

INDICATOR: CII1

RT3 EXPECTATION: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.

Explanation: RTTT3 State funds will be used for the development and administration of a survey of learning conditions to provide feedback from, at a minimum, students in grades 6 through 12 and teachers on the instructional environment within the schools. School climates and learning conditions are associated with positive youth development, effective risk prevention, student learning and academic achievement, increased student graduation rates, and teacher retention. Recognizing the importance of a positive and sustained school climate, the Performance Evaluation Reform Act (PERA) identifies surveys of learning conditions as a potential tool to collect information on principal practice. Furthermore, certain information from the survey of learning conditions will also be used in the State's redesigned School Report Cards and Illinois Shared Learning Environment (ISLE) parent portals. ISBE will issue an RFSP for the creation of a research-based instrument with the goal of improving school climate and learning conditions that:

- Provides feedback on how student and school personnel perceive a school's or district's particular climate and condition for learning, including, but not limited to:
 - Family and community engagement;
 - The learning environment; and
 - The teaching environment.
- Uses valid and reliable survey instruments based on leading indicators of positive school climate in order to assess and evaluate conditions for learning.
- Helps schools and districts use the data to drive school improvement, including creating summary reports and identifying areas of weakness identified by the school climate surveys.

The survey of learning conditions will be piloted during the 2012-2013 school year and fully implemented during the 2013-2014 school year.

INDICATOR: CII2 & CII3

RT3 EXPECTATION: The district implements a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).

Explanation: Rising Star, a comprehensive continuous improvement process system, has been fully embedded in the State's web-based school and district Integrated Plans on the Illinois Interactive Report Card (IIRC) that serve as the required template for a variety of plans required by both State and federal funding sources (e.g., Title I, Title III, and technology implementation plans). Rising Star on IIRC uses indicators of effective practice, at both the district and school level, to provide the structure for improving teaching and learning as part of a continuous cycle of assessment, planning, implementation, and progress monitoring. At the district level, Rising Star uses indicators of effective practice organized into the following five overarching areas: district vision and direction; district and school improvement processes; district allocation of resources for school improvement; district support for school improvement and student achievement; and teacher and leader effectiveness and supports. At the school and classroom level, there are additional indicators of effective practice, organized into the following four categories and corresponding essential elements:

Rising Star School-level Categories and Essential Elements

Category	Essential Element
Educator Quality	Leadership Professional Development
Learning Environment	Conditions for Learning Community and Family Engagement
Teaching and Learning	Aligned Instruction-Curriculum Differentiated Instruction Instruction (Preparation; Teacher Directed - Introduction, Presentation, Summary/Confirmation; Interaction; Student Directed (group or individual); Technology; Parent Communication and Homework; and Classroom Management). Assessment Periodic Assessment
Community and Family Engagement	Policies and Practices Shared Leadership Education Communication Connection

The State's RTTT3 strategy places learners at the center and builds structures around them to support personalized learning and instructional improvement that tie to the Rising Star indicators of effective practice. As a result, as ISBE has shifted its improvement planning process to align with the Rising Star framework, it is critical for Participating LEAs to implement Rising Star or an approved, equivalent comprehensive school continuous improvement process. The Center for School Improvement (CSI), through RTTT3 funding, will support Participating LEAs in working with the Rising Star indicators and corresponding categories in order to help drive, accelerate and sustain continued improvements that cut across all of the RTTT3 strategy areas. ISBE will develop and issue a Request for Proposal for the CSI by April 2012 and the selected entity will commence supports to Participating LEAs in January, 2013.

INDICATOR: IA01, IA02, & IA03

RT3 EXPECTATION: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders (IA02: community organizations; IA03: parental engagement).

Explanation: As further described in RT3 Expectation Explanation for Indicator IA06, ISLE is a set of data, reporting, and application services intended to generally provide supportive technologies for P-20 education and workforce development, and to specifically support K-12 educators deliver personalized instruction aligned to the Common Core State Standards. As currently envisioned, the array of applications hosted on ISLE will include, among others, instructional and teaching collaboration supports, custom-designed resources for individual learners from pre-school to college and career, teacher dashboards, information vaults, work-based learning supports, and social networking applications.

