DCUSD 428-NIU
Professional Development School

Program Evaluation 2012-2013

Dr. Tris Ottolino
Dr. Jennie Hueber
Dr. Kristin Brynteson

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Program Overview
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 and to utilize a co-teaching model.

A joint DHS-NIU Design Team coordinated the development and implementation process and established shared vision, mission, and goals.

In 2011, NIU and District 428 jointly decided to adapt the following goals district wide and extend the co-teaching model to all District 428 buildings. Then during the 2012-2013 school year, co-teaching and other PDS activities were implemented district wide.

- **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 D428 and NIU faculty in their pursuit of globally competitive student achievement.

- **Joint research and co-teaching** by D428 and NIU faculty.

Note: Successful PDS programs had been active at Paul T. Wright Elementary (Founders Elementary) and Chesebro Elementary since 2004.
This program evaluation was conducted exclusively on the programs and activities in District 428 related to the Professional Development School. A variety of additional activities occur district wide which are related to the District 428-NIU Partnership.

### Overview of PDS 2012- 2013 Milestones

#### Co-Teaching

The district hosted 20 NIU teacher candidates who were paired with 22 district teachers across all grade levels. In total, over 1300 K-12 students were impacted by the co-teaching experience. Research on the co-teaching program’s impact on the K-12 students, teacher candidates, and district teachers is ongoing.

#### PD Workshops

NIU teacher candidates and District 428 faculty had the opportunity to attend nine co-sponsored professional development workshops or events.

#### New Pilots

Two new co-teaching programs were piloted: physical education at Clinton Rosette (CRMS) and music (choir) at the high school. In the KNPE program, two NIU faculty members partnered with one CRMS teacher, which impacted 36 students. In the music pilot, five NIU teacher candidates and one NIU faculty member collaborated with one DHS teacher, which impacted 33 students.

#### Future Educators Club

A new Future Educators Club was started at DHS with 24 student members (grades 9-12). The DHS advisor’s stipend was funded through the NIU Center for P-20 Engagement.

#### STAR Tutoring

STAR Tutoring continued for a fourth year at DHS. In over 352 sessions, 114 DHS students were provided instructional support by 17 ILAS 301 students from NIU.

#### National Association of Professional Development Schools Conference

The National Association of Professional Development Schools Conference 2013 was held in New Orleans. Four district representatives and eleven NIU faculty/staff attended. Two of the seven NIU PDS presentations pertained to District 428 and NIU PDS activities.
Goal 1: World-class student achievement. “Achievement” includes academics, activities, and citizenship

Elementary Schools

Goal 1 was not addressed by the elementary school team.

Middle Schools

Objective 1a: Incorporation of current, research based and best practice models into instruction

- PE Partnership Outcomes: Pilot used one class of 36 students, two NIU faculty members, and one CRMS teacher. Future expansion plans for multiple NIU candidates and additional physical educators at CRMS.
- Co-teaching: Co-teaching was initiated in the middle school. Five teacher candidates and seven cooperating teachers participated. In both middle school buildings, 625 middle school students were involved in co-teaching classrooms. Research on the impact of the program is currently underway. Focus group and interview data has been collected from six students, two teacher candidates, and one teacher. Data analysis is in progress.

Objective 2a: Support and grow mentoring and incentive programs

- Athletics individual mentoring program: 23 NIU Athletes, 25 CRMS students participated; data collection process and program metrics are being refined.
- PE End-of-the-Year Incentive: 285 CRMS students, five CRMS faculty, and three CRMS parents participated; 50 NIU faculty and students.
- NIU Latino/AAMP resource center mentoring program: 30 middle students, three District 428 staff, and five NIU students participated in the mentoring program.
- Football team incentive (positive referral system): There were 232 referrals this year with 14 celebrations.

