



**Illinois
State Board of
Education**



School Year 2022/23 Capacity Builders Series

October 2022

Equity • Quality • Collaboration • Community

Welcome



Contact Information: ROE Leads

Dara Carr dcarr@bhsroe.org

Anji Garza agarza@roe47.org

Amy Smith asmith@peoriaroe.org

Casey Veitch cveitch@roe4.org

Contact Information: Reimbursements & ISBE

Krissy Darm kdarm@roe35.org

Kimberly Johnson kjohnson@isbe.net

Caitlyn Walker cwalker@isbe.net



Housekeeping:



- Please take a few minutes to register for this event by using this link
 - <https://forms.office.com/r/kE9rTyyAWj>
- Please pull up the slides, we will be working in them during the session
 - https://docs.google.com/presentation/d/1eNV9_YEUEZfkmtWo4NtpdGrVlzq2HPiKznQMb_eeYOMc/edit?usp=sharing
- All resources are archived on ISBE's Standards and Courses webpage and on [ROE 35 google site](#)
 - <https://www.isbe.net/Pages/Standards-Courses.aspx>
 - Under the blue bar titled "School Year 2022/23 Capacity Builders Series"



Shared Norms



- Use the chat to provide feedback & interact (back channel)
- Unmute yourself to share during designated times
- Make your video available during small group break outs
- Be comfortable with feeling uncomfortable
- Use equity of voice
- Keep your mind & heart open
- Be future focused



Welcome - Breakouts

Name

Role

How have you begun implementing this work so far?

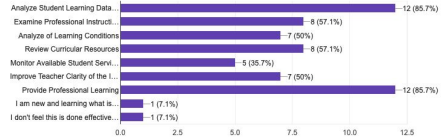
**3-4
minutes**



This Month's Spotlight

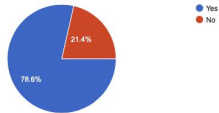
1. How does your school/district assure that your curriculum, instruction, and assessments are meeting the needs of all students? (Check all that apply.)

14 responses



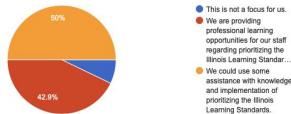
2. Has your school/district engaged in work that leads to identifying priority Illinois Learning Standards?

14 responses



3. Please indicate the professional learning experience/needs your school/district have regarding the prioritization of the Illinois Learning Standards:

14 responses



Since meeting in September, ROE #28 has distributed the Capacity Builder's Needs Assessment. Currently data is being analyze as plans for implementation are being developed!

* Each Month we will look to spotlight ROE and ISC's work via the submitted PD Plans.



Capacity Builders Project Timeline



Capacity Builders Vocabulary

IPLS - Illinois Priority Learning Standards

Illinois Empower

CET - Curriculum Evaluation Tool

Summative Designation

IQFSR - Illinois Quality Framework Supporting Rubric

Communities of Practice





Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All



Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations



Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices



Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve



Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

Summative Designation Changes

Elementary & Middle Schools

75%

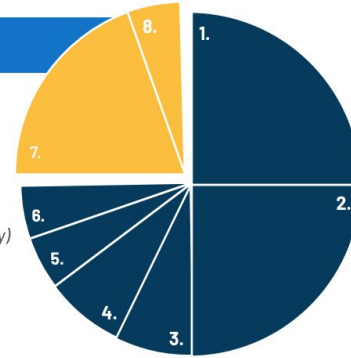
Academic Indicators

1. English Language Arts Growth: 25%
2. Math Growth: 25%
3. English Language Arts Proficiency: 7.5%
4. Math Proficiency: 7.5%
5. Science Proficiency: 5% *(Note: Science Participation substituted for 2022 only)*
6. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators

7. Chronic Absenteeism: 20%
8. Climate Survey: 5%
9. P-2*
10. 3-8*
11. Fine Arts*



High School

75%

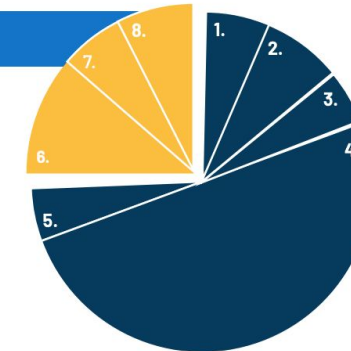
Academic Indicators

1. English Language Arts Proficiency: 7.5%
2. Math Proficiency: 7.5%
3. Science Proficiency: 5%
4. Graduation (composite 4-, 5-, and 6-year graduation rate): 50%
5. English Learner Progress to Proficiency: 5%

25%

School Quality & Student Success Indicators






6. Chronic Absenteeism: 10%
7. Climate Survey: 6.67%
8. 9th-Graders on Track to Graduate: 8.33%
9. College and Career Readiness*
10. Fine Arts*