Specifically, ISLE will organize and maintain information for particular individuals and entities and facilitate the use of that information by applications that have been approved by a school district. One application the State intends to develop is a "parent portal" that will allow a parent or guardian to review information on a particular student and determine whether the student is progressing against age-appropriate learning goals. ISLE will then allow a parent to link to applications and content to address a student's personalized learning needs. As these tools and resources are made available on ISLE, Participating LEAs will be expected to incorporate them into their parental engagement strategies.

In addition, since 2010, the State's P-20 Council has lead a comprehensive process to redesign the State Report Card to achieve many of the stakeholder engagement and public reporting objectives envisioned in the State's Race to the Top Phase 2 application. Legislation enacted in November 2011 will lead to a report card redesign to roll out by October 2013. For the first time, the State will report information such as how many college-level Advanced Placement courses each high school offers, how many eighth-graders passed algebra, and how many teachers received top ratings on their performance evaluations. Elementary School Report Cards will indicate how many students attended preschool, while the high schools' will highlight how many freshmen were academically on track and how many graduates completed their first year of college without requiring remedial courses. All the Report Cards will compare test results to other Illinois public schools with similar student comparisons. Dozens of educators, parents and student s offered their views during the redesign process, and more than 60 focus groups were convened t provide input on the structure and content of the redesigned state report card. ISBE's RTTT Leadership and Implementation Team will use outcome indicators included with the redesigned State Report Card to track the impact of RTTT3 reforms on teaching and learning.

INDICATOR: IB01

RT3 EXPECTATION: The district establishes professional learning communities to support all aspects of the instructional improvement process.

Explanation: A professional learning community (PLC) has been defined as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve.¹ PLCs go beyond fostering congeniality and building group camaraderie amongst teachers and are characterized by the existence of a systematic process in which teachers work together to analyze and improve their class room practice by working in teams, engaging in an ongoing cycle of questions that promote in-depth team learning.² In PLC schools,

teachers are organized into grade level, course specific, or interdisciplinary collaborative teams in which teachers work independently to achieve common goals for which members are mutually accountable. A process is put in place to ensure teams clarify the essential learnings for each course, grade level and unit of instruction; establish consistent pacing; create frequent common assessments to monitor student learning, and agree on the criteria they will use to judge the quality of students work. Each team then uses the evidence of student learning to identify individual students who need additional time and support, to discover problematic areas of the curriculum that require the attention of the team, and to help each member become aware of his or her instructional strengths and weaknesses.³

PLCs are endorsed by the National Commission on Teaching and America's Future (NCTAF), National Board for Professional Teaching Standards (NBPTS), The Interstate New Teacher Assessment and Support Consortium (INTASC) (created by the Council of Chief State School Officers), National Council of Teachers of Mathematics (NCTM), The National Council of Teachers of English (NCTE), The National Council of Teachers of English (NCTE), the Southwest Educational Development Laboratory (SEDL), the National Association of Elementary School Principals (NAESP), the National Association of Secondary School Principals (NASSP), and the North Central Association Commission on Accreditation and School Improvement (NCA).⁴

Participating LEAs will be expected to demonstrate how PLCs are being incorporated as well as the processes they are utilizing to support all aspects of the instructional improvement process.

¹ DuFour, R., Eaker, R., & Many, T. *Learning by Doing: A Handbook for Professional Learning Communities at Work*, Bloomington, IN.: Solution Tree (2006).

² DuFour, R. *What Is a Professional Learning Community?*, Educational Leadership (May 2004).

³ DuFour, R., *The Key to Improved Teaching and Learning*, The AdvanceED Source (Fall 2009).

⁴ *Finding Common Ground in Education Reform, Professional Learning Community Advocates: a Presentation of the Research* (2008), available at: <http://www.allthingsplc.info/pdf/articles/advocates.pdf>.

INDICATOR: IA14

RT3 EXPECTATION: The district establishes systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools.

Explanation: In regard to recruiting and supporting strong instructional leadership at the school-level, see Wise Ways for Indicator IA09. Although Wise Ways for Indicator IA09 addresses superintendents, the same reasoning and explanation applies to the recruitment of principals. Participating LEAs will be expected to demonstrate a thoughtful process for the selection of principals to serve as the leaders of the instructional improvement process for each school.

