school, classrooms, students, faculty, school leaders, and leadership structures.
- Conduct and share results from NSDC Survey of PD needs.
- Design and implement ongoing, focused, targeted, job-embedded, high-quality professional development plan linked to staff and student needs.
- Design and implement summer school programs.
- Design transformation model programs and initiatives.
- Design and implement teacher evaluation system with student growth measures.

- Design and implement ongoing, focused, targeted, job-embedded, high-quality professional development plan that incorporates coaching and support for SIG teacher and school leaders.
- Design and implement internal and external communication plan for SIG transformation efforts.
- Identify and develop professional development room for collaboration teams and leadership teams to utilize.
- Establish a data-information system to inform teaching and learning decisions.
- Order technology, supplies, and materials required for school transformation plan.
- Develop and finalize MOUs with union, lead partner, district, and school related to SIG transformation plan.
- Finalize the budget for SIG transformation plan.
- Establish calendar of meetings, professional development, and activities for the school year and communicate broadly with all stakeholders.
- Develop and implement common assessments linked to CCSS for identified courses.
- Provide coaching and support to all students, staff and families in use of data to improve teaching and learning.
- Establish and implement progress monitoring meetings using tools, processes and accountability measures.
- Work with joint committee to design student growth measure component for teacher evaluation system.
- Begin refinement of transformation based on data, information and feedback from early implementation efforts.

(Appendices 10, 11, and 12)

CEC utilizes a scorecard to assess the progress of the school in meeting the school transformation targets during the first year and uses this data to determine accomplishments and opportunities for improvement. (Appendix 13)

1.3.2.3.3. Educational Program

1.3.2.3.3.1. Curriculum and Assessment: The CEC Transformation Model includes establishment of professional learning communities (PLCs) with administration and faculty members using formative and summative assessments to drive instruction to improve student learning (Hord's Five Components of PLCs, page 22, *Classroom Walkthroughs*). Through the development of creating a strong PLC, RIHS will focus on learning rather than teaching, working collaboratively, and teacher and student accountability for results (*PLCs at Work, pgs. 2-4)*. Teacher-leaders will undergo PD to prepare them to lead PLCs (http://www.allthingsplc.info/) through curriculum alignment, assessment design, and use of assessment data. In year 1, RIHS staff will align course assessments to common core standards and curriculum, with supports provided by CEC and the district Teaching and Learning department. These new assessments will

be developed for each course to determine students' content knowledge, critical thinking skills, and/or gaps needed to be addressed prior to introducing new information. Throughout each school year, short-cycle assessments (common quarterly assessments that need to be developed for all content areas in year 1) will be used to measure mastery of subject and adapt instruction to meet students' needs.

Clear expectations: During intervention periods, faculty advisors and school counselors work with students to establish a culture/process in which students own their data and track and monitor learning progress. Students set SMART goals, keep data notebooks, and share information and data about their progress. Teachers have time and opportunity to regularly analyze and discuss student data during collaborative teams, and they will use that information to drive instruction and supports to enhance student learning. Data analysis determines what professional development is needed to ensure high student growth and achievement.

Ongoing formative assessments guide instruction, differentiate, and determine interventions. Teachers are trained in a variety of research-based instructional methods and strategies to identify and implement strategic classroom interventions. Students identified as needing support are scheduled into AVID (Advancement Via Individualized Determination) for core subjects, electives, and learning lab periods, which incorporate math, English, and science tutoring, study skills, and test-prep strategies. Some students will need additional assistance in only one subject while other students may need help in multiple content areas, so each core content area is offered during one class period. This course will earn credits for students who are required to take it. Students identified as significantly below grade level take standard core courses and receive a "double dose" in that subject area. This "double dosing" is accomplished by enrolling identified students in a supplemental course to address individual learning needs, such as mathematical computations and reading skills.

Access and equity to a high-quality curriculum for all students: Opportunities for students to excel academically include additional services and course offerings (smaller learning communities, credit recovery, and intensive academic interventions).

1.3.2.3.3.2. Instructional Technology: The school and school district will have their own unique inventory and infrastructure of instructional, data management, communication, and media technologies. As a part of the initial needs assessment process, CEC will conduct a thorough audit of the school's existing technology resources, as well as its access to and expertise in using those technologies to support instruction.

At the school and district level, it will be imperative that administrators have timely access to valid and reliable data on student performance. In addition, the ability to apply various data analytics to measure instructional and programmatic impact will be needed to monitor progress of the transformational process.

Teacher access to instructional technologies, student performance data, and communication technologies is a second key area of need that will assessed in the initial stages of CEC's Lead Partner interactions with its schools. Further, an analysis of teachers' skills in using these tools, and the levels at which they are currently being used, will provide a picture of the capacity and competency issues that will need to be addressed as a part of this intervention.

Classroom applications of learning through the use of real world technologies in all curricular areas will support a dramatically different and differentiated approach to instruction. Student access to and current

use of a variety of learning, information, and media technologies is a third category of need that will be assessed. At a minimum, we will need two networked computer labs for use in assessments.

CEC will assist district and school personnel to coordinate their data resources and apply their existing technologies to assure maximum efficiency and effectiveness in their use. CEC will coach/train individuals and teams in analyzing the data for the purpose of improving instruction. Where there are gaps in access to or application of essential technologies, information, media services, or materials, a team will be convened to create a plan and budget for addressing those gaps. If the district does not already provide teachers with laptop computers, then CEC will provide them.

1.3.2.3.3.3. Conditions for Learning: According to a recent study, higher rates of office discipline referrals (ODRs) are associated with problematic behavioral climates in schools. The study estimated that, when a student receives an ODR, he/she loses twenty minutes of instructional time, and, when a student is given a suspension, he/she loses an entire day of instructional time. Other recent research indicates that positive school-wide behavior is associated with decreased exclusionary, reactive, and punitive discipline practices, increased student satisfaction, and improved perceptions of school safety. Other initial studies have illustrated that positive school-wide behavior supports decreased problematic behavior, increased time spent in academic instruction, and improved academic outcomes (Luiselli, Putnam, and Sunderland 2002).

Based on this research and its knowledge of best practices, CEC will establish a safe and orderly environment in its school by utilizing several concurrent strategies and policies to improve positive school-wide behavior, including, but not limited to:

- Consistent expectations – shared behavioral expectations for students among adults;
- Clearly articulated expectations – clear and concise communication of behavioral expectations to students;
- Pro-active supports – encourage positive behavior in students through data-driven pre-corrections, re-teaching, and review of expectations;
- Positive incentives – for students that recognize positive behavior;
- Clearly articulated and consistently enforced consequences – for students to discourage negative behavior; and
- Use of data – broadly sharing results to track and monitor progress, such as those offered through Positive Behavior Interventions and Supports.(*OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports*)

CEC will also establish a small community of learning as a strategy to provide students with a safer and more personalized environment in which to learn. Small schools (i.e., less than 600 total students) have been proven (Breaking Ranks II: Strategies for Leading High School Report 2004) to be safer, help ensure that no students fall through the cracks, and allow students to receive the personalized attention they need to learn effectively and behave appropriately.

CEC's vision for creating a high performing school emphasizes a small, safe, personalized environment that promotes a culture of learners through instruction that is rigorous, relevant, and rich with student supports. School facilities will be utilized in ways that assist the work of adults in collaborative teams to

effectively address and support student learning. Reconfiguring a traditional large school (which often features departmentalized building structures that preserve isolated and disconnected instruction communities) into a smaller learning community (intended to cultivate relationships and student supports) will be assessed and addressed in the first year of implementation.

Following an assessment of the school's physical facility, a floor plan will be developed to create and support the grouping of students and staff into small learning communities, based on the model outlined by the Institute for Research and Reform in Education: First Things First.(*First Things First*)

Create a climate of high expectations for success: We believe that turning around a chronically low-performing school requires substantially changing the expectations for everyone – students, teachers, administrators and parents – by putting systems in place that communicate and reinforce high expectations. We will expect every student in our school to graduate prepared for success in college and the workforce. To meet that goal, we will align learning standards in every grade level to that expectation. We will adopt curricula that are aligned with that goal and utilize formative assessments (i.e., MAP) that are aligned with our standards and support our curricula. Time will be allocated for teachers to work in teams with instructional coaches to identify problems and make plans to re-teach materials that were not learned.

Our school principal will work with teachers and the instructional coaches to establish learning targets for every student. The students and their parents will be informed about the learning targets and parents will be expected to help students meet their goals. Teachers will be expected to communicate regularly with parents on student progress.

The school will also have explicit high expectations for student behavior. Behavior incidents will be tracked and reported regularly at the student, classroom, and school levels so that problems can be identified and addressed. Students with behavior problems will be immediately addressed by the teacher with the student and his or her parent or guardian. We will also provide resources by which to expand a student's vision of success and give that student tools by which to meet higher expectations. One example is the AVID program, which emphasizes student study and organizational skills and, for middle and high school students, promotes college awareness and aspiration.

Shared understanding of mission and shared accountability: The mission of our school will be preparing all students for college and work force success. Every school staff member needs to adopt this mission as their own. In order to achieve the mission, we will establish individual student expectations consistent with meeting our ultimate goal for each student. All staff will be held accountable for their contribution to achieving the goal. Specific instructional goals, priorities, assessment procedures, and accountability are described at length in subsequent sections of this proposal.

Parent understanding and support: In our school, parent and community involvement will be essential to each student's performance, as well as to creating the sense of teamwork that is so critical for a successful school. The following will be basic tenets at our school concerning family and community engagement:

- Parents are regarded as partners in the education of their children;
- Explicit and regular communication is provided to parents about school programs, future school plans, and student opportunities;

- Mechanisms to ensure, support, and sustain parent involvement are developed by the principal, teachers, and parents;
- Expectations are set for parent obligations including their active participation in the education of their children and the life of the school; and
- Partnerships are developed with local government officials, businesses, social service agencies, clergy, health providers, and other community organizations.

Wrap-around support for students: Students' academic performance and progress depend on the environments in which they live and learn. Low-income youth need even more connections, supports, opportunities, and learning time to be successful. CEC will help broker opportunities for its schools to partner with a variety of community youth development, health, and social services organizations to help address the social, emotional, and physical needs of low-income students, and enable teachers and students to become more effective in meeting students' academic needs.

In *Making the Difference: Research and Practice in Community Schools*, the Coalition for Community Schools found three advantages that community schools have over schools that act alone. Community schools can:

- Garner additional resources and reduce the demands on school staff;
- Provide learning opportunities that develop both academic and nonacademic competencies; and,
- Build social capital through networks and relationships that support learning and create opportunities for young people while strengthening their communities.

CEC will work with the School Leadership Team to organize a system of student support that partners administrators, teachers, counselors, and community agency representatives and meets regularly to:

- Assess the needs of students referred for assistance;
- Problem solve and offer options to assist needy students;
- Develop and implement a plan to meet the students' needs; and
- Track and monitor progress and results.

1.3.2.3.3.4. Transitions: To improve student transition from middle school to high school and help ensure student success and avoid student drop-outs, CEC helps districts and schools put in place programming to help high school students avoid course failures, behavior infractions, and erratic attendance patterns, all of which can lead to high school dropouts. To address these factors contributing to 9th grade failure and dropout rates, the CEC Transformation Model includes the following initiatives, depending on school and district need:

- Freshman Academy: CEC facilitates development of a school-based Freshman Academy to incorporate a college- and career-ready framework of rigor, relevance, and relationships. To assist in the transition to high school, CEC helps schools institute a transition curriculum for all incoming freshmen, including special education and ELL students. The curriculum includes study skills, expected student behaviors, school operations, mapping to establish 4-year education plans, and

exposure to Career Cruising, as well as student interest surveys, credit system, and exposure to extra-curricular opportunities. Intervention time to reinforce the curriculum, as well as, allow time for other non-curricular activities that, in the past, interrupted instruction in regularly scheduled classes. The advisory period also can provide time to build relationships, mentoring, organizational skills, goal setting and implementing PBIS, which includes incentives for creating a positive learning environment. Advisory teachers conduct individual planning talks with assigned advisory students, reviewing 8th grade attendance, behavior, and grade data, as well as 8th grade EXPLORE data and Career Cruising results. They will also look forward, working with individual students to communicate the importance of high school course credits, daily attendance, and establishing a 4-year high school and post-secondary plans.

- Summer and Intersession Learning Programs: CEC can work with schools over the summer to develop intersession programs for students identified as needing additional time and opportunity to master essential learning concepts, credit recovery, and tutoring supports to increase student success in higher level coursework and graduation rates. Such programs can give students a jump-start each year before school in order to get them acclimated to the high school environment.
- Opportunities for Credit Recovery: Credit recovery programs is offered for targeted students based on data assessment of student needs. Remediation helps individual students gain mastery.
- Smaller Learning Communities: Through smaller learning communities, CEC helps schools identify and provide interventions based on individual student needs.
- Programs for Basic Skills Remediation: Remediation time provides a variety of opportunities for students to "catch up," including afterschool and quarterly Intersessions, and to "recover" credits for core classes they have failed.
- Early Warning Systems: A number of early warning systems enable early identification of need for remediation and social-emotional supports for 9th graders. Similarly, 10th and 11th grade small learning communities enable the school to build relationships and have in place systems that enable early warning for students in the upper grades. School-wide programs (such as individual intervention periods, college and career ready advisory programs, and PBIS) provide mechanisms for early identification of student needs. Teacher capacity for identification and intervention is developed through collaborative teams and targeted teams working as a professional learning community.

As lead partner, CEC works with the school Instructional Leadership Team (ILT) to track and monitor the impact of these interventions to improve student transitions and make adjustments as needed to increase positive results. School staff will regularly monitor student performance through the Behavior Intervention Team (BIT) and Enrichment programs. Students with multiple failing grades can be referred to the BIT team for subsequent interventions.

1.3.2.3.4. Staffing

1.3.2.3.4.1. Performance Evaluation System: CEC works with districts, unions, and schools to organize joint administration/association planning committees, aligned with national best practice in teacher evaluation and the decisions of the Illinois Performance Evaluation Advisory Council, which is charged with

developing the rules for implementing PERA. Organization of the evaluation system may include the following steps:

- Master planning, including an audit of existing evaluation system, organization of a committee, establishment of meeting norms and expectations, and development of a master schedule and timeline of critical deadlines. Levels of performance are defined, an introduction to the Danielson Framework for Effective Teaching is provided, and initial discussions are held regarding possible modifications.
- Process design, which involves defining the evaluation process (who evaluates, number and type of observations, process for achieving a teacher practice) and making modifications to the teacher practice framework. Each school received a teacher evaluation implementation guidebook detailing the process.
- Training and implementation, wherein plans and schedules are communicated to all schools and district stakeholders, educators are trained, and evaluators are trained and certified consistent with PERA.

At the conclusion of the process a new educator evaluation system based on the Danielson Framework for Effective Teaching can be implemented, with an instrument that measures professional practices in the 4 domains and 22 components of the Danielson Framework. The process begins with a self-reflection of the educator against the framework. A draft individual growth plan is created by the educator and shared with the evaluator. The educator and evaluator discuss the draft growth plan and reach agreement. The evaluator conducts formal and informal observations with written feedback to the educator along with conferences to monitor and improve instructional practices, classroom management, preparation and engaging themselves as a professional.

As part of the process, evaluators must undergo training with the CEC on conducting observations, providing quality feedback, and having professional conversations with educators. Practice using the Danielson Framework provided an understanding and practical application of the domains and components, providing evidence, and developing scoring skills. Working as a team assisted in developing inter-rater reliability. Through the transformation process, CEC provides ongoing support to the district PERA Joint Committee to design and implement student growth measures that meet state requirements around teacher evaluation.

1.3.2.3.4.2. Principal Effectiveness: CEC's Lead Partner transformation model will involve either the retention of the current principal or the selection of a new principal. Regardless of which outcome eventually occurs, the principal moving forward in the transformation process must accept the following responsibilities, and possess the following qualifications and experiences:

School Turnaround Leaders: Competencies for Success and *School Turnaround Leaders: Selection Toolkit,* which are documents that are part of the School Turnaround Collection from Public Impact are used by the CEC with SIG school and district leadership to address the issue of principal effectiveness.

School Turnaround Leaders: Selection Toolkit identifies competencies for school turn around leaders that should be used in identifying, screening and hiring school leaders who are being considered the SIG Schools.

School Turnaround Leaders: Competencies for Success states that the most important turnaround actions for school leaders focus on accomplishing the most critical, consistent success actions by:

- Identifying and focusing in a few early wins with big payoff, and use that early success to gain momentum.
- Break organization norms or rules that deploy new tactics needed for early wins.
- Act quickly in a fast cycle of trying new tactics, measuring results, discarding failed tactics and doing more of what works.

CEC uses this guidebook in guiding school leaders during the first six months of implementing the Transformation Plan. CEC's Transformation plan focuses on developing a shared leadership governance structure with clearly developed and communicated processes whose purpose is to provide direction around a focused, targeted, aligned set of strategies that will result in a few early wins toward establishing a culture of learning.

1.3.2.3.4.3. Recruitment: CEC will work with the school leader on teacher hiring and recruitment.

All teachers in the district who wish to apply for the CEC positions will be required to complete an application, which will include information on the individual's educational background, years and type of teaching experience, evidence of their highly qualified status, awards or recognition received for their teaching, any workshops offered by the applicant, a statement explaining why they would like to be considered for the position of CEC teacher, and recommendations from colleagues and principals supporting the application. CEC and the principal will review the applications and interview finalists from whom they will choose the school's teachers. CEC and the principal will utilize Public Impact's *School Turnaround Teachers: Competencies for Success* and *School Turnaround Teachers: Selection Toolkit* to inform and guide the hiring process to identify teachers who possess the competencies for success in a SIG transformation school.

All teachers will receive feedback on their performance quarterly during the school year, using Danielson's Framework for Teaching. The review process will be conducted as previously described.

All first and second-year teachers will receive intensive induction and mentoring support provided by the instructional leaders using the New Teacher Center (NTC) model.

CEC will also work with the teachers at the school to develop leaders within the school. CEC has significant experience in developing and supporting School Leadership Teams that continuously work at improving student achievement. CEC will work first to identify members for our School Leadership Team, which will include the principal, teacher leaders, and parents. Teacher leaders on the team will be elected by their peers. The criteria for qualified leadership team members will be developed by the District Partnership Council prior to the election. All members of the School Leadership Team will have augmented roles such as full-time-released mentors (who may also have supervisory responsibilities), redefined and empowered department chairs, school liaison leaders, or members of the District Partnership Council.

The purpose of the School Leadership Team is to lead a collaborative, systemic change process at the school level that builds an adult learning community to support continuous improvement in student learning. CEC will do this by embedding the work of the team in the Professional Learning Communities' priorities, which are to focus on learning, results, and the collaborative culture.

CEC will employ its well-developed, job-embedded curriculum to ensure a highly capable School Leadership Team at its school, which will empower the team to:

- Apply systems thinking to understand and combat the inherent dysfunctions of the school;
- Understand the dynamics of change and resistance to change in its school system;
- Learn how to motivate, empower, and lead a change process in the school;
- Identify and review possible data sources to determine strengths and areas for improvement;
- Learn how to shift the primary focus of their work to learning;
- Develop and align school improvement goals, measures, and action plans;
- Develop a deployment plan;
- Align a professional development plan to support the school improvement and deployment plans;
- Use the professional learning community model to develop goal teams;
- Learn how to apply the Plan-Do-Study-Act (PDSA) Cycle and data collection tools to the school improvement process;
- Learn how to track and monitor school improvement efforts and make adjustments to ensure success;
- Remove barriers at the team/department level; and,
- Listen, learn, and broadcast success from the teams and departments.

1.3.2.3.4.4. Staff Evaluation: The purpose of any teacher evaluation plan is to assure quality and engage teachers in continuous professional learning and improvement. The CEC evaluation plan does both. It features four distinct core elements that, when implemented correctly, ensure improved teacher practice and student learning. Additionally, CEC has a record of working closely with unions, district administrators, school boards, and classroom educators. Solidifying both understanding and buy-in by the union, district administration, and the school board in "releasing" the school to participate in this turn-around approach will require skillful support and a trusting relationship with CEC and its Supporting Partners. Establishing a process that will help steer careful buy-in and support from the entire district for the targeted school and encourage learning from its transformation work is critical to the success of this change process.

The union will need guidance and support from a trusted provider such as CEC to assist them in crafting the appropriate contract language and memoranda of understanding that will allow for changes in work rules, time, district-wide seniority, and measures of teacher effectiveness, which then require approval by all of the district's teachers before the school can move forward in this work. CEC has established trusting relationships with union, management, and school boards in more than 80 school districts in Illinois, including many of the districts with schools that will be targeted for this intervention. How these contract exceptions might be integrated into the district as a whole over the course of the intervention is part of the important work that must be embedded into this change strategy.

The evaluation process, consisting of four distinct elements, that CEC has developed is designed to implement a fair and consistent method to evaluate staff. First, best practice evaluation systems have *clear definitions of effective teaching*. The definition of effective teaching that CEC will use is Danielson's Framework for Teaching, often referred to as the "inputs." The framework measures what the teacher knows and is able to do and identifies four domains, which are linked to research, to improve student learning:

- Planning and preparation;
- Classroom environment;
- Instruction; and
- Professional responsibilities.

Each domain is further broken down to encompass a series of components and elements that specifically define effective teacher practice. Each component and discrete element is then assessed by a rubric which measures practice as unsatisfactory, basic, proficient, or distinguished.

Second, the CEC teacher evaluation system engages teachers in *continuous learning and improvement* through a system of self-directed inquiry. This is not intended to convey deficiency on the part of teachers. Instead, it is a mechanism through which the school makes explicit its expectations for ongoing learning on the part of every teacher. The process of self-directed professional inquiry involves a number of steps. These are, briefly, self-assessment, goal setting, improvement planning, working and obtaining feedback on the plan, and reflection and closure. This self-directed inquiry process should be incorporated into an annual Teacher Growth Plan, which will document the learning that has taken place and how that learning has translated to increased best practices in the classroom. Feedback can be obtained from teaching peers, collaborative team members and the principal and should include non-tenured mentoring and observations and analysis of instructional excellence from teaching peers or master teachers from other schools and districts.

Third, the CEC evaluation system requires a teacher's commitment to *implementing the Transformational Standards* required of a transforming school. This includes being a fully participating member of a collaborative grade-level or department teacher team that creates protocols that define how the team will use its time together and artifacts, which are documents that evidence how the collaborative team has worked to improve student achievement and foster the learning growth of its team members. Collaborative teams are the vehicles by which Transformational Standards reach students in the classroom.

Finally, the CEC teacher evaluation system will include *measures of student growth*, typically referred to as the "outputs" or what students know and do as a result of teaching. Assessments that accurately measure student learning during a year will be used. The mix of measures that will be used will be decided upon by the School Leadership Team, but two parameters must exist in our evaluation system: All teacher evaluations will partially be informed by student data; and a mix of measures will be used. That said, 50 percent of the evaluation process will be addressed through student achievement results while the other 50 percent will represent all other aspects of the evaluation process.

CEC has a wealth of experience in facilitating the design of teacher evaluation systems. CEC facilitated the development of the Evanston District 65 model that incorporates three of the components addressed above (CEC's evaluation model adds the Transformative Standards measure) into a coherent evaluation

system for all teachers. The summative rating is derived by looking at the overall ratings on the Danielson Framework for Teaching and the collaborative team/Transformative Standards criteria (inputs) and student growth data (outputs). In the CEC model, the two pieces are weighted equally: 50 percent for the inputs and 50 percent for the outputs. Documents related to the Evanston model are available upon request.

The model depends on the ability of the teacher and evaluator to have ongoing conversations about the data. The teacher will have regular check-ins with their evaluator about the results of their ongoing assessments. Minimally, the check-ins will minimally occur four times a year: once in the beginning to discuss the baseline data; once at the end of each quarter to assess progress and troubleshoot; and, finally at the end of the year to see the overall growth of a student.

Using all four core elements correctly allows the principal and/or School Leadership Team members to identify and address inadequate performance, as well as to identify and recognize effective performance. Using the Danielson rubrics and the collaborative team protocols and artifacts, in conjunction with student outcome measures, also provides focused feedback to every individual teacher.

1.3.2.3.5. Professional Development

1.3.2.3.5.1. Professional Development Professional development times and offerings will be based upon an assessment of best practices as adapted to the specific learning needs of the school, around the three professional development areas: Student Learning (essential learning targets, differentiated instruction, etc.); Student Achievement (assessment and data analysis training, etc.); and, Collaborative Culture and Learning (Danielson, SMART Goals, etc.). Professional development for teachers will be based upon a formative assessment approach for students: the professional development intervention should be timely, focused, and designed for quick and successful application in the classroom. As such, the vast majority of professional growth offerings will be within the timeframes outlined below, and a mandatory summer training requirement.

CEC recognizes that professional development must include standard components and also be customized to fit the specific needs of the school and the district as a whole. Professional development options will be based upon school, team, or individual teacher needs. School needs will involve the entire staff and will be judged based upon school-wide data representing achievement, collaborative culture, and instructional best practices. Team needs will be based upon team achievement data results and will involve all members of the team. Individual teacher needs will be based upon that teacher's Professional Growth Plan and the individual teacher's contributions to the collaborative team.

After the first school year, the School Leadership Team, in consultation with CEC, may decide to realign staff development times based upon determined school and professional development needs identified from the first school year. This includes consideration of a year-round school calendar or other schedules that will better meet student learning needs.

Professional development at the school will follow four basic tenets:

- Teachers will have defined input into the substance and design of professional development;
- Teachers will have weekly late-start days for professional development;

- Teachers will be organized into subject area professional learning communities; and
- Professional learning communities will focus on: analysis of student work; collaborative, peer examination of instructional practice; case conferencing on individual students; and, recommendations and design of professional development.

CEC will utilize QLD's SMART Goals Process™ (*The Power of SMART Goals*) to conduct its professional teacher development program. The process is a job-embedded, capacity-building professional development model that incorporates research on instructional best practices, and professional development on the use of those practices, by teachers in their classrooms. Teachers learn skills for effective team collaboration, how to develop and use common, formative assessments for monitoring the impact of their instruction, data analysis tools that guide differentiated instruction, and collaboratively build professional development plans aimed at achieving their SMART goals. The plans incorporate the context, process, and content standards put forth in the National Staff Development Council's (NSDC) Standards for Staff Development (*Standards for Staff Development*).

CEC's professional development program will also be informed by the work of the NTC. While the NTC has historically focused on supports for new teachers and administrators, they have learned that the conditions necessary to support this group of educators are the same conditions that would support all educators.

The NTC's experiences working in the fields of education research, policy, and practice have led it to two key understandings about educator development. First, improvements in teacher retention and student achievement can best be attained through ongoing supportive instructional interventions in the place where student learning happens – the classroom. Second, for real and sustained educator development to take place, classroom-level supports must be balanced with school environments that encourage, support, and challenge all teachers to achieve to their highest potential. In an effort to address the environmental factors that support educator development from novice to veteran, the NTC has engaged in a comprehensive data-driven initiative that seeks to open up the "black box" of conditions that foster school excellence.

Working directly with practitioners in schools for more than two decades, the NTC believes the dedicated professional educators working in schools are the individuals who best understand teaching and learning conditions. The initiative focuses on tapping into these vital resources to gain both teacher and principal perceptions of the teaching and learning conditions that support, or inhibit, academic success for all students.

Positive teaching and learning conditions are critical to creating environments where educators and students can succeed. These critical conditions include more than resources, class sizes, and physical structures (although these factors should not be overlooked). The NTC's conception of working conditions moves beyond traditional labor, health, and safety concerns to also account for a more comprehensive environment of teaching and learning. Its Teaching and Learning Conditions Survey looks at the following domains around teaching and learning conditions:

- School leadership;
- Professional development;
- Empowerment/decision making;
- Facilities/resources;

- Time; and,
- Mentoring/induction.

The NTC's research, conducted across ten states and 8,000 schools, has consistently demonstrated that the quality of teaching conditions can encourage or constrain good teaching and impact student achievement. To do their jobs well, educators need supportive school environments where they are valued, trusted, and can collaborate to improve instruction.

The NTC's study of school climate in sixteen Illinois districts as part of its TeLL (Teaching, Leading, and Learning) Illinois initiative found that participating educators were less likely than peers in other states to indicate that they had supportive leadership, sufficient resources, etc. Educators who noted the presence of strong leadership that created trusting environments and provided positive feedback were more likely to indicate that they would remain in their school. Additionally urban schools and those serving high poverty populations were less likely to provide the types of climate necessary for student success (Hirsch et al.).

The NTC, in partnership with CEC, would conduct its survey in CEC schools to assess school climate in these areas. The instrument and process piloted as part of TeLL Illinois provides the NTC and CEC with invaluable information to ensure high response in CEC's schools. Further, as the NTC conducts similar surveys nationally, they are in a unique position to put CEC's schools in context, providing comparisons not just in Illinois, but nationally, with schools serving similar populations. Both CEC and the NTC have vast experience utilizing culture and climate data as part of school improvement planning processes that will enable educators to better understand and improve their schools' climates.

A critical finding from the TeLL Illinois teaching conditions survey and other research from across the country is the importance of school leadership to teacher retention. The TeLL Illinois pilot demonstrated that school leaders who consistently communicate and enforce expectations and policies, create trusting environments, support educators, and shield them from disruption and excessive paperwork are more likely to retain their faculty. However, principals struggle to find the time and support they need to create these positive school climates. About six in ten principals said they were involved in decisions at the district level that directly influenced their school and that they needed more professional development in working with teachers, parents, and the community. A key challenge is that less than one-quarter of participating Illinois principals indicated that they had time to focus on instructional leadership, and seven out of ten indicated that they spend three hours or less in an average week on instructional planning with teachers. The NTC will work with CEC to gather similar information in its schools to help identify key areas where principals need support and will target professional development to school leaders.

