SD308
COMMUNITY UNIT
SCHOOL DISTRICT

May 18, 2021

Thomas Nanninga

VIA EMAIL – tning70@yahoo.com

Re: FOIA request dated & received 5/3/21

Subject: All internal communication between SD308 staff, school administration, Superintendent, School Board and any external communication (excluding advertising/marketing materials from vendors), elected officials or any member of the public as it relates to discussions on adding or expanding upon "culturally responsive teaching" or "culturally relevant teaching" standards/strategies for the educators in SD308 for the period of 8/1/2020 to present. Revision of request 5/4/21: For the period of 1/1/21 to 5/4/21.

This letter will serve as Oswego Community Unit School District 308's response to your April 26, 2021 request under the Freedom of Information Act (5 ILCS 140/1 et seq.), in which you asked for the above referenced information. The information regarding your request is attached.

To promote district transparency and assist others who may have a similar question, this responsive document will be posted online on the district's website. To access it, go to www.sd308.org and select *Our District > Freedom of Information Act Request > FOIA Request Responses>FOIA Requests Responses -2021>then select FOIA ID #21-28.*

Please be advised that to comply with your FOIA request, the district incurred an expense that comprised of the cost of labor and resources used to search for records responsive to your request.

Please let me know if you have additional questions. Thank you.

Carrie Szambelan

Carrie Szambelan
Freedom of Information Officer

SD308 COMMUNITY UNIT SCHOOL DISTRICT

Christi Tyler <ctyler@sd308.org>

Re: Recent FOIA

1 message

Thomas Nanninga <tning70@yahoo.com> Wed, May 5, 2021 at 9:59 AM
To: Christi Tyler <ctyler@sd308.org>

I don't want to be a pain on this, so I will agree to the changes in this email string, but I will also just want to preserve my ability to revise or send another FOIA on this subject if needed down the road.

Thank you and have a great day!

Tom

On Wednesday, May 5, 2021, 09:11:16 AM CDT, Christi Tyler <ctyler@sd308.org> wrote:

Changing the domain to @sd308.org will still get school board members emails. We could also include the @oswegoil.org and @isbe.net domains to include emails from the Village of Oswego and the Illinois State Board of Education. Are there any other government agency domains you would like to include?

On Wed, May 5, 2021 at 8:54 AM Thomas Nanninga <tning70@yahoo.com> wrote:

> Good morning,
>
> Thank you for your email. I still would like to see any emails from or to state or locally elected officials if there are any. I would also like to figure out how to get the emails from/to parents and/or residents on this topic, especially since seeing teacher use a screen shot from FB of a conversation that I had used as an attachment in an concerned email to her supervisor. I am ok then with the change to just the sd308.org domain for the rest. Will this be possible?
>
> Thank you,
>
> Tom
>
> On Wednesday, May 5, 2021, 08:46:07 AM CDT, Christi Tyler <ctyler@sd308.org> wrote:
>
> Good Morning!
>
> Thank you for your response - and your consideration in making this request less burdensome. However, the period 01/01/21 to the present still results in thousands of emails as there is no way to include outside domains but weed out marketing emails. We can confine to just the @sd308.org domain but this would not include emails from parents, residents, etc. I know you spoke to Faith Dahlquist and she directed you to our website. I spoke with her today and she confirmed that the district did not contract with a vendor and any staff training for 'culturally responsive teaching' was performed in-house. She also sent me the presentations used. Therefore, I'm wondering if you would agree to narrow your request to the @sd308.org domain and the presentations used for any 'culturally responsive teaching' provided to district staff.
>
> Please let me know if this is agreeable to you. We are trying to get you what you want without denying the request for being 'unduly burdensome'. Thank you!
>
> On Tue, May 4, 2021 at 2:59 PM Thomas Nanninga <tning70@yahoo.com> wrote:
>
> > Good afternoon,
> >
> > I talked to Ms. Dahlquist this afternoon. Please revise the FOIA request to 01/01/21 to the present and if you have the ability, no need for duplicate emails sent out to the District 308 staff. Will that help in reducing the number of documents?
> >
> > Please let me know.
> >
> > Thank you,

Tom Nanninga

On Monday, May 3, 2021, 11:26:23 AM CDT, Christi Tyler <ctyler@sd308.org> wrote:

Good Monring~

We ran a search on the phrase 'culturally responsive teaching' which resulted in over 27,000 emails. Most appear to be from external sources and our advertisements. In an effort to narrow the search and to provide a response to you, may we eliminate external sources unless the email with the vendor is to negotiate and/or purchase curriculum?

Thank you!

AVID Summer Institute and Path to Schoolwide Strand Conversion Guide to Virtual Options

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
AVID Elementary Options		
AVID Elementary: Foundations Implementation (Grades K–2)	Elementary K–2 *(available 6/1/21)*	Elementary K–2
AVID Elementary: Foundations Implementation (Grades 3–6)	Elementary 3–6 *(available 6/1/21)*	Elementary 3–6
AVID Elementary: Just WICORize It!	New Elementary-***Specific***: Year 2 and Beyond Options: • Mathematics: Cultivating a Discourse Rich Classroom – Elementary • Cultivating Writing Schoolwide – Elementary	New Elementary-***Specific***: Year 2 and Beyond Options: • Mathematics: Cultivating a Discourse Rich Classroom – Elementary • Cultivating Writing Schoolwide – Elementary
AVID Elementary: The Art of Inquiry	New Elementary-***Specific***: Year 2 and Beyond Options: • Mathematics: Cultivating a Discourse Rich Classroom – Elementary • Cultivating Writing Schoolwide – Elementary	New Elementary-***Specific***: Year 2 and Beyond Options: • Mathematics: Cultivating a Discourse Rich Classroom – Elementary • Cultivating Writing Schoolwide – Elementary
AVID Elementary: STEM (Grades 3–6)	No direct match; consider: • Computer Science for Content Teachers (Grades 3–12) • Creating Engaging and Rigorous Classrooms • Mathematics: Cultivating a Discourse Rich Classroom – Elementary	No direct match; consider: • Computer Science for the Content Classroom (Grades 3–12) • Creating Engaging and Rigorous Classrooms • Mathematics: Cultivating a Discourse Rich Classroom – Elementary • Digital Teaching and Learning
AVID Elective Teacher Options		
Implementation: High School Implementation: Middle School	AVID Elective – New *(available 6/1/21)*	AVID Elective – New
Tutorology	Tutorology *(available 9/1/21)*	AVID Elective – Experienced (Contains Tutorology content and the opportunity to engage in a Tutorology Extended Learning Pathway during the school year.)
Advancing the AVID Elective: Middle School and High School	None	AVID Elective – Experienced

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
AVID Excel Teacher Options		
AVID Excel Implementation	None	AVID Excel – New (Contains Scholar Groups content and the ability to engage in a Scholar Groups Extended Learning Pathway during the school year.)
AVID Excel Scholar Groups	None	AVID Excel – Experienced (Contains Scholar Groups content and the ability to engage in a Scholar Groups Extended Learning Pathway during the school year.)
AVID Excel Advancing	None	AVID Excel – Experienced (Contains Scholar Groups content and the ability to engage in a Scholar Groups Extended Learning Pathway during the school year.)
Schoolwide Options		
AVID Bridges to Success: A Schoolwide Approach	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Computer Science for the Content Classroom (Grades 3–12)
STEM Middle School (Grades 6–8)	No direct match; consider: Digital Teaching and Learning	No direct match; consider: • Computer Science for the Content Classroom (Grades 3–12) • Digital Teaching and Learning
AVID Academic Language and Literacy: A Schoolwide Approach	Academic Language and Literacy Architects: Language Building Through Culture and Identity	Academic Language and Literacy Architects: Language Building Through Culture and Identity
Learning Through Writing: A Schoolwide Approach	Cultivating Writing Schoolwide	Cultivating Writing Schoolwide
Content-Area Writing: A Schoolwide Approach	Cultivating Writing Schoolwide	Cultivating Writing Schoolwide

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
Reading for Disciplinary Literacy: A Schoolwide Approach	No Limits: Transforming Literacy Through Content- Area Reading	No Limits: Transforming Literacy Through Content- Area Reading
Beyond Rigor: Transforming Teaching and Learning	No direct match; consider: • Creating Engaging and Rigorous Classrooms • No Limits: Transforming Literacy Through Content-Area Reading	No direct match; consider: • Creating Engaging and Rigorous Classrooms • No Limits: Transforming Literacy Through Content-Area Reading
Culturally Relevant Teaching: Transforming Educators	Fostering an Equitable and Engaging Culture in Classrooms	Fostering an Equitable and Engaging Culture in Classrooms (Included are two 6-hour Extended Learning Pathways offered during the school year with additional culturally relevant content.)
Culturally Relevant Teaching: Empowering Students	Fostering an Equitable and Engaging Culture in Classrooms	Fostering an Equitable and Engaging Culture in Classrooms (Included are two 6-hour ELPs offered during the school year with additional culturally relevant content.)
DTL Foundations: Elementary (Grades 3–6)	Creating Engaging and Rigorous Classrooms	• Digital Teaching and Learning • Creating Engaging and Rigorous Classrooms
DTL Foundations: Secondary	Creating Engaging and Rigorous Classrooms	• Digital Teaching and Learning • Creating Engaging and Rigorous Classrooms
DTL Advancing – Google	No direct match; consider: Creating Engaging and Rigorous Classrooms	No direct match; consider: • Digital Teaching and Learning • Creating Engaging and Rigorous Classrooms
DTL Advancing – Microsoft	No direct match; consider: Creating Engaging and Rigorous Classrooms	No direct match; consider: • Digital Teaching and Learning • Creating Engaging and Rigorous Classrooms
DTL Advancing – Leadership	No direct match; consider: • Creating Engaging and Rigorous Classrooms • Leading Change for Educational Equity	No direct match; consider: • Digital Teaching and Learning • Creating Engaging and Rigorous Classrooms • Leading Change for Educational Equity

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
Student Success	Instructional Coaches and Elective Educators *(available 8/1/21)* Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	Instructional Coaches and Elective Educators Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning • Computer Science for the Content Classroom (Grades 3–12)
Content-Area Options		
English Language Arts: Exploring Texts with Strategic Reading	• English Language Arts *(available 8/1/21)* • No Limits: Transforming Literacy Through Content-Area Reading	• English Language Arts • No Limits: Transforming Literacy Through Content-Area Reading • Computer Science for the Content Classroom (Grades 3–12)
English Language Arts: Informing Ourselves and Others Through Writing and Speaking	• English Language Arts *(available 8/1/21)* • Cultivating Writing Schoolwide	• English Language Arts • Cultivating Writing Schoolwide • Computer Science for the Content Classroom (Grades 3–12)
History/Social Science Through High Engagement Strategies	History/Social Science *(available 8/1/21)* Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	History/Social Science Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning • Computer Science for the Content Classroom (Grades 3–12)

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
History/Social Science Through Critical Thinking and Inquiry	History/Social Science *(available 8/1/21)* Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	History/Social Science Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning • Computer Science for the Content Classroom (Grades 3–12)
Mathematics 1	Mathematics: Cultivating a Discourse Rich Classroom – Secondary	• Math • Mathematics: Cultivating a Discourse Rich Classroom – Secondary • Computer Science for the Content Classroom (Grades 3–12)
Mathematics 2	Mathematics: Cultivating a Discourse Rich Classroom – Secondary Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	• Math • Mathematics: Cultivating a Discourse Rich Classroom – Secondary Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning • Computer Science for the Content Classroom (Grades 3–12)
Science 1	Science *(available 8/1/21)*	Science

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
Science 2	Science *(available 8/1/21)* Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	Science Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning • Computer Science for the Content Classroom (Grades 3–12)
AVID Career and Technical Education (CTE)	Instructional Coaches and Elective Educators *(available 8/1/21)* Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	• Early College, CTE, and Postsecondary • Instructional Coaches and Elective Educators Also consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning • Computer Science for the Content Classroom (Grades 3–12)
Counselor Options		
Counseling: High School Counseling: Middle School	No direct match; consider: • Fostering an Equitable and Engaging Culture in Classrooms • Leading Change for Educational Equity	School Counselors Also consider: • Fostering an Equitable and Engaging Culture in Classrooms • Leading Change for Educational Equity
Preparing for College	No direct match; consider: • Fostering an Equitable and Engaging Culture in Classrooms • Leading Change for Educational Equity	No direct match; consider: • Early College, CTE, and Postsecondary • Fostering an Equitable and Engaging Culture in Classrooms • Leading Change for Educational Equity

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
Leadership Options		
AVID Elementary: Leadership for Implementation	No direct match; consider: Leading Change for Educational Equity	Site Leaders – New
Leadership for Implementation: Middle School/High School	No direct match; consider: Leading Change for Educational Equity	Site Leaders – New
AVID Elementary: Leadership for Advancing	No direct match; consider: Leading Change for Educational Equity	Site Leaders – Experienced
Leadership for Advancing	No direct match; consider: Leading Change for Educational Equity	Site Leaders – Experienced
Leadership for AVID Schoolwide	No direct match; consider: Leading Change for Educational Equity	Leading Change for Educational Equity
Principal Leadership for Sustaining the AVID System	No direct match; consider: Leading Change for Educational Equity	Leading Change for Educational Equity
One-Day District Leadership: Districtwide AVID Defined	None	One-Day District Leadership
One-Day District Leadership: Exploring the Domains of Systems and Instruction	None	One-Day District Leadership
AVID District Leadership (ADL) 1	None	AVID District Leadership (ADL) 1
AVID District Leadership (ADL) 4	None	AVID District Leadership (ADL) 4
Advancing the District Director Role	None	Advancing the District Director Role
Pre-College and Postsecondary Support Options		
Harnessing the Power of Student Engagement	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning

SI/Path Strands	AVID ElevateXP™ Options	AVID DigitalXP™ Options
Best Practices for Course Design and Delivery	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning
College Success: First Year and Beyond	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms	No direct match; consider: • Cultivating Writing Schoolwide • No Limits: Transforming Literacy Through Content-Area Reading • Fostering an Equitable and Engaging Culture in Classrooms • Academic Language and Literacy Architects: Language Building Through Culture and Identity • Creating Engaging and Rigorous Classrooms • Digital Teaching and Learning
Strengthening Pathways – Secondary to Higher Education	None	Early College, CTE, and Postsecondary

Like · Reply · 1d



Thomas Nanninga

Danielle Merten this was sent privately through messenger to me. He is an educator with 308

1

Like · Reply · 1d



Natalie Smith

Danielle Merten in 2015 (16?) they added LGBT history. My issue with that was the person was being discussed for his/her sexual orientation and not the accomplishment. Now we have boards and admins pushing CRT and 1619 project and this document and model is all part of it. If you read the ISBE document, this one, and the

2020-21 SCHOOL YEAR

In our pursuit of excellent teaching for each and every student, we are consistently guided by our foundational beliefs about learning and our values as educators, which are reflected in the Framework for Teaching (FFT) developed by Charlotte Danielson. That said, the school year ahead will be like no other before it and, we hope, like no other after it. Having recently managed the greatest and most ubiquitous crisis our education systems have confronted in our lifetimes, our teachers now face incredible uncertainty and rapidly evolving and changing understandings of what their lives and work will be like throughout the 2020-21 school year.

Our nation and our field are simultaneously undergoing a racial reckoning that is long overdue. Our country was built on racial inequity, which is reflected in our public education system. Students, families, and communities of color have long borne the trauma of systemic racism. Now that the underlying inequity and trauma systemic racism causes are becoming more public and visible, educators must accept responsibility for acknowledging and working to heal both.

An equity imperative has always been implicit in the FFT. As Charlotte Danielson wrote, "a commitment to excellence is not complete without a commitment to equity" (2007). In this guide, and in all of our work moving forward, we will make this imperative explicit and be unapologetic in our commitment to racial justice. We must acknowledge that our approaches have allowed inequitable systems and unsupportive learning environments to too often go unchecked. Promoting excellence means not only that we focus on best practices and encourage ongoing teacher learning and development, it must mean that we prioritize understanding how practice does or does not center equity and justice - particularly as COVID-19 and systemic racism intersect and pose an ominous threat to communities of color. Good teaching cannot be blind to issues of



Robyn Vickers shared a link.

New Member · 10h ·

"Information provided by ISBE and the Illinois Education Association (IEA), the statewide teacher union, indicates that the standards would not directly impact curriculum in kindergarten through 12th grade classrooms. Rather, the standards would be applied through a class taken while those studying to become teachers are still in schools, according to the ISBE."

I understand that many people will still be opposed to this, but this is the first clarification I've seen that these standards are for teaching students, not curriculum in the classrooms. I'm not here to convince anyone one way or the other. I just wanted to learn more about the rule and understand both sides of it. I appreciate that Thomas Nanninga is welcoming those discussions here.

https://www.shawlocal.com/.../oswego-school-board.../...

Thomas Nanninga
Now we know why our school district is broke. I can only imagine what all of these studies and guides cost.

Like · Reply · 1d



Joel Peter Frederick
Thomas Nanninga what studies? The framework is probably next to nothing in cost. I mean we found it online for free, right?

Like · Reply · 1d · Edited



Jennifer Lynn
Thomas Nanninga Hi Thomas, I work in another district and we use Danielson. It's just a framework. It doesn't cost anything. What schools do pay for is the evaluation tool (kind of like a software program) - we use something called EvaluWise. I will look into what the district uses and it's relative cost. But it's typically very cheap. There is a need for an evaluation tool. Most companies use them as well.

Like · Reply · 22h · Edited



Thomas Nanninga
Thank you both for the clarification. My bigger issue is the state bill that from my understanding would make these guidelines mandatory. We could start a whole other page on the finances of our school district.

Like · Reply · 22h



Jennifer Lynn
Thomas Nanninga We desperately need a page just on finances. It will take a village to fix the finances!