Summative Designation Changes

- New ELA & math proficiency targets
 - Baseline of 2021 state average performance
 - Three **grade groups** at the 3-8 level – [3 & 4] [5 & 6] [7&8]
 - <https://www.isbe.net/Pages/Accountability-Indicators.aspx>

Resources:

- ELA and Math Waiver Cohort Baseline and Annual Proficiency Targets and Long-Term Goals
 - Grades 3 and 4 
 - Grades 5 and 6 
 - Grades 7 and 8 
 - Grade 11 
 - All Grades 

- Science proficiency replaced with **participation rate**
2022 ONLY



Summative Designation Changes

- Two student growth percentiles (SGP) calculations, using the one with the higher statewide mean
 - Standard **cohort SGP** – compares students to their academic peers from the same grade & subject in the same academic year (i.e. 2022)
 - New **baseline SGP** – compares student to their academic peers from the same grade & subject in a prior baseline academic year (i.e. 2019)
 - Only interesting when they're different
- One scoring formula for composite 4-, 5-, & 6-year cohort graduation rate
 - $[\text{Composite weighted cohort graduation rate} * 3.7975] - 253.16456]$
 - A weighted composite graduation rate ≥ 93 is 100 points and a weighted composite graduation rate ≤ 66.667 is 0 points.



Summative Designation Changes

- English learner progress to proficiency (ELPtP)
 - Every EL student in SY2020-21 gets **1 additional year** to their timeline (as a “partial year”)
 - Using **2020 as the prior** score for scale score gain calculation
 - Functionally excludes students **newly identified as ELs in 2021**
- **Differentiated scoring bands** for chronic absenteeism
 - 2022 less than 2021 by more than 7.5 percentage points = 1.25 multiplier
 - 2022 less than 2021 between 5.01 – 7.5 = 1.2 multiplier
 - 2022 declined between 2.51 – 5 = 1.15 multiplier
 - 2022 declined between .01 – 2.5 = 1.1 multiplier
 - 2022 no more than 5 percentage points = 1.05 multiplier
 - All else = 1.0 multiplier



Annual Summative Designations

Schools receive an annual summative designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary	<ul style="list-style-type: none">Overall performance in the top 10 percent of all schoolsMust have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schoolsHigh schools must have a graduation rate higher than 67 percent				
Commendable	<ul style="list-style-type: none">Overall performance not in the top 10 percent of all schoolsMust have no underperforming student groups at or below the "all students" group of the lowest-performing 5 percent of schoolsHigh schools must have a graduation rate higher than 67 percent				
Targeted Support	<ul style="list-style-type: none">One or more student groups performing at or below the "all students" group of the lowest-performing 5 percent of schools; groups must have at least 20 students in at least five of eight indicators, one of which must be non-academic <p>STUDENT GROUPS</p> <table border="0"><tbody><tr><td>Demographics</td><td>Programs</td></tr><tr><td><ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite</td><td><ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners</td></tr></tbody></table> <p>A Targeted Support designation initiates targeted school improvement status and the school begins a four-year cycle of school improvement.</p>	Demographics	Programs	<ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite	<ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners
Demographics	Programs				
<ul style="list-style-type: none">American Indian or Alaska NativeAsianBlack or African AmericanHispanic or LatinoNative Hawaiian or Other Pacific IslanderTwo or More RacesWhite	<ul style="list-style-type: none">Children with disabilitiesEconomically disadvantaged studentsEnglish LearnersFormer English Learners				
Comprehensive Support	<ul style="list-style-type: none">Overall performance in the bottom 5 percent of Title I-eligible schools statewideAll high schools with a graduation rate below 67 percent <p>A Comprehensive Support designation initiates comprehensive school improvement status and the school begins a four-year cycle of school improvement.</p>				



DEFINING CONTINUOUS IMPROVEMENT

- “...[E]ducational institutions [are] ‘living systems,’ which means they comprise various interconnected parts both inside and outside of the institutions — classrooms, teachers, students, leaders, and outside stakeholders. An underlying premise of continuous improvement is that an organization’s success is related to its ability to make sense of these interconnected elements.”



Phi Delta
Kappan

The professional journal for educators

Can schools meet the promise of continuous improvement?

Mark A. Elgart

December 18, 2017

“Continuous improvement” has been part of the lexicon of school improvement for decades. Today, it is at least nominally at the heart of efforts to improve instruction both big and small: state accountability systems, district and school improvement plans, protocols that guide teachers’ weekly planning — even, at times, daily lessons. So why, then, has such a universally acknowledged practice failed to live up to its promise, especially in the high-poverty schools that need it the most?

