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September 1, 2011
Executive Summary

During the 2010-2011 school year, the DeKalb High School (DHS) - NIU Professional Development School (PDS) partnership made significant progress towards the following long- and short-term objectives set during the planning retreat in June of 2010.

Short-Term
- Expand the STAR tutoring program
- Launch the co-teaching model
- Develop a PDS Guidebook
- Improve utilization of Survey of Enacted Curriculum data
- Address DHS Restructuring Plan

Long-Term
- Develop NIU courses to be delivered at the new high school
- Expand joint research opportunities and inquiry-based activities

By meeting the objectives established in June, the PDS partners laid the foundation for full implementation when the new high school opens for the 2011-2012 school year. To ensure program accountability and continuous improvement, an evaluation process was developed and piloted during the 2010-2011 school year. This process documents PDS activities, tracks progress towards the PDS objectives and measures PDS performance based on the PDS Standards developed by the National Council for Accreditation of Teacher Education (NCATE). The findings of the evaluation team indicate that the PDS partnership has successfully met the short-term objectives and continues to make progress towards attaining the long-term objectives. Based on the NCATE PDS Standards, the PDS is moving out of the development stage and beginning to perform at standard. This report includes

- Overview of the DHS - NIU PDS
- Summary of PDS objectives, milestones, and accomplishments, including an evaluation of the progress towards the objectives
- Statements of Standing on progress towards NCATE PDS Standards
- Recommendations
Program Overview

According to the [DHS-NIU Partnership website](http://www.niu.edu/dist428partnership/dekalbhs/about.shtml), in 2008 DeKalb School District 428 and Northern Illinois University formed a partnership to develop and implement a professional development school (PDS) at the new high school facility planned to open in 2011. The partnership would be structured as a PDS aligned with NCATE Standards for Professional Development Schools and would focus on implementation of the Three-Tiered Model (3TM) to improve student achievement and behavior.

A joint DHS-NIU Design Team coordinated the development and implementation process. According to the Partnership Vision Statement, the DHS-NIU partnership school will achieve national recognition for the following accomplishments:

- **World-class student achievement.** “Achievement” includes academics, activities, and citizenship.
- **Rigorous curriculum** that matches expectations of higher education and the workplace.
- **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.
- **Excellence in professional learning** that supports DHS and NIU faculty in their pursuit of globally competitive student achievement.
- **Joint research and co-teaching** by DHS and NIU faculty.

In Fall 2009, four committees were formed to focus on different aspects of the goals. The Curriculum Committee, Pre-Service Committee, National Model/Communications Committee, and Professional Development Committee were assigned the task of developing four-phase implementation plans for establishing a high school-level professional development school by the time of the new school opening in 2011.

All team meeting schedules, minutes, and reports can be found on the DHS-NIU Partnership website:

[http://www.niu.edu/dist428partnership/dekalbhs/about.shtml](http://www.niu.edu/dist428partnership/dekalbhs/about.shtml)
Summary of Accomplishments, 2010-2011

Planning Retreat

On June 24, 2010, 22 individuals from NIU and DHS gathered at NIU for an all-day planning retreat. The retreat intended to accomplish the following outcomes:

- 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

As a result of that planning retreat, new objectives were established for the 2010-2011 school year.

Short-Term

- Expand the STAR tutoring program
- Launch the co-teaching model
- Develop a PDS Guidebook
- Improve utilization of Survey of Enacted Curriculum data
- Address DHS Restructuring Plan

Long-Term

- Develop NIU courses to be delivered at the new high school
- Expand joint research opportunities and inquiry-based activities

To reach these objectives, the planning team re-designed the PDS committees. The Design Team, National Model Committee, and the Pre-Service Committee were directed to continue with their activities based on the original charge written in year one. An Audit Committee was created and charged with creating an evaluation plan, conducting the yearly program evaluations, and cross walking the restructuring plan with the PDS implementation activities.

The Professional Development Committee and the Curriculum Committee were replaced by four short-term action groups. The
purpose of the action groups was to address the short term objectives. (See the Action Group descriptions and tasks below.)