1

Like · Reply · 21h

Natalie Smith

Dominique Castillo it is teacher evaluation standards, you know, job performance. You know all those "in service" "teacher improvement days"? This is the kind of updates they get. Acting like these standards aren't for current certified teachers is just dishonest.

I realize some here wants to take the tactic that is is college teaching, or saying it doesn't directly affect curriculum, I presume in an attempt to make you again think it isn't a big deal.

Let's presume that is true for a moment, if new teachers are coming into the schools only pushing one agenda and/or the teachers are encouraged to adjust their lesson planning to reflect this ideology - how is that going to affect the classroom? Having time for "students of color to express anger", instead of reading and math? Teaching how the nation is systemically racist (and by that they don't mean anything other than white people are inherently racist). I can assure you there won't be any discussion of how blacks are prejudice against hispanics, for example.

Then, are we also to believe that current teachers won't be held to the same standard? The usuals are here using the same tactics to act like we are all just hysterical idiots make a fuss out of nothing.

Like · **Reply** · 9h

CREATING ENVIRONMENTS OF RESPECT & RAPPORT (2a)

elentlessly to create a just and supportive classroom that acknowled
e to systemic racism and the current health crisis.

afety and space for students to learn, explore, ask questions, and voi
events. Including:

pace to express anger and grief as needed, especially for students of c

pace to explore racial identity and the realities of systemic racism, pa
students.

self-care and actively reinforcing courage, compassion, and humility
conflict resolution.



Thomas Nanninga

Admin · Yesterday at 8:48 AM ·

Our government is about to pass a bill that will require our teache
o reprogram our kids. The government also wants to destroy sch
thletic programs. This group will also be open to anything relate
o the schools and our kids. There is a lot that is happening with
ids and their education and most of it is unacceptable. This grou
will be dedicated to an open discussion on these topics as it relat
o how our kids our educated. We are their parents. We are
axpayers. We ultimately have a 100% right to say no. No persona
ttacks will be allowed.

8 49 Comments Seen by

Learning Renewal Resource Guide

Equity • Quality • Collaboration • Community

Illinois State Board of Education

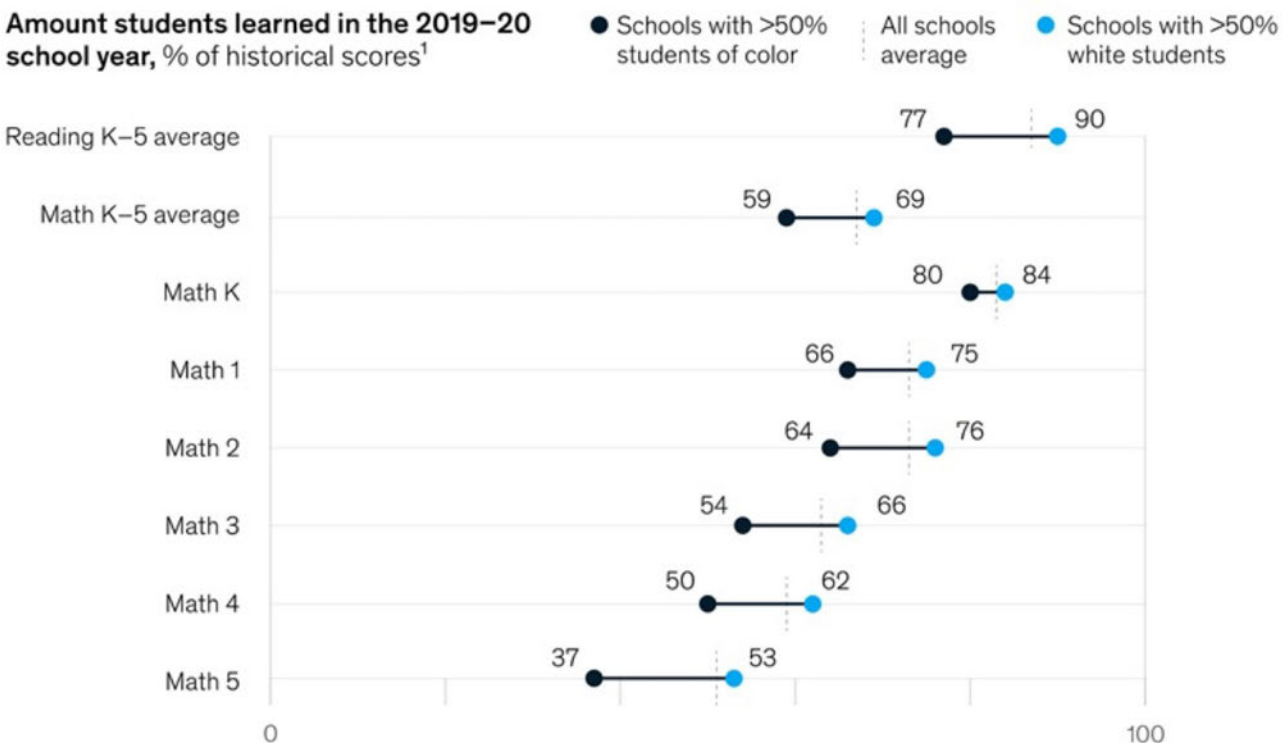
The COVID-19 pandemic has impacted all students and exacerbated existing challenges in our education system

Interruptions to traditional learning have impacted students both academically and social-emotionally

Lower-income students and students of color were more likely to experience extended periods of disrupted learning

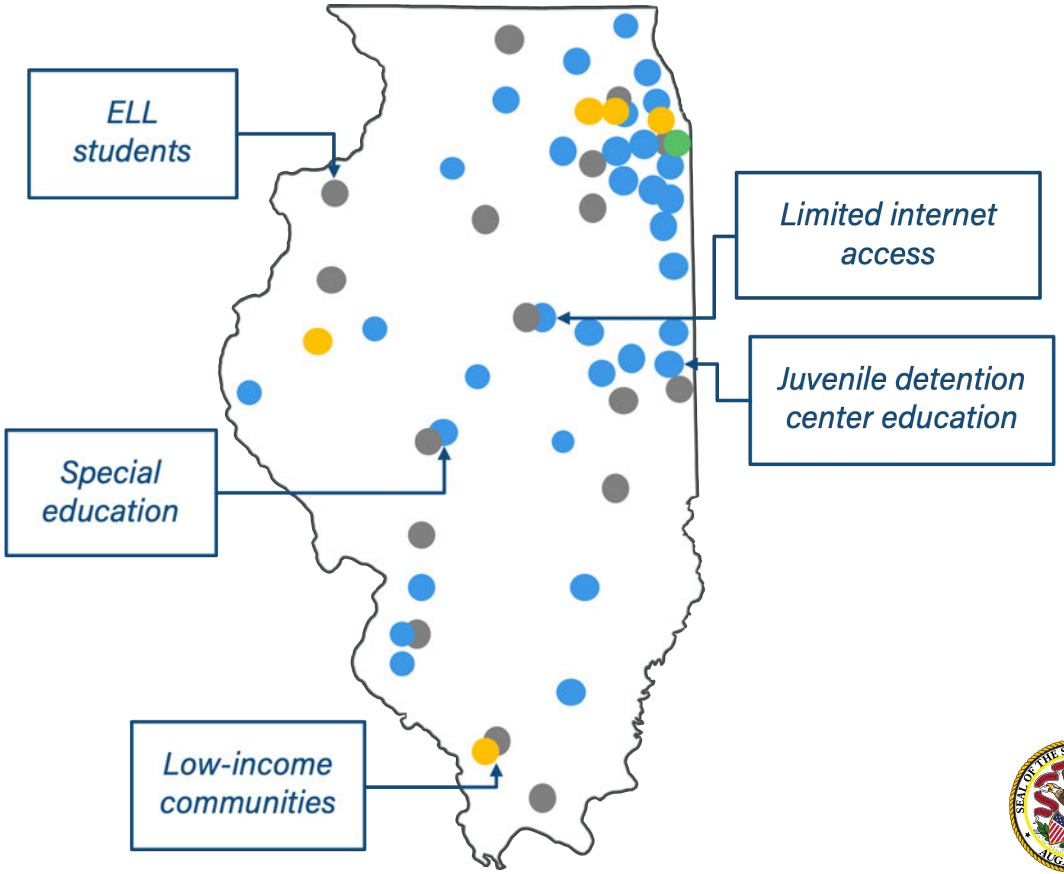
Illinois State Board of Education

We have opportunity to interrupt inequity and the disproportionate impact of COVID on our students of color



Illinois State Board of Education

Learning renewal guide was developed through stakeholder engagement



Illinois State Board of Education

Consider the 3-5 biggest challenges facing your local education system



Illinois State Board of Education

Road to Renewal

*Not exhaustive

Maximize the number of students...

...and understand each student's ongoing needs...

...to provide individualized support while extending time...

...and empowering educators with cutting-edge resources...

...to propel IL students towards a successful future

Enrollment & re-engagement

Deploy tracking and targeted (re)engagement communication programs for Pre-K, K, and "lost" students & their caregivers across the P20 spectrum

Comprehensive diagnostic system

Provide comprehensive academic & behavioral screening system

Develop tools to propose multi-tiered approach to tailor student support

Extended time for learning & support

Extend the school day and/or add days to the school calendar

Invest in community org. after school resourcing & summer programming

Academic advising & support

Connect educator preparation programs with students to provide high-impact tutoring

Modify course scheduling and required course loads to allow flexibility for students

Wellness & emotional support

Scale trauma-informed partnerships (e.g., Lurie Children's) to provide critical mental health support trainings to more educators

Reach a specific ratio of counselors : students for both behavioral and academic counseling

Best-in-class hybrid & digital learning models

Implement digital best practices to increase participation and leverage digital tools for in-person learning

Transitional period & workforce support

Provide structured resources (e.g., academic/ behavioral counselors) to support students and caregivers through critical transition periods

Establish a non-credit program that identifies cross-state employment opportunities and connects students to employers

Illinois State Board of Education

12 Priority Topic Areas

1. Support enrollment, retention, and re-engagement initiatives to ensure academic progression across P-20 spectrum
2. Build individualized student fact base with academic and behavioral diagnostics and progress monitoring
3. Reimagine school calendar and expand school day/year
4. Provide out-of-classroom learning experiences through tutoring, after school, summer camps, etc.
5. Connect districts/institutions with community organizations that connect students to comprehensive support
6. Enhance accessibility of academic & behavioral counseling resources, especially for at-promise students (including year-round support)
7. Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support
8. Evaluate and improve hybrid/remote learning models to develop long-term digital strategic priorities
9. Improve quality of learning through altered classroom structures, educator professional development, and digital tools
10. Increase flexibility of secondary, post-secondary environment to accommodate for other responsibilities
11. Support students with structured engagement and enhanced communications in transition periods
12. Design an integrated education/workforce strategy and playbook and offer work-driven credit opportunities

Illinois State Board of Education

ARP ESSER overview

$5,054,988,054
State Allocation

90% LEA Allocation

Application To Be Released July 1

No
Supplement, Not Supplant Requirement

Safe Return to In-Person Instruction Requirement

"An LEA that receives ARP ESSER funds must, within 30 days of receiving the funds, make publicly available on its website a plan for the safe return to in-person instruction and continuity of services. Before making the plan publicly available, the LEA must seek public comment on the plan."

Illinois State Board of Education

Authorizing legislation

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
• Section 18003 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act	• Section 313 of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act	• Section 2001 of the American Rescue Plan (ARP) Act

Illinois State Board of Education

Periods of fund availability

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. • Available for obligation by State Educational Agencies (SEAs) and subrecipients through September 30, 2022.	• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. • Available for obligation by SEAs and subrecipients through September 30, 2023.	• May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. • Available for obligation by SEAs and subrecipients through September 30, 2024.

Illinois State Board of Education

LEA uses of funds and reservations

ESSER I (CARES Act)	ESSER II (CRRSA Act)	ARP ESSER (ARP Act)
• The CARES Act includes allowable uses of funds related to preventing, preparing for, and responding to COVID-19. • ESSER funds may be used for the same allowable purposes as ESSER II and ARP ESSER, including hiring new staff and avoiding layoffs. • No required reservations of funds.	• ESSER II funds may be used for the same allowable purposes as ESSER and ARP ESSER, including hiring new staff and avoiding layoffs. • Note that the "additional" LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act. • No required reservations of funds.	• An LEA must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. • The remaining ARP ESSER funds may be used for the same allowable purposes as ESSER and ESSER II, including hiring new staff and avoiding layoffs.

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Maintenance of equity

ESSER Fund (CARES Act)	ESSER II Fund (CRRSA Act)	ARP ESSER (ARP Act)
• Not applicable	• Not applicable	• The ARP (section 2004(b) and (c)) contains both State and LEA maintenance of equity requirements for each of FYs 2022 and 2023. The Department intends to provide additional guidance on these important requirements.

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Use funds holistically

What data does the district have available to identify which students are experiencing the most unfinished learning, and in which areas?	Based on the data, what specific, evidence-based supports will most benefit students?
Are these supports needed for a broad group of students or for a specific group of students?	What data will the district collect to ascertain the impact of the supports on student learning recovery?
Is the planned expenditure a recurring cost? If so, and if ESSER funds are the proposed funding source, are there other funding options to cover these costs after the ESSER funds are no longer available?	If the planned expenditure is for a specific student group covered under Title or IDEA, consider first using Title or IDEA funds to cover all or part of the expenditure.

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Four state-led initiatives

High-impact tutoring with a focus on aligning tutoring with classroom instruction throughout the school year and during the summer.

Interim assessment, to provide reliable measures for understanding the impact on student learning so educators can target their responses to students' needs.

Bridge/transition supports, to encourage enrollment in both early childhood programs and higher education.

SEL community partnerships including with the Center for Childhood Resilience (CCR), housed at Lurie Children's Hospital.

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Questions?

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Frequencies

Frequency Table

[Analyzing and utilizing data results to inform instruction (e.g., FastBridge)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	398	64.2	64.2	64.2
		Moderate to High Need	222	35.8	35.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	91	43.8	43.8	43.8
		Moderate to High Need	117	56.3	56.3	100.0
		Total	208	100.0	100.0	

[Creating formative assessments]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	405	65.3	65.3	65.3
		Moderate to High Need	215	34.7	34.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	141	67.8	67.8	67.8
		Moderate to High Need	67	32.2	32.2	100.0
		Total	208	100.0	100.0	

[Developing assessment rubrics]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	426	68.7	68.7	68.7
		Moderate to High Need	194	31.3	31.3	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	140	67.3	67.3	67.3
		Moderate to High Need	68	32.7	32.7	100.0
		Total	208	100.0	100.0	

[Developing and implementing progress monitoring tools]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	298	48.1	48.1	48.1
		Moderate to High Need	322	51.9	51.9	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	92	44.2	44.2	44.2
		Moderate to High Need	116	55.8	55.8	100.0
		Total	208	100.0	100.0	

[Adapting/modifying assessment for learners with different learning needs]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	273	44.0	44.0	44.0
		Moderate to High Need	347	56.0	56.0	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	118	56.7	56.7	56.7
		Moderate to High Need	90	43.3	43.3	100.0
		Total	208	100.0	100.0	

[Differentiating instruction in the classroom for varying learner groups]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	290	46.8	46.8	46.8
		Moderate to High Need	330	53.2	53.2	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	145	69.7	69.7	69.7
		Moderate to High Need	63	30.3	30.3	100.0
		Total	208	100.0	100.0	

[Using effective strategies for teaching academic instruction to English learners]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	312	50.3	50.3	50.3
		Moderate to High Need	308	49.7	49.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	140	67.3	67.3	67.3
		Moderate to High Need	68	32.7	32.7	100.0
		Total	208	100.0	100.0	

[Using assistive technology to support instruction for students]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	289	46.6	46.6	46.6
		Moderate to High Need	331	53.4	53.4	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	94	45.2	45.2	45.2
		Moderate to High Need	114	54.8	54.8	100.0
		Total	208	100.0	100.0	

[Training in specific curriculum]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	426	68.7	68.7	68.7
		Moderate to High Need	194	31.3	31.3	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	129	62.0	62.0	62.0
		Moderate to High Need	79	38.0	38.0	100.0
		Total	208	100.0	100.0	

[Executive functioning and academics]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	333	53.7	53.7	53.7
		Moderate to High Need	287	46.3	46.3	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	57	27.4	27.4	27.4
		Moderate to High Need	151	72.6	72.6	100.0
		Total	208	100.0	100.0	

[Universal design for learning]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	398	64.2	64.2	64.2
		Moderate to High Need	222	35.8	35.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	140	67.3	67.3	67.3
		Moderate to High Need	68	32.7	32.7	100.0
		Total	208	100.0	100.0	

[Culturally Responsive Teaching]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	287	46.3	46.3	46.3
		Moderate to High Need	333	53.7	53.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	100	48.1	48.1	48.1
		Moderate to High Need	108	51.9	51.9	100.0
		Total	208	100.0	100.0	

Choose the level of need for professional development in Social Emotional Learning (SEL)

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	275	44.4	44.4	44.4
		Moderate to High Need	345	55.6	55.6	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	75	36.1	36.1	36.1
		Moderate to High Need	133	63.9	63.9	100.0
		Total	208	100.0	100.0	

[Integrating technology into instruction (e.g., Prowise, digital differentiation)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	243	39.2	39.2	39.2
		Moderate to High Need	377	60.8	60.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	93	44.7	44.7	44.7
		Moderate to High Need	115	55.3	55.3	100.0
		Total	208	100.0	100.0	

[Utilizing Google applications for curriculum (e.g., integrating apps and extensions into instruction planning)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	282	45.5	45.5	45.5
		Moderate to High Need	338	54.5	54.5	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	103	49.5	49.5	49.5
		Moderate to High Need	105	50.5	50.5	100.0
		Total	208	100.0	100.0	

[SOPPA and implications for instructional technology]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	345	55.6	55.6	55.6
		Moderate to High Need	275	44.4	44.4	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	144	69.2	69.2	69.2
		Moderate to High Need	64	30.8	30.8	100.0
		Total	208	100.0	100.0	