1.3.2.3.5.2. Professional development evaluation: CEC evaluates professional development based on the actual results that can be observed through changes, or lack thereof, in teacher quality. The NSDC Survey, which is conducted twice a year, provides benchmark and trend data to help identify the professional development needs of the faculty and staff. (Appendix14). As such, the fidelity of implementation, quality, relevance, and utility of the professional development is specific to the needs in each school, and is balanced against how that professional development enhances teaching and learning in the school. Professional development times and offerings will be based upon an assessment of best practices as adapted to the specific learning needs of the school, around the three professional development areas described above. Professional development for teachers will be based upon a formative

assessment approach for students: the professional development intervention should be timely, focused, and designed for quick and successful application in the classroom. As such, the vast majority of professional growth offerings will be within the timeframes outlined above and a mandatory summer training requirement. Professional development options will be based upon school, team, or individual teacher needs. School needs will involve the entire staff and will be judged based upon school-wide data representing achievement, collaborative culture, and instructional best practices. Team needs will be based upon team achievement data results and will involve all members of the team. Individual teacher needs will be based upon that teacher's Professional Growth Plan and the individual teacher's contributions to the collaborative team.

After the first school year, the School Leadership Team, in consultation with CEC, may decide to realign staff development times based upon determined school and professional development needs identified from the first school year. This includes consideration of a year-round school calendar or other schedules that will better meet student learning needs.

1.3.2.3.6. Organizational Capacity

1.3.2.3.6.1. Governance: The Consortium for Educational Change (CEC) is a 501(c)(3) organization whose mission is to improve student achievement by working with districts and schools in becoming collaborative, high-performing organizations.

Organizational Structure: CEC helps schools and districts accelerate student learning by bringing together teachers, educational support personnel, school administrators, school board members, and parents to stimulate and promote change in school structures and relationships through collaboration.

CEC is unique because all its planning functions, services, and activities derive from stakeholders, including school board members, teachers, administrators, classified staff, parents, community members, and students. CEC is well suited to perform the responsibilities of Lead Partner in creating "turnaround" schools, because of its large network of partnering experience with more than 80 CEC member school districts, a wide variety of staff experience overall diverse list of school-related areas, and a robust list of partners who provide a significant base of successful school interventions based upon best practice research.

CEC has ongoing partnerships with a number of organizations, including: Dolan and Associates; NTC; Quality Leadership by Design; Charlotte Danielson and The Danielson Group; Rick Stiggins and the Assessment Training Institute; Jim Shipley & Associates; American Society for Quality; National-Louis University; Illinois Education Association-NEA; Regional Superintendents; and the Teacher Union Reform Network. CEC regularly utilizes the expertise of these partners by offering trainings and other consultative services needed to meet the needs of its member districts.

CEC was formed in February 1987, when district leaders (including administrators, teachers, and school board members) organized it to continue the collaborative work they had begun in an interest-based, win-win approach to collective bargaining. They wanted to support each other and access appropriate resources to deepen and expand these collaborative efforts to improve student achievement.

CEC's offices are located in Lombard, Springfield, and Carlinville. CEC's work is supported by seven full-time staff members, 37 part-time employees, and 46 consultants, who provide services in more than 80 Illinois school districts. A Steering Committee, made up of superintendents, union leaders, board members,

and support personnel from CEC's member districts, oversees the overall fiscal and program management of CEC.

CEC Financial Capacity: The Finance Director will ensure the overall fiscal health of the network. He will manage all network-level finances and compliance issues, including financial reporting to the state, district, and federal governments and any funders, creation of financial statements, payroll, budgeting, financing, and treasury and cash management. In addition, the finance director will be responsible for annual planning and budget forecasting along with the monthly monitoring and reporting that will be completed. CEC has sufficient cash reserves as of June 30, 2013, that enable it to operate for up to six months prior to receiving payment from the contracting school districts. CEC has sufficient number of signed contracts and grants for the FY14 that will provide a positive cash flow to financially support this initiative in addition to its current programs and services.

CEC Organizational Capacity: Over the years, CEC has established its niche and expertise in supporting districts and schools to improve student achievement. CEC has developed expertise in putting the many pieces together, helping people develop conceptual coherence or integration around how to link the pieces and connect the dots. Further, CEC supports people in implementation by helping to coordinate their efforts in the classroom, in the principal's office, and at central office. CEC has developed a staffing system that provides training and follow-up consultation and coaching onsite as well as an overall design of "Training the Trainers," which helps district and schools to develop their own internal capacity to sustain this work over the long-term.

CEC has developed ongoing relationships with a number of districts and schools throughout Illinois, including those who have not made Academic Yearly Progress, as well as others who are in restructuring. Our work and partnership with these districts and schools is ongoing. This work includes transforming district and school cultures and creating collaborative processes and structures, including District Leadership Teams, School Leadership Teams, and professional learning communities. CEC has helped districts and schools implement Comprehensive School Reform designs. In addition, CEC has worked with districts and schools to develop and implement School Improvement Plans aligned with the ISBE rubric. Through this work, we have seen significant improvements in district, school, and student performance on the ISAT.

Due to CEC's organizational structure, it is able to quickly build capacity to meet the needs of Illinois SIG school districts outside the city of Chicago. Currently, CEC is serving as lead partner for Peoria High School, Rock Island High School, and Danville High School. CEC Consultants also involved in a supporting capacity in other SIG schools, including Lanphier High School in Springfield and Sandoval High School.

1.3.2.3.6.2. Non-Negotiables: In the development of the 1003g SIG Transformation plan for, the LEA agrees to fully support the implementation of the SIG Transformation Model and will provide operational flexibility to the SIG school to create change, even if the change is inconsistent with current practice at other schools.

The LEA will grant full authority to the HS principal to implement the SIG transformation plan and will provide operational flexibility over items that include budgets, staffing, calendar and professional development

- Grant the authority to the schools to modify the calendar to extend learning time.

- Grant flexibility to school leaders to ensure high-quality customized professional development to support improvement efforts, even if different from district professional development expectations.
- Include the SIG Principal and Lead Partner in staffing decisions that impact the SIG Transformation plan.
- Grant flexibility to school leaders and staff from implementing district initiatives that do not align with the priorities of the SIG transformation plan.
- Grant authority to the school leadership and CEC lead partner to work to develop and amend the SIG and other budgets to support the initiatives of the transformation plan.

CEC will work with the SIG Transformation Officer to ensure alignment of programs, services and professional development to the SIG School's Transformation Model and SIG Goals. The SIG Transformation Officer will support the lead provider and school in the implementation of the SIG Transformation Plan.

1.3.2.3.6.3. Staffing: Staff and consultants who will provide support for this school intervention project include the following. One page resumes for all individuals are included in Appendix 15.

- Mary McDonald, CEC School and District Transformation Core Service Director

  Mary McDonald has worked for CEC since 2005 in supporting comprehensive school improvement and restructuring efforts in numerous Illinois districts as well as in other states. She has more than 30 years of service in public education and coaches and supports school and district leadership teams in their efforts to create and maintain professional learning communities that support a focus on learning, collaboration and accountability for results. Ms. McDonald actively supports schools and districts in the development and implementation of their school improvement and restructuring efforts.

- Dr. W. Patrick Dolan, Dolan and Associates

  Dr. W. Patrick Dolan, author of *Restructuring our Schools, A Primer on Systemic Change,* founded his own consulting firm in Kansas City, Missouri, in 1976. Dr. Dolan has a longtime relationship with the Consortium for Educational Change – often partnering with them to work with school districts and unions that are interested in implementing school improvement efforts through systemic change.

- Carrie Schieb, CEC Senior Consultant

  Carrie is working with CEC to help districts develop teacher evaluation systems that incorporate measures of student growth. Prior to her work with CEC, Ms. Scheib taught middle school mathematics in rural Arkansas, as a Teach For America corp member. As Senior Manager of School Performance with Chicago Public Schools (CPS), she coached principals, instructional leaders, and teachers on using data to drive instruction and building Professional Learning Communities.

- Gail Tolbert, CEC Senior Consultant

Gail Tolbert is a proven leader, who builds sustainable relationships and helps schools develop and strengthen collaborative cultures. She has worked in public education for over 25 years as a consultant, facilitator, principal, elementary and special education teacher. She supports schools in instructional improvement, restructuring efforts, coaches leaders, and supports the development and implementation of teacher evaluation and student growth measures.

- Gail Capps, CEC Senior Consultant

  Gail Capps has been an educator and teacher leader in elementary, middle and high school systems. She has worked as a special education teacher, school improvement coach and professional development coordinator in a large urban district. As Senior Consultant for CEC, Ms, Capps is working on the lead provider school improvement grant (SIG) team. Ms. Capps provides expertise in the areas of school reform, professional learning communities, response to intervention, SMART Goals, data decision-making, differentiated instruction and change practice.

- Laura Sestak, CEC School and District Transformation Program Manager

  Laura Sestak collaborates with the CEC School and District Transformation Core Service Director managing the efforts of the School and District Transformation team. She actively supports comprehensive school improvement and restructuring efforts in several Illinois districts in the development and implementation of their school improvement and restructuring efforts. Laura also works closely with TURN Regional Coordinators providing assistance and support for regional TURN networks throughout the United States.

- Susan Palmer, CEC Senior Consultant

  Susan Palmer is an experienced and motivated school reform/transformation professional with 25 years of teaching and administrative experience. Ms. Palmer has demonstrated proficiency in professional development programs, Danielson's Framework for Teaching Evaluation tool, management of Title I budgets, grant budgets and educational fund budgets. In her first year as principal, Ms. Palmer managed several budgets totaling over one half million dollars.

- Shelley Taylor, CEC Teacher Effectiveness Core Service Director

  As a Core Service Director for Teacher Effectiveness, Shelley supports CEC's work through design, development and consulting training around teacher evaluation, new teacher induction and mentoring, and co-teaching. Ms. Taylor supports CEC member and non-member school districts with facilitation and professional development training. Recently, Ms. Taylor was a remediation specialist assisting district with the Growth Through Learning Teacher Evaluation Performance training.

- Jill Meciej, CEC Student Effectiveness Core Service Director

  Jill Meciej works with school districts to focus on the areas of Common Core and Next Generation Standards, instructional strategies and tools, assessment for and of learning, and standards-based reporting. Prior to joining CEC, Ms. Meceij worked as a second grade teacher, Assessment and Research Assistant, Curriculum Coordinator, and Director of Curriculum and Instruction in a K-8 school district. In her role as a Director, Ms. Meceij facilitated curriculum review teams in all of the core areas as well as the Fine Arts, Foreign Language, and Physical Development and Health.

(1.2.1.1.3.3.) Service Area and Capacity Limitations: The Consortium for Educational Change (CEC) is a 501(c)(3) tax-exempt, nonprofit organization whose mission is to improve student achievement by working with districts and schools in becoming collaborative, high-performing organizations.

CEC respectfully submits this proposal to serve as Lead Partner in Illinois Partnership Zone school transformation projects located in regions I-B-B (West Cook), I-B-C (South Cook), I-B-D (North Cook), I-C (Northeast), II (Northwest), III (West Central), IV (East Central), V (Southwest), and VI (Southeast).

CEC has the capacity to work with several Illinois schools and districts at the elementary, middle, and/or high-school level, depending on the number of targeted schools per district and the geographic location of targeted schools in targeted districts.

1.3.2.3.7. Subcontractors

1.3.2.3.7.1. CEC respectfully submits this proposal as the lead partner and lists no subcontractors or partner organizations for implementation of the program. Depending on individual district needs, identified as part of the Needs Assessment process, CEC may choose to contract with vendors or other organizations, based on the lead partner's agreement with the SIG school and district and the Illinois State Board of Education.

1.3.2.3.7.2. N/a

1.3.2.3.8. Sustained Improvement

1.3.2.3.8.1. A school's capacity to sustain improvements following the intervention period will depend, in large part, on the willingness and ability of the entire school system to support those changes over the long-term. If the anchors have not changed at the end the grant period, then school improvements cannot be sustained, no matter how protected the school is and how successful the intervention has been.

Capacity for change, therefore, must consider the individual school, as well as the entire system in which the school is situated, and resources of the school and system toward these improvements must be aligned. CEC's capacity-building program will facilitate listening and learning on the part of the larger system (including district anchors) and other non-targeted schools. In this way, growth in student achievement at the targeted school can be sustained and continuously improved and capacity for change can be extended to non-targeted schools within the district.

The school transformation effort led by CEC is based on Fullan's change management theory (Fullan 2001) in which a process of cultivating relationships, sharing knowledge, and setting a vision and context for change empower leaders to deal with complex change continuously.

The CEC school transformation model moves the school from initial stages of inquiry and initiation of the process, into implementation, and ultimately into institutionalization of the reform.

Over the three years CEC, with its subcontracting partners, works intensively with the targeted school to build internal capacity to improve at three levels:

- As a school;
- As professional learning teams; and

- Within each and every classroom on a daily basis.

Based on results of the system assessment, CEC with subcontracting support in Year 1 accomplishes the following:

- Develops aligned standards, instruction, and assessment tools;
- Assembles a collaborative leadership structure and processes for sharing learning throughout the school system;
- Develops professional practices for school leadership and teachers; and
- Sets clear and ambitious performance targets for everyone.

Over the next school year, CEC involvement will gradually decrease, as school leaders develop the ability for shared learning and continuous improvements. In the final year of the intervention process, CEC provides specific interventions that the school requires (e.g., outcomes-based measurement and analysis, professional development, teacher evaluation, new teacher or principal coaching and mentoring/induction, or assessment practices).

1.3.2.3.9. Outcomes-Based Measurement Plan

1.3.2.3.9.1. Outcomes: CEC will set targets for leadership, learning environment, and student achievement (reading/language arts and math) to determine its effectiveness in transforming the schools for which it is a Lead Partner.

Leadership:

Objective 1.1: Administrative Leadership Teams will provide instructional leadership and support to faculty and staff to improve teacher effectiveness and increased student achievement.

Measureable Outcomes: Embedded professional development centered around reflection and using data to drive instruction

Evidence:

- 100% Participation In monthly meetings
- All students will achieve an 75% or greater on Common assessments
- 20% growth from students in the meets/exceeds level on the state PSAE.
- All students will achieve an 75% mastery of targeted skills on weekly curriculum- based measurements as developed by teachers and instructional coaches.
- 95% graduation rate of high school students
- 100% of ILT meetings will use collaborative discussions, Leadership decisions will be based on data
- Establish and participate in Council for continuous Improvement to support and sustain School Transformation efforts
- 100% of school leaders and teachers will use SMART Goals to drive decisions to improve teaching and learning
- 100% of school leaders and teachers will participate in PLCs

Objective 1.2 Teachers will improve instructional effectiveness in student learning through implementation of the Frameworks for teaching evaluation system and student growth measures
Measureable Outcomes: Design and implementation of a Teacher Evaluation Process with student growth measures aligned to PERA regulations
Evidence:

- 100% of administrators will conduct weekly classroom observations to provide formative or summative feedback to teacher to improve teaching practices
- 100% of teacher leaders will conduct weekly classroom observations to provide formative or summative feedback to teacher to improve teaching practices
- Implement Teacher Evaluation System with student growth measures

Learning Environment:
Objective 2.1 Establish & implement school wide systems to build a culture and community of positive behaviors to support student learning.
Measureable Outcomes: Data collection and analysis of student attendance.
Graduation rates based upon the school report card
Evidence:

- Attendance rate of 95% among high school students.
- Graduation rate of 90% of high school students

Objective 2.2 Increase student interventions and enrichment opportunities for students by collecting and analyzing student achievement data.
Measureable Outcomes: Data analysis of referrals, suspensions. Summative and formative data
Evidence:

- 30% increase in number of interventions and enrichment opportunities offered for students from year 1
- 30% increase in number of students participating in interventions & enrichment opportunities from year 1
- 100% of students will have access to the most effective and accurately implemented instructional and behavioral practices and interventions by implementing school –wide behavioral strategies

Objective 2.3: Facilitate positive relationships to engage students, families and community members in preparing students for college and/or careers.
Measureable Outcomes: College and Career Ready Data Analysis using ACT Linkage Reports.
Progress Monitoring of High School earned credits
Evidence:

- Graduation rate for high school students at 90% or higher
- Increase in number of students accepted into colleges/universities
- 100% of staff will implement daily Student Advisory or Rock Time to strengthen relationships and to prepare students for college and careers.

Reading/Language Arts

Objective 3.1: All teachers will use the School SMART Goals Process: A Framework for Shared Responsibility – to address greatest area of need in reading.
Measureable Outcomes: School-wide SMART Goal for improvement in Reading is established using data to address Greatest Area of Need (GAN)
Evidence:

- 20% student growth at the meets/exceeds level on the state PSAE in reading
- All students will achieve 75f% mastery of targeted skills on weekly curriculum based measurements as developed by teachers and instructional coaches
- 100% of the staff will follow and own the School-wide SMART Goal for Improvement in Reading
- Data Coach and Instructional Leaders will provide leadership and support to build capacity among faculty in the use of SMART Goals process

Objective 3.2: All teachers in Language Arts/English will use the common core standards to align their curriculum and assessments to ensure rigorous curriculum to prepare students for college and careers.
Measureable Outcomes: Formative Assessments based on essential learning for each course – aligned to common core standards
Evidence:

- All students will achieve an 75% or greater on Common assessments
- 20% student growth at the meets/exceeds level on the state PSAE in reading
- All students will achieve 75% mastery of targeted skills on weekly curriculum-based measurements as developed by teachers and PLC's
- 100% of Content areas will create common assessments aligned to the CCSS
- 100% of the Content areas will align 4 quarter plans will CCSS and common assessments

Objective 3.3: Using summative and formative assessments, all teachers will differentiate their instruction to engage students in their learning.
Measureable Outcomes: Formative and Summative Assessments based on analysis of the EXPLORE/PLAN/ACT, and Acuity and biweekly level of mastery of targeted skills on curriculum based measures.
Evidence:

- All students will achieve an 75% or greater on Common assessments
- 20% student growth at the meets/exceeds level on the state PSAE in reading
- All students will achieve 75% mastery of targeted skills on weekly curriculum- based measurements as developed by teachers and PLC's
- 80% of the content areas will implement common student evaluation/grading rubric to ensure rigor
- 100% of teachers will use Trend Data Analysis using Common Assessments to analyze student growth

Math

Objective 4.1: All teachers will use the School SMART Goals Process: A Framework for Shared Responsibility – to address greatest area of need in math.

Measureable Outcomes: School-wide SMART Goal for improvement in math is established using data to address Greatest Area of Need (GAN)
Evidence:

- 20% student growth at the meets/exceeds level on the state PSAE in reading.
- All students will achieve 75% mastery of targeted skills on weekly curriculum- based measurements as developed by teachers and instructional coaches.
- 100% of the math staff will follow and own the School-wide SMART Goal for Improvement in math
- Data Coach and Instructional Leaders will provide leadership and support to build capacity among faculty in the use of SMART Goals process

Objective 4.2

- All teachers in Math will use the common core standards to align their curriculum and assessments to ensure rigorous curriculum to prepare students for college and careers.

Measureable Outcomes: Formative Assessments based on essential learning for each course – aligned to common core standards
Evidence:

- All students will achieve 75% or greater on Common assessments
- 20% student growth at the meets/exceeds level on the state PSAE in reading.
- All students will achieve 75% mastery of targeted skills on weekly curriculum-based measurements as developed by teachers and PLC's.
- 100% of the Content areas will align four-quarter plans will CCSS and common assessments
- 80% of the content areas will implement common student evaluation/grading rubric to ensure rigor
- 100% of teachers will use Trend Data Analysis using Common Assessments to analyze student growth

1.3.2.3.10. Staff Requirements

1.3.2.3.10.1. Highly qualified staff: As detailed in Section 1.3.2.3.6.3., CEC staff and consultants with experience in school improvement include:

- Mary McDonald, CEC School and District Transformation Core Service Director
- Dr. W. Patrick Dolan, Dolan and Associations
- Carrie Schieb, CEC Senior Consultant
- Laura Sestak, CEC School and District Transformation Program Manager
- Shelley Taylor, CEC Teacher Effectiveness Core Service Director
- Jill Meciej, CEC Student Effectiveness Core Service Director
- Susan Palmer, CEC Senior Consultant

1.3.2.3.10.2. Staff Involvement in SIG School/District: To implement the Transformation Model in the school, a CEC staff member, experienced in school transformation, provides on-site, daily support at the school Additional staff consultants provide additional as-needed support, based on the needs identified in

the Needs Assessment and included in the school's transformation plan. This can include support for union-district collaboration, professional development, establishment of teacher evaluation systems, or development of systems for use of data to drive decisions. One-page resumes, detailing the experience of these individuals in school improvement, are included in Appendix 15.

CEC Appendix 1

SAMPLE TEACHER A

French 135

Student Learning Objective: Students will develop and demonstrate reading comprehension, vocabulary growth, and grammar skills in French.

National Foreign Language Standards

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

	Population	**Student Baseline and Analysis**	**Strategies**	**Assessment**	**Interval**	**Growth Measure/ Target**
	French 135: Twenty Eight students in the 3rd hour class with 85% attendance and who were present for the pretest will develop reading comprehension, vocabulary and grammar skills in French. 1 student did not test in the class.	All students need vocabulary and grammar development in French. All students scored below 46% on the assessment. 9 students scored between 0-25 5 students scored between 26 and 34 14 students scored between 35 and 45	Classroom instruction White board activities Textbook driven activities Written translations Worksheets form text DVD tutor to support learning. Oral review Bell work Vocabulary games and review Modeling Gradual release of responsibility Cooperative learning CRISS strategies	Type 3 Teacher created assessment for French 135.	French 135 students are enrolled in a year-long course.	Seventy-five percent of the students who scored between 35-45 on the growth assessment pretest will improve by a minimum of 30 points. Seventy-five percent of the students that scored between 25-34 on the growth assessment pretest will improve by a minimum of 35 points. Seventy-five percent of the students that scored below 24 on the growth assessment pretest will improve by a minimum of 40 points on the post-assessment
Guiding Questions:	• What students will this objective address?	• What needs for all were identified? • What needs for student group (subject area, student group, or concept/skills) were identified? Based upon what data? • Is it aligned to standards?	• What does the research say about the strategy? • How will you differentiate instruction? • How do the strategies support the Student Learning Objective?	• How are you going to measure student growth? • (For Type III) Why is this assessment the best for your objective?	• How long is the interval of instruction? (quarters, semesters, year-long)	• What baseline data do you have? • What is the percentage of students who will perform at the target level? • What is the growth target? • How was the target determined?

Criteria:	❑ SLOs must jointly cover 100% of student population ❑ Exemptions are allowed with evaluator approval ❑ 85% attendance is assumed ❑ Must have pre-test data on each student included	❑ Supports school and district goals and School Improvement Goals ❑ Based on review of school and classroom data for areas of strength and needs (by subject, by student group, by concept/skill) ❑ Aligns with state standards and/or common core standards, where applicable	❑ Identifies the model of instruction or the key strategies to be used ❑ Selects strategies appropriate to the content and skill level observed in the pre-test data ❑ Is continually examined and adjusted to better meet student needs	❑ Consistent administration ❑ Aligned with national standards, where available ❑ Applicable to the purpose of the class and reflective of the skills students have opportunity to develop ❑ Administered at least twice in a year ❑ Produces timely and relevant data ❑ Feasible, practical and affordable ❑ Consistent results	❑ Adequate for content/course ❑ Appropriate for assessment ❑ Identifies time instruction will occur	❑ Limit of one target with up to three tiers ❑ Expressed in whole numbers ❑ Can use the following data to inform targets: pre-test, formative assessments, previous achievement data, attendance, and teacher observation ❑ Encourage collaboration ❑ Covers at least 75% of students

Support

- What kind of instructional support and/or professional development do you need to meet this objective, within the school and district parameters?
  - CRISS Stategies
  - DVD Tutor
  - FIP training
  - Department Collaboration
  - Textbook and textbook resources
  - Differentiated instruction and PD
  - Formative and summative assessments
- What materials and other resources can help you meet your SLO, within school and district parameters?
- Is the opportunity available in a timely manner to help me meet my goal?

CEC APPENDIX 2

PEORIA public schools

Where remarkable happens every day

Implementation Toolkit

Revised November 21, 2011

Table of Contents

Introduction / Overview

Purpose

The Implementation Toolkit contains the supporting documents for Peoria's new evaluation model. Directions and rationale for forms can be found in the Glossary of Terms below. As stated in the Teacher Evaluation Guidebook, the new evaluation model is built upon three core beliefs:

1) **Nothing we can do for our students matters more than giving them effective teachers**. Research tells us this singular factor makes the biggest impact on the quality of our students' educational experiences. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.

2) **Teachers deserve to be treated like professionals.** Unfortunately, current evaluations treat teachers like interchangeable parts—rating nearly all teachers good or great and failing to give teachers the accurate, useful feedback they need to do their best work in the classroom. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.

3) **A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

In order for the system to reach the shared vision of the Design Committee, strong implementation is necessary. Peoria will continue to work in collaboration with The Consortium for Educational Change (CEC) which will provide training and assist in monitoring implementation to ensure fair, accurate and consistent implementation.

Implementation Support

During the 2011 -2012 school year teachers, evaluators, and peer observers will participate in timely professional development that addresses events within the evaluation process. These sessions will ensure a strong implementation that meets the needs of all stakeholders.

Glossary of Terms

Self Assessment/Reflection Form: The intent of this form is to help a teacher to reflect upon his/her performance in order to highlight strengths and weaknesses according to *The Peoria Framework for Teaching*. The self-assessment should be completed by the teacher prior to the Beginning-of-Year Conference (BYC) and discussed during this time. It should also be completed again prior to the Mid-Year Conference (MYC).

Beginning-of- Year Conference Form: The Beginning-of-Year Conference (BYC) focuses on discussion of the teacher self-assessment as well as formation of a Professional Development Plan. The form included in this toolkit describes the conversation and serves as an agreement between the evaluator and the teacher to hold each other mutually accountable for development.

Professional Development (PD) Plan: Based upon their own self-assessment, teachers will draft professional development goals for the year. These goals translate into a Professional Development Plan or PD Plan. This plan is discussed and finalized during the BYC. Goals should be revisited and revised during the Mid-Year Conference.

Note: *The Performance Evaluation Reform Act (PERA) of 2010 requires that teachers receiving Needs Improvement ratings develop a professional development plan "directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement." It is therefore essential that a formal professional development plan include both a summary of areas in need of improvement and any resources a district will provide to support improvement. Teachers receiving a rating of Unsatisfactory must be provided additional resources, including a consulting teacher, which must be included in a formal Remediation Plan. See the Guidelines for Remediation Plan for additional requirements.*

Formal Pre-Observation Form: This form is designed for teachers to provide information to evaluators in advance of a formal observation. The teacher indicates any important information about the lesson as well as the class and anything else he/she wants the evaluator to know in advance. The pre-observation form is filled out in advance of and used for discussion during the Pre-Observation Conference.

Observation Log: This log confirms evaluator, Peer Observer (when applicable), and peer participation in a formal or informal observation. *The evaluator Peer Observer should fill in all fields and ensure that the teacher confirms participation by signing.*

Informal Observation Form: A Peer Observer or evaluator uses this form during an informal observation. Teachers must receive feedback within five working days of their informal observation.

Formal Observation Form: Teachers must receive feedback within five working days of their formal observation. This feedback may be captured in an additional form or a copy of the completed observation form, but should be shared through conversation between the evaluator and teacher when appropriate.

Teacher Post-Observation Form: Post-observation form for teacher helps the teacher reflect on the observation. These forms must be completed in advance of the Post-Observation Conference and then discussed during the conference. Feedback from the evaluator must be provided in writing to the teacher during this conference.

Mid-Year Conference (MYC) Form: During the MYC, evaluators and teachers discuss the mid-year self-reflection as well as progress made toward the Professional Growth Goals. Together, they should modify these goals as necessary. In addition, the evaluator may choose to use the MYC to provide an initial, formative assessment of performance on *The Peoria Framework for Teaching*. If the teacher is in danger of receiving a Needs Improvement or Unsatisfactory rating, this is the time to establish a support plan for teachers to be followed during the second half of the year.

Guidelines for Remediation Plan: This form is only used if a tenured teacher receives a summative evaluation rating of Unsatisfactory. If this should happen, the remediation plan and professional development plan must be drafted within 30 days of a teacher's receipt of the Unsatisfactory rating, attached to the remediation form, and submitted to appropriate personnel.

End-of-Year Conference Form: This form is designed to help evaluators identify that teacher's strengths and areas of weakness. It should be completed prior to the EYC. The EYC should focus on the final teacher self-assessment, progress made towards professional development goals, identifying growth areas, and the final summative rating.

Summative Rating Form: This form is to be jointly reviewed by the teacher and evaluator during the End-of-Year Conference. The Rating is to be based on data collected over the course of the evaluation cycle using Peoria's Operating Principles as defined within the Guidebook.

