

Teacher and School Leader Incentive Program (TSL)

Chicago Public Schools (CPS)

Distributed Leadership in Opportunity Schools (DLOS)

Project Narrative

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PROJECT NARRATIVE

Introduction

The Chicago Public Schools (CPS) has an unprecedented opportunity to better serve CPS students and their families in the district's highest need schools through large-scale reform in how teacher talent is prepared, recruited, continually developed, placed, and rewarded. The Distributed Leadership in Opportunity Schools (DLOS) Program proposes significant enhancements to the district's existing Human Capital Management System, which has continued to evolve over the past 15 years to improve processes for teacher evaluation, professional development, and support; workforce planning; talent acquisition; talent management; career pathways; and performance-based compensation. Goals of the DLOS Program include: (1) Building pipelines of high-quality educators prepared to teach in CPS' highest-need schools; (2) Providing more intensive support for new teachers in order to accelerate their learning and encourage their perseverance; (3) Developing and leveraging teacher leadership to enhance professional learning across the school staff and provide career growth for highly effective teachers; and, (4) Advancing the leadership competencies of principals to encourage and empower teacher leadership as a source of strength and stability for their classroom instruction, school-wide instructional strategies, and school culture.

The evidence-based DLOS model leverages and enhances existing partnerships with leaders in the field of teacher and principal training and design and implementation of distributed leadership school models – Chicago Teacher's Union, New Leaders, Relay Graduate School of Education, Public Impact, and Education First. DLOS was designed in collaboration with these partners, all of whom support and are committed to implementation of the

program. Through DLOS, CPS will provide targeted, personalized human capital management solutions to 50 “Opportunity Schools,” the hardest-to-staff schools in the district to drive sustained improvement and dramatically improve student outcomes. DLOS will address Absolute Priorities 1 and 2 and Competitive Preference Priorities 1 and 2.

EVIDENCE OF SUPPORT

(A)(1) Comprehensive Effort to Improve Teaching & Learning & Support Rigorous Standards

CPS is the nation’s third largest district serving over 380,000 students who attend more than 650 schools. The district has dramatically improved student performance in recent years, reporting record high graduation rates and academic achievement. Since 2011, district graduation rates have increased 16 percentage points to 73.5 percent, while average ACT scores have increased from 17.2 to an all-time high of 18.4.

Multiple factors contribute to this progress, one of the most significant being the district’s long-standing focus on the quality of teachers and school leaders. Over the past 15 years, district leaders and educators have collaborated to raise instructional expectations to align with the Common Core State Standards, lead the expansion of social and emotional learning in all schools, implemented a successful overhaul of the teacher evaluation system, and pushed, in partnership with the Chicago Teachers’ Union (CTU), to build the nation’s second-largest cadre of National Board Certified teachers. The recently published *CPS Vision 2016-2019*, recognizes Talented and Empowered Educators as one of – if not the most – critical lever for achieving the district’s academic goals (See Appendix F for Vision document). Similarly, CPS has also become a national leader in principal preparation, establishing rigorous principal

eligibility criteria and partnering with several pioneering training programs offering full-year principal residencies.

Chicago’s success in recent years, in the face of so many challenges, is a testament to the hard work, talent, and resilience of the district’s more than 37,000 employees, nearly 21,000 of whom are teachers. But today, too many CPS students still do not have equal access to this talent, or to high-quality, rigorous instruction. To fulfill the district’s mission of preparing all students for success in college, careers, and community, CPS is launching the Distributed Leadership in Opportunity Schools (DLOS) Program. The DLOS is part of a larger, comprehensive, long-term commitment by CPS to improve teaching and learning and support rigorous standards for all students. The district’s human capital management strategy, described below, is at the center of this effort.

Description of CPS’ current Human Capital Management System

Preparation. CPS partners with local and national universities that offer degree-conferring teaching programs, as well as with alternative routes to licensure

<p><i>References:</i></p> <ul style="list-style-type: none">• Absolute Priority 1

like Teach For America. In both traditional and alternative preparation programs, Illinois’ accreditation rules require that prospective teachers spend significant time in K-12 classrooms observing instruction, which is typically only 10-15 hours in a single semester. CPS hosts nearly 1,100 student teachers each year, ranging from a single semester to a full year each.

The district is also working with preparation programs (National Louis University and Relay Graduate School of Education) to launch “teacher residencies” designed to help current school-based staff become fully licensed teachers in Special Education and/or Bilingual

Education. Residencies are intensive year-long programs that allow prospective teachers to simultaneously gain lead teaching experience in the classroom while attending classes at a local university.

Recruitment. Knowing that previous experience in a particular setting is the best predictor of future performance, CPS has prioritized high-performing student teachers and teacher residents as targets for recruitment and selection; more specifically, they are priority candidates for teaching jobs within the schools in which they are placed. In addition to recruiting student teachers and residents, CPS has built partnerships with career services centers and hosted in-person events for at-large teacher candidates at which they can meet school leaders and current teachers. In addition, in 2017, CPS will launch a new Chicago Teacher Ambassador program designed to invite teachers to be brand ambassadors. Through social media, blogs, school visits, and informational interviews, Teacher Ambassadors will play a critical role in marketing and promoting CPS to potential candidates.

Hiring and Induction. Consistent with CPS' decentralized organizational structure, principals are given significant autonomy over their school budgets and staffing, enabling them to staff their school in a way that meets their specific needs. In keeping with this model, each teacher and principal must choose for a teacher to be placed in a school. This mutual consent hiring policy is critical to CPS' school improvement efforts by limiting turnover and ensuring that both teachers and principals make a good "match" among the myriad options both parties have in selecting schools and candidates, respectively.

With hiring decisions residing at the school level, the primary role of the CPS Talent Office is to facilitate selection by providing access to applicants via an applicant tracking system,

where principals can easily access, assess, and track candidates throughout the interview and selection process. In 2016, the Talent Office made two additions to this process: (1) a platform for recorded or live video interviewing and (2) training for principals in hiring best practices.

Evaluation and Feedback. With the implementation of the *REACH Students* teacher evaluation and support system in 2012, CPS significantly raised expectations for both educators and evaluators. Now, educators are evaluated based on the quality of classrooms instruction and the extent to which their students make progress. School leaders spend significantly more time observing teaching and providing feedback, and are expected to make the time to evaluate and coach every teacher in the building.

References:

- Absolute Priority 1.1
- Prog. Req. 1.A.i

Under REACH, teachers' summative scores are calculated based 70% on teacher practice and 30% on student growth. The practice portion of REACH uses a rigorous rubric of performance competencies and ratings called the CPS Framework for Teaching (derived from the Charlotte Danielson Framework). Teachers are observed three times per evaluation cycle according to best practices developed through extensive collaboration between CPS and the Chicago Teacher's Union (CTU). The CPS Instructional Effectiveness Team provides training to evaluators, focused on accuracy of ratings and also the quality of pre- and post-observation conferences. These conferences are the main leverage point for improving teacher practice: administrators and teachers discuss student needs, instructional planning, quality of student work, and collaboratively reflect on opportunities to better meet student needs.

The student growth portion of REACH is calculated using either one or two measures for each teacher: REACH Performance Tasks and/or value-added. Over the last five years, CPS teachers, under the leadership of the CPS School Quality Measurement Department, have created hundreds of REACH Performance Tasks for each course and grade-level. Teachers select which class will take the assessments, and teachers grade them to determine if growth occurred between the beginning and end of year. In addition to Performance Tasks, reading and math teachers who work with students in grades 3-8 receive a value added score, based on student performance on the NWEA assessment. An overview of the REACH components follows below:

<u>Components of REACH Teacher Evaluations</u>			
Educators	Teacher	Performance	Value-
Grade 3-8 educators in English, Reading, Math	70%	10%	20%
PreK-2 educators	70%	30%	
Grade 3-8 educators of non-tested subjects	70%	30%	
High School educators	70%	30%	
Counselors and Related Service Providers	100%		

Compensation, Tenure and Retention. Under the collective bargaining agreement between CPS and the CTU, compensation is determined by a teacher’s years of experience (categorized by ‘steps’) and educational degrees (defined by ‘lanes’). Therefore, teachers’ base salaries are not based upon performance. However, as noted in the Professional Development

and Teacher Leadership section below, CPS provides stipends for district-wide teacher leadership roles consistent with the definition of a performance-based compensation system.