Recognizing that the single most-important school-based factor affecting student learning is quality of instruction, the State's RTTT3 Plan targets teacher recruitment and placement initiatives to supply a pipeline of teachers to serve high need schools. RTTT3 funding will be used to provide incentives for teacher preparation programs to: develop new programs aligned with the Common Core State Standards (CCSS) and the Illinois Shared Learning Environment (ISLE); and establish partnerships with Participating LEAs to support placements of teachers with extensive training on CCSS in High Poverty High Minority (HPHM) schools. Specifically, elementary and middle level teacher preparation programs receiving RTTT3 funds will align their curriculum to the CCSS and ISLE while also developing new programs focusing on the four core academic areas: ELA, Math, Science and Social Science.

Participating LEAs with HPHM schools will be expected to partner with participating teacher preparation programs receiving RTTT3 funds at the request of the programs. These partnerships will be formalized in the Summer and Fall of 2012. By creating partnerships with Participating LEAs, teacher preparation programs will bring faculty together with teachers from the Participating LEAs to learn about the CCSS and develop new teacher preparation courses and programs to be submitted to the State Educator Preparation and Licensure Board (SEPLB) in late 2012 or early 2013, with the first class completing the new program by early 2015. Furthermore, the teacher preparation programs receiving RTTT3 funds will also be expected to partner with and leverage other initiatives supporting placement of highly qualified candidates in HPHM schools through other state, federal and private funding sources.

INDICATOR: IA06

RT3 EXPECTATIONS: The district (a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and (b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.

Explanation: ISLE is a set of data, reporting, and application services intended to generally provide supportive technologies for P-20 education and workforce development, and to specifically support K-12 educators deliver personalized instruction aligned to the Common Core State Standards. As currently envisioned, the array of applications hosted on ISLE will include, among others, instructional and teaching collaboration supports, custom-designed resources for individual learners from pre-school to college and career, teacher and administrator dashboards, information vaults, work-based learning supports, and social networking applications.

The "Illinois Shared Learning Environment" (ISLE) is the name for the entire project space that incorporates (a) the State investments and infrastructure previously referred to as the "Learning Performance Management System" in the State's Race to the Top Phase 2 Application, (b) the "Shared Learning Infrastructure" (SLI) and state-level extensions of the SLI, and (c) the IlliniCloud, which serves as a proof-of-concept and foundation for a common, cloud-based solution for Illinois educational entities. RTTT 3 funds will be used for ISLE professional development support through the Center for School Improvement.

ISLE is a critical platform for carrying out multiple strategies within the State's RTTT3 Plan. Participating LEAs will integrate with ISLE, participating in the 2nd phase of implementation occurring after its initial pilot, for all of the RTTT 3 strategy areas. Participating LEAs will undertake requirements gathering and IT systems analysis in 2012, begin ISLE integration in early 2013, and are expected to pilot ISLE in early 2014, with full implementation in the 2014-15 school year.

As part of this integration, ISBE will be requesting additional information from districts regarding their local data systems and information technology structures to ensure that districts receive the necessary planning tools and supports for ISLE integration. In order to integrate local student and educator data with ISLE, Participating LEAs will need to : (a) map local data to the SLC Core Entity Model (CEM); (b) implement a data integration strategy; (c) integrate LEA directory/identity system; and (d) participate in professional development and training provided by ISBE for effective integration and use of ISLE.

In regard to the mapping of local data, the SLC CEM includes various domain, association, and descriptor types and will use the Ed-fi specification of the Common Education Data Standards (CEDS). A more detailed description can be found on the SLC website under "Technical Specification," www.slcedu.org/technology/technical-specifications. While some data maintained by ISBE can be provided for ISLE integration (e.g., student identification, demographics and enrollment), much of the data needed to impact instruction is maintained locally and will need to be mapped to the SLC CEM. As to a data integration strategy, ISLE will support various data ingestion approaches (e.g., batch uploads, web-based submissions, and SIF), with further data ingestion specifications available on the SLC's website, www.slcedu.org.