Summative Evaluation Cycle Summary

		PLAN (August – September)	**COLLECT** (September – December)	**CHECK-IN** (December – January)	**COLLECT** (January – May)	**RATE** (March/June)
Pre-Tenure Teacher	**Teacher Tasks**	1. Complete Self-Assessment		8. Complete Self-Assessment		14. Complete Self-Assessment
	Evaluator Tasks*	2. Schedule and Conduct BYC 3. Develop **PD Plan** with Teacher	4. Conduct Formal Observation #1 5. Conduct Informal* Observation #1 6. Conduct Formal Observation #2 7. Collect Additional Evidence	9. Schedule and conduct MYC 10. Revisit and **Revise PD Plan** with Teacher	11. Conduct Informal* Observation #2 12. Conduct Formal Observation #3 13. Collect Additional Evidence	15. Identify **Evidence-Based Practice Rating** 16. Schedule and Conduct EYC 17. Provide Teacher **Statement of Strengths and Weaknesses**
Tenure Teacher	**Teacher Tasks**	1. Complete Self-Assessment		6. Complete Self-Assessment		11. Complete Self-Assessment
	Evaluator Tasks*	2. Schedule and Conduct BYC 3. Develop **PD Plan** with Teacher	4. Conduct Formal and/or Informal Observation 5. Collect Additional Evidence	7. Schedule and conduct MYC 8. Revisit and **Revise PD Plan** with Teacher	9. Conduct Formal and/or Informal Observation 10. Collect Additional Evidence	12. Identify **Evidence-Based Practice Rating** 13. Schedule and Conduct EYC 14. Provide Teacher **Statement of Strengths and Weaknesses**

Items in **BOLD** must be included in each Teacher's personnel file.

*Peer Observer may conduct Informal Observations as described in the *Peoria Framework for Teaching Guidebook.*

Observation Cycle Form Map

Pre-Tenure Teacher

Step	Form(s)
1	• Self-Assessment (BY) (*Teacher)*
3	• Professional Development Plan (*Teacher and Evaluator)* • PD Agreement *(Teacher and Evaluator)*
4	• Formal Observation Rubric (*Evaluator)* • Observation Log *(Teacher and Evaluator)*
5	• Informal Observation Rubric *(Evaluator)* • Observation Log *(Teacher and Evaluator)*
6	• Formal Observation Rubric *(Evaluator)* • Observation Log *(Teacher and Evaluator)*
7	• Additional Data Audit *(Evaluator)*
8	• Self-Assessment (MY) *(Teacher)*
10	• Professional Development Plan *(Teacher and Evaluator)* • PD Agreement *(Teacher and Evaluator)*
11	• Informal Observation Rubric *(Evaluator)* • Observation Log *(Teacher and Evaluator)*
12	• Formal Observation Rubric *(Evaluator)* • Observation Log *(Teacher and Evaluator)*
13	• Additional Data Audit *(Evaluator)*
14	• Self-Assessment (EY) *(Teacher)*
15	• Summative Rating Form *(Evaluator)*
17	• Statement of Strengths and Weaknesses *(Evaluator)*

Tenure Teacher

Step	Form(s)
1	• Self-Assessment (BY) *(Teacher)*
3	• Professional Development Plan *(Teacher and Evaluator)* • PD Agreement *(Teacher and Evaluator)*
4	• Formal Observation Rubric or Informal Observation Rubric *(Evaluator)* • Observation Log *(Teacher and Evaluator)*
5	• Additional Data Audit *(Evaluator)*
6	• Self-Assessment (MY) *(Teacher)*
8	• Professional Development Plan *(Teacher and Evaluator)* • PD Agreement *(Teacher and Evaluator)*
9	• Informal Observation Rubric or Formal Observation Rubric *(Evaluator)* • Observation Log *(Teacher and Evaluator)*
10	• Additional Data Audit *(Evaluator)*
11	• Self-Assessment (EY) *(Teacher)*
12	• Summative Rating Form *(Evaluator)*
14	• Statement of Strengths and Weaknesses *(Evaluator)*

Self-Assessment/ Reflection Form

Identify at least one strength and one area for development within each Domain of *The Peoria Framework for Teaching* Use prior evaluations and other data to provide rationale as to why you selected these competencies. Record the areas for development and strengths in the appropriate box based on the domains to which they align. The areas that you identify will inform the Professional Development Plan that you create with your evaluator.

Teacher's Name: _____ Date: _____/_____/_____

Domain	Strength	Area for Development
Domain 1 Planning and Preparation		
Domain 2 The Classroom Environment		
Domain 3 Instruction		
Domain 4 Professional Responsibilities		

Individual Criterion Ratings: Rank your performance on each criterion on a scale from 1-4 with 1 being least successful and 4 being most successful, based upon Domains 2 & 3 above.

Engages students in work that develops higher level thinking skills: _____
Checks for student understanding and responds to student misunderstanding: _____
Differentiates instruction for student needs by employing a variety of instructional strategies: _____
Facilitates organized, student-centered, objective driven lessons: _____
Communicates content and concepts to students: _____
Maximizes Instructional time: _____
Designs lesson plans, units, and assessments: _____
Collects, tracks and uses student data to drive instruction: _____
Develops student learning goals:_____
Students actively participating in lesson activities: _____
Promotes high academic expectations for students: _____
Builds a positive, respectful classroom environment: _____
Sets and implements discipline management procedures: _____

Individual Criteria Ratings: Rank your performance on each criterion on a scale from 1-4 with 1 being least successful and 4 being most successful, based upon Domains 1 & 4 above.

Complies with policies and procedures at school: _____
Treats colleagues with respect throughout all aspects of work: _____
Complies with teacher attendance policies: _____
Dresses professionally according to school policy: _____
Collaborates with colleagues: _____
Implements school rules: _____
Communicates with parents throughout the year: _____
Seeks feedback in order to improve performance: _____
Participates in professional development and applies learning:_____

1. **Summarize**: Briefly summarize the *top* priority area from Domain 2 & 3 ranking and Domain 1 & 4 ranking (two total items) that you plan to focus on in the coming year in two paragraphs or less. Explain why these are your priority areas of growth and how focusing on these development areas will help you improve as a professional. These areas of development will be the basis of the Professional Growth Goals in your Professional Development Plan.

2. Is there anything else about your role as an educator this year that you feel is important to share with your evaluator (new assignment, major program change, new management structure, etc.)?

Beginning-of-Year Conference Form

The Beginning-of-Year Conference is intended as a time for teacher and evaluator to discuss professional goals for the year. The conversation should be structured around the individual teacher's goals and support needed for the upcoming year. Conversation participants should sign and file the bottom section of this sheet to document that the conversation occurred.

Prior to the conference:

- The teacher should complete a Self-Assessment Form and draft a minimum of two professional development goals.
- The evaluator and teacher should individually review the previous year's summative evaluation

During the conference:

- The evaluator and teacher should review the teacher's self-assessment results
- The evaluator and teacher should formalize development goals for the year using the Professional Development Plan form (found on the following page of this toolkit).

Note:

If the tenured teacher received a summative rating of "Needs Improvement" during the previous academic year, the Professional Development Plan should be accompanied by additional evaluator/teacher observations and check-ins on progress towards development goals.

If the tenured teacher received a summative rating of "Unsatisfactory" during the previous academic year, the Professional Development Plan should be accompanied by the Remediation Plan drafted at the end of the previous school year. During this conference, teacher and evaluator should revisit and review the Remediation Plan.

Tenured teachers currently working towards the successful completion of a Remediation Plan should continue using that plan until the completion of the plan and their evaluation cycle.

Our signatures below confirm that we have met and established a Professional Development Plan for the upcoming school year and will revisit the PD Plan at the MYC and EYC.

Teacher Signature: _____

Evaluator Signature: _____

Meeting Date: _____/_____/_____

Please Note: *The evaluator may change, with notice, during the evaluation cycle.*

A copy of this form as well as the agreed upon Professional Development Plan will be kept in the teacher's evaluation file for future reference.

Professional Development Plan (PD Plan)

Teacher's Name:

<table>
<tr><td colspan="6">Professional Growth Goal: # ____</td></tr>
<tr><td rowspan="5">Overall Goal: Using your most recent evaluation, identify a professional growth goal below. Include how you will know that your goal has been achieved. Identify alignment to The Peoria Framework.</td><td>Action Steps and Data: Include detailed steps and the data you will use to determine whether each benchmark is met.</td><td colspan="4">Benchmarks and Data: Set benchmarks to check your progress throughout the year (Min. of 3). Also include data you will use to ensure your progress is achieved at each benchmark.</td><td>Evidence of Achievement: How do you know that your goal has been met?</td></tr>
<tr><td rowspan="2">Action Step: 1</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td rowspan="2"></td></tr>
<tr><td>Data:</td><td>Data:</td><td>Data:</td><td>Data:</td></tr>
<tr><td rowspan="2">Action Step: 2</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td>__/__/__</td><td rowspan="2"></td></tr>
<tr><td>Data:</td><td>Data:</td><td>Data:</td><td>Data:</td></tr>
</table>

Formal Pre-Observation Form

The teacher should complete this form and attach a filled in Formal Observation Lesson Plan Template 5 working days prior to their formal observation and prior to the pre-observation conference.

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Pre-Observation Conference:	
Date of Scheduled Classroom Observation:	
Type of Lesson:	
Learning Outcomes: (1c)	

Evidence will be gathered in all components in domains 2 and 3. However, there might be specific components where additional feedback is requested. Which specific components within domains 2 and 3 would you like the observer to pay special attention to during the lesson?

Component Focus:	**Domain 2:_____ Domain 3:_____**

Interview Protocol for the Pre-Observation Conference: In preparation for your formal observation, please answer the questions below and attach the appropriate lesson plan and any other requested material.

1) What learning objectives or standards will you target during this class?

2) How will you know if students are mastering/have mastered the objective?

3) Is there anything you would like me to know about this class in particular?

4) Are there any skills or new practices you have been working on that I should look for?

Formal Observation Lesson Plan Template

The teacher should complete this form and submit lesson plan to evaluator **5 working days** prior to formal observation.

Name of Teacher:	
School:	
Grade Level/Subject:	
Name of Evaluator:	
Date of Scheduled Classroom Observation:	
Type of Lesson:	
Illinois State Standards:	

Throughout the lesson plan, demonstrate knowledge of content and structure of the discipline you teach. **(1a: Demonstrating Knowledge of Content and Pedagogy)**	
Describe any unique characteristics of the students in the class. **(1b: Demonstrating Knowledge of Students)** • Student backgrounds. • Cultures. • Skills. • Language proficiency. • Interests. • Use this knowledge to differentiate.	
State your instructional goals and objectives for this lesson. **(1c: Setting Instructional Outcomes)** • What do you expect students to learn? • How will they demonstrate their learning? • How will you modify for individual student needs? • How do goals support state standards? • Do goals link to other disciplines?	
What resources are available to you to enhance your students' experiences during this lesson? **(1d: Demonstrating Knowledge of Resources)** • Technology. • Resources in and beyond school. • Professional organizations.	

• Community experts.	
Outline your instructional plan for this lesson. **(1e: Designing Coherent Instruction)** • Coordinate knowledge of content, students and resources. • Maintain clear structure. • Captivate students for substantial learning. • Differentiate where appropriate. • Include time elements. • Describe use of instructional grouping. • Describe materials/resources to be used	
Outline your instructional plan for this lesson. **(1e: Designing Coherent Instruction)** • Coordinate knowledge of content, students and resources. • Maintain clear structure. • Captivate students for substantial learning. • Differentiate where appropriate. • Include time elements. • Describe use of instructional grouping. • Describe materials/resources to be used.	(Attach separate page, if needed.)
How do you plan to assess the students' attainment of this lesson's goals? **(1f: Designing Student Assessments)** • Describe procedures you will use. • Align with instructional outcomes found in (1c). • Adapt for individuals as needed. • Present a plan for using assessment results.	

Classroom Observation Log

Teacher:_____ School Year: _____

Type of observation (*Formal or Informal*)	Date of observation	Observer's Name	Observer Signature	Teacher Signature
	__/___/___			
Lesson summary:				
	__/___/___			
Lesson summary:				
	__/___/___			
Lesson summary:				
	__/___/___			
Lesson summary:				
	__/___/___			
Lesson summary:				
	__/___/___			
Lesson summary:				
	__/___/___			
Lesson summary:				

Informal Observation Log

This form should be used to collect during an informal observation.

Note: *It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations. All data collected during an observation will add to a pool of evidence.*

Teacher:_____ School Year: _____

Domain 2: The Classroom Environment	**Domain 3: Instruction**
2a Creating an Environment of Respect and Rapport	3a Communicating with Students
2b Establishing a Culture for Learning	3b Using Questioning and Discussion Techniques
2c Managing Classroom Procedures	3c Engaging Students in Learning
2d Managing Student Behavior	3d Using Assessment in Instruction
2e Organizing Physical Space	3e Demonstrating Flexibility and Responsiveness

Domain 2 and 3 Observation Form/ Classroom Observation Form

Note: *It is not expected that every competency be observed during every observation. This form may be used for formal or informal observations. All data collected during an observation will add to a pool of evidence.*

Teacher:_____ School Year: _____

Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with moderate teacher commitment to the subject, modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for all students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempts to create a culture for learning are partially successful, with moderate teacher commitment to the subject, modest expectations for student achievement, and little student pride in work.	The classroom culture is characterized by high expectations for all students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c **Managing Classroom Procedures**	Students not working with the teacher are not productively engaged. Much instructional time is lost because of inefficient classroom routines and procedures for transitions. Teacher does not work to engage any volunteers or paraprofessionals in the room.	Only some students or groups are engaged in work without direct teacher supervision. Some instructional time is lost because classroom routines and procedures for transitions are only partially effective. Teacher makes minimal use of volunteers and paraprofessionals in the room.	Individual and group work is well organized. Little instructional time is lost because of classroom routines and procedures for transitions. Teacher works to productively engage volunteers and paraprofessionals in the room.	Individual and group work is well organized, and students are productively engaged without direct supervision. Students contribute to the seamless operation of classroom routines and procedures for transitions. Teachers work with volunteers and paraprofessionals to make substantial contributions.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d **Managing Student Behavior**	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior when it occurs is inconsistent and significantly distracts from the pacing of the class. .	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results or distraction from the pacing of the class, to monitor student behavior and respond to student misbehavior. .	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student misbehavior is appropriate and does not significantly distract from the pacing of the class.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e Organizing Physical Space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success..	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
Evidence:				

Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' levels of development.	Expectations for learning, directions and procedures, and explanations of content are not consistently clear to students; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher anticipates possible student misconceptions. Oral and written communication is clear and expressive, and appropriate to students' cultures and levels of development.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b **Using Questioning and Discussion Techniques**	The teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Almost all students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and engage all students. Students formulate many of the high-level questions and assume considerable responsibility for the success of the discussion.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c **Engaging Students in Learning**	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained or has an inconsistent pace.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. Almost all students are engaged in work of a high level of rigor. The lesson's structure is clearly defined, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d **Using Assessment in Instruction**	Formative and/or summative assessment is not used appropriately in instruction, either through monitoring of progress by the teacher or students, or feedback to students. Students are not aware of the assessment criteria used to evaluate their work.	Formative and/or summative assessment is occasionally and only somewhat appropriately used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Formative and/or summative assessment is appropriately used in instruction through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and timely and specific feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Formative and/or summative assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and the teacher, and timely and specific feedback to students from a variety of sources.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e **Demonstrating Flexibility and Responsiveness**	The teacher adheres to the instruction plan, even when a change is needed and would improve the lesson or address students' lack of interest. The teacher disregards student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with limited success. The teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
Evidence:				

Domain 1 and 4 Observation Form

Teacher:_____ School Year: _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b Demonstrating Knowledge of Students	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and various needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and various needs, but occasionally has a difficult time incorporating this knowledge into plans.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and various needs, and incorporates this knowledge into plans.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and various needs from a variety of sources, and differentiates and plans for instruction for individual students using this knowledge.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, consistently represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students. They consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher struggles to adapt outcomes for all student needs.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, modified for students with various needs, represent different types of learning, and can be assessed.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. When appropriate, they link to related disciplines. They are suitable for all students in the class, and are modified for individual student needs.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with technology or other resources to enhance learning experiences for students. The teacher does not seek such knowledge or resources.	The teacher demonstrates some familiarity with technology and other resources available through the school or district, but has some difficulty incorporating resources appropriate to the discipline or relevant to students.	The teacher is fully aware of and utilizes technology and other resources available through the school or district to enhance learning experiences for students.	The teacher seeks out technology and other resources in and beyond the school or district in professional organizations, and in the community. They use these resources to enhance their own knowledge and incorporate them into their instruction.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e **Designing Coherent Instruction**	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students or individual students when modifications are needed. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f **Designing Student Assessments**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the whole class, but not for groups or individual students.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
Evidence:				

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflection on Teaching	There is no evidence of a system for tracking student progress or does not use information on progress to inform the planning process. Teacher does not accurately assess the effectiveness of the lesson, and has no effective ideas about how the lesson could be improved.	Teacher may have a slightly disorganized system for tracking student progress and does not always use this information to inform the planning of subsequent lessons. Teacher provides a partially accurate and objective description of the lesson. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher has an effective system for tracking student progress following the lesson and uses this information to plan subsequent lessons. Teacher provides an accurate and objective assessment of a lesson's effectiveness and makes some specific suggestions as to how the lesson might be improved in the future.	Teacher has a comprehensive system for tracking student progress and uses this system regularly to inform the planning of subsequent lessons. Teacher's reflection on the lesson's effectiveness is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Communicating with Families	The teacher's communication with families about the instructional program or about individual students is sporadic or inappropriate. The teacher makes no attempt to engage families in the instructional program.	The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program and student progress.	The teacher attempts to communicate frequently with families and engages them in the instructional program and individual student progress. Information to families about individual students is conveyed in an appropriate manner.	The teacher's communication with families is frequent; students participate in the communication. The teacher successfully engages families in the instructional program and individual student progress, as appropriate.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c Participating in a Professional Community	Relationships with colleagues are negative or self-serving. The teacher avoids participating in a professional community or in school and district events and projects.	Relationships with colleagues are cordial. The teacher becomes involved in the professional community and in school events and projects when specifically asked.	Relationships with colleagues are characterized by mutual support and appreciation. The teacher participates actively in the professional community and in school events and projects.	The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d Growing and Developing Professionally	The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors.	The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors.	The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and strives to improve performance.	The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues and consistently strives to improve performance.
Evidence:				

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e Showing Professionalism	The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school, district, state, and federal regulations and time lines.	The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school, district, state, and federal regulations doing just enough to get by.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school, district, state, and federal regulations.	The teacher is proactive in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school, district, state, and federal regulations.
Evidence:				

Teacher Post-Observation Form

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Post-Observation Conference:	
Date of Scheduled Classroom Observation:	

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement. This form is created to help you prepare for your post-observation conversation and will not be collected by your evaluator.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

Mid-Year Conference Form

Name of Teacher:	
School:	
Grade Level/Subject(s):	
Name of Observer:	
Date of Mid-Year Conference:	

Sources of evidence used for the Instructional Practice criteria:

- ☐ Formal Observations
- ☐ Informal Observations (including Peer Observation data if applicable)
- ☐ Review of Lesson/Unit/Annual Planning Materials
- ☐ Review of student work samples
- ☐ Interactions with the Teacher outside of the classroom
- ☐ Other: _____

Please refer to the teacher's Professional Growth Goals from the BY Conference.

Professional Growth Goals	Evaluator's Comments on Progress
Goal #1:	
Goal #2:	
Goal #3 *(Optional)*	

Professional Development Plan: MYC

Capture both the observer's and the teacher's thoughts regarding the teacher's development thus far.

Professional Development	Teacher's Comments/Input	Observer's Comments
Key Strengths		
Focus Areas for Development		
Additional Comments		

☐ **If the teacher is at risk of receiving a summative rating of Unsatisfactory or Needs Improvement check this box. With the teacher, revisit the professional development plan and provide prescriptive assistance if necessary. Ensure that this conversation and reporting aligns with the timeline within the Guidebook.**

Please Note: There is no overall, formative rating during the MYC because not all data are currently available.

Teacher's Signature:

_____

Date Reviewed:

_____/_____/_____

Observer's Signature:

_____

Peer Observer's Signature (*if applicable*)

_____

Guidelines for Remediation Plan

This form indicates that a teacher has received a summative evaluation rating of Unsatisfactory.

Teacher Name: _____ Date: _____/_____/_____

Date of Most Recent Summative Evaluation: _____/_____/_____

Directions: Within 30 days of receiving a summative evaluation rating of Unsatisfactory, the teacher, administrator, and assigned consulting teacher and union representative will meet to complete this form as well as the Professional Development Form for the 90 day remediation period.

Remediation Goals and Timeline: To establish remediation goals and timeline for improvement, the parties involved may use the Professional Development Plan. Areas for improvement should be identified from the Framework based on the final component ratings in the summative evaluation. The dates by which goals are met should fall within the 90 day remediation period.

Consulting Teacher: The consulting teacher must have at least five years of teaching experience as well as a most recent summative evaluation rating of EXCELLENT. The teacher must have some familiarity with the subject matter of the teacher being remediated.

Assigned Consulting Teacher Name: _____

Plan for Consulting Teacher Support:

Evaluator: The evaluator must perform a mid-point and final evaluation of the teacher during the 90 day remediation period. Traditional observation forms will be used during this time. The summative evaluation scoring process and forms should be used to determine a final rating. Please attach all forms upon their completion for the teacher's evaluation file.

Assigned Evaluator: _____

Tentative Date of Mid-Point Observation: _____/_____/_____

Tentative Date of Final Observation: _____/_____/_____

Tentative Date of Final Evaluation (90 days from start date): _____/_____/_____

End-of-Year Conference Form

Use the teacher's observation data and PD Plan to explain that teacher's accomplishments (or strengths) and growth areas (or weaknesses). Use the strengths and weaknesses to make recommendations for improvement.

Teacher Name: _____ Date: _____/_____/_____

Accomplishments (strengths):	Growth Areas (weaknesses):	Recommendations for Improvement:

Summative Rating Form

The evaluator should complete this form prior to the EYC. The evaluator should use all evidence collected, which will include: documentation from formal observations, informal observations, conferencing, and any additional evidence the teacher has presented or the evaluator deems necessary. The evaluator should gather as much evidence as possible before making any conclusions.

The evaluator will follow the process below to complete the scoring table:

1) **Gather and assess evidence for each component.** At the end of the observation cycle, the assigned evaluator will assess all the evidence available for a given teacher to determine component ratings in each of the 21 components using the Peoria Framework for Teaching. The evaluator must use professional judgment to make responsible decisions using as many data points as possible gathered during the year.

2) **Use component ratings to establish domain ratings.** To roll-up component ratings into four domain ratings, evaluators will use the following operating principles as established by the evaluation committee.

   ***Excellent*:** A teacher should receive a domain rating of *Excellent* if the teacher has received *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
   ***Proficient*:** A teacher should receive a domain rating of *Proficient* if the teacher received no more than one component rated *Needs Improvement*, with the remaining components rated *Proficient* or *Excellent.*
   Needs Improvement: A teacher should receive a domain rating of *Needs Improvement* if the teacher received one *Unsatisfactory* component rating or more than one *Needs Improvement* component rating.
   ***Unsatisfactory*:** A teacher should receive a domain rating of *Unsatisfactory if* more than one component is rated *Unsatisfactory.*

3) **Use domain ratings to establish a final teacher practice rating.** To roll-up domain ratings into one final teacher practice rating, evaluators will use the following operating principles as established by the evaluation committee.

   ***Excellent*:** A teacher should receive a final teacher practice rating of *Excellent* if at least half of (or two of) the domains, with the remaining domains rated no lower than *Proficient*.
   ***Proficient*:** A teacher should receive a final teacher practice rating of *Proficient* if no more than one domain was rated *Needs Improvement*, with the remain domains rated at *Proficient* or *Excellent.*
   Needs Improvement: A teacher should receive a final teacher practice rating of *Needs Improvement* if one domain is rated *Unsatisfactory* or more than one domain is rated *Needs Improvement.*
   Unsatisfactory – A teacher should receive a final teacher practice rating of *Unsatisfactory* if more than one domain is rated *Unsatisfactory.*

Name of Teacher: _____ Name of Evaluator: _____ Date of Evaluation: _____/_____/_____	Unsatisfactory	Needs Improvement	Proficient	Excellent
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				
Overall rating for DOMAIN 2				
DOMAIN 3: Instruction				
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b: Communicating with families				
4c: Participating in a professional community				
4d: Growing and developing professionally				
4e: Showing professionalism				
Overall rating for DOMAIN 4				

SUMMATIVE RATING: _____

Note*: The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed.*

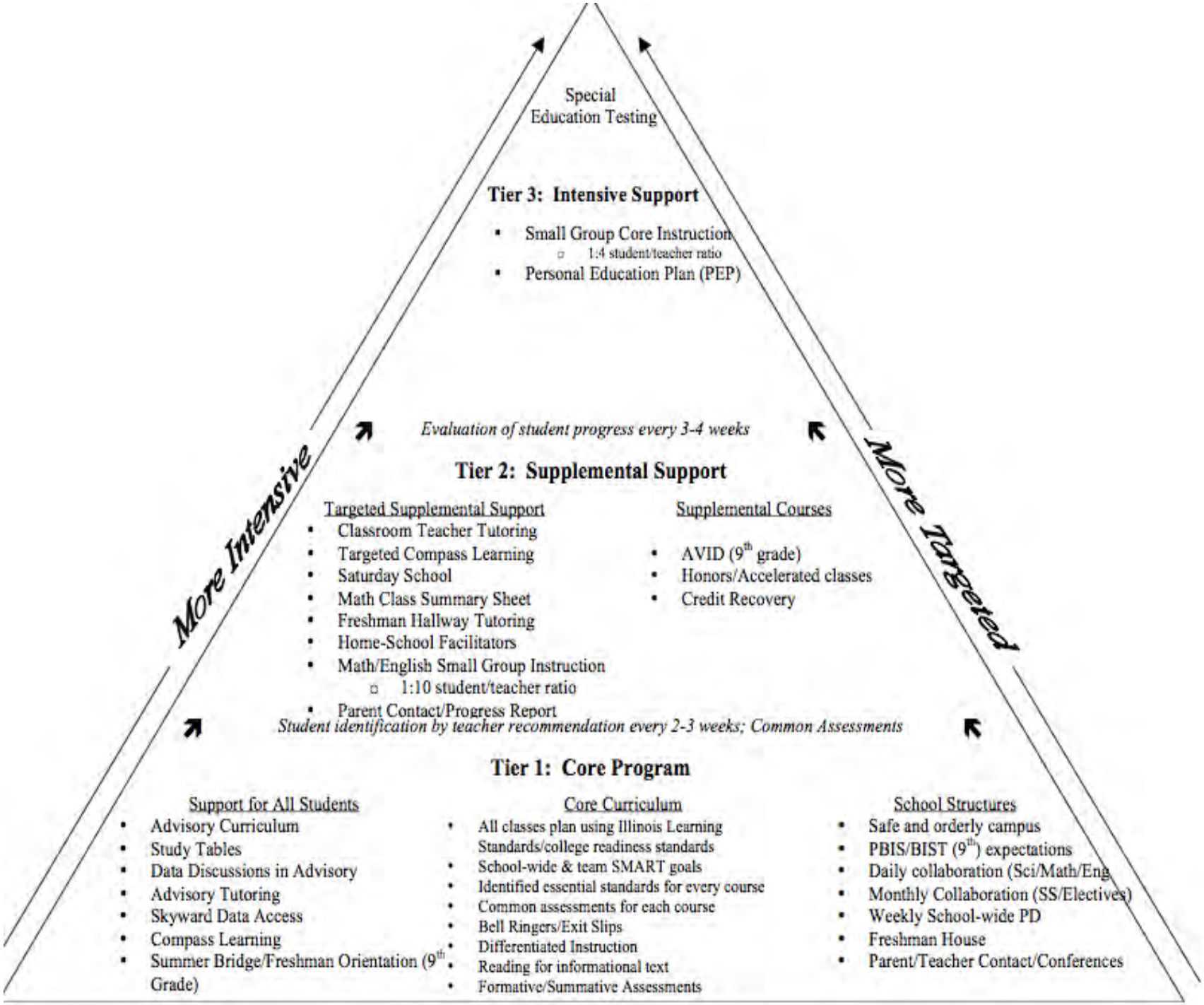
Teacher Signature: _____ **Evaluator Signature: _____**

PHS Response to Intervention Plan

This plan provides a 7 step strategy to identify Tier II and III students, an RTI for Academic needs, examining the core program with a case study and an RT for Behavioral needs.

7 Step Strategy to Identify Tier II and Tier III interventions for students:

- Counselors and Data Interventionist will gather school wide data on attendance, behavior referrals, D's and F's, EPAS and NWEA data
- School Wide Collaboration Team will review data, set criteria and guidelines so Content Area Collaboration Teams can prioritize and identify studen
- Content Area Collaboration Teams will review data and identify students for Tier II or Tier III interventions based on academic or behavioral needs
- Content Area Collaboration Teams send identified student list back to the School Wide Collaboration Team.
- School Wide Collaboration team provides support, guidance and provides a list of TIER II and Tier III interventions
- Content Collaboration Team determines the support and interventions needed for TIER II and Tier III students and fill out the Student Intervention Tracking Sheet
- School Wide Collaboration team creates an implements plan for the interventions.


