

Stronger Collaboration

1. How are you selecting [participants in the Think Tanks] to be part of this scrutinizing process?

Emails were sent out through Chicago Early Learning application portal inviting families who applied to preschool through Chicago Early Learning to join our Think Tank conversations. Additionally, we put it in our principal newsletter to gain principal support as well as in our early childhood blast, which is sent to all of our preschool staff.

2. How are we addressing gaps in services for students who are no longer receiving Head Start services? Those parents who got all their programs stripped, who contacted those parents?

All CPS preschool programs utilize the same research-based curriculum and assessments as Head Start programs funded through DFSS. In addition, CPS families continue to have access to high-quality comprehensive support and services regardless of funding source. Schools are provided with a support team which consists of education, comprehensive and family service program staff in order to meet the needs of children and families.

Teacher Workforce

1. What are the plans to develop bilingual teachers, special education bilingual teachers, and special education teachers generally?

CPS now offers the [CPS teacher residency](#) program throughout the district. Additionally, CPS has hired two recruiters to focus solely on early childhood education staff. One recruiter will focus on our diverse learners and the other will focus on general education. CPS has also collaborated with Truman Chicago City College that focuses on bilingual and special education teachers.

2. What assessment tools are being developed to validate the learning and the teaching that is going on in Spanish in our bilingual classrooms?

The diagnostic tools that we use to validate the learning and teaching that is going on in Spanish in our bilingual classrooms are self-assessments such as check-ins, and exit slips throughout a professional development session. We want to make sure we are able to check where our teachers are, what they know, and what they need and want to learn. We also use formative assessments such as think, pair, share, and reflect and share out loud to better capture the understanding of learning during the session. Lastly, we use summative assessments such as surveys to evaluate the overall learning of the teacher which gives us an opportunity to improve the modules we have for training and also to reach out to teachers as needed based on their surveys.

Student Supports

1. How will CPS ensure that restorative justice practices are implemented in preschools district-