ISLE, working closely with the IlliniCloud, will develop processes and tools to support this local data integration with the SLI/ISLE data store and SLC technologies will include data validation functions and provide error reports for districts to ensure successful integration.

INDICATOR: IA10

RT3 EXPECTATIONS: The district provides sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation.

Explanation: See Wise Ways for Indicator IA10. Participating LEAs will be expected to demonstrate how time and professional development resources have been re-allocated to support implementation of the district's overall continuous improvement plan and instructional system.

INDICATOR: IC05

RT3 EXPECTATIONS: The district establishes a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).

Explanation: The State's RTTT3 Plan focuses on developing a robust standards-aligned instructional model in all schools within Participating LEAs. In order to achieve this goal, Participating LEAs will be required to implement the following steps designed to lead to the establishment of standards aligned instructional systems, informed by ISBE's further development of standards and assessment implementation strategies:

- Grade-level math and ELA curriculum analysis using the Common Core State Standards (CCSS);
- Cross-grade-level discussions to identify shifts in content;
- Integration of writing through-out the curriculum;
- Integration of CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math;
- Integration of the CCSS Science framework into the curriculum (when the framework has been adopted by ISBE); and
- Implement a standards-based reporting system in Math, ELA and Science.

The Center for School Improvement (CSI) will be responsible for supporting the establishment of standards-aligned instructional systems in Participating LEAs. The CSI, commencing in January 2013, will provide Participating LEAs with a full continuum of supports to ensure the Participating LEAs have tools and guidance to help address the above-referenced expectations. In addition, the Illinois Shared Learning Environment (ISLE) will enable educators to find and utilize high-quality and customizable curriculum and classroom resources to support implementation of the CCSS.

INDICATOR: D7

RT3 EXPECTATIONS: The district establishes (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science.

Explanation: The State's RTTT3 Plan focuses on developing an assessment system that can be used to support standards-aligned instruction and, where appropriate, measure student growth. The State's Performance Evaluation Advisory Committee (PEAC) has defined a framework for this system, which includes the following three distinct types of assessments:

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all teachers in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and teacher determine measures student learning
<i>Examples: Northwest Evaluation Association (NWEA) MAP tests, Scantron Performance Series</i>	<i>Examples: Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers</i>	<i>Examples: teacher-created assessments, assessments of student performance</i>

Through RTTT3, ISBE will incorporate this assessment classification into a two-pronged "Assessments for Learning" strategy to support standards implementation, improving instruction, and measuring student growth. First, ISBE will procure a statewide contract for "Type I" assessments by the end of 2012 to ensure the best available pricing and a simplified procurement/contracting process for Participating LEAs. All procured assessments must be able to measure student growth in a manner aligned to the CCSS, be coupled with appropriate training and professional development linked to the use of the assessment, and be integrated with the Illinois Shared Learning Environment (ISLE) to the maximum extent possible. Second, ISBE will develop a network of Participating LEAs to develop both the frameworks and, if needed, specific "Type II" and "Type III" assessments, including the facilitation of working groups across districts with similar assessment needs. An entity procured by ISBE by July 2012 will manage this network activity and ensure the work is informed by and integrated with appropriate subject area content expertise within the state and nationally. In particular, RTTT3 support will focus on the development of Type II and Type III assessment supports in grade levels and subjects not assessed by the State and assessments that can support a P-20 STEM Program of Study model (including employability and pathway/technical assessments).

To support the State's goal of developing and implementing common, high-quality assessments aligned to the CCSS and PERA, Participating LEAs, under RTTT3, will be required to:

- Develop an assessment system that includes the following types of assessments and associated activities in a coherent framework to both support standards aligned-instruction and, where appropriate, measure student growth:
 - Through-course assessments designed to assist teachers and administrators to track students' progress (e.g. NWEA MAP)
 - Formative assessments designed to inform improved instruction in real time (e.g. teacher-created assessments for use throughout the year)
 - Summative assessments designed to measure changes in students knowledge and skills through an entire course (e.g. district or network-wide end-of-term/course assessments)
 - Integrate CCSS assessments items in subjects other than math and ELA;
 - Participate in district network activity to develop Type II and Type III assessment framework and items (as discussed above); and
 - Agree to serve as a pilot district for the PARCC Consortium and the Kindergarten Individual Development Survey (KIDS).