Special
Education Testing
Tier 3: Intensive Support
Small Group Core Instruction
1:4 student/teacher ratio
Personal Education Plan (PEP)
More Intensive
More Targeted
Evaluation of student progress every 3-4 weeks
Tier 2: Supplemental Support
Targeted Supplemental Support
Classroom Teacher Tutoring
Targeted Compass Learning
Saturday School
Math Class Summary Sheet
Freshman Hallway Tutoring
Home-School Facilitators
Math/English Small Group Instruction
1:10 student/teacher ratio
Parent Contact/Progress Report
Supplemental Courses
AVID (9th grade)
Honors/Accelerated classes
Credit Recovery
Student identification by teacher recommendation every 2-3 weeks; Common Assessments
Tier 1: Core Program
Support for All Students
Advisory Curriculum
Study Tables
Data Discussions in Advisory
Advisory Tutoring
Skyward Data Access
Compass Learning
Summer Bridge/Freshman Orientation (9th Grade)
Core Curriculum
All classes plan using Illinois Learning Standards/college readiness standards
School-wide & team SMART goals
Identified essential standards for every course
Common assessments for each course
Bell Ringers/Exit Slips
Differentiated Instruction
Reading for informational text
Formative/Summative Assessments
School Structures
Safe and orderly campus
PBIS/BIST (9th) expectations
Daily collaboration (Sci/Math/Eng
Monthly Collaboration (SS/Electives)
Weekly School-wide PD
Freshman House
Parent/Teacher Contact/Conferences

Peoria High School's Pyramid Response to Interventions

Intervention Descriptions

Pyramid Level	Intervention	Targeted Students	Intensity	Contract Requirements/Person Responsible
Tier 2	**Classroom Teacher Tutoring** *Content area teachers may offer before and after school tutoring.*	All students that require additional supports (D's and F's), all subjects	Varies depending on student need	Student will be promoted from the intervention once all grades are satisfactory. . Based upon teacher referral process. Person Responsible: Classroom Teacher
Tier 2	**Targeted Compass Learning** *Students are required to attend compass learning sessions to build individual modules of learning to increase student skills.*	Students with D's and F's in the core areas. In addition, students below proficiency in NWEA and EPAS.	Potential failures or below benchmark at progress report and end of the quarter will be pulled from their elective for weekly mandatory intervention.	Student will be promoted from the intervention once all grades are satisfactory and/or NWEA scores are proficient. Person Responsible: Classroom Teacher, Guidance Counselors and Interventionist
Tier 2	**Math Class Summary Sheet** *Process used by Math Teachers to identify interventions for potentially failing students*	Students with D's and F's in math.	Progress Report Time	
Tier 2	**Saturday School** *Students attend mandatory Saturday School based on behavior, missing assignments and tardies*.	Students failing to meet requirements and recommended by classroom teachers.	Thursday deadline for student identification.	Students are assigned to Saturday School based on weekly attendance and behavior data. Person Responsible:Advisory Teacher/Assistant Principals
Tier 2	**Pride Time Student Tutoring** *Junior and Senior students are assigned to freshman advisory classes to provide peer tutoring to identified students.*	Students with D's and F's.	Each Tuesday and Thursday	Student will be promoted from the intervention once all grades are satisfactory. Based upon teacher referral process. Person Responsible: Classroom

				Teacher/Advisory Tchrs.
Tier 2	**Parent Contact** *The parent(s)/guardian(s) of every potential failing or behaviorally struggling student will be contacted by the classroom teacher and informed of current academic progress and area(s) of concern.*	All students that are potentially failing (D's or F's), more than 2 referrals, 4 or more tardies or more than 4 absences and below profeciency in NWEA.	Every 1-2 weeks	Student will be promoted from the intervention once all grades are satisfactory, based upon teacher referral process. Person Responsible:Advisory Teacher/Classroom Teacher/Assistant Principal
Tier 2	**Freshman Hallway Tutoring** *Potentially 9th grade failing students receive tutoring during advisory period with community tutors.*	All potential failing students and/or below benchmark on NWEA.	Weekly for students with D's and F's based on teachers formative/summative data, gradebook , NWEA data and teacher recommendation.	Student will be promoted from the intervention once all grades are satisfactory, growth in NWEA and based upon teacher referral process. Person Responsible:Classroom Teachers (9th grade)
Tier 2	**Home-School Facilitators/Truancy Officer** *Classified staff that target students based on attendance that impacts student achievement and provide supports and interventions.*	Students that are absent 4 or more days.	Weekly review of attendance data	Student will be promoted from the intervention once attendance is satisfactory, based upon Home-School referral process. Person Responsible: Home School Facilitator, Counselor
Tier 2	**Math/English Small Group Instruction** *Targeted students will work intensively on skill building, pre-teaching materials, and remediation.*	All potential failing students (D's and F's) and/or below benchmark in NWEA.	Groups of 8-10 students 1-2 times per week with interventionist/ math coach. Math resources may include: Carnegie Algebra 1 Software, Carnegie Bridge to Algebra Software and AlgebraCool	Students will be promoted from intervention once grades are satisfactory or growth on NWEA. Personal Responsible: Math Coach/Interventionist
Tier 2	**Credit Recovery** *Offered to current Seniors that are not on track to*	Seniors that do not have the required	Daily, modified schedule	N/A

	graduate.	credits to graduate		
Tier 2	**AVID** *College-focused, elective course designed to support targeted students' access to rigorous coursework. Class teaches college/career planning, study skills, and tutorial support of college-prep curriculum.*	High ability, low achieving students	Daily, one period	Students that meet AVID requirements and interviews.
Tier 2	**Honors/Accelerated Classes** *For students that have demonstrated advanced mastery of grade-level essential standards, they can qualify for placement in honors/accelerated coursework in math, core, and science.*	Students that have demonstrated advanced mastery of grade-level essential standards	Each semester	N/A
Tier 3	**Personal Education Plan (PEP)** *An incentive based intervention using the early warning indicators (failures, tardies, attendance and behavior). A team of stakeholders (student, parent, home- school facilitator, guidance counselor and Assistant Principal) meet to develop a plan for the student.*	Any student not responding to Tier 1 or Tier 2 supports.	Identified students at progress report time.	Students will be promoted from intervention once the early warning indicators and plan are met. Person Responsible: Principal/Assistant Principal
Tier 3	**Small Group Core Instruction** *Core teachers who have a student teacher will co-teach and /or pull students to work in small groups to pre-teach, modify or remediate the curriculum. The teacher to student ratio is 1:4.*	Any potentially failing student (D's or F's) or below benchmark on NWEA/EPAS.	Daily	Student will be promoted from the intervention once all grades are satisfactory. Based upon teacher referral process. Person Responsible: Classroom Teacher

Collaboration Teams

Two sets of collaboration teams will meet on a regular basis to review and analyze data, identify students for Tier II and III intervention supports, and make any necessary improvements to the core instructional program. These teams will determine both academic and behavioral intervention supports, although the responsibilities of these teams will differ slightly.

First, the school-wide collaboration team examines school-wide data and school-wide structures and supports. This school-wide team is comprised of a selec group of administrators, interventionists, counselors, and department leaders. The goal of this team is to provide necessary supports across the school, identi resources and available interventions, and provide guidance to content-level teams. This team takes a "big picture" view of RTI across the building.

In addition to the school-wide collaboration team, several content-area collaboration teams will meet to examine student-level data within their particular content areas. At PHS there will be three content-area teams: Math, English, and Science teams. All teachers in each of these content areas will meet regularly to review formative and summative assessment data, identify students who will receive Tier II and III intervention supports, and match students to appropriate intervention supports. Since these teachers know their students best, they can use their classroom expertise to ensure that PHS's RTI system is meeting the needs of all students. These teams dig deeper into the data to examine student-level performance and needs.

Screener Data

Screener data helps "flag" students who may require Tier II or Tier III intervention supports. Screener data includes, but is not limited to: state standardized test scores (e.g. PSAE, EXPLORE, PLAN), NWEA data in Math, English, and Science, attendance, and referrals. This data can be used to ***initially*** identify students who may benefit from either academic or behavioral supports. Assessment data can help initially flag students who require academic suppo whereas attendance and referrals can indicate students who may require behavioral interventions. Moreover, screener data can be used to determine the quality of the Tier 1 core instructional program (see below).

Additional data should be assembled when identifying specific students for Tier II and Tier III interventions.

Tier 1: Core Program

RTI begins with a strong core instructional program (Tier 1) that meets the needs of the vast majority of students. Tier 1 represents the core instructional program that 100% of students receive. This core program is comprised of the school experiences that ***all*** students receive everyday in the general educational setting.

An RTI system is based upon the assumption that the core program will meet the educational needs of at least 75% of students. As stated in Buffum, Mattos, and Weber (2011), "a school that has significantly less than 75% of students at or above grade-level proficiency has a core program problem, not an intervention problem." Interventions will do little to get at the root cause of the student academic weaknesses if a solid core program is not in place.

To determine if the core program is indeed meeting the needs of at least 75% of students, data should be reviewed on a regular basis by teachers and administrators. Both formative and summative assessment results, as well as other data such as grades, attendance, and behavior referrals, will be used to determine the quality of the core program. If more than 25% of students perform below proficiency levels, the core program may not be serving students wel and the core program needs to be further examined.

The core program should be both standards- and research-based. This means that the core curriculum and assessments are aligned to College Readiness Standards, Illinois Learning Standards, and Common Core State standards. Additionally, the curriculum and instructional techniques should be supported by outside research and represent "best practices" in teaching.

When examining the core program, school-wide and content-level collaboration teams should first determine the extent to which the core instructional program is standards- and research-based. Moreover, these collaboration team should analyze data to determine strengths and weaknesses across the school and within content-areas in regards to both academics and behavior.

Process for Evaluating the Core Program (Tier 1)

Both school-wide and content-area collaboration teams should regularly meet to analyze multiple sources of data to examine the core program and ensure tha the core program is meeting the educational needs of students. This process can be used for both the academic and behavioral core programs. Peoria High School is currently working to hold these meetings and collect the necessary data.

The process for examining the core program will proceed in the following manner:
1) The school-wide collaboration team will meet to examine school-wide screener data, including state standardized tests (PSAE, EXPLORE, PLAN), grades, NWEA, attendance, and referrals. This data will be disaggregated by grade-level, content-areas, and for student sub-groups (e.g. by gender, minorities, ESL/ELL, SPED, Free and Reduced Lunch).
2) The school-wide collaboration team will determine:
- if the core program meets the needs of at least 75% of students
- strengths and weaknesses of the current core program
- school-wide structures that already in place and structures that are missing
- action steps to improve the core program across the school
- guidance and guiding questions to help focus the content-level collaboration teams

3) The school-wide collaboration team will send data and communicate action steps and guidance to each content-level collaboration team.
4) Each content-area collaboration team will examine the disaggregated screener data and determine:
- If the content-area curricula is research- and standards-based
- Content-area and grade-level strengths and weaknesses
- content-area specific structures that are already in place and those that are missing
- action steps to improve the core program within that content-area

5) The content-area collaboration teams will then communicate action steps with one another and the school-wide collaboration team. These teams can then provide feedback to one another.

Case Study: Evaluating the Core Program

This represents a ***potential*** Case Study for how this process ***might*** look in action.

Peoria High School needs to determine if the core program is indeed meeting the needs of all students. Administrators, interventionists, counselors, and department chairs agree to meet at the beginning of the semester to review screener data to not only help identify students who need Tier 2 and Tier 3 supports, but also to ensure that a quality Tier 1 program is in place so that interventions will be successful.

This school-wide collaboration team asks the Data Manager to compile data so as to facilitate conversation. This data is disaggregated by grade-level, by content-area, and by grade-level and content-area for specific populations. This allows the team to determine first and foremost if the vast majority of studen are succeeding in the current core program for each content-area. Then, the team can dive more deeply into the data to determine if all content-areas and grade-levels are experiencing the same levels of success, or if certain populations may need additional school-wide supports.

The school-wide collaboration team begins by examining state standardized test data, and it quickly becomes apparent that more than 25% of students may require additional intervention supports. Students in certain grade-levels and content-areas also appear to be struggle more than others; freshman typically have lower test scores than upperclassmen, and students perform much better in English than Math or Science across all grade levels.

Additionally, when the team looks at grades and attendance rates by content-area and grade-level, similar trends emerge. Once again, the number of students receiving “D”s or “F”s is alarming, with more than 25% of all students receiving at least one failing or near failing grade, and attendance is much lower than target of 90%. Once again, freshman have the highest number of “D”s and “F”s, and freshman have the lowest attendance rates.

Finally, when the team examines the data for more specialized populations, certain student groups are outperforming others. Hispanic males have the lowest attendance rates across the school, especially Hispanic males in their freshman and sophomore years, and Hispanic males have the highest percentage of referral. Hispanic males also have lower PSAE and EXPLORE scores compared to white and African American students. African American females have higher attendance than white females and have similar grades to white females. White males, though, tend to have higher referral rates and are more at risk fo failing or near failing grades compared to white females. Students on Free and Reduced Lunch tend to have lower standardized test scores and grades, but tend to have similar attendance rates and referral rates as other student sub-groups.

The team decides that more supports need to be provided to freshman, to the Math and Science curricula, and to certain sub-groups of students, particularly Hispanic and white males and students on Free and Reduced Lunch. However, females and upperclassmen appear to succeeding.

The school-wide collaboration team decides to take a number of action steps to improve the core program. Since freshman have lowest test scores, grades, and attendance rates, the team decides to begin implementing a summer bridge program to introduce incoming freshman to high school, especially to help students get acclimated to the course load, the schedule, and some of the teachers. Additionally, the team decides to hold more introductory meetings for parents of incoming freshman, both before the students arrive at high school and in the first year of their freshman year. To better support the Math and Science curricula, the team decides to offer more remediation classes in these subjects, both over the summer and during the school year. Finally, to meet the

needs of Hispanic males, more parental communication will in both English and Spanish, and the team will investigate ways to better serve this population, perhaps through student groups that can better engage these students, more frequent communication with parents of these students, and incentives for improved attendance and grades.

Then, the school-wide collaboration team sends its data and action steps to the content-area teams. Additionally, the school-wide team provides guidance to Math and Science teams since students struggled relatively with these subjects. The school-wide team wants these teams to focus on student sub-groups and especially on freshman, students on Free and Reduced Lunch, and Hispanic males, and to determine what types of Professional Development might best support the teachers to improve the core curriculum. The school-wide team also wants the Content-area teams to examine the extent to which the curriculum is research- and standards-based.

The Math collaboration team examines the data, as well as student-level data, and utilizes the guidance provided by the school-wide collaboration team. The Math team determines that while males and upperclassmen do particularly well but females, Hispanic males, and students on Free and Reduced Lunch are no meeting proficiency levels, similar to the findings of the school-wide collaboration team.

The Math team wants to create action steps that improve the math curriculum across grade levels. The team recognizes that they may not be able to redesign the entire curriculum, and some necessary changes need to be implemented by the school-wide collaboration. Still, the team can focus on changes thy can make across the content-area. The Math team investigates if the curriculum is research- and standards-based. While the curriculum is aligned to state standards, the use of research-based practices is not consistent across all grade levels and courses. Moreover, many teachers do not regularly differentiate instruction, especially for students who may enter high school behind grade level.

The Math team requests PD on differentiated instruction particularly for Algebra I and remedial math skills and on using research-based practices consistentl across the curricula, so all math teachers utilize these teaching techniques.

The Math team also develops several action steps to improve its math program across grade levels. Math teachers will now observe one other math teacher at least once per month, using *The Peoria Framework for Teaching*, to provide feedback to one another. Additionally, the Math team will meet once a month to review student data for freshman, females, Hispanic males, and students on Free and Reduced Lunch to ensure that these students are making progress. Since the Math team anticipates receiving PD on differentiated instruction within the next month, teachers will video tape themselves using these techniques share with the team. Finally, since many students arrive behind grade level, all teachers will spend at least 15 minutes of every class reviewing previously learned or remedial material.

The Math team sends their action steps to other content-area teams and reviews their work. They provide feedback to other teams and decide to revise their action steps to better communicate with families.

Three months later, all teams start the process again, reviewing screener data and hoping to see improvement to the core program.

CEC APPENDIX 4

Sandoval C.U.S.D. 501

Student Growth Guidebook and Toolkit

Spring 2013

Table of Contents

Key Terms

Assessment – means any instrument that measures a student's acquisition of specific knowledge and skills.

Attainment –a "point in time" measure of student proficiency which compares the measured proficiency rate with a pre-defined goal.

Depth of Knowledge (DOK) – the level of rigor of assessment questions, categorized into four levels of increasing rigor: Recall, Skill/Content, Strategic Thinking, and Extended Thinking.

Design Committee – a committee composed of equal representation selected by the district and its teachers or, when applicable, the exclusive bargaining representative of its teachers, which shall have the duties regarding the establishment of a performance evaluation plan that incorporates data and indicators of student growth as a significant factor in rating teacher performance.

Learning Objective – a targeted long-term goal for advancing student learning.

Performance Evaluation Rating – the final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth, when applicable under Section 24A-25 of the School Code.

Revising SLOs – the window that includes the review and revision of the SLO, specifically revision of growth targets and the student population

Scoring SLOs – the window that includes the scoring of the assessment, the final submission of the SLO, and the scoring of the SLO against performance thresholds

Setting/Approving SLOs – the window that includes the creation and approval of the SLO and its component parts, including learning objective, growth target, and assessment

Student Growth –"demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time."

Student Growth Exemption – The law provides exemptions from the student growth requirement for various specialized disciplines, including but not limited to; school counselor, school psychologist, nonteaching school speech and language pathologist, non-teaching school nurse, or school social worker.

Student Learning Objective (SLO) - targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.

Summative Student Growth Rating – the final student growth rating, after combining the scores of multiple SLOs

Type I Assessment – a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois. Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II Assessment – any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area. Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III Assessment – any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course. Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject. A Type I or Type II assessment may qualify as a Type III assessment if it aligns to the curriculum being taught and measures student learning in that subject area.

Introduction

Using student growth measures helps achieve the mission of Sandoval C.U.S.D. 501 to provide educational opportunities focused on the future and to meet the needs of all in a safe, nurturing, environment so that all may reach their fullest potential.

By using Student Learning Objectives (SLOs) in an accurate and meaningful way, teachers can implement strategies to allow the students to achieve their highest potential and maximize growth. Using SLOs allows the teacher to monitor student progress throughout the year and adapt teaching methods accordingly. This in turn, consistently lets the teacher know where students are and where they should be. SLOs provide teachers a map, leading the teacher down the appropriate path for individualized student success.

SLOs also connect to the *Sandoval Framework for Teaching,* representing another layer of the work around teacher effectiveness and fulfilling Sandoval's SIG agreement. Multiple measures of teacher's practice, which includes frequent observations using the *Sandoval Framework*, conferences, regular feedback, and student growth measures, provide a more complete picture of a teacher's performance and create more meaningful dialogue and evaluations.

Introduction to Student Growth

Student Learning Objectives (SLOs) are the process of *setting targets* and *measuring* to the extent to which they have been achieved. Targets must be measureable and evaluators must be able to do something with those measurements. SLOs are a long-term goal for advancing student learning. It is a data-informed process that involves diagnosing and improving specific student learning needs.

Performance Evaluation Rating

Student growth will represent at least 25% of a teacher's summative performance evaluation rating in the first and second years of the school district's implementation of the performance evaluation system. Thereafter, student growth will represent at least 30% of the teacher's performance evaluation rating. The other portion of the evaluation comes from the professional practice piece. For example:

Year of Implementation	School Year – High School	School Year - Elementary	Significance of Student Growth	Professional Practice
Year 0 (Pilot)	2012-2013	2013-2014	0 percent	100 percent
Year 1	2013-2014	2014-2015	25 percent	75 percent
Year 2	2014-2015	2015-2016	25 percent	75 percent
Year 3	2016-2017	2017-2018	30 percent	70 percent

Student growth ratings will be combined with the professional practice ratings to arrive at a summative performance evaluation rating. At the end of the evaluation cycle, teachers will receive a summative performance evaluation rating of one the following ratings: “Excellent,” “Proficient,” “Needs Improvement,” or “Unsatisfactory.” See the table below for how to combine measures of student growth and professional practice into a single performance evaluation rating:

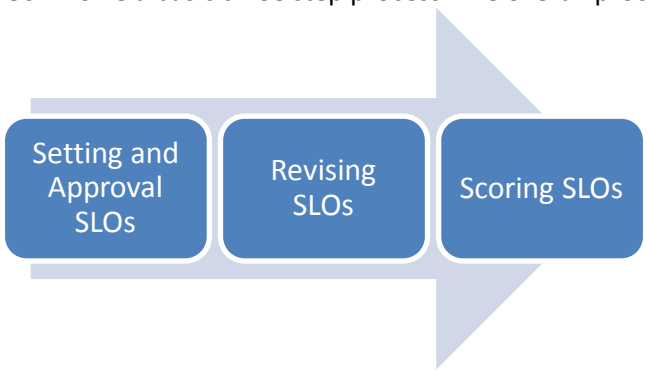
		Student Growth			
Practice		**Unsatisfactory**	**Needs Improvement**	**Proficient**	**Excellent**
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs Improvement	Needs Improvement
	Needs Improvement	Needs Improvement	Needs Improvement	Needs Improvement	Proficient
	Proficient	Proficient	Proficient	Proficient	Proficient
	Excellent	Proficient	Excellent	Excellent	Excellent

SLO Guidelines

Each teacher needs to use at least 2 assessments. Only one assessment can be used for a single SLO. Thus, every teacher will be required to write at least ***two*** SLOs.

SLO Process

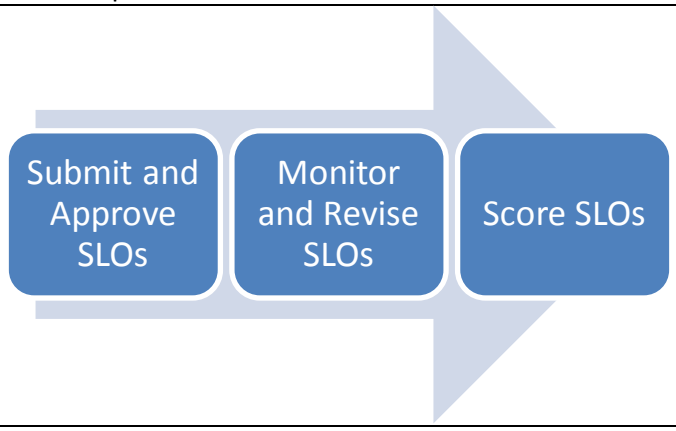
SLOs involve a basic three step process. The overall process for SLOs is as follows:



However, tenured compared to non-tenured teachers will have different evaluation cycles.
Tenured teachers with “Excellent” or “Proficient” ratings have a ***two*** year evaluation cycle. Tenured teachers with “Needs Improvement” or “Unsatisfactory” ratings AND non-tenured teachers are on a ***one*** year cycle. All summative performance evaluation ratings must be submitted before the March board meeting.

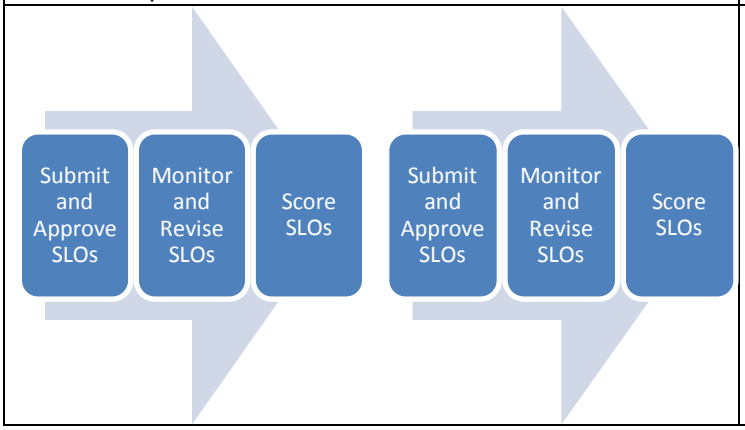
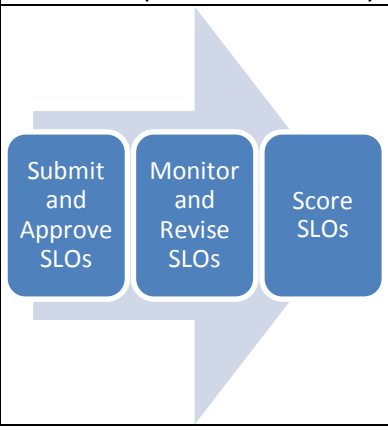
The total number of SLOs a teacher needs to write depends on 1) the length of the evaluation cycle (e.g. two years for tenured teachers with “Excellent” or “Proficient” ratings) and 2) the length of the courses/classes taught. There are three possible processes for teachers regarding the number of SLOs to develop and their associated timelines. Everyone will fit into one of these processes.

Process One: Tenured Teachers with Yearlong Classes

Year 1 – September to June	Year 2 – September to January
	

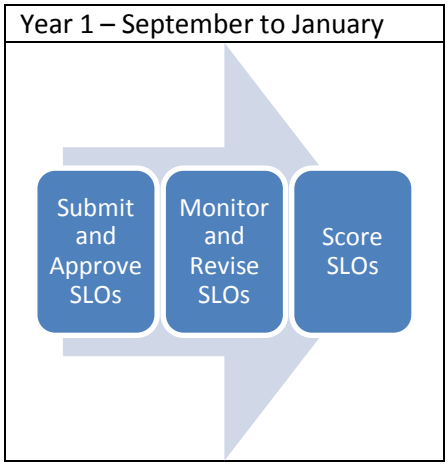
This process is typical for elementary teachers where classes do not change mid-year or at the semester. There will be *four* SLOs total, over two years. That means *two* SLOs per year. The SLOs submitted must also be different from Year 1 versus Year 2 since there will be different student populations and potentially different assessment, learning objectives, and student baseline data.

Process Two: Tenured Teachers with Semester Classes

Year 1 – September to June	Year 2 – September to January
	

This process is typically for High School Teachers because their student populations change at the semester. There are *six* SLOs total over the two years. That works out to be *two* SLOs per semester. The SLOs submitted must also be different from Year 1 versus Year 2 since there will be different student populations and potentially different assessment, learning objectives, and student baseline data.

Process Three: Non-Tenured or Tenured Teachers with "Needs Improvement" or "Unsatisfactory" Ratings



Teachers using Process 3 will write a total of two SLOs, all occurring at the beginning of the year. The summative performance evaluation rating uses data only from the first semester since summative performance evaluations must be submitted before the March board meeting.

SLO Key Deadlines

In developing SLOs there is a *three step process* that should be followed along with key deadlines described below.

Step One: Setting SLOs

Key Deadlines

- Teachers assess students within 2 weeks of school start date; students entering class between 3rd and 4th weeks must be included on a revised SLO (submitted 6 days after end of Q1)
- Teachers submit SLOs by 3 working days following the designated PLC(s) scheduled for SLOs and student growth (within 4 weeks of start of school)
- Beginning of Year Conferences conducted after the completion of the designated PLC(s).; SLOs will be evaluated during the Beginning of Year Conference
- All SLOs modifications must be submitted within 5 days following the Beginning of Year Conference for approval

Step Two: Revising SLOs

Key Deadlines

- SLO Resubmission Deadline for Teachers: Teachers can submit revised growth targets and student population by 6 working days after 1st quarter
- SLO Resubmission Deadline for Teachers with Semester-long Courses in Non-Summative Year: Teachers can submit revised growth targets and student population by 6 working days after 3rd quarter for second semester courses
- SLOs must be locked by 10 working days after the SLO revision submission deadline, stated above

Step Three: Scoring SLOs

Key Deadlines

- During the Summative year: For elementary, students are assessed the first two weeks in December
- During the Summative year: For Junior/Senior High, students assessed by regularly scheduled exam time;

- During the Summative year: Type I/IIs: Assessments scored and data entered by 10 working days after test administered
- During the Summative year: Teachers submit student growth data for Type I, II, and III assessments and score SLOs by 3 working days following PLC(s) scheduled for student growth; PLCs must be scheduled before Feb. 15th
- During the Non-summative year: Students assessed for Type I/II by end of April/beginning of May
- During the Non-summative year: Type I/II assessments scored and data entered 10 days prior to teacher's institute
- During the Non-summative year: For Elementary, Type III assessments administered three weeks prior to the end of school
- During the Non-summative year: For Junior/Senior High, Type III assessments administered during regulr exam time
- During the Non-summative year: Teachers submit student growth data by the end of the last day of school
- During the Non-summative year: Scoring of SLOs will be discussed in following year's BYC

SLOs and Student Growth

The Student Learning Objectives themselves do not measure student growth but rather outline a process in which growth can be measured through various tools. By setting SLOs, using approved assessments, and regularly progress monitoring students' development, an accurate picture of the student's growth (and a teacher's contribution to student growth) may be developed.

Student Growth is defined as a demonstrable change in a student's or group of students' knowledge or skills, as evidenced two or more assessments between two or more points in time. Student growth is not the same thing as attainment. Attainment is a measure only at a single point in time, such as proficiency on the ISAT, College Readiness Scores on EXPLORE or PLAN, or ability to run a 7:00 mile. Therefore, attainment is not as beneficial as using growth, which measures average change over one point in time to another. Now, we are looking to see if a student improved from the EXPLORE to the PLAN test, or whether a student cuts 30 seconds from his time on the mile. Since growth measures average change in student scores from one point in time to the next, it actually benefits teachers with students who start further behind or at lower levels since they have more room to grow.

Requirements and Guidelines

SLO Framework and Approval Tool

The SLO Framework is the process of setting targets and measuring the extent to which they are achieved. All teachers must submit one SLO Framework Form for each SLO written. The framework is composed of *seven* categories, as outlined on the following page.

* The Sandoval SLO Framework Teacher Form can be found in Appendix A. All teachers must submit Sandoval SLO Framework Teacher Form.

SANDOVAL STUDENT LEARNING OBJECTIVE FRAMEWORK

	Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
Criteria	☐Uses **allowable data** to drive instruction and set growth targets ☐Is **measureable** ☐Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐Use **baseline data** to guide selection and instruction ☐Targets **year-long, semester-long, or quarter-long** concepts, skills, or behaviors ☐Is **measureable** ☐ **Collaboration** required	☐Aligns with **school and district improvement plans** ☐Aligns with **teaching strategies** and **learning content** ☐Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐Identifies the **model of instruction** or **key strategies** to be used ☐Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐Follows **research-based best practices**	☐Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards**	☐Maximum of **5 tiers** ☐Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐Students can **uphold high achievement** ☐ **Quantifiable** goals
Guiding Questions	• How did students perform on the pre-assessment? • What allowable data have you considered? • What student needs are identified using the baseline data?	• What student groups are targeted? • What are the students' social and cultural strengths and/or needs?	• What general content areas are targeted? • Is the content scaffolded and rigorous? • How is the content connected to the CCSS or district curriculum? • How is the baseline data used to inform instruction?	• What strengths and needs were identified? • Based upon what data?	• How will you differentiate instruction? • What key strategies will be used?	• What assessment will be used to measure whether students met the objective? • What type of assessment (Type I, II, and III)? • How do you know the assessments are consistently administered?	• What is the growth target? • How was the target determined? • What is the percentage of students who will perform at the target level? • Are you using any tiers? If so, what data supports this?