Meanwhile, a new CPS teacher can achieve tenure after three years, but only if her/his performance ratings for all three years are Excellent (the highest of the four ratings). For most new teachers, the tenure process takes four years, with a requirement that the teacher must be rated Proficient (second highest rating) in at least two of the last three years. Additionally, each spring, if a non-tenured teacher is projected to be rated Developing (second lowest rating of four), the principal may choose to renew or non-renew that teacher.

Lastly, when reductions in force are necessary for budgetary reasons, teachers rated Unsatisfactory are the first to be laid off at CPS, with teachers rated Developing laid off next prior to their higher-performing peers. While budgetary reductions are painful, this policy enables schools to retain the most talented educators and continue to provide rigorous instruction to students. Prior to this policy, teachers with less seniority were laid off first.

Professional Development and Teacher Leadership. In recent years, CPS budget constraints have caused a narrowing in the professional development time available to teachers and schools, and district-wide PD offerings have been limited. Much of the remaining centrally-funded professional learning opportunities are focused on key instructional priorities and rigor, such as the implementation of Common Core and Multi-Tiered System of Support.

Research shows that the most effective professional learning is individualized, job-embedded and takes place at the school level (Zepeda). Therefore, CPS has sustained a district-wide effort since 2010 to ensure that instructional leadership teams, grade-level or department teams, and other team structures (e.g., bilingual advisory teams) are embedded in every school.

In addition, thanks to partnership with CTU, each school has a Professional Personnel Leadership Committee of teachers who work with the principal in making professional development and curricular decisions. These school-level structures, in addition to the professional development plans required for each tenured teacher with a Developing rating, are the infrastructure upon which CPS can build more sophisticated professional learning models, particularly in its Opportunity Schools.

Despite a lack of funding, CPS has begun defining teacher leadership roles at the district-level which will serve as important models in bringing this work to school-level teacher leader programs. These programs also serve as the district's growing performance-based compensation system:

- *Teacher Advisory Council*: 30 current CPS teachers meet monthly with the Chief Education Officer to honor teacher voice and to bring teacher perspective to important district initiatives. Their focus in the 2016-17 school-year was teacher retention.
- *Consulting Teachers*: 133 high-performing tenured teachers who serve as coaches to tenured Unsatisfactory teachers. Consulting teachers observe a struggling teacher's classroom each week, providing coaching and support to assist in improving practice.
- *CPS Framework Specialists*: 80 teacher leaders who meet monthly to develop professional learning to support CPS teachers with the CPS Framework for Teaching.

Of the 80 Framework Specialists, 23 are also currently informal leads for teacher teams and mentoring colleagues in their schools. Prior to engaging as Framework Specialists, none of the pilot teachers had received professional learning or support in developing their leadership

skills. Additionally, 90% did not have the opportunity to observe the colleagues they lead, and none had received a stipend for their additional responsibility and leadership.

Since CPS launched the Specialist role in 2015, these informal teacher leaders are now brought together monthly and receive coaching and feedback that helps improve the quality of their school-based teacher leadership work. Evaluation data of these sessions shows that 98% of participants strongly believe that these sessions have driven their professional growth. This data confirms that support and development is critical in positively impacting the quality of teacher leadership within CPS, and the plan is to replicate and expand this success.

Description of Proposed Modifications to the HCMS

The Distributed Leadership in Opportunity Schools (DLOS) program focuses on the CPS' 50 hardest-to-staff schools. These schools have persistent

challenges both recruiting and retaining staff, which further challenge teachers' and school leaders' ability to foster healthy school cultures, hold rigorous academic expectations for all students, and drive school improvement. Recruitment and retention cannot be addressed in isolation; any effective and sustainable solution must account for both of these challenges and the inextricable relationship they have to each other.

Thus, the core strategies of the DLOS are to: (1) Invest in teacher leadership roles and teacher leaders in order to strengthen support for new teachers, extend the reach and improve retention of top, experienced teachers; (2) Recruit, prepare and hire more teacher talent in this select group of schools; and (3) Engage principals and school communities in employing a distributed leadership model to foster more effective professional learning. These

References:

- Absolute Priority 1.2
- Absolute Priority 2

enhancements are described throughout the remainder of this proposal.

Proposed improvements provide differentiated and ongoing feedback. When we ask teachers how our evaluation system can improve, we consistently hear two requests:

(1) to be evaluated/coached by a person who has similar experience in content and grade level and (2) shorter, more frequent observations, where the

References:

- Absolute Priority 1.3
- Prog. Req. 1.A.ii

feedback is non-evaluative. In response to the first area of feedback, in August 2016, the CPS Talent Office launched a team of observers focused on working specifically with special education teachers. This team of nine Instructional Effectiveness Specialists (IES) will complete nearly 1,000 evaluative observations of hundreds of teachers this year. The IESs have two key functions: assisting principals with completing evaluations of all staff and providing ongoing coaching to teachers, as requested. This results in a sustained focus on improving practice, but allow teachers some agency in choosing to have additional coaching. This model:

- Allows special education teachers to access coaching by special education experts;
- Reduces principals' caseload so they can support fewer teachers more deeply; and
- Provides broad learning about the strengths and challenges in special education instruction across the district, from more than 1,000 observations.

Teachers are finding the IESs valuable as well. In January, CPS surveyed teachers who had been observed by an IES. The early returns are encouraging:

- 80% of teachers agree they can engage in professional dialogue with the IES, and
- 67% agree that the IES provided specific, actionable feedback that can improve practice.

Building on this early success, CPS will make several modifications for Opportunity Schools to

ensure better ongoing and differentiated feedback and support.

First, CPS will hire two more IESs under DLOS who will focus exclusively on Opportunity Schools. They will complete evaluative observations for special education teachers, provide ongoing coaching to individual teachers, and nurture the teacher leadership roles that this grant will help CPS implement.

Second, CPS will expand its current Professional Development Plan (PDP) model, which is designed to support low-rated teachers, to all teachers in Opportunity Schools. While it would not be mandatory, this would provide support in goal-setting, feedback and improvement for all teachers. And because there is already so much on the principal's plate in these schools, CPS will implement new teacher leader roles to support the creation of PDPs, as well as the non-evaluative observation, coaching and feedback that will help effective teachers continue to improve. Implementing this model well will improve teachers' job satisfaction because they have a dedicated coach to provide weekly feedback and support. Even more importantly, teacher practice will improve, leading to gains in student outcomes.

School leaders have broad autonomy. CPS has continuously supported and even expanded levels of principal autonomy as a means of achieving school improvement. In 2012, CPS transitioned to a student-based budgeting model, which placed decisions regarding budgeting, staffing structures, and school scheduling in the hands of the principal. When paired with mutual consent hiring for all school-based staff, principals have significant authority to make decisions in the best interests of their students, school and community. The DLOS project enhances this formal

References:

- Prog. Req. 1.C.i
- Prog. Req. 1.C.ii

authority through a more collaborative, distributed leadership model from the school leader, bringing more stability and sustainability to school improvement efforts.