<table>
<thead>
<tr>
<th>Group</th>
<th>Tasks</th>
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<tbody>
<tr>
<td>Freshman Academy</td>
<td>• Develop philosophy and vision</td>
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<td></td>
<td>• Research curriculum</td>
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<td></td>
<td>• Consider houses/groupings, scheduling, vertical articulation, professional development</td>
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<td></td>
<td>• What the FA will look like?</td>
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<td></td>
<td>• Other: Possible realignment of administrative/counselor duties; issues related to electives</td>
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<tr>
<td>PDS Guidebook</td>
<td>• Identify contents of the guidebook</td>
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<td></td>
<td>• Look at other websites</td>
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<td></td>
<td>• Connect with peoples who can provide information</td>
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<td></td>
<td>• Optimize for web publication</td>
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<tr>
<td>Student Support</td>
<td>• Quality Math Interventions - identify interventions, identify possible grant funding, improve literacy in content area</td>
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<td></td>
<td>• Special Ed delivery models—research/data collection, student outcomes, closing the achievement gap</td>
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<td>• English-Learning Households—parents, communication, culture, extra-curricular activities</td>
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<td></td>
<td>• Summer Opportunities for Academic Reinforcement (SOAR) - grant to fund, data</td>
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<td></td>
<td>• Student Development—support, tutoring</td>
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<td></td>
<td>• Positive Behavioral Interventions and Supports (PBIS)</td>
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<td></td>
<td>• STAR Tutoring—data, on-site supervision</td>
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<tr>
<td>Teacher Quality</td>
<td>• Mentoring—Preservice</td>
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<td>• Explore connections between expectations for mentoring 1st or 2nd year teachers and mentoring model for NIU interns, including review of materials and use of common vocabulary</td>
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**Short-Term Objectives**

- **Expand the STAR tutoring program**—Based on data provided by STAR Tutoring coordinators, 37 NIU students tutored at DHS in 2010 and 2011. In the spring of 2011, 12 NIU students tutored in math, English, social sciences, Spanish, and biology/sciences. Also in spring 2011, changes were made to the program in order to increase DHS student participation. On February 10, 130 parents and students attended the STAR Tutoring Kick-Off Event at DHS. Other changes included holding tutoring sessions in a classroom instead of more public spaces such as the library and cafeteria, scheduling all tutoring sessions after school, advertising through posters around school and newsletters to parents and teachers, and providing snacks during tutoring sessions. These changes resulted in an increase in the number of students attending tutoring sessions as well as an increase in the number of tutoring sessions offered. The following suggestions were made for continued improvement and expansion of the program in the 2011 – 2012 school year:
  o Hold kick-off event early in the school year and include DHS faculty
  o Increase DHS teacher involvement
  o Require STAR tutoring for all athletes failing a class
  o Develop and collect outcome data for reporting on program effectiveness and impact
• **Launch the co-teaching model** – In the DHS/NIU Co-Teaching program, NIU and DHS co-teachers work together for two semesters, sharing the planning, organization, delivery, and assessment of instruction in their classroom. During the 2010-2011 school year, ten DHS teachers served as co-teachers and mentors to nine NIU co-teachers in the following subjects: art, science, math, humanities, French, Spanish, and the SOAL program (special education). The co-teachers from both NIU and DHS attended the Teacher Orientation on August 23, 2011. Additional professional development opportunities were offered to co-teachers throughout the school year including a co-teacher workshop on November 12, 2010. In September 2010, three design team members attended co-teacher workshops in St. Cloud Minnesota. Information and resources gained were used to create the co-teacher workshop held in November 2011.

Through the process of developing PDS brochures, a recruitment process was established to provide a consistent method and timeframe for the recruitment of participants.

Participant and outcome data were collected through surveys. Six DHS co-teachers and six NIU co-teachers completed surveys. The special education co-teachers were not surveyed. Initial data analysis shows that 100% of the DHS teachers who completed the survey were satisfied or very satisfied with co-teaching activities, including professional development workshops, co-planning with NIU co-teacher, co-teaching in the classroom, and co-assessing assignments. All of the DHS co-teachers who completed the survey also stated that they would request to co-teach again and recommend co-teaching to others. NIU co-teacher data indicates a high satisfaction rating of the program. All of the NIU co-teachers who completed the survey indicated that they were very satisfied with the opportunities to explore new teaching methods and materials as a co-teacher.

Out of the 114 DHS students who completed a co-teaching satisfaction survey, 80% indicated that they received more help with questions when two teachers were present, and 53% felt they gained more in-depth knowledge.

Informal interviews with the co-teachers indicate that both in-service and pre-service teachers found this to be a valuable experience. All of the DHS co-teachers indicated they would take another NIU co-teacher if one was available. Out of seven co-teacher pairs established for the 2011-2012 school year, five are returning co-teachers.