Assessment Requirements

Teachers are required to use at least two assessments, and therefore, all teachers will write at least two SLOs. Illinois PERA law has defined assessments according to three distinct Types: Type I, Type II, and Type III. See the graphic below:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series, EXPLORE, PLAN, SAT (EPAS)	Examples: Collaboratively developed common assessments, curriculum tests, Benchmark assessments	Examples: teacher-created assessments, assessments of student performance

For Grades K-8, the following assessments can be used:
Teachers can select one from the following menu of options:

- **AIMS Web Math (CAP in Gr. 2-6)**
- **Star**
- **AIMS Web - Fluency LSF for Kindergarten, CBM for 1st grade**
- **Pre- and Post- Formative/Benchmark, or**
- **KIDS Assessment**

AND

- **Type III (classroom-based/teacher-created) exam**

For **Junior and Senior High, the following assessments can be used:**

- **ELA and Math teachers** will use **common Benchmark assessments**
- **DiscoveryEd**

AND

- **Type III (classroom-based/teacher-created) exam**

K-8 teachers teaching all core subject areas must cover both ELA and Math using two assessments. Thus, teachers must choose a Type I/II assessment either in Math or ELA and cover the other subject area (either Math or ELA) using a Type III assessment.
Non-ELA/Math teachers are encouraged use an appropriate ELA/Math Benchmark or DiscoveryEd assessment**.** For teachers without any appropriate Type I (national) or Type II (district-wide Benchmark assessments), such as Physical Education or Music teachers, these teachers will choose or develop two Type III (classroom-based) assessments. Teachers without any appropriate Type I (national) or Type II (district-wide) can develop only one (1) assessment (and therefore, only one SLO) during the first year of full implementation.

Collaboration is required when selecting or writing assessments.

Evaluation Cycles for Tenured and Non-Tenured Teachers

The number of total SLOs a teacher writes will depend upon the length of the evaluation cycle and course/class length.

Tenured teachers receiving "Excellent" or "Proficient" will still need to write SLOs in their non-summative years. Tenured teachers with yearlong classes (typically elementary) have four SLOs over two years. They also must submit different SLOs in Year 1 versus Year 2. Tenured teachers with semester classes (typically high school) have a total of six SLOs over the two years. That is two SLOs per semester and four SLOs in Year 1. Non-tenured or tenured teachers who have "Needs Improvement" or "unsatisfactory" ratings are on a yearly cycle. There is a total of two SLOs per year. And the summative performance evaluation rating uses data from the first semester.

All teachers in Sandoval will receive a summative evaluation score in one of these four categories: "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent." Tenured teachers who have received "Proficient" or "Excellent" ratings will also have the option of requesting an End-of-Year Conference during the first year of the two year evaluation cycle. This conference can be either teacher or administratively driven and may be used to reflect on growth , discuss student growth/data, collect evidence in Domains 1 and 4, or address any concerns regarding summative ratings.

Assessment Administration

Assessments must be administered across the district in similar ways, to ensure consistency and fairness for all teachers. Administration requirements vary, based upon the Type of assessment.

For **Type I Assessments, such as DiscoverEd, DIBELS, Aims Web:**

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Benchmarks and Type I administered as a group; testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, ISAT guidelines for room set-up (e.g. wall displays)
What materials will be allowed/required during the assessment?	No materials; follow any written guidelines
How will test materials be stored before, during, and after the assessment?	Follow any written guidelines
What instructions must/can be read before test administration? How can students be prepared for testing?	Follow any written instructions or guidelines. May need uniform directions for fluency and STAR
How can/must teachers respond to questions during the assessment?	No help during; after the timer starts, the teacher can no longer provide assistance. Teacher should notify students ahead of time.
What must teachers do during the administration?	Teachers need to monitor students and monitor time.
How can modifications be made to test administration?	No modifications.

For Type II/III Assessments, such as common Benchmark assessments or teacher-created assessments:

Questions	Group Decisions
Who will administer the test?	Certified teachers throughout the district
What testing conditions must be kept stable across administrations, if possible?	Testing conditions should be as similar as possible, same length of time for pre- and post-, noise and distractions should be reduced, ISAT guidelines for room set-up (e.g. wall displays), students should be separated if possible but desk setup should be same across administrations
What materials will be allowed/required during the assessment?	Teacher provides a list of materials with assessment to the evaluator for approval; consistent materials across administrations
How will test materials be stored before, during, and after the assessment?	Must be kept in a secure location for 3 years; Test materials cannot be shown to students outside test administration; students can be shown scores on pre- and post-test BUT students cannot be shown actual assessment
What instructions must/can be read before test administration? How can students be prepared for testing?	Teachers are allowed but not required to use the pre-assessment for an activity participation grade. Make a uniform script for Type II/IIIs.
How can/must teachers respond to questions during the assessment?	Encourage students t do their best. Teachers can clarify instruction but not content.
What must teachers do during the test administration?	Teachers must monitor students and time.
How can modifications be made to test administration?	Allow IEP modifications. Must be same administration for pre- and post-test.

Steps to SLO Writing

There are **seven steps** in writing SLOs, as follows:

Step 1: Baseline

Teachers will need to collect baseline data on students in order to better understand students' strengths and weaknesses when setting growth targets. Knowing where students start the year at, and knowing what they already have mastered and have yet to master, can help inform your instruction. If students already know how to write a five paragraph essay but struggle with using evidence, you can target your instruction throughout the year. However, teachers should look for as much viable data as possible when determining students' strengths and weaknesses. More data, beyond one test administration, will provide a more comprehensive picture of students' starting points and will help facilitate grouping students when creating growth targets. Therefore, teachers should begin collecting data on students to help create that more comprehensive picture of student strengths and weaknesses.

Teachers can use the following data at the beginning of the year to help assist in assessing students strengths and weaknesses:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers can start building portfolios of student data to start grouping students who start at similar places. Formative assessment data and previous achievement data might indicate that a student has actually mastered a certain concept, in which he or she did not indicate mastery on the pre-test. Conversely, a student may correctly answered certain items on a pre-test, but previous achievement data and formative assessments indicate the student struggles with those concepts when multiple-choice answers are not provided. Attendance, too, can have an impact on how much a student might learn in a school year. If a student has a history of attendance problems, then he or she might not have as ambitious a growth target as someone who has more regular attendance. Previous achievement data, such as previous standardized test scores, too, can indicate how well a student performs on standardized tests over time. If a student has gaps lasting over several years, his or her growth targets might look much different than someone who has a stellar academic history.

Teachers will use baseline data to answer the following questions:

- How did students perform on the pre-assessment?
- What student needs are identified using the baseline data?
- How will you use this baseline data to inform growth targets and grouping of students?

Thus, data need to be disaggregated, or pulled apart, in multiple ways. **Teachers must have an idea of how the class performed overall, how groups of students performed, and what concepts or skills students need help with.**

Eventually, by the end of the baseline analysis phase, teachers should identify needs for their students and be able to meet the following criteria. **The Baseline Analysis must:**

- ❑ Use **allowable data** to drive instruction and set growth targets
- ❑ Be **measureable**
- ❑ Targets specific **academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs

This also means that any analysis should address student needs based upon how student performed on certain standards, and teacher should identify **specific** skills or concepts to target, using pre-assessment and other data as evidence of that need.

Baseline Data and Analysis consists of the following six-step process:

1) Analyze the baseline data, including the pre-assessment.
2) Determine how the class performed overall (e.g. behind or above grade level)
3) Identify specific skills students have not mastered yet or are struggling with.
4) Determine specific students who may need help or students who are excelling.
5) Write a succinct statement summarizing student needs, based upon the data.
6) Check your answer against all the criteria

Step 1: Teachers will examine all allowable data, such as previous achievement data or previous grades. The teacher is required to use the pre-assessment, as well. If the pre-test is not yet administered, teachers can begin collecting all allowable data to get a better sense of students' needs.

Step 2: Teachers can look at the pre-test and any relevant formative assessments and observational data to determine what students already know and what students struggle with. You might just have idea of students' overall reading levels or how students perform on certain strands (e.g. Number Sense, Algebra, Non-fiction Reading, Fiction Reading, etc.) compared to other strands.

Step 3: Teachers analyze assessment data to determine specifically what skills and concepts students struggle with. Go back to the assessment itself, if available, to try to determine where students made mistakes. Develop a list of standards, skills, or concepts that need to be targeted within the classroom. This might mean you may have to analyze the data in different ways, or disaggregate the data, so you can look at how students performed on particular items or on particular concepts.

Step 4: Determine which students may need additional help or students who may be far above grade level. Think about how you might need to differentiate instruction and how you might group students when setting growth targets. Which students struggle with similar concepts? Which students need more challenging material?

Step 5: Write a short 1-3 sentence statement in the first column of the SLO Framework – Teacher's Guide, explaining the class's performance overall on pre-test (or other assessments) and specific student needs. ***At least one specific student need MUST be identified.***
Example: Students are, on average, behind grade-level since 10 out of 28 students hit the target on AIMSWeb. 5 students are far below average and struggle with basic number operations skills and geometric concepts. 4 students were far above average and need less support with numbers and operations and more challenging work with algebraic concepts.

Step 6: Refer back to the criteria listed above to ensure that you have analyzed allowable data and identified students' needs. Make sure you have analyzed the data to determine strengths, weaknesses, specific concepts or skills that have yet to be mastered, and to identify specific students who may be struggling or excelling.

Step 2: Population

All teachers must **identify students** to be included on their Student Learning Objective (SLO) roster. This is the second column of the SLO Approval Tool.

The **Student Population** included in a SLO will be a roster of those identified students whose growth throughout the year will be used for evaluative purposes

Not all students' growth scores will "count" towards a teacher's success on a SLO. While teachers will set goals for all students and monitor all students' progress towards those goals throughout the year, only certain students' score will be used for evaluative purposes.

When developing SLOs to be used for evaluations, any data should be reflective of the instruction that takes place inside the classroom. Thus, students with low attendance or who miss class often may not have growth targets that "count" towards a teacher's evaluation, and the ***teacher's final SLO roster*** may be different than the teacher's actual in-class roster.

Sandoval CUSD 501 has identified the following criteria for the Student Population portion of the SLO:

- **90% attendance** is assumed
- **Pre-test data** available for each student included
- **Exceptions** are allowed, based upon evaluator approval

What do these criteria mean for teachers?

1) First, **students with 90% attendance or higher will be included on a final SLO roster** at the end of the evaluation cycle. Teachers will include ***all*** students with pre-test data at the beginning of the year, but those students who do not meet the attendance minimum will be excluded from the teacher's summative student growth rating. The teacher will record the students' pre-test and post-test data, but then indicate which students' growth scores will not be used for evaluative purposes. More instructions will be given when teachers use the Data Tool (to be discussed shortly).

2) Additionally, **students must be present for the pre-test** and must be continuously enrolled after that date. All students must be tested within the first four weeks of school or the semester. ***Thus, any students who arrive after the fourth week after the start of school or the semester will not be included on a teacher's SLO roster.*** So, teachers must test any students who arrive in class by end of the fourth week of school or the start of the semester, and only these students will be eligible for the teacher's SLO roster. Thus, teachers using AIMSWeb or other assessments will need to wait until after the fourth week of school or the semester to have a comprehensive SLO roster.

3) Moreover, at the end of the evaluation cycle (e.g. at the End-of-Year Conference), **teachers can request exceptions** for certain students who they feel should not be included on their final SLO rosters. Exceptions can be allowed on a student-by-student basis and must be approved by an evaluator. Sub-groups (e.g. SPED, ELL) **cannot** be excluded. Teachers must appeal for any exceptions and must present evidence to the evaluator to justify any exceptions. Examples of data for exceptions include:

- Additional work samples (e.g. a portfolio, previous assessments, that are standards-aligned, with comparative data and work samples from other students)
- Attendance/attribution data (e.g. student was pulled from class **x** amount)
- Miscellaneous student information

The teacher submits additional data to evaluator, and evaluator makes the decision. If teacher does not believe the decision accurately reflects his/her contribution to student growth, the teacher may appeal the decision to a District Evaluation Chief. **Therefore, any request for exceptions are the responsibility of the teacher.**

Teachers should track data on students who may miss class for medical reasons, truancies (will still being counted in "attendance" but are present for that teacher's class), absences for sports, etc. For example, a student may still be in attendance but may miss a certain number of days in your Biology 1 course to attend an In-School Suspension or

Physical Therapy. The student is still counted as present, and therefore meets the 90% attendance requirement, but if the amount of time for ISS or PT was counted, the student was not in attendance *in your class* for 90% of the time. Thus, that student's performance is not reflective of the instruction taking place inside the classroom, and the teacher can request an exception.

Additionally, a teacher may present evidence if she feels the assessment data does not accurately reflect the student's performance or growth and if that student's score should be changed from "not meeting" the growth target to "meeting "the growth target (e.g. the student had a "bad" test day). The teacher can present additional work samples that are aligned with the pre- and post-assessment, to show that the student did master the concepts on the approved assessment, thus warranting the score of "meeting" the growth target. Moreover, the teacher must also submit data from other students to indicate how that student in question performed in comparison to other classmates who did or did not meet their growth targets.

Directions: To begin identifying the Student Population

1) Pre-test all students by the end of fourth week after the start of school or the semester.

2) Identify all students who were present for the pre-assessment and are still enrolled in your class by the end of the fourth week after the start of school or the semester. This becomes your SLO roster.

3) In the **second column** of the SLO Framework – Teacher's Form, indicate the **number** of students who took the pre-test, **describe the class**, and **attach the roster** for evaluators to review (e.g. 25 students in 4th hour English 1. See attached roster.). If you are using the Data Tool, you can submit the Data Tool with student names, rather than a roster.

4) Keep data on student attendance in your class.

5) At the end of the evaluation cycle, you will determine which students remain on your roster. Any student who has less than 90% attendance or whose exception has been approved will have data recorded but will NOT have data included towards determining the success of the SLO.

Step 3: Objective

All teachers must write a**n Objective** within their Student Learning Objective (SLO). This is the third column of the SLO Framework.

An **Objective** is a long-term goal for advancing student learning. In terms of a Student Learning Objective (SLO), the objective is a broad statement of what students will be expected to know or do by the end of a course. It should be aligned to what students will be assessed on.

Here are some example Learning Objectives from national models:

Grade Level & Subject	Assessment	Learning Objectives:
9th Grade Literacy	SRI	Students will increase their comprehension, vocabulary, and fluency in reading.
9th-12th Grade Literacy	Teacher/Student-created Rubric	Students will be able to write reflections, that respond to a particular reading, that demonstrate higher order above and beyond the first level of Blooms Taxonomy ladder where

		students simply copy or repeat facts from their reading.
Biology I	District-wide end-of-course assessment	Students will use the scientific method to organize, analyze, evaluate, make inferences, and predict trends from biology data.
9th Grade Art	Scott Foresman Art Rubric	Students will improve their ability to draw from direct observation via studies of still life, skulls, African masks, etc.
9th Grade Algebra	Type III Assessment	The students will demonstrate an understanding of quadratics and exponent rules.
AP US History	AP DBQ rubric and AP Free-Response Question	AP US History students will increase their ability to identify and create the key elements of a strong DBQ response including a clear thesis statement, presentation of strong supportive arguments, and incorporation of primary documents.

Note: In the above examples, standards are NOT directly referenced.

Examples using Common Core Standards:

Grade Level & Subject	Assessment	Learning Objectives:
Geometry	Final Exam	Students will improve their ability to solve problems and apply concepts using congruence, similarity, right triangles, and trigonometry, circles, expressing geometric properties with equations, and geometric measurement and dimension, and modeling with geometry (CCM – Geometry).
12th Grade English	Teacher/Student-created Rubric	Students will be able to write arguments to support claims in an analysis of a grade level literature text using valid reasoning, relevant and sufficient evidence, and citing strong and thorough textual evidence of what the text says explicitly and inferences drawn from the text. (Grade 12-CCW1, Grade 11-12 CCRL1)

Sandoval CUSD 501 has identified the following criteria for Objectives. An Objective must be:

- **Rigorous**
- Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available
- Use **baseline data** to guide selection and instruction
- Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors
- Is **measureable**
- **Collaboration** required

What do these criteria mean?

- Objectives need to be **rigorous**, meaning the content being taught should be standards-aligned and appropriate for the course and/or grade-level of the students. An Objective should match the skill level of the students. So, Objectives will be less rigorous for English 1 students than English 2 or 3 students, since these students may not have as rigorous content or curriculum in terms of products or assessments. This content should match what is being assessed on the identified assessment.

- Objectives should target **specific concepts, skills, or behaviors**. "9th grade Language Arts" or "Chemistry" would **not** be an acceptable Objective since the teacher should be more specific with what skills or concepts will be taught. See the examples above. "Students will increase their comprehension, vocabulary, and fluency in reading" is much more descriptive in terms of skills and concepts than "9th Grade Literacy."
    - **Hint:** Use the prompt "Students will be able to…" and then use Bloom's Taxonomy language to describe exactly what students must be able to do by the time they finish your class by the end of the year.
- Additionally, Objectives should be **aligned to standards**. If national standards are available (e.g. English, Math, and Science), the Objective should cover the same content and align in terms of rigor. If national standards are not available, teachers should reference district or school curricula, scope & sequence, textbooks, goals, etc.
- **Baseline data** can help inform your Objective. If the pre-assessment data shows that student already have mastered certain concepts, your Objective can focus on those objective students have yet to master. If students are behind grade-level in reading, your Objective may focus on scaffolding or remedial skills, in addition to grade-level appropriate skills.
- Objectives should be different if a course lasts an entire year versus a course that is taught for one semester (e.g. students my not learn the same material to the same extent in these classes).
- **Measureable Objectives** means that you can assess whether your students have learned these skills. Referring to the "9th Grade Literacy" example above, it is very difficult to assess "9th Grade Literacy," but it is much more measurable to assess if students have increased their comprehension, vocabulary, and fluency in reading.
- Teachers should **collaborate** with other teachers in the same department, grade-level, or subject area to ensure objectives are aligned within and across courses. If a 4th grade student must be able to complete numbers operations using fractions, then the 5th grade objective should build upon those concepts.

Further Resources from National Models:

- **Austin:** http://archive.austinisd.org/inside/initiatives/compensation/docs/SCI_SLO_Examples_2011-12.pdf
- **Denver:** http://sgoinfo.dpsk12.org/
    - Scroll down, and on the right side is a list entitled "SGO Examples" by grade level and subject area
- **Rhode Island**: http://www.ride.ri.gov/educatorquality/educatorevaluation/SLO.aspx

Directions: To begin writing your Learning Objective:

1) Review: 1) any available standards, 2) district- or school-wide goals, 3) end-of course objectives, 4) end-of-course objectives for preceding and subsequent courses within your department, 5) any available curricula or scope and sequence, and 6) the content of the available assessment, and 7) baseline data. Use any available examples from national models, as well.

2) Then, based upon the assessment, develop a **succinct** statement (1-2 sentences) of what students should be expected to know by the end of the course. Write it in the appropriate box in the "SLO Framework – Teacher's Form." **Refer directly to any standards, if applicable.**

3) Check your Objective by comparing your objective to those developed by teachers within your department. Make sure that your students will be prepared for the next course in the department, if available, and that students entering your class are adequately prepared, based upon the prior class's Learning Objective.

4) Check to make sure your objective meets the criteria listed above.

Step 4: Rationale

After examining Baseline data and writing an Objective, teachers will need to develop a Rationale for their Objective. This is the fourth column of the SLO Framework. Essentially, teachers explain why they have determined to cover this content, using an analysis of students' strengths and needs as evidence, or a rationale, for that content. **Teachers will answer the question: Why did you choose this Objective?**

Sandoval CUSD 501 has identified three criteria for approving the Rationale. **The Rationale must:**

- ❑ Align with **school and district improvement plans**
- ❑ Align with **teaching strategies** and **learning content**
- ❑ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior

To review and possibly revise their Objective, teachers connect any student needs identified in the Baseline Analysis step to the Objective and therefore, better target student needs.

Example Rationale:

- ❑ Students struggle with motive, inference, making predictions, and drawing conclusions from text, according to the pre-assessment, so I will focus on these specific reading comprehension skills. Most (19 out of 22 students) have already mastered identifying character traits, summarizing the main idea, and identifying cause-and-effect, so that will not be the focus of instruction.
- ❑ Most students (23 out of 25) cannot classify organisms, identify the procedures for controlled experiments, identify the main branches of Biology, or identify basic Biology vocabulary to describe scientific processes. Some students (12 out of 25) can identify the basic components of a lab report and lab safety techniques. Most students (20 out of 25) can identify the steps of the scientific inquiry process. Therefore, the Objective targets the underlying tenets of Biology, including the organization of the field, vocabulary, procedures for experiments, and classification of organisms, but we only need to briefly review the scientific inquiry process.
- ❑ 11 out of 27 students scored on "Average" or "Above Average" on 5th grade AIMSWeb Math. Most of these students (9 out of 11) have mastered addition, subtraction, multiplication, and division of whole numbers and fractions. Few of these students (2 out 11) can use proportional reasoning to solve mathematical problems. 9 out of 27 students are "Well Below Average." These students struggle with basic number and operations skills, including multiple digit subtraction, multiplication and division of whole numbers and fractions. According to CCSS, the class overall performed best on Data and Analysis questions on AIMSWeb but lowest on Algebra questions.

What do the criteria mean?

- Rationale should reference any **school or district goals,** set out in the improvement plan. If literacy is an identified area for student improvement in the school improvement plan, the teacher's Objective and Rationale should align with that goal. Make sure that what you are doing in your classroom aligns with any district or school-wide initiatives, so that everyone is working towards those same goals.
- Ensure that your Rationale supports the **Objective** and that the **Strategies** you identified earlier match this Rationale. If your Objective mentions that students will improve their ability to add, subtract, multiply, and divide fractions, your Rationale should state the reason ***why*** your students are learning those skills (e.g. it prepares them for the next math course and builds off their existing conceptual knowledge of fractions). Plus, your Strategies section should be able to help you implement that instruction (e.g. use of small and large group instruction to target specific student needs, learning centers with different fractions activities, use of manipulatives to help students develop a conceptual understanding of using fractions, differentiated instruction since some students already have a stronger conceptual understanding of representing fractions).

- Ensure that you are mentioning BOTH students' **strengths and needs**. You will not need to target instruction to those skills students already have learned, but you will need to target instruction towards students' needs. Additionally, you might have slightly different content or rigor for certain groups of students, based upon the Baseline analysis. Make sure you have examined data in multiple ways (whole group, student group, specific skills or concepts), and cite that analysis here.

By the end of this step, you will have a succinct 1-3 sentence statement in the fourth column of the SLO Framework – Teacher's Form, explaining why you have chosen your Objective, while referencing Baseline data and students' strengths and needs. Think of this as explaining to your evaluator your thought process when establishing your content and strategies.

Step 5: Strategies

All teachers must write **Strategies** within their Student Learning Objective (SLO). This is the fifth column of the SLO Framework.

Strategies help connect the professional practice work of teacher evaluations with the student growth work. These strategies can be implemented in the classroom to help you achieve both your Professional Growth and student growth goals. Strategies also show the evaluator that you have a plan in place to help you achieve these goals.

Strategies are best developed after reviewing baseline data, but, teachers can identify a few strategies before the baseline data is available (but after the assessment and objective are identified). Teachers must identify ***at least one*** strategy to be implemented in the classroom.

Examples of Strategies include:

- Small- and whole-group work on a daily basis
- Learning centers
- Regular circulation
- Use of higher-order thinking questions
- Differentiated instruction
- Weekly newsletters home to families, with opportunities for family feedback

Sandoval CUSD 501 has identified the following criteria for Strategies. Strategies must:

- Identify the **model of instruction** or **key strategies** to be used
- Be **appropriate for learning content and skill level** observed in assessment data provided throughout the year
- Follows **research-based best practices**

What do these criteria mean?

- **Teachers must identify at least one strategy to be implemented in the classroom.**
- Strategies should be related to the curriculum.
- Strategies should be appropriate for that group of students, using data from formative and summative assessments to determine student needs.
- Strategies should be based upon research. Teachers can use previous PD to inform their strategies. Examples from the 2011 Danielson Framework also offer excellent research-based practices (e.g. regular circulation during small group activities, students write their own rubrics and use them to inform their individual progress).

Directions to identify Strategies:

1) Complete a review of what you already know. Identify any previous Professional Development and any resources, such as the curriculum or textbook. Reference any school-wide initiatives. Search the Internet or available research for effective and proven strategies.

2) In the SLO Framework – Teacher's Form, fifth column, write at least one strategy to be used to help students achieve their growth goals. Multiple strategies can be identified.

3) Once baseline data is available, review the identified strategy or strategies, and add to or revise the initial strategies identified.

4) Check the strategies against the established criteria.

Step 6: Assessment

To begin, teachers identify the assessment they will be using to measure student growth. This is the second to last column from the right on the SLO Framework.

High quality assessments generate high quality data that can be used to inform instruction and ensure accurate measures of student growth. Teachers can create standards-aligned items using the "Standards-Aligned Assessment Tool."

Each teacher will eventually need to use at least two assessments. This assessment can be teacher-created or a Type I (national) or Type II (district-wide) assessment, such as the AIMSWeb test or the Formative Benchmark tests. **If the teacher creates his or her own assessment, the evaluator MUST approve the assessment before administering it.**

Remember, **assessments must be given at least twice per school year** to measure growth (not attainment), according to the state law. Thus, teachers should administer a test at the beginning of the semester (within the first four weeks) and then give the same (or very similar) assessment at the end of the semester/year.

For any teacher-created assessment, the assessment must meet the following criteria:

- ❑ Administered in a **consistent manner** and **data is secure**
- ❑ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop
- ❑ Produces **timely and useful data**
- ❑ **Standardized**; has the same content, administration, and results reporting for all students
- ❑ **Aligned** with state or district standards

What is meant by these criteria?

- An assessment must be administered in a similar manner on both the pre- and post-test. So, if you allow calculators or other materials on the post-test, students must be allowed the same access to those resources on the pre-test.
- Data must be secure, so that a student is not able to view the test or answers ahead of time. Be careful when making copies – you probably do not want to send them to the printer in the main office.
- A test must be applicable to the class and items must reflect the skills students have the opportunity to learn throughout the school year or semester, based upon your growth targets and instructional time with those

students. Thus, a student in a 5th grade reading class should be given an assessment measuring those 5th grade skills, not 4th or 6th grade skills. If a test does not adequately assess those skills a student should learn, the evaluator may ask the teacher to create another assessment.

- All assessments should produce timely and relevant data. Therefore, ensure that each item is standards-aligned, so you can use that data to determine which skills are most important to teach or which skills students have already mastered. Make sure that the assessment does not take an unusually long period of time – that might not produce the timely and manageable data you need to inform instruction.
- Make sure that each administration of the assessment (e.g. pre- and post-test) tests for the same content or skills. The pre-test should look almost identical to the post-test. (However, a math teacher might change around some numbers, a reading teacher might use the same reading passage but use different questions, as long as the post-assessment tests the same skills as the pre-test.)
- Teachers do not need to write the standards in the assessment, but teachers should refer to district or other standards when writing assessment items. The "Creating Standards-Aligned Assessment" tools are helpful for this purpose. Make sure you can justify each assessment item by being able to refer to a standard to which it is aligned. Use Common Core Standards, where available.

When identifying the assessment, state the name of the assessment in the SLO Framework Teacher's Form, in the appropriate space (second to last column, third row). If you are using a teacher-created assessment, briefly describe the assessment (e.g. 40 question multiple-choice Science test with one open-response). If you are using a teacher-created assessment, attach the assessment and note "see attached" in the appropriate space in the SLO Framework Teacher's Form. If you are using a Type I assessment, such as AIMSWeb or DIBELS, note the test and subject you are using (e.g. AIMSWeb 4th Grade Math - Comp), just to clarify your process to the evaluator.

Example responses:

- **5th grade AIMSWeb Reading**
- **20 multiple-choice Business test. See attached.** (Teacher attaches the test)
- **5 open-response questions using a four-point writing rubric, aligned with CCSS Writing Standards for 10th grade. See attached.** (Teacher attached the test)
- **One-mile run and strength test (sit-ups or push-ups). Students are timed in the mile run. Then, students must complete as many sit-ups or push-ups in one minute.**

Step 7: Targeted Growth

Once teachers have an understanding of where students start, teachers can determine how much students will grow by the end of the evaluation cycle or course. Teachers can refer to the 7th (last) column of the SLO Framework. This is where the rubber meets the road, and it's time to roll up our sleeves!

As already discussed, teachers can use the following data to inform the setting of growth targets:

- Formative assessments
- Previous student grades
- Previous achievement data
- Attendance data
- Student criteria (e.g. SPED, ELL)

So, teachers should already have a good understanding of students' strengths and students' needs. Growth targets are the most crucial pieces of a high quality SLO, so knowing the criteria the district has provided, along with some additional best practices, can help teachers create ambitious yet feasible growth targets for their students. Teachers should have high expectations of their students, yet these growth targets should also be reasonable and can be achieved.