[Using effective peer observation/coaching strategies]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	335	54.0	54.1	54.1
		Moderate to High Need	284	45.8	45.9	100.0
		Total	619	99.8	100.0	
	Missing	System	1	.2		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	136	65.4	65.7	65.7
		Moderate to High Need	71	34.1	34.3	100.0
		Total	207	99.5	100.0	
	Missing	System	1	.5		
	Total		208	100.0		

[Strengthening general/special education staff collaboration]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	292	47.1	47.2	47.2
		Moderate to High Need	327	52.7	52.8	100.0
		Total	619	99.8	100.0	
	Missing	System	1	.2		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	77	37.0	37.2	37.2
		Moderate to High Need	130	62.5	62.8	100.0
		Total	207	99.5	100.0	
	Missing	System	1	.5		
	Total		208	100.0		

[Strengthening teacher/teacher assistant teaming]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	353	56.9	57.0	57.0
		Moderate to High Need	266	42.9	43.0	100.0
		Total	619	99.8	100.0	
	Missing	System	1	.2		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	125	60.1	60.1	60.1
		Moderate to High Need	83	39.9	39.9	100.0
		Total	208	100.0	100.0	

[Strengthening home/school partnerships]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	343	55.3	55.5	55.5
		Moderate to High Need	275	44.4	44.5	100.0
		Total	618	99.7	100.0	
	Missing	System	2	.3		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	113	54.3	54.9	54.9
		Moderate to High Need	93	44.7	45.1	100.0
		Total	206	99.0	100.0	
	Missing	System	2	1.0		
	Total		208	100.0		

[Strengthening teacher/related service staff teaming]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	378	61.0	61.4	61.4
		Moderate to High Need	238	38.4	38.6	100.0
		Total	616	99.4	100.0	
	Missing	System	4	.6		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	114	54.8	55.1	55.1
		Moderate to High Need	93	44.7	44.9	100.0
		Total	207	99.5	100.0	
	Missing	System	1	.5		
	Total		208	100.0		

[Knowledge of community resources]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	286	46.1	46.3	46.3
		Moderate to High Need	332	53.5	53.7	100.0
		Total	618	99.7	100.0	
	Missing	System	2	.3		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	74	35.6	35.7	35.7
		Moderate to High Need	133	63.9	64.3	100.0
		Total	207	99.5	100.0	
	Missing	System	1	.5		
	Total		208	100.0		

[Implementing co-teaching strategies]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	350	56.5	56.5	56.5
		Moderate to High Need	269	43.4	43.5	100.0
		Total	619	99.8	100.0	
	Missing	System	1	.2		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	141	67.8	68.1	68.1
		Moderate to High Need	66	31.7	31.9	100.0
		Total	207	99.5	100.0	
	Missing	System	1	.5		
	Total		208	100.0		

[Implementing co-treatment (related services)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	418	67.4	67.6	67.6
		Moderate to High Need	200	32.3	32.4	100.0
		Total	618	99.7	100.0	
	Missing	System	2	.3		
	Total		620	100.0		
Special Education	Valid	No Need to Low Need	122	58.7	58.7	58.7
		Moderate to High Need	86	41.3	41.3	100.0
		Total	208	100.0	100.0	

[Implementing accommodations/modifications]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	348	56.1	56.1	56.1
		Moderate to High Need	272	43.9	43.9	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	127	61.1	61.7	61.7
		Moderate to High Need	79	38.0	38.3	100.0
		Total	206	99.0	100.0	
	Missing	System	2	1.0		
	Total		208	100.0		

[Applied Behavioral Analysis (ABA)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	349	56.3	56.3	56.3
		Moderate to High Need	271	43.7	43.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	93	44.7	44.7	44.7
		Moderate to High Need	115	55.3	55.3	100.0
		Total	208	100.0	100.0	

[Functional Behavior Assessment (FBA)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	360	58.1	58.1	58.1
		Moderate to High Need	260	41.9	41.9	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	91	43.8	43.8	43.8
		Moderate to High Need	117	56.3	56.3	100.0
		Total	208	100.0	100.0	

[Behavioral Intervention Plan (BIP)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	338	54.5	54.5	54.5
		Moderate to High Need	282	45.5	45.5	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	92	44.2	44.2	44.2
		Moderate to High Need	116	55.8	55.8	100.0
		Total	208	100.0	100.0	

[Positive behavioral interventions and supports]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	292	47.1	47.1	47.1
		Moderate to High Need	328	52.9	52.9	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	81	38.9	38.9	38.9
		Moderate to High Need	127	61.1	61.1	100.0
		Total	208	100.0	100.0	

[Bullying]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	403	65.0	65.0	65.0
		Moderate to High Need	217	35.0	35.0	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	142	68.3	68.3	68.3
		Moderate to High Need	66	31.7	31.7	100.0
		Total	208	100.0	100.0	

[Child abuse and neglect]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	422	68.1	68.1	68.1
		Moderate to High Need	198	31.9	31.9	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	146	70.2	70.2	70.2
		Moderate to High Need	62	29.8	29.8	100.0
		Total	208	100.0	100.0	

[Restorative Practices]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	323	52.1	52.1	52.1
		Moderate to High Need	297	47.9	47.9	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	108	51.9	51.9	51.9
		Moderate to High Need	100	48.1	48.1	100.0
		Total	208	100.0	100.0	

[Suicide Prevention and Intervention]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	342	55.2	55.2	55.2
		Moderate to High Need	278	44.8	44.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	117	56.3	56.3	56.3
		Moderate to High Need	91	43.8	43.8	100.0
		Total	208	100.0	100.0	

[Nonviolent Crisis Intervention (NVCI)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	352	56.8	56.8	56.8
		Moderate to High Need	268	43.2	43.2	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	129	62.0	62.0	62.0
		Moderate to High Need	79	38.0	38.0	100.0
		Total	208	100.0	100.0	

[Early indicators of potential disabilities or need for targeted instruction]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	367	59.2	59.2	59.2
		Moderate to High Need	253	40.8	40.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	116	55.8	55.8	55.8
		Moderate to High Need	92	44.2	44.2	100.0
		Total	208	100.0	100.0	

[Providing EL students with special education services]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	398	64.2	64.2	64.2
		Moderate to High Need	222	35.8	35.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	116	55.8	55.8	55.8
		Moderate to High Need	92	44.2	44.2	100.0
		Total	208	100.0	100.0	

[Special education eligibility/identification]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	442	71.3	71.3	71.3
		Moderate to High Need	178	28.7	28.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	117	56.3	56.3	56.3
		Moderate to High Need	91	43.8	43.8	100.0
		Total	208	100.0	100.0	

[Special education rules, procedures, and forms]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	423	68.2	68.2	68.2
		Moderate to High Need	197	31.8	31.8	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	106	51.0	51.0	51.0
		Moderate to High Need	102	49.0	49.0	100.0
		Total	208	100.0	100.0	

[Transition planning (14+ year olds)]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	530	85.5	85.5	85.5
		Moderate to High Need	90	14.5	14.5	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	130	62.5	62.5	62.5
		Moderate to High Need	78	37.5	37.5	100.0
		Total	208	100.0	100.0	

[Writing legally defensible IEPs]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	529	85.3	85.3	85.3
		Moderate to High Need	91	14.7	14.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	95	45.7	45.7	45.7
		Moderate to High Need	113	54.3	54.3	100.0
		Total	208	100.0	100.0	

[Training in a specific disability area]

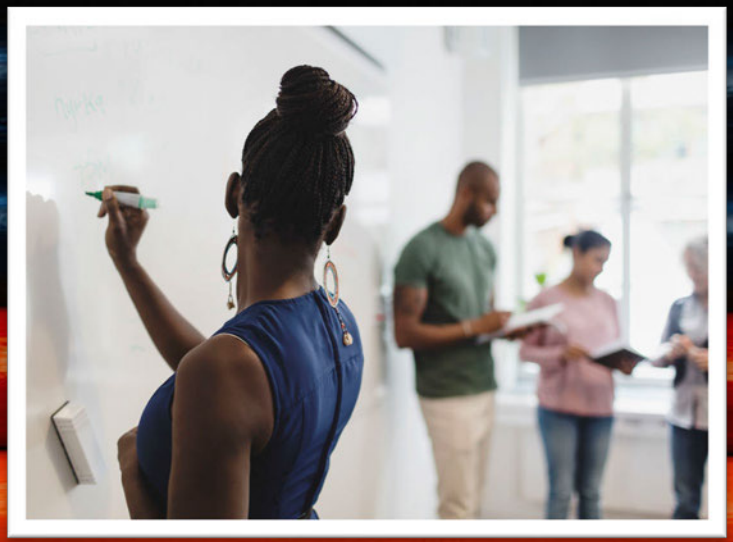
Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	501	80.8	80.8	80.8
		Moderate to High Need	119	19.2	19.2	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	133	63.9	63.9	63.9
		Moderate to High Need	75	36.1	36.1	100.0
		Total	208	100.0	100.0	

[Incorporating assistive technology into IEPs]

Special Ed VS. Other			Frequency	Percent	Valid Percent	Cumulative Percent
	Missing	System	3	100.0		
Other	Valid	No Need to Low Need	504	81.3	81.3	81.3
		Moderate to High Need	116	18.7	18.7	100.0
		Total	620	100.0	100.0	
Special Education	Valid	No Need to Low Need	127	61.1	61.1	61.1
		Moderate to High Need	81	38.9	38.9	100.0
		Total	208	100.0	100.0	













P-20 Council Learning Renewal Resource Guide

March 2021

Illinois P-20 COUNCIL

Introduction | P-20 Learning Renewal Resource Guide

Dear readers of this guide,

On behalf of the P-20 Council, we welcome you to the Learning Renewal Resource Guide, a collaborative, living document that highlights a set of opportunities to invest in learning renewal and support our students, educators and broader community in these unprecedented times.

COVID-19 has had significant impact on our students and educators that calls for immediate and thoughtful action. The abrupt shutdown of in-person school has led to measurable learning losses and social-emotional needs have increased due to the economic slowdown, social isolation and the threat of the virus itself, with a disproportionate toll on students of color and students with higher needs. Practitioners, caretakers and organizations have faced exhaustion from heroic efforts to serve their communities.

As we look ahead to addressing these near-term challenges and ways to build toward a better future, it will be critical to take a step back and dedicate thoughtful planning to how we can drive learning renewal. Our hope is that this guide can be used to help inform that planning, particularly as it relates to federal relief spending decisions.

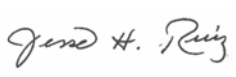
This guide is not meant to be directive or read cover to cover, but informational and help quickly navigate to strategies that can be most impactful in your context. It offers implementation guidance and resources regarding academic, social emotional and mental health supports for P-postsecondary students and teachers, faculty and staff. It aims to help enable local leaders to make informed decisions and implementation plans at the pace necessary to address the needs of their communities. It also serves to inspire engagement and input in those spending decisions from those most impacted. Recognizing there will be no one-size-fits-all solution, it will be critical to include the voices of practitioners, students, caregivers, and community organizations in the learning renewal planning process to understand how to best serve our communities.

The creation of this guide has been a collaborative effort, that will continue to rely on input of those most impacted. Its content reflects evidence-based research grounded in the Illinois context, insights from focus groups, and learnings from the many impactful steps that have already been taken to support our students. We hope you will find this information useful to your communities, and we implore you to help us refine and add to this document over time. All input can be directed to iledrenewal@gmail.com or submitted through this survey.

Thank you,

Deputy Governor Jesse Ruiz and the P-20 Council Learning Renewal Co-chairs

Jesse Ruiz
Deputy Governor for Education



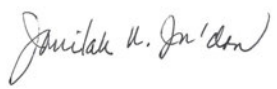
Dr. Carmen I. Ayala
State Superintendent of Education, ISBE



Dr. Brian Durham
Executive Director, ICCB



Dr. Jamilah R. Jor'dan
Executive Director, GOECD



Dr. Ernesto Matias
Chief Education Officer, ISBE



Ginger Ostro
Executive Director, IBHE



Robin Steans
President, Advance Illinois



Beth Swanson,
CEO, A Better Chicago



Eric Zarnikow
Executive Director, ISAC



Before diving in…

Consider the ~3-5 biggest challenges facing your local education system*

*The following pages contain an immense amount of information and resources that are **not meant to be read cover to cover***

Focus on the chapters that align with your priority areas

* See introduction for guiding questions and ways to solicit input from your community



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P-20 Learning Renewal Resource Guide Introduction

An unprecedented time in education…

COVID-19 has significantly impacted the IL education system, and has exacerbated racial and socioeconomic inequities

Students have had fewer opportunities to learn and have suffered through severe challenges to their wellbeing, while educators, personnel, administrators and caregivers have faced exhaustion from heroic efforts to serve students

To address the pandemic's negative impacts, federal dollars have been allocated to education, the majority of which will flow directly to districts and higher ed institutions

…and a unique opportunity to invest in a better future



We now have a window of opportunity to take a step back, and dedicate focused attention to investing in learning renewal



The P-20 Learning Renewal Resource Guide

The P-20 Resource Guide is a collaborative document that details a set of opportunities to invest in learning renewal

This guide is meant to be informational, not directive, and **inspire actions that will drive learning renewal**

The detail within this guide is meant to help inform spending decisions of **not only new federal dollars, but also existing funding** that will continue in the longer term and future federal aid

This content has been developed by administrators, educators/staff, agencies, students and caretakers to showcase the universe of potential actions, and will continue to rely on **continuous input and advocacy from those most impacted** to help it evolve over time

It is **only one part of the broader collaborative effort** that this unprecedented time calls for, and ultimately aims to help build a network of people and resources dedicated to learning renewal

How to use this guide



Start by reviewing chapter topics: Work with all local stakeholders to identify ~3-5 priority areas that are most relevant to your needs and the populations you serve - *We do not recommend reading the guide cover to cover!*



Focus on a few key initiatives: Each will take time and focus to execute well. Planning and implementation cannot be rushed, and it is not possible to do it all. In parallel, there is also a need to revisit fundamentals (e.g., realignment of curriculum)



Meet with your team to review priority initiatives: Encourage everyone to read the introduction and relevant chapters/initiatives prior to the meeting. Assume ~30 minutes per priority area

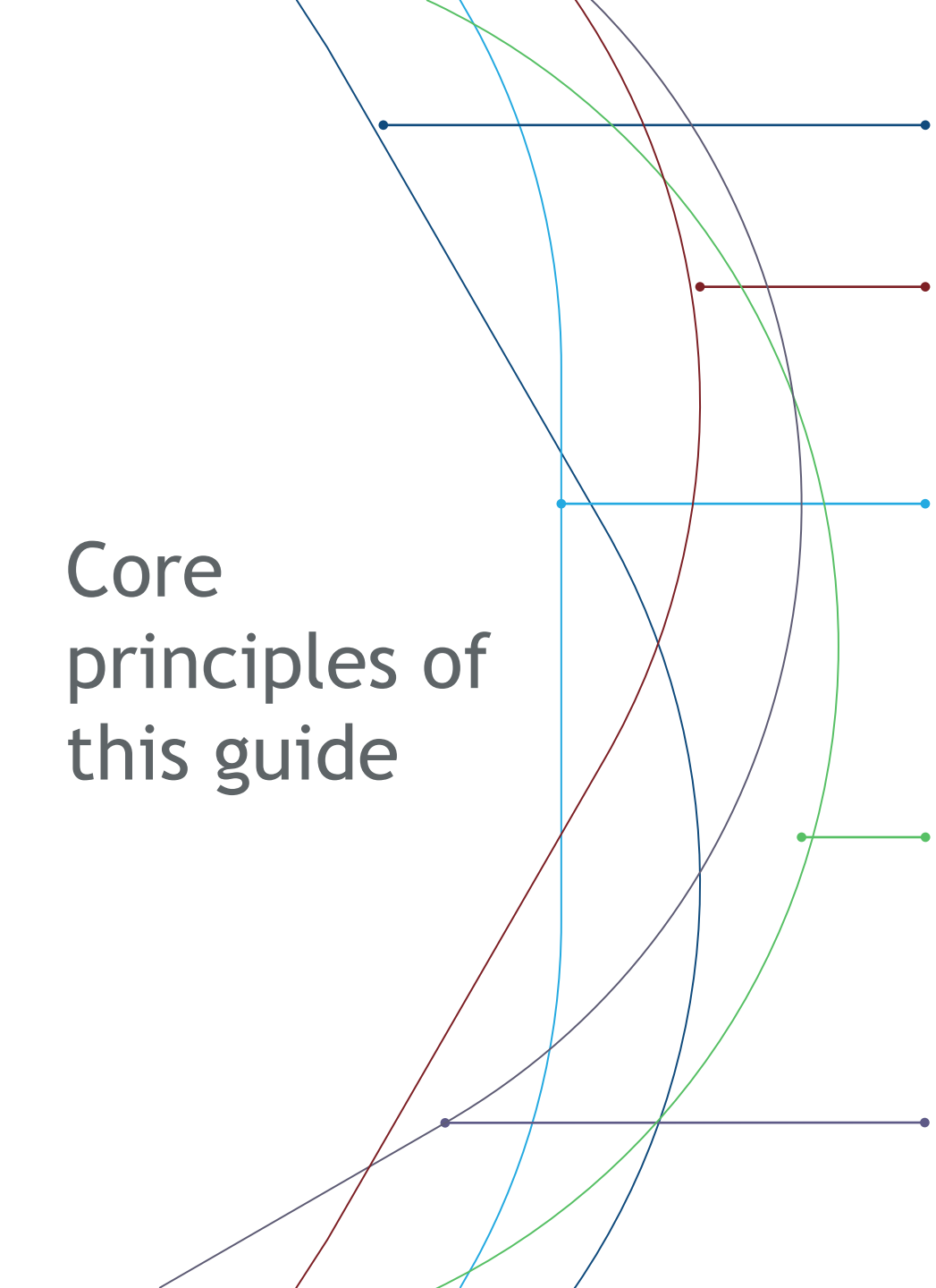


Leverage case studies, implementation guidance & sources: Use this guide to further understand how initiatives could be deployed in your community – *Please feel comfortable reaching out to leaders of the resources provided*