To that end, a key component of the DLOS is the establishment of within-school teacher leadership roles. The *Teacher Leadership and Collaboration* work in Denver Public Schools and the *Opportunity Culture* efforts of Public Impact illustrate that the appropriate teacher leader roles must be designed with engagement from the school leader and staff, and that the success of implementation ultimately depends on how effectively the leadership roles fit within the particular context of each school (Denver Public Schools; Public Impact). The benefits of implementing a distributed leadership model for principals are extensive. Specifically, these benefits are:

- *Retaining top talent.* Teacher leaders who have proven their instructional excellence are selected for advanced roles that bring more responsibility, additional financial compensation, and the potential to expand their impact by supporting colleagues. Sustainably funding these positions will retain top teachers in the classroom.
- *Building a more effective instructional leadership team.* Seventy-five percent of principals report the job has become too complex (Markow, Macia, Lee). And principals' management scopes prevents them from providing the level of instructional feedback that teachers need. In a distributed leadership school model, the principal creates and leads through a "team of leaders," a more realistic and effective model for sustainable improvement.
- *Attracting new talent.* Distributed leadership creates sustainable teacher leadership roles that feature greater responsibility, authority, and financial compensation. It also

means that all teachers in the school have better support, coaching and professional learning. Teachers are attracted to schools that offer these benefits.

Most importantly, the distributed leadership model works for students. In Public Impact’s work with more than 100 schools in 17 districts, nearly half of schools with these models showed “high growth,” while just 12% struggled with “low growth” (Public Impact).

Proposed program includes stipends for teacher

leaders. With additional responsibilities and expanded opportunities to impact student learning by coaching

and supporting colleagues, CPS teacher leaders will also receive additional compensation. While the specific teacher leader roles will be defined by the district design team (referenced in the Management Plan section), and the compensation levels for those roles will be determined in partnership with the CTU, the goals for teacher leader compensation are to ensure stipends are: (a) ***meaningful***, in order to appropriately recognize teacher leaders’ responsibilities, (b) ***fair***, in order to ensure that the different types of teacher leadership roles are compensated appropriately, and (c) ***sustainable***, to enable schools and CPS to increasingly fund teacher leader stipends from their own budgets and not rely solely on grant funds to continue the distributed leadership work. (Additional detail on stipends are in the Budget Narrative).

References:

- Prog. Req. 1.D.i

Improving recruitment and building Teacher Residency in High-Need Schools.

Improving the pipeline for effective teachers in High-Need Schools is a top priority for the CPS Talent Office. The high-need, hard-to-staff Opportunity Schools face several specific challenges in recruiting effective

References:

- Prog. Req. 1.E.i
- Prog. Req. 1.E.iii

teachers that DLOS will work to address: (1) student teachers are rarely placed in Opportunity Schools, (2) there are a lack of teacher leadership opportunities in these schools, and (3) the Opportunity Schools do not stack up well against higher-performing, more affluent CPS schools. CPS principals are expected to be fiscal managers, instructional leaders, and human resources experts at their respective schools, but they do not receive targeted support and training to wear these many hats. The district will begin to address these challenges through DLOS by improving diversity and preparation.

Recruitment for Diversity. CPS' primary recruitment goal is to increase the diversity of its new teachers. Unfortunately, local and national trends in

References:

- Competitive Priority 2

new teacher preparation run counter to this goal, with enrollment in education programs down 40 percent or more in Illinois among college students of color (Illinois Board of Higher Education). To overcome this trend, CPS is launching several simultaneous initiatives. To start, CPS will launch the Chicago Teacher Ambassador program to recruit more high-quality African-American and Latino teaching candidates. In addition to new branding and promotional materials and a revamped website, the Ambassadors have the potential to magnify CPS' recruitment efforts, particularly with candidates of color.

Beyond the Ambassador program, CPS seeks to change its narrative and public perception about diversity. These perceptions are not simply about the quantity of people of color who work for CPS, they are about the extent to which CPS as an organization *value* the experience of a diverse workforce. To change this, CPS must take substantive action.

First, CPS will begin hosting an annual Chicago Educators Conference on Race and Equity. In partnership with dozens of organizations across the city, CPS will convene a one-day event with seminars, workshops, and presentations led by CPS educators. The goal of the convening is to highlight the value of diversity and how we can overcome the challenges of inequity and racial injustice in our schools and school system. This event is tentatively scheduled for the fall.

Second, subsequent to the Conference described above, CPS will create Educators of Color Affinity Groups to meet throughout the school year. Leaders will receive leadership and facilitation training and will guide participants through a year-long examination of one or more issues they confront related to race and equity within CPS. The culmination of this work is to present or lead a session at the following year's conference.

Taken together, these steps begin to change the narrative around CPS. We hope to market these opportunities and promote them as part of the value proposition for why prospective teachers of color should join CPS and the mission we are all committed to serving.

Preparing Teachers Who Are Day 1 Ready. Better prepared teachers are more effective teachers, and CPS is taking strides to ensure teachers are ready to take over a classroom on their first day. To do this, CPS will make student teaching a more valuable learning experience and build Teacher Residency Programs.

Already underway, CPS operates a partnership with the Council of Chicago Area Deans of Education, with six local universities already agreeing to place student teachers in Opportunity Schools for the first time in 2017. Placing a student teacher in an Opportunity School provides the principal the first opportunity to assess and recruit the student teacher into

a full-time role, and also provides the student teacher a realistic experience of teaching in a high-need school. New teachers with realistic expectations will have lower attrition rates.

Similarly, teacher residents are more effective new teachers, and also have higher retention rates (National Center for Teacher Residencies). Thus, CPS is also designing and implementing two residency programs beginning in 2017. The Bilingual Residency in Chicago (BRIC) is designed to support dual language candidates who have a fast-track to certification but will engage in a two-year residency. And the CPS/Relay Sped Teacher (CREST) Residency will prepare current special education classroom assistants for Learning Behavior Specialist licensure. These programs will grow over the next five years to approximately 40 teacher residents per year.

Building career advancement opportunities for effective teachers. To date, CPS has made limited progress in creating formal teacher leadership

structures, especially those within schools. Through the DLOS program, CPS will create hybrid, partially released teaching roles that will enable teachers to stay in the classroom *and* expand their impact and leadership capacity. This is critical. CPS teachers overwhelmingly desire more peer-to-peer observations and feedback, and report that the best professional learning they engage in comes from their own colleagues. To preserve that peer-to-peer benefit, teacher leaders cannot all be perceived as administrators-in-training.

On the other hand, for those teacher leaders that want to pursue the principal career track, the experience of being a teacher leader will be invaluable. Leading professional development, facilitating teacher teams in planning and data review, and coaching and

References:

- Prog. Req. 1.F

mentoring teachers around instruction is the best training there is. These teacher leaders will become a natural pipeline of high-potential school leader candidates.

(A)(2) Services Involve the Collaboration of Appropriate Partners to Maximize Effectiveness

To implement DLOS effectively, CPS has and will continue to engage expert partners in order to leverage others' vast experience and expertise. As discussed below, these partnership will include local universities and teacher preparation programs and non-profit organizations who specialize in building teacher leadership. Most importantly however, CPS will also partner with Opportunity School educators and school leaders, who will help design, implement, evaluate and improve the DLOS program continuously throughout the grant period and beyond.

To better prepare prospective teachers for the rewarding work in Opportunity Schools, we primarily partner with local teacher preparation programs through the **Council of Chicago Area Deans of Education**. With their assistance, CPS will place at least 35 student teachers in Opportunity Schools next year, up from fewer than 10 in 2016-17. In addition, CPS will launch two Teacher Residency Programs in 2017 in partnership with **Relay Graduate School of Education** for Special Education and **National Louis University** for Bilingual teachers. (See Appendix E for Letters of Support). With an increase in student teachers and teacher residents, CPS will begin to build the internal teacher pipelines within Opportunity Schools that already exist within higher-performing, more affluent CPS schools.

But to achieve success, CPS must do a better job recruiting candidates at-large to teach in the Opportunity Schools. More specifically, CPS needs to find and bring more high-potential, diverse teacher candidates to these schools and the overall district. The best way to do that is

to tap into the existing population of highly effective, diverse teachers. To that end, CPS is launching the **Chicago Teacher Ambassador** program in spring 2017.