Eventually, teachers should create growth targets that meet the following criteria. **Growth Targets must:**

- ❑ Maximum of **5 tiers**
- ❑ Expressed in **whole numbers**
- ❑ **Encourage collaboration**, but teachers can set distinct targets
- ❑ **Covers 75% of population**
- ❑ Based upon **pre-assessments** data
- ❑ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria
- ❑ Students can **uphold high achievement**
- ❑ **Quantifiable** goals

What do these criteria mean?

Criteria 1) Teachers can create a target with up to five tiers/groups of students. Multiple tiers are best when students have much different starting points. Multiple tiers would be best in the case in which you have a few students scoring in "Well below" on AIMSWeb, a few students starting in the "Below" and a few students in the "Average" or "Above Average" categories. So, a teacher must create between 1-5 tiers/groups of students. Each tier/group will have the same growth target. Teachers should make this decision based upon how much students' scores vary on the pre-assessment. If students' scores are spread out, 3-5 tiers/groups are best, but if students' scores are very similar, maybe only 1 or 2 tiers/groups are necessary. If all students start at a very similar place, the teacher does NOT need to create tiers/groups and can have one growth target for the whole class (e.g. all students will improve by at least 25 points). Try to group students who start out at similar places together.
Remember, these are NOT RtI tiers!

Criteria 2) Teachers should use whole numbers for consistency. So, a teacher might say that students will grow by 10 percentage points (e.g. go from 50% on the pre-test to 60% on the post-test), or a student will grow by at least 12 points on AIMSWeb. If all teachers use the same format, it will be easier for evaluators to analyze and verify the data.

Criteria 3) Teachers should collaborate when setting these growth targets. Collaboration helps create consistency across the school, so a teacher shouldn't be accused of creating too easy or hard a growth target. Teachers should look at similar students to determine how much students might be expected to grow. So, say Teacher A had a few students who scored 13 on the AIMSWeb Reading, she might ask another teacher who had students who scored 12 or 14 to see how many points of growth they should expect for those students. If a common assessment is given, similar students should have similar growth targets, even if they are not in the same class. Even if the students' scores look different across classes, the growth targets can be based upon one another. Example: Teacher B has many of the low performing Biology students in Biology 1. Teacher B spoke with Teacher C, and Teacher B now expects his students to grow by at least 15 points from the pre-assessment to the post-assessment. Meanwhile, Teacher C who had more of the higher performing students will expect her students to grow by at least 10 points, since we would expect less growth from students who are already near the top and have less to room to grow.
Teachers can create growth targets that are distinct or different from other teachers', if the data supports those growth targets. So, if a teacher has students who perform much differently than all the other students in that course across the school, that teacher should have growth targets that are based upon the needs of her students. Still, that teacher should try to collaborate with other teachers to see how they set their growth targets, if at all possible.

Note: When collaborating, a best practice is to examine available tools and data. This means examining the AIMSWeb growth targets already provided, or examining how students performed previously on the pre- and post-tests. The district is encouraging teachers to use these tools and resources. Teachers should utilize these tools and resources to make informed decisions about how much students should be expected to grow.

Criteria 4) Growth Targets cover at least 75% of students. This means that not all students will have to hit their growth targets for a teacher to achieve his or her SLO goal. Think about NCLB. If we require 100% of students to make their SLO growth targets, teachers will set low growth targets that all students can achieve. However, if we allow teachers to set growth targets that at least 75% of students can achieve, we can expect much more ambitious targets. And, this doesn't even count the 90% attendance requirement. So, essentially teachers can set a growth target of "80% of students who attend 90% of the time or higher will improve by at least 15 points on AIMSWeb." When setting a growth target, 90% attendance is already assumed, so a teacher just needs to make sure that the growth targets cover **75% of students in each tier/group.**

Example 1:
8 out of 10 students scoring in the "Well Below" on the AIMSWeb Math test will grow by at least 4 points.
8 out of 10 students scoring in the "Below" on the AIMSWeb Math test will grow by at least 6 points.
8 out of 10 students scoring in the "Average" or "Above Average" on the AIMSWeb Math test will grow by at least 5 points.

Example 2:
75% of students scoring below 20% on the pre-test will improve by at least 50% (percentage points)
75% of students scoring between 20 and 30% on the pre-test will improve by at least 40% (percentage points)
75% of students scoring between 30% and 40% on the pre-test will improve by at least 30% (percentage points)
75% of students scoring above 40% will improve by at least 15% (percentage points)

Note: Any students who do not meet the 90% attendance requirement or who receive exceptions will not be counted towards the 75% at the end of the evaluation cycle.

Criteria 5) Based upon pre-assessments data. Growth targets are the amount of points students are expected to improve from the pre-test to the post-test. Teachers must use that pre-test data on which to base growth targets. Example: If you are using AIMSWeb math, you cannot "switch" to another assessment for growth targets. Whatever assessment you use as your pre-test should inform your Baseline analysis, Objective, and Rationale.

Criteria 6) Teachers can use the following data to inform growth target setting: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria**.** Remember, a multitude of sources can help you as the teacher to get a better understanding of how much a student might be expected to grow and how to group students into tiers. Two or more data points provide you more data than one pre-test. However, not all these data sources are required to be used; a teacher can pick and choose which data sources might be most relevant to setting the growth target or tiers/groups. Still, teachers should examine all this data, before determining which data sources are most relevant for each particular student or groups of students and how to group students into tiers. Assessment tools, such as the AIMSWeb growth targets, can help you get a better picture of what reasonable growth might look like, since those are based on national targets. Also, student criteria, such as SPED or ELL status, might cause you to group certain students together or to think about how much growth is feasible for those students.

Criteria 7) Growth targets can uphold high achievement. This means that students who perform exceptionally well on the pre-test can be expected simply to maintain their high achievement.

Example:
Tier/Group 5: Students who score above 90% on the pre-test will maintain 90% or better on the post-test, or
Students who score in the "Far Above Average" on AIMSWeb Reading will remain in the "Far Above Average" on the post-test.

These students have little room to grow, so a teacher will ensure that these students maintain high achievement on this one assessment. These students might be expected to show growth on other assessments.

Criteria 8) Quantifiable goals. Make sure you are using numerical targets to set growth targets. An evaluator will need to make sure your students hit their growth targets at the end of the evaluation cycle, so you want these goals to be as clear as possible.

Now that you understand the basic criteria for setting growth targets, let's get to work!

Setting growth targets is a 5-step process:
1) Examine Baseline Data and determine student needs
2) Collaborate with other teachers, if possible
3) Collaborate to determine tiers/groups for students
4) Collaborate to set growth targets for each student
5) Check to make sure you met all criteria

Step 1) Examine Baseline Data. You should already have completed this step, but now is a good time to go back and review how students performed on the pre-test.

Step 2) Begin collaboration with other teachers. Together, reference previous data and any available tools. See if students share similar scores across classrooms. Where are there similarities? Where are there differences?
Get in the room with teachers in your department or teachers teaching the same students. You want as much as consistency across teachers as possible, for fairness. Be ready to utilize the strengths of other teachers as you create tiers or targets or when setting growth targets.

Step 3) Collaborate to determine number of tiers/groups. In collaboration with other teachers, determine how to group students into tiers/groups, if appropriate. If students' scores are spread apart on the pre-test, you will probably want to choose 3-5 tiers/groups. If students' scores are clustered together, only 1 tier/group may be necessary.

When setting tier/groups, you can divide students between 1 and 5 groups. These groups can be based upon the color category in AIMSWeb or clusters of scores. You can group the highest performing "Red" students with the lowest performing "Yellow" students. Or, if you are using a Final Exam, you might create 3 tiers/groups: students who scored below 30%, students who scored between 30% and 50%, and students who scored above 50%. Use the data to see where cut-off points might be for different tiers/groups. No one cut-off point is "best" since it depends on your classroom's data. Also, be sure to set no more than five tiers/groups!

If student scores are not widely spread out, then only one tier might be necessary. This might be true for AP courses, in which similar students are selected, or the first course in that subject, such as Mechanics 101, Physics, or Economics, since all students will enter with very limited knowledge about that subject. Then, if students score similarly on the pre-test, you might want one tier/group for the whole class.

Here, collaborate with other teachers to see if and how they are creating multiple tiers/groups. See if you can group similar students together.

Step 4) Collaborate to set growth targets. You still should be working with other teachers to determine growth targets for consistency and fairness. Remember to reference any tools (e.g. AIMSWeb tools) or previous data to see how much students should be expected to grow.

You want to set common growth targets for each tier/group of students.

Example 1: 8 out of 10 students in the "Well Below" will grow by at least 8 points. 8 out of 10 students in the "Below" will grow by at least 7 points. 4 out of 5 students in the "Average" or "Above Average" will grow by at least 6 points.
Example 2: Students who scored below 30% will grow by at least 20 percentage points. Students who scored between 30% and 50% will grow by at least 15 percentage points. Students who scored above 50% will grow by at least 10 percentage points.

Similar students should have similar growth targets across teachers, so compare your students and groupings to other teachers. If you have the same student as other teachers, collaborate to see how you are grouping that student and how much growth you expect, especially if you will be using the same assessment. There should not be tremendous discrepancies across classrooms with the same students or same subject, with ample data to support this growth targets.

Step 5) Check the criteria. Remember, you must have between 75% of your classroom covered by the growth targets, and all growth targets should be expressed in whole numbers. By examining baseline data, collaborating with other teachers to set similar growth targets across classrooms, and using up to three tiers/groups, you have already ensured that you have met several criteria.

Be sure to write your tiers/groups and the growth targets for each tier/group in the last column in the SLO Framework – Teacher's Form.

Congrats! You have now successfully written an SLO! Now, it's time to get back to the classroom to begin implementing your plan!

SLO Process and Timelines

SLO Approval

Teachers will submit their SLOs to the evaluator for approval, and together, the evaluator and teacher will work collaboratively to ensure that the growth targets are feasible and attainable. See table below outlining the timeline of the approval process:

2 weeks after start of semester	4 weeks after start of semester	5 days after BYC or 7 weeks after start of semester
• Pre-test window - teachers assess students • Use approved assessment • Students entering class between 3rd and 4th weeks must be tested and included on a revised SLO	• 3 working days following designated PLC(s) teachers submit SLO • Use SLO Framework	• Evaluators approve SLO • Use SLO Framework • SLOs approved during the Beginning of Year Conference meetings • If SLO is not approved at Beginning of Year Conference, resubmit within 5 days

Key Points on SLO Approval

1. The teacher and evaluator jointly convene a meeting to review the SLO
    - Teachers come prepared to Beginning of Year Conference with SLOs written
2. The agreed upon SLO must be satisfactory against the SLO Framework criteria
    - Teacher has the opportunity to revise if the SLO does not meet any criteria
    - Teacher submits it to the evaluator with revisions with another meeting being optional
3. If the teacher and evaluator cannot agree the district evaluation chief with a representative from the Design Committee in that building make a final SLO determination

SLO Revisions

SLO Revision is an important step, especially during the first few years of implementation, when limited data is available by which to set feasible growth targets. The teacher should regularly monitor student progress after the SLO is approved. After the first quarter, once more data is available, the teacher is allowed the opportunity to revise growth targets, based upon the progress monitoring data or changes in the classroom. SLO revisions follow a given timeline, as shown below:

6 Contractual days after end of Quarter 1/3

- Teachers can submit revised growth targets and student population
- Evaluators must approve any revisions using the SLO Approval Tool criteria

10 contractual days after revision submission

- SLOs "locked"

SLO revisions are optional, unless new students arrive and are tested in weeks 3-4 of the semester or school year. The evaluator must approve any SLO revisions, and the teacher needs to provide sufficient evidence that revisions are needed. The teacher needs to provide the original SLO and the revised SLO. The teacher should also provide evidence for growth target revision. Lastly, the teacher provides the original baseline data.

Key Points on SLO Revisions

1. A meeting is optional, at either the teacher's or evaluator's request
   - Teacher submits the revised SLO, the original SLO, and evidence for revisions, and baseline data
2. The evaluator reviews and must approve any changes
   - The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support a change.
3. If teacher and evaluator do not agree, even after meeting, teacher may appeal the decision to the district evaluation chief and a member of the Design Committee from that building for an additional review.

SLO Scoring

This is the final step in SLO development. The scoring is assigning a singular performance rating to the SLO. The SLOs for each certified staff member must be scored and approved. Each SLO will receive a score in one of four categories, "Unsatisfactory," Needs Improvement," "Proficient, or "Excellent," based upon the following thresholds:

Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth
Excellent	• Use approved SLO • At least 80% of students met targeted growth

The teacher can submit additional data, comments, or evidence to amend or exempt any student data from the summative rating (additional work samples, attendance data, misc. student information). For instance, if a student performs poorly on a Type I assessment, such as AIMSWeb, but the teacher feels the student has made sufficient growth, the teacher can submit additional evidence, such as formative or summative assessments, projects, and class-work, to show that the student mastered the appropriate material. The teacher will need to provide standards-aligned items, to show the student mastered the appropriate standards, as well as comparative data from the class, to ensure rigor and appropriate growth. For example, the student in question could correctly demonstrate mastery as other students did who meet the growth target on the Type I assessment, and the teacher can provide these test scores and the student's assessment to have that student's score counted towards the teacher's evaluation. On the other hand, the teacher can also submit student data, such as in-seat attendance data, to show that the student missed an inordinate amount of time of class, to have that student's data removed from the SLO roster. If the teacher and evaluator cannot agree, the district assessment or evaluation chief makes a scoring determination.

Key Points of SLO Scoring

1. The teacher submits the final SLOs for scoring and determines the performance ratings using the established threshold criteria
    - The teacher must provide documentation of students' test scores, such as the Data Tool, when submitting
2. The evaluator approves the performance ratings
3. If the teacher and evaluator cannot agree:
    - If the SLO scores are rejected, the evaluator and teacher meet
    - If the teacher and evaluator still cannot agree, the SLO scoring is determined by the district evaluation chief

The timeline for Scoring SLOs is as follows:

- Teachers submit scored SLOs
- Teachers submit student data
- Teachers submit summative student growth rating (if in Summative year)

- End of year conference
- Summative performance evaluation ratings approved

Summative Student Growth Rating

The summative student growth rating will be determined by multiple SLO scores.

The teacher scores each SLO and determines the summative student growth rating. The teacher submits these scores to the evaluator, along with all student growth data, to the evaluator prior to the End-of-Year Conference.

The process for determining the summative student growth rating is as follows:

- The teacher assigns a numerical score to each of the SLOs, according the SLO thresholds (see section "SLO Scoring" above). A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
- The teacher averages the scores for all SLOs. This average score becomes the summative student growth rating. **Note: this number will likely be a decimal and NOT a whole number, and this decimal number will be used to calculate your summative performance evaluation rating.**
- If the teacher only has two SLOs and one SLO is rated "Unsatisfactory" and the other is rated "Excellent," the evaluator must collect further evidence to assign a rating. If the teacher disagrees with the rating he/she can appeal to the District Evaluation Chief.

Student Growth Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to (but not including) 3.5
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example #1:

A teacher (high school, tenured, semester-long courses) has the following SLOs:

SLO 1: 64% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 61% of students met growth targets
SLO 4: 82% of students met growth targets
SLO 5: 52% of students met growth targets
SLO 6: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Needs Improvement
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Excellent
SLO 5: Needs Improvement
SLO 6: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Needs Improvement = 2
SLO 2: Proficient = 3
SLO 3: Needs Improvement =2
SLO 4: Excellent = 4
SLO 5: Needs Improvement = 2
SLO 6: Proficient = 3

Step 3: Average the SLO scores
(2+3+2+4+2+3)/6 =2.67
2.67, which is "Proficient"

Example #2
A teacher (elementary, tenured teacher) has the SLOs:
SLO 1: 48% of students met growth targets
SLO 2: 75% of students met growth targets
SLO 3: 55% of students met growth targets
SLO 4: 66% of students met growth targets

Step 1: Score each of the SLOs, according to the performance thresholds (see "SLO Scoring" above)
SLO 1: Unsatisfactory
SLO 2: Proficient
SLO 3: Needs Improvement
SLO 4: Proficient

Step 2: Assign each SLO score a numerical score
SLO 1: Unsatisfactory = 1
SLO 2: Proficient = 3
SLO 3: Needs Improvement = 2
SLO 4: Proficient = 3

Step 3: Average the SLO scores
(1+3+2+3)/4 =2.25 is "Needs Improvement"

Note: The summative student growth rating is NOT rounded. Use the complete rational number.

Summative Performance Evaluation Rating

At the end of the evaluation cycle, the summative student growth rating will be combined with the professional practice rating for each teacher to determine the summative performance evaluation rating. Note that the student growth rating is determined by multiple (at least two) SLO scores.

In the first two years of full implementation, student growth will represent 25% of the summative performance evaluation rating. After the first two years, student growth will represent 30% of the summative performance evaluation rating, as a way to phase-in the student growth component of teacher evaluations.

First Two (2) Years of Full Implementation

Student growth represents 25% of the summative performance evaluation rating. The following formula will be used to determine the summative performance evaluation rating in the first two years:

25% x (summative student growth rating) + 75% x (summative professional practice rating) = summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to (but not including) 3.5
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

25% x 2.67 + 75% x 2 = 2.167, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

25% x 2.25 + 75% x 3 = 2.8125, which would result in a "Proficient" for the summative performance evaluation rating.

Student Growth Cut-Off Scores During First Two Years of Full Implementation

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "Excellent":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.
Proficient	N.A.
Excellent	2.0

To achieve a summative performance evaluation rating of "Proficient":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	4.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Needs Improvement":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	3.0
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Unsatisfactory":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 3.0
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

After the First Two (2) Years of Full Implementation

Student growth represents 30% of the summative performance evaluation rating after the first two years of full implementation. The following formula will be used to determine the summative performance evaluation rating after the first two years:

30% x (summative student growth rating) + 70% x (summative professional practice rating) =

summative performance evaluation rating

The summative professional practice rating is a whole number, 1 – 4, assigned based upon the rating of "Unsatisfactory," "Needs Improvement," and "Proficient," and "Excellent." A rating of 1 is for "Unsatisfactory," 2 for "Needs Improvement," 3 for "Proficient," and 4 for "Excellent."
The summative student growth rating is the average of all SLO scores and will likely NOT be a whole number.

Summative Performance Evaluation Rating	Thresholds
Excellent	3.5 or higher
Proficient	2.5 up to (but not including) 3.5
Needs Improvement	1.5 up to (but not including) 2.5
Unsatisfactory	Less than 1.5

Example 1:
Using the teacher **Example 1** above, the teacher would use the number 2.67 for the summative student growth rating. If the teacher also received a "Needs Improvement" rating on the professional practice, the teacher would use the number 2 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.67 + 70% x 2 = 2.2, which would result in a "Needs Improvement" for the summative performance evaluation rating.

Example 2:
Using the teacher **Example 2** above, the teacher would use the number 2.25 for the summative student growth rating. If the teacher also received a "Proficient" rating on the professional practice, the teacher would use the number 3 for the summative professional practice rating in the formula.
The summative performance evaluation rating would be determined as follows:

30% x 2.25 + 70% x 3 = 2.775, which would result in a "Proficient" for the summative performance evaluation rating.

Please note that the number changes slightly from using the formula from the first two years.

Student Growth Cut-Off Scores After First Two Years of Full Implementation

To achieve each performance evaluation rating, summative student growth cut-off scores can be used.

To achieve a summative performance evaluation rating of "<u>Excellent":</u>

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	N.A.

Proficient	N.A.
Excellent	2.33

To achieve a summative performance evaluation rating of "Proficient":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	N.A.
Needs Improvement	3.67
Proficient	1.33
Excellent	1.0

To achieve a summative performance evaluation rating of "Needs Improvement":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	2.67
Needs Improvement	1.0
Proficient	1.0
Excellent	1.0

To achieve a summative performance evaluation rating of "Unsatisfactory":

If the summative professional practice rating is…	The student growth rating must be…
Unsatisfactory	Less than 2.67
Needs Improvement	N.A.
Proficient	N.A.
Excellent	N.A.

Note: The summative performance evaluation rating cannot be achieved if the summative student growth rating is indicated with an "N.A." For instance, if a teacher received a "Needs Improvement" or higher on the professional practice component of the evaluation, no possible student growth score can result in an "Unsatisfactory" performance evaluation rating.

Summative Performance Evaluation Rating Processes

There will be no summative rating assigned until all evidence is collected and analyzed at the end of the evaluation cycle. However, evaluators are expected to provide specific, meaningful, and written feedback on performance following any and all observations and regarding the student growth rating.

All summative reports will be discussed with the teacher during the summative End-of-Year Conference and delivered to the teacher in writing. For more information about scoring using *The Sandoval Framework for Teaching*, please see the scoring section of this guidebook and the Implementation Toolkit.

- Non-tenured summative evaluation reports will be completed prior to the March Board Meeting.
- Tenured summative evaluation reports will be completed no later than May 1.

Note: *If summative evaluation will be "Unsatisfactory" or "Needs Improvement," the district office must receive all paperwork prior to the March Board Meeting.*

Support

Training will be provided through Professional Development. Teachers be trained in the new system throughout the school year, and step-by-step webinars will be available for teachers online. Evaluators will receive supplemental training, in addition to the prequalification training mandated by the state, in order to better understand and implement the new evaluation system and support teachers.
The **training areas of focus** are grouped into the following categories:

- SLO Development
- Student Growth Measurement
- SLO Scoring and Performance Rating Determination
- System Requirements

Any teacher receiving an "Unsatisfactory" summative performance evaluation rating will develop a remediation plan with an evaluator, which will include appropriate professional development, in order to improve performance. Any teacher receiving a "Needs Improvement" rating will develop a Professional Development Plan, in collaboration with an administrator. For additional resources please reference the Toolkit.

Model Refinement

The Design Committee has agreed to meet at least once after the first year (2012-13), once after the second year of implementation (2013-14), and on annual basis, if needed, thereafter to continue to refine this system. Feedback will be collected via surveys and school meetings to continually assess the implementation of the system, determine any supports needed, and potentially refine key parts of the model to ensure fidelity of implementation.

Examples

Example SLO – High School Earth Science

Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
15 out of 35 students scored below 25% on the assessment. 3 students scored above 50% on the pre-test. Students struggle most with identifying processes by which organisms change over time and explaining how external and internal energy sources drive Earth processes. Most students (13 out of 25) student read below grade level. Many students (18 out of 25) can describe interactions between solid earth, oceans, atmosphere, and organisms.	35 students in 9th grade Earth Science course.	Students will increase their ability to 1) identify and apply concepts that describe the features and processes of the Earth and its resources, 2) identify and apply concepts that explain the composition and structure of the universe and Earth's place in it, and 3) read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently (CCSS.ELA-Literacy.RST.9-10.10).	Students need to improve their identify processes by which organisms change and explain how energy sources drive Earth processes, which are Illinois Science standards (12.E.4a, 12.E.4b, 12.F.4a, 12,F.4b) and concepts struggled with on the pre-test. Additionally, students are reading below grade level and need be able to read grade level science texts proficiently.	Higher order thinking questions, exit tickets at least 2 times per week, daily independent reading with science texts, regular progress reports sent home, small, medium, and large group work with heterogeneous and homogenous grouping based upon reading level, hands-on experiments.	30 question teacher-created test (Type III); 25 multiple choice recall and content/skill questions; 3 short response questions based upon text (Strategic Thinking level), and 2 open response questions on 5-level rubric (Extended Thinking Level).	75% of students who scored below 25% will improve by at least 40 percentage points. 75% of students who scored between 25% and 40% will improve by at least 35 percentage points. 75% of students who scored between 40% and 50% will improve by at least 30 percentage points. 75% of students who scored above 50% will improve by at least 20 points.

Example SLO – Junior High Music

Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
15 out of 20 students can perform musical instruments demonstrating technical skill. 18 out 20 students can read and interpret the traditional music notation of note values and letter names.6 out of 20 students can perform at least 6 of the major scales from memory within 1 minute. Few students (5 out of 20) can perform with expression and accuracy. 10 students scored below 40% on the pre-test; 5 students scored between 40% and 50%; 5 students scored above 50%.	20 students in 7th grade Band	Students will increase their ability to perform musical pieces with accuracy and expression, play scales by memory, and read and interpret traditional music notation in a varied repertoire.	Students need to improve their ability to perform with expression since most students have mastered technical skills. Students need to learn to play scales to improve their ability to perform with technical accuracy. Students cannot read some varied notation of more complex musical pieces, so new musical notation needs to be introduced.	Scale assignments; regular formative assessments (2 x a month), small groupings based upon instrument type (brass, flutes and clarinets, large woodwinds, percussion); "Notation of the week," solo performances, quartet performances, whole band performances.	Teacher-created with musical piece performance, performance of 12 major scales, and written identification of musical notations; 50 total points (30 for musical piece, using 5 level rubric, 12 points for musical scales, 8 points for notation identification).	75% of students scoring below 40% will improve by at least 30 percentage points. 75% of students scoring between 40% and 50% will improve by at least 25 percentage points. 75% of students scoring above 50% will improve by at least 20 percentage points.

Example SLO – 3rd Grade ELA

Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
6 students scored below 20% on the pre-test. 8 students scored between 20% and 30%. 7 students scored between 30% and 40%. 4 students scored above 40%. Students struggle most with writing informative text to clearly convey information, especially grouping related information together, developing the topic using facts and details, and providing a concluding statement. Most students (14 out of 25) also struggle with reading grade-level text with purpose and understanding. Almost all students (22 out of 25) can identify the meaning of common prefixes and derivational suffices and decoding multi-syllable words. 60% of students read below grade level.	25 students in 3rd grade ELA	Students will improve their ability to apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3), read with sufficient accuracy and fluency to support comprehension (CCSS.ELA-Literacy.RF.3.4), and write informative/ explanatory texts to examine a topic and convey ideas and information clearly (CCSS.ELA-Literacy.W.3.2).	Students need to improve their ability to writing informational texts by grouping related content together, using facts and details, and providing a concluding statement since this is a Common Core Standard and students struggle most with this topic, according to the pre-test. Many students also struggle with reading on grade-level, and students will need to read grade-level texts with purpose and understanding. These skills will be crucial for foundational reading and preparation for the 4th grade.	Small, medium, and large group instruction using heterogeneous and homogenous grouping, leveled readers across subjects, 15 minutes free writing every day, weekly progress sent home to parents aligned with specific skills and the CCSS, use of higher-order thinking questions, daily differentiated instruction and activities based upon student reading level, daily use of text-based questioning, student choice in tasks, Basal reading, regular use of complex texts, co-observing and -planning with other ELA teachers	Teacher-created (Type III) test. 20 multiple choice questions identifying common prefixes and derivational suffixes, read irregularly spelled words, (Level 1: Recall), decoding words with common Latin suffixes, decoding multisyllable words, and comprehending grade-level texts (Level 2: Content/Skill). 2 written informational responses to a grade-level text, based upon 5-level rubric assessing: 1) introduction of a topic and group related content, 2) development of the topic with facts, definitions, and details, 3), use of linking words, and 4) use of a concluding statement or section (Level 3: Strategic Thinking).	75% of students scoring below 20% will improve by at least 45 percentage points. 75% of students scoring between 20% and 30% will improve by at least 40 percentage points. 75% of students scoring between 30 and 40% will improve by at least 35 points. 75% of students scoring above 40% will improve by at least 25 percentage points.

Sandoval Student Learning Objective Framework – Teacher's Form

	Baseline *What does the data show you about students' starting points?*	**Population** *Who are you going to include in this objective?*	**Objective** *What will students learn?*	**Rationale** *Why did you choose this objective?*	**Strategies** *What methods will you use to accomplish this objective?*	**Assessment** *How will you measure the outcome of the objective?*	**Targeted Growth** *What is your goal for student achievement?*
Criteria	☐ Uses **allowable data** to drive instruction and set growth targets ☐ Is **measureable** ☐ Targets **specific academic concepts, skills, or behaviors** based upon approved assessment objectives and student needs	☐ **90% attendance** is assumed ☐ **Pre-test data** available for each student included ☐ **Exceptions** are allowed, based upon evaluator approval	☐ **Rigorous** ☐ Targets specific academic **concepts, skills, and behaviors** based on the **CCSS or district curriculum**, where available ☐ Use **baseline data** to guide selection and instruction ☐ Targets **year-long, semester-long, or quarter-long c**oncepts, skills, or behaviors ☐ Is **measureable** ☐ **Collaboration** required	☐ Aligns with **school and district improvement plans** ☐ Aligns with **teaching strategies** and **learning content** ☐ Classroom data is reviewed for areas of **strengths and needs** by student group, subject area, concepts, skills, and behavior	☐ Identifies the **model of instruction** or **key strategies** to be used ☐ Is **appropriate for learning content and skill level** observed in assessment data provided throughout the year ☐ Follows **research-based best practices**	☐ Administered in a **consistent manner** and **data is secure** ☐ **Applicable to the purpose** of the class and **reflective of the skills** students have the opportunity to develop ☐ Produces **timely and useful data** ☐ **Standardized**; has the same content, administration, and results reporting for all students ☐ **Aligned with state or district standards**	☐ Maximum of **5 tiers** ☐ Expressed in **whole numbers** ☐ **Encourage collaboration**, but teachers can set distinct targets ☐ **Covers 75% of population** ☐ Based upon **pre-assessments** data ☐ **Allowable baseline data** can include: assessment tools, formative assessments, previous student grades, previous achievement data, attendance data, student criteria ☐ Students can **uphold high achievement** ☐ **Quantifiable** goals
Teacher Responses							

Teacher Name: _____ Class/Course: _____Date: _____

___ Approved ___ Not approved Evaluator Signature: _____ Date: _____

See next page for comments if not approved.