Additionally, each Participating LEA will be required to use ten percent (10%) of its RTTT3 allocation to develop Type II and Type III assessments frameworks and items which can be used on a district-wide basis by all teachers in a given grade or non-tested subject area, with all assessment frameworks and items developed using RTTT3 funds made available as "open source" and integrated with an assessment item bank and other assessment supports housed on ISLE. Participating LEAs can use these funds for release time for teachers to assist in the development of these assessments; hiring consultants to design assessment elements; or providing support to general network activity for development of Type II or Type III assessments.

INDICATOR: D9

RT3 EXPECTATIONS: For districts serving grades 9-12, the district establishes two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.

Explanation: Recognizing that a standards-aligned instructional system will need to support college and career readiness for all learners, the State's RTTT3 Plan focuses on the expansion of the P-20 STEM Programs of Study model through the establishment of STEM Learning Exchanges and college and career readiness supports. The Programs of Study model is a sequence of courses, assessments, and applied learning experiences organized around a career cluster where students pursue their academic and career interests starting from an orientation experience and continuing through advanced pathway and dual credit courses where there are opportunities to connect to professional networks through work-based learning experiences as well as opportunities to earn stackable credentials and degrees. STEM Learning Exchanges are a new, innovative public-private education infrastructure that is organized to advance college and career readiness and support local implementation of P-20 STEM Programs of Study by coordinating statewide networks of P-20 education partners, business, labor, and other organizations on a sector-by-sector basis to coordinate planning and investment, aggregate resources, and review talent pipeline performance.

Specifically, RTTT3 funds will be used to (i) develop STEM Learning Exchanges, which will provide the resources and tools for LEAs to develop the required P-20 STEM Programs of Study promoting STEM application areas, and (ii) the Illinois Pathways Resource Center, to support a centralized resource and assistance center for the STEM Learning Exchanges and school districts that are establishing P-20 STEM Programs of Study. Furthermore, the State will use RTTT3 funds to expand the College and Career Readiness Program, which is designed to increase alignment between high school and college curriculums and support student pathways from high school to postsecondary education through Programs of Study models.

This past year, ISBE, the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), the Department of Commerce and Economic Opportunity (DCEO), the Illinois Department of Employment Security, and the Illinois Student Assistance Commission (ISAC) entered into the Illinois Pathways Initiative Intergovernmental Agreement (the "Pathways Agreement"), which accomplishes the following:

- Provides a framework for the establishment and management of the STEM Learning Exchanges;
- Creates an interagency management committee and public/private advisory council; and
- Permits the interagency transfer of funds and data necessary to support the STEM Learning Exchanges.

Organized as collaborative communities, the STEM Learning Exchanges will be governed by and orchestrated through the public-private steering group consisting of representatives from the

above-referenced stakeholders. Each Exchange will be supported by a lead non-profit organization or governmental entity that will serve as the administrative and fiscal agent, receiving tax-deductible donations and other funding from both public and private sources. STEM Learning Exchanges will be developed for the following nine application areas:

1. Agriculture, Food, and Natural Resources;
2. Energy;
3. Manufacturing;
4. Information Technology;
5. Architecture and Construction;
6. Transportation, Distribution, and Logistics;
7. Research and Development;
8. Health Sciences; and
9. Finance.

Through RTTT3 funding, the State will provide full funding for the establishment of approximately 3-5 STEM Learning Exchanges and partial funding, through matching planning grants, to the remaining STEM application areas. In addition, the State will focus on developing individualized learning plans (ILPs) for middle-school students that are aligned to P-20 STEM Programs of Study at the high school level.

ILPs provide students with a specific program or strategy of education or learning that takes into account a student's strengths and weakness and helps students align course plans with career and postsecondary aspirations. ILPs are based on the premise that the needs of individual students are different and thus, must be differently addressed. ILPs will assist students with identification of career interests, associated Programs of Study, as applicable, and the corresponding learning goals and objectives. ISBE will make resources and tools available to support the creation of these ILPs for middle-school students.