• **Develop a PDS Guidebook** – Development of the full guidebook was placed on hold while the Pre-Service Committee developed two promotional brochures for the Co-Teaching and STAR Tutoring programs, one targeting NIU students and one targeting DHS faculty. Both brochures provide an overview of the DHS/NIU PDS and detailed information on how and why to get involved. The NIU student brochure was distributed in January 2011 to NIU students to recruit students for the 2011-2012 school year. The DHS faculty brochure was distributed to the DHS faculty on February 18, 2011 to recruit DHS co-teachers for the 2010-2011 school year. A total of 250 student brochures and 150 faculty brochures were printed and distributed. Additional copies will be printed as needed.
In May 2011 work began on the PDS Guidebook. The committee has set a target completion date of fall 2011. The Guidebook will be available online.

- **Improve utilization of Survey of Enacted Curriculum (SEC) data** – The DHS Humanities Team was scheduled to take the SEC during the 2010-2011 school year. In order to ensure meaningful results, NIU’s P20 Center provided two training sessions for the DHS faculty. Nine DHS faculty members took the SEC in fall 2010 and four took the SEC in spring 2011. Training on how to interpret and use the data was held after the survey data was available. All of the faculty who took the SEC attended at least one training session on interpreting the data. Three DHS faculty spent one day working with a staff member from the P20 Center exploring the SEC results and investigating how to use the data as they work on curricular changes and alignment with the Common Core State Standards. Overall, the data shows that current 9-12 humanities curriculum has an overall alignment to the Common Core Standards of approximately .5 (alignment factor typically ranges from .3 - .6).

The following recommendations were suggested by the DHS faculty as a way to improve the utilization of the SEC results.

  o As part of the co-teaching experience, NIU and DHS co-teachers could work together to develop lesson plans and activities that addresses the highest priority gaps.
  o Individuals from NIU could work with DHS Professional Learning Teams (PLTs) as they modify curriculum.
  o Curriculum maps from all grade levels would be a useful tool when looking at vertical articulation.
  o SEC be taken late in the spring semester looking back at the curriculum of the current school year. This will provide the most accurate data.

The Math and Science teams are scheduled to participate in the SEC during the 2011 – 2012 school year.

- **Address DHS Restructuring Plan** – The DHS restructuring plan contained twelve goals. DHS/NIU PDS activities directly supported seven of those goals: Professional Learning Teams, Teacher Quality, DHS/NIU Professional Development School Planning, PBIS implementation, Structured Academic Intervention Periods, Increased Support for Hispanic Subgroups, and Plan and Implement “School within a School.”

  **Professional Learning Teams** – DHS faculty PTLs met on a regular basis on late-start Wednesdays. During the 2010-2011 school year, PLT efforts were spent on the development of common syllabi and curricular alignment. NIU provided professional development and support to the humanities PLT in the utilization of the Survey of Enacted Curriculum for curriculum alignment.

  **Teacher Quality** – Forming a Teacher Quality task group was discussed in August 2010. The group was not established; however, the acting school liaison at NIU conducted teacher
quality activities in the form of three professional development workshops for co-teachers. The acting NIU school liaison also observed the co-teaching pairs.

**DHS/NIU PDS** – Full implementation of the DHS/NIU PDS is on schedule to coincide with the opening of the new high school in 2011. The contents of this evaluation report outline the activities and progress towards that goal, including the STAR Tutoring program and use of the Survey on Enacted Curriculum. The Audit Committee, formed in August of 2010, has developed an evaluation plan for measuring the success of the PDS using the NCATE PDS Standards. The statements of standing, conclusions, and recommendations will be included in the last two sections of this evaluation report. The Evaluation Procedure can be found on the DHS/NIU website, [http://www.niu.edu/dist428partnership/dekalbhs/index.shtml](http://www.niu.edu/dist428partnership/dekalbhs/index.shtml).

**Positive Behavioral Interventions and Supports (PBIS) implementation, Structured Academic Intervention Periods, and Increased Support for Hispanic Subgroups** - A Student Support work group was organized in August 2011. The group’s activities focused on the three aforementioned goals from the restructuring plan. One NIU faculty member worked extensively with a core group of DHS faculty members to identify data sources for examining PBIS and bullying, math interventions, and English Language Learners (ELL) literacy. Secondary and tier one interventions were developed for Algebra. The same NIU faculty member assisted seven DHS teachers with plans for a survey that will be administered to students in the fall 2011 to identify PBIS and school culture issues that need to be addressed.