Criteria not met and reason(s) why:

Suggestions for Improvement:

Approval Tool for Type III (Teacher-Created) Assessments

Teacher: _____ **Course/Class:** _____

Directions: For any Type III assessment used for SLOs, it is required that teachers complete the steps below, using the *Standards Alignment and Coverage Check Chart*, *Rigor Analysis Chart*, and *Assessment Approval Rubric*.

1) Using the assessment and any applicable scoring guide/rubric, identify which standards align to which items or tasks on your assessment. Use National Common Core State Standards, if applicable. Type standards next to assessment questions. Then, use the *Standards Alignment and Coverage Check Chart* to note which questions are aligned to which standards and to ensure that each standard is covered by sufficient number of items or tasks. Attach this chart to the assessment. **Note:** Not all performance-based assessments may need several tasks for each standard, but all tasks should be aligned to standards. Thus, even teachers using performance-based assessments must align any tasks to standards using the *Standards Alignment and Coverage Check Chart*.

2) Use the *Assessment Rigor Analysis Chart* to give examples of assessment questions/tasks that fall under various levels of the Depth of Knowledge Framework. Note: Not all questions must be categorized, but there must be sufficient examples given of questions meeting at least three levels of rigor. Attach this chart to the assessment.

3) Review the format of the assessment questions. Check for the following:
   - Are questions/tasks written clearly?
   - Are there a variety of types of questions/tasks?
   - Are the questions/tasks free of bias?
   - Are the questions appropriate for the subject/grade level?

4) If the assessment(s) will need to be adapted for students with special needs, please specify any changes below:

5) What is the content mastery score on this assessment? In other words, what score should students receive to indicate that they have mastered the Learning Objective for this course?

Please return this form to your primary evaluator, along with a copy of the assessment(s), *Standards Alignment and Coverage Check Chart*, *Assessment Rigor Analysis Chart*, and any additional supporting materials (rubrics, scoring guides, etc).

Adapted from: Indiana Department of Education RISE Evaluation and Development System. *Student Learning Objectives Handbook Version 2.0.* 30 January 2013. Accessed at http://www.riseindiana.org/sites/default/files/files/Student%20Learning%20Objectives%20Handbook%202%200%20final%284%29.pdf

Standards Alignment and Coverage Check

Teacher(s): _____ **Course/Class**:

_____

Directions: After aligning assessment items or tasks to any available standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned. Only fill in the total number of standards that apply.

Standard:	Standard Description	Question Numbers/Tasks

Assessment Rigor Analysis – Depth of Knowledge (DOK)

Teacher: _____ **Course/Class**: _____

Directions: Use the chart below to categorize assessment questions, if applicable. Rigor increases as you go down the chart. While not all questions need be categorized, there must be sufficient examples of at least three levels of rigor.

Level	Learner Action	Key Actions	Sample Question Stems	Question Numbers
Level 1: Recall	Requires simple recall of such information as a fact, definition, term, or simple procedure	List, Tell, Define, Label, Identify, Name, State, Write, Locate, Find, Match, Measure, Repeat, Indicate, Show	How many...? Label parts of the…. Find the meaning of...? Which is true or false...? Point to … Show me (the time signature/the piece of Renaissance art). Identify (which instrument is playing/the art form/home plate/the end zone)	
Level 2: Skill/Concept	Involves some mental skills, concepts, or processing beyond a habitual response; students must make some decisions about how to approach a problem or activity	Estimate, Compare, Organize, Interpret, Modify, Predict, Cause/Effect, Summarize, Graph, Classify, Describe, Perform a Technical Skill, Perform a Skill with Accuracy	Identify patterns in... Use context clues to... Predict what will happen when... What differences exist between...? If x occurs, y will…. Shoot 10 lay-ups in a minute, 5 free throws (out of 10 shots), and remain in control of dribbling the ball for 1 minute. Memorize and perform a theatrical scene with at least 85% accuracy in terms of line memorization, cues, and staging. Perform a piece of music with technical accuracy. Demonstrate knowledge and skills to create works of visual art using sketching and constructing.	
Level 3: Strategic Thinking	Requires reasoning, planning, using evidence, problem-solving, and thinking at a higher level	Critique, Formulate, Hypothesize, Construct, Revise, Investigate, Differentiate, Compare, Argue, Perform a task using Problem-solving, Writing with Textual Analysis and Support	Construct a defense of…. Can you illustrate the concept of…? Apply the method used to determine...? What might happen if….? Use evidence to support…. Sing or play with expression and accuracy a variety of music representing diverse cultures and styles. Use problem-solving to perform an appropriate basketball/football/baseball play in a given scenario (e.g. complete a double play, set up a basketball	

			screen, run the spread offense for a first down). Demonstrate knowledge and skills to create 2- and 3-dimensional works and time arts.	
Level 4: Extended Thinking	Requires complex reasoning, planning, developing, thinking, designing, creating, and evaluating, most likely over an extended time. Cognitive demands are high, and students are required to make connections both within and among subject domains. Student may use or perform a variety of methods or mediums to convey complex ideas or solve problems.	Design, Connect, Synthesize, Apply, Critique, Analyze, Create, Prove, Evaluate, Design, Create and Perform Complex Performance- or Project-Based Assessment Tasks	Design x in order to….. Develop a proposal to…. Create a model that…. Critique the notion that…. Evaluate which tools or creative processes are best for x theatre or musical production. Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making. Perform a complex musical piece with a high level of expression and accuracy. Design and perform a complex basketball or football play appropriate for a given situation. Evaluate and perform various offensive plays or movements in a basketball/football/baseball game, based upon the defensive scenario. Evaluate the use of various mediums to communicate ideas and construct 2 and 3 dimension works of art using these mediums.	

Adapted from: *Source: Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center for Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. http://www.wcer.wisc.edu/WAT/index.aspx and UW Teaching Academy http://teachingacademy.wisc.edu/archive/Assistance/course/blooms3.htm*

Assessment Approval Rubric for Type III (Teacher-Created) Assessments

Teacher: _____ **Grade Level/Subject**: _____

	Excellent	Proficient	Needs Improvement	Unsatisfactory
Assessment	Contains all items from Proficient category AND: • Items represent all 4 DOK levels/tasks • Extends and deepens understanding of each student's level of achievement • Uses a collaborative scoring process • Uses a variety of item types to accurately gauge student growth	• Items represent at least 3 DOK levels/tasks • Grade level appropriate for class/course • Scoring is objective (includes scoring guides/rubrics) • Item type and length of assessment is appropriate for the grade-level /subject • Sufficient number of standards, based upon course or subject and grade-level, with at least 5 standards covered (excluding any applicable performance-based assessment) • 3-5 items or tasks for each standard/skill to be assessed for content-area subjects • Question stem and answer choices are clear, free from bias, and do not cue the correct answer	• Items represent only 2 DOK levels/tasks • Grade level appropriate for class/course • Scoring may be subjective, and the scoring guide/rubric does not adequately describe the critical elements of the task for each performance level • Either the item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer responses are either too broad or too narrow to elicit the intended response.	• Items represent only 1 DOK level/task • Inappropriate for the grade level for the class/course • No scoring guide/rubric is provided • Both item type or length of assessment is insufficient for the grade-level/subject • Question stem or answer choices indicate bias • Question stem or answer choices cue the correct answer • Question stem or answer choices are unclear and invite a wide range of responses.

☐ I approve of this assessment/task and any accompanying rubrics without further change.

☐ Please make changes suggested in feedback above and resubmit the assessment/tasks and rubrics:

Signature of evaluator: _____ Date: _____

Signature of teacher(s): _____ Date: _____

Sandoval Summative Student Growth and Performance Evaluation Rating Form– End of Year Conference

Teacher:_____

Performance Ratings	Thresholds
Unsatisfactory	• Did not use approved assessment • Did not correctly score assessment • Did not accurately administer assessment • Did not use approved SLO • Less than 50% met target growth
Needs Improvement	• Use approved SLO • 50-64% of students met targeted growth
Proficient	• Use approved SLO • 65-79% of students met targeted growth
Excellent	• Use approved SLO • At least 80% of students met targeted growth

Directions: Use table and thresholds above to indicate both the percent of students meeting their targets and the growth rating for each SLO **AND** in the last row, the average of all SLO ratings. Please attach any comments or evidence to amend or exempt any student data from the summative rating.

SLO #	% of Students Meeting Target	Student Growth Rating
1		
2		
3		
4		
5		
6		
Overall		

75% Professional Practice Rating = _____

25% Student Growth Rating = _____ (from table above)

= Summative Performance Evaluation Rating of _____ (using attached matrix)

Teacher Signature: _____ Date: _____

Evaluator Signature: _____ Date: _____

Summative Rating/End of Year Conferences for Teachers PHS 2012-13

Name of Teacher: _____62_____ Name of Evaluator: _____PHS Admin 5/5_____ Date of Evaluation: **___2/19/2013_____**	Unsatisfactory	Needs Improvement	Proficient	Excellent
DOMAIN 1: Planning and Preparation				
1a: Demonstrating knowledge of content and pedagogy	1	6	50	5
1b: Demonstrating knowledge of students		21	40	1
1c: Setting instructional outcomes	3	20	37	2
1d: Demonstrating knowledge of resources		11	47	4
1e: Designing coherent instruction	2	20	38	2
1f: Designing student assessment	2	25	33	2
Overall rating for DOMAIN 1				
DOMAIN 2: Classroom Environment				
2a: Creating an environment of respect and rapport		17	42	3
2b: Establishing a culture for learning	4	28	29	1
2c: Managing classroom procedures	3	20	37	2
2d: Managing student behavior	2	25	33	2
2e: Organizing physical space		11	50	1
Overall rating for DOMAIN 2				
DOMAIN 3: Instruction				
3a: Communicating with students		15	45	2
3b: Using questioning and discussion techniques	2	32	27	1
3c: Engaging students in learning	2	26	32	2
3d: Using assessment in instruction	2	19	38	3
3e: Demonstrating flexibility and responsiveness		9	49	4
Overall rating for DOMAIN 3				
DOMAIN 4: Professional Responsibilities				
4a: Reflecting on teaching	1	14	45	2
4b: Communicating with families	3	23	35	1
4c: Participating in a professional community		4	54	4
4d: Growing and developing professionally	1	10	46	5
4e: Showing professionalism	2	9	45	6
Overall rating for DOMAIN 4				

SUMMATIVE RATING: _ ___

Note*: The signature of the evaluator and teacher verifies that the report has been reviewed. The employee has the right to submit comments and/or a rebuttal about this report. It is recommended the teacher do this by the end of the year.*

Teacher Signature & Date: _____ Evaluator Signature & Date: _____

Student	Pre-Assessment NWEA	Growth Expectation (points student must increase by)	Post-Assessment NWEA	Actual Growth	Did student meet SLO growth target?
Tier 1				0	
Student 1	207	2	213	6	YES
Student 2	210	2	220	10	YES
Student 3	211	2	216	5	YES
Student 4	215	2	214	-1	NO
Student 5	215	2	225	10	YES
				0	
Tier 2				0	
Student 5	223	2	228	5	YES
Student 7	217	2	217	0	NO
Student 8	224	2	227	3	YES
Student 9	219	2	215	-4	NO
Student 10	225	2	239	14	YES
Student 11	225	2	220	-5	NO
				0	
Tier 3				0	
Student 12	230	2	233	3	YES
Student 13	227	2	225	-2	NO
Student 14	231	2	216	-15	NO
Student 15	233	2	226	-7	NO
Student 16	229	2	228	-1	NO
Student 17	227	2	222	-5	NO
				0	
Students who didn't meet the requirements				0	
Student 18 (attendance)	none		none	#VALUE!	
Student 19 (no fall NWEA)	none		233	#VALUE!	
Student 20 (attendance)	none		222	#VALUE!	
Student 21 (no fall NWEA)	none		none	#VALUE!	
Student 22 (attendance)	205	2	199	-6	NO
Student 23 (attendance)	209	2	216	7	YES
Student 24 (attendance)	203	2	218	15	YES

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PHS SIG Year 2
May 2013

SIG Goal	Objective	May Outcomes
The 2010 AYP Status Report show 64.9% of the districts ALL student in the meets/exceeds categories in Reading. The percentage of ALL students, including Manual and Peoria High Schools in the meets/exceeds categories will increase 11.7% each year to 100% in 2014.	**Objective 1.1.** All teachers will use the School SMART Goals Process: A Framework for Shared Responsibility – to address greatest area of need in reading. **Objective 1.2** All teachers in Language Arts/English will use the common core standards to align their curriculum and assessments to ensure rigorous curriculum to prepare students for college and careers. **Objective 1.3** Using summative and formative assessments, all teachers will differentiate their instruction to engage students in their learning.	**Objective 1.1.** 26 % of students were at the meets/exceeds level on the state PSAE in reading Spring 2012. **Objective 1.2** All teachers in ELA are learning the process of looking at the common core standards, selecting essential learning, aligning their curriculum to the essential learning and developing common assessments per quarter **Objective 1.3** Teachers are looking at formative and summative common assessment results.
The 2010 AYP Status Report show 69.9% of the districts ALL student, including Manual and Peoria High Schools in the meets/exceeds categories in Mathematics. The percentage of ALL students in the meets/exceeds categories will increase 10.03% each year to 100% in 2014.	**Objective 2.1.** All teachers will use the School SMART Goals Process: A Framework for Shared Responsibility – to address greatest area of need in Math. **Objective 2.2** All teachers in Math will use the common core standards to align their curriculum and assessments to ensure rigorous curriculum to prepare students for college and careers. **Objective 2.3** Using summative and formative assessments, all teachers will differentiate their instruction	**Objective 1.1.** 19 % of students were at the meets/exceeds level on the state PSAE in math Spring 2012. **Objective 1.2** All teachers in Math are learning the process of looking at the common core standards, selecting essential learning, aligning their curriculum to the essential learning and developing common assessments per quarter **Objective 1.3** Teachers are looking at formative and summative common assessment results.

	to engage students in their learning.	
100% of all faculty and staff including Manual and Peoria High Schools will participate in focused activities to increase positive relationships with students, their families and members of the community focused on improving college and career readiness among student as measured by the percentage of ALL students in the meets/exceeds categories will be 100% by 2014 on the state test.	**Objective 3.1** All schools will be implementing positive behavior intervention support (PBIS) systems to build a culture and community of positive behaviors to support student learning. **Objective 3.2** All high schools will increase student interventions and enrichment opportunities for students by collecting and analyzing student achievement data. **Objective 3.3** All high schools will facilitate positive relationships to engage students, families and community members in preparing students for college and/or careers.	**Objective 3.1** Working to decrease absenteeism among high school students. Attendance for School year 79.01% **Objective 3.2** RTI tiered interventions **Objective 3.3** 2012 graduation rate was 61.2%
Administrators and teacher leaders will enhance their leadership skills including Manual and Peoria High Schools through reflection using data, collaboration for results, and utilizing focused instruction to improve student learning as measured by the percentage of ALL students in the meets/exceeds categories will be 100% by 2014 on the state test.	**Objective 4.1.** Administrative Leadership Teams will provide instructional leadership and support to faculty and staff to improve teacher effectiveness and increased student achievement. **Objective 4.2** Teachers will improve instructional effectiveness in student learning through implementation of the new Peoria teacher evaluation system.	**Objective 4.1.** Professional development centered around reflection and using data to drive instruction **Objective 4.2** 100% of PHS teachers are evaluated on the Frameworks for Teaching Model

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PHS SIG Update

May 2013

CEC Area of Focus	Key Accomplishments	Goals for Year 3
Enhance school culture and climate that supports a safe, productive learning environment for students and adults	• Finish Master Schedule for 2013-14 • Shift to PLC's vs Collaboration • Continue to develop and refine sustainability plan • Refine teacher leaders for each area •	• Teacher lead PLC's • Use teacher leaders to push work deeper in school • Continue to work on FH concept • BIST in 9th and 10th grades • Use PHS North to provide additional support for students in need
Use data to drive instruction	• View teacher videos with FfT emphasis • View best practice teacher videos • Review SLO's	• Review student work using protocols • Teacher discussions on student work and data • Deeper understanding on Common core • Writing across the curriculum
Engage Students through differentiated instructional practices	• Peer tutoring/mentoring of teachers with needs from DI team and other teacher leaders	• Peer tutoring/mentoring of teachers with needs from DI team and other teacher leaders • Emphasis on using data (NWEA/formative) to drive classroom instruction • Use of classroom and best practices videos to drive instruction

PHS SIG Update

May 2013

PLC's

- Completed Critical Issues Survey for end of year reflection
- Discussing FfT Component of the Week…taking one component and discussing what that looks like and should look like in the classroom.
- Completing the watching of classroom videos from each PLC teacher and giving feedback according to FfT components.

- Discussions on how have we grown and where do we go from here next year

PHS

- Attended and presented at GL TURN-good concept of videotaping classroom instruction and giving each other feedback. Used very poor example of class instruction.
- Teachers watched and discussed the Brockton video- a school in Mass that was low achieving and how the teachers worked to turn that school around using data and collaboration
- Reworked teacher leaders for PHS….it is a work in progress, and Brett will need to ensure some of the leaders meet the expectations as teacher leaders
- Defining criteria for PHS North and researching data to develop list of student candidates.
- CEC progress monitoring and discussed the need to change the leadership structure for year 3rd. Reassigning the work of the interventionists, dissolving the Support Team and putting into place the components of the Organizational Structure for Transformation.
- McDonald ULT training to set the framework and vision for the work of the ULT
- PHS took NSDC PD Survey
- PHS took SLO survey

3rd year NEEDS

- Review student work-this has been pushed all year but not yet done. As one of the basis for the work of the PLC, teams MUST have discussions around student work and what they are doing in the classrooms.
- Teachers need to be taught that the instruction they are doing in the classroom is NOT exemplar. They need to watch, learn, discuss best practices and try it out in their classrooms and reflect on what they did and what they learned. Many teachers are still lecturing and throw out a recall question now and then and think this is exemplar. Use Teach Like a Champion book and video as a resource
- When discussing FfT, teams should use Danielson Book or Danielson 2013 Edition as a resource guide for examples of best practices.
- How is the ULT functioning and performing as a team? Are they being departmental leaders? Sharing communication? Reflecting and progress monitoring?

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NWEA READING

11th grade		
SP2013	W2013	F12
23%	23%	36%
27%	31%	26%
30%	24%	19%
20%	21%	18%
GROWTH		
64%		
10th grade		
SP2013	W2013	F12
23%	26%	32%
28%	29%	26%
26%	22%	27%
24%	22%	14%
GROWTH		
63%		
9th grade		
SP2013	W2013	F12
31%	37%	43%
31%	26%	29%
24%	23%	20%
15%	14%	9%
GROWTH		
67%		

NWEA MATH

11thgrade		
SP2013	W2013	F12
24%	24%	26%
32%	29%	28%
26%	28%	29%
17%	19%	17%
GROWTH		
59%		
10thgrade		
SP2013	W2013	F12
22%	25%	29%
30%	29%	32%
26%	30%	25%
22%	16%	14%
GROWTH		
70%		
9th grade		
SP2013	W2013	F12
36%	41%	48%
30%	30%	26%
23%	21%	18%
10%	9%	7%
GROWTH		
60%		

Professional Learning Community Evidence of Effectiveness

School Information

School Name: Washington Middle School
District Name: Springfield Public Schools
School Address: 2300 East Jackson St, Springfield, IL 62703
School Phone: 217-525-3182
School Fax: 217-525-3319
Principal: Susan Palmer
Principal email: spalmer@sps186.org
Web Address: http://www.springfield.k12.il.us/schools/washington/

Demographics

Number of Students: 616
Percent Eligible for Free and Reduced Lunch: 86%
Percent of Limited English Proficient:
Percent of Special Education: 28%
Racial/Ethnic Percentages:

- **White 46%**
- **Black 43%**
- **Hispanic 1%**
- **Asian/Pacific Island 1%**
- **Other Two or More Races 8%**

Student Achievement Data

Please list source of comparison data:
Percentage of students met or exceeded ISAT (School/District/State)

Grade: 6th	Math	Reading	Writing	Science
Year 10-11	69/78/84	65/76/84	N/A	N/A
Year 09-10	61/74/85	61/71/81	N/A	N/A
Year 08-09	59/73/82	58/70/80	N/A	N/A

Grade: 7th	Math	Reading	Writing	Science
Year 10-11	75/75/84	57/65/79	N/A	62/67/82
Year 09-10	70/76/84	56/66/77	N/A	69/75/82
Year 08-09	66/74/83	44/66/78	N/A	63/74/80

Grade: 8th	Math	Reading	Writing	Science
Year 10-11	78/81/86	70/76/85	N/A	N/A
Year 09-10	70/76/81	6273/76	N/A	N/A
Year 08-09	62/65/78	62/68/84	N/A	N/A

Percentage of students that met/exceed (ISAT)

READING	2005	2006	2007	2008	2009	2010	2011
All Students	48	52	52	55	59	63	68
White	59	60	58	60	67	71	78
Black	38	41	42	47	49	54	58
Low Income	46	47	49	51	55	61	66
Special Education	15	20	19	24	36	36	38

Please comment on any aspect of the data that you believe is particularly significant.

In 2005, Washington Middle School (WMS) implemented Professional Learning Communities and the block schedule. WMS has show significant growth in students that have met or exceeded in our State Assessment (ISAT) over the last seven years. In reading, students have increased by 20 percentage points and in math we have seen a magnificent gain of 50 percentage points. We are very proud of the results in our subgroups. We have worked very hard to address the needs of our diverse learners, as a result, we have minimized the number of students that are in warning and below and increased our met/exceeds category.

Another way to illustrate the increase in the percentage of students meeting or exceeding the proficiency standard at Washington over the past three years is to compare it to the improvement in student achievement throughout the state. In all subjects and all grade levels except 7th grade science, the gains at Washington are **significantly** higher than those of the state, even though 86% of our students are eligible for free and reduced lunch. Those gains are presented below:

Grade/Subject	Percentage increase in proficient/advanced Washington	Percentage increase in Illinois
6th grade math	10	2
6th grade reading	7	4
7th grade math	9	1
7th grade reading	13	1
7th grade science	-1	2
8th grade math	16	8
8th grade reading	8	1

The increase in percentage of students meeting or exceeding proficiency in our school has had a positive impact on **all** subgroups of students as illustrated in the chart above:

Increase in percentage of students meeting or exceeding proficiency standards at Washington by subgroup - Reading improvement (2005-2011)

White students 19%
Black students 20%
Low income 20%
Special Education 23%

Increase in percentage of students meeting or exceeding proficiency standards at Washington by subgroup - Math improvement (2005-2011)

White students 52%
Black students 47%
Low income 48%

Special Education 39%

Please present additional information that indicates your efforts to build a professional learning community have had a positive impact on students and/or teachers.

Seven years ago the PLC journey began at WMS with the start of collaboration. Teachers are given time to have collegial conversations about teaching and learning. PLC's give them the opportunity to be reflective on teacher/teacher and student/teacher discourse. Looking at Student Work and What Makes a Good Assignment are two protocols that teams use for collective inquiry on a monthly basis.

Teacher teams meet daily and are organized by content area to answer Dufour's Guiding Questions.

1. What do we expect students to learn?
    - Teams identified essential standards for each content area that students must master.
    - Learning Targets and essential questions are identified for each unit of instruction.
    - Teams plan differentiated units of instruction based on content, process or product.
2. How will we know when students have learned?
    - Teams plan for formative assessments to check for progress along the way.
    - Teams developed common /summative assessments for each unit of instruction.
    - Teams develop quarterly interim measures to measure progress.
3. How will we respond when students don't learn?
    - Teams use results from formative assessments to meet the needs of students that have not yet mastered the material, which impact core instruction.
    - Non-intentional learners are given the opportunity for guided study hall (GSH). A certified teacher supervises GSH and students are pulled from their elective until they complete missing assignments.
    - School-wide Tutorial Day Schedule is run two times per week for re-teaching essential standards.
4. How will we respond when students do learn or already know the information?
    - Differentiated units of instruction address enriched lessons for students that have mastered the material to give them opportunities to go deeper into the curriculum and stretch their learning.
    - School-Wide Tutorial Schedule is run two times per week for enrichment opportunities for students that have mastered their essential standards.

Please elaborate strategies you have found to be effective in the following areas:

1. Monitoring student learning on a timely basis.

Washington Middle School analyzes ISAT (state assessment), EXPLORE common, summative and formative assessment data to determine challenges and celebrations. A school-wide SMART goal is developed yearly based on our greatest area of need. Each department writes a SMART Goal to support the school-wide SMART goal. In addition, the core collaboration teams write a subject specific goal based on their data. Teams revisit their SMART goal quarterly and teachers are provided with a class breakdown using the state data warehouse (IIRC) to identify each student's skill based on strands in reading, math and science.

Washington Middle School uses a variety of assessments to identify students' strengths and weaknesses. At the beginning of the year students are assessed using Aims web: MAZE, Correct Writing Sequence (CWS), Reading Curriculum-Based Measures (R-CBM) and Math Concepts and Applications (M-CAP). Students who did not meet benchmark are targeted for progress monitoring in reading and/or math. Students are benchmarked 3 times per year. Using our state assessment (ISAT) and Aims web data, the RtI team identifies students for intervention classes in reading and math. The criteria are revisited each quarter to assure proper placement of students.

2. Creating systems of intervention to provide students with additional time and support for learning.

Washington Middle School developed a systematic approach to provide students with Tier 2 supports during the school day. Our Tutorial Schedule is each Tuesday and Thursday for 42 minutes. Core content teachers are given a priority week to assign students that have not yet mastered the material. Students that have mastered the material have earned an unassigned session, which gives them choices of enrichment opportunities in various subject areas. Formative and summative assessment data is used to make decisions about students. In our first year with this schedule, we doubled our honor roll participants and decreased our failure rate by half.

WMS also offers intervention classes in the areas of reading and math. Aims web, ISAT, STAR, District and common assessments are used to make decisions by the RtI team about students that require additional time. Some students need a double dose of reading in fluency and/or comprehension. Students also benefit from pre-taught material prior to classroom instruction. In math, we offer an intervention class that uses manipulatives and technology to reinforce the essential standards. Progress monitoring is a component of all intervention classes at WMS.

Special Education students benefit from a wide spectrum of services to include: Behavior Disordered classroom, inclusion, resource, speech/language, instructional and life skills classrooms. The inclusion teachers loop with their students and provide a resource hour for them to reinforce the curriculum and accommodate students.

3. Building teacher capacity to work as members of high performing collaborative teams that focus efforts on improved learning for all students.

Teachers collaborate for 42 minutes each day by subject area. Teachers use part of their PLC time to identify essential standards, essential questions, formative and summative assessments. The goal of the planning process is for teachers to identify what students should know, understand and do in their differentiated unit plans. Teachers design their lessons using the UBD backwards planning design. Common assessments are developed in collaboration and given to students quarterly. A pre-test and post-test is administered to measure student mastery based on skills and remediation and enrichment is provided in the classroom.

Teachers have multiple opportunities as teacher leaders in the building. Currently, we have the following PLC Teams that focus on teaching and learning or student support:

Collaboration Team- Content and Special Education teachers
ILT -Instructional Leadership -Shared decision-making team
RtI –Response to Intervention-Data decision-making team
BIST-Behavior Intervention Support -Behavior decision-making team
DI-Differentiated Instruction -Teaching and learning decision-making team
Department Chair -Core content decision-making team
Attendance Team-Student Support problem-solving team
Technology Committee-Teaching and learning decision-making team
Liaison Committee-Union problem-solving team
FACE Team-Family and Community Engagement-Parents and School decision-making team

List awards and recognitions your school has achieved:

AVID Certified School
Illinois State Board of Education Academic Improvement Award 2006 and 2007
Springfield Public School Board of Education Recognition 2012

CEC's Collaborative Leadership Structure for School Transformation

OUTCOME: Focused Instruction & Accountability for Improved Student Achievement!