The headline component of DLOS – the investment in teacher leadership – requires intensive partnerships with experts in the field and key stakeholders. CPS has engaged **Public Impact** and **Education First** to assist because they have successfully implemented a distributed leadership model (called Opportunity Culture) in 17 districts and more than 100 schools nationally. With their support and facilitation, CPS and CTU will define potential teacher leader roles to launch DLOS, selection criteria to determine candidates, responsibilities and release time necessary to perform the roles effectively, and appropriate compensation for teacher leaders.

Once the structures are defined, CPS will engage partners who can help design and execute the instructional leadership necessary for teacher leaders' success. Effective professional development of this kind and at this scale will require strong partnerships with several organizations with a track record of successful support of teacher development. Programs such as **Relay Graduate School of Education's** Instructional Leadership Professional Development Series and **New Leaders'** Emerging Leaders program serve as effective models for these efforts and CPS has engaged both organizations in support of this proposal.

Lastly, CPS' most critical partners in this work are **CTU** and the principals and teachers at the Opportunity Schools. With a focus on improving instruction and student learning, the CTU operates a research and professional development unit called the Quest Center. Quest is already an effective CPS partner in helping to develop the nation's second largest cadre of National Board Certified Teachers, a model of intensive professional development which could

be helpful when preparing teacher leaders in Opportunity Schools to take on an expanded role. (See Appendix E for Letters of support from each partner organization).

(A)(3) DLOS Program Integrates with Related Efforts to Improve Relevant Outcomes

The DLOS program is part of a comprehensive effort to improve teaching and learning in the district's hardest-to-staff schools. Its investments in talented educators build upon several large-scale efforts that have empowered both CPS principals and teachers to better meet the needs of their schools and students. Each of the district efforts described below are currently funded through continued and sustained local, State, and/or Federal sources.

Principal leadership, which is so critical to the success of any distributed leadership model, has been a strong focus for CPS in recent years. The establishment of the Chicago Leadership Collaborative and Principal Residencies for new principal preparation has helped ensure our newest leaders are fully prepared to lead rapid school improvement. In addition, CPS and Northwestern University's Kellogg School of Business and School of Education together launched the Chicago Principal Fellowship in 2014 which provides executive leadership training for Chicago's highest-performing principals. Over the years, CPS has also established and refined an autonomous school designation for school leaders with a proven track record of success and innovation called Independent School Principals, which allows highly effective school leaders to be freed from many district requirements.

Similarly, effective teacher leadership cannot exist without rigorous instructional capacity within schools, and this is where CPS' district-wide implementation of Common Core, Next Generation Science Standards, and Multi-Tiered System of Support have been so critical. CPS' recent academic gains are second in the nation among large urban school districts largely

as a result of rigorous instructional practices and the commitment of our educators (The Nation’s Report Card).

The human capital investment that is most instrumental to the success of the DLOS program is the district’s successful implementation of the REACH teacher evaluation and feedback system discussed above. Based upon the rigorous CPS Framework for Teaching, REACH has established a common definition for effective teaching and a baseline that guarantees all teachers regular, detailed feedback regarding their instruction. Significant work can be done to ensure that feedback and professional development opportunities based on REACH data is further personalized and more effective, but REACH serves as a strong foundation upon which the DLOS program can achieve such improvements.

References:

- Absolute Priority 1.4
- Absolute Priority 1.5

CPS’ decisions utilize data linkages between teachers and student achievement. With student growth metrics in use as part of REACH evaluations for teachers, CPS has methods and data systems which link student academic achievement to individual educators. This process works in two ways:

- ***IMPACT System.*** CPS’ student information system includes a module used by all teachers which contains student academic rosters. Teachers have student rosters for each section of each course they teach. A separate module captures course-level student assessment results, including REACH Performance Tasks used in teacher evaluation. By using CPS’ unique employee and student identification numbers, these two IMPACT modules connect student academic achievement results with individual teachers.

- *Roster Verification.* To ensure the link is accurate, CPS also uses a roster verification process. CPS partners with Battelle for Kids to provide an online platform to teachers so they can provide more nuanced information about which subjects and/or courses they teach to particular students. This detailed data includes verifying approximate date ranges for students who may have transferred in or out, as well as the specific model for that student’s instruction (e.g., co-teaching, pull-out interventions).

When combined with classroom observations, this data provides a robust picture of teacher-, grade-, subject- and/or school-level instructional performance. The data is useful in achieving two primary goals: (1) improving instructional practices to advance student academic gains, and (2) informing key school- and district-level human capital decisions. The use of performance information to drive instructional improvements has already been described in Absolute Priority 1, Part 3. A brief summary of the ways in which performance data informs school and district decision-making is described in the table below:

HCMS Area	Decision-making Informed by Performance Ratings
Preparation and Recruitment	Scorecards for each prep program informs improvement efforts for those programs and CPS’ recruitment planning
Hiring and Induction	Principals can view teachers’ prior competency-level ratings when hiring, and can use it to inform induction support
Evaluation and Feedback	Teachers rated ‘Unsatisfactory’ enter remediation; ‘Developing’ teachers must improve the next year or

	become 'Unsatisfactory'
Compensation and Retention	District-level teacher leadership roles include stipends and are only for highly-rated teachers; tenure and renewal decisions for pre-tenured teachers are impacted by ratings; layoffs for reductions in force are based on ratings
Professional Development and Teacher Leadership	Ratings for 'Developing' teachers inform professional development plans; ratings determine access to teacher leader roles

NEED FOR PROJECT

(B)(1) Project will Provide Services to Address Needs of Students at Risk of Educational Failure

In the 2015-2016 school year, CPS recorded high water marks for graduation rates, attendance, and performance in state and national tests, and has shown exceptional improvement over the past five years:

	<u>2011</u>	<u>2016</u>
Graduation Rate	56.9%	73.5%
College Enrollment	53.7%	57.9%
Freshmen On-Track to Graduate	69%	87.4%
ACT Average	17.2	18.4

NAEP	Below avg. for large urban districts	Led large urban districts in 8 th grd Math; third in 4 th grd Reading
Suspension Rate	24 per 100 students	8 per 100 students
One-Year Dropout Rate	11.2%	6.8%

Despite this rapid progress, some CPS students most in need still face myriad educational challenges. Research has repeatedly shown that the most critical school-based factor in a child’s education is his/her teacher, so CPS’ must keep striving to provide every student with the best possible teachers at every stage of their academic career (RAND Corporation). CPS’ Opportunity Schools are predominantly located in communities of color with high rates of poverty, and suffer from an especially strained talent management system, where instructional positions often go either unfilled or to the most inexperienced of teachers. This places immense stress on school leaders and experienced teachers, driving high levels of turnover and low morale. The cumulative effect of this cycle is extremely costly: schools lose talented teachers and leaders, and students perform at lower levels than their peers citywide.

Improving equitable access to effective educators for students in high-need schools.

CPS has not yet achieved equitable access to high-quality instruction for all students. In fact, CPS has identified 50 CPS schools – the Opportunity Schools – which suffer from an acute lack of quality teacher candidates and consistent turnover that is well-above average for CPS as a whole. While we

References:

- Competitive Priority 1.1
- Competitive Priority 1.2

have no conclusive study on this cohort of schools in particular, strong evidence points to several causes of these effects: (1) schools are in communities with declining population and therefore, with declining student enrollment; (2) schools are located in communities of concentrated poverty and/or violence; (3) schools are geographically isolated from communities where teachers live; and (4) schools have historically low achievement and/or poor reputations. DLOS focuses explicitly on remedying and overcoming these symptoms, thereby setting the school on a different trajectory over the course of the next 3-5 years.

In a district where more than 80% of students are eligible for free- and reduced-priced lunch, the vast majority of CPS schools meet the definition of High-Needs under this grant. However, we have narrowed the scope of the DLOS program to focus on the 50 Opportunity Schools because our current district-wide HCMS has clearly not worked well enough for them. As a consequence, student achievement and school quality is lagging. When compared with CPS averages, the 50 Opportunity Schools:

- **Are three times more likely to have teachers resign or transfer out of the school.**

Attrition in Opportunity Schools is at least 12% annually for five consecutive years.

