**Illinois State Board of Education**

**2015 Statewide System of Support**

**Foundational Services for Continuous Improvement Planning**

**Face to Face One-Day Training: Facilitator Guide**

|  |  |
| --- | --- |
| Training Title  |  **Continuous Improvement Planning on the Rising Star Platform for New Users** |
| Objectives  | 1. Identify the key vocabulary used in Rising Star
2. Describe the four steps used in the Rising Star continuous improvement tool
3. Identify the benefits of using Rising Star as a tool for continuous improvement planning
4. Identify state-level expectations and regional support available support for continuous improvement planning.
 |
| Planning Considerations | * Date: Consult district calendars and publicize early for optimal attendance.
* Time: Prepare for 6 hour presentation plus 30 min. lunch break. Recommended: 8:30 a.m. – 3:00 p.m.
* Location: Secure centralized, regional location with adequate space.
* Resources:
* Arrange for equipment: computers (provided or brought by participants), printer, projector, screen, speakers, and microphone.
* Prepare materials: posters, chart paper, tape, adhesive notes, dot stickers, markers, pens.
* Organize meeting room: ideally round tables of 4-6, materials table, visual access to screen.
* Print Training Takeaway packet for each participant (all activity handouts are included).
* Ensure access to Internet and Rising Star platform (individual passwords or sample password) for each participant. Notify participants in advance that device and password are needed.
 |

| Content Focus | Content and Process | Materials/Resources | Time | Notes |
| --- | --- | --- | --- | --- |
| Pre-session Activity  | **Pre-Session Activity** provides formative information to facilitator regarding participant experience levels. **Facilitator** greets participants and points them to poster or question on handout. “Temperature checks” will be made two more times during the day.**Participants** indicate their comfort level (“temperature”) by posting one sticker on the chart (and/or marking Training Takeaway handout). | PPT slide 3Red Dot stickersPoster provided ORChart paper with question written, “dot line” drawn with 1-5 scale | 30 mins. | (8:00 – 8:30Pre-session) |
| Opening Activity | **Facilitator** gathers attention for the opening activity.**Participants** * consult with their teams or find partners to discuss the difference between “writing a plan” and “continuous improvement planning.”
* record ideas on the Training Takeaway handout. They will have an opportunity to share later.
 | PPT slide 4Training Takeaway handout | 5 mins. |  |
| Objectives | **Facilitator** previews session outcomes as central to the state-wide provision of foundational services. | PPT slide 5 | 2 mins. |  |
| Introductions | **Facilitator** introduces self, then introduces participants by asking questions about “who is in the room.”**Participants** raise hands to participate. | PPT slide 6 | 3 mins. |  |
| Norms | **Facilitator** introduces norms, asks for agreement.  | PPT slide 7 | 2 mins. |  |
| Process Points | **Facilitator** explains process points built into the training for effectiveness and previews that participants will see visual reminders on slides throughout the day. | PPT slide 8 | 3 mins. |  |
|  Objective 1: Identify the key vocabulary used in Rising star |
| Continuous Improvement Planning – An Overview | **Participants** share out from opening activity, verbally brainstorming characteristics and non-characteristics of continuous school improvement with team/partner. **Facilitator** * records ideas on chart paper.
* reviews slides, (“continuous improvement is/is not”) reinforcing ideas that were already mentioned/recorded and introducing ideas that were missed**.**
 | PPT slides 9-11Training Takeaway handoutChart paper, marker | 5 mins. | (8:45 a.m.) |
| Introduction to the Cycle of Improvement | **Facilitator** previews improvement cycle steps and explains that each will be explored in depth throughout the training. | PPT slide 12 | 2 mins. |  |
| Establishing a Continuous Improvement Team | **Facilitator** * offers reflective questions about existing teaming structures.
* stresses the importance of team representation and presents teaming considerations.
* presents example of assessment of existing team structures (also handout).
* offers list of team representatives to consider.
* introduces titles and functions of team roles.

**Participants** discuss with team/partner questions on slides (13 and 17) and record ideas on handout. | PPT slides 13-17Training Takeaway handout | 8 mins. |  |
|  Objective 2: Describe the four steps used in the Rising Star continuous improvement tool |
| Objective 3: Identify the benefits of using Rising Star as a tool for continuous improvement planning |
|  |
| Introducing Rising Star on IIRC | **Facilitator*** identifies Rising Star as the official system of record for ISBE: a platform for recording the work of continuous improvement.
* refers back to discussion on characteristics of continuous school improvement and emphasize that Rising Star, in combination with the Illinois InteractiveReport Card, is designed to facilitate aspects of a continuous improvement process.
 | PPT slides 18-19 | 3 mins. | (9:00 a.m.) |
| Accessing the online Rising Star Platform | **Facilitator** * ensures all participants have a Rising Star login/password, either their own or a sample.
* walks throughsteps to begin navigating Rising Star on IIRC.
* leads participants to Rising Star Dashboard and the four continuous improvement steps.