ROCK ISLAND-MILAN COUNCIL FOR CONTINUOUS IMPROVEMENT

CEC Facilitates District Capacity Building around Transformational Standards

- *Set & Communicate Direction*
- *Track & Monitor Progress*
- *Remove Barriers*
- *Listen & Learn*
- *Broadcast Results*
- *Build District Capacity*

BOARD + DISTRICT ADMINISTRATION + UNION LEADERS + SCHOOL LEADERS + STUDENTS + PARENTS/COMMUNITY

PRINCIPAL

ROCK ISLAND HIGH SCHOOL ADMINISTRATIVE TEAM

Establish & Manage School Structures & Processes
Empower Faculty & Staff to Lead & Support School Transformation Efforts

SCHOOL IMPROVEMENT TEAM

- *Set & Communicate School Direction*
- *Develop School Improvement*
- *Monitor School Progress*
- *Review & Act Upon Incoming Data*
- *Communicate Progress*

PRINCIPAL + TEACHER LEADERS + SUPPORT STAFF + STUDENTS + PARENTS/COMMUNITY

PLC'S - COLLABORATION TEAMS
DEPARTMENTAL
FRESHMAN ACADEMY, 10TH, 11TH GRADE COHORTS

- *Focus on Learning, Collaboration & Results*
- *Establish SMART Goals*
- *Set Clear Targets*
- *Develop Common Assessments*
- *Align Curriculum*
- *Use Date to Plan Interventions*

TEACHERS + INSTRUCTIONAL LEADERS + CONTENT SPECIALISTS

CLASSROOM LEARNING COMMUNITIES

- *Connecting, Engaging & Empowering Students*
- *Instill Responsibility*
- *Ensure Rigor*
- *Exercise Accountability*

TEACHERS + STUDENTS + PARENTS +SUPPORT STAFF

OUTCOME: Focused Instruction & Accountability for Improved Student

Monitoring Application of Transformational Standards

APPENDIX 10: Data Driven Decision Making Timeline for RIHS

Timeline for Data-Driven Decision Making	
Year 1	• Create common assessments by course • 4-quarter plans developed using common core standards for all courses (LEA initiative) • New master schedule created to include restructured balanced calendar to incorporate quarterly, intensive interventions and enrichment opportunities for students and professional development for faculty and staff, enhanced Enrichment Period, Rock Time college & career ready advisory period, daily common departmental planning time for all faculty, 2 period blocks for English and math with clusters of students in 9th, 10th and 11th grades for HUB collaboration model • Encourage teachers to informally work on teaching common unit curriculum plans. • Determine what attributes are needed for student warehouse system. • Support with job-embedded, targeted and focused professional development • Finalize 4-quarter plans at end of year 1 • Design student growth Mmeasures for teacher evaluation system
Year 2	• Teachers make notes and then revise 4-quarter plans • Continue professional learning communities • Continue Quarterly Intersession enrichment and interventions for students and professional development for faculty and staff • Purchase student (data) warehouse system • Upload student information to new warehouse system • Incorporate courses in the LEA's Parent University • Schedule bimonthly community meetings • Expand HUB clusters to incorporate more teachers and students, • Professional Development • Implement teacher evaluation Ssystem with student growth
Year 3	• Implement common cConsistent student evaluation/grading rubric • Implement student (data) warehouse system • Continue professional learning communities • Continue use of data to drive instruction • Change focus of professional learning communities (PLCs) from creating common document to collaborating on student data decisions • District wide implementation of teacher evaluation system with student growth

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SUGGESTED CALENDAR FOR
PROFESSIONAL LEARNING COMMUNITIES
COLLABORATION TEAM

Job Embedded Professional Development

Reference Guide: Professional Learning Communities at Work Plan Book by Rebecca DuFour, Richard DuFour and Robert Eaker; 2006 Solution Tree Press

August GETTING STARTED	**Identify Purpose of Team** - What it is- What it is not. • What is a PLC? (pg 2-5) • What is Collective Inquiry? (pg 21) • Collaboration or Coblaboration (pg 23) • Bradley Elementary School: Turning Over a New Leaf (pg 25) • Building High Performing Collaborative Teams That Focus on Learning (pg 8-9)
September GETTING ORGANIZED	**Establish Team Norms** **Establish Meeting Location, Dates, Times** **Data Review and Analysis** • Team Roles & Responsibilities • Meeting Management Tips • Critical Issues for Team Consideration (pg 10) • Team Feedback Sheet (pg 11) • Survey on Team Norms (pg 13) • What are Norms? (p 27) • Tips for Establishing Team Norms (pg 29) • Team Tools (pg 35) • Review & Analysis of Summative Trend Data
October GOAL SETTING	**Determine SMART Goals and Essential Learning.** **Establish Calendar of PLC Topics** • What Are SMART Goals? (pg 31) • Examples of SMART Goals? (pg 33) • Wynnebrooke Elementary School: Weathering the Storm. (pg 37) • What are Essential Learnings? (pg 39) • Establishing Essential Learnings. (pg 41) • Getting Crystal Clear on "Learn What" (pg 43) • Levey Middle School: An Urban Success Story (pg 45)
November COMMON ASSESSMENTS	**Establish Common Assessments** **Establish Common Pacing** **Review Formative Assessment Data** • Common Pacing (pg 47) • Assessment Resources (pg 51) • Developing Common Formative Assessments (pg 53) • What is Balanced Assessment? (pg 55) • Sanger High School: Collaborating for Excellence (Pg 57)

December COMMON RUBRICS	**Establish Common Rubrics** **Review Formative Assessments** **Establish Student Interventions** • Using Common Rubrics (pg 59) • Common Assessment Information (pg 61) • Analyzing Information (pg 63) • Viers Mill Elementary School: Identifying & Addressing Barriers (pg 65) • Marjorie Veeh Elementary School: Responding to Change (pg 69) • How Will We Respond? (pg 71) • Using Results to Motivate (pg 67)
January ESTABLISH STUDENT INTERVENTION SUPPORTS	**Establish & Modify Student Interventions** **Track & Monitor Student Progress & Program Impact (Data Review)** • Creating Systematic Interventions (pg 73) • Tips for Interventions (pg 75) • Southmoreland Junior High: A Rural Success Story (pg 77) • Action Orientation (pg 79)
February RESPOND TO INTERVENTION	**Track & Monitor Student Progress (Data Review)** **Modify Teaching, Interventions, Supports** • Adams Middle School: Streamlining Improvement (pg 81) • What is a Professional Teacher? (pg 83)
March REALIGNING RESOURCES	**Realigning Resources to Ensure Student Success** **Data Review** • Centreville High School: Something Extra (pg 85) • Kildeer Countryside Elementary School: Good to Great (pg 87)
April TRACK & MONITOR PROGRAMS	**Tracking & Monitoring Program Impact** • Cultural Shifts in a PLC (pg 6-7) • Eastview High School: High Expectations (pg 95) • The Power of Storytelling (pg 93)
May CELEBRATIONS	**Celebrate Accomplishments** • Creating Opportunities for Many Winners (pg 89) • Celebration: A Key to Sustaining PLC's (pg 91) • A Culture of Celebration (pg 97) • Why Teach? (pg 99)
June PROGRAM REVIEW & REVISIONS	**Trend Data Analysis** **Program Impact Data Review** **Realigning Resources to Ensure Student Success (Mission, Vision, Values, Goals)** • Recommendations for Resource Reallocation o Time, Energy, People, Funding • Professional Development Plan

ROCK ISLAND HIGH SCHOOL
PROFESSIONAL LEARNING COMMUNITIES
COLLABORATIVE
TEAMING & JOB-EMBEDDED PROFESSIONAL DEVELOPMENT
2013-14 SCHOOL YEAR

COLLABORATION TEAM MEETING LOCATION: ??

TEAM	PERIOD	DATES/TIME	TEAM MEMBERS
ENGLISH	3	Daily 45 min	Instructional Leader English Dept Staff AP (oversees English Department) CEC Transformation Facilitator
SCIENCE	7	Daily 45 min	Instructional Leader Science Dept Staff AP (oversees Science Department) CEC Transformation Facilitator
MATH	2	Daily 45 min	Instructional Leader Math Dept Staff AP (oversees Math Department) CEC Transformation Facilitator
SOCIAL STUDIES	6	Daily 45 min	Instructional Leader Social Studies Dept Staff AP (oversees SS Department) CEC Transformation Facilitator
FRESHMAN ACADEMY	?	?? 45 min.	House Director Freshman House Teachers AP (oversees FA) CEC Transformation Facilitator
FINE ARTS/BUSINESS/CAREER ED	1	?? 45 min	Content Area Teachers Data Team Leader AP (oversees content areas) CEC Transformation Facilitator
FOR LANGUAGE	4	?? 45 min	Content Area Teachers Data Team Leader AP (oversees content areas) CEC Transformation Facilitator
SPECIAL SERVICES/PE/ELL	Enrichment Mondays	??	Content Area Teachers Data Team Leader AP (oversees content areas) CEC Transformation Facilitator

Rock Island Departmental Collaboration Time **WEEKLY SCHEDULE** **2013-14**
1. What do we want each student to learn? ***2. How will we know when each student has learned it?*** ***3. How will we respond when a student experiences difficulty in learning?*** ***4. How will we respond when a student already knows it? What will we do when they already know it?***

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Advisory Training	**Curriculum & Assessment**	**Curriculum & Assessment**	**Data Analysis**	**Curriculum & Assessment**

Rock Island Professional Learning Communities
Quarterly Focus & Outcomes
2013-14

	FOCUS	OUTCOMES
QUARTER 1	• Getting Started (Norms, Team Building) • Essential Learnings Quarter 1 • Formative Assessments for Quarter 1 • Rigorous Essential Learnings and Assessments • Writing – Looking At Student Work	• Team Norms • Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings • Shared Formative/Summative Assessments • Use of Rubric to Assess Rigor • Writing Rubric
QUARTER 2	• Essential Learnings Quarter 2 • Goal Setting for Quarter 2 • Formative Assessments for Quarter 2 • Rigorous Essential Learnings and Assessments • Data Analysis (Strengths & Obstacles) • Curriculum & Instruction Reflection • Writing – Looking At Student Work	• Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings for Q2 • Q2 Goals • Shared Formative/Summative Assessments for Q2 • Use of Rubric (TBD) to Assess Rigor • Determine Instructional Strategies and Student Interventions for Q2 • Writing Rubric
QUARTER 3	• Essential Learnings Quarter 3 • Goal Setting for Quarter 3 • Formative Assessments for Quarter 3 • Rigorous Essential Learnings and Assessments • Data Analysis (Strengths & Obstacles) • Writing – Looking At Student Work	• Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings for Q3 • Q3 Goals • Shared Formative/Summmative Assessments for Q3 • Use of Rubric (TBD) to Assess Rigor • Determine Instructional Strategies and Student Interventions for Q3 • Writing Rubric
QUARTER 4	• Essential Learnings Quarter 4 • Goal Setting for Quarter 4 • Formative Assessments for Quarter 4 • Rigorous Essential Learnings and Assessments • Data Analysis (Strengths & Obstacles) • Writing – Looking At Student Work	• Team Artifacts & Documentation • Shared Understanding of Essential Learnings • Communicate Essential Learnings for Q4 • Q4 Goals • Shared Formative/Summative Assessments for Q4 • Use of Rubric (TBD) to Assess Rigor • Determine Instructional Strategies and Student Interventions for Q4 • Writing Rubric

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Executive Summary for NSDC Peoria High Survey

May 2013

As part of the SIG, PHS completed Learning Forward's Standards Assessment Inventory (SAI) in Nov 2011, May 2012, Jan 2013 and May 2013. The SAI survey presents 50 questions which map to 7 SAI Indicators.

The data from this survey will be valuable as we align professional development to our SIG goals:

Goal 1: Enhance school culture and climate that supports a safe, productive learning environment for students and adults

Goal 2: Use data to drive instruction

Goal 3: Engage Students through differentiated instructional practices

The results of the survey are grouped into 7 Indicators/Standards. Each of the standards has 6-7 questions to answer. The 7 Standards are:

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes

The highest average standard value on the survey is 5. PHS had 37 participants completing the survey. Here are the results Jan 2013 and the May 2013 results:

Standard	Average Standard Value	Average Standard Value
	Jan 2013	May 2013
Learning Communities	4.0	4.0
Leadership	4.3	4.3
Resources	3.8	3.8
Data	4.0	3.9
Learning Designs	3.4	3.5
Implementation	4.1	4.1
Outcomes	4.1	4.1

The lowest three standards for PHS in May 2013 are:

- Resources
- Data
- Learning Designs

The questions that help to define these three standards are:

- Resources
  - Practicing and applying new skills with students in my classroom are regarded as important learning experiences in my school.
  - Teachers in my school are involved with monitoring the effectiveness of the professional learning resources.
  - Professional learning expenses, such as registration and consultant fees, staff, and materials, are openly discussed in my school.
  - In my school, time is available for teachers during the school day for professional learning.
  - Teachers in my school are involved with the decision-making about how professional learning resources are allocated.
  - Professional learning is available to me at various times, such as job embedded experiences, before or after-school hours, and summer experiences.
  - Teachers in my school have access to various technology resources for professional learning.
- Data
  - Some professional learning programs in my school, such as mentoring or coaching, are continuously evaluated to ensure quality results.
  - In my school, teachers have an opportunity to evaluate each professional learning experience to determine its value and impact on student learning.
  - In my school, various data such as teacher performance data, individual professional learning goals, and teacher perception data, are used to plan professional learning.
  - My school uses a variety of student achievement data to plan professional learning that focuses on school improvement.
  - In my school, teachers use what is learned from professional learning to adjust and inform teaching practices.
  - My school uses a variety of data to monitor the effectiveness of professional learning.
  - A variety of data are used to assess the effectiveness of my school's professional learning.
  - In my school, how to assess the effectiveness of the professional learning experience is determined before the professional learning plan is implemented.
- Learning Designs
  - In my school, teachers' backgrounds, experience levels, and learning needs are considered when professional learning is planned and designed.
  - The use of technology is evident in my school's professional learning.
  - Teachers in my school are responsible for selecting professional learning to enhance skills that improve student learning.
  - Professional learning in my school includes various forms of support to apply new practices.
  - In my school, participation in online professional learning opportunities is considered as a way to connect with colleagues, and to learn from experts in education.
  - In my school, teachers have opportunities to observe each other as on type of job-embedded professional learning.

- Teachers' input is taken into consideration when planning school-wide professional learning.

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PEORIA HIGH SCHOOL REPORT CARD
1ST QUARTER AUDIT
2011-2012

SIG Objective	Rising Star Objective	SIG Priority Goal	Outcomes for Staff	Outcomes for Students	Programs	Targets	When	Current Status
Objective 1.1	IID04	Using Data to Drive Instruction	Use summative and formative data to effectively drive instructional practices,determine interventions, and increase rigor.	Students are using data to track and monitor academic and behavior data to improve student learning.	SMART Goals	GAN Analysis	First Quarter	No
Objective 1.1, 2.1						School-Wide SMART Goal Reading Math and Behavior	First Quarter	No
Objective 4.2						Departmental SMART Goal to support school Reading and/or Math SMART Goal	First Quarter	No
						Track and Monitor SMART Goals	Quarterly	No
						Using SMART Goals and data to Drive Professional Development	Weekly	No
						Collect and analyze student achievement, attendance and behavior data to improve student discourse	Weekly	Limited
						Use math and reading data effectively to drive instructional practices,determine interventions, and increase rigor.	First Quarter	No
						Analysis of the EXPLORE/PLAN/ACT, ACT Linkage reports, NWEA, SkyWard, HS Credit Progress Monitoring	First Quarter	No
Objective 1.3	IIC01	Engaging Students through Differentiated Instructional practices	All teachers will use Differentiated Instruction/CRISS strategies to engage students in their learning.	Students are given respectful tasks based on readiness, interest or learning style.	ASCD DI Professional Development	DI Teacher Leader Team: Formation/Attending/Participating	Monthly	Limited
Objective 3.3		Enhance school culture and climate that supports a safe, productive learning environment for students and adults	Positive adult/student relationships. Using data to assist students in tracking and monitoring their progress to improve student achievement so they are college and career ready.		Student Advisories	Develop and implement advisory curriculum that prepares students for college/career, builds relationships with staff, school & community to improve student achievement	Daily	Limited
					Freshman Houses	1. Develop and support the three freshman houses where the four academic core faculty share the same 9th grade students 2. Increase number of students in higher track classes. 3. Increase reading skills of students who are participating in interventions and supports as measured by SMART Goals and assessments	Weekly	1. Very Limited 2. NO 3. NO
Objective 4.1					Student PRIDE Team	Peer Leadership model to empower student to student relationships to increase student achievement and college and career readiness.	Daily	Limited

CONSORTIUM FOR EDUCATIONAL CHANGE

PEORIA HIGH SCHOOL REPORT CARD
1ST QUARTER AUDIT
2011-2012

SIG Objective	Rising Star Objective	SIG Priority Goal	Outcomes for Staff	Outcomes for Students	Programs	Targets	When	Current Status
Objective 3.2			Positive adult/student relationships. Using data to assist students in tracking and monitoring their progress to improve student achievement so they are college and career ready.		**7 period day, extend learning time for students**	1. Develop and implement a 7 period day schedule 2. increase learning time for students that includes: increase opportunities for interventions and support for students, increase collaboration time for staff to improve student assessment scores in NWEA.	First Quarter	1. Yes 2. Limited
Objective 4.2	CL7, IID04	**PHS Governance/Leadership**	PHS Administration and staff will utilize a shared-leadership governance model to lead, support and implement the PHS Transformation Model.		**Administrative Team**	1. The Admin Team represents administrators in the building 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. Admin members will work with Teachers and staff to use, implement and build capacity with the mission, vision, goals and objectives of Peoria High School. 6. New Teacher Evaluation Process implemented as a pilot.	Monthly	1. Yes 2. Yes 3. Limited 4. No 5. Limited 6. Yes
Objective 1.1-4.2	ID 01, ID06, ID07,ID08,ID10,ID12,IIID07, IID06,CL7				**ULT**	1. The ULT representing Admin, CEC, guidance and classroom teachers 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. ULT members will work with Teachers and staff to use, implement and build capacity at PHS with the goals and objectives of the School Improvement Grant and Rising Star.	Monthly	1. Yes 2. Limited 3. No 4 No 5. No
	IIC01		PHS Administration and staff will utilize a shared-leadership governance model to lead, support and implement the PHS Transformation Model.		**DI Teacher Leader Team**	1. A Team of Differentiated Instruction teacher leaders representing Admin, CEC, and core content teachers 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. DI Team will work with Teachers and staff to use, implement and build capacity at PHS in the Differentiated Instruction philosophy and strategies.	Monthly	1. Yes 2. No 3. Limited 4. Limited 5. No
Objective 1.1					**SMART Schools Team**	1. A Team of SMART Coaches representing Admin, CEC, math and language arts formed 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. SMART Team will work with Teachers and staff to use, implement and build capacity at PHS in the SMART Goals Process.	Monthly	1. Yes 2. Limited 3. Limited 4. Limited 5. Limited

CONSORTIUM FOR EDUCATIONAL CHANGE

PEORIA HIGH SCHOOL REPORT CARD
1ST QUARTER AUDIT
2011-2012

SIG Objective	Rising Star Objective	SIG Priority Goal	Outcomes for Staff	Outcomes for Students	Programs	Targets	When	Current Status
			PHS Administration and staff will utilize a shared-leadership governance model to lead, support and implement the PHS Transformation Model.		**Advisory**	1. A Team of Advisory Committee members representing Admin, Guidance, CEC, and Classroom Teachers. 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. Advisory committee members will work with Teachers and staff to use, implement and build capacity at PHS in the advisory goals and curriculum.	Monthly	1.Limited 2. Limited 3. No 4. Yes 5. Limited
Objective 1.3,1.2,2.1, 2.3,2.2,2.3	ID06,IIC01, IIIA01	**PHS Governance/Leadership**	PHS Administration and staff will utilize a shared-leadership governance model to lead, support and implement the PHS Transformation Model.		**Collaboration**	1. A Team of Classroom teachers representing Admin, CEC, and Classroom Teachers. 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. Collaboration team members will work with peers to improve teacher practice.	Daily	1. Yes 2. Limited 3. No 4. Limited 5. Limited
Objective 1.3	ID06,IIC01, IIIA01				**Freshman Academy**	1. A Team of Freshman Academy representing Admin, CEC, and Classroom Teachers. 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. Freshman House members will work with Teachers and staff to use, implement and build capacity at PHS in the Freshman Academy goals and objectives. To include: DI, PBIS, BIST, AVID, Data Analysis, Advisory and collaboration time.	Daily	1. Yes 2. Limited 3. Limited 4. Limited 5. Limited
Objective 1.3,1.2,2.1, 2.3,2.2,2.3, 4.1	IIID07				**Support Team**	1. A Support Team representing Admin, CEC, Interventionist, Math Coach, Graduation Coach. 2. Team Expectations, roles & responsibilities are defined 3. Collaborative Team Norms are established and followed. 4. Active Participation in training, coaching and planning sessions 5. Support Team members will work with Teachers and staff to use, implement and build capacity at PHS with the goals and objectives of the School Improvement Grant.	Weekly	1. Yes 2. No 3. No 4. No 5. No
Objective 4.1					**Peoria Council for Continuous Improvement**	Establish and participate in PCCI in support of School Transformation Efforts	Monthly	Limited

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Mary McDonald, CEC School and District Transformation Core Service Director

Mary McDonald has worked for CEC since 2005 in supporting comprehensive school improvement and restructuring efforts in several Illinois and Ohio districts. She also has been instrumental in developing and implementing a curriculum for comprehensive union leadership to assist union leaders in retooling their locals to more successfully address the needs of their members in teaching and learning.

Ms. McDonald has more than 30 years of service in public education. She taught middle and high school students and served as a school improvement coach for Springfield Public Schools, where she developed expertise in helping middle and high school leadership teams and their faculty to analyze and use data for continuous improvement. Ms. McDonald was president of both the Ball-Chatham Education Association, the Springfield Education Association-IEA/NEA and a member of the Illinois Education Association Board of Directors.

Ms. McDonald continues to coach and support school and district leadership teams in their efforts to create and maintain professional learning communities that support a focus on learning, collaboration and accountability for results. Ms. McDonald actively supports schools and districts in the development and implementation of their school improvement and restructuring efforts.

She is active in teacher union reform efforts in Illinois, and serves as the co-chair of the Great Lakes Teacher Union Reform Network (TURN), along with Louise Sundin of the Minneapolis Federation of Teachers, and works closely with the national Teacher Union Reform Network, where she serves as the editor of the TURNews and Great Lakes TURN newsletters. Ms. McDonald also provides assistance and support in the development of additional regional TURN networks throughout the United States.

Ms. McDonald also is a member of the Illinois Education Research Council, the NEA Teacher Quality Advisory Group, and the NEA Foundation Project Management Team for the National Institute for Local Innovation in Teaching and Learning.

Ms. McDonald received a Bachelor's of Science degree in Family and Consumer Education from Eastern Illinois University in 1978 and a Masters in Prevention Program Management and Community Health Organizing from the University of Illinois at Springfield in 1992.

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Gail Tolbert, CEC Senior Consultant
Gail Tolbert is a proven leader, who builds sustainable relationships and helps schools develop and strengthen collaborative cultures. She has worked in public education for over 25 years as a consultant, facilitator, principal, elementary and special education teacher. She supports schools in instructional improvement, restructuring efforts, coaches leaders, and supports the development and implementation of teacher evaluation and student growth measures.

As Senior Consultant for CEC, Ms. Tolbert is working on a lead provider school improvement grant (SIG) team. Gail is SMART Goals and Framework for Teacher Evaluation (Danielson Model) Certified and provides expertise in the areas of system and school wide change, professional learning communities, Response to Intervention, data-driven decision-making and differentiated instruction.

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Gail Capps, CEC Senior Consultant
Gail Capps has been an educator and teacher leader in elementary, middle and high school systems. She has worked as a special education teacher, school improvement coach and professional development coordinator in a large urban district.

As Senior Consultant for CEC, Ms, Capps is working on the lead provider school improvement grant (SIG) team. Ms. Capps provides expertise in the areas of school reform, professional learning communities, response to intervention, SMART Goals, data decision-making, differentiated instruction and change practice.

She holds her bachelors degree in Child, Family and Community Services from University of Illinois at Springfield and Special Education from Illinois State University. Ms. Capps also earned her Masters in Education in both Administration and Teacher Leadership from University of Illinois at Springfield.

Laura Sestak, CEC School and District Transformation Program Manager

Laura Sestak collaborates with the CEC School and District Transformation Core Service Director managing the efforts of the School and District Transformation team. She actively supports comprehensive school improvement and restructuring efforts in several Illinois districts in the development and implementation of their school improvement and restructuring efforts. Laura also works closely with TURN Regional Coordinators providing assistance and support for regional TURN networks throughout the United States.

Prior to joining CEC, Ms. Sestak was a 5th grade teacher. She received her Bachelor's Degree from Lyon College in Batesville, Arkansas.

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Susan Palmer, CEC Senior Consultant
Susan Palmer is an experienced and motivated school reform/transformation professional with 25 years of teaching and administrative experience. Ms. Palmer has demonstrated proficiency in professional development programs, Danielson's Framework for Teaching Evaluation tool, management of Title I budgets, grant budgets and educational fund budgets. In her first year as principal, Ms. Palmer managed several budgets totaling over one half million dollars.

Ms. Palmer researched and implemented various best educational practices including DuFour's model for professional learning communities, block scheduling with increased time for mathematics and English language arts, research based fair grading practices, Response to Intervention, looping, Assessment for Learning with frequent formative assessment, differentiated instruction, AIMS Web and M-Cap, student centered classrooms, BIST (behavior intervention support team), tutorial program for remediation and enrichment during the school day, a guided study hall class at each grade level to support intentional non-learners, AVID, intervention classes in reading and mathematics, study skills for all 6th grade students, CRISS and other strategies to support literacy in all subject areas.

Ms. Palmer's areas of expertise include: assessment for learning, school reform/transformation, shared leadership, budgets, administrative coaching, facilitating adult groups through complex problem solving to action and improvement, school turn-around, implementing and overseeing first and second order change.

Dr. W. Patrick Dolan, **Dolan and Associations**

Dr. W. Patrick Dolan, author of *Restructuring our Schools, A Primer on Systemic Change*, founded his own consulting firm in Kansas City, Missouri, in 1976. For the next twenty years the firm did pioneering work in labor-management change in large institutional settings. Dr. Dolan is leading the G.E. Foundation's efforts to create systemic change in public education. He works with several large urban districts including Cincinnati, New York City, and Milwaukee, to create collaborative structures that implement systemic change strategies to effect increased student achievement for all children.

Dr. Dolan has focused his work on public education and it's restructuring, always working from a joint perspective of union/management cooperation. He has worked in the states of Illinois, Iowa, Massachusetts, Minnesota and Wisconsin, helping to implement collaborative structures at the state and local district and site levels. He has also done extensive work with locals and state affiliates of the National Education Association. He has worked with over 200 school districts on deep reform of both the structure of decision-making and the culture surrounding and supporting improvement in teaching and learning.

Dr. Dolan has a longtime relationship with the Consortium for Educational Change – often partnering with them to work with school districts and unions that are interested in implementing school improvement efforts through systemic change.

Carrie Schieb, CEC Senior Consultant
Carrie is working with CEC to help districts develop teacher evaluation systems that incorporate measures of student growth. Prior to her work with CEC, Ms. Scheib taught middle school mathematics in rural Arkansas, as a Teach For America corp member. As Senior Manager of School Performance with Chicago Public Schools (CPS), she coached principals, instructional leaders, and teachers on using data to drive instruction and building Professional Learning Communities.

Ms. Scheib also created and led professional development to groups of more than 150 administrators and teachers on a variety of topics, including building teams, using data to drive instruction, adopting the Common Core Standards, designing, implementing, and monitoring Response to Intervention programs, and developing Theories of Action.
Through her professional and academic experiences, Ms. Scheib has developed expertise in: change management, project management, education policy analysis, quantitative and qualitative data analysis, survey and research methodology, program evaluation, data-driven decision-making, market and SWOT analysis, and fund development. Through both group and independent projects with the City College of San Francisco, Teach For America, and the Prison Law Office, Ms. Scheib has used qualitative and quantitative data analysis skills to provide clients with concrete policy recommendations.

Ms. Scheib received her Bachelors of Arts and Letters from the University of Notre Dame, as a member of the Honors Program and with the completion of her Honors thesis. In 2010, Ms. Scheib graduated the Goldman School of Public Policy at the University of California, Berkeley as a Master of Public Policy with a focus in education and criminal justice policy analysis.

Shelley Taylor, CEC Teacher Effectiveness Core Service Director
As a Core Service Director for Teacher Effectiveness, Shelley supports CEC's work through design, development and consulting training around teacher evaluation, new teacher induction and mentoring, and co-teaching. Ms. Taylor supports CEC member and non-member school districts with facilitation and professional development training. Recently, Ms. Taylor was a remediation specialist assisting district with the Growth Through Learning Teacher Evaluation Performance training.

Prior to CEC, Ms. Taylor had 16 years of diverse experience in K-12 public schools as teacher, instructional coach, and district administrator. In these roles, she was successful at creating and implementing staff development and mentoring in the areas of RtI, PLCs, Instructional Coaching, Common Assessments, Balanced Literacy, and Co-teaching. She specifically focused on developing long term solutions for growth and improvement in these areas. Working to improve the capacity of teachers and school leaders, Ms. Taylor has designed tools for implementing the Danielson Framework for Teaching that help support teacher growth and student success. Ms. Taylor also has extensive experience in managing grants including the NCLB Consolidated Federal grant.

Ms. Taylor received her BA in Elementary Education from National-Louis University and eventually a Master of Arts in Teaching from the University of St. Mary. She also holds an Educational Leadership endorsement from DePaul University and is a National Board Certified Teacher/ Exceptional Needs Specialist for ages birth to young adult.

Jill Meciej, CEC Student Effectiveness Core Service Director
Jill Meciej works with school districts to focus on the areas of Common Core and Next Generation Standards, instructional strategies and tools, assessment for and of learning, and standards-based reporting.

Ms. Meceij holds a Bachelor's degree in Elementary Education (K-9), with concentrations in early childhood and music from Concordia University, a Master's degree in Curriculum and Instruction from National-Louis University, and a Certificate of Advanced Study in Educational Administration from National-Louis University.
Prior to joining CEC, Ms. Meceij worked as a second grade teacher, Assessment and Research Assistant, Curriculum Coordinator, and Director of Curriculum and Instruction in a K-8 school district. In her role as a Director, Ms. Meceij facilitated curriculum review teams in all of the core areas as well as the Fine Arts, Foreign Language, and Physical Development and Health. Ms. Meceij wrote a one year Study Skills curriculum for middle school students. She also designed and facilitated the creation of related arts courses at the middle school with a focus on global connections and technology integration. Ms. Meceij facilitated the design of district-level benchmark assessments in Writing, Science, Social Studies, Music, Visual Arts, and Physical Development. She also managed professional learning opportunities for staff which included her development of an in-district course program for staff.

Ms. Meceij's professional experiences include serving as a member of the DuPage County Regional Office of Education's Professional Development Steering Team for 2 years, serving as a CEC Steering Team member since 2006, participating as a Lincoln Award Examiner, acting as a team member of four CEC System Assessment visits and a team leader for two visits. She is also an active member of the Learning Forward organization (formerly NSDC). Her work with Learning Forward includes being a graduate of Academy XVII. Currently, she supports Learning Forward by reviewing Annual Conference Program Proposals, Summer Conference Program Proposals, and Annual Awards Nominations. She also served as a Book Review Team member for four years.