

Memo

To: Michael Robey, Ed.D. Superintendent
From: Barbara Dahly, Director of Teaching and Learning
Cc: Board of Education
Date: December 1, 2012
RE: Department Update

➤ ***A Framework for Teaching Professional Development***

The first early release Tuesday school improvement work is focused on *A Framework for Teaching* (September 4th, October 2nd, December 4th, February 5th, March 5th). Professional learning on these days is devoted to Domain 3 on INSTRUCTION. Domain 3 comprises the components that are at the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the components in this domain represents a distinct aspect of instructional skill. On September 4th an overview on *A Framework for Teaching* was provided utilizing the Illinois State Board of Education resources. October 2nd was devoted to component 3 a, Communicating with Students and December 4th was devoted to component 3 b, Using Questioning and Discussion Techniques. Teachers explored levels of performance utilizing the ASCD Action Tool (2009) '*Implementing the Framework for Teaching in Enhancing Professional Development*'. The professional development learning on *A Framework for Teaching* is linked to curriculum development on the Common Core State Standards and integrated into daily professional practice. Please refer to *Enhancing Professional Practice* power points in Drop Box.

➤ **Positive Behavior Intervention Supports (PBIS) and School-Wide Information System (SWIS) Data**

Data-based decision-making aligns curricular instruction and behavioral supports to student and staff needs. District 89 schools are working towards establishing clear expectations for behaviors that are taught, modeled, and reinforced across all settings and by all staff. SWIS Data is used to identify status, need for change and the effects of interventions.

Using SWIS data at every PBIS team meeting, District 89 schools are working towards:

1. Fidelity of data reporting and entry in both SWIS and Power School.
2. Increasing data-based decision-making on behavior and academic instruction, reinforcing across all school settings.
3. Reducing the use of reactive discipline measures in schools (e.g., office discipline referrals, detentions, suspensions, expulsions) for all students.

School internal coaches and team members will be trained in C100 and C200.

C100 content: School teams will gain an awareness of the philosophical underpinnings of PBIS, the role of coaches in the PBIS implementation process, gain an understanding of the skills needed for effective coaching, and the role of coaches in the use of data for decision making.

C200 content: School teams will learn strategies to work with discipline data at the building level including: collection, management, interpretation, timelines and strategies. The Illinois PBIS Evaluation tools; Self- Assessment Survey (SAS), Benchmarks of Quality (BoQ), Team checklist, the Phases of Implementation (PoI) and the School Profile Form and data collection schedule will be reviewed. Teams will work with the PBIS data tools: to learn how to use, interpret, and set outcomes with them.

Upon reviewing the data from the Phases of Implementation (PoI) and SWIS, the decision to begin training at the Universal level for all schools was made with Technical Assistance Director, Ali Hearn. To build a solid foundation for school-wide PBIS implementation, all teams will be participating in training at the Universal level during the 2012-2013 school year.

➤ **Big Brothers Big Sisters partnership with Dominican University and Emerson School**

An opportunity for a University based mentoring program to be held at Dominican University for Emerson students will be presented by Jeremy Foster, Vice President of Corporate and Foundation Relations for Big Brothers, Big Sisters. The mission of Big Brothers Big Sisters is to empower at-risk youth by providing high impact one-to-one mentoring that enables lifelong success. Ellen Greer is assigned as Project Manager and will be at Dominican University with the Emerson students. Please refer to the BBBS power point for information on the Emerson School and Dominican University partnership in Drop Box.

Big Brothers Big Sisters of Metropolitan Chicago, 560 W. Lake St. – 5th Floor • Chicago, IL 60661, **Office:** 312-207-5610 • **Mobile:** 712-301-7469

➤ **Requested Dates of West Cook Math Initiative (WCMI) Board of Education Visitation schedule***

District Lead Networking meetings support collaboration among the districts leads, examine factors leading to mathematics improvement, and connect to ongoing Common Core State Standards Math developments, PARCC assessments, tools and resources.

January 10 th at West 40 from 12:00-2:00	March 21 st at West 40 from 8:30-10:30
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Administrator Institutes build the capacity of administrators to support the implementation of the Common Core State Standards in Math, develop an understanding of what to observe in the mathematics classrooms, how to support teachers’ reflective practice, and how to provide resources and tools that support mathematics improvement and the implementation of the CCSS.

January 10 th at West 40 from 8:30-11:30	TBD
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The **Teacher Leadership Academy** builds the teacher leaders’ capacity to engage in collaborative planning and problem solving, develops their leadership skills, supports the implementation of CCSSM in their buildings through collaborative planning, scoring and analyzing assessment tasks and student work, implementing formative assessment lessons and problems that are aligned to the CCSS, and implementing Math Talks to promote student discourse and the CCSSM.

January 10 th at West 40 from 8:30-3:00 (Lead teachers)	May 9 th at West 40 from 8:30-3:00 (Lead teachers)
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Coaching Support in the Classroom with Nancy Mueller

Please see attached dates for coaching at Garfield, Irving, Lincoln and Roosevelt in Drop Box.

➤ **Proviso Articulation Cluster**

WCMI supports articulation across elementary and high school districts to improve teaching and learning of mathematics in high school and feeder schools, promoting two way dialogue, and addressing issues related to policy and placement in light of the transition to the Common Core State Standards in mathematics.

January 28 th at PMSA from 11:30-3:00	TBD
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*Please confirm dates and times of visitation with the Superintendent’s Office (due to possible rescheduling).

➤ **Mentoring and the New Teacher Network**

The work continues to provide mentor teachers and beginning teachers professional growth environments grounded in the norms of continuous inquiry, ongoing assessment and problem solving. Mentors have recently met on November 13th to continue training in the *Induction for the 21st Century Educator* (ICE21) mentor program. New teachers continue to meet on a monthly basis (recently on November 27th) and are reflecting on their teaching practices in relation to the Illinois Professional Teaching Standards (IPTS). The Illinois Continuum of Teacher Development (ICTD) is divided into knowledge indicators, performance indicators and descriptors. This online tool has been provided by the state to enhance the Illinois Professional Teaching Standards learning for the new teacher. Teachers reflect upon their practice and rank themselves on the performance indicator as Emerging, Applying, Integrating or Innovating, for each Illinois Professional Teaching Standard. Their evidence is reviewed and discussed with their mentor and ICE 21 Mentor Coach during monthly meetings. A portfolio of IPTS evidence will continue to be compiled by the new teacher throughout the year. Presently, District 89 has 24 mentor teachers, 19 first year teachers and 12 second year teachers.

Please refer to *Illinois Professional Teaching Standards* in Drop Box.