

# Fee-for-Service: Facilitated Instructional Review



# Purpose

Throughout the Facilitated Instructional Review, the CCEE coaches LEA leadership teams through an improvement process to identify the district instructional problem of practice.

By engaging in the Facilitated Instructional Review (FIR), the team will evaluate instructional programs, systems, and practices to identify strengths and opportunities that determine priorities and actions to improve student outcomes.

# Who is the target LEA?

We will partner with LEA's that meet the following criteria:

- Have Board/Cabinet approval
- Contains a core team of district/school site leadership ready to engage in change leadership
- Prioritizes addressing instructional practices for student improvement
- Is able to articulate defined outcomes and goals aligned with the FIR, but need support to achieve goals
- Attains a ready rating\* on the readiness matrix

We will not partner with LEA's that have one or more of the following:

- Charter LEAs who have insufficient time left on their charter petition
- If the charter is up for renewal and no DA provided
- LEAs in DA who would like to replace their DA with FFS
- LEAs not aligned with the vision and purpose of the Facilitated Instructional Review

# Prioritize Through Data Analysis

- Performance data from the 2017, 2018, 2019, and 2022 California School Dashboards were analyzed to identify LEAs that could be potential partners.
- Alignment with the three-level framework of LEA assistance within LCFF
- Priority on continuous improvement, more recent performance data, and equity

# CCEE Role



The CCEE team will be comprised of staff, educational experts and practitioners with various experiences in P-12 instructional practice and systems.

Throughout the process, the role of the CCEE coaching team will be as a **coach, guide, and collaborator** with the district leadership team and superintendent as they embark on the improvement journey in utilizing and implementing quality improvement tools to align their instructional plans and increase student outcomes.

# Staffing & Budget



## CCEE Staff

1. Senior Advisor - .1 FTE ~\$26,166.20
2. Assistant Director/Senior Manager -.1 FTE  
~\$22,799.17
3. Program Specialist - .05 FTE ~\$6,896.50
4. Two PTPE, 60 days @ \$250 p/h = \$ 240,000

## Supplementary Cost

- Materials - \$2,000
- CCEE Travel - \$6,000

Total: ~ \$303,861.87/5 LEA Teams = \$ 60,772.37

Please note this is an example cost estimate that is subject to change

# District Commitments and Role

- Responsible for providing CCEE team members access to documents and artifacts that pertain to this scope of work in a timely manner as requested by CCEE team members.
- Assembling a District Leadership Team composed of members such as district instructional leaders, school leader representation, superintendent, and student services.
- Engage in quality improvement and continuous improvement practices.
- Attending and Engaging Summits