High School

Objective 1a: Support and grow Future Educators Club

- Recruit members for club: 24 DHS student members (Grades 9-12). Teacher advisor stipend financially supported by NIU (P-20 Center).
- Create list of activities for the student members: Activities included the following.
  - Monthly meetings
  - NIU field trip
  - Follow-up discussion about the "types of education" activities they did with the NIU students
  - Homecoming parade
  - Education Panel at Kishwaukee College
- Guest speaker from NIU career services
- T-shirt design contest
- Viewing of the documentary "American Teacher" and discussion
- Teacher appreciation card project where they made a Thank You poster for each school in the district, and they wrote thank you notes to teachers who had an impact on their lives.
  - Complete a student evaluation at the end of the year: No evaluation was conducted. Evaluation is planned for 2013-2014 school year.

**Objective 1b: Freshman experience on campus**

- Market NIU to DHS freshmen students: Extensive planning went into organizing a freshman experience on campus; however, we were unable to find an NIU office to support the scheduled visit. The visit did not happen.
- Provide tours to DHS freshman: The tours were connected to the freshman visit above. The tours did not happen.

**Objective 1c: Increase opportunities for connecting NIU mentors (candidates and faculty/staff) to DHS students**

- Bring Faculty to DHS to work with DHS students and faculty: Two NIU faculty/staff from two colleges (VPA and LAS) worked with DHS students and teachers in their respective subject areas.
- Connect NIU teacher candidates (STAR Tutors) with DHS students during after school hours: STAR Tutoring program ran for the 2012-2013 school year. Five tutors participated in the fall and eight in the spring representing five programs (Math, English, History, Physics, and Biology).

**Objective 1d: Use data to improve and grow STAR tutoring program**

- Collect weekly surveys from NIU Star Tutors: Weekly feedback surveys were sent to NIU STAR tutors during the spring 2013 semester.
- Collect end of semester feedback survey from NIU Star Tutors: End of semester survey was sent to NIU STAR Tutors.
- Collect DHS Student sign-in information: An electronic survey was used as a sign-in tool for all students who attended STAR Tutoring. In for 352 unique sessions, 114 students signed in. Of these students, 66% indicated that they were there for help with their homework. Math topics, including Algebra and Geometry were the top subjects for requested help.
- Collect end of the semester DHS student feedback: 15 students took the end of the year survey.
  - 40% indicated that they attended STAR Tutoring over 10 times during the year.
  - 75% reported increased confidence.
  - 100% reported improved grades.
  - 88.89% reported that they better understood the course material.
  - 100% reported that they now practice better study habits.
  - 100% reported that they liked working with the NIU tutors.
Goal 2: Rigorous curriculum that matches expectations of higher education and the workplace.

**Elementary Schools**

Goal 2 was not addressed by the elementary school team.

**Middle Schools**

Objective 2a: Increase opportunities for technical writing and reading across the curriculum

- Staff Development: Completed on 2/15/13. At the Institute Day, an ETRA faculty member presented to 80 district staff members. Very satisfied with outcome.
- PE Department Staff Development-LTCY: Delayed LTCY in lieu of leadership styles and communication
- Encore staff development: Postponed until fall 2013.

Objective 2b: Increase the aptitude for 21st Century Skills: (Critical thinking and problem solving, Communication, Collaboration, and Creativity, and Innovation)

- After school program for personal and social responsibility: Program involved 12 middle school students, four CRMS staff, one NIU faculty, three grad students. Field trip to Taft Campus for eight CRMS students, four CRMS staff, two NIU faculty, and one Taft staff member.
- PE Partnership: Fitness gram delayed until wifi can be worked out. Wifi will be worked on this summer. Presentation accepted at IAHPERD.
- Technology based exploratory course: Kelli Hamilton will start this in fall 2013. Background work has been completed. Ready to launch.