The evidence that real progress has eluded us is everywhere. While national measures of student learning have generally inched forward, comparisons to international benchmarks have shown limited growth and, at best, mediocre results. And despite decades of improvement efforts targeted at schools serving students in poverty, ZIP codes remain a strong predictor of student success a half-century after James Coleman’s groundbreaking Equality of Educational Opportunity report was published (Coleman et al., 1966), in large part because school poverty remains a proxy for school quality.



Illinois
State Board of
Education

DEFINING CONTINUOUS IMPROVEMENT

- Identify and focus on what matters most for improvement.
- Address all the factors that affect performance
- Provide organizing principles for improving performance.
- Set clear goals that will engage both school and community stakeholders around a common issue and focus everyone on a common strategy or action to make progress.
- Create a culture of improvement at all institutions, whether they are low performing or excelling.



Phi Delta
Kappan

The professional journal for educators

Can schools meet the promise of continuous improvement?

Mark A. Elgart

December 18, 2017

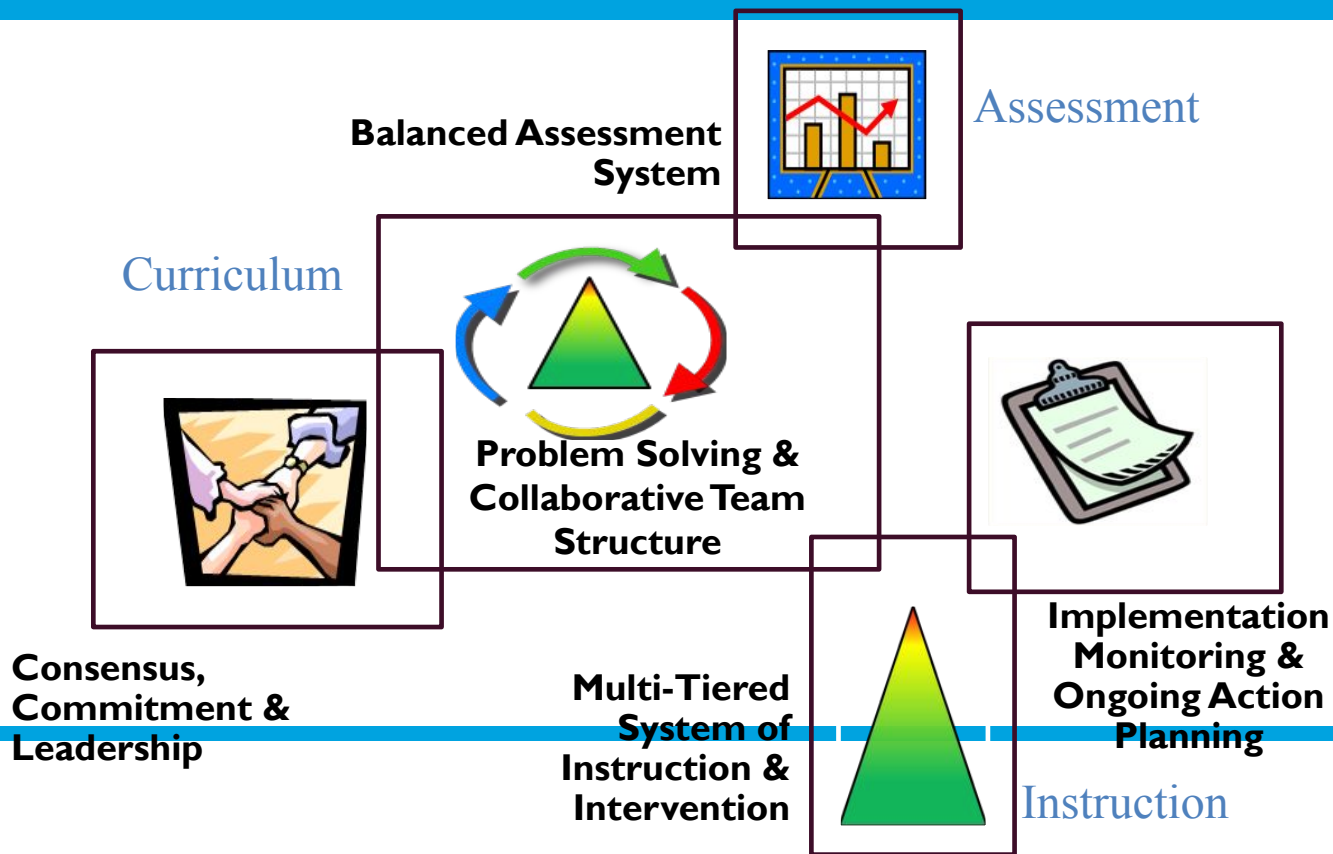
“Continuous improvement” has been part of the lexicon of school improvement for decades. Today, it is at least nominally at the heart of efforts to improve instruction both big and small: state accountability systems, district and school improvement plans, protocols that guide teachers’ weekly planning — even, at times, daily lessons. So why, then, has such a universally acknowledged practice failed to live up to its promise, especially in the high-poverty schools that need it the most?

