



## **DHS/NIU Partnership Planning Retreat**

**Thursday, June 24, 2010, 8:30 AM to 3:30 PM**

**Barsema Alumni and Visitors Center, 231 North Annie Glidden Road, DeKalb**

### **Outcomes for the Retreat**

- Reaffirm or fine-tune the vision of the partnership
- Recognize what we accomplished in 2008-2010 and agree on what we will accomplish by 2014
- Reorganize committees and their responsibilities as needed to meet our goals
- Understand the relationships between the Restructuring Plan, the PDS, and RTI Implementation
- Re-energize the planners and the planning process

### **Welcome and Introductions**

Roger Scott and Susan Callahan opened the meeting with introductory remarks followed by attendees sharing their expectations for the planning retreat.

For the past two years, District 428 and NIU have worked together toward our shared vision for DeKalb High School. We have begun building the framework for a Professional Development School aligned with NCATE Standards for Professional Development Schools that supports the implementation of the Three-Tiered Model to improve student achievement and behavior. Our shared Vision is that DHS will achieve national recognition for the following accomplishments:

- A. World-class student achievement that includes academics, activities, and citizenship.
- B. A rigorous curriculum that matches expectations of higher education and the workplace.
- C. Superior preparation of pre-service teachers, whose skills match the needs of today's classrooms, including proficiency in skills for improving achievement of low-achieving students.
- D. Excellence in professional learning that supports DHS and NIU faculty in their pursuit of globally competitive student achievement.
- E. Joint research and co-teaching by DHS and NIU faculty
- F. Effective communication of our achievements to others

We are here today to reaffirm this vision, to validate our progress to date, and to plan the next phase of our work together. Participants contributed the following expectations for the retreat:

- Rejuvenate without money and take a close look at the partnership.
- Communicate clear definable goals for the partnership and reorganize to shift focus, if necessary.
- Understand what all the parts are doing.
- Expand view of PDS.
- Move on.
- Redefine committee's goals and create goals.
- Make it work and how.
- Consider how to support the partnership through STAR tutoring and co-teaching.
- Bring together loose ends and get direction.
- Find clarity and vision of roles, purpose, and plans.
- Understand what the partnership will do for my department and what information I share with my department.

- Define the role of electives in a partnership versus core curriculum beyond the elementary level.
- Clearly define goals in incremental steps.
- Satisfy curiosity.
- See ways all the planning works together and how we can support the work.
- See the PDS from a parent perspective.
- Celebrate our progress.

Gip Seaver shared encouraging words with the group, stressing the importance of DHS/NIU partnership. He assured the group that just as we are nearing readiness with the new building, so we are working toward a new way of thinking with the partnership, working with the students and faculty of both organizations, and creating a national model. 2011 will be a big year for NIU with NCATE renewal, a site visit in October, the realignment of standards, and teacher certification and professional development. We're on the home stretch of the race to get into the building...over the bumpy spots and working as true partners.

### **Where we have been and what happens next?**

#### Evaluator's Report

Kristin Brynteson, DHS/NIU Partnership Evaluator from the P20 Center for Engagement, proposed an evaluation plan which stimulated thinking about how to measure success of the PDS. The PDS rubric will be used as a guideline, but the Freshman Academy and the restructuring plan need to be included in the indicators. What other measures are needed?? Citizenship? PBIS? (See Kristin's presentation slide.)

#### New Building Update

Doug Moeller, Jennie Hueber

The new DeKalb High School is 50% complete, and by fall 2010 the building will be buttoned up to do inside work. Furniture is set to bid out for July 1 at an estimated cost of \$3-4M, not including technology. The creation of the Restructuring plan and Freshman Academy required room allocation changes. The Partnership has a double room with a partition where NIU students will take courses, and NIU faculty can deliver professional development. Tours will be arranged by fall when the area is graded smooth. The cost of the building is \$80M, compared to the 1967 building which was built for about \$876,000.