**Plan and Implement “School within a School”** – Nine District 428 employees, two NIU faculty members, and one DHS parent collaborated on the development of the “Freshman Experience,” a school within a school, which will be fully implemented in September 2011. The work group collaborated to change the freshman course requirement to include a social studies course, create a new bell schedule to include flex time for all students, hold professional development for core content area teachers involved in the Freshman Experience, create a Freshman Experience PLT, schedule freshman-specific study halls for students in need of additional support, identify an area within the new high school for core content classes and locate lockers to minimize freshman movement throughout the school day. Cross-curricular teams established to assist specific groups of freshman still need to be developed. Development of these teams is a goal for the 2011-2012 school year.
Long-Term Objectives

- **Develop NIU courses to be delivered at the new high school** - The Pre-Service Committee worked with NIU and DHS faculty to plan three NIU courses (ILAS 201, ILAS 301, and ILAS 300) that will be taught at DHS during the 2011-2012 school year. Additional courses are currently in development.

- **Expand joint research opportunities and inquiry-based activities** – Inquiry based activities played a major role in several of the short-term goal efforts including the expansion of the STAR tutoring and co-teaching programs, curricular alignment to the Common Core State Standards in humanities, as well as the work of the Student Support workgroup. Ways to expand joint research opportunities have been discussed in the Pre-Service and Audit committee meetings and will continue to be explored during the 2011-2012 school year.
Statement of Standing

In June and July 2011, an evaluation team comprised of four NIU faculty and staff and two District administrators analyzed the activities of the PDS partnership and evaluated those activities based on the NCATE PDS Standards. The following section provides a summary of their findings, a statement of standing, and recommendations for moving the PDS to the next stage.

Overall Standing: Developing/At Standard

Based on the evidence, the PDS partnership is moving out of the “Developing” stage and making significant progress toward performing “At Standard.” The following sections provide more detailed information on how the PDS partnership is performing in each of the five standards, 1) Learning Community, 2) Accountability and Quality Assurance, 3) Collaboration, 4) Diversity and Equity, and 5) Structures, Resources, and Roles. Recommendations for moving forward and addressing gaps are also provided. For the complete findings and list of evidence, contact Kristin Brynteson at kbrynteson@niu.edu.

Standard I: Learning Community

Standing: Developing/At Standard

University and school faculty and staff jointly plan and implement varied strategies, activities, and interventions to support multiple learners. Evidence shows full immersion of teacher candidates (NIU co-teachers) and joint support for all learners in the DHS classrooms participating in the PDS.

The evidence demonstrates that inquiry-based methods are used for developing and evaluating PDS activities such as STAR Tutoring and co-teaching. Inquiry-based practices are growing.

Participants in the PDS from both institutions have a shared vision of professional teaching and learning supported by current research and the practitioner knowledge from both the university and school.

The PDS partners laid the groundwork for several initiatives that show significant potential for positive change at both institutions. The PDS partnership continues to expand and grow beyond the original core development team.

Recommendations

1. Efforts should be made to expand participation in both institutions and in the community.
2. Due to the success of the STAR Tutoring program, the partnership could explore the possibilities of expanding the program to the lower grades, middle school and elementary.
3. Even though the evidence does show a shared vision, continued participation in conferences to stay current on trends, issues and best practices is highly recommended.
4. Continued ongoing dialogue and collaboration centered on teaching and learning strategies will increase the dissemination and application of the most recent research and knowledge.
5. Provide expanded opportunities for PDS participants (veteran and novice) to share experiences, wisdom and knowledge.
6. Work toward full implementation of current initiatives (STAR Tutoring, Co-Teaching, and Freshman Experience) and explore new possible programs and courses.
7. Develop and implement tracking metrics for the initiatives provided in order to measure the impact and outcomes.
8. Continue with the informal communication model currently used between the committees, and monitor its effectiveness.

**Standard II: Accountability & Quality Assurance**

**Standing: Developing**

The PDS partners are working toward professional accountability through data collection, reflection, and inquiry-based instructional and/or program adjustments. A standards-based evaluation procedure is in the first year of implementation.

Through dissemination of data and information of PDS progress and events, the PDS partners are working to assure that public accountability is in place.