Under the authority of the Pathways Agreement and upon award notice, the "Illinois Pathways Interagency Committee," established by the Pathways Agreement, will initiate the selection process, to be completed by August, 2012, for the Lead Entities for the 3-5 STEM Learning Exchanges to be established as initial priority areas, with the goal of soliciting for the establishment of the initial Lead Entities in the first quarter of 2012.

STEM Learning Exchanges will provide the curricular resources, assessment tools, and professional development systems necessary for LEAs to develop STEM-related P-20 Programs of Study in these application areas. Each STEM Learning Exchange will deliver instructional resources through the Illinois Shared Learning Environment (ISLE). As a support for both the STEM Learning Exchanges and school districts establishing P-20 STEM Programs of Study, the Illinois Pathways Resource Center (IPRC) will serve as a centralized resource and assistance center providing services including, but not limited to, the following:

- Assistance with communicating the mission and goals of the established Learning Exchanges and assisting with external outreach and recruitment efforts for P-20 and industry partners;
- Coordinating applications and funding proposals for federal and foundation resources;
- Statewide technical assistance and training for P-20 partners in implementing STEM Programs of Study aligned to the National Career Cluster Framework;
- Developing applications, toolkits and other resources that assist with education and career planning and are common across all Learning Exchanges; and
- Assisting with performance review of sector-based P-20 talent pipelines using education and workforce longitudinal data.

To support these goals, Participating LEAs will be required to:

- As part of the Participating LEA's integration with ISLE, implement a strategy to link student data across local systems to enable the creation of integrated learner profiles that can support learning plans and other personalized learning tools (see Indicator IA06 for additional explanation);
- Establish an individual learning plan program, commencing in the 7th grade, that identifies students' academic and career interests and aligns to a P-20 STEM Program of Study model. The individual learning plan program must be implemented at minimum in the predominant feeder schools for high schools implementing P-20 STEM Programs of Study; and
- For LEAs serving grades 9-12, implement two or more P-20 STEM Programs of Study promoting STEM application areas.

INDICATOR: D11

RT3 EXPECTATIONS (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.

Explanation: Learning maps, one of the key applications that will be available through ISLE, will link integrated student data to a learning map that will identify the student's progression against age-appropriate learning goals derived from applicable learning standards. The learning maps then link to applications and content to address a student's personalized learning needs. The learning maps can also be used to track the progress of a cohort of students against standards and to obtain supports to improve instruction for this cohort. Learning maps will be developed for grades K-12, aligned to the Common Core State Standards and for critical STEM pathways that extend from high school into postsecondary education.

The learning maps are being developed by the Shared Learning Collaborative (SLC), the multi-state collaborative developing technology and services that will be an integral component of ISLE. ISBE will ensure teachers have access to professional development on the use of such learning maps through the Center for School Improvement and supports made available by the SLC. Participating LEAs will be expected to demonstrate how the learning maps are used to assess and improve instructional practices and outcomes at all grade levels.

INDICATOR: D13

RT3 EXPECTATIONS: The district's RtI implementation plan ensures targeted interventions and differentiated supports aligned to the new State Standards (CCSS).

Explanation: As part of the State's RTTT3 Plan to develop a more robust standards-aligned instructional model, Participating LEAs will be required to ensure that the district's plan for RtI implementation provides targeted interventions and differentiated supports, aligned to the CCSS, for students who are not on pace to meet college-and-career-ready expectations. ISBE provides additional information on RtI, available at: http://www.isbe.net/RtI_plan/default.htm.

INDICATOR: RT3-1

RT3 EXPECTATIONS: The school district implements PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.

Explanation: Under RTTT3, Participating LEAs having less than 500,000 inhabitants will be required to implement PERA on a more aggressive timeline than required by the Performance Evaluation Reform Act (PERA). PERA mandates evaluations that include student growth for all principals by September 1, 2012. Under PERA, school districts having 500,000 or more inhabitants must fully implement PERA's student growth requirements for teacher evaluations by September 1, 2013. For any Participating LEA having less than 500,000 inhabitants, the LEA must implement PERA's student growth requirements for teacher evaluations on at least the following timeline, if not sooner:

- Implementation with a "no stakes" student growth component (i.e., student growth component is not used in final teacher summative evaluations) in all schools by September 1, 2013; and
- Full implementation of PERA's student growth requirements by:
 - September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; and
 - September 1, 2015 for all other school districts.

