

Catalyst for Educational Change (CEC) services include support for the following Illinois Quality Schools Framework Rubric (IQSFR) standards.



**CONTINUOUS
IMPROVEMENT**



**SHARED
LEADERSHIP**



**STUDENT & LEARNING
DEVELOPMENT**

CONTINUOUS IMPROVEMENT

Leading Data-Informed School Improvement for Principals, Superintendents, and Teacher Teams

We empower teams to effectively collaborate, analyze multiple sources of data, make data-informed decisions to positively impact school culture and student academic and behavioral outcomes, and monitor strategy implementation.



**PROJECTED
TIMEFRAME**
10 months

OUR APPROACH



Leadership Coaching that builds the capacity of leaders to co-facilitate professional learning sessions



Professional Learning sessions with school staff



Follow-up coaching sessions after each professional learning session for reflection and monitoring implementation



Culminating Data Retreat where staff apply their knowledge and skills to develop and/or refine their existing School Improvement Plan

SHARED LEADERSHIP: Working Relationships and Conflict Resolution

This service is designed to support a school's staff with tools for building healthy working relationships across all stakeholders. It can also support the need to repair relationships that have been stressed or experiencing tension.



**PROJECTED
TIMEFRAME**
14 weeks

KEY ELEMENTS



Understanding why working relationships matter



Understanding and practicing the skills involved in dialogue



Exploring intrapersonal and interpersonal dynamics



Interest-based problem solving



Trust-building



Facilitating team decision-making agreements



CATALYST FOR EDUCATIONAL CHANGE

STUDENT AND LEARNING DEVELOPMENT: Guaranteed and Viable Curriculum and Assessment System

This service is designed to support a school with tools and processes for building a standards-aligned, guaranteed and viable curriculum system that is equitable, authentic and rigorous.



PROJECTED TIMEFRAME

12-15 weeks

KEY ELEMENTS

- Deep dive into standards to analyze rigor expectations and coherence
- Mathematics and literacy instruction best practices with implementation plan
- Development of learning trajectories for students to reach standards expectations
- Development of a coherent curricular system aligned vertically and horizontally in the system
- Development of high-quality assessment system that incorporates authentic success criteria and student voice and choice, allowing teachers to be nimble in their support of student progress
- Examination and refinement of the Tier 1-3 systems to support ALL students and prevent overidentification for special education

STUDENT AND LEARNING DEVELOPMENT: Inclusion and Co-Teaching Practices

These services are designed to guide and support schools in ensuring Least Restrictive Environment (LRE) requirements are properly implemented and effectively supported for students with diverse learning characteristics, as well as exploring co-teaching support and implementation.

	FOUNDATIONS	STRUCTURES	INSTRUCTION
Inclusion Program Development Service	<i>Vision, Goals, and Institutional Commitment; Leadership and Communication; Assessment & Evaluation</i>	<i>Scheduling and Access; Staffing; Professional Development</i>	<i>Curriculum; Learning Design; Staff Roles & Responsibilities</i>
IEP/DBI Refinement Service	<i>Vision, Goals, Leadership and Communication; Effective IEP Meeting Structures</i>	<i>Defensible IEP Goal Writing; Staffing; Professional Development; Proactive Parent Partnerships</i>	<i>DBI Intensive Intervention Process; Learning Design; Staff and Student Roles & Responsibilities</i>
Co-Teaching Service	<i>Co-teaching District/School Expectations; Leadership and Communication; Entrance/Exit Criteria for Services</i>	<i>Essential Co-Teaching Pairs Training; Staffing/Pairing of Staff; Effective Scheduling of Co-Taught Classes</i>	<i>Inclusive Instructional Strategies; Learning Design/ Instructional Non-Negotiables; Progress Monitoring/ Data Collection</i>