**High School**

Goal 2 was not addressed by the high school team.
Goal 3: Superior preparation of pre-service teachers

**Elementary Schools**

**Objective 3a: Enhance the alignment of curriculum at NIU and the district focusing on the CCSS**

- Have DeKalb faculty present to NIU faculty on CCSS at District 428 or participate in co-teaching courses: DeKalb and NIU faculty participated in two events.
  - 4/20/13 edcamp event. Five teachers from District 428 and nine NIU teacher candidates were among the 61 registered edcamp participants. Participants were from 11 school districts, three universities (including NIU), and one not-for-profit.
  - 6/17-6/19/13 Working with the New Standards Workshop. In attendance: 21 NIU faculty and District teachers. From DeKalb, there were five teachers.
- Increase NIU faculty involvement on the DeKalb curriculum committees: Not addressed. Feasibility of this objective needs to be re-assessed.
- Increase the presence of the DeKalb Elementary staff’s presence on the NIU curriculum committees: Not addressed. Feasibility of this objective needs to be re-assessed.

**Middle Schools**

**Objective 3a: Expand and/or modify the co-teaching model to other disciplines**

- Reflection on current co-teaching model: Initiated research-based study of co-teaching program. All completed, and data is being compiled. Six children from CRMS, and one teacher candidate, and one teacher from CRMS participated in a focus group.
- Explore ways to integrate co-teaching strategies into other disciplines including PE, Music, Art, Special Education, Computers, and Health Ed. Brooke Condon arranged for any middle school teacher hosting a candidate for the fall to attend the Foundations Workshop on May 21, 2013. Middle School PE and Special Education programs were present. Elementary and Secondary programs in English and Math also attended the workshop.
- Attend national conference to gather recent research and best practices: Jen Montavon (CRMS), Jenny Parker (NIU), and Jim Ressler (NIU) presented at the NAPDS Conference in March. Also attending were Kelli Hamilton (CRMS) and Brooke Condon (CRMS).

**Objective 3b: Align expectations and facilitate increased communication between NIU faculty and supervising teachers**

- Alignment of assignments and expectations of NIU students with District 428 scope and sequence: Addressed at the CCSS workshop on June 17-19, 2013.
- Opportunity for collaboration between NIU faculty and supervising teachers relative to jointly conducted seminars, etc.: Addressed at the CCSS workshop on June 17-19, 2013.
- Shared syllabi (Blackboard/LiveText or other medium): Plans for sharing during the fall of 2013.

**Objective 3c: Increase number of participants in co-teaching and pre-service models**

- Develop partnership with nursing program: Initial set up completed in the spring of 2013. Interns
Objective 3d: Increased opportunities for clinical and contact hours for NIU teacher candidates across disciplines

- Explore possibilities for teaching NIU classes at District 428 school sites and directly connect the content to practical application: Discussion took place on 6/13/13. Dr. Smaldino (NIU), Terry Borg (NIU), Dr. Wei-Chen (NIU,) Dr. Berne (NIU), Brooke Condon (CRMS), and Dr. Ottolino (NIU) were in attendance. Plans made to move forward with a spring cohort starting possibly in literacy and technology, include all district teachers, and connect with Sycamore to secure appropriate numbers for sustainability.

High School

Objective 3a: Increase co-teacher pairs for 2013-2014

- Marketing for all departments: Co-teaching brochures and flyers were distributed to teacher candidates in three colleges.
- Co-teaching policy review, limiting multiple years of having co-teachers, alumni as co-teachers: Site council minutes provide evidence that this topic was discussed. Additional exploration on NIU’s end is needed.

Objective 3b: Use data to improve and grow STAR tutoring program

- Look at data and identify areas for improvement: Data was collected through surveys. No future actions have been identified.

Send out feedback survey at the end of each semester: End of semester surveys were sent to DHS students. Only 15 students responded. See findings under Goal 1, High School.
Goal 4: Excellence in professional learning

Elementary Schools

Objective 4a: Expand the co-teaching model to include joint activities between NIU and DeKalb Elementary faculty and teacher candidates.

- Enhance the communication between NIU and the District especially as it relates to scheduling courses: Due to the concerns expressed at site council meetings, in regard to NIU teacher candidates’ inability to attend after school events (e.g., curriculum nights, parent-teacher conferences), the involved NIU faculty resolved to not schedule night classes for the 2013-2014 academic year.
- Model team teaching for the teacher candidates through professional development activities. Create a lasting resource: Modeling of team teaching was conducted through three co-teaching workshops. In addition, two professional development days were held with a total of eight presentations which incorporated co-teaching strategies.