**Participants** navigate on own devices along with facilitator. | PPT slides 19-24Participant login information Sample login Computers/devices,Internet access | 12 mins. |  |
| Previewing Important Terms  | **Facilitator** points out terms on posters in the room. **Participants** complete Important Terms Activity:* stand and visit each poster to take definition notes on Training Takeaway Handouts, AND/OR
* refer to posters as needed for definition reminders throughout the day.
 | PPT slide 25Terminology postersTraining Takeaway handout | 10 mins. |  |
| Analyzing Data from Multiple Sources | **Facilitator*** emphasizes the use of data as an important first (and continual) step in the continuous improvement process.
* reminds participants to think broadly about data, including sources outside of Rising Star. Introduces four categories of data.

**Participants** complete Data Sources Activity:* use Data Sources Handout 1 to brainstorm potential data sources for your district/school.
* use Data Sources Handout 2 to compare. Notice other options not yet mentioned.
* discuss how the intersection of multiple sources of data can inform planning. Record ideas on Training Takeaway Handout.
 | PPT slides 26-28Data Sources handouts 1 and 2 (at end of Training Takeaway Handout)Training Takeaway handout | 15 mins. |  |
| Practice:Analyzing Data using Rising Star on IIRC  | **Facilitator*** identifies where districts can access school

 report card and local assessment data.* reminds participants to enter school/district contact information under the data section.
* previews data tabs and information under each.
* identifies where and how teams enter summary and analysis of the data.

**Participants** complete Analyzing DataActivity in teams:* make predictions about data
* briefly analyze report card data in Rising Star.
* discuss and reflect on handout.
 | PPT slides 29-32Computers/Devices, Internet accessTraining Takeaway handout | 20 mins. |  |
| Break  |  |  | 10 mins. | (10:00 a.m.) |
| Assessing Indicators: Where to Begin | **Facilitator** * introduces the assessment of current levels of implementation of indicators of best practice as an important and foundational step in the continuous improvement process.
* emphasizes prioritization of indicators to assess. “Like building a house,” it requires strategy.
* Refers to ISBE pacing guide (located on Rising Star under tools and resources) for guidance.
* emphasizes district/school alignment.
* highlights the Eight Essentials, ISBE’s organizational categories of best practice.
* explains that indicators are further divided in the system according to an initial required sequence (Ex: SmartStart, SmartPlan), program needs (Ex: Race to the Top), and topics (Ex: ELL).
* points to five general tabs organizing indicators.
* demonstrates indicator filtering function.

**Participants** follow along, navigating system. | PPT slides 33-39Computers/Devices, Internet Access | 15 mins. |  |
| Considerations when Assessing an Indicator | **Facilitator*** overviews steps to assess an indicator, explaining that these broad steps will be further broken down in detail.
* emphasizes the importance of team consensus and gives suggestions for consensus building.
* instructs participants to choose roles and personas for a practice activity.
 | PPT slides 40 - 44 | 5 mins. |  |
| Practice: Assessing an Indicator | **Facilitator** * distributes printed copies of indicator IC05 (to those without system access) and worksheet.
* chunks activity pausing for understanding often.

**Participants** complete Indicator Assessment Activity:1. Develop shared understanding of indicator:
	* read IC05 Wise Way® research brief.
	* highlight key ideas in Wise Way®.
	* discuss as a team to form shared understanding of full development.
2. Determine current level of development:
	* use shared understanding from Wise Way® to determine level of implementation: none, partial, full.
	* provide detailed evidence for choice.
3. Assign opportunity/priority scores:
	* priority score to indicate importance
	* opportunity score to indicate feasibility
	* multiply to obtain index score to aid prioritization
4. Reflect on Training Takeaway Handout.
 | PPT slides 45 -48ID01 Wise Ways® (at end of Training Takeaway handout)Computers/Devices, Internet accessTraining Takeaway handout | 1. 20 mins.
2. 20 mins.
3. 15 mins.
4. 5 mins.
 |  |
| Lunch Break | **Facilitator** asks participants to complete Temperature Check Activity at start of lunch break.**Participants** post a yellow sticker on chart.**Facilitator** points out temperature check results and addresses questions from participants/parking lot at end of lunch break. | PPT slides 49 - 50Same “temperature check” posterYellow dot stickers | 30 mins. | (11:30 a.m.) |
| Considerations when Creating a Plan | **Facilitator** * explains the difference between an indicator and an objective.
* shows where to plan for objectives in Rising Star
* re-emphasizes strategic thought in choosing which indicators to actively plan for/implement.
* stresses district/school alignment in planning.
* shows how to choose objectives/assign tasks.