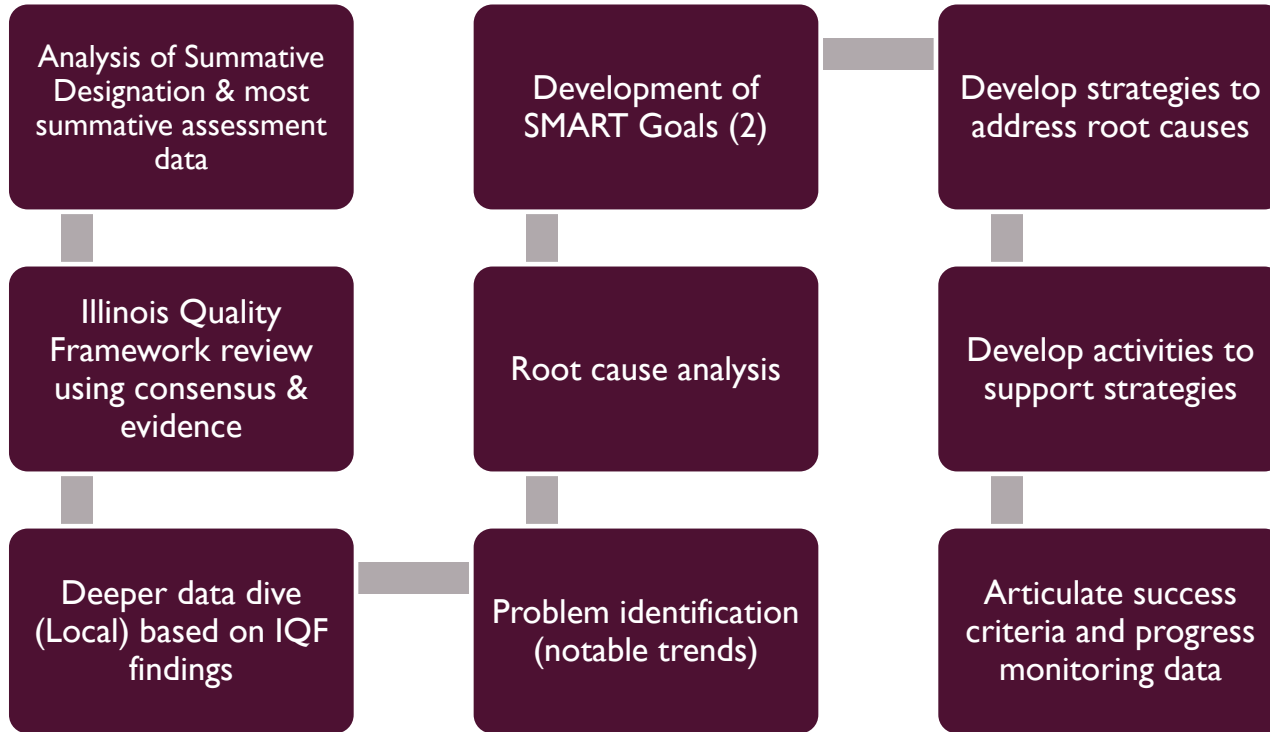
The evidence that real progress has eluded us is everywhere. While national measures of student learning have generally inched forward, comparisons to international benchmarks have shown limited growth and, at best, mediocre results. And despite decades of improvement efforts targeted at schools serving students in poverty, ZIP codes remain a strong predictor of student success a half-century after James Coleman’s groundbreaking Equality of Educational Opportunity report was published (Coleman et al., 1966), in large part because school poverty remains a proxy for school quality.