Provide feedback and contribute additional content: Submit any additional sources, case studies, etc. to the guide through this survey and focus groups

Core principles of this guide



Guidance maintains a strong equity focus

- Initiative details include equity considerations for underserved populations to ensure equal opportunity to all students by serving their individual needs

The guide is living and evolving

- Guide to be reviewed and updated by P-20 Council as the landscape evolves
- Continuous feedback and input will be critical to the usefulness of the guide (Link to feedback survey), and focus groups (Sign up for focus groups here)

Content is informed by those most impacted

- Chapter topic areas derived from robust prioritization by P-20 Council working teams which represented over 50 agencies and organizations
- Details within the guide reflect input from focus groups with agencies, educators/staff, administrators, caregivers and students
- As users consider ways to deploy federal aid, they should seek input from local stakeholders to identify specific needs of community

There is no 'one-size-fits-all' approach

- Despite the same end goal, the journey will look different for everyone
- Users of the guide must make decisions relevant to their community, particularly those most impacted by racial/socioeconomic inequities
- Guide does not assume many of these initiatives are not already being done but rather details priority areas for new *or* further investment

Initiatives are aligned with broader state goals

- Content built with state education agency strategic goals in mind
- Topic areas have near-term and long-term solutions to position IL on the 'Road to Renewal' and transformative change

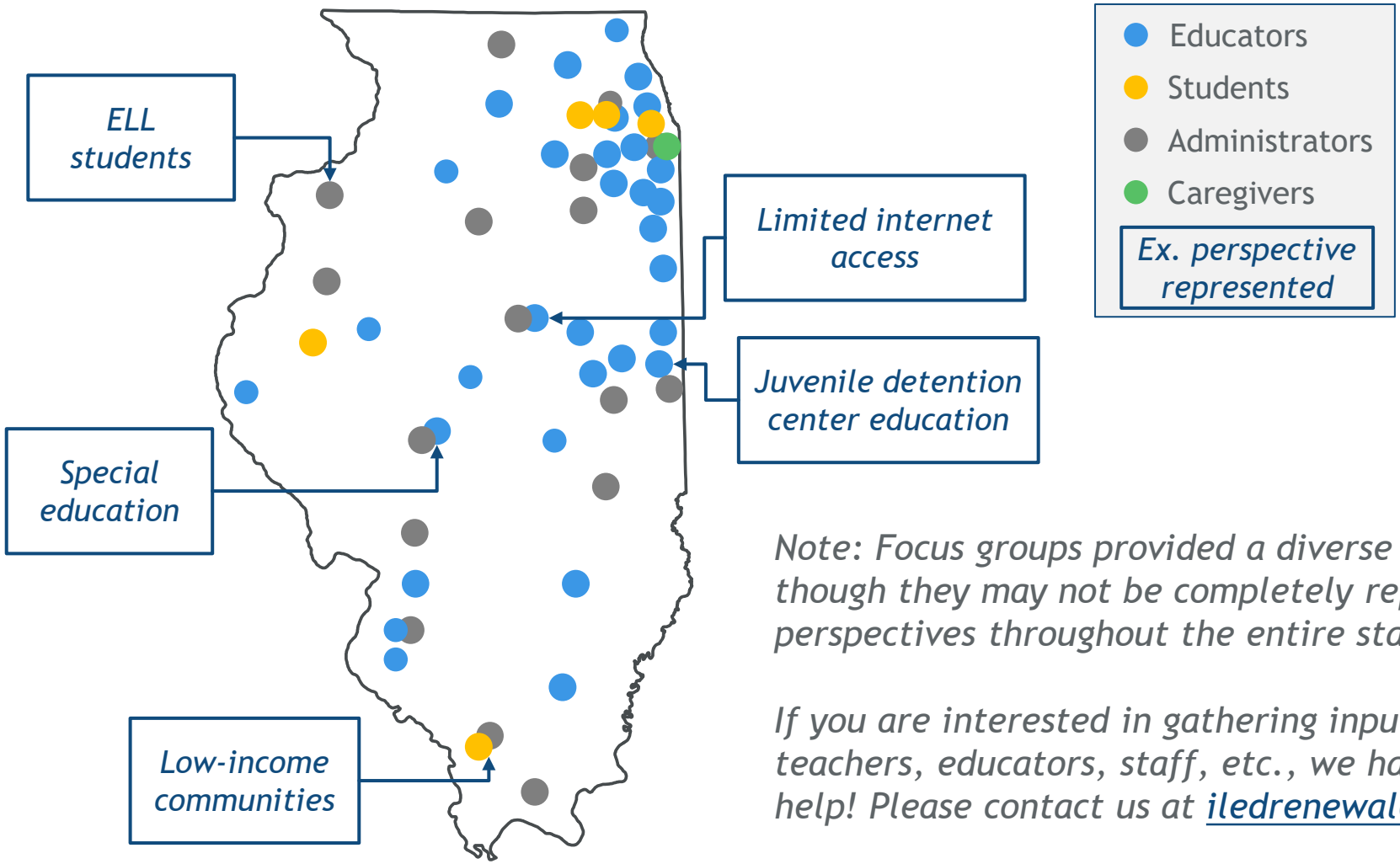
Contributors to this guide (non-exhaustive)

Don't see your logo? Please contact us at iledrenewal@gmail.com



The above organizations participated in the development of this guide through working teams, focus groups and informal feedback.

Voices and perspectives from 300+ educators, students and administrators across the state have been incorporated into resource guide



Note: Focus groups provided a diverse set of voices, though they may not be completely representative of perspectives throughout the entire state.

If you are interested in gathering input from your local teachers, educators, staff, etc., we have resources to help! Please contact us at iledrenewal@gmail.com.

Focus group volunteers: 255+ total educators (220+ from Teach Plus surveys and focus groups, additional 2 early childhood, 30 K-12, 6 higher education from P-20 focus groups); 11 total students (7 K-12, 4 higher education); 37 total administrators (28 PK-12, 9 higher education); 17 total caregivers

Many intended users for this guide













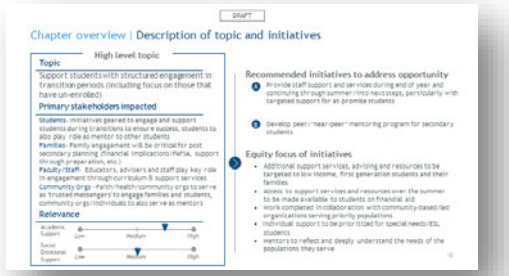
Users of the guide	Government	Local leaders in education	Families and students	Educators	Schools and institutions	Community Organizations
Examples	Agencies, cabinets, law makers, appropriation committees	Superintendents, Presidents/ Chancellors of higher ed, principals, trustees, county boards	PTAs, individual caretakers and students	Professors, teachers, IFT, IEA, local teachers' unions	Staff/Faculty	Non-profits, foundations, libraries, local faith/health/ recreation orgs

Use of / contribution to guide

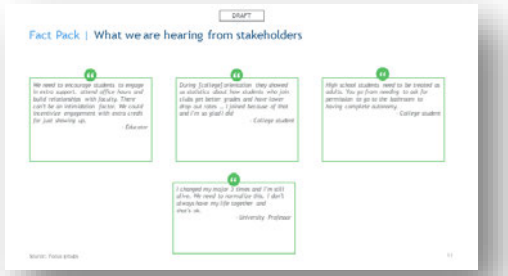
- To inform funding allocation/ policy decisions
- To inform fund deployment decisions at local level
- To further understand and advocate for ways to support learning renewal and inspire engagement and input in funding decisions
- To provide guidance/feedback for updates to the guide

The guide consists of chapters detailing 12 priority topic areas and underlying initiatives to consider deploying for learning renewal

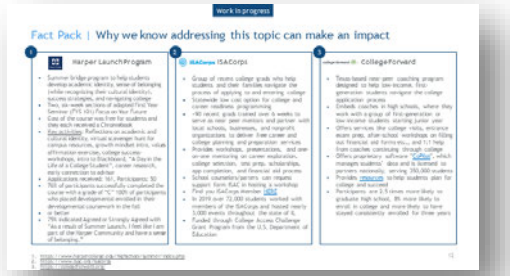
Chapter contents



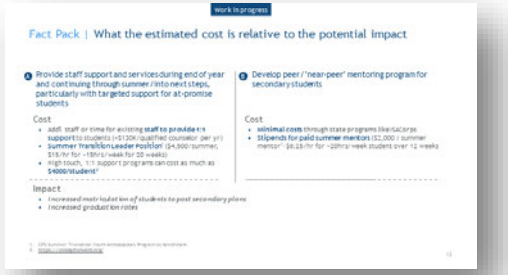
Chapter summary



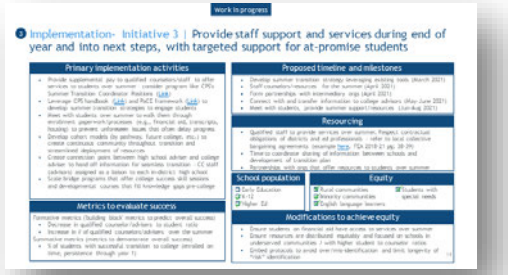
Focus group quotes



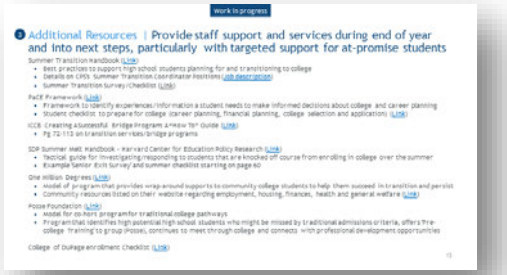
Case study examples



Cost and impact estimates*



Implementation guidance*



Relevant resources*



Key risks & mitigation strategies

*Throughout chapters, please note that vendors have not been vetted, approved or endorsed by the state, they are included as example resources

Consider a set of **discussion questions** while navigating the chapters

- What do the data and voices of those most impacted tell us about the needs of our students, caregivers and educators?
- What existing initiatives have driven meaningful impact in our community? Is there an opportunity to scale?
- What might implementation and necessary resources for initiatives look like beyond the 1-2 year federal aid timeline?
- What might the unintended consequences of implementation be, particularly regarding racial and socioeconomic inequity?
- Which orgs could serve as valuable partners in implementation of these initiatives? What resources do we need / have access to?
- How can we ensure we are not overburdening faculty, staff, student and family workloads / stress levels?
- How can we ensure that the input of students, families, unions and the faculty and staff are part of the planning and decision-making process?
- How do these initiatives address student needs equitably?
- How will we ensure our decision-making is humanizing, trauma-informed, and culturally responsive?
- In what ways can we utilize these funds to build on our district/institution/community strengths?

IL 'Road to Renewal' vision and Chapter Summary

*Not exhaustive



IL Education vision for the
'Road to Renewal'

Maximize the number of students…

Enrollment & re-engagement

Deploy tracking and targeted (re)engagement communication programs for Pre-K, K, and "lost" students & their caregivers across the P20 spectrum

…and understand each student's ongoing needs…

Comprehensive diagnostic system

Provide comprehensive academic & behavioral screening system

Develop tools to propose multi-tiered approach to tailor student support

…to provide individualized support while extending time…

Extended time for learning & support

Extend the school day and/or add days to the school calendar

Invest in community org. after school resourcing & summer programming

Academic advising & support

Connect educator preparation programs with students to provide high-impact tutoring

Modify course scheduling and required course loads to allow flexibility for students

…and empowering educators with cutting-edge resources…

Wellness & emotional support

Scale trauma-informed partnerships (e.g., Lurie Children's) to provide critical mental health support trainings to more educators

Reach a specific ratio of counselors : students for both behavioral and academic counseling

Best-in-class hybrid & digital learning models

Implement digital best practices to increase participation and leverage digital tools for in-person learning

…to propel IL students towards a successful future

Transitional period & workforce support

Provide structured resources (e.g., academic/ behavioral counselors) to support students and caregivers through critical transition periods

Establish a non-credit program that identifies cross-state employment opportunities and connects students to employers

Execution of each step in the vision not required but serves as guide or example of how districts can embrace the learning renewal process. Each step doesn't have to be addressed linearly, not all steps need to be addressed, and steps should be selected and modified based on district/institution context and needs

Resource Guide Chapters

12 priority topic areas to inform spending decisions along the 'Road to Renewal' vision

1. Support **enrollment, retention, and re-engagement** initiatives to ensure academic progression across P-20 spectrum
2. Build **individualized student fact base** with academic and behavioral diagnostics and progress monitoring
3. **Reimagine school calendar** and expand school day / year
4. Provide **out-of-classroom learning experiences** through tutoring, after school, summer camps, etc.
5. **Connect** districts/institutions with **community organizations** that connect students to comprehensive support
6. Enhance accessibility of **academic & behavioral counseling resources**, especially for at-promise students (including year-round support)
7. Invest in infrastructure for **mental wellness** and trauma-informed, culturally responsive schools, including educator P.D. and support
8. Evaluate and improve hybrid/remote learning models to develop long-term **digital strategic priorities**
9. Improve **quality of learning** through altered classroom structures, educator professional development, and digital tools
10. Increase **flexibility** of secondary, post-secondary environment **to accommodate for other responsibilities**
11. Support students with structured engagement and enhanced communications in **transition periods**
12. Design an integrated **education/ workforce strategy** and playbook and offer work-driven credit opportunities

Schools and institutions are already implementing innovative practices across IL

**Please provide additional case study examples from your school/institution. Email iledrenewal@gmail.com for more information*



1 Targeted Student Retention Strategies
Sauk Valley CC, Lee County

- Developed a model to ID summer dropout risks and target them for retention efforts
- Called de-matriculated students to motivate to reregister
- Bolstered IT and guaranteed laptop access

2 KIDS for Kindergarten Readiness
DeKalb County

- KIDS assessment determines young children's Kindergarten readiness
- Grant $ for educators creating toolkits for learning experiences that improve readiness
- Community program informing parents on key nurturing practices for pre-K children

6 Telemental Health
Lincoln Land CC, Sangamon County

- Partnership with Talkspace to provide telemental health counseling for all students
- 1 session/month free, add'l at reduced rate

5 Kuumba Lynx Arts Partnership
Uplift Community HS, Cook County

- Kuumba Lynx (KL) is a non-profit urban arts youth development program based out of Uplift Community HS
- Integrates arts education with a restorative justice lens into curriculum

12 School-wide Dual Credit Program
Vienna HS, Johnson County

- All students take a placement test to place into regular or dual enrollment
- 45% of students are in dual credit courses (10% IL avg.) and 3% are in remedial (44% IL avg.); student body is 49% low-income (28% IL avg.)

10 Student Financial Assistance
Eastern Illinois University, Coles County

- EIU assembled a group of faculty, staff, and administrators charged with identifying need and directing assistance to minority, first-generation, and low-income students
- $250K of GEER funding was allocated to relieve outstanding balances for 237 students

 # Chapter # - see chapter for additional case study detail

Please note that not all case studies may be relevant to each district/institution or may require modifications to scale and implement



Underlying initiatives for potential implementation (I of III)

			Resources/information to help serve[1] :
Chapter 1: Enrollment, retention, and re-engagement	1A Boost Pre-K & K enrollment	Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K	★★ ★
	1B Boost post-secondary enrollment	Deploy targeted (re)engagement strategy and communication program to boost enrollment in post-secondary	★★★★★
Chapter 2: Individualized student fact base	2A Diagnostics & screens	Coordinate with vendors to provide timely, age-appropriate diagnostics and screens and support districts in administration	★★ ★★
	2B Student support	Create a multi-tiered approach to tailor student support and address opportunities for development	★★ ★★
	2C Behavioral screens	Conduct behavioral health screens for students along P-20 spectrum to identify underserved students and targeted opportunities for district/institution-specific support	★★★
Chapter 3: Reimagine school calendar	3A Add school hours	Add school hours per year by either adding days to the school year or expanding the length of the school day	★★ ★★
	3B Shift school calendar	Shift school calendar to spread out days (e.g., asynchronous days, short breaks) and minimize length of summer break	★★ ★★★
Chapter 4: Out-of-classroom learning experiences	4A High-impact tutoring	Provide high-impact tutoring, prioritizing students with greatest learning loss or demonstrated need, to minimize achievement gap	★★★★
	4B After-school programming	Offer and subsidize school programming outside of instructional hours across range of topics to provide students with additional structured learning environments	★★ ★★★
	4C Summer programming	Provide structured summer programming to minimize summer learning loss, make-up valuable lost learning time for P-12, & provide scheduling flexibility in higher ed	★★ ★★★

1. While all initiatives can be adapted to serve rural populations, students with disabilities and English language learners, this guide is still evolving and may not yet contain information on each. Stars indicate where that population-specific information is included in the guide. If you have add'l information/resources that address these populations, please contact us at iledrenewal@gmail.com, this document is not meant to impede or circumvent the rules and regulations provided within the Individuals with Disabilities Education Improvement Act (IDEIA) and The Americans with Disabilities Act Amendments Act (ADAAA). Additionally, this guide has attempted to take a racial and socioeconomic lens to all initiatives.