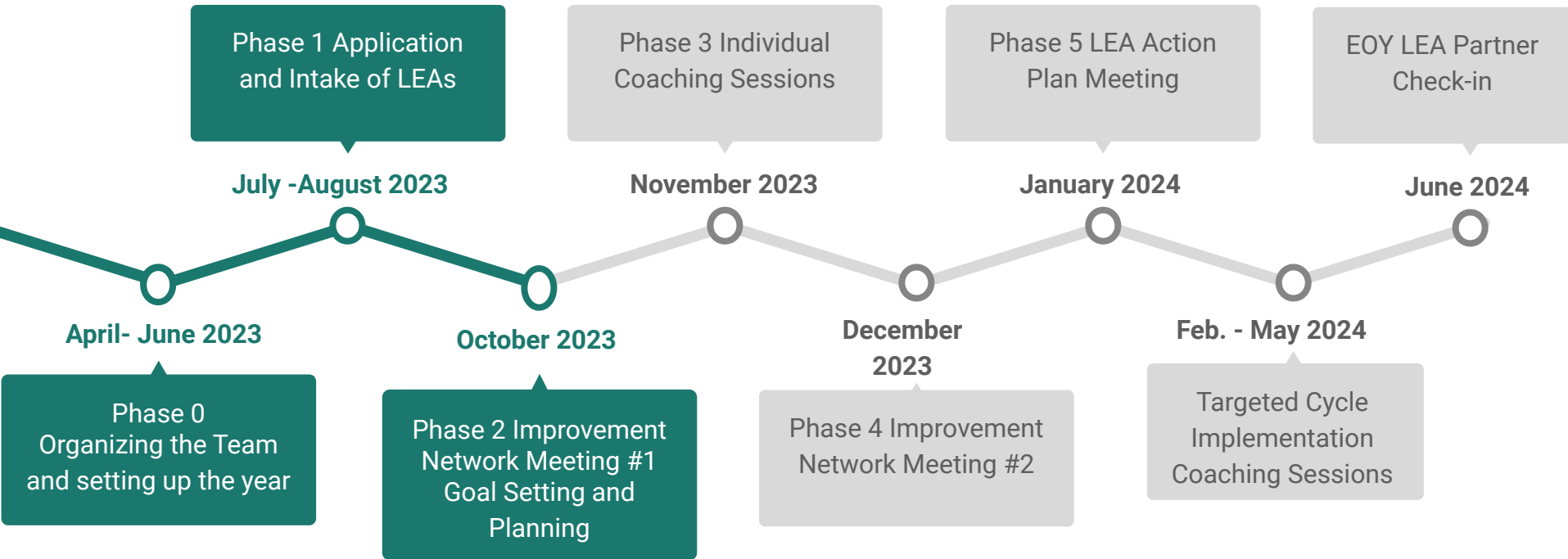
# The Role of the Coach

- A thought partner, guide, an influencer and a thought partner and colleague to the LEA.
- They nudge their teams to get the work done.
- Sometimes they coach and sometimes they lead, massage, and even poke. Sometimes we connect districts to needed external resources or problem-solve an approach with them.
- The coach monitors and reports to CCEE lead on the district's progress in a monthly coach report.





# Phases Overview



## Phase 0: Organizing the Team and LEA Application

- Organize CCEE team
- MCOE to calculate the average daily rate for CCEE staff administering the FIR.

Information session to include discussion of:

- Commitments include: core team- district and school level with supt sign off
- Commitment to attend all meetings, complete all in-between mtg tasks, open to feedback and thought partnership, district pays travel costs, and overall costs, Board approval
- LEA submits application and signed agreement
- Select LEAs by spring 2023 based on prior year data
- Hire coaches each district has a consistent coach for the duration of the project-expert coaches will also be available as needed
- Onboard coaches: Improvement Coaches and Content Expert Coaches

## Phase 1: Application and Intake of the LEA

- Organizing Meeting (facilitated by coach)-with core team-get to know district strengths, needs and priorities, why applied to FFS support with CCEE,
- Identify area of focus using a Root-Cause-Analysis e.g. early literacy, adolescent literacy, system of PL, capacity building of district leaders, etc)
- Describe the trajectory of support throughout the FFS engagement (how many meetings, onsite visits, expectations, Google folder of resources, core team, point person, etc.

Protocols: Root-Cause-Analysis

# Phase 2: Improvement Network Meeting #1

- In person-one north, one south
- Goals determined by data collected in Organizing Meeting #1

Structures for meeting:

- Pre-work for each district team: professional reading, classroom observation, team goals aligned to the agenda
- Plenary by expert in continuous improvement (practical)
- Consultancies: Consultancy Protocol
- Cross district sharing
- Strategic plan development



# Phase 3: Individual LEA Coaching Sessions

- Goals determined by data collected from action plans completed in Organizing Meeting #2
  - discuss issues from coach reports
  - to plan December in-person convenings (one north, one south) coaches provide input/feedback
  - to discuss relevant research on schools/districts that improve
- Structures for meeting: critical friends visit protocol, classroom visits

# Phase 4: Improvement Network Meeting 2

- Goals determined by data collected in FFS Network Meeting #1, coach feedback and plans submitted by district teams

Structures for meeting:

- Pre-work for each district team: professional reading, classroom observation, community engagement, team goals aligned to the agenda
- Debrief of critical friends visit
- Practices Worthy of Attention (PWOA) protocol



# Phase 5: LEA Action Plan Meeting

- LEA will share the developed action plan with identified next steps that include community engagement and LCAP incorporation

Feb.- May: The LEA will receive Targeted Cycle Implementation Coaching Sessions:

- Instructional Leadership Team
- Superintendent
- Virtual and in-person



# EOY Partner Check-in

- CCEE will share insights on fee-for-service learnings via a summary of findings
- CCEE will provide each LEA with a close out report that details the journey that has undergone over the partnership