- **Receive half the applicants as average schools, one-sixth as many as affluent schools.**

- **Are twice as likely to fill teaching positions with brand new teachers.**

More than 10% of teachers are new each year over five consecutive years.

- **Are twice as likely to have vacant classrooms on the first day of school.**

Vacancy rates on first day of school above 10% over five consecutive years (Chicago Public Schools).

As a result, Opportunity Schools score significantly lower on CPS' School Quality Rating Policy, averaging 2.9 on a 1 to 5 scale versus a district-wide average of 3.6 (Chicago Public Schools). On a different and independent measure of school culture and climate from the University of Chicago's Consortium for Chicago School Research (CCSR), Opportunity Schools average 3.4 on a scale of 1 to 5 versus CPS' average of 4.1 (Chicago Public Schools).

The net effect of these challenges is lower student achievement. At the high school level, in 2016, the average composite ACT score for students in the Opportunity School cohort was 14.4 (approximately the 10th percentile nationally) compared to all other students' 17.9 composite score (approximately the 32nd percentile nationally). At the elementary school level, 38% of students in the Opportunity School cohort scored at or above the national average in math, compared to 53% of all other students. Similarly, 45% of students in Opportunity Schools scored at or above the national average in reading, compared to 60% citywide.

(See Appendix F for a complete list of CPS Opportunity Schools (i.e. High-Needs Schools), as well as the most current data on their percentage of students eligible for free- and reduced-priced lunch.) All Opportunity Schools are High-Needs under this grant's definition.

(B)(2) Gaps, Weaknesses in Services, Infrastructure, and Opportunities to Be Addressed

DLOS will address the gaps and weaknesses identified below to improve human capital management in the Opportunity Schools and thus improve student academic achievement and outcomes.

Identified Gaps in Preparation. Enrollment in teacher preparation programs has declined dramatically, in Illinois and nationally, driving CPS' development of teacher residency programs (Illinois Board of Higher Education). Additionally, the diversity of new teachers

prepared by universities does not reflect our student population. Just 18% of all CPS teacher applicants from 2012-2016 were African-American and 13% were Latino (compared to our student population of 37.7% and 46.5%, respectively). Based on this data, CPS is expanding recruitment efforts beyond traditional teacher preparation programs to find more diversity.

Identified Gaps in Recruitment. In addition to an increasingly short supply of diverse teacher candidates, CPS faces challenges in the distribution of where candidates apply across CPS. More specifically, Opportunity Schools see fewer than half the applicants on average for each teaching vacancy than the district average, and as few as one-sixth of the applicants that affluent schools receive. To change this, CPS has branded hard-to-staff schools as Opportunity Schools; is prioritizing these schools for recruiting fairs, school visits, and networking events; and will, through DLOS, offer financially compensated performance-based teacher leadership roles.

Identified Gaps in Hiring. One cause of the lack of candidates available for Opportunity Schools is the lack of student teachers in these schools. Approximately 20% of CPS student teachers each year are hired as full-time teachers the following year, so when just 1% of student teachers are located in Opportunity Schools (which represent 10% of the district), these schools subsequently suffer in their teacher hiring. Breaking with past practice, CPS is now proactively involved in placing student teachers in Opportunity Schools and in supporting their experiences to ensure they are positive and are likely to result in full-time teacher hires.

Identified Gaps in Evaluation and Feedback. As discussed above in Absolute Priority 1.3 (p. 10), CPS must move beyond a compliance mentality for evaluation and improve the quality of coaching and feedback for teachers. REACH provides the infrastructure to ensure the activities happen, but now CPS needs to expand the support provided to help teachers engage

in the hard work of instructional improvement and building student-centered classrooms based on the feedback and support they receive.

The barriers to this work – which DLOS will begin to break down – are varied. First, our spans of control for principals is too great; no principal and assistant principal can effectively coach all the teachers in the school alone. Second, teachers crave non-evaluative feedback in addition to their principals' input, which is best done with peer-to-peer coaching. Lastly, teachers in some subject areas, like P.E., library sciences, art, foreign language and more, do not receive any in-school content-focused feedback on their pedagogy. This significantly limits their professional growth and engagement.

Effectively implementing teacher leadership roles, as well as the addition of two grant-funded Instructional Effectiveness Specialists dedicated to the Opportunity Schools, will begin to overcome these barriers.

Identified Gaps in Compensation, Tenure and Retention. Currently, CPS does not have major gaps in its tenure or retention policies, as both enable CPS to utilize performance in the process effectively. The biggest gap is in the area of differentiated compensation. Past efforts in Chicago at differentiated compensation have resulted in an even deeper distrust and skepticism regarding its effectiveness. Prior initiatives focused on structures of performance pay intended to be an incentive for teachers to work harder or better to achieve higher student growth scores, or as a reward for top performers. The mistakes in those incentives structures lie in their misconceptions regarding the intrinsic motivation of educators and in creating a perceived competition among educators who serve the same mission and students (Pink). Moving forward, our goal in differentiating compensation will be to better recognize talented educators

who take on additional responsibilities or valuable leadership roles among their peers. This does not reduce teaching to a pursuit of financial gains, but respects teachers for their commitment to children.

Identified Gaps in Professional Development and Teacher Leadership. CPS' greatest gap is its lack of internal capacity to build formal in-school teacher leadership structures. CPS' professional learning communities (PLCs), like grade-level or departmental teams, are led by informal leaders who are rarely released from instructional duties (Hargreaves and Fullan). No common expectations, responsibilities, eligibility criteria, or accountability exist for them. And without the time to plan or observe instruction of peers, these collaborative, team-based strategies that drive sustained improvement are less effective.

The lack of formal structures for teacher leadership brings other key challenges as well. Eligibility criteria for becoming a teacher leader is not defined or communicated. Principals' selection of teacher leaders may cause distrust without clear criteria upon which to base decisions. Teacher leader responsibilities and accountabilities are not well-defined within or across schools, and teacher leader roles that do exist are not "hybrid" roles, rather they are additional to regular teaching duties. Lastly, in-school teacher leaders are not always recognized with meaningful stipends or supported with leadership development opportunities. The DLOS program will change these conditions in Opportunity Schools, and serve as a model for further expansion throughout CPS.

PROJECT DESIGN

(C)(1) Project Demonstrates a Clear Rationale Based upon the District's Vision

The mission of CPS is “A high quality public education for every child, in every neighborhood, that prepares them for success in college, career, and community.” CPS believes - and research has repeatedly shown - that students, especially those from communities struggling with poverty, need talented, committed educators in order to succeed. Rigorous expectations, high-quality instructional programs, and consistent mentorship from adults may not be sufficient for all students to achieve academic success, but these are necessary conditions for any child’s success. Therefore, CPS has built our core strategies around this principle.

In the CPS mission and vision, we commit to a focus on Academic Progress, Financial Sustainability, and Integrity. Undergirding our commitment to Academic Progress are two high-level goals: High-Quality, Rigorous Instruction and Talented and Empowered Educators (see Appendix F for a diagram illustrating CPS’ Vision and Mission).

The DLOS program addresses both of these elements. DLOS is built with the explicit intention of addressing the inequity in students’ access to high-quality and rigorous instruction. As described, Opportunity Schools have higher turnover, fewer high-quality applicants, and more strained school cultures and climates. These conditions stand as obstacles to high-quality, rigorous instruction: a classroom without a permanent teacher, or with an under-prepared teacher, is not a classroom where students are ready to succeed. This impacts 16,000 CPS students in Opportunity Schools alone.

Similarly, DLOS also addresses the identified weaknesses in our district-wide HCMS around teacher leadership. Developing teacher leaders, especially within Opportunity Schools that struggle with recruitment and retention, is critical for changing the trajectory of academic achievement. A revolving door of new teachers not only hurts students and their academic

progress, but also puts immense pressure on other teachers and school leaders, spurring more teacher and leadership turnover. Losing the accumulated expertise, experience and relationships of these educators has a significant deleterious effect on thousands of students (See Appendix C for Logic Model).