Both institutions are aligning curricula and programs to national standards, and a process is in place to evaluate the PDS against national PDS standards. PDS partners have developed a shared plan for program assessment, identified data sources, and collected baseline data.

The PDS partners continue to engage with the PDS context through the formation of the site council, the communication (through a variety of modes) with stakeholders, and the participation (attendance and presentations) in the NAPDS.

**Recommendations**

1. Use Evaluation Report for strategic planning and yearly goal setting.
2. Upon full implementation, use Common Formative Assessments (CFAs) data as student outcome metric.
3. Modify co-teacher survey to include a means for categorizing data by classroom for more in-depth analysis of the impact of the co-teaching program on student learning.
4. Continue with disseminating information to the stakeholders to ensure public accountability.
5. Communicate with the stakeholders and the community at large to increase local awareness of the PDS partnership. Increase the visibility of the PDS, by inviting local and state government policymakers to yearly celebration events.
6. Expand co-teaching surveys to include non-co-teaching classrooms for comparison data.
7. Continue attendance at NAPDS and increase presentations by PDS partners.
Standard III: Collaboration

Standing: At Standard

The DHS/NIU PDS partnership has demonstrated a significant level of collaboration in all aspects of PDS development, implementation, and operation.

DHS and NIU have collaborated on numerous and varied presentations, projects (including the production of two promotional brochures,) and committee tasks; they have shared responsibility for some curricular decisions and have gathered and analyzed data to improve instruction for all learners.

Guided by the joint governance agreement and various strategic planning initiatives, committees consisting of DHS/NIU partners developed and implemented initiatives designed to impact learners at all levels; explored ways to share physical, financial, and personnel resources as appropriate; worked to establish liaison positions to monitor day to day PDS activities; and evaluated the PDS using the NACTE framework.

PDS partners presented their mutual accomplishments at the NAPDS conference in March 2011, celebrated their collaborative efforts with the DHS/NIU community in April 2011 at a gathering at the Education Center, and re-capped activities with the new site council in June 2011. Milestones and goals posters from these events will be displayed at the new high school. NIU co-teachers were awarded letters of recognition/participation for their credential files.

Recommendations

1. Increase opportunities for joint participation as well as the number of representatives from both institutions in curricular decisions and data analysis.
2. Actively seek more news coverage of PDS activities on the NIU and DHS websites and in other community publications.

Standard IV: Diversity & Equity

Standing: Developing

University and school faculty strive to ensure that equitable opportunities for learning exist in multiple content areas, programs and grade levels in order to promote and to support successful learning and achievement for every DHS student.

On-going work continues between university and school staff to consistently evaluate policies and practices to support, promote and engage in equitable learning environments and opportunities for all DHS students.

The PDS partner institutions engage in a variety of documented activities to recruit and to support diverse participants at all levels; i.e., pre-service and in-service teachers.
Recommendations

1. Focus on addressing gaps in achievement among under represented populations at DHS as well as addressing issues of multiculturalism and diversity.
2. Explore multiple and varied assessment approaches combined with instructional delivery adjustments to move toward closing the achievement gap.
3. Continue to gather data regarding the demographics of participants from both institutions and to increase recruitment activities for potential future teachers starting with DHS students.
4. Identify and recruit under-represented candidates at NIU for co-teaching.

Standard V: Structures, Resources, and Roles

Standing: At Standard

University and school partners have established governance and support structures as well as established specific PDS roles.

A comprehensive evaluation of the PDS and partnerships was jointly developed and implemented.

University and school staffs implement and utilize a variety of methods of communication about PDS activities and structures that closely link partner institutions and the community at large.

Recommendations

1. Continue to formalize and to integrate PDS principles into a wider variety of activities, publications and structures.
2. Develop an evidence database to support activities of PDS partners that will contribute to evaluation activities and reaching of mutual goals.
3. Share PDS-related job descriptions and organization charts with all stakeholders.
4. Continue to explore the means to fund the PDS activities through grant opportunities and reallocation of existing financial and human resources.
5. Complete the PDS Guidebook.
Overall Recommendations

Based on the recommendations stated in this report, PDS partnership activities for the 2011-2012 school year should focus on the following:

- Addressing student achievement gaps and meeting the needs of all learners through continuing curricular development and the newly established PDS programs including co-teaching, STAR tutoring, and Freshman Experience.
- Using quantifiable metrics to track the impact of PDS on all learners
- Increasing the number of joint research and inquiry-based activities
- Expanding participation in the PDS to include more DHS classrooms, NIU colleges and departments and community involvement
- Strengthening and expanding the learning community among PDS partners

For a complete list of the evaluation recommendations sorted by the above categories, refer to Appendix A.

