

**Suburban Cook County Mathematics Initiative  
WCMI Mathematics Professional Development Consortium  
Commitment between the University of Illinois at Chicago and School District 97  
July 1, 2016 – June 30, 2017**

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The WCMI Mathematics Professional Development Consortium is designed to provide comprehensive, coherent services that build district capacity, and promote staff and organizational readiness, for the transition to the higher expectations of the Common Core State Standards for Mathematics (CCSSM) and PARCC assessments. The Consortium will also facilitate cross-district collaboration to devise joint solutions to commonly-held problems.

The Consortium will provide:

- Unlimited access to school-year teacher professional development workshops preparing teachers for new standards, higher expectations, and raised cognitive demand in instruction and assessments. Differentiated sessions for teachers of mathematics in grades K–5 and 6–12 will address various relevant topics.
- Unlimited access to administrator professional development sessions on various topics, with at least two conferring Illinois Administrator Academy credit (subject to completion of all ISBE-approved course requirements).
- Unlimited access to, and expert support with, implementation of Silicon Valley Mathematics Initiative and WCMI instructional and improvement resources and tools.
- Participation in WCMI’s district mathematics leadership council to guide the Consortium’s work, and access to strategic advice for district leadership on decisions on curriculum, assessment, and other policies.
- Priority registration and limited scholarships for the Summer 2016 Common Core Mathematics Institutes.
- Opportunities for networking and collaboration for teacher leaders, teachers, and administrators, and a leadership council for district mathematics leaders to guide the consortium’s work.
- Additional supports including professional development for mathematics instructional coaches and teachers of *Connected Mathematics* during the school year.

Consistent with decades of school improvement research, SCCMI has found that districts get the most value from its supports, and achieve better and more lasting results, when they:

- Make mathematics improvement a district priority
- Ensure structures and support for substantive teacher collaboration focused on student learning, including regular common planning time
- Support administrator involvement in overall mathematics improvement efforts

- Ensure that assessment policies and structures provide time and support for teachers' use of data to make instructional decisions that support student learning
- ~~Create or continue a Mathematics Leadership Team with diverse stakeholders which is provided time to develop a district vision for mathematics, promote dialogue, and problem-solve together~~
- Examine district structures and policies to ensure they support student learning (e.g., time for math instruction, teacher assignment and schedules, course placement)

Change takes time, and can involve complex interactions among various district staff. Success is most likely when all stakeholders are aligned both on the *goals* — what we want mathematics classrooms to look like to best support student learning — and on the *process* of getting there, so multiple levers can work together to improve student learning.

SCCMI professional development experiences are designed to be active, collaborative, and relevant to participants' professional roles. In order for participants to best understand key ideas and strategies, and put them into practice, they should be enabled to attend multiple sessions and have sufficient collaborative time within their school and/or district.

The Consortium is contingent on sufficient district participation. Each district's cost for professional development services is based upon its total K–12 student enrollment, as reported by ISBE. Based on District 97's K–12 student enrollment of 5744 students, the cost to District 97 for the Consortium's mathematics professional development services in 2016–2017 is \$24,000.

\_\_\_\_\_ Yes, District 97 commits to allocate \$24,000 for the Consortium's mathematics professional development services for the 2016–2017 school year.

\_\_\_\_\_ No, at this time, District 97 is not committing to fund the Consortium's mathematics professional development services for the 2016–2017 school year.

District Number 97 Address 970 Madison Street, Oak Park, IL 60302

Superintendent Signature \_\_\_\_\_

Superintendent Name Dr. Carol Kelley

Date \_\_\_\_\_ Email ckelley@op97.org

Phone (708) 524-3004 Fax (optional) \_\_\_\_\_

**Suburban Cook County Mathematics Initiative  
Mathematics Instructional Coaching**

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**Commitment between the University of Illinois at Chicago and School District 97  
May 17, 2016 – May 30, 2017**

The WCMI Mathematics Instructional Coaching services are designed to build the capacity of administrators and teachers in participating districts and schools to transition to the higher expectations of the Common Core State Standards for Mathematics (CCSSM) and PARCC assessments. Coaching can help district staff translate their learning into classroom and supervisory practice, help them implement mathematical tasks, and influence and improve the instruction of mathematics in their schools and districts.

A coach can provide in-person support in the district during the school year, and provide guidance to district leadership.