(C)(2) Project Successfully Addresses the Needs of the Target Population

The 16,000 students who attend CPS' 50 Opportunity Schools are 92% eligible for free- and reduced-priced lunch, compared to 80% citywide. These students have higher homelessness and mobility rates than their peers as well, and their schools' communities are more likely to be plagued by the recent surge in violence.

While there are not clear and complete solutions within our grasp to combat these broader challenges, there are compounding factors within our schools that impact students and can be improved with focused attention. CPS students in Opportunity Schools are three times more likely than peers in other schools to see their teacher leave or resign. They are twice as likely to be taught by a brand new teacher, and twice as likely to be taught by a substitute or temporary teacher. These are not national statistics, and are not comparisons between a large urban school district and a more affluent suburban school district. These are the inequities in access to high-quality instruction *that exist within* the third-largest school district in the country, and they are comparisons between CPS' 50 hardest-to-staff schools and the *average* CPS school.

Unlike issues of poverty and violence, there are clear – though admittedly complex – solutions to these human capital challenges. The DLOS program takes an inside-out approach,

focusing on changes at the individual school level and the necessary support in policy and structural reforms. School-level efforts will include:

- Identification of school-specific teacher leader roles and selection of teacher leaders;
- Training and facilitation for educator-led school design to maximize impact;
- Changes to staffing, schedules and budgets to enable teacher leadership;
- Infusion of teacher residents and student teachers to build internal pipelines; and
- High-quality professional development for teacher leaders and school leaders on implementing a distributed leadership model.

Meanwhile, district-wide efforts to support this work, will include:

- Designating 50 Opportunity Schools for additional resources and policy support;
- Building partnerships between teacher preparation programs and Opportunity Schools to enable residencies and student teacher placements, especially in high-need subjects;
- Working with CTU to design options for teacher leader roles and relevant parameters for each, such as schedule, duties, accountability and compensation;
- Bolstering recruitment and marketing efforts to attract more high-quality applicants to Opportunity Schools, beyond even the Teacher Residents and student teachers; and
- Developing a school leader toolkit and intensive support model to help principals support and retain teachers, including those not selected as teacher leaders.

Through these efforts and others, CPS is confident we can address the human capital needs of Opportunity Schools and, ultimately, achieve equity in students' access to high-quality instruction.

Proposed project is aligned with the State Equity Plan. This proposal was developed with careful consideration of the recommendations within Illinois' approved State Plan to Ensure Equitable Access to Excellent Educators, as approved by the US Department of Education in 2015. In fact, district and state officials worked closely together during a two-day retreat during fall of 2016 to coordinate efforts and inform the development of DLOS. Specifically, the Illinois State Board of Education's (ISBE's) plan and this proposal both seek to improve the continuity and intensiveness of teacher recruitment and retention supports provided directly to schools and the need to develop differentiated strategies for schools in "high-needs" communities. Both plans also focus on improved professional development opportunities for teachers in high-need schools and strengthened partnerships between teacher preparation institutions and the district with a push to identify prospective teachers who wish to teach in high-poverty schools. CPS is proud of its progress and close partnership with ISBE and will continue the collaboration.

References:

- Competitive Priority 1.3

(C)(3) CPS Will Evaluate, Monitor, and Report to the Public on DLOS Activities

To ensure success, CPS will continuously monitor and evaluate both the implementation and outcomes of its DLOS program. As described above, the ultimate goal of DLOS is to dramatically improve student academic achievement in Opportunity Schools. This will be measured using the district's current accountability framework, the School Quality Rating Policy (SQRP). The framework already includes a balance of several measures of students' academic achievement, growth, and attainment. SQRP also includes leading indicators, such as attendance rates and measures of freshmen-on-track, developed by the University of Chicago

to predict the likelihood of future high school graduation. It is far more powerful to utilize CPS' existing school performance and accountability structure to assess the DLOS program than it would be to create a new and distinct accountability framework for this program alone. (See Appendix F for an overview of the CPS SQRP).

Unfortunately, student achievement data is a lagging indicator, and takes some time to see even when a school is moving in the right direction. For this reason, CPS will also assess the success of DLOS on its ability to achieve several human capital-related goals which may take less time to impact positively. Among them are:

- Decrease by half the number of long-time vacancies in Opportunity Schools by 2018.
- Decrease by half the turnover rate of new teachers in Opportunity Schools by 2018.
- Decrease the teacher vacancy rate in Opportunity Schools to 2% (from 10%) by 2020.
- Double the number of teacher applicants of color to Opportunity Schools by 2020.

In order to carry out regular progress monitoring of the DLOS effort, CPS will utilize a variety of implementation metrics and milestones. A sample selection of these metrics and milestones are outlined in the following table.

<u>Metric or Milestone</u>	<u>Description of Purpose</u>
% of Opp. Schools with at least one Teacher Resident or student teacher	Measures the scope of implementation of a distributed leadership model.
# of teacher leaders trained and in place in Opp. Schools	Measures the scope of implementation of a distributed leadership model.

# of applicants for teacher leader roles in Opp. Schools	Measures the desirability and need of teacher leadership roles within Opportunity Schools.
% of teacher leaders who report feeling prepared to take on their role	Measures the effectiveness of the training and PD provided to teacher leaders.
% of Opp. Schools teachers who say they intend to stay at the school	Measures the impact on the whole school staff of the distributed leadership model.
% of principals reporting readiness to leverage distributed leadership	Measures the effectiveness of the training and leadership development to principals.
Successful design of teacher leader roles by January 1, 2018	Indicates the DLOS implementation is on-track in Year 1.
Complete training of Cohort 1 schools by July 1, 2018	Indicates the DLOS implementation is on-track in Year 1.

Most data collection methodologies to aid in the evaluation and monitoring of the DLOS program are already in place. These include: (a) REACH Assessment which helps rates teacher and administrator quality, (b) the IMPACT Dashboard which aggregates school performance data such as attendance, on-track rate, course promotion, and disciplinary data, (c) Talent Office datasets which aggregate vacancy, turnover, diversity, and placement, and (d) School Climate tools such as the 5 Essentials which rates student and teacher perceptions across a

number of domains. In addition to these mechanisms, the district plans to develop a number of new survey tools to help determine whether stated activities are being carried out effectively.

A grant-funded Data and Analytics Manager will lead this monitoring, evaluation, and reporting work. The Manager will lead the development, coordination and implementation of new and existing data collection tools, and also lead analysis and reporting of DLOS progress and results, in coordination with the CPS School Quality Measurement Department and Talent Office (See Appendix D for job description).

Lastly, the public reporting of data from DLOS is critical to the integrity of the program, as well as the continued engagement of partners necessary for the project's success. As discussed in the following section, quarterly progress reports will be submitted to the DLOS Steering Committee, and will be made available publicly on CPS' website. Additionally, once each year, CPS will release a full annual report with year-over-year academic and implementation outcomes, which will also be made available to the public. Meanwhile, at the school level, CPS will aid principals and teacher representatives to provide frequent updates to their Local School Councils. This combination of local and citywide reporting on DLOS progress will build trust and engagement over time for this critical work.

MANAGEMENT PLAN

(D) Project Will Be Completed On Time and Within Budget, and Will Complete the Objectives

Governance and Staff. To ensure success of the DLOS project, CPS will hire a full-time grant-funded Project Director to dedicate 100% time to DLOS. The Project Director will be fully responsible for the success of the grant, including oversight of all grant activities, measurement and reporting, management of all partner relationships, management and oversight of the

budget, and accountability to ensure all project timelines are met (See Appendix D for complete job description). Biweekly meetings between the Project Director and the Chief Talent Officer will ensure project milestones are met and within budget. The Project Director will also be responsible for providing timely updates on progress to Chicago Board of Education and Executive Leadership and managing the engagement of the DLOS Steering Committee and Advisory Board.