Illinois
State Board of
Education

DEFINING CONTINUOUS IMPROVEMENT

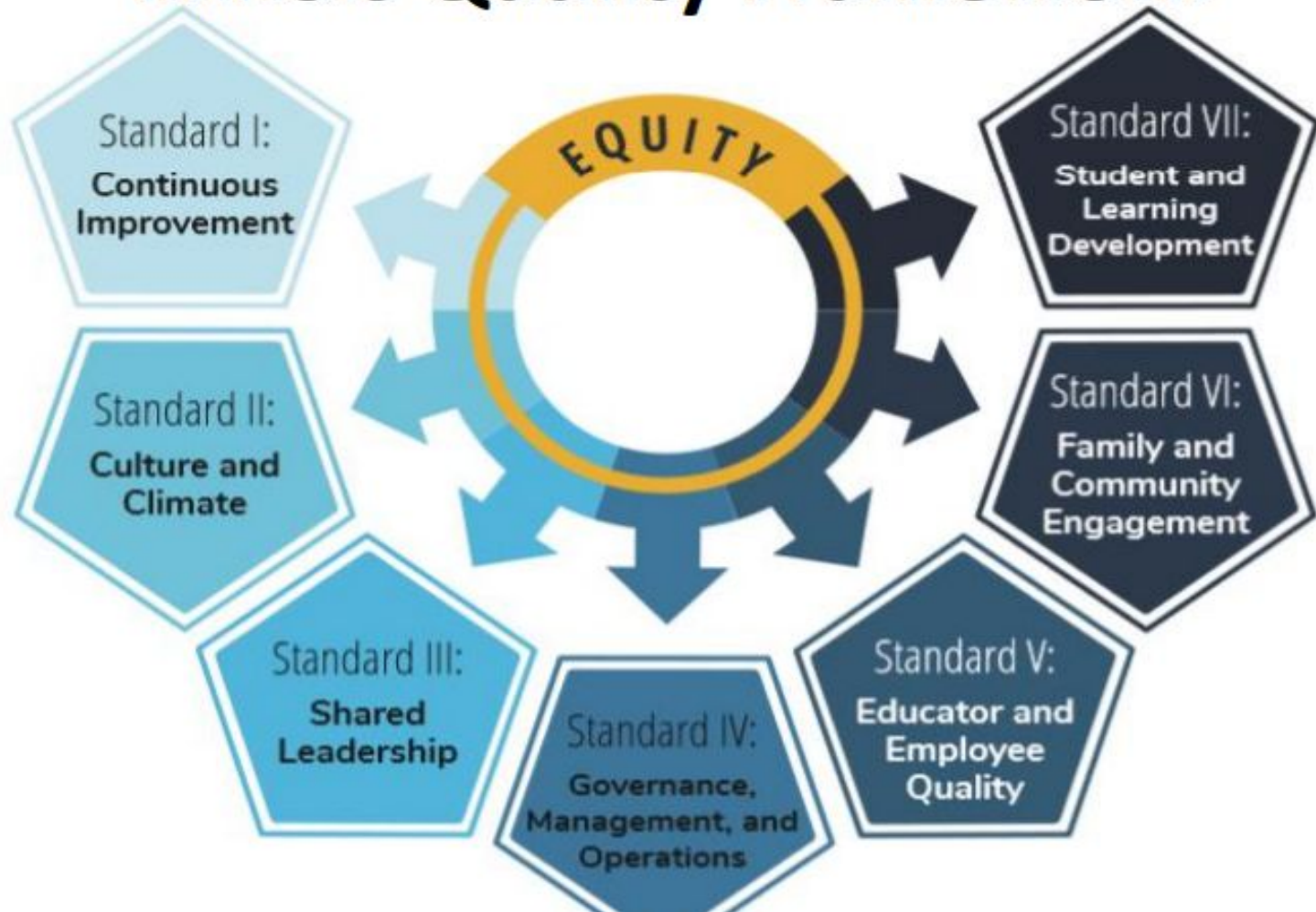




School Improvement - Year One



Illinois Quality Framework



Illinois Quality Framework

IQF Standard	Evidence &/or Complementary Diagnostic Tool/Work
Standard 2 - Climate & Culture	5 Essentials
Standard 7, Indicator A – Instructional Planning and Preparation	Prioritization of Standards
Standard 5 - Educator & Employee Quality Standard 7, Indicators A-D	Curriculum Evaluation Tool
Standards 1-7	Critical Components Tool for Special Education Systems
Standard 5 - Educator & Employee Quality	<u>Diversity Equity and Inclusion Provider Evaluation Tool</u>