#### Orientation for student teachers

Lindsey Hall, Tris Ottolino, Judy Cox-Henderson

On the afternoon of the first day of school August 23, 2010, and again on January 18, 2011, all student teachers, not just those for DHS, will attend an orientation in the high school auditorium. They will hear from district speakers, such as Doug Moeller, Lindsey Hall, Jason Mix, Shahrar Spears, and Gina Greenwald. Among the topics to be presented are IDs, parking, building entry, classroom management, parent contact, and confidentiality. See hand out.

#### Next Steps for STAR Tutoring

Judy Cox-Henderson

Though quickly put together the STAR Tutoring pilot program begun in spring 2010 held over 200 sessions with 90 DHS students participating. The tutors from the NIU Internship class and DHS students who participated in the tutoring pilot program were polled, and data was collected to learn about the strengths and weakness of the program. The program coordinators learned the lunch hour is not the best time to hold a tutoring session, so this fall the tutoring program will use targeted study halls( going where the need is) and Freshman Friday (24 minutes added to lunch for meeting time) to offer instruction in math and humanities (writing center), study skills, and test prep. Beginning this year tutoring, will be part of the freshman orientation and culture of the high school.

### Launch of the Co-Teaching Model

Susan Callahan, Tris Ottolino

Growing out of site visit in March, the team has been inspired to develop a co-teaching pilot for fall 2010. We have eight NIU students from CLAS, VPA, and two Special Education interns from COE ready to start this fall in a year-long teaching model, 2-3 days/week. The students will teach, not just observe; discuss with the teacher; jointly work together; and collect data. The master teacher benefits; students gain confidence and management skills, and learn cooperation with other teachers. High school students gain from having two classroom teachers—do better on state tests. A co-teaching workshop will be held July 12.

### NIU Courses for Delivery at the New DHS

Susan Callahan, Sharon Smaldino

Several new classes are being considered for NIU students at the DHS PDS: Lee Shumow, classroom management; human development; integrating the exceptional student into the classroom; methods courses; and reading in the content area. The biggest challenge is the mechanism for scheduling the NIU classes—who and how. We would also like to offer more classes for the STAR tutors and determine how to accommodate them. We have a lot of ideas and are working on the details.

### PDS Guidebook

Judy Pokorny

We need to do it! Work is in the infancy stage as we determine what form the guidebook will take -- online and/or paper, and so on, and who will do the work since a guidebook will overlap committees. Three threads of thought about the guidebook:

1. Basic Information—what District 428 needs to know about NIU teacher preparation programs in five colleges, NIU students, and faculty; what NIU students and faculty need to know about District 428 and DHS.
2. More avenues for faculty to faculty communications
3. Communication between NIU students, cooperating teachers, and supervisors

### Meeting Professional Development Needs

Jennie Hueber, Sharon Smaldino

Mary Miller conducted a Professional Development refresher about RtI, but most people don't understand NIU NCATE standards. DHS needs training early in the fall on how to develop common formative assessments, common summative assessments, and implementation of the restructuring plan. NIU faculty need professional development, too, on aligning the common core stands, new professional teaching standards, incorporation of literacy across the curriculum, RtI, PBIS, and 21 Century learning skills.