Underlying initiatives for potential implementation (II of III)

			Resources/information to help serve[1] :
Chapter 5: Connections to community organizations	5A Community volunteers	Provide additional individualized connection and supports to students through assembling volunteers	★★★★★★
	5B Community partnerships	Establish close partnerships with a few, local organizations that offer support directly through the school to meet all student needs (academic, mental, physical)	★★★★★★
Chapter 6: Academic & behavioral counseling resources	6A Academic advisors	Hire additional academic advisors and expand year-round staffing and access to resources	★★★★
	6B Behavioral counselors	Hire additional behavioral counselors and expand year-round staffing and access to resources	★★★★★
	6C Prioritized support for at-promise students	Screen student population to identify most at-promise student populations and prioritize counseling	★★★★★★
Chapter 7: Mental wellness	7A Trauma-informed practices	Scale trauma-informed partnerships and practices to provide critical mental health support	★★★★★★
	7B Cultural awareness	Establish training program to build cultural awareness and responsiveness	★★★★ ★
	7C Educator/staff wellness	Invest in behavioral/mental health resources and support systems for educators/staff	★★★★
	7D Educator/staff diversity	Scale & improve programs to achieve equity, excellence & diversity in the educator pipeline	★★★★ ★
Chapter 8: Digital priorities	8A Digital priorities	Identify ~3-5-year digital priorities and leverage existing services to build necessary skillsets	★★★★★★
	8B Digital partnerships	Scale digital learning partnerships to provide access to supplemental learning materials and tutoring	★★★★★★

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Underlying initiatives for potential implementation (III of III)

			Resources/information to help serve[1] :
Chapter 9: Quality of learning	9A Competency-based education	Scale competency-based education for B-12 curriculum, continuing education, and credentials	☆☆☆☆☆☆
	9B Educator development	Individualize educator development through improved feedback evaluations and personalized training plans	☆☆☆☆☆☆
	9C Online resources	Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)	☆☆☆☆☆☆
Chapter 10: Flexibility to accommodate for other responsibilities	10A Remove financial barriers	Support institutions in removal of financial barriers that prevent students from enrollment	☆☆
	10B Course scheduling flexibility	Enable flexibility in course scheduling and required course loads to accommodate for students working, supporting family members, etc.	☆☆☆ ☆
	10C College & career preparation	Facilitate college and career preparation process by embedding into existing curriculum/programing and robust implementation of the PaCE framework	☆☆☆☆
Chapter 11: Transition periods	11A Support during end of year and summer	Provide staff support and services during end of year and continuing through summer/into next steps, particularly with targeted support for underserved students	☆☆☆☆
	11B Peer/'near peer' mentoring	Develop peer/'near-peer' mentoring program for secondary students	☆☆☆☆
Chapter 12: Education/ workforce strategy	12A Pathways-to-careers offerings	Support schools and institutions in embedding pathways-to-careers into course offerings	☆☆☆☆
	12B Work-based opportunities	Build partnerships with employers and scale programs that create work-based career development experiences for students	☆☆☆☆☆
	12B Employment placement	Scale programs that support employment placement and connect student and graduate talent with employer demand	☆☆☆☆☆

1. While all initiatives can be adapted to serve rural populations, students with disabilities and English language learners, this guide is still evolving and may not yet contain information on each. Stars indicate where that population-specific information is included in the guide. If you have add'l information/resources that address these populations, please contact us at iledrenewal@gmail.com, this document is not meant to impede or circumvent the rules and regulations provided within the Individuals with Disabilities Education Improvement Act (IDEIA) and The Americans with Disabilities Act Amendments Act (ADAAA). Additionally, this guide has attempted to take a racial and socioeconomic lens to all initiatives.

In parallel with 'Road to Renewal' efforts, a focus on improving connectivity and closing the digital divide are critical

Emphasizing connectivity and engagement within remote or hybrid learning context is an imperative to successful outcomes

Education leaders, in partnership with other community leaders, can gain support for infrastructure and digital equity through programming offered under the IL Office of Broadband (Link)

Specific programming includes:

- Connect Illinois Broadband Grants (Link)
  - Schools are not eligible to apply directly but can partner with communities and/or service providers
  - Deadlines: Rd 2, April 12, 2021; Rd 3, Fall 2021 TBD.
- Digital Navigator Collaboration (Link)
  - Personal technical assistance to promote digital literacy, equity + inclusion built at community/organization level
  - Deadlines: Accepted on periodic basis throughout year
- Illinois Connected Communities Collaboration + Grants (Link)
  - Capacity building + planning for broadband access, adoption, and/or use; 50+ hours of expert consultation/ facilitation to guide broadband engagement + strategy
  - Deadlines: Rd 3, TBD
- Connect Illinois Computer Equity Network (Link)
  - Designed to collect, clean, upgrade, and redistribute used computers to families who need them

P-20 Learning Renewal Resource Guide

Chapter 1

Support enrollment, retention, and re-engagement through communication initiatives to ensure academic progression across P-20 spectrum

Chapter overview | Description of topic and initiatives

High level topic

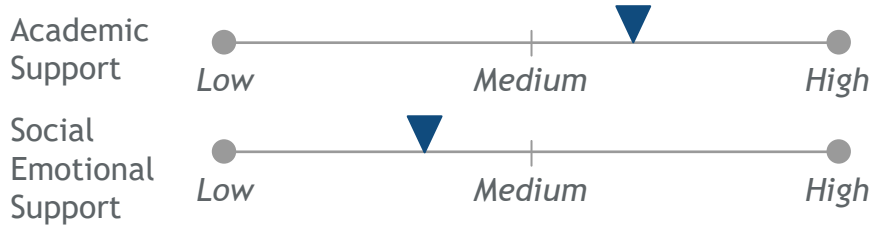
Topic

Support re-engagement, enrollment and retention through communication initiatives to ensure academic progression across P-20 spectrum

Primary stakeholders impacted

Students- Initiatives geared to identify and engage students to encourage enrollment and retention
Families- Family engagement will be critical in (re)engaging students and supporting their progression
Faculty/Staff- Educators, advisers and staff play key role in engagement through curriculum & support services
Community Orgs – Faith/health/community orgs to serve as 'trusted messengers' to engage families and students

Relevance



Recommended initiatives

1A Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

1B Deploy targeted (re)engagement strategy and communication program to boost enrollment in post-secondary

Equity focus of initiatives

- Additional support services, advising and resources to be targeted to low income, first generation students and their families
- Work completed in collaboration with community-based/led organizations serving priority populations
- Funds to be focused on reducing financial barriers to enrollment that would disproportionately impact underserved communities
- Local context to be taken into account when developing post secondary pathway resources and support
- Early identification of special needs/ESL students to ensure individual support

Fact Pack | What we are hearing from stakeholders

It took a while for students to transition back to what was expected of them in the classroom. Now with the post-secondary transition, think of all the expectations that need to be outlined to help the student re-acclimate. The spring threw everything so off course that students aren't even aware of what their expectations are for graduation, much less plans for the future.

- High School Principal

We're going to see a huge increase in suspensions and challenging behaviors post-COVID. We need to figure out how to support those students beyond the code of conduct and how it's written now.

- High School Assistant Principal

We dedicate Wednesday's to smaller interventions for kids based on their needs. It's about making connections with educators and students. Kids are saying 'We love it because we feel like were important or that were listened to!' and almost all of our kids that we are worried about are showing up on that day

- Superintendent

Teaching me the basic core courses and telling me I need a 4.0 isn't going to make me a successful person

- High school student

We need more interventions, and we need them earlier.

- Educator

Class sizes have shrunk and it's really benefiting both students and teachers. How do we maintain this while improving enrollment?

- Educator

Students are experiencing a ton of anxiety heading back into the classroom 5 days a week. We really need to address this when reengaging

- Educator

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Spark Aurora

- Community partnership that helps underserved families connect to early education and childcare
- SPARK is not a direct service but rather leverages/coordinates resources for families
- Implements initiatives like parenting apps, marketing efforts, parent cafes, and training parent leaders to provide 'Incredible Years' workshops
- 'Shared Intake' program provides a single point of entry for families looking to connect to early childhood programs – leverages homeless shelters, food pantries and World Relief as points of service
- Fox Valley Montessori School combined a private grant childcare subsidy funds to serve 20 more underserved children at no cost to the families
- Spark served to identify low income families and helped them complete applications prepare student for smooth transition

2 Sauk Valley Community College

- Created a model for engagement with students to combat summer melt
- Called de-matriculated students to get them to register
- Used GeoFencing to recruit students
- Created a virtual tour of campus available to prospective students and parents
- Ensured all students have access to laptops where all courses, services, office hours, and tutoring can be accessed
- Expanded access synchronously that were previously unreached such as multiple high schools banded into sections
- Made strategic personnel additions to assist with online course delivery enhancements, IT support, and website development

3 One Goal

- Program that equips educators with a robust curriculum, training, and tech to guide cohorts of student 'Fellows' to achieve postsecondary goals over 3 yr program amid COVID challenges
- Fellows engage with a rigorous, culturally relevant curriculum and teaching practices that affirm their identities while they pursue their postsecondary education
- 2020/2021 school yr: 12,500 fellows, 127 high schools, 6 regions
- Direct Partnership Program - Partner with districts to co-create postsecondary enrollment and completion goals
- Evaluation of Post-Secondary Readiness - NCAN-endorsed rubrics/roadmap to help evaluate/grow postsecondary readiness
- OneGoal increases college enrollment and college persistence rates by 10 to 20 percentage points as well as improves academic indicators and non-cognitive skill development
- 86% of OneGoal high school graduates enroll in a postsecondary institution
- 76% of those persist one year after high school graduation

1. https://www.sparkaurora.org/covid-19-resources-and-updates/
2. https://www.svcc.edu/students/future/index.html?utm_source=header&utm_medium=multiple&utm_campaign=Audience
3. https://www.onegoalgraduation.org/join-us/bring-onegoal-to-your-school/

Fact Pack | What the estimated cost is relative to the potential impact

1A Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

Cost

- Add'l staff or time for existing **staff to provide 1:1 outreach** to students (~$130K/qualified counselor per yr)
- Time and **resources to partner with community organizations**

Impact

- Children who enter kindergarten ready to learn have an **82% chance of mastering basic academic and social skills** by age 11, **compared to a 45% chance** for those who enter unprepared[2]
- **Increased engagement** of students 'lost' in pandemic
- **Increased enrollment** in elementary education
- **Lifelong social emotional benefits** of early childhood education

1B Deploy targeted (re)engagement strategy and communication program to boost enrollment in post-secondary

Cost

- Add'l staff or time for existing **staff to provide 1:1 outreach** to students (~$130K/qualified counselor per yr)
- **Summer Transition Leader Position**[1] ($4,500/summer, $15/hr for ~15hrs/week for 20 weeks + benefits)

Impact

- **Increased engagement** of students 'lost' in pandemic
- **Increased enrollment** in post secondary education

1. CPS Transition Youth Leader Program as benchmark
2. https://catalog.results4america.org/issue/education-youth-development/education-kindergarten-readiness

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

1A Implementation | Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

Primary implementation activities

- Collaborate deeply with 'trusted messengers' (e.g., community/ faith/ health orgs) to deploy outreach and high touch interactions (e.g., door-to-door, staff touch points, social media, etc.)
- Create systems of coordinated enrollment (e.g., health and social service orgs make referrals to early learning programs)
- Fund pop-up pre-school models in under-resourced areas to provide access to early learning and increase Pre-K/K enrollment
- Consider funding programs that employ families hit hardest by the pandemic as ambassadors for reengagement/outreach
- Cover financial barriers that delay enrollment (birth certificate fees, wages to staff for evening/weekend enrollment appointments, physicals/dentals, transportation, etc.)
- Host transition activities for P-K including visits to K classrooms, K educators visiting pre-K classrooms, orientations, parent/educator meetings, sharing student records, etc.
- Follow framework of Kindergarten Transition Advisory Committee to influence strategic plans and funding decisions (Link)
- Leverage data from early care and/or KIDS (Link) to provide individualized support services to child as soon as possible

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of community orgs. involved with deployment of strategy
- # of families with high needs applying to early learning programs

Summative metrics (metrics to demonstrate overall success)

- Return to pre-pandemic enrollment levels for K
- Increased pre-K/K enrollment and on track % through elementary

Sample timeline and milestones

- Develop transition and comms strategy (messaging, check lists for families, timelines, etc.) to be deployed using state guidelines (~2 mos)
- Identify/develop community org partnerships to deploy comms strategy and coordinate identification/referrals of students to Pre-K/K (~3 mos)
- Design and initiate transition activities/outreach (e.g., classroom visits), ensure activities continue through summer (~3 mos, end of school yr)

Resourcing

- Cost of educators/staff to provide early learning programs and outreach, careful to respect the contractual obligations of districts / ed professionals
- Time to develop strategy, identify students and coordinate stakeholders
- Partnerships with community organizations to deploy strategy – consider partnerships with CCs who offer childcare services/education programs
- Funds for families to cover financial hurdles that delay enrollment

Equity considerations

- Work completed in collaboration with community-based/led organizations serving most under-resourced populations
- Early identification of students with special needs to start/continue services as soon as possible

Inter-related strategies

- Chapter 2 Individualized Student Fact Base: Use diagnostics and screens for early identification of individualized ways to best serve students
- Chapter 5 Connections to Community Organizations: Approaches to the formation of community partnerships

1A Additional Sources | Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K

Kindergarten Transition Advisory Committee Report (Link)

- Framework designed to help those involved in the kindergarten transition and best practices for supporting kindergarten transitions and continuity of care

KIDS (Kindergarten Individual Development Survey) | (Website, Overview)

- Observational tool designed to help educators, administrators, families and policymakers better understand the developmental readiness of children entering kindergarten
- Provides professional development and coaching on best practices around DAP (Developmentally Appropriate Practice), observational based assessments, and how to utilize data to inform instruction for ALL students
- Work with administrators (district & school level), K educators and other certified/non-certified educators that work with K students
- Website provides robust list of resources for schools, educators and families supporting K students
- Resource list based on suggestions from IL educators on remote learning and transitioning back to in-person - MASTER Resource List

The Center: Resources for Teaching and Learning (ECPL – Early Childhood Professional Learning) (Link)

- Funded by the Illinois State Board of education (ISBE) to provide free professional learning opportunities, resources, and technical assistance to support state funded early childhood programs in their implementation of evidence-based practices
- Offers workshops, webinars and online modules that ensure high quality early childhood programming and outcomes as defined by the Early Childhood Block Grant (ECBG) requirements, the Early Childhood Environment Rating Scale-3 (ECERS-3), and evidence-based practices in early childhood education
- ECPL PFA Project (Preschool For All) (Link) – Grant program that provides at least 12.5 hours weekly of high-quality preschool, to provide children with a foundation of knowledge and skills that allows them to be successful throughout their school experience
- Pre to K Project - collaboration between the Preschool for All (PFA) Coaches and KIDS (see above) coaches that addresses the need for smooth transitions between Pre-K and Kindergarten. Collaborative approach to developing/implementing a plan for the transition that is based on three key areas: 1) aligned teaching and learning, 2) aligned assessments and data, and 3) strengthened cross-sector partnerships.

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

1A Additional Sources | Deploy targeted (re)engagement strategy and communication program to boost enrollment in Pre-K and K (cont.)

HeadStart (Link, Link)
- Federally funded preschool program serving predominantly low-income families and promoting school readiness for children, ages three to five, Local implementation allows for flexibility in service design, leading to a wide variety of program models
- Offers educational, nutritional, health, social and other services including family engagement

Illinois Action for Children (Link)
- Partnerships for Positive Outcomes (PPO) program provides training and consultation in engaging families and communities (Link)

Chicago Connected
- Effort to get families connected to the internet, examples of family outreach through community based orgs (Link)

Results for America | Education strategies to improve kindergarten readiness (Link)
- Robust list of evidence-based interventions to support Kindergarten readiness

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

1B Implementation | Deploy targeted (re)engagement strategy/ communication program to boost enrollment in post-secondary

Primary implementation activities

- Collaborate with community orgs to provide high touch outreach to students, especially those that are disengaged/adult learners
- Develop communication systems for 1:1 staff outreach over summer – Note details of services to provide in initiative 11A
- Provide checklists regarding apps, housing, financial aid, etc. to facilitate preparation for next steps for students/families
- Promote early completion of FAFSA forms as funding is limited
- Provide guidance on resources to help students overcome barriers to reenrollment/progression (e.g., stipends for living expenses, developmental courses to fill knowledge gaps)
- Provide hands on, visual experiences to introduce college classes/life early (e.g., tours, orientation, mini courses, etc.)
- Long term - Implement Model Pathways (Link) to help students understand options/proactively plan for progression[1]
- Engage families in pathways early to help them understand/plan key considerations (pathway options, financial implications, etc.)
- Invest in dual credit/enrollment expansion

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of community orgs. involved with deployment of strategy
- # of disengaged students identified and contacted on 1:1 basis

Summative metrics (metrics to demonstrate overall success)

- Return to pre-pandemic enrollment levels for post-secondary
- Increased post secondary enrollment and persistence

Sample timeline and milestones

- Partner with community orgs to reach disengaged students (~2 mos)
- Leverage partnerships to deploy targeted, high touch outreach (~3 mos)
- Understand needs of disengaged students and connect with relevant resources (~3 mos, in coordination with targeted outreach)
- Begin development of Model Pathways in existing curriculum, identify core pathways to be implemented first (6 mos – 1 yr)

Resourcing

- Community partnerships to identify/reach out to students
- Staff/counselors to meet/provide high touch engagement with students, careful to respect the contractual obligations of districts / ed professionals
- Time to develop outreach plan and longer-term transition strategy

Equity considerations

- Prioritize student identification and outreach in underserved communities
- Ensure identification of special needs/ELL students for individual support
- Take local context into consideration when identifying pathways to embed in curriculum to ensure students can thrive in their own communities, especially for rural communities

Inter-related strategies

- Chapter 5 Connections to Community Organizations: Approaches to the formation of community partnerships
- Chapter 10C and 12A: Embedding College and Career Preparation into curriculum through the PaCE framework and career pathways
- Chapter 10A Remove financial barriers: To include with (re)engagement
- Chapter 11A Support during EOY/Summer: Consider for targeted outreach