**Participants** follow along, navigating in system. | PPT slides 51 - 56 | 15 mins. |  |
| Practice: Planning for an Objective | 1. **Participants** complete Create a Plan Activity:
* ON HANDOUT, write assessed indicator of best practice. It is now an objective in the “plan.”
* assign a due date and personal responsible to oversee completion of tasks for the objective.
* briefly describe full implementation based on understanding from the Wise Way®.
* backwards map, listing specific tasks needed to reach full implementation.
1. **Participants** complete Gallery Walk Activity:
* list team’s objective, list of tasks on chart paper.
* post on the wall and join your team at poster.
* participate in a “gallery walk,” reading each poster before moving on at the signal.
* use adhesive notes to add tasks/suggestions to strengthen planning for each indicator.
* incorporate feedback to revise tasks.
* reflect on Training Takeaway handout.
 | PPT slides 57 - 61Chart paper, markersTraining Takeaway handout | 1. 30 mins.
2. 30 mins
 |  |
| Break  |  |  | 15 mins. | (1:15 p.m.) |
| Monitoring for Improvement  | **Facilitator*** stresses importance of monitoring in a cycle of continuous improvement
* emphasizes that monitoring requires a systemic approach – lists considerations
* highlights characteristics of monitoring for improvement – “what it is and is not.”

**Participants** * discuss as a team the difference between monitoring for improvement vs. for compliance.
* record thoughts on Training Takeaway handout.
 | PPT slides 62 - 67Training Takeaway handout | 10 mins. |  |
| Practice: Monitoring for Improvement  | **Participants** discuss reflective questions on slide 68 and record thoughts on Training Takeaway Handout.**Facilitator** * explains steps to monitor improvement process.
* shows where to monitor progress in Rising Star.

**Participants** follow along, navigating in system. | PPT slides 68 - 70Computers/Devices, Internet accessTraining Takeaway handout | 20 mins. |  |
| Utilizing Additional Tools, Resources, and Reports  | **Facilitator** points out features on dashboard:* archived plans for future reference.
* planning tools, resources, and reports.

**Participants*** Explore tools, resources, and reports.
* Identify how specific tools/resources/reports can facilitate continuous improvement process.

**Participants** record ideas for using tools and resources on Training Takeaway Handout and share out.

|  |
| --- |
| \*\*\***Facilitator** explicitly mentions and shows where to locate helpful documents housed on Rising Star under “Tools, Resources, and Reports,” including but not limited to: * Continuous Improvement Planning Operations Manual
* District Title I Crosswalk
* Eight Essential Elements Mapped to Categories and Indicators
* Rising Star Permissions Tree
* Rising Star Capacity Builder Profile
* Rising Star Pacing Guide
 |

 | PPT slides 71 - 73Computers/Devices, Internet accessTraining Takeaway handout | 20 mins. | 2:00 p.m. |
| Planning for a Meeting | **Participants** complete Planning a Meeting Activity:* consult handout, individually placing meeting steps in order.
* Discuss different ideas as a team.
* develop meeting protocol as a team, including persons responsible and timelines.
* record protocol on Training Takeaway Handout.

**Facilitator** emphasizes that they are no “right answers,” but the point is for team members to understand a standard, efficient process for each meeting. | PPT slide 74Planning a Meeting handout (at end of Training Takeaway handout) | 20 mins. |  |
| Objective 4: Identify state level expectations and regional support available for continuous improvement planning  |
| Expectations and Support Available to Rising Star Users  | **Facilitator*** points out compliance and submission section in Rising Star, demonstrating form links, due dates.
* references/distributes any available resources regarding requirements for Rising Star users.

**Facilitator*** emphasizes foundational services available to provide support through three methods.
* shares any information available in regard to other regional face-to-face training sessions.
* shares any information available in regard to regional face to face networking opportunities.
* shares contact information available in regard to technical assistance by phone and email.
* emphasizes foundational services available to support knowledge in various content areas, highlighting each content area.

**Participants** discuss reflective questions on slide 87 and record thoughts on Training Takeaway Handout. | PPT slides 75 - 79Any available information on foundational support opportunities (planned PD sessions, networking sessions, technical assistance contact information) | 20 mins. |  |
| Closing Connections | **Participants** stand up and move to* complete final “temperature check”activity.
* provide plus/delta feedback.

**Facilitator** distributes evaluation forms.**Participants*** complete and turn in evaluations.
* discuss “closing connections” with team, record reflections on Training Takeaway handout.
* develop concrete next steps with team and record on Training Takeaway handout.

**Facilitator** culminates session and thanks participants. | PPT slides 80 - 85Chart paper, adhesive notesRed dot stickersEvaluation formsTraining Takeaway Handout | 30 mins. | 3:00 p.m. |