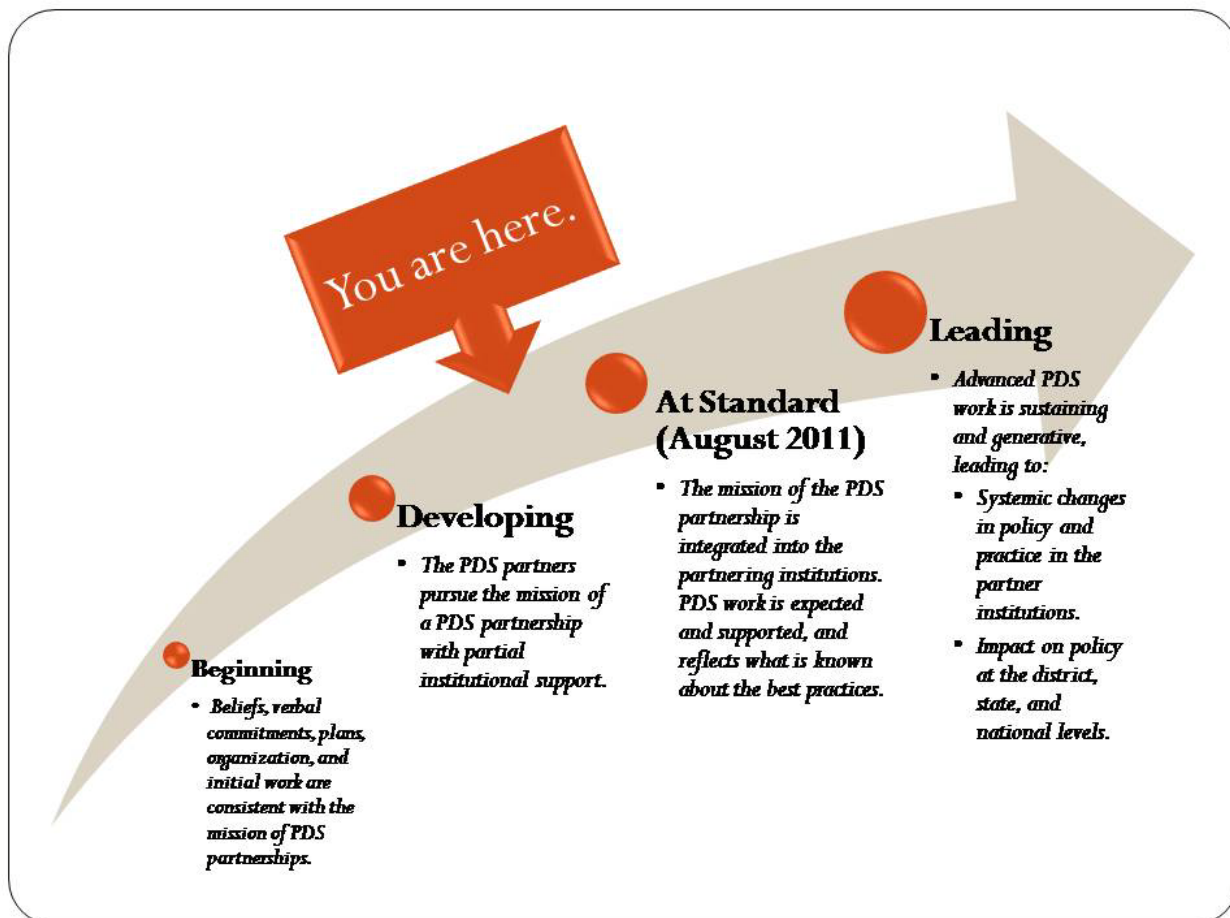
### Evaluation-PDS Rubric

Kristin Brynteson

When you compare the implementation framework documents created by each committee, the phases on each framework refer to different time periods during the development and do not necessarily align. This can make it hard to understand where we are. The action items from those frameworks are placed into the NCATE standards rubric in second handout. According to the NCATE rubric, we are past the 'Beginning' phase, and are making progress on the 'Developing' phase. In some areas we are 'At standard'-we need to continue to address the issues of how to meet the standards. The next steps are to have conversations to determine achievement priorities. See the following slides.