1B Additional Sources | Deploy targeted (re)engagement strategy/ communication program to boost enrollment in post-secondary (1 of 2)

Summer Transition Handbook (Link)
- Best practices to support high school students planning for and transitioning to college

SDP Summer Melt Handbook - Harvard Center for Education Policy Research (Link)
- Tactical guide for investigating/responding to students that are knocked off course from enrolling in college over the summer
- Example 'Senior Exit Survey' and summer checklist on pages 60-67

Education Strategy Group: Preventing a Lost COVID Cohort (Link)
- Guidebook on what states can do to ensure we do not have a lost cohort of kids who fall off path from HS to post-secondary

IBHE "Stay the Course" website (Link)
- Resources and messages about how/why to stay on track in higher ed

Information and relevant forms regarding FAFSA Mandate (Link)

ISAC College Changes Everything Month (Link)
- FAFSA and college application workshops hosted by schools and community organizations between Labor Day and Thanksgiving
- Schools and organizations can apply to be a CCE site and an ISAC representative will facilitate the workshops

Model Programs of Study - Education Systems Center at NIU (EdSystems) in partnership with ICCB and ISBE (Link)
- Guidance, exemplars and frameworks for local programs as they develop programs of study
- Illinois State Board of Education Career Guide (Link) - Framework to explore career options
- Career Pathways Dictionary (Link)

Continued on next page…

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

1B Additional Sources | Deploy targeted (re)engagement strategy/ communication program to boost enrollment in post-secondary (2 of 2)

PaCE Framework (Link)

- Framework to identify experiences/information a student needs to make informed decisions about college and career planning
- Student checklist to prepare for college (career planning, financial planning, college selection and application) (Link)
- On PaCE to Thrive Community Guide - Sample calendar of activities and guiding questions to be used by any organization looking to provide support outside of school hours **(Link)**

Proprietary college and career prep software (Examples: Xello, Naviance, Scoir) – *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Summary of Performance (SOP) documentation for students with disabilities – (Link)

- It is imperative that schools and higher education institutions elevate the importance of the Summary of Performance (SOP) as students progress beyond high school and transition from entitled protection under the law to eligible protection under the law
- The SOP can and should be used to help students leaving high school self-identify their diagnosis as well as self-advocate for their accommodations and modifications

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Implementation | Implementation risks and mitigation strategies

Schools and institutions will face challenges in not only identifying disengaged students but also effectively contacting them	• Community orgs (faith, health, non-profit, philanthropy etc.) must be leveraged as 'trusted messengers' to provide targeted outreach • Coordinated efforts between local organizations and schools to identify and refer disengaged students will be critical
Those already in most underserved are also hit hardest by the pandemic and therefore have even less time, money and resources to set themselves /their students up for success	• Funding must be directed to address the basic financial barriers to enrollment (fees, housing, transportation, food, etc.) • Enrollment processes must be as streamlined as possible, and resources must be embedded in everyday life and curriculum (e.g., workshops through community orgs)
Level of high touch outreach needed to be effective is very time consuming and costly	• Existing resources and natural community networks should be leveraged and scaled rather than only working with school staff • Mentorship models can both create extra leverage for support, as well as job/career experience opportunities for mentors
Time and resources required to build out Pre-K and post-secondary prep programing is overwhelming and costly	• Existing resources and models (e.g., community orgs, frameworks) should be scaled rather than building from scratch (e.g., PaCE framework and toolkit) • Funding and time can be spent on upfront planning to target most at-promise students first and develop scalable programming to be built over time

Chapter 2

Build individualized student fact base with academic and behavioral diagnostics and progress monitoring

Chapter overview | Description of topic and initiatives

High level topic

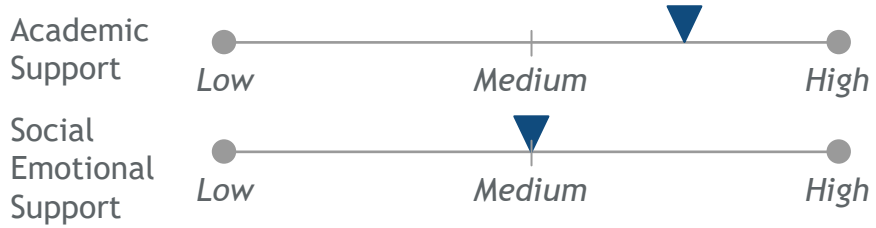
Topic

Build individualized student fact base with academic and behavioral diagnostics and progress monitoring

Primary stakeholders impacted

Educators- Supported through P.D. and armed with input to individualized student learning experience
Students- Learning environment is modified to better address needs; goals are set, and progress is evaluated

Relevance



Recommended initiatives

- 2A Coordinate with vendors to provide timely, age-appropriate diagnostics and screens and support districts in administration
- 2B Create a multi-tiered approach to tailor student support and address opportunities for development
- 2C Conduct behavioral health screens for students along P-20 spectrum to identify underserved students and targeted opportunities for district/institution-specific support

Equity focus of initiatives

- Reinforce purpose of diagnostic for informative support only, rather than 'tracking' purposes
- Involve parents, caretakers, families, etc. where possible to provide additional inputs and support goal setting and achievement

Fact Pack | What we are hearing from stakeholders

There is a lack of accountability at all levels. If my job as an educators is to push my students forward by a certain number of points, but then you never check back in with me … you're going to waste a lot of money.

- Middle school educator

US education system is a one-size fits all. Having individual student fact bases would be really helpful and would build intrinsic motivation

- High school student

Post-pandemic we're going to have to re-examine where we expect a 3rd grader to be.

- Special Education teacher

We need to look at what are demotivators. A diagnostic is going to say we have an abysmally large group that says we are not meeting standards, but telling students they are behind is discouraging and will not re-encourage students to re-engage at all.

- K12 Superintendent

We need to look beyond standardized and letter grade scores. If we can't understand overarching mental, social emotional position, can't figure out how to make them successful.

- Associate Principal

If that profile is used as part of a holistic student growth tool rather than a snapshot standardized test, it could be very valuable as students move through school over the next 10 plus years post pandemic

- Teacher

Source: focus groups, Teach Plus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Chicago Public Schools' Freshman on Track initiative

- In partnership with University of Chicago and the Network for College Success, schools follow the Freshman on Track Toolkit which compiles student data and encourages individualized intervention and support strategies
- The tool kit has an entire section on understanding research and applying data which provides resources to train and support educators, students, and families on calculating On-Track and guides for developing and tracking success of intervention strategies
- The tool kit also provides a series of leadership tools to plan and strengthen the Success Team and offers strategies for developing and sustaining a successful, trusting, and collaborative team of educators
- The entire toolkit is accessible and downloadable here
- Students deemed 'On-Track' are proven far more likely to graduate from high school

2 Cincinnati Public Schools holistic student dashboards[2]

- As part of a broad turnaround effort in 2008, launched student-level dashboards that included data on interim assessments, benchmark assessments, coach logs, and student-data folders
- Educators created success plans for all students and reviewed with students/ families quarterly
- Schools utilized a "data strategy room" where teams of educators met to discuss and display individual student data every 2 weeks following assessments
- Educators flagged students who would benefit from additional classroom support on dashboard, which connected students to tutors who also accessed the dashboards for alignment
- Broader turnaround resulted in 75%+ of schools improving on state performance index and overall gains in reading and math exceeding state averages at every grade

3 DeKalb County, IL uses KIDS as baseline for Readiness

- DeKalb County, in partnership with Northern Illinois University's, formed a Kindergarten Readiness Work Group to evaluate the importance of and assess current state kindergarten readiness, and develop a strategy to improve readiness
- DeKalb County uses the KIDS assessment, which includes both behavioral and academic components and can but used as an interim assessment, to assess readiness
- Based on the results from the KIDS assessment and research study, DeKalb County stood up a Kindergarten Readiness initiative which includes Kindergarten readiness toolkit grants for educators to provide toolkits for fun learning experiences to students pre-kindergarten age
- The Kindergarten Readiness initiative also stood up 'Basics DeKalb County', a community saturation program, which provides information about 5 evidence-based, nurturing practices critical for infants and toddlers

1. Link, Link 2. Link 3. Link, Link Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Fact Pack | What the estimated cost is relative to the potential impact

2A Timely, age-appropriate interim diagnostics and screens to students

Cost

- **~$15-20+ / per student**[1] annually for interim assessments

Impact

- Provides schools with **data points** to identify community norms and specific needs to drive targeted **intervention strategies**
- Impact and success is **dependent on data analysis capabilities** of districts and educators/staff

2B Implement professional development and cycles of inquiry to tailor student support & development opportunities

Cost

- **$150-450** in annual **professional development costs per educator** (assuming 4 hours of training throughout the year)
- Additional cost of 'educator time' spent in professional learning communities

Impact

Hattie scores for topics addressed through tailored data analysis and support

- Evaluation and reflection: **0.75**
- Appropriately challenging goals: **0.59**
- Goal commitment: **0.40**
- Student-centered teaching: **0.36**

2C Behavioral health screens to identify and support underserved students

Cost

- **$8-14+ / per enrolled student**[3] for behavioral screens

Impact

- Promotes a comprehensive **multi-tiered system of supports (MTSS)**
- Proactive approach to identify and implement strategies to **support the ~20% of students** who show signs of a mental health disorder each year
- Early identification of SEL difficulties and early intervention services are **less costly than reactive services**

1. Link 2. Link 3. Link, Link 4. Link Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

2A Implementation | Provide timely, age-appropriate interim diagnostics and screens to students

Primary implementation activities

- Select interim assessment or revise current selection based on deep alignment to learning standards, pacing of instruction, alignment to evaluation standards, and district resourcing
- Partner with assessment vendor, as needed, to prepare reports for both educators and parents, ensuring user-friendly, easy to absorb, individualized output and recommendations
- Assign responsibility (principal, assessments coordinator, etc.) for navigating assessment results and ensuring each child receives proper guidance, communication, referrals, etc.
- Reconsider information provided through interim assessments and potential to consolidate or streamline other diagnostics
- Use interim diagnostics as a tool to intertwine with RTI/MTSS (Multi-tiered System of Supports) (link)
- Consider financing with EBF allocation of $27/student (link)
- Launch communication campaign around uses of diagnostic:
  - Not to be used for accountability purposes
  - Ensure every child has individualized support to meet high academic standards

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of reports provided to educators and caretakers

Summative metrics (metrics to demonstrate overall success)

- Educators have data and skills to develop individualized plans
- Interim assessments delivered ~3 times per year, and student progress is reviewed

Sample timeline and milestones

- Start in ~winter/spring to prepare for fall diagnostic
- Select diagnostic based on deep curriculum alignment (~3 months)
- Contract diagnostic and review output for educators/parents (~2 months)
- Administer initial diagnostic, review initial benchmarks, and adjust teaching practices to meet student needs (~4 months)
- Administer subsequent interim assessment (2+ each year), evaluate progress, and revise individualized student plans (Ongoing)

Resourcing

- Cost of interim assessments and vendor contracting
- Potential staffing to coordinate, administer, and review diagnostic results and ensure students have proper referrals, communication, etc.
- Professional development to train educators and parents on how to interpret and modify practices on diagnostic output and data analysis (link)

Equity considerations

- Reinforce narrative that diagnostic is not for accountability purposes
- Determine tools that are appropriate for English language learners and can be completed in native language (Latino Policy Forum)
- Use assessments that have alternate assessments or modifications for student population with disabilities

Inter-related strategies

- Chapter 4 Out-of-classroom learning experiences: Leverage programs like tutoring, before/after school and summer programming to address opportunities for advancement identified through assessments

2A Additional Sources | Provide timely, age-appropriate interim diagnostics and screens to students

Types of assessments/testing (link, link, link, link):

Summative assessments (for all students)

- Used for the purpose of evaluating the student, program, or school success at an end point in time

Formative assessments (for all students)

- An assessment process used by educators and students during instruction for the purposes of informing teaching and improving learning
- Provides information to guide the learning process rather than measure student performance
- Provides data to set goals and monitor the learning process

Interim assessments (for all students)- focus of initiative A/B

- Used by educators periodically throughout the school year for the purposes of predicting student success, evaluating ongoing progress, informing teaching, and improving learning
- Projects whether a student is on track to achieve proficiency benchmarks and what support could help address student needs

Progress monitoring assessments (for some students)

- Used to support underserved students by assessing academic performance, quantifying rates of progress towards goals, and how they respond to instruction

Selection of interim diagnostic tools:

Selection of local assessments is a local decision

- Selection should be influenced by alignment to learning standards, RTI/MTSS programming, local curriculum, pacing of instruction, alignment to evaluation standards, and district resourcing among other criteria

IL learning standards (link):

- Outlines critical concepts, instructional guidelines, priority standards, and benchmarks by grade level for core subjects including SEL/PE/Health, English and Language Arts, English Language Learning, Mathematics, Science, Social Science, and Fine Arts

RTI/MTSS programming (link):

- The state MTSS program has a component about 'Flexible Learning Content' which includes multiple measures of data analysis and assessment systems

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

2A Additional Sources | Provide timely, age-appropriate interim diagnostics and screens to students

Diagnostic support for Pre-K & K:

Kindergarten Individual Development Survey ('KIDS')
Link, Link, Link

- 'KIDS' is a comprehensive process and diagnostic tool designed to:
  - Provide information about children's competencies across developmental domains over time
  - To inform whether IL kindergarteners have the skills and knowledge necessary to succeed in school
  - In addition to many social emotional components, 'KIDS' evaluates several academic domains like Math and Science and Language and Literacy development
  - 'KIDS' is adaptable to a broad student population and has accommodations for English language learners

Most used interim assessments across the state for K-12 (non-exhaustive):

53% of districts report using Interim assessments in 2020 school year, a 9.1% increase from 2019 school year

Most used interim assessments across the state (% of schools using given interim assessment out of all schools using interim assessments)[1] (Source- ISBE):

- MAP: 58% of districts
- AIMSWeb: 48%
- Renaissance Star: 35%
- Others include Achieve 3000, DIBELS, Diagnostic Online Reading, Discovery Education Benchmark, Scholastic Reading Inventory, mClass Math

Other popular assessments used for performance evaluation (Source- ISBE):

- ASVAB, COGAT8, enVision Math Assessment, Gates MacGinite, IOWA Test, ISEL, LAS Links, Otis-Lennon School Ability Test, STAMP (Standards-based Measure), SUPERA, Scantron Performance Series, TERRA NOVA

1. Some districts used multiple assessments, so %s won't sum to 100%
Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

2B Implementation | Create a multi-tiered approach to tailor student support and address opportunities for development

Primary implementation activities

- If already administering interim diagnostics or planning to complete initiative A, reflect on the extent to which:
  - You are supporting educators/parents with frequent and sustained professional development necessary to drive change based on the interim assessment output
  - You are seeing real, measurable change for students
- Establish or improve cycles of inquiry by creating regular touchpoints between educators and leadership to develop, revise, and adjust individualized student plans (link)
- Provide frequent (6+/year) and continued (2+ years) professional development/coaching and Professional Learning Communities to equip educators with skills to personalize classroom, routinely review progress, and revise student plans (link, link)
- Consult ISBE for professional dev. support (Strat. Plan 1.5)
- Engage support networks (family, community) in student plans
- Build student dashboards with academic and behavioral inputs (interim assessment results, ACES, attendance, engagement, etc.) for holistic student management (link)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students with individualized growth plans
- Educator time spent per week in professional learning communities

Summative metrics (metrics to demonstrate overall success)

- Change in performance on diagnostic from start to end of year
- Share of educators who adjust teaching strategies quarterly

Sample timeline and milestones

- Begin in early summer to prepare for fall interim assessments
- Evaluate existing support systems and need for change (~2 months)
- Launch several P.D. workshops before 1st interim assessment (~3 months)
- Gather results, support educators in data analysis, and participate in discussions around targeted classroom modifications (~3 months)
- Continue P.D, repeat cycle for subsequent diagnostics, evaluate progress, and revise plans as needed (Ongoing)

Resourcing

- Professional development and training costs on data analysis, classroom modification, goal setting, cross-educator collaboration, etc.
- Time commitment for educators, principals, and superintendents
- Commitment to administer continued assessments to evaluate progress

Equity considerations

- Involve parents, families, caretakers, and students directly to supplement support network of educators/school leaders with limited time/resources
- Develop acceleration plan for all students, including those performing above standards (Tier 1), rather than approaching as remediation
- Prioritize cycles of inquiry and robust professional learning community discussions for underserved student populations, like English language learners or students with disabilities

Inter-related strategies

- Chapter 9 Quality of Learning, Initiatives A/B: Utilize tools like B-12 curriculum to shift to competency-based model based on assessment results and promote educator professional development best practices

2B Additional Sources | Create a multi-tiered approach to tailor student support and address opportunities for development

Effective educator Professional Development research and frameworks:

Research from the Learning Policy Institute (link):

- Effective professional development is structured professional learning that results in changes in educator practices and improvements in student learning outcomes
- Effective professional development includes elements such as: content focus, active learning, collaboration, models of effective practice, coaching and expert support, feedback and reflection, and sustained duration
- Article includes considerations and implications for practice and how to implement in school environment

Professional Learning Communities (link):

- Article covers what a professional learning community is, how they impact student achievement, how to build a high-functional professional learning committee, the importance of data, and the role of districts

Cycles of inquiry (link, link):

- Encourages use of data-driven inquiry approach to link professional learning and instructional planning to the learning needs of students
- Four stages of the improvement cycle: Evaluate and diagnose performance successes and challenges, prioritize and set goals for improvement strategies, develop and plan improvement strategies to ensure successful implementation, implement and monitor selected improvement strategies; Resource includes a series of high-impact questions for each stage of the cycle of inquiry and strategies to execute
- Effective professional learning communities leverage cycles of inquiry for continuous improvement

Engagement monitoring in combination with behavioral screens (link):

