

Theory of Change: Improving the skills of adults working in schools results in better outcomes for students.

Program Goal: To improve student achievement in CPS schools through efforts that help adults develop leadership skills, deepen content knowledge and/or learn new pedagogical skills, and work together to ensure student success.

All proposals submitted to the Foundation should adhere to one of the following strategies:

STRATEGY A

Principal Leadership

Target Population: Current and/or aspiring Chicago Public School principals

Components: Training addresses the complex and varied elements of the principal's role and includes opportunities for peer networking and coaching.

Evaluation Criteria:

- Number of principals trained
- Number of hours of training provided
- Demonstration of enhanced leadership skills
- School report card indicators (including test scores) are improving

STRATEGY B

Training in Core Curriculum Content Areas

Target Population: Teachers in Chicago public schools

Components: Teachers receive at least 15 hours of training that relates directly to what they do in their classrooms. Feedback is given once teachers implement what they learn (from classroom observation and/or examination of student work) to encourage improvement. Multiple teachers from a school are trained so they may support each other to sustain the changes made and influence other teachers in the school. When impractical to train multiple teachers in a school, an on-line learning community is used to provide on-going support.

Evaluation Criteria:

- Number of teachers trained
- Number of teachers trained per school
- Hours of training provided
- Amount and relevance of follow-up provided
- Demonstrated transfer of knowledge to teachers and students

STRATEGY C

Parent Engagement and Community Schools

Target Population: Administrators, teachers, parents and students

Components: Training helps schools foster a safe and stimulating learning climate and engage parents and community members in supporting students' learning in the home and at school.

Evaluation Criteria:

- Amount and nature of training teachers and administrators receive to work effectively with parents
- Amount and nature of parent training provided
- Number of parents assisting in classrooms and/or serving on LSCs, bilingual committees, or safety patrols
- Number of hours per week student and/or parent programs are offered
- Number of students and/or parents attending school-based programs
- Degree to which out-of-school-time programs support what students learn during the academic day
- Ability to demonstrate that school climate indicators are positive and/or improving
- Indication that student academic performance is improving