Strategic Planning

Objectives and milestones for the 2011-2012 school year need to be identified and clearly documented using planning templates in Appendix B. It is recommended that the site council identify four to five short-term objectives including action items and measurable outcomes.
Appendix A: Summary of Recommendations and Suggested Action Items

- Addressing student achievement gaps and meeting the needs of all learners through continuing curricular development and the newly established PDS programs including co-teaching, STAR tutoring, and Freshman Experience.
  - Hold STAR Tutoring kick-off event early in the school year and include DHS faculty.
  - Require STAR tutoring for all athletes failing a class.
  - Development cross-curricular teams to assist specific groups of freshman for the 2011-2012 school year.
  - Work toward full implementation of current initiatives (STAR Tutoring, Co-Teaching, and Freshman Experience) and explore new possible programs and courses.
  - Focus on addressing gaps in achievement among under represented populations at DHS as well as addressing issues of multiculturalism and diversity.
  - Explore multiple and varied assessment approaches combined with instructional delivery adjustments to move toward closing the achievement gap.

- Use quantifiable metrics to track the impact of PDS on all learners
  - Develop and implement tracking metrics for the initiatives provided in order to measure the impact and outcomes.
  - Develop and collect outcome data for reporting on STAR Tutoring effectiveness and impact
  - Use Evaluation Report for strategic planning and yearly goal setting.
  - Upon full implementation, use Common Formative Assessments (CFAs) data as student outcome metric.
  - Modify co-teacher survey to include a means for categorizing data by classroom for more in-depth analysis of the impact of the co-teaching program on student learning.
  - Expand co-teaching surveys to include non-co-teaching classrooms for comparison data.
  - Develop an evidence database to support activities of PDS partners that will contribute to evaluation activities and reaching of mutual goals.

- Increase the number of joint research and inquiry-based activities
  - As part of the co-teaching experience, NIU and DHS co-teachers could work together to develop lesson plans and activities that addresses the highest priority gaps identified by SEC data.
  - Curriculum maps from all grade levels would be a useful tool when looking at vertical articulation.
  - SEC be taken late in the spring semester looking back at the curriculum of the current school year. This will provide the most accurate data.
  - Increase opportunities for joint participation as well as the number of representatives from both institutions in curricular decisions and data analysis.
  - Continue to explore the means to fund the PDS activities through grant opportunities and reallocation of existing financial and human resources.
• Expand participation in the PDS to include more DHS classrooms, NIU colleges and departments and community involvement
  o Continue to develop additional NIU courses and expanded clinical experiences offered at DHS.
  o Increase DHS teacher involvement in STAR Tutoring Program.
  o Expand PDS participation at both institutions and in the community.
  o Due to the success of the STAR Tutoring program, the partnership could explore the possibilities of expanding the program to the lower grades.
  o Communicate with the stakeholders and the community at large to increase local awareness of the PDS partnership. Increase the visibility of the PDS, by inviting local and state government policymakers to yearly celebration events.
  o Actively seek more news coverage of PDS activities on the NIU and DHS websites and in other community publications.
  o Continue to gather data regarding the demographics of participants from both institutions and to increase recruitment activities for potential future teachers starting with DHS students.
  o Identify and recruit under-represented candidates at NIU for co-teaching.
  o Complete the PDS Guidebook.
  o Share PDS related job descriptions and organization charts with all stakeholders.

• Strengthen and expand the learning community among PDS partners
  o Individuals from NIU could work with DHS Professional Learning Teams (PLTs) as they modify curriculum based on SEC data.
  o Provide expanded opportunities for PDS participants (veteran and novice) to share experiences, wisdom and knowledge.
  o Continue ongoing dialogue and collaboration centered on teaching and learning strategies to increase the dissemination and application of the most recent research and knowledge.
  o Continue participation in conferences to stay current on trends, issues and best practices.
  o Continue with the informal communication model currently used between the committees, and monitor its effectiveness.
  o Continue to formalize and to integrate PDS principles into a wider variety of activities, publications and structures.
Planning Document

Goal

Responsibility (Committee or Work Group)

Strategy

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Metrics/Performance Measures

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