Middle Schools

Objective 4a: Strengthen and expand the learning community among PDS partners

- Invitation to all PDS participants to attend edcamp on 4/20/13: On April 20, 2013, five teachers from District 428 and nine NIU teacher candidates were among the 61 registered edcamp participants. Participants were from 11 school districts, three universities (including NIU), and one not-for-profit. Follow-up survey results indicated an 86.6% satisfaction rating from participants. 100% of the respondents stated they would be back next year, and 41.38% are bringing friends. According to the survey, positive aspects included the flexibility of the day’s programming, time to talk to and connect with other educators, and the fun atmosphere. Planning for edcampNI 2014 is under way.
- Initiate a middle school cohort for Master degree or Certification of Graduate Study: This was also addressed at the 6/13/13 meeting. Plans are in the works to start in spring of 2014.

Objective 4b: Provide expanded opportunities for PDS participation to share experiences and knowledge

- Jointly sponsored Mid-Year and End of the Year Wrap-Up events: Successful celebration on April 22, 2013. There were 50 attendees. Captured in two press releases.
- Continue to provide and disseminate the PDS Newsletter: Completed and shared on 6/3/13. Posted on the NIU PDS site. Superintendent sent to all faculty members in the district.

High School

Objective 4a: Professional Development offerings

- Attendance at edcamp Northern Illinois: On April 20, 2013, five teachers from District 428 and nine NIU teacher candidates were among the 61 registered edcamp participants. Participants were from 11 school districts, three universities (including NIU), and one not-for-profit. Follow-up survey results indicated an 86.6% satisfaction rating from participants. 100% of the respondents stated they would be back next year, and 41.38% are bringing friends. According to the survey, positive aspects included the flexibility of the day’s programming, time to talk to and connect with other educators, and the fun atmosphere. Planning for edcampNI 2014 is under way.
• Offer professional development workshops: Four co-teaching workshops were offered district wide.
Goal 5: Joint research and co-teaching by District 428 and NIU faculty

### Elementary Schools

**Objective 5a: Complete a year-long investigation into the co-teaching model at District 428.**

- Create focus groups comprised of faculty from the various elementary buildings in the district: Focus groups were held on 5/22/13 with two teachers and on 5/28/13 with five teachers.
- Create focus groups comprised of children from various elementary buildings in the district: Focus groups held on 5/21/13 with four children and on 5/31/13 with five children.
- Create focus groups comprised of teacher candidates from various elementary buildings in the district: Focus groups held on 5/7/13 with seven teacher candidates and on 5/13/13 with three teacher candidates.
- Complete end-of-the-year surveys: cooperating teachers, teacher candidates, university supervisors: The co-teaching survey was sent out to all co-teaching pairs (individually) on April 15, 2013.
  - Twenty-one surveys were sent to district cooperating teachers, and 21 surveys were returned from the cooperating teachers.
  - Nineteen surveys were sent to teacher candidates, and 14 surveys were returned from the teacher candidates.
  - Five supervisors were interviewed.

### Middle Schools

**Objective 5a: Provide opportunities for joint participation with the instruction of teacher candidates.**

- Informal lunch meeting to bring together faculty, staff, and administration from NIU and District 428 who are interested in further developing the middle school PDS: Non-lunch meeting was held with Doug Moeller, Brooke Condon, Tish Dawkin, Jenny Parker, and Tris Ottolino.
- Visits to other schools with PDS model in action: Planning for fall.