Margie Pligge and Nancy Mueller will support District 97 teachers in the ongoing planning process for Eureka Math for 3 days in May, 2016, and 9 days during the 2016-2017 school year. The dates will be mutually agreed upon by the University of Illinois at Chicago and District 97. Each coach will support a grade level team on each of the days. During each session, the teachers will explore a module in depth and engage in overall unit planning. The services will include consultation, planning and on-site support to help build the mathematics content and pedagogical content knowledge of the K-5 teachers implementing the CCSSM and the *Eureka Math* program in their classrooms.

District 97 commits to allocate \$38,400 for mathematics instructional coaching supports for 12 days with 2 coaches per day, along with one additional day of planning for each of the 12 days.

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District Number 97                      Address \_\_\_\_\_

Superintendent Signature \_\_\_\_\_

Superintendent Name \_\_\_\_\_

Date \_\_\_\_\_                                      Email \_\_\_\_\_

Phone \_\_\_\_\_                                      Fax (optional) \_\_\_\_\_

**Suburban Cook County Mathematics Initiative  
Mathematics Instructional Coaching  
Commitment between the University of Illinois at Chicago and School District 97  
July 1, 2016 – June 30, 2017**

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SCCMI Mathematics Instructional Coaching services are designed to build the capacity of administrators and teachers in participating districts and schools to transition to the higher expectations of the Common Core State Standards for Mathematics (CCSSM). Coaching can help district staff translate their learning into practice, help them implement mathematical tasks, and influence and improve the instruction of mathematics in their schools and districts.

An SCCMI coach can provide 30 days of in-person support in District 97 during the 2016–2017 school year, as well as providing general guidance to district leadership, for \$32,000. (To leverage prior collaboration and relationships, district preferences for a specific coach will be honored if possible.)

Coaches can collaborate with teachers to:

- improve student learning by supporting high-quality mathematics instruction;
- support the implementation of mathematics tasks;
- analyze student work together to gain insight into student thinking; and
- support teaching and learning in other ways.

To build teachers' capacity, time for full coaching cycles is essential (including collaborative planning, lesson visits, and conferring to provide feedback and support reflection for change). Coaching should be concentrated on a focused group of teachers to enable the sustained coaching needed to support lasting changes in practice to improve student learning. (In addition to work with individual teachers, coaches may also work with grade-level or course teams.) Trust is essential to helping teachers grow, so the coaching relationship is non-evaluative, and coaches' work with teachers should be regarded as confidential.

In some cases, coaches may provide on-site professional development, which would require allocating sufficient additional planning time (at least one day per workshop day) as agreed in advance by the district and coach.

Effective coaching support also incorporates work with administrators. Coaches will work with principals and other district staff to support implementation and help deepen the capacity of school leaders to support improved mathematics instruction.

Coaches will agree with district leadership on clear goals, a long-term support schedule, and a reasonable and focused plan (including times to meet with district or school leaders) to help make coaching as effective as possible. Scheduled coaching visits cancelled by districts can generally not be rescheduled, due to prior commitments. Visits cancelled by a coach will be rescheduled in consultation with the district.

Consistent with decades of school improvement research, SCCMI has found that districts get the most value from coaching, and achieve better and more lasting results, when they:

- ~~Make mathematics improvement a district priority~~
- Ensure structures and support for substantive teacher collaboration focused on student learning, including regular common planning time
- Enable administrator engagement through time for learning and collaboration, to help ensure common messages from SCCMI support, supervisors, and in evaluation
- Ensure that assessment policies and structures provide time and support for teachers' use of data to make instructional decisions that support student learning
- Create or continue a District Mathematics Leadership Team with diverse stakeholders which is provided time to develop a district vision for mathematics, promote dialogue, and problem-solve together
- Examine district structures and policies closely to ensure they support student learning (e.g., time for math instruction, teacher assignment and schedules, course tracking)

Change takes time, and can involve complex interactions among various district staff. Success is most likely when all stakeholders are aligned both on the *goals* — what we want mathematics classrooms to look like to best support student learning — and on the *process* of getting there, so multiple levers can work together to improve student learning. Mathematics instructional coaching is an effective support to transfer professional learning into practice, and achieving sustainable mathematics improvement within districts and schools.

\_\_\_\_\_ Yes, District 97 commits to allocate \$32,000 for 30 days of mathematics instructional coaching during the 2016–2017 school year. (If possible, the coach our district would prefer to be supported by is \_\_\_\_\_.)

\_\_\_\_\_ No, at this time, District 97 is not committing to fund mathematics instructional coaching during the 2016–2017 school year.

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Superintendent Signature \_\_\_\_\_

Superintendent Name Dr. Carol Kelley

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