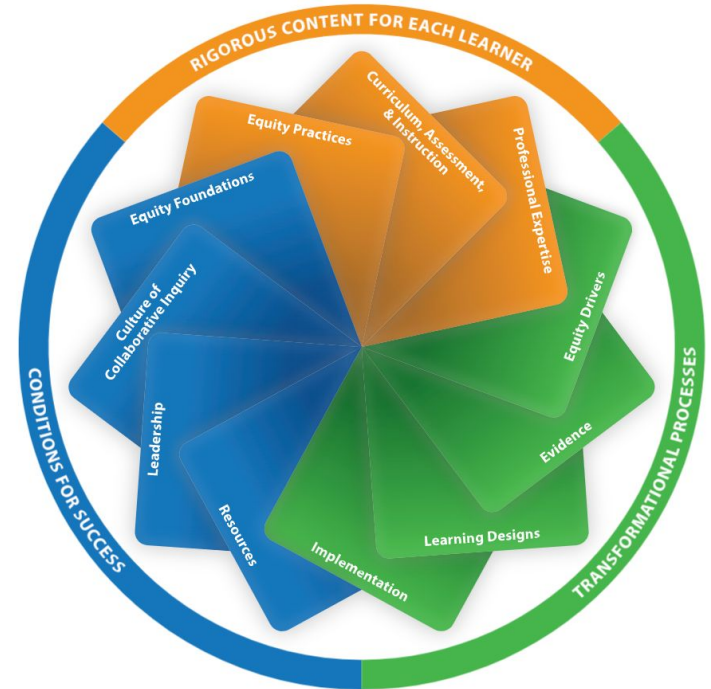


Learning Forward Professional Learning Standards

Standards within the **Rigorous Content for Each Learner** frame describe the essential content of adult learning that leads to improved student outcomes.

Standards within the **Transformational Processes** frame describe process elements of professional learning, explaining how educators learn in ways that sustain significant changes in their knowledge, skills, practices, and mindsets.

Standards within the **Conditions for Success** frame describe aspects of the professional learning context, structures, and cultures that undergird high-quality professional learning.



Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.



Article Jigsaw

Review the Article:

One Step at a Time

Breakout 1: Stage 1

Breakout 2: Stage 2

Breakout 3: Stage 3

Breakout 4: Stage 4

Breakout 5: Stage 5

Breakout 6: Stage 6

Breakout 7: Stage 7

Breakout 8: Introduction



Breakout Room 8

- +Implementing PLCs (communities of practice) is difficult! Need a clear model/vision and accountability
- +Ensuring teams are “on task.” Effective dialogue is important!
- +Ensuring that reflection is happening and we are checking in on progress towards goals.
- +Clear roles and responsibilities



Breakout Room 1

Stage 1:

- Clear communication will move
- Basic Structures are important and won't be seen as a waste of time
 - Agenda, team roles, norms
 - Organized



Breakout Room 2

- Observing other teachers and sharing is important. You learn what you are doing wrong and what you are doing right.
- Don't just share with each other but also reflect
- Shared milestones: We're in this together. What are we ALL working towards? It's collective responsibility.
- Small districts: It's important to look at vertical alignment and also to collaborate with teachers at your same grade level at different schools



Breakout Room 3

- Teachers teaching is the focus in this stage-not student learning
- Shared plan time-not using data
- PBIS is very structured and is implemented differently: PLCs are the same way
- PLCs vary greatly across the districts and schools
- Communities of Practice is a great change of name-inclusive of small districts and single person PLCs
- More than one meeting-multiple events over time



Breakout Room 4 DEVELOPING COMMON ASSESSMENTS

Shared assessments force teachers to define exactly what students should learn and what evidence is necessary for documenting success.

Assessment of learning vs. assessment for learning

Actually reviewing student work in detail.

Alignment to rigor of standards

Time spent on a study of the core differences between assessments of learning and for learning as well as a review of strategies for assessing a wide range of outcomes ensures that joint evaluation of student learning will be embraced by developing teams.

Basic Skills vs Real world application

Working together as a team can be very powerful, but can be challenging in some cases—helps to have guidance or leadership to make team meetings on common assessment effective



Breakout Room 5

Main component: Are students learning what they are supposed to be learning?

Facilitators need to separate the data from the individual (teacher). Teachers need to feel supported as they look at data.

School leaders need to create safe environments in which teachers can discuss common assessments and to model nonjudgmental approaches to data. But HOW....????

Building TRUST and creating a DATA CULTURE is important!!

5 essentials data for leadership to share and be transparent to help build a culture of vulnerability .



Breakout Room 6- Differentiating Follow-Up

School Leaders:

- Asking teams reflect on right questions.
- Giving teams resources they need.
- Identifying concrete ways to support differentiation
- Allowing collaboration outside of the building

School Leaders:

- No longer directing.
- Collaborative Partners
- Asking the right questions
- Maybe re-think positions / resources

Collective Responsibility = student success

Professional Learning Community:

- Differentiation of Professional Learning
- Scaffolding
- Same message, but supports might look different.



Breakout Room 7

Reflecting on instruction

Sounds like the Japanese teacher/lesson study model in the late 90s early 2000s.

- Which practices are most effective with our students – analyzing student learning
- Smarter assessments - instead of getting to the item level analysis, teachers use too generic of scoring
- “Nearing proficiency” - When article written (2008) we were still in old paradigm with assessment systems (both standardized and in classrooms) - try harder at what? (e.g., B+ is an 87% but what does that mean other than a B+? - bell curve – now we are moving toward assessments that report on skills vs. large score - need stage of collectively defining what successful learning is
- Uofl - started a research project - Human-centered design
- Potential intersection with this model and smarter assessments
- Pandora (music) model - you appear...based on these attributes (Pandora uses 400 attributes. On the IAR ELA, we have 9.)
- IAR stuck in lack of timeliness but has the real potential to even be a powerful “formative”



Professional
Learning
Community

L₁ A₁ N₁ G₂ U₁ A₁ G₂ E₁

M₃ A₁ T₁ T₁ E₁ R₁ S₁



[Community
of Practice]



Illinois
State Board of
Education

Is it a Community of Practice?

