

Alignment Toward Continuous Improvement

PROFESSIONAL LEARNING COMMUNITY CHARACTERISTICS	DISTRICT 34's STRATEGIC PLAN CONSTITUTION PRINCIPLES	CERTIFIED EVALUATION PROCESS DANIELSON FRAMEWORK for TEACHING	LEADERSHIP EVALUATION FRAMEWORK	RESPONSE TO INTERVENTION
SHARED MISSION, VISION, VALUES, and GOALS	The VISION of Glenview School District 34 is to enable children to be: Self-directed learners committed to continuous growth; Citizens of character who value diversity; Confident, healthy individuals who are contributing members of a democratic society. Recognizing the needs of each child and believing all children can learn, the MISSION of District 34 is to empower children to be responsible learners and decision makers in a changing society.	The certified staff evaluation process supports educators in fulfilling the District's mission to empower children to be responsible learners and decision makers in a changing society.	We commit to serving all our shareholders in accordance with principles of the District's Constitution, Character Counts and the elements of stewardship. All decisions should be child-centered and consistent with our mission and goals.	STATEMENT OF PURPOSE Rtl provides a school wide model of integrated instruction, assessment, and data-based decision-making to improve student outcomes.
COLLABORATIVE TEAMS/ SHARED PERSONAL PRACTICE	We are committed to structures and processes which rely on collaboration and consensus in making educational decisions.	The certified staff evaluation process fosters collaborative relationships among teachers and administrators. Through ongoing self-reflection and collaboration with peers and administrators, educators will pursue excellence through continual personal and professional growth.	We have an obligation to establish and maintain cohesive interdependent teams that have a high commitment to respect and the individual and the District's mission and goals. We commit to structures and processes which rely on collaboration and consensus in making educational decisions.	
COLLECTIVE INQUIRY AND CREATIVITY	We are committed to the growth of teaching as a profession.	The certified staff evaluation process promotes shared understanding of learning and collective inquiry.	Our behavior should promote and encourage risk-taking in order to foster creativity and innovation. We commit to learning from experience and to the growth of teaching as a profession.	INSTRUCTIONAL PROGRAM COHERENCE Rtl requires both horizontal and vertical alignment of instructional practices, screening, and monitoring.
ACTION ORIENTATION AND EXPERIMENTATION	We are committed to encouraging innovation and creative risk-taking in the pursuit of excellence in education.	The certified staff evaluation process promotes a climate which encourages risk taking, innovation and sharing.		
COMMITMENT TO CONTINUOUS IMPROVEMENT	We recognize that the standard by which we evaluate all of our efforts is whether these undertakings advance the well being of children entrusted to us.	Grounded in researched based professional standards (Danielson's Framework for Teaching) is differentiated for career stages in order to provide a continuum for teacher growth. Promotes student learning through a commitment to continuous professional learning,		
RESULTS FOCUS	We are committed to holding ourselves and each other accountable.	Certified staff evaluation is an ongoing and collaborative process focused on the development and growth of professionals in order to increase student learning and achievement.	We have an obligation to build in quality control and assurance strategies throughout the District. We commit to building feedback loops into the system, ensuring quality processes and results by aligning mission, strategies, structures and systems.	BUILDING CAPACITY Rtl focuses on school wide systems that require greater collaboration of teachers and staff to coordinate efforts of instructional delivery assessment, and decision-making.
SHARED LEADERSHIP	We are committed to placing educational decision making in the hands of those involved at the building level.	The certified staff evaluation process develops each individual's capacity for professional contribution at the team, building and District levels	Our behavior should promote and encourage empowerment throughout our District. We commit to executing systems that ensure that all decisions are made at the most appropriate levels in the District and are as close to the point of implementation as possible.	
SUPPORTIVE CONDITIONS	We are committed to thoughtful use of resources to achieve our mission. We are committed to encourage and provide opportunities for informed meaningful parental involvement in the District's educational process.	The goal of the evaluation process is to provide quality instruction in a nurturing environment in order to maximize achievement for all students.	We believe that effective leadership requires an orientation toward service.	

Sources:
DuFour, Eaker, DuFour/Shirley Hord



ALIGNMENT TOWARD CONTINUOUS IMPROVEMENT

CRITICAL QUESTIONS – PLC/RtI



1. Are we clear on the knowledge, skills, and dispositions each student is to acquire as a result of this course, grade level, and unit we are about to teach?
2. Have we agreed on the criteria we will use in assessing the quality of student work, and can we apply the criteria consistently?
3. Have we developed common formative assessments to monitor each student's learning on a timely basis?
4. Do we use the formative assessments to identify students who are having difficulty in their learning so that we can provide those students with **TIMELY** systematic interventions that **GUARANTEE THEM ADDITIONAL TIME AND SUPPORT** for learning?
5. Do we have data to assess our individual and collective effectiveness? Do assessment results help us learn from one another in ways that positively affect our classroom practice?
6. Does our team work interdependently to achieve **SMART** goals that are **S**trategic (linked to school goals), **M**easurable, **A**ttainable, **R**esults-oriented (focused on evidence of student learning rather than teacher strategies), and **T**ime bound?
7. Are continuous improvement processes building into our routine work practice?
8. Do we make decisions by building shared knowledge regarding best practices rather than simply pooling opinions?
9. Do we demonstrate, through our collective efforts, our determination to help **ALL** students learn at high levels?