### High School

**Objective 5a: Collaborative NIU faculty involvement at DHS during PLT time**

**Objective 5b: Technology survey data**

- Conduct a needs analysis for technology PD at DHS: Needs analysis was conducted early Fall 2012. Results indicated a need for technology support in the following areas:
  - SmartBoard
  - Webpage design
  - Presentation software

**Objective 5c: Collaboration between DHS faculty and NIU faculty in DHS classrooms**

- Choral Music: 27 students, one class period (six NIU students, one Faculty)
- Social Studies/History: one NIU faculty was at DHS one day a week for two class periods and interacted with 65 DHS students
- Special Education: My Voice Project
Fall 2012: Participants in the fall, eight DHS Students, eight NIU Teacher Candidates, one DHS Faculty, and one NIU Faculty.

Spring 2013: Participants in the spring, five DHS Students, five NIU Teacher Candidates, two DHS Faculty, and one NIU Faculty.
NCATE PDS Standards Statement of Standing

The evidence presented was used to evaluate how the PDS activities of the 2012-2013 school year addressed the NCATE PDS Standards. The District 428-NIU PDS relationship is continually growing and building on the successful implementation at the high school level. In previous years, only DeKalb High School was evaluated. For the 2012-2013 school year, the entire district was evaluated as a whole. For that reason, the ratings for each standard may appear lower than in previous years. This exercise in self-reflection provides an opportunity to identify areas of strength and growth within the PDS partnership. Based on the evidence, the PDS received a rating of “Leading” in elements related to communication, collaboration, and goal setting among the faculty and staff directly involved with PDS activities. One major area of improvement is expanding the communication and collaboration beyond current PDS participants to other areas of the institutions and stakeholders. In addition, efforts should continue to integrate inquiry-based activities into the PDS programs in order to meet the Common Core State Standards.

Ratings

The table below shows a summary of past standing ratings of the DeKalb High School only. DHS was the only PDS evaluated during the 2010-2011 and the 2011-2012 school years.

<table>
<thead>
<tr>
<th>Standard</th>
<th>2010-2011 (DHS Only)</th>
<th>2011-2012 (DHS Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>Developing/At Standard</td>
<td>At Standard</td>
</tr>
<tr>
<td>Accountability and Quality Assurance</td>
<td>Developing</td>
<td>At Standard</td>
</tr>
<tr>
<td>Collaboration</td>
<td>At Standard</td>
<td>Developing/At Standard</td>
</tr>
<tr>
<td>Diversity and Equity</td>
<td>Developing</td>
<td>Developing</td>
</tr>
<tr>
<td>Structures, Resources, and Roles</td>
<td>At Standard</td>
<td>At Standard/Leading</td>
</tr>
</tbody>
</table>

The table below provides ratings for District 428 as a whole for the 2012-2013 school year.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Element</th>
<th>2012 - 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>Support multiple learners.</td>
<td>At standard</td>
</tr>
<tr>
<td></td>
<td>Work and practice are inquiry based and focused on learning.</td>
<td>Developing</td>
</tr>
<tr>
<td>Accountability and Quality Assurance</td>
<td>Develop a common shared professional vision of teaching and learning grounded in research and practitioner knowledge.</td>
<td>Leading</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>Serves as an instrument of change.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>Extended learning community.</td>
<td>At Standard</td>
</tr>
<tr>
<td>Accountability and Quality Assurance</td>
<td>Develop Professional Accountability.</td>
<td>At Standard</td>
</tr>
<tr>
<td></td>
<td>Assure Public Accountability</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>Set PDS Participation Criteria.</td>
<td>Leading</td>
</tr>
<tr>
<td></td>
<td>Develop Assessments, Collect Information, and Use Results.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>Engage with the PDS Context.</td>
<td>Developing</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Engage in Joint Work.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>Design Roles and Structures to Enhance Collaboration and Develop Parity.</td>
<td>At Standard</td>
</tr>
<tr>
<td></td>
<td>Systematically Recognize and Celebrate Joint Work and Contributions of Each Partner.</td>
<td>At Standard</td>
</tr>
<tr>
<td>Diversity and Equity</td>
<td>Ensure Equitable Opportunities to Learn.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>Recruit and Support Diverse Participants.</td>
<td>At Standard</td>
</tr>
<tr>
<td>Structures, Resources, and Roles</td>
<td>Establish Governance and Support Structures.</td>
<td>At Standard</td>
</tr>
<tr>
<td></td>
<td>Ensure Progress Towards Goals.</td>
<td>Leading</td>
</tr>
<tr>
<td></td>
<td>Create PDS Roles.</td>
<td>Developing</td>
</tr>
<tr>
<td></td>
<td>Resources.</td>
<td>At Standard</td>
</tr>
<tr>
<td></td>
<td>Use Effective Communication.</td>
<td>Leading</td>
</tr>
</tbody>
</table>

