



Consortium for Interdistrict Collaboration 2025-2026 School Year



Introduction



Lake Bluff School District 65 Board of Education





Objectives for Presentation

- Understand
 - What is CIC and its purpose?
 - CIC Process Overview
 - Visits
 - Logistical details
 - Eight indicators
 - Three Lenses: Approach, Implementation, Results
 - Essential Questions
 - Timeline





CIC Purpose



Modeled on the Tri-State Consortium serving sixty school districts across New Jersey, New York, and Connecticut, the draft purpose of the CIC draws on Tri-State's, which is:



“...an alliance of public school districts committed to systems thinking and collaborative inquiry as pathways toward continuous improvement. Working together as colleagues and critical friends, we apply the standards of the Tri-State model to benchmark member districts' progress in advancing teaching and learning. Consortium members support each other through external peer review of programs and practices, study groups, conferences and topic-based seminars designed to deepen professional learning. *(Revised 2019)*”





CIC Purpose



In short, the CIC is a group of engaged school districts forming its own professional learning community which shares a practice of in-depth collective inquiry as the path to effective long term improvement in teaching and learning.





CIC Process Overview



Visit

- Visit team - trained CIC members from other districts
- Host team can identify focus for visit team, possibly a discipline or an approach (e.g. "writing grades K-5")
- Host team identifies "Essential Questions" that visit team answers
- Host team collects data for visit (standardized data, student work, and more)





CIC Process Overview



Visit

- 2.5 day visit (see more below)
- Visit team looks at identified topic via eight indicators and three lenses
- Two days focus on data review, focus groups and interviews with stakeholders, classroom visits (coordinated by Host committee)
- Last day includes Visit Team debriefing on its observations and findings (witnessed by Host Team)
 - Method is dialogic and interactive
- Facilitator develops report for Host District based on visit





CIC Process Overview



Visit - details



- Board members are stakeholders interviewed during visit
- Interviews are not as group (aka 1 or 2 BoE members)
- Interviews focus on
 - Indicators
 - Lenses - esp. "Approach"
 - Essential Questions





Eight Indicators



- 1. Performance Based Assessments
- 2. Student Metacognition in Learning Process
- 3. Metrics of Student Performance

Student
Performance

- 4. Curriculum & Instruction
- 5. Professional Learning, Supervision & Evaluation
- 6. Equitable Support for Student Needs
- 7. Shared Vision & Environment for Change

Internal
Supports

External
Supports

8. Parent &
Community
Support





Three Lenses



Approach - what is the District's intention? What is it trying to do?

How is this manifested in documents, including but not limited to:
District level documents, syllabi, lesson plans, communications



Implementation - what is actually occurring?

Student work samples are the most relevant piece here. Also relevant are interview and focus group feedback.



Results - changes in performance as a result of approach and implementation (Test scores, student work)





Timeline and Essential Questions



- Dr. Osburn conducted one-day trainings for all CIC members who will be on a Visit Team to one of the host visits and to Host District team members



- In 2024-2025 over 70 staff members from seven districts participated in training



- Dr. Osburn then collaborated with staff from Host Districts to support the Host Districts formulating an “Essential Question” that framed the Visit Team’s work





Timeline and Essential Questions



In 2024-2025 the two host districts formulated the following Essential Questions, respectively



To what extent does learning in District 109 engage all students in productive struggle?



To what extent are all students in District 70 provided active and authentic learning experiences?





Timeline and Essential Questions



Each of the two districts then hosted a three-day visit that included between 18-25 staff from across the CIC districts for each visit



At the conclusion of the three-day visits, Dr. Osburn then compiled the Visit Team's work into a comprehensive report that provided

- **Commendations** on the accomplished work observed by the visit team
- **Recommendations** for the Host District on what its next level of work could be in relation to the Indicators and The Essential Question





Timeline 2025-2026



- Dr. Osburn conducts one-day trainings on three different dates
 - August 12, September 17, and October 16



- Lake Bluff District 65 and Lake Forest District 67 are serving as Host Districts this year and will host visit teams in Spring 2026
 - Dr. Osburn not only regularly facilitates meetings with host districts, he is available to speak with other CIC districts' staff at any time about CIC and what the CIC experience offers





Conclusion



The work described includes standard measures and probes deeper than just what those measures provide, producing



A holistic view that is grounded in a focus identified by the host district and that engages diverse perspectives.



The result is a comprehensive perspective that can inform future improvement on multiple fronts, including areas identified in a district's strategic plan.





Questions





Additional Material



The following slides outline the content of each of the eight indicators that help frame the visit team's examination of evidence.





Indicator #1: Performance-Based Assessment

Educators utilize performance-based assessments that capture the extent to which students are able to transfer, apply and construct knowledge. These assessments enable students to demonstrate their ability to integrate knowledge, skills, dispositions, and higher-level thinking within and across disciplines. Performance-based assessments typically are student driven, long-term, research based, and interdisciplinary. Student work is assessed against a set of common criteria, and results are used to gauge student understanding of complex concepts and, over time, to inform curriculum and instruction.





Indicator #2: Student Metacognition



Educators design and provide a learning environment that asks students to reflect not just on *what* they have learned, but also on *how* they have learned. The district encourages and enables students to engage in metacognition continuously and systemically. Students build the capacity over time to assess, reflect upon and make choices that advance their own learning.





Indicator #3: Metrics of Student Performance



A variety of assessment practices, including norm-referenced and criterion-referenced assessments, provide data and evidence of student knowledge and higher-level thinking. The districts' system engages teachers and administrators in collecting and analyzing multiple forms of student performance data and disseminating the information to appropriate constituencies. Teachers and administrators use this information collaboratively to make informed decisions to advance student learning.





Indicator #4: Curriculum and Instruction



Teachers and administrators collaborate to develop an articulated and aligned curriculum designed to ensure optimal student results. When making curricular and instructional decisions, teachers and administrators consider current research and evidence of student performance from multiple sources. In their planning, teachers purposefully select and differentiate strategies and resources that advance the learning of all students.





Indicator #5: Professional Learning, Supervision, and Evaluation



The district's professional learning plan is based on current student and teacher needs linked to district goals. Professional learning is embedded, collaborative and reflective. In providing the time and resources for this learning to take place, the district is attentive to teacher voice. Professional learning is evaluated using a supervision and evaluation process that focuses on efficacy of instruction and attendant advancement of student learning.





Indicator #6: Equitable Support for Student Needs



Processes and practices are in place that identify and address students' academic and non-academic needs. These processes are informed by data and evidence gathered from a variety of sources and are aligned with learning goals for students at all performance levels. Policies and practices that govern student access to all curriculum and programs are non-discriminatory and set expectations that permit students to be challenged at the highest levels. All students have equitable access to all programs.





Indicator #7: Shared Vision and Environment for Change

Shared vision and goals focused on student performance have been developed with the staff and community, are well articulated, clearly communicated, consistently pursued throughout the district and school community, and include student voice. This vision expects, supports, and recognizes risk taking, creativity, and innovation as components of change toward continuous improvement. There is a process to review student and teacher work and learn from experimentation.





Indicator #8: Parent and Community Support

The district actively involves parents and community constituent groups in ongoing two-way communication to advance student learning. A wide range of community resources extends the classroom and enriches the educational experience of students. The budget development process supports the mission, vision and goals of the district, is aligned with efforts to advance student learning, and is supported by the community.