# Milestones

World Class Student Achievement	<ul style="list-style-type: none"> <li>▪ Working definition of “student success”</li> <li>▪ Benchmarked “best practices”</li> </ul>
Rigorous Curriculum	<ul style="list-style-type: none"> <li>▪ PLTs</li> <li>▪ Curricular changes</li> <li>▪ SEC</li> </ul>
Superior Preparation of Pre-service Teachers	<ul style="list-style-type: none"> <li>▪ Tutoring program</li> <li>▪ On-site orientation</li> <li>▪ Co-teaching model</li> </ul>
Excellence in Professional Learning	<ul style="list-style-type: none"> <li>▪ Coordination of professional development</li> <li>▪ Conference participation</li> </ul>
Joint research	<ul style="list-style-type: none"> <li>▪ Co-teaching and research integrated across goals</li> </ul>
National Model/Communication	<ul style="list-style-type: none"> <li>▪ Communication strategies in place</li> </ul>



Relationship between the Restructuring Plan (Doug), Rtl, PDS, RTTT (Roger, Marilyn )  
 See handout of the Restructuring Plan.

DeKalb High School will be creating an oversight committee to monitor the progress of the board and state approved DHS restructuring plan. The 12 main points identified in the plan will be measured and evaluated. The Executive Summary of the DeKalb High School Restructuring plan can be seen on the DHS website: [www.Dist428.org/schools/dhs](http://www.Dist428.org/schools/dhs). Partnership planning between DHS and NIU in creating a Professional Development School (PDS) is one of the twelve main initiatives found in the restructuring plan. This planning has already been underway for nearly eighteen months and future work will be needed by the partnership Design Team to crosswalk the other eleven initiatives in the restructuring plan with the Professional Development School Model.

**RTTT Race to the Top**

Roger spoke on how RTTT may affects the Partnership. We should know in September. ISBE is responsible to distribute awards, but schools can opt out if they regard the state and federal strings attached as excessive, considering the amount of money to be received.

**Accomplishment, Actuality, and Ambitions**

Participants generated more than 100 post-it notes in answer to the following questions.

1. What have we done well so far?
2. What can we do better?
3. What should be done next?
4. What should we set aside for now?

Answers to questions 2 and 3 were prioritized through dot voting and discussion. Given these priorities, the participants considered forming action groups that would be charged with specific tasks, some of which would have short timelines for action and reports.

<b>What have we done well so far?</b>
Creating an orientation session for all DeKalb student teachers
Co-teaching implementation
Identifying and recruiting co-teaching mentors and students
STAR tutoring implementation
We stuck with it. Didn't give up or fizzle
Informing, reporting, and an increased awareness of each institution
We have built relationships across NIU-DHS and within each organization
Communicating across levels and buildings, DeKalb High School and NIU and within NIU.
Alignment of implementation frameworks
Launched the partnership from "words on paper" to reality
We've started moving toward a stronger student/teacher model
Strong framework and evaluation plan in place
Vision of partnership on world class achievement
Overcoming differences while working through learning issues.
Committee work
Worked toward goals and accomplished many of phase 1 and phase 2 tasks

<b>What can we do better?</b>		
Category	Comments	Votes
Committee Work; i.e. clear goals, action plans, expectations	Do better work- not just report out at the Design Team meetings Have clear expectations for each committee Coordinate all committee work and maybe realign committees Use time better, get action plans, get students tutors in the classroom Establish short term goals that build towards long term goals We have not made good use of the professional development committee Coordinate professional development across NIU- concerned about consistency of professional development. Use D428 as model.	17
Buy-In	Expand the number of active participants in the partnership especially from among NIU faculty Build buy-in among all stakeholders	4
P.D.S.	Examine how this PDS will change activities at the student level Inform ALL staff about PDS- maybe survey their actual understanding Include a member of the school board in the planning process so they have a clear understanding of PDS	1
Communication	Communication between NIU and DHS and between committees Focus on the public's image of DHS and NIU	0
Data	Establish data monitoring procedures Next...Take a look at how the pilot goes, reflect on it, and make adjustments as necessary.	0