Based on the evidence reviewed and the summary of the PDS activities, several recommendations were developed. The recommendations are outlined by goal and standard in the following section.
Recommendations

By Goal

The recommendations are based on the goal setting and reporting process used by the grade-level site councils for strategic planning.

World-class student achievement

- Elementary schools should establish at least one objective within this goal.
- Data collected through the pilot implementation of the KNPE program supports expanding the KNPE program to Huntley Middle School.
- Continue to pursue opportunities for District 428 freshman to have on-campus experiences as part of college readiness (Common Core State Standards).
- Based on the data collected, DHS students benefited from STAR Tutoring both academically and socially/emotionally. Efforts should be made to continue this program.

Rigorous curriculum

- Elementary schools and the high school should establish at least one objective within this goal.
- Continue middle school programs (Fitness gram and staff development) which were delayed during the 2012-2013 school year.
- Launch technology-based exploratory course at CRMS.

Superior preparation of pre-service teachers

- Reevaluate the feasibility of elementary schools’ objectives related to curriculum councils/committees.
- Investigate integrating the co-teaching strategies into other middle school disciplines.
- Continue to support conference attendance for appropriate district personnel as a professional development opportunity.
- Continue to support increased communication on teacher candidate course expectations between NIU and District 428.
- As stated in goals, start spring cohort in Literacy and Technology graduate level courses offered in district buildings.
- Reevaluate university policies which impact the growth of the co-teaching program (such as number of consecutive co-teaching assignments, district alumni serving as co-teachers, and timing of courses which impede program participation).
- Use the data collected on the STAR Tutoring to identify strategies to rejuvenate the program for spring 2014.

Excellence in professional learning

- Reevaluate the university policies which may be limiting teacher candidates from fully participating in the year-long, co-teaching experience. For example, the conflict between
first week of NIU courses and important first-week activities in the district/classroom. These opportunities are critical to the co-teaching experience.

- Based on teacher/teacher candidate feedback, continue high-impact, collaborative professional development activities such as co-teaching workshops and edcamp.

**Joint research and co-teaching**

- Disseminate the findings from the research currently in progress.
- Publish articles based on these findings.
- Continue to explore and implement alternate co-teaching programs which are research-based (such as the choral program at the high school).

**By Standard**

Implementing the recommendations above will address several of the gaps identified in the statements of standing and move the PDS program into a higher ranking. In addition, the following are suggested:

**Standard I: Learning Community**

- Make efforts to increase NIU faculty’s collaborative presence in the K-12 classroom.
- Reevaluate policies and protocols for submitting and conducting collaborative research as well as how these policies are communicated to researchers.
- Results of PDS-related research needs to be communicated to all stakeholders and community partners.

**Standard II: Accountability and Quality Assurance**

- Results of PDS-related research needs to be communicated to all stakeholders and community partners.
- Expand awareness of all aspects of District 428-NIU PDS to the greater school/university community.
- Increase accountability by involving additional stakeholders in the continuous improvement process.
- Provide the District 428 school board with an annual PDS overview.

**Standard III: Collaboration**

- Deepen the level of collaboration between District 428 and NIU faculty and staff.
- Continue yearly PDS celebration and participation recognition.

**Standard IV: Diversity and Equity**

- Reevaluate policies and protocols which impact PDS growth.
- PDS-related activities need to be communicated to all stakeholders and community partners.

**Standard V: Structures, Resources, and Roles**

- Update and maintain organizational charts.
- Conduct a yearly kick-off meeting for all PDS leaders.