An ROE partners with a school district to 1) discuss grading practices and 2) gathers together over time to review and align current formative and summative assessments to the learning discussed

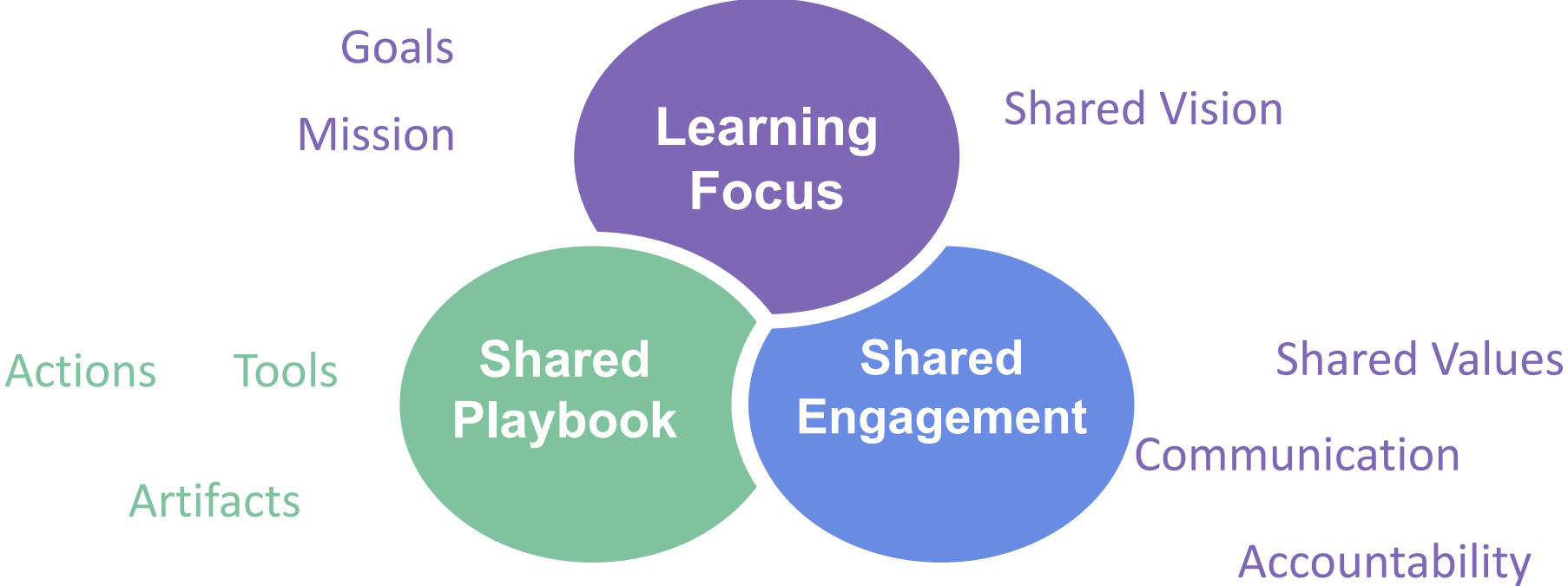


Community of Practice Defined

Teams of educators who come together regularly to share expertise and work collaboratively to improve teaching skills and positively impact student learning.



Elements of a CoP





Communities of Practice At Work



Is it a Community of Practice?

An ROE partners with a school district to 1) discuss grading practices and 2) gathers together over time to review and align current formative and summative assessments to the learning discussed



Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



Breakout Room 1

Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



1. No, but if there is follow up and additional discussions, meetings, etc., where knowledge is extended, then it would be.
2. No, but if there is follow up and additional discussions, meetings, etc., where knowledge is extended, then it would be.
3. No, the teachers would need to look at data - how it impacts student learning, develop action plans, etc., to address the behavior concerns.
4. Yes
5. No, there would need to be follow up, action plan developed, and examining the data afterwards.

Breakout Room 2

Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



1. No, there would need to be follow-up after the learning with the teachers
2. Yes, if this is an ongoing and not a one and done meeting.
3. No, unless there is follow-up

Breakout Room 3

Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



Illinois
State Board of
Education

1. Not yet! Reflection of current practices, clear action steps, and measuring effectiveness.
2. No—if this is a stand alone “meeting.”
Yes—if it’s a series of sessions where they are using the data to change practice.
3. Not yet! Ensuring that this is not a “venting session” and creating an action plan using behavioral data.
4. Yes!
5. Not yet! Ensuring there is follow-up after the brainstorm.