<b>What should be done next?</b>		
Category	Comments	Votes
Data/Research	Include student teachers and NIU partners at PLTs Develop research studies for co-teaching and STAR tutoring Create data monitoring instruments Use an inquiry-based model to improve instruction Embed "data-use" activities into teacher prep Train teachers/staff and NIU about the data we use to monitor progress of students	12
PDS Guidebook	Formulate and implement an action plan Electronic format Information handout for NIU students for this fall to recruit for next year Provide PDS connections for all partnership activities	12
PD	Get teachers trained for SEC Work with NIU to establish needed professional development in common assessments, data collection, differentiation, etc. Move quickly with NIU faculty professional development in area of PDS and RTI NIU department list by discipline of what they can offer in professional development for DHS faculty Incorporate PD into the curriculum sub-committee	8
DHS/NIU	Develop the NIU classes offered at DHS for new teachers High school faculty id what they need for resources and instructional	7

	<p>assistance</p> <p>Further involve/inform NIU teacher ed faculty about how will this be integrated into practice</p> <p>Need to involve all teacher certification faculty at NIU in understanding and making meaningful curriculum changes</p> <p>Build connections for students at risk. What other ways can they be connected/feel connected to DHS</p> <p>NIU methods teachers are needed on committees</p>	
Common Assessment	<p>Look at making consistent student teacher evaluation forms</p> <p>Common assessment training for DHS faculty and NIU pre-service teachers</p>	5
PDS/ Restructuring	<p>Restructuring plan needs to become focus of PDS committee</p> <p>Crosswalk implementation plan with restructuring plan</p>	1
Communication	<p>Open communication between specific departments (NIU and DHS)</p> <p>Learn from our mistakes</p> <p>Find alternative methods of communication- too much time spent "reporting" at Design Team meetings</p>	1
New Roles	<p>Formalize job description for building liaison</p> <p>Seriously look at how the liaison position will come about. Who and where will money come from for the position?</p> <p>Formalize job description for NIU coordinator for clinical and students teachers at DHS</p> <p>Define new roles for PDS</p>	0
Clear Goals	<p>Communicate frequently and openly with local community groups through community presentations, electronic media sources....</p> <p>Decide steps (action plans), align needs, set realistic goals, and specify tasks to be completed by each sub-committee, create a timeline</p> <p>Realign committees to restructuring plan</p> <p>Identify what elements of the restructuring plan fit with PDS model</p>	0

<b>What should we set aside for now?</b>
While this is a worthy endeavor, trying to establish a national reputation at this point might be set aside for a year. Let's focus on the local first.
Can committees be condensed?
Old Paradigm

<b>Parking Lot (with tentative assignments)</b>
How to match NIU professional development expertise with DHS professional development needs Generate list of professional development needs (e.g. development of formative assessments, differentiating instruction, and 12 points of restructuring plan). Identify NIU or other resources. <b>Design Team</b>
Will student teacher orientation include practicum students/interns from student services areas like counseling, psych, social work, etc? <b>Susan Callahan and Judy Pokorny</b>
PDS Handbook Committee <b>Judy Pokorny and Pre-Service Committee</b>
Online communication tool between DHS and NIU <b>National Model Committee</b>
Tools for measuring PBIS <b>Linda Molina and Kelly Powell</b>
What measurements are in place that provide evidence of success on the evaluation rubric? What new metrics are needed? <b>Audit Committee</b>
Cross-walk restructuring plan with DHS-NIU implementation plans <b>Audit Committee</b>
NIU teacher certification faculty need professional development on PBIS, RTI, and the PDS model to incorporate into teacher certification classes <b>Susan Callahan, Marilyn Bellert, Gip Seaver</b>

### Proposed Standing Committees

- Design Team
- National Model
- PreService
- Audit Committee (part of the Design Team for evaluation, monitoring, and annual review)

### Proposed Action Groups

- Freshman Academy—development of the needs of adolescents in terms of academics and behavior, delivery of instruction, bridging from MS to HS
- PDS Guidebook
- Student Support – SOAR (summer program); SAIP (school year); at-risk student development needs; Special Ed; ELL
- Teacher Quality—Danielson framework, mentoring, differentiation, delivery of instruction, grouping of students, high interest and essential curricula with aligned assessments, best practices

