CEC believes districts and schools must commit to a partnership that:

- Focuses on capacity-building
- Prioritizes a few effective strategies
- Defines roles and responsibilities
- Drives action-oriented responses

CEC believes improvement happens when:

- Districts commit to supporting schools
- Parents and the broader community are regarded as partners in learning
- Leaders articulate a vision for improvement and act as lead learners
- Teachers are regarded as teaching and learning experts
- Teams are empowered to make decisions and assume responsibility for the success of all students
- Data is used as a catalyst to instructionally innovate and continually improve
- Students engage in and take responsibility for their own learning
CORE PRINCIPLE: ENGAGING LEARNERS

Students are members of learning communities that focus on academic and social emotional growth. Situated within a guaranteed and viable curricular experience, these learning communities extend beyond the classroom walls and connect students to authentic experiences that help them craft their vision for the future. CEC helps school communities build capacity around teaching and learning as well as navigate the complex prioritization and decision-making processes needed for a dynamic learning environment for all children.

Additionally, CEC focuses on the building and support of professional capital for all adults engaged in school improvement. They fully participate in goal-setting and decision-making that centers on student learning and are expected to set the course for professional learning that results in improved student achievement and engagement.

CORE PRINCIPLE: IMPROVING SYSTEMS

With transformational efforts, culture rebuilding is the core work. CEC works with all stakeholder groups to build collaborative structures and processes that serve as the vehicles to build a more trusting, results-oriented culture. These structures and processes are realized at all levels of the district community to ensure a strong focus on the needed supports for successful school improvement. They include aligned team processes at multiple levels, communication flow maps, built-in feedback mechanisms at all levels and the ongoing monitoring of efforts.

CORE PRINCIPLE: SUPPORTING LEADERS

Leadership plays a pivotal role in school improvement. CEC aims to transform the level of engagement and achievement of all learners by providing systemic and targeted leadership support for key levers, including collaboration, communication and decision-making.

CEC supports those in leadership roles to facilitate and influence:

- The development and maintenance of a collective instructional vision built on a growth mindset;
- A focus on a few goals and high-impact strategies;
- The development of collective responsibility through effective teams and team processes;
- The implementation of evidence-based decision-making; and
- Differentiated capacity-building and support.

CORE PRINCIPLE: BUILDING COLLABORATION

School transformation will only be realized and sustained if effective teams own, initiate and monitor improvement efforts. CEC prioritizes team development and impact by engaging and supporting staff on clarity of roles, responsibilities, relationships, decision-making processes and goal-setting. As members of professional learning communities, adults are supported with their practice through collaborative and differentiated processes that elevate and celebrate their level of collective expertise.
CEC RESPONSIBILITIES ALIGNED TO IL-EMPOWER DRIVERS

**Governance & Management**

- Support the efforts of the District Leadership Team (or district-level cabinet teams) to listen and learn from the school transformation efforts to **build district capacity to sustain and expand the school transformation successes** throughout the district.

- Facilitate planning and implementation, monitoring and communicating progress to support collaboration between district and school administration, union leadership, teacher leaders, and teachers.

- Guide the development of **shared and distributed leadership structures** and a robust culture of shared decision-making to promote alignment of DLT/SLTs/PLCs.

- Train on team effectiveness and efficiencies ("Team Hardware" – the effective practices of any team).

- Assist and, as needed, facilitate leadership teams: District, School and PLC with regards to purpose, roles and responsibilities ("Team Software" – the specific work of teams).

- Develop **team communication loops** - two-way communication systems among and between team structures and stakeholders.

- Conduct team assessments (team accountability).

**Curriculum & Instruction**

- Assist and, as needed, facilitate leadership teams: District, School and PLC with regards to purpose, roles and responsibilities ("Team Software" – the specific work of teams).

- Train and **model the process for continuous improvement** - e.g. Plan-Do-Study-Act (PDSA).

- Support the identification of research-based, effective practices, aligned to local cultural requirements, to get better results.

- Aid in developing plans to monitor fidelity of implementation.

- Provide action plan training and coaching.

- Assist in the **gathering of evidence to know that action plans are working** (outcomes).

- Guide continuous improvement accountability: Data as objective evidence of improvement (process vs. results).

**Climate & Culture**

- Facilitate planning and implementation, monitoring and communicating progress to support collaboration between district and school administration, union leadership, teacher leaders, and teachers.

- Support the efforts of the District Leadership Team (or district-level cabinet teams) to listen and learn from the school transformation efforts to build district capacity to sustain and expand the school transformation successes throughout the district.

- Facilitate **setting impactful goals**, goal targets with indicators and measures.

- Assist in developing **plans to support implementation** using an adult learning cycle.
CEC RESPONSIBILITIES ALIGNED TO
ILLINOIS QUALITY FRAMEWORK

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Continuous Improvement | Culture Climate | Shared Leadership | Governance, Management & Operations
Educator & Employee Quality | Family & Community Engagement | Student & Learning Development

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V

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VII