For all districts other than Chicago Public Schools, these timelines are a full year earlier than otherwise required by statute. In addition to implementing PERA on an aggressive timeline, all Participating LEAs must incorporate the following elements into their performance evaluation systems:

- A formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation;
- The use of positive performance evaluations as part of the basis for selecting peer evaluators and mentors;
- Full cooperation in the PERA Research-based Study; and
- Implementation of the State-adopted survey of learning conditions or an ISBE-approved equivalent, subject to the availability of RTTT3 or State funding for its implementation (see Indicator CIII for additional information).

Recognizing that State supports for the implementation of the redesigned teacher and principal evaluation systems will be critical to the ability of Participating LEAs to undertake these

significant changes required under PERA and accelerated under this Plan, the State is committed to creating a robust PERA support system, which includes the following elements .

STATE SUPPORTS FOR LEA IMPLEMENTATION OF REDESIGNED PERFORMANCE EVALUATIONS	
Practice Frameworks	Teacher and principal practice frameworks that describe the elements of good practice and provide rubrics and other tools for assessing practice. The State will also provide guidelines for the processes for collecting, reflecting on, and reporting evidence of practice with teachers and principals.
Model Evaluation Plans	Model evaluation plans for both teachers and principals for combining evidence of practice with evidence of student growth into a summative rating. The model will incorporate the requirements established by the State, but allow customization by districts in a manner that does not conflict with such requirements.
Training and Pre-qualification	<ul style="list-style-type: none"> • An evaluator pre-qualification program aligned with the State evaluation model. • An evaluator training program based on the State evaluation model. The training program will provide multiple training options that account for the prior training and experience of the evaluator. • A superintendent training program based on the State principal evaluation model.
Supports and Tools to Implement Redesigned Systems	<p>A State provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal evaluation systems. The State will also develop:</p> <ul style="list-style-type: none"> • Web-based systems and tools and video-based observation processes supporting implementation of the model templates and the evaluator pre-qualification and training programs. Many of these systems and tools will be hosted on the Illinois Shared Learning Environment (ISLE) (see Section C(3)). • Multiple instruments to collect evidence of principal practice, including the State-adopted survey of learning conditions (described below).
Data Collection and Continuous Improvement	<ul style="list-style-type: none"> • The State will measure and report correlations between local principal and teacher evaluations and (i) student growth in tested grades and subjects, and (ii) retention rates of teachers. • Pursuant to and in accordance with PERA and SB7, the State will develop a survey of learning conditions to provide feedback from, at a minimum, students in grades 6 through 12 and teachers on the instructional environment within a school.

RTTT3 funds will be used to support critical elements of the above-referenced State PERA supports, including the development and implementation of the PERA Evaluator Pre-Qualification and Training Program; the development and implementation of the Survey of Learning Conditions; and funding to support PEAC and its related subcommittee work. Under

PERA, the State is required to develop an evaluator pre-qualification and training program in order to ensure that a broader range of properly trained evaluators can undertake teacher and principal evaluations, including "peer" evaluations. As a result, this past January, the State awarded a contract for the Performance Evaluation Training Program. Under this contract, the contractor will develop a performance evaluation training program, deliver evaluator training courses, and provide technical assistance and web-based resources to support the redesigned teacher and principal evaluation system. The PERA Pre-Qualification and Training Program will include the following components:

- A pre-qualification program aligned to the State's performance evaluation system that individuals conducting evaluations after September 1, 2012 must successfully complete, including incorporation of a process for ensuring that evaluators' ratings align to the requirements of the system.
- An evaluator re-training program for pre-qualified evaluators to take at least once during the five-year certificate renewal cycle for the purpose of maintaining credentials to evaluate teachers. The evaluator re-training program must be continuously updated, offer modules that build upon each other over time, and address the various skill and knowledge levels among evaluators.
- A technical assistance system that supports districts with the development and implementation of teacher and principal evaluation systems.
- Web-based systems and tools that support the implementation of the State's performance evaluation models for teacher and principal evaluations and evaluator pre-qualification and training programs.
- A train-the-trainer program that includes development and delivery of content specific to the evaluator pre-qualification program, the evaluator re-training program, the technical assistance system, and the web-based system and tools.