- In the absence of standardized testing, considering monitoring other behaviors such as submissions of online homework to identify student learning gaps, engagement, etc.
- Ex: Von Steuben High School tracked student engagement in every class and put "all hands on deck" when a student fell behind in doing work. Administrators, educators, counselors, special ed assistants, and security guards made phone calls home to troubleshoot hurdles to learning. Educators also scaled back to keep work manageable and placed priority on social emotional check-ins

Examples of existing cycles of inquiry and support:

Peoria Public Schools educator Achievement Data Conversation Protocol:

- educators analyze data available for all students, check progress, and answer questions to plot students on 4-quadrant matrix (attendance & achievement)
- educators have regular check-ins with school leaders to review student placement and develop individualized plans for growth and acceleration

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

2C Implementation | Conduct behavioral health screens to identify underserved students and targeted opportunities for specific support

Primary implementation activities

- Reframe educator mindset to recognize importance of behavioral health / social emotional screening and support, and integrate critical social emotional learning time into class instruction
- Select or revise selection of behavioral screen based on student demographics/needs, school resourcing, intended output and use of output, etc.
- Screen should include trauma exposure information beyond ACES and incorporate COVID specific questions/discussion
- Provide educators with **professional development to identify student behavior that triggers behavioral health consideration or review. Triage students to provide behavioral health screens to those with 'underserved' behaviors or needs**
- Incorporate community factors (e.g., housing insecurity) and engagement monitoring to inform triage of students
- Consider sourcing information from caretakers to provide perspective on student behavioral experiences and needs
- Administer behavioral screen to students deemed 'underserved'
- Provide proper interventions based on results, continually revisiting to ensure ongoing, individualized support

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of educators trained to identify/flag students based on need

Summative metrics (metrics to demonstrate overall success)

- % of 'underserved' students who have taken behavioral screener
- Frequency with which 'underserved' students are re-evaluated

Sample timeline and milestones

- Start in ~winter/spring to prepare for fall screener
- Select screener based on district alignment (~3 months)
- Contract screener and review output for educators/parents (~2 months)
- Administer initial diagnostic, review initial benchmarks, and adjust intervention models to meet student needs (~4 months)
- Administer follow ups, evaluate progress, and revise intervention (Ongoing)

Resourcing

- Gathering/reviewing input from educators/parents to triage students
- Specialized staffing (school psychologists, social workers) to administer
- Vendor contracting for screener and resourcing to interpret results
- Time cost of evaluating progress and adjusting student plan accordingly

Equity considerations

- Acknowledge stigma of behavioral screening and provide training to educate caretakers on purpose and benefits of appropriate intervention
- Ensure screens not used to 'track' kids but to provide necessary support, including for students in early education
- Provide additional anti-bias/anti-racism training to address discrepancy in behavior perception for students of color

Inter-related strategies

- Chapter 6 Academic & Behavioral Counseling, Initiatives B&C: addresses resourcing/tools necessary to provide support based on screen results
- Chapter 7 Mental Wellness: References various strategies to provide behavioral support to students and necessary professional development for educators based on results of behavioral screens

2C Additional Sources | Conduct behavioral health screens to identify underserved students and targeted opportunities for specific support

Types of assessments/testing:

American Institute for Research list of resources to assess Social and Emotional Learning and Development (link):

- Describes respondent and format for assessments (e.g., student, family, educator), response time, and setting (e.g., classroom, afterschool, etc.)
- Includes assessments relevant to evaluate competencies and conditions and includes exams relevant to Early Childhood, Elementary age, Middle/High school age, and Workforce

Collaborative for Academic, Social, and Emotional Learning (CASEL)'s catalogue of social emotional diagnostic tools (link, link):

- Site requires an email to access catalogue
- Lists 25+ social emotional diagnostics and includes information like relevant grade level, languages, respondent, format, competencies evaluated, scoring information, and reporting information
- Resource also includes formative uses of SEL competency assessments and case studies of districts who have implemented and how they have used

Kindergarten Individual Development Survey ('KIDS') (Link, Link, Link):

- 'KIDS' is a comprehensive process and diagnostic tool designed to:
  - Provide information about children's competencies across developmental domains over time
  - To inform whether IL kindergarteners have the skills and knowledge necessary to succeed in school
- 'KIDS' evaluates many social emotional measures like relationships & social interactions with peers, self-control of feelings & behavior, relationships & social interactions with familiar adults, curiosity & initiative in learning, and engagement and persistence

Most common Social Emotional assessments used in IL, out of schools administering social emotional diagnostics (Source-- ISBE):

- AIMSWeb: 39%
- Fountas and Pinnell Literacy Assessment: 18%
- FastBridge: 11%
- Others include Brigance, DRDP (desired Results Development Profile), ESGI, Panorama Education, SELweb, Teaching Strategies Gold, Woodcock-Johnson Battery

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Implementation | Implementation risks and mitigation strategies

Educators and parents prefer to spend time on instruction rather than administering additional diagnostics	• Thoughtfully listen to any concerns and adjust approach to develop baseline while addressing feedback • Identify ways to leverage interim diagnostic results to provide superior student information and decrease total time spent testing • State encourages use of interim assessments to provide more information to guide individualized interventions, rather than for accountability (and eligibility for titled funds)
Professional learning communities and cycles of inquiry require too much professional development and individualized educator/school leader time	• Leverage digital tools in professional development to make trainings more accessible and less costly. Leverage local best practices to d optimize professional development and drive significant impact • Devise templates and standard approaches to individualized plans to minimize 'leg-work' for each student
Parents express hesitation around behavioral health screens due to fear of school profiling or labeling students	• Listen to feedback, revise approach and professional development, and educate parents on behavioral screening process, intended uses of information, and data privacy safeguards to protect students • Consider providing parents (of students up to a certain age) with updates or reports to involve parents in behavioral health discussion
Students aren't properly identified for behavioral screener or provided with appropriate behavioral support based on screener results	• Successful implementation has several interdependencies with 'Wellness' chapter and should also be reviewed • Provide social emotional professional development support to educators and encourage class time focus on social emotional to identify students best served by screener • Ensure robust data analysis mechanisms in place to triage students and provide support based on screener results

Chapter 3

Reimagine the school calendar and expand the school day / year

Chapter overview | Description of topic and initiatives

High level topic

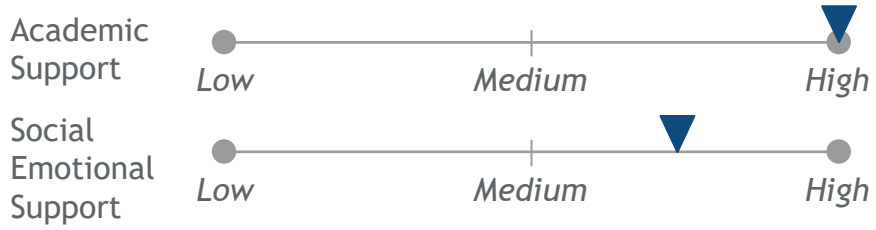
Topic

Reimagine the school calendar and expand the school day / year

Primary stakeholders impacted

Students: School calendar designed to better meet learning goals and maintain consistent learning experience
educators: Provides additional time for content mastery and social emotional development
Caretakers: May minimize childcare burdens

Relevance



Recommended initiatives

- 3A Add school hours per year by either adding days to the school year or expanding the length of the school day
- 3B Shift school calendar to spread out days (e.g., asynchronous days, short breaks) and minimize length of summer break

Equity focus of initiatives

- Consider and mitigate barriers to adoption like transportation, childcare, sports, etc.
- Restructured school calendar shown to have the most significant impact on traditionally underserved student groups
- Consider extending time or restructuring school calendar for schools with greatest need, rather than the whole district

Fact Pack | What we are hearing from stakeholders

Asynchronous is hard developmentally for an 18-year-old to schedule their own day without anyone telling you how, especially when you also have a job, teach your sibling, etc. I don't know how these students pull this off … Many of them don't

- University Professor

During COVID we got one extra day off of school per month for "mental health check-in" days. Keeping these after COVID ends would be amazing

- College student

We had asynchronous Mondays and it didn't work. People treated it as a 3-day weekend and we weren't able to serve our kids well.

- Board of Education member

I'm not opposed to shortening summer break. You always appreciate the little breaks more

- High school student

I myself get burnt out, so I would enjoy more frequent breaks

- Preschool educator

If rethinking the school calendar were state-supported, that would be huge

- Associate Principal

We have implemented asynchronous Wednesdays, and it's worked really well for our students.

- Educator

Consider shortening each day and extending days/year. My young students are productive, focused, and behaved with shorter days from COVID

-Educator

Historically, people would resist this but COVID has made us re-think our flexibility. However, you must think about the social emotional needs strains that extension can cause

- Educator

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Massachusetts extended learning time program[1]

- Massachusetts provides grants to 'high need' districts who commit to adding 300 hours (~100 minutes per day or ~55 additional days)
- During extended time, schools must focus on additional support in core academic subjects, enrichment opportunities aligned with state standards, and/or educator professional development or planning time
- Urban, suburban, and rural school districts all eligible with priority given to schools with high % of low income students and those partnering with community organizations
- Districts responsible for tracking effectiveness and efficiency with metrics like student achievement, retention, higher education enrollment, etc.
- Cost: $1,300 per student
- During pilot, most schools saw an increase in student performance metrics after extended school year

2 Socorro Independent School District, Texasl[2]

- Socorro Independent School District in Texas has communities of color enrollment of 95% 25% English Language Learners, and 74% economically disadvantaged students
- Year round calendar has been in place since 1990s and was revamped in 2012 to better take advantage of its intersessions
- Remediation and enrichment are provided seamlessly
- Graduation rates of 93.5% outpace the state as well as a dropout rate of only 1%
- Given an "A" rating by the Texas Education Agency
- Students and educators have both expressed they are happy with the calendar

3 Brooklyn Generation High School staggered & extended year[3]

- Brooklyn Generation High School has a 98% communities of color student population and 82% of students receive free/reduced price lunch
- Brooklyn Generation lengthened the school year from 180 to 200 days and uses staggered classroom starts to keep the school open from September-July
- The school has also built in ~2 hours per day for educator collaboration time
- Each educator teaches 180 school days and still receive 3 months of vacation, the month of August and 2 separate four week breaks throughout the school year
- These 4-week breaks include 3 weeks of vacation and one week of professional dev.
- During the 4-week period while educators are out, students participate in month long intensives that connect core curriculum to career possibilities and expose the students to colleges. Intensives staffed by team of educators and guidance counselors who rotate grade levels

1. Massachusetts DOE (2020) 2. Link, Link 3. Link
Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Fact Pack | What the estimated cost is relative to the potential impact

3A Reimagine the school calendar by adding school hours per year

Cost

- **~$400-600 per student per year** for an additional 3 weeks of the school year or ~25 minutes per day

Impact

- **Reading scores to improve by ~.05 standard deviations**, which is expected to translate to ~$3.1K in additional future earnings per student (present value)

3B Reimagine the school calendar by shifting school days

Cost

- **$0-50 per student per year** to cover additional operating costs

Impact

- Decreased summer learning loss has **greatest impact on most underserved student population**
- Impact is strongest when year-round calendar includes supplemental instruction in the 'intersessions' between instructional periods

1. Link Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

3A Implementation | Reimagine the school calendar by adding school hours per year

Primary implementation activities

- Determine approach to add school hours per year
  - Do you want to extend the length of the school day and by how much time? How do you plan to use this extra time?
  - Do you want to add extra days to the year and how many days? How do you plan to use this extra time?
- Gather input from educators, school leaders, and unions on student needs and whether critical stakeholders feel extra time would be value additive
- Partner with the union early on for input and discussion
- Ensure early buy-in from educators, parents, and students
- Evaluate whether extension should apply to all districts or select, underserved school who would experience the most impact and communicate eligibility requirements to caretakers and students
- Draft specific proposal of intended use of addition school time, metrics to measure success, and estimates of funding
- Consider go-forward plan and maintained source of funding over several year time horizon
- Revisit bargaining agreement to negotiate addition

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- educator buy-in with educator champions to push forward efforts
- Initial discussions with educator's Union have begun

Summative metrics (metrics to demonstrate overall success)

- Measurable impact (learning loss, GPA rate, etc.) demonstrated in districts with extended school calendar

Sample timeline and milestones

- Gather educator input, interest, and buy-in (~2 months)
- Begin initial union discussions and engage students/families (~5 months)
- Identify participating schools, assess operation/calendar implications and resolution strategies, and renegotiate bargaining agreement (~4 months)
- Announce new school calendar and implement (~6 months)

Resourcing

- Salary for additional employment time (e.g., educators and administrators')
- Negotiation costs and time, and potential staff to drive process forward
- Facility costs (e.g., air conditioning) and support costs (F&R lunch)
- Communication strategy to get educator, family, and student support

Equity considerations

- Consider adding additional hours as targeted support for underserved students, rather than expanding an existing environment that contributes to the achievement gap
- Prioritize for schools underserved, rather than whole district
- With additional time, prioritize efforts to reshape school experience and encourage asset-based lens and culturally responsive pedological practices

Inter-related strategies

- Chapter 10, Initiative C: Consider supporting college and career preparation with additional hours for secondary students
- Chapter 4 Out of classroom learning experiences: If unable to add hours to the school year, reference chapter 4 for alternative 'learning time' efforts

3A Additional Sources | Reimagine the school calendar by adding school hours per year

Extended school year best practices, research, and frameworks:

Review of evidence base for expanded learning time (link):

- Provides an overview of extended learning time models and the similarities/differences among them
- Provides summary of key findings for different extended school day program models and alternatives to expand learning opportunities outside of the school environment
- Highlights programs "that work, that do not work, or that are promising"

The case for more time for learning (link):

- Research report from the Wallace Foundation outlines troubling facts and outcomes of the existing school environment and highlights ways that additional learning time through extended calendars, after school programming, or summer programming can serve as interventions
- Report highlights a series of case studies from schools like KIPP that have extended school days and other schools which have explored creative after school or summer school programming

Memo and research references that address the effect of extended learning time (link):

- Summarizes primary research by age range, including early childhood and elementary/secondary programs
- Also cites organizations to consult, such as Boston Public School's expanding learning time and the National Association for Year-Round Education

The National Center on Time & Learning (link):

- Includes brief descriptions around why expand learning time including student achievement and empowering educators
- Outline a series of school profile case studies, tools, videos, coaching, etc.

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

3A Deep Dive | Increase student learning time through extended instructional time in school year/day

Overview: Increase in-school learning time for students

Length: Short- and long-term

Target population: K-12

Equity focus: Has previously been targeted to districts/ schools serving low-income families

Potential IL insights & implementation ability:

- Potential to provide additional support for certain schools/districts (e.g., based on IL State Report Card data), or target certain student groups (e.g., homeless youth)
- Provide guidance/standards, but allow districts to tailor programs to local contexts
- Consider expanded school learning time programs that also support educator development

> ***TIME is the major factor in accelerating learning & remediating learning loss.*** *You need budget to enable this.*
>
> - Non-profit leader

1. SIMS: Student Information Management System
Source: Massachusetts DOE (2020)

Case vignette: Massachusetts Expanded Learning Time grant program

Intervention

- 2005 initiative providing grants for schools serving high-need students; now an annual state-funded program
- Schools must add 300+ hours of instruction to the school year (adding days, lengthening the school day, or both)
- Eligible districts must have schools that have currently approved ELT implementation plans that:
  - Provide high-quality instruction in core subjects (e.g., math, literacy, science)
  - Integrate enrichment opportunities that align with state standards
  - Give educators/staff more opportunities to plan, invest in professional development, & collaborate with CBOs
- Targets a mix of districts (rural, suburban, & urban,) though priority given to districts serving a high % of low-income families/those who partner with CBOs and academic institutions to redefine the school day
- Participating districts must measure and track ELT school effectiveness and efficiency
  - E.g., impacts on student achievement, retention, attendance, higher education attainment, etc.
- In response to COVID, schools will be able to reapply for unspent FY20 balances in FY21

Cost: $1,300/pupil, with total grant allocation up to~$13,500,000 for FY2020
Funds allocated on a per pupil basis based on average SIMS[1] data, to be used for salaries, stipends, contracts, instructional materials, and other associated expanded school schedule costs

Impact: During pilot, most schools saw student achievement increase via state assessments

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

3B Implementation | Reimagine the school calendar by shifting school days and implementing creative scheduling techniques

Primary implementation activities

- Evaluate success of year-round school programming at schools who have implemented and consider implications of restructuring the school calendar
- Gather input from educators on if they feel a restructured school day would be of interest and improve student performance
- Consider re-calendaring school year to add in more frequent breaks while shortening summer break
- Partner with the educator's Union early on for input & discussion
- Ensure early buy-in from educators, parents, and students
- Think through and mitigate barriers, where possible, like childcare burdens and athletic impacts
- Consider and address impacts to local community economy like pools, parks, etc. whose revenue and staffing may be impacted
- Draft proposal of intended gains from re-calendared school year, metrics to measure success, and estimates of funding changes
- Identify schools (if not whole district) that would benefit most and have proper educator buy-in
- Revisit bargaining agreement to negotiate addition

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- educator buy-in with educator champions to push forward efforts
- Initial discussions with educator's Union have begun

Summative metrics (metrics to demonstrate overall success)

- Measurable impact (summer learning loss, GPA rate, etc.) demonstrated in districts with extended school calendar

Sample timeline and milestones

- Gather educator input, interest, and buy-in (~2 months)
- Begin initial union discussions and engage students/families (~5 months)
- Identify participating schools and renegotiate bargaining agreement (~4 months)
- Announce new school calendar and implement (~6 months)

Resourcing

- Negotiation costs and time, and potential staff to drive process forward
- Facility costs (e.g., air conditioning) and support costs (F&R lunch)
- Barrier removal costs like providing childcare during breaks
- Communication strategy to get educator, family, and student support