The DLOS Steering Committee will serve as the decision-making body with authority over the objectives, priorities, and oversight of the program. The Steering Committee will include the Project Director, CPS Executive Leaders (Chief Education Officer and/or Chief of Teaching & Learning, Chief Talent Officer, and Chief Officer of Network Support), and a representative of the Chicago Teachers' Union. Meeting on a monthly basis throughout Year 1 as the project is launched, the Steering Committee will provide hands-on management and support for the Project Director and assistance coordinating the work of several partners. In Year 2 and beyond, we anticipate transitioning Steering Committee meetings to a bimonthly frequency as the role of the committee shifts from largely operational to being more strategic.

Meanwhile, as the project picks up pace halfway into Year 1, CPS will begin to build a DLOS Advisory Board charged with reviewing progress, making technical recommendations related to professional development, school design and change management processes, and resource needs to the Project Director. The Advisory Board will also make recommendations regarding changes in DLOS objectives and/or priorities to the Project Director and Steering Committee. Advisory Board members will include key project staff, 3-4 CPS teacher leaders, 3-4

Opportunity School principals, and other district technical staff. Key DLOS project leadership will include:

- **Chief Talent Officer, Matthew Lyons** - co-executive sponsor, responsible for project coordination with other district priorities and activities.
- **Chief Teaching & Learning Officer, LaTanya McDade** - co-executive sponsor, CPS leader responsible for content expertise on the design of teacher leader roles.
- **DLOS Project Director, *to be hired*** - responsible for overall project success, budget and project management, key stakeholder and relationship management.
- **Director of Educator Quality and Equity, Benjamin Felton** - responsible for partnerships with Opportunity Schools on teacher recruitment, selection and retention.
- **Manager of Talent Acquisition, Christine Murphy Judson** - responsible for district-wide teacher recruitment, including diversity recruitment initiatives, as well as management of CPS relationships with teacher preparation programs.
- **Director of Teacher Leadership, Lauren Secatore** - responsible for the leading the design and implementation of teacher leader roles, to be done in collaboration with key partners including the Chicago Teachers' Union.
- **Manager of Teacher Residency Programs, *to be hired*** - responsible for selection, placement, assessment and support activities for CPS Teacher Residency programs.
- **Data and Analytics Manager, *to be hired*** - responsible for leading data collection, monitoring, analysis and reporting on the progress and results from DLOS.

Rollout. The two largest programmatic elements of DLOS will be implemented in a cohort-based sequence. This staging will allow CPS to leverage the experiences of the early

adopter schools in order to improve the design process for school leadership roles and to improve programming for teacher leaders and Teacher Residents over time. The cohort-based rollout schedule of Teacher Leadership roles and the Teacher Residency Programs is in the table below.

Rollout of DLOS Teacher Leaders and Residencies	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
<u>Teacher Leadership Roles</u>						
Planning and design for Cohort 1 (<i>6-8 schools</i>)		X				
Implementation of Cohort 1 (<i>6-8 schools</i>)			X			
Planning and design for Cohort 2 (<i>6-8 schools</i>) with CPS team shadowing Public Impact experts			X			
Implementation of Cohorts 1-2 (<i>12-15 schools</i>)				X		
Planning and design for Cohort 3 (<i>12-15 schools</i>)				X		
Implementation of Cohorts 1-3 (total of <i>24-30 schools</i>)					X	
Planning and design of Cohort 4 (<i>12-15 schools</i>)					X	
Implementation of Cohorts 1-4 (<i>36-45 schools</i>)						X
Planning and design with schools beyond Opp Schools						X
<u>Teacher Residency Programs</u>						
Design Teacher Residencies in Special Ed and Bilingual	X					
Cohort 1 of 10-15 Residents in Special Ed and Bilingual		X				
Cohort 2 of 15-20 Residents in Special Ed and Bilingual			X			

Design additional Teacher Residency Program in STEM			X			
Cohort 3 of 25-30 Residents in Spec. Ed., Bil. and STEM				X		
Cohort 4 of 35-40 Residents in Spec. Ed., Bil. and STEM					X	
Cohort 5 of 40-50 Residents in Spec. Ed., Bil. and STEM						X

Implementation of teacher leadership roles will be primarily driven by Public Impact and Education First’s expertise in collaboratively designing and implementing similar distributed leadership models, including in Syracuse, New York. Following their template for success, CPS will engage in the process below:

- District Design Process. Public Impact and Education First facilitate a series of decision-making sessions and equip the team with guidance and case study examples, tools such as a sustainability calculator to help districts set pay supplements, and analysis of data, such as salaries offered by other districts and other professional roles considered to be competing for the district’s teaching talent. The CPS design team will include executive leaders within academic and talent offices, CTU, principals and principal supervisors.
- School Design Process. Public Impact and Education First facilitate a series of decision-making sessions and equip school teams with templates, a sustainability calculator to ensure their plans remain within current budgets, examples of school schedules from existing sites, and coaching during and outside of scheduled design sessions. The school design teams will be comprised of teachers and the school leaders.
- Recruitment and Selection Support. Public Impact shares recruitment strategies from other sites and posts job openings on its own Opportunity Culture website. District

personnel also receive training on the Behavioral Event Interview, equipping them to select teacher leader candidates who display key competencies needed for success in these valuable, high-potential roles.

- Implementation Monitoring and Support. Public Impact conducts site visits to each school during the first year of implementation, documenting strengths and potential strategies to improve the success of each school’s teacher leader roles and model. Public Impact also holds coaching sessions with principals at key points during the first year of implementation.
- Analysis of Outcomes and Results. Public Impact and Education First review quantitative and qualitative data on the success of distributed leadership, feeding information back to district and school personnel against national benchmarking data to drive improvements in implementation.

Overall, the success of this project will rely heavily on an effective program launch in Year 1. CPS began significant planning and preparation prior to this application. Particularly in the areas of teacher recruitment, preparation and hiring, CPS has already made significant progress. For instance, by September 2017, the following will have already been completed:

- Launched Teacher Residency Programs in Special Ed and Bilingual Education
- Developed a Principal Hiring and Retention Toolkit and began rollout to principals
- Placed student teachers from local teacher programs in Opportunity Schools
- Launched a Teacher Ambassador program to assist in recruiting more diverse teachers

As an example of CPS’ readiness to implement DLOS, a high-level timeline of key milestones is included in the table below.

YEAR 1 Key Project Activities and Milestones	Owner(s)	Senior Leadership Support	Timing
<u>Project Management and Governance</u>			
Membership of Steering Committee finalized	Chief Talent Officer (Talent Officer)	Chief Teaching & Learning Officer (T&L Officer)	July 2017
DLOS Project Director hired	Talent Officer	T&L Officer	August 2017
First Steering Committee meeting	Project Director	Talent Officer	September 2017
Procurement/contracting complete with vendors	Project Director	CPS Procurement Office	October 2017
Additional DLOS project roles hired	Project Director	Several CPS leaders	November 2017
Advisory Board membership finalized	Project Director	T&L Officer	December 2017
First Advisory Board meeting	Project Director	T&L Officer	December 2017
<u>Design and Implementation of Teacher Leadership Roles</u>			
Four <i>district</i> design team sessions to define roles, selection, training and evaluation processes, etc.	Director of Teacher Leadership	Public Impact	October - November 2017
Identify Cohort 1 schools for teacher leadership roles	Director of Teacher Leadership	Project Director, T&L Officer, Director of Educator Equity	November 2017
Four <i>school</i> design sessions with Cohort 1 teams	Public Impact	Director of Teacher Leadership	January - March 2018