RTTT3 funds will be used to both support the development of the PERA Pre-Qualification and Training Program, as well as support for principal and teacher evaluators in LEAs throughout the State to participate in the trainings. Specifically, any LEA (whether or not participating in RTTT3) will receive \$200/evaluator to participate in the teacher practice training component of the pre-qualification program to be provided during the 2012-13 school year, except for any Participating LEA receiving more than 50% of the RTTT3 Participating LEA allocation.

INDICATOR: RT3-2

RT3 EXPECTATIONS: The district establishes a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers, subject to the availability of RTTT3 or State funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.

Explanation: With the passage of the PERA and Senate Bill 7, there is a great need for new teacher and principal induction and mentoring to support Illinois' new evaluation and accountability laws. Accountability and expectations are set high and supports to help teachers and principals are needed to provide practitioners with the tools necessary to meet these increased expectations.

As a result, all RTTT3 Participating LEAs, subject to the availability of RTTT3 funds or other State funding of at least \$1,600 per teacher in years one and two and \$1,200 per teacher in years 3 and 4, will be required to: (i) establish induction and mentoring programs for all new teachers that are at least two years in duration, use positive performance evaluations as a factor in the selection of mentors, and meet standards set forth in the School Code and administrative rules; and (ii) participate in the State's technical assistance and accountability systems to improve the quality of all new teacher induction and mentoring programs. RTTT3 funds will be provided to assist Participating LEAs in establishing these programs.

As part of the RTTT3 Plan, the State will establish a technical assistance system to build and maintain quality induction programs, which will include the following:

- **Tailored Program Improvement:** ISBE, working with one or more partnership organizations, will assemble a team of staff who will provide tailored technical assistance to individual program leadership teams in Participating LEAs. This focused and consistent coaching and support for individual induction programs will serve as the cornerstone for improving program quality.
- **Formative Assessment and Mentoring Materials:** Technical assistance providers will provide guidance and support to programs around the use of formative assessment of new teacher practice protocols and local teacher evaluation procedures.
- **Online Mentoring for Math, Science, and Special Education Teachers:** The technical assistance system will provide enhanced mentoring services for first-time STEM teachers via online technology. These services are particularly important for new teachers in rural and/or many urban settings who may not have access to a qualified, experienced teacher in one of these high-need subject areas.

In order to ensure program accountability, the State will develop and implement a process of ongoing program improvement based upon the Illinois Standards of Quality and Effectiveness for Beginning Teacher Induction Programs, the Illinois Continuum of Induction Program Development, and implementation and impact data. To collect the necessary data for the program accountability process, ISBE, working with its partnership organizations, will ramp-up a system, developed through an independent external evaluation, that collects and synthesizes

program impact data, including teacher effectiveness, teacher retention, student achievement, and teacher efficacy. Furthermore, RTTT3 funds will be allocated to the dissemination and replication of best induction/mentoring practices beyond the Participating LEAs. The Statewide Professional Development Coordinator, one of the new RTTT3 positions, will be responsible for overseeing and coordinating the technical assistance, program accountability process and dissemination of best practices as described above.

In regard to principals, the State, since 2007, has required individuals who first begin working as principals to engage in a one-year mentoring program. Through the Illinois New Principal Mentoring Program, an ISBE-sponsored program, new principals are matched with an experienced principal who provides on-the-job guidance and helps principals develop competencies in a broad array of leadership skills and practices aimed at improving teaching and learning in their schools. ISBE's program requirements ensure no fewer than 50 contact hours between the mentor and the principal. As part of RTTT3, the State will provide funds, subject to the availability of RTTT3 funds or other State funding of at least \$1,600 per principal in years one and two and \$1,200 per principal in years 3 and 4, to continue and strengthen the New Principal Mentoring Program in the Participating LEAs. Furthermore, as required with the new teachers mentoring and induction programs, Participating LEAs will be required to use positive performance evaluations as a factor in selecting principal mentors.