Breakout Room 4

Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



Illinois
State Board of
Education

1. No; if given the opportunity to use the information to create common standards based assessments and reflect upon them then it would. Yes, with the follow up. No if it is just a one and done for districts.
2. Yes, talking current learning, priority learning standards and an alignment to a resource and assessment is probably covered as well. Yes, this could be a reimbursement if this is a series of learning.
3. No; there is no instructional conversation based upon student learning. You could move it into a CoP if you added in instructional strategies and assessment over time with meeting notes collected. No for reimbursement as written.
4. Yes; we would like them to revisit the previous learning and talk about assessment as well. Yes.
5. No; does not align to curriculum. No

Breakout Room 5

Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



1. No. It needs to be throughout time. After the presentation there needs to be a plan for implementation and change of practice.
2. Yes
3. No. It needs to have more specific criteria on *how* the team will look at the data surrounding the concerns, what steps can be taken, and how to assess if needs were met.
4. Yes.
5. No. This is perhaps preliminary work to set up a community of practice, but doesn't have the long range plan needed.

Breakout Room 6

Is it a Community of Practice? If not, what would make it one? Would this work be eligible for reimbursement?

An ROE partners with a school district to bring Rick Wormeli to present on the importance of common and standards based assessment practices.

An ROE brings together third grade teachers from across the region to review and unpack NGSS science standards in their new curriculum resource.

A school allots regular meeting time for teachers to meet during the school day to discuss student behavior concerns.

A district brings all of their social studies teachers together quarterly to vertically and horizontally align the learning targets and assignments for the upcoming quarter.

The director of curriculum meets with the teacher's union leader to brainstorm how to bring improve parent and community engagement at school.



1. No, it's not continuous improvement. There would need to be follow-up, and ongoing discussions about how it improves student learning.
2. No, there needs to be more follow-up. To make it a community of practice, use common assessments using the NGSS standards.
3. No. This could be a community of practice by having some time of action plan or follow-up.
4. Yes! CET for the win!
5. No, it's only 2 people. A team would need a plan and action plans.

Homework

- What is an opportunity you currently have in your role to initiate a community of practice aligned to this work? What will you do to leverage that opportunity?
- Where do you want to be in the process by our next meeting in November?



Meeting Dates & Times



Upcoming Zoom Meetings

November 7

December 5

January 9

February 6

March 6

May 21

June 5 (office hours reimbursement questions)

10:00 - 11:30 a.m.

Mark your calendars!



Reimbursement



- ROE/ISC/Districts are eligible for reimbursements for implementation expenses related to facilitating new or existing PLC's
 - Wages for ROE/ISC staff participating in/ facilitating communities of practice
 - **Set up a meeting with Krissy to discuss this process
 - Reimbursement for ordinary expenses or tangible materials required when ROE/ISC/Districts facilitate communities of practice
 - Virtual Platforms
 - Technology needed for offering virtual communities of practice (webcams, mics, etc)
 - Substitute pay for teachers participating
 - Books for book studies
 - Stipends for participating educators
 - Costs associated with travel
- Each ROE/ISC Region is eligible to put in for reimbursements up to \$11,200



Reimbursement Process



1. Send and collect needs assessment data from local education agencies in your region
2. Complete the [PD Plan](#) and submit to Krissy (kdarm@roe35.org) for team review and approval
 - a. If you are struggling with the PD plan completion, consider using these [guiding questions](#) when answering
3. Begin executing the PD plan by facilitating a new community of practice or support an existing community of practice based around information from the needs assessment data and information shared during Capacity Building Sessions
4. Save and compile any supporting expense documentation (receipts, invoices, copy of check to pay invoice, direct deposit vouchers, copy of timesheet, etc.).
5. Complete the [Expense Reporting](#) file and send both the expense reporting file and any supporting documentation to Krissy Darm at kdarm@roe35.org with the subject line: Capacity Builders (ROE number/ ISC Name/ District Name)

Please submit reimbursements as soon as possible so ROE 35 and ISBE can work on the reallocation of funds come spring.



Newly Created Resources and Tools

Illinois Priority Learning Standards Capacity Builders Series

HyperDoc of the work and resources created during 2021 and 2022



Thank You!



Contact Information: ROE Leads

Dara Carr dcarr@bhsroe.org

Anji Garza agarza@roe47.org

Amy Smith asmith@peoriaroe.org

Casey Veitch cveitch@roe4.org

Contact Information: Reimbursements & ISBE

Krissy Darm kdarm@roe35.org

Kimberly Johnson kjohnson@isbe.net

Caitlyn Walker cwalker@isbe.net