# Questions?

Thank You

# Appendix

# Sample Unified District Planning Framework

## If we...

- Provide all students with rigorous and culturally relevant curriculum and the resources and programs that support their goals, and
- Provide rigorous, joyful, and culturally responsive learning for all students and educators that incorporate real world applications and are based in high expectations and a growth mindset, and
- Build strong relationships with each student and provide each student as an individual with the academic, social, emotional, and behavioral health supports that are necessary for their success, and
- Expand and strengthen meaningful partnerships with families and the businesses, higher education institutions, city, and community organizations of the District in order to achieve our vision for all students, and
- Work as a flexible and adaptable learning organization that uses data to support a continuous improvement process,

## Then we will...

- ***Provide all students, in all student groups, with the academic knowledge and skills they need to achieve their goals and postsecondary success as engaged community members.***



**Strategic Objectives**

Provide equity and access to increase opportunity and achievement	Provide learning for students and staff to strengthen instruction for all types of learners	Support the whole child as an individual	Expand and strengthen family partnerships and community partnerships	Improve implementation and progress monitoring
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**Strategic Initiatives**

1.1. Create a district-wide system for setting goals with students that support their postsecondary success and aspirations. Connect students to supports within and outside of school, and reflect on and monitor progress with students, teachers, families, and partners.	2.1. Expand integrated, hands-on, real world learning opportunities for all students across the district and provide necessary support to teachers.	3.1. Implement a PK-12 social, emotional, and behavioral learning framework and vision.	4.1. Engage families as partners with a formal, ongoing feedback mechanism that creates differentiated opportunities for family	5.1. Institute a continuous improvement process that supports implementation of the district plan: monitoring, evaluating, and sharing progress.
1.2. Provide all educators with cultural proficiency training and implement ongoing cultural proficiency professional learning in all schools	2.2. Expand rigorous, joyful, culturally responsive learning experiences across the district.	3.2. Develop and expand effective inclusive practices in all classrooms through professional learning.	4.2. Create a coordinated system of partnerships to support students and families, establishing criteria, aligning with the district vision, ensuring equity across schools and students.	5.2. Conduct grade-span reviews based on defined criteria and act on recommendations, beginning with the elementary and upper school spans.
1.3. Implement the Dynamic Diversity program to recruit, hire, and retain a workforce that reflects the diversity of the District.	2.3. Establish student-centered, collaborative, and transformative professional learning that supports the vision.	3.3. Improve student engagement by strengthening student experiences in all classrooms, improving existing programs, exploring mentorship programs, and providing relationship building professional learning.	4.3. Create a common evaluation process for partnerships with explicit expectations grounded in equity and connected to evidence-based practices.	5.3. Conduct a Special Education review, analyzing referral and disciplinary data by student group, including types of disabilities

## Outcomes

By implementing this plan for all students—providing the tailored instruction and supports each student needs to achieve academically and meet their individual goals—we will accomplish the following outcomes for all students and each student group:



- 1) Grade 3 Literacy: meeting or exceeding expectations
- 2) Grade 8 Math: meeting or exceeding expectations
- 3) Advanced Placement (AP) and Honors enrollment & performance: proportionality
- 4) Percentage of teachers of color
- 5) School climate survey: students, staff, and family perceptions
- 6) Students' meaningful connections with adults (teen and middle school health surveys)
- 7) Chronic absenteeism

# Appendix A

## Strategic Objectives

### 1. Provide Equity and Access to Increase Opportunity and Achievement

- a. Provide all students with rigorous and culturally relevant curriculum and the resources and programs that support their goals, and ensure they gain the academic knowledge and skills to be productive community members after high school.

### 2. Provide Engaging Learning for Students and Staff to Strengthen Instruction for All Types of Learners

- a. Provide rigorous, joyful, and culturally responsive learning for students and educators that are based in high expectations and a growth mindset, build on existing knowledge and strengths, incorporate real world applications, reflect a willingness to innovate, and foster ownership, reflection and intellectual risk-taking.

### 3. Support the Whole Child as an Individual

- a. Build strong relationships with each student and focus on the student as an individual to provide the academic, social, emotional, and behavioral health supports that are necessary for their success.

### 4. Expand and Strengthen Family Partnerships and Community Partnerships

- a. Create meaningful partnerships with families and the businesses, higher education institutions, city, and community organizations of the Cambridge community in order to achieve the district's vision for all students.

### 5. Improve Implementation and Progress Monitoring

- a. Work as a flexible and adaptable learning organization that uses data to support continuous improvement process, shaping and evaluating district and school initiatives, providing necessary resources, time and support for their successful implementation, and regularly measuring progress in multiple ways.

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# Facilitated Instructional Review (FIR) Phase 1