Equity considerations

- Prioritize for schools underserved, rather than whole district
- Consider impact on students with summer jobs and rural economy and what alternative model or source of income can offset this disruption
- Evaluate impact on underserved student populations (English language learners, students with disabilities, etc.) for whom summer slide is most extreme

Inter-related strategies

- Chapter 4, Initiative C: If unable to restructure hours to the school year, reference chapter 4 initiative C on providing summer school to students to minimize learning loss and continue acceleration efforts

3B Additional Sources | Reimagine the school calendar by shifting school days and implementing creative scheduling techniques

Adjusted school calendar best practices and frameworks:

Texas Education Agency Guidance on adjusting school calendars (link):

- Given the short-term disruptions and the high-student absenteeism from COVID, Texas highlights that building a calendar which plans for and anticipates these scenarios will minimize disruption and can adjust for learning loss
- Document provides several example calendars for potential modifications
- Document also highlights calendar redesign options with additional days

EdWeek addresses upside in year-round schooling model as pandemic continues (link):

- Outlines clear benefits of year-round school model in pandemic, including spreading attendance out across more months, opening additional space on campus for social distancing, recoup learning days, built-in time for remediation, etc.
- Provides specific examples about how to develop a year-round calendar schedule and considerations to make it work depending on local context
- Outlines pro/con list of restructured calendar

Example adjusted school calendar programs:

List of schools/districts in state of IL who have adopted year- round calendar (link):

- As of 2014, ISBE shared the list and contact information of all districts participating in year-round schooling in Illinois
- Consider researching/contacting districts for best practices and strategies to implement adjusted school calendar

Chicago Ridge School District:

- School year begins mid-July, with a 2-week fall break, a 3-week winter break, and a 2-week spring break
- Intersession is offered to families during fall break, winter break, and spring break which is a problem-based learning experience for students to expand their knowledge
- School's data demonstrates less of a "summer slide" than others in the district and are the only school in district rated 'exemplary' on 2019-2020 school report card

Case studies and examples of innovation school schedules and additional time (link):

- Includes example schools that have extended the school day, and includes details such as use of extended time, example schedules, operations and cost, and outcomes
- Guide also outlines practices to incorporate flexible instructional blocks to differentiate content to student needs and opportunities for small group instruction or student-directed learning

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Implementation | Implementation risks and mitigation strategies

Limited resourcing and educator burn out creates staffing challenges to execute programs	• Evaluate educator interest and buy-in initially before designing program • Partner with local organizations and community centers to supplement staffing where feasible • Leverage online programs and non-profit support to pool resourcing
Families aren't sufficiently brought along and enrollment and engagement in programs suffers	• After ensuring educator buy-in, launch communication campaign that outlines benefits of program, different and individualized student support, and financial support programs • Identify and minimize barriers like transportation, childcare, loss of income, etc. to offset burdens of program support
Negotiating the bargaining agreements poses challenges and setbacks	• Start discussions early and maintain open line of communication to all parties involved to receive feedback and modify path forward accordingly • Bolster evidence base and detailed plan to support extended use of time
Revised or extended calendar creates logistical barriers (capital improvements, sports, childcare, etc.)	• Identify opportunities for cost savings (e.g., capital improvements during fall/spring vs. traditional summer biding months) • Coordinate with large daycare providers, transportation providers, etc. to mitigate challenges before formalizing plans • Consider alternative sports calendars to minimize disruption and pushback

Chapter 4

Provide out of classroom learning experiences through tutoring, after school, summer camps, etc.

Chapter overview | Description of topic and initiatives

High level topic

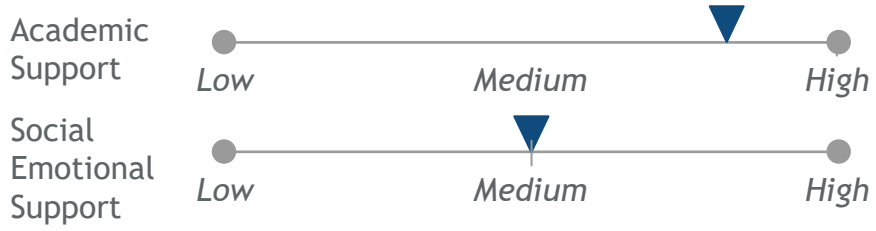
Topic

Provide out of classroom learning experiences through tutoring, after school, summer camps, etc.

Primary stakeholders impacted

Students: Engaged outside of classroom in smaller, more individualized setting to provide targeted support
Caregivers: Childcare burden lightened

Relevance



Recommended initiatives

- 4A Provide high-impact tutoring at regular and frequent intervals, individually or in small groups, to students. Provide tutoring to all students to avoid 'deficiency' lens, however in event of limited resources, prioritize tutoring for underserved students, to minimize achievement gap
- 4B Offer and subsidize school programming outside of instructional hours (e.g., before/after) across range of topics (academic, social emotional, athletic, etc.) to provide students with additional structured learning environments. Focus on accessibility of programming to ensure students have equal opportunity to engage and participate in opportunities
- 4C Provide structured summer programming to minimize summer learning loss and make up valuable lost learning hours for early ed and K-12 students

Equity focus of initiatives

- Targeted support to eligible students can provide individualized support and narrow achievement gap
- Digital tools can be leveraged to scale to broader student population and support implementation in rural communities (but must ensure broadband access and devices)

Fact Pack | What we are hearing from stakeholders

When I was a student in a high crime area, the things that made me personally successful were after school programs.

- Elementary school educator

To have specific, dedicated classroom time dedicated to educators having interventions vs. pulling kids out of the classroom or after school/before school has promoted a culture where it's ok to fail and where learning is more important than achievement. It also promotes that it's ok to get help when you need it whether it's academic or behavioral.

- Associate Principal

Reading scores have kept pace through COVID, but math has struggled because parents can support readers at home, but they don't teach math. The number of minutes matter.

- High School educator

My educators have found it difficult to stay on track for AP exams … they're complaining but I'm like "wait, we're the ones who are going to have to take this test."

- High school student

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 High-impact tutoring at south/ west side Chicago Public Schools[1]

- Studied high-impact tutoring across ~2,700 male 9th /10th graders across 12 public schools on the south & west side of Chicago
- 90% of students enrolled in program are Free/Reduced price lunch and 95% are black or Hispanic
- Students underwent daily math tutoring in 2:1 groups for an hour per day
- Tutoring cost $2,500-3,800 per student depending on scale of intervention
- Saw increases in both math standardized testing scores and math grades in classes
- Saw failures in math classes decrease by 50% and saw decrease in non-tutored subjects as well

2 Chicago After School Matters program[2]

- After School Matters provided programming to 18,000+ CPS students annually across 4 program areas: Arts, Communication & Leadership, Sports, and STEM
- There are 3 types of programs, including apprenticeships (e.g., skill building), assistantships (introductory work experiences, students paid $8.25/hour), and internships (industry-specific, professional experiences, students paid $10.50/hour)
- Teens earn stipends to offset some of the programming costs
- Participating freshman were 'On-Track' 4% higher than peer average
- 92% of participating students graduated, while statewide graduation rate for low-income students is 80%
- Also demonstrated increased attendance and college enrollment

3 Denver Public Schools Summer Academy[3]

- Denver Public Schools (DPS) launched the Summer Academy designed for students whose reading assessment scores indicate they'd benefit from additional practice
- All students in K-3 who are reading below grade level are invited to attend Summer Academy for free
- All students enrolled are also provided with a free breakfast and lunch
- Transportation is provided for all students who live more than one mile from the assigned Summer Academy location
- DPS offers a series of other summer enrichment programs, like boys and girls club, scholars unlimited, and generation teach to elementary and middle schoolers and siblings of those enrolled in Summer Academy
- Summer Academy emphasizes opportunity for individualized instruction and focused lessons based on skills and needs

1. Link 2. Link 3. Link Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Fact Pack | What the estimated cost is relative to the potential impact

4A high-impact tutoring

Cost

- **~500-3,500 per student per year** for high intensity tutoring (depends on frequency, hours per session, and size of group being tutored)[1]

Impact

- **Opportunity gap** in 'tutored' subject **closed by up to 50%**
- **Reduced failures** in 'tutored' courses **by 50-65%**
- **Reduction** in other course **'non-tutored' course failures**

4B School programming outside of core instructional hours

Cost

- **$2,500-4,000 per student per year** for 15 hours of after school programming a week[2]

Impact

Students attending after school programming have:

- 6% improved **attendance**
- ~11-12% increase in **positive and appropriate social behaviors**
- ~8-9% increase in both **school grades and test scores**
- Significantly **close achievement gaps**

4C Summer time programming

Cost

- **$500-700 per student per year** for a 6 week summer programming, with class size between 11-15 students per educator[3]

Impact

- After 1 year of summer programming, students have a **moderate, near-term benefit in math**
- After 2 consecutive summers of programming, students **outperformed peers in math, ELA, and SEL**

1. Link 2. Link 3. Link, Link 4. Link Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

4A Implementation- Initiative A | Increase learning time through high-impact tutoring

Primary implementation activities

- Design or evolve program based on intended academic support (curriculum remediation, acceleration, reading recovery, etc.)
- Evaluate availability and qualifications of community programs, educators, college students, etc. to serve as tutors
- Answer a series of foundational questions (see case studies included for best practices) to design program:
  - What are the eligibility requirements to receive tutoring?
  - How frequently should each student receive tutoring?
  - What size groups should students be placed into?
- Support tutors with P.D., ensure close connections/feedback loops with educators, and provide routine, example-based feedback
- Ensure adaptability and personalization of programming to address individualized student needs
- Embed social emotional learning support into tutoring experience
- Conduct evaluation of tutoring program to ensure robust and diverse methodology used to support students
- Providing menu of options (In-person/online, before/during/after school, certified vs. non-certified tutors) to maximize impact
- Consider peer-tutoring programs for acceleration in higher ed

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of eligible students enrolled and regularly attending

Summative metrics (metrics to demonstrate overall success)

- % decrease in course failures for enrolled students
- % increase in enrolled students meeting grade level standards
- Results from student surveys on satisfaction, engagement, etc.

Sample timeline and milestones

- Begin in spring to launch initiative in fall when school returns
- Identify tutoring resourcing, capacity and program interest (~1 month)
- Develop tutoring program, logistics, and coordination (~1 month)
- Identify students eligible for program and launch outreach and communications strategy to maximize enrollment (~2 months)
- Enrollment period and professional development for tutors. Launch program and evaluate of early milestones (~4 months)

Resourcing

- Cost of tutors/staff to coordinate and provide services, and routine P.D.
- Technology (hardware, software, broadband) to support menu of options
- Communication strategy for caretakers/students to boost enrollment
- Reference Title IV under ESSA & 21st Century Grants for grants and support

Equity considerations

- Leverage online tutoring programs in rural districts to minimize transportation burden (connectivity/devices critical)
- Minimize 'opportunity cost' by considering what you are pulling students from (e.g., sports, arts, classroom instruction)
- Change focus towards acceleration rather than addressing deficiencies

Inter-related strategies

- Chapter 2, Individualized student fact base: Tailor and individualize tutoring support to needs outlined from assessments and screens, use assessments and screens to inform eligibility

4A Additional Sources | Increase learning time through high-impact tutoring

Principles and best practices of high-impact tutoring:

How to design an effective high-impact tutoring program (link):

- Outlines foundational principles of high-impact tutoring including frequency, group size, personnel, focus, measurement, relationships, curriculum, scheduling, delivery mode, and student prioritization
- Highlights that while tutoring is effective at all grade levels and students, research is strongest for reading-focused tutoring for students K-2 and for math-focused tutoring for older students
- high-impact tutoring should ideally be delivered 3+ times per week in groups of 3-4 students or fewer

Accreditation programs for higher ed tutoring (link, link):

- University of Missouri-Kansas City has established an accreditation program for 'Supplemental Instruction' which is a non-remedial approach to learning that supports students toward academic success by integrating 'what to learn' with 'how to learn' and consists of regularly scheduled, out-of-class group study sessions driven by students' needs
- College of Reading & Learning Association has an international tutor training program certification (ITTPC) for post-secondary institutions

UK National Tutoring Program (link):

- The UK is establishing a government-funded, national tutoring program to provide heavily subsidized tutoring for 'disadvantaged children' between ages 5-16
- Students receive tutoring in groups of 3, only for subjects they are struggling in, for up to 15 weeks
- The pilot program from June-August 2020 was received positively by students and school leaders, and the experience was tailored to the student

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

4A Additional Sources | Increase learning time through high-impact tutoring

Example tutoring programs to reference/investigate:

Saga Tutoring (link):

- Saga tutoring currently serves 4,500 students in 34 schools across the nation (including Chicago) and is focused on eradicating educational inequity by focusing on the power of personal relationships to nurture academic, social and emotional growth
- Saga tutors are either AmeriCorps members who provide in-person support or offSITE math fellows who provide virtual support
- Saga provides daily, consistent tutoring sessions, personalized to the students needs, to build academic skills and confidence. Tutoring happens during the school day, not after
- SAGA sees significant results like: students learn up to 2.5 years of math in one academic year, the opportunity gap is closed by nearly 50% in one academic year, math course failures are reduced by as much as 63%, course failures in non-tutored subjects are reduced by as much as 26%, and student attendance improves by as much as 18 days per academic year

Varsity Tutors (link):

- Varsity tutors is a platform that connects students to online, personalized 1:1 tutoring
- K-12: Varsity tutors offers tutoring in core academic subjects, test prep (ACT, SAL, ISAT, AP exams, etc.) and enrichment support (creative writing, coding, foreign language, etc.) and develops dynamic learning plan personalized to meet each student's needs
- Higher Ed: Varsity Tutors also supports a variety of post-secondary studies like business, humanities, etc. and certification exams
- Varsity Tutors currently provides more individualized support, rather than operating at a school district level

Tutoring software, Paper.Co (link):

- Paper.Co delivered 24.7 homework help, writing feedback, and study support through online interactions in 4 different languages
- educators can see what students log on for tutoring and the chat conversation, so it engages the educator in the tutoring process
- Paper.Co costs roughly ~$50/student for 18 months

Higher Ed Tutoring (University of Illinois at Chicago):

- All tutoring is offered free to all UIC students
- Offers tutoring from peers, instructors, and Teaching Assistants for a wide variety of courses covering more than 30 subject areas and administered in Learning Centers located throughout the campus

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

4A Deep Dive | Improve access to high-impact tutoring resources and opportunities for K-12

Overview: Increase individual or small group tutoring on a sustained and regular basis for K-12 students

Length: Short- and long-term

Target population: K-12, Higher Education

Equity focus: Should target resources to students who are underserved or would benefit most from the individualized support to remain on track

Potential IL insights & implementation ability:

- Evaluate opportunity to scale program and provide targeted intervention to selected student populations
- Pilot in other districts (rural, etc.), analyze results, and evaluate funding potential to scale more broadly
- Identify 3rd party organizations who can provide access to tutors in a cost-efficient manner

Case vignette: high-impact tutoring at south and west side Chicago Public Schools

Intervention

- Studied high-impact tutoring across trial and control group among ~2,700 male 9th and 10th graders across 12 public schools on the south and west side of Chicago
- 95% of students were black or Hispanic, 90%+ were free and reduced-price lunch eligible
- Students underwent daily math tutoring in 2:1 groups for an hour per day
- Outcomes:
  - Increased math achievement test scores by 0.19-0.31 standard deviations
  - Increased math grades by 0.5 standard deviations
  - Reduced course failures in math by one half, and reduced failures in non-math classes
- The study cast a broader net for "tutors" since their ability to manage a classroom of students was not a requirement
  - educators are qualified along with those who have strong math skills and are willing to dedicate a year to public service (like City Year)
  - This helps widen the talent pool and keep costs manageable

Cost: ~$2,500-3,800 per student per intervention
Depending on scale of program, cost can be driven down to lower end of range

Impact: During pilot, students saw achievement on math standardized testing and math class performance

Source: https://news.uchicago.edu/story/findings-reinforce-use-targeted-tutoring-benefit-disadvantaged-cps-students

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

4B Implementation | Increase learning time through school programming outside of core instructional hours (before, after, etc.)

Primary implementation activities

- Design or evolve program based on student interests and academic/social emotional needs. Provide menu of programs and engagement options (remote/in-person, accelerative vs. remedial, academic vs. social emotional) to increase enrollment
- Partner with community organizations, local institutions, educators and staff to identify, vet, and train program leaders
- Devise financial-aid or subsidy program to offset financial burden and increase enrollment
- Design with caregivers and students, e.g., conduct surveys (such as WIN 'what I need') to get feedback and input from critical stakeholders to inform program development
- Ensure adaptability and personalization of programming to address individualized student needs
- Identify eligible student population for 'under-resourced' students and craft student and family incentives to encourage enrollment
- Explore creative options like dual-credit programs at high schools or colleges, partnerships with local libraries, museums and University of Illinois extension centers, or opportunities from staggered start times or busing schedules

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of eligible students enrolled and participating
- % of program completions

Summative metrics (metrics to demonstrate overall success)

- Pre and post program assessments (like iReady) to assess growth
- Surveys to evaluate if students feel more engaged and supported

Sample timeline and milestones

- Begin process by spring to launch and enroll program for fall start
- Align on program intentions and menu of options and draft financial aid program (~2 months)
- Gather student and caregiver input, develop programs, and determine eligible students (~3 months)
- Launch financial aid program, outreach strategy, and open enrollment (~2 months)

Resourcing

- Cost of instructors or guides of after school programming
- Technology (hardware, software, broadband) to support menu of options
- Transportation, Air condition, etc. outside of traditional hours
- Communication and outreach strategy and incentive programs to excite and enroll students and families

Equity considerations

- Prioritize programming to most underserved student groups (English language learners, students with disabilities) before scaling broadly
- Leverage partnerships with community organizations to achieve scale, particularly in rural communities
- Provide transportation accommodations, which are critical in rural areas
- Critical to get caretaker buy-in and support to get and maintain enrollment

Inter-related strategies

- Chapter 2