### Next Steps

- |  |                   |
|--|-------------------|
| 1) Organize committees and generate charges to each committee          | Design Team       |
| a) Standing committees   |                   |
| b) Short-term task committees  |                   |
| 2) Establish Audit committee   | Kristin Brynteson |
| a) Customize PDS rubric to include items from implementation framework |                   |
| b) Recommend priorities  |                   |
| 3) Revisit Parking Lot to be sure that all items are being addressed   | Design Team       |
| 4) Distribute documents  | Paulette Bowman   |

### Closing Discussion

The Design Team will meet on Thursday, July 22, 3:30 PM at the Administration Center to go over the notes, review the action groups, and determine next steps to be completed by September when discussion will include next steps, expanding participation, auditing, , and evaluation. The National Model and Pre-service committees will continue to meet.

### Comments from the final “go-around”

- Incredible
- Like getting to the point of action steps, drilling down
- Practicing what we preach, thinking outside the box
- Confident we can get these things done
- Small group discussions down from aerial view
- Keep eyes on the end goals
- Materials, food, good preparations
- Sharing needs and how we can work with each other
- Better picture, more informed to go back and inform others what a PDS is and what we can do
- Destroying the myths of what PDS is and is not as partners and cooperation
- Mutual benefit
- Problem solving process and renewed sense of purpose to get work done
- Thank you!
- Satisfactory plan to serve the needs of all
- Learning to value one another
- Exciting
- Concrete organization
- Achieved our planned outcomes!
- Appreciate the positive feeling in the room

To help improve this record, please send comments, suggestions, corrections, and bright ideas that came to you later to Paulette Bowman for recording and to Susan Callahan and Roger Scott for their enlightenment.

## DHS/NIU Partnership Planning Retreat Evaluation Summary

### 1. What was the most valuable part of today’s planning retreat? (21 comments)

- **Reviewed Progress (3):** Re-connecting and getting a comprehensive overview of the work that has been accomplished so far.
- **Determined priorities and action steps (8):** Lots of learning about needs of NIU & how they can fill needs for DHS and vice versa. Further refining the next steps and thinking about all we need to do at NIU (but also seeing specific issues/actions being identified overall for PDS). Restructuring the next steps so action can take occur.
- **Determined roles and responsibilities (3):** Clarifying the roles/needs of both DHS & NIU and knowing where to go and who to talk to when we need help.
- **Restructuring Committees (6):** Restructuring of the partnership group’s organization and structure; changes to the committees that will give them new focus and goals. Creation of action teams
- **Focus on Data Collection (1):** The focus on data collection and the attachment to the PDS rubric.

### 2. What would have made the day more successful for you? (8 Comments)

- **Less ‘reporting out’ in the morning (4):** We could have spent less time on the initial discussion in the morning.
- **More time spent on planning next steps (3):** Perhaps a shorter time frame for evaluating, explaining what has happened, and a longer timeframe for planning next steps.
- **Nothing – I’d say the day was successful.**

**3. Did you leave with a clear idea of the next steps?      Yes (8) No(0)**

**4. Please explain (8 Comments).**

- **Established plan and clear goals (3):** The summary at the end provided a clear direction for our next steps. The action items have provided clear goals.
- **Design Team Meeting (2):** Clear goals for our next steps and what needs to be discussed at the next Design Team meeting. The Design team needs to meet and then follow up w/the action groups so that they make progress.
- **Plan for Action Committees(3):** Formation of “action” committees w/specific projects and goals

**5. Please provide any additional feedback or comments on the planning retreat (12 comments).**

- Concerned about wanting to be on too many of the action groups! Thanks- Great day!
- Great lunch! Great cookies
- It was great to be off-site District 428 property so the focus of our work was not disrupted.
- I wish we could stay a little longer to define the committees and assign people to them.
- I want to say it was a pleasure to work with a group of individuals who were focused and wanted to accomplish some work.
- Overall productive.
- It might have been good to find areas of interest for those on committee already with regards to the new committees.
- The event was well organized (3).
- Thank you for a nice day!

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