Select teacher leaders in Cohort 1 schools	School leaders	Public Impact, Director of Teacher Leadership, CTU	April 2018
Kickoff training for Cohort 1 principals (2-3 days)	Relay, New Leaders	Public Impact	June - July 2018
Kickoff training for Cohort 1 teacher leaders (4-5 days)	Relay, New Leaders	Public Impact	June - July 2018
<u>Teacher Residency Programming</u>			
Identify preparation program partners for Teacher Residency Programs in Special Education and Bilingual	<i>COMPLETED</i>		
Recruit candidates and identify Opportunity Schools for Teacher Residency Cohort 1	<i>COMPLETED</i>		
Identify partner(s) for ongoing support of Teacher Residents, in addition to the preparation programs	Mgr. of Teacher Residency Programs	Mgr. of Talent Acquisition	July 2017
Placements begin for Cohort 1 Teacher Residents	Mgr. of Teacher Residency Programs	Mgr. of Talent Acquisition, Director of Educator Quality & Equity	July 2017
Quarterly programming for Teacher Residents	National Louis University, Relay Graduate School of Ed	Mgr. of Teacher Residency Programs	October 2017 - May 2018

Bi-annual assessments of Teacher Residents	National Louis University, Relay Graduate School of Ed	Mgr. of Teacher Residency Programs	January & April 2018
Early teaching offers for Teacher Resident in Year 2	Director of Educator Equity	Mgr. of Talent Acquisition	April - May 2018
<u>Student Teacher Placements in Opportunity Schools</u>			
Agreement from local Deans of Education to place student teachers in Opportunity Schools	<i>COMPLETED</i>		
Identify current Opportunity School educators to serve as student teacher mentors	Mgr. of Talent Acquisition	Preparation programs part of Council of Chicago Area Deans of Education (CCADE)	May 2017
Training and professional development for student teacher mentors (Fall)	Director of Teacher Leadership	Project Director, Mgr. of Talent Acquisition, CTU	May - July 2017
Placements of student teachers completed (Fall)	School leaders	CCADE Preparation Programs, Mgr. of Talent Acquisition	May 2017
PD, networking and other student teacher programming (Fall)	Mgr. of Talent Acquisition	Director of Educator Equity	October - November 2017
Training and professional development for student teacher mentors (Spring), as needed	Director of Teacher Leadership	Project Director, Mgr. of Talent Acquisition, CTU	December 2017

Placements of student teachers completed (Spring)	School leaders	CCADE Preparation Programs, Mgr. of Talent Acquisition	December 2017
PD, networking and other student teacher programming (Spring)	Mgr. of Talent Acquisition	Director of Educator Equity	February - April 2018
<u>Recruiting and Hiring More High-Quality, Diverse Candidates</u>			
Open application for Chicago Teacher Ambassadors	Mgr. of Talent Acquisition		May 2017
Select and train Chicago Teacher Ambassadors	Mgr. of Talent Acquisition	CPS Dir. of Digital Strategy	Aug - Oct 2017
Finalize Principal Hiring and Retention Toolkit	Director of Educator Equity	Mgr. of Talent Acquisition	June 2017
One-on-one sessions with Opportunity School principals	Director of Educator Equity		June - October 2017
Opportunity School visits for local education students and virtual visits for national Historically Black Colleges and Universities (HBCUs) and Hispanic-Serving Institutions (HSIs) students	Mgr. of Talent Acquisition	Chicago Teacher Ambassadors	November 2017 - May 2018
Re-launch CPS career website with clear messaging about the value and importance of working in Opportunity Schools	CPS Director of Digital Strategy	Communications partner organization, Mgr. of Talent Acquisition, Talent Officer	October 2017

<u>Monitoring, Evaluating and Reporting on Progress</u>			
Develop necessary survey and data collection instruments	Data and Analytics Manager	Project Director	December 2017
First progress report provided to Steering Committee	Project Director	Talent Officer	February 2018
Finalize DLOS quarterly and annual scorecards	Project Director	Steering Committee	February 2018
Annual report provided to Steering Committee and Advisory Board	Project Director	Data and Analytics Manager	June 2018
Make Year 1 annual report public on CPS website	Project Director	Talent Officer, T&L Officer	August 2018

ADEQUACY OF RESOURCES

(E)(1) Project Will Continue to Be Supported after Federal Funding Ends

CPS has administered numerous Federal and State grants, which frequently serve as a springboard to broader district policy and programming. In order to achieve both scalability and sustainability, CPS' standard model of grant implementation begins with a focus on the eventual transition of costs and activities to non-grant funding. Within DLOS specifically, long-term sustainability and scalability will be achieved in the following ways:

Financial Sustainability. The US Department of Education and CPS are making an *initial* financial investment which will become less cost intensive in future years as DLOS is developed and implemented. Several external partners like Public Impact are critical to this program because they have expertise and a track record of success, but their primary objective will be to build internal capacity within CPS and/or other partners to lead teacher leadership efforts in years 3-5 and beyond. Therefore, the investments in their work do not need to be sustained after the grant period because the work will be supported in-house by CPS. The additional resources that *are* required on an ongoing basis, like teacher leader stipends and partial release time from classroom duties, are designed to be built into schools' budget allocations in the grant's later years. With half of Teacher Residents projected to be current paraprofessionals in Opportunity Schools, additional costs associated with Teacher Residents are also minimal.

Lastly, there are some DLOS resources that are ongoing that cannot be built into a school's current operating budget. The best example of this is the teacher leader and principal PD costs associated with distributed leadership. For these activities, CPS' continuation of

matching funds will be more than sufficient to sustain these critical capacity-building programs beyond the grant period (See Appendix F for assurance of commitment to financial match and Non-Federal Program Funds Budget Narrative).

Programmatic Sustainability. Teacher leadership can stem the tide of teacher turnover in Opportunity Schools. One obvious example is by having teacher leaders mentor new teachers in these high-needs schools. One study from 2007 estimated the cost of a teacher leaving CPS at more than \$17,000, which diverts scarce school resources away from focused student interventions or other academic programming (NCTAF).

Reducing teacher turnover in the Opportunity Schools is a key objective of DLOS. With stronger preparation and recruitment of new teachers, more mentorship and support for all teachers provided by teacher leaders, and higher retention of experienced teachers engaged by professional and career advancement, CPS expects DLOS to greatly increase the stability of Opportunity Schools. The teacher leadership roles are likely to entice talented teachers in other CPS schools to move, as well as attract new candidates to Opportunity Schools. This cycle, when repeated throughout the grant period, will produce an organic and healthy professional culture, increase teacher effectiveness and ultimately, drive gains in student achievement.

(E)(2) Incorporation of Project Purposes, Activities, Benefits into Ongoing Program

Within CPS, the Talent Office oversees the current development of Teacher Residencies, improved student teacher placements, and the enhanced recruiting and hiring initiatives targeted to the Opportunity Schools. This work, though expanding, will remain owned within the Talent Office throughout the grant cycle and beyond. This is important because, while the Opportunity Schools may be most in need of DLOS' benefits, they are far from the only high-

need schools in CPS. The lessons learned from our DLOS implementation will be transferred to our broader work with the remaining 90 percent of CPS' 517 district-run schools.

Similarly, the CPS Office of Teaching and Learning leads our current teacher leadership efforts (i.e. Framework Specialists and Teacher Advisory Council). While the Project Director will report to the Chief Talent Officer, the Director of Teacher Leadership does and will continue to report to the Chief Teaching and Learning Officer. This office is best prepared to lead the planning and design of teacher leadership roles at the school level because their staff is well-versed in school scheduling, teacher team structures, and formative (non-evaluative) classroom observation. Where the role of the Talent Office is to find and select talented educators, the Office of Teaching and Learning ensures that continuous improvement of instruction is always at the forefront of the work.

By being embedded through the permanent district organizational structure, DLOS is assured to have a lasting impact at CPS and in our schools. The rollout of teacher leadership structures in Opportunity Schools will begin the transfer of ownership to CPS from Public Impact starting in Year 2. The Teacher Residency Programs will launch in September 2017 already, and are managed within CPS' current resources. Grant resources will help us accelerate and expand our work, as well as bring into the fold the important teacher leadership building our schools need. But, as this grant ends in 2022, we will have built a foundation in our Opportunity Schools upon which to construct a larger distributed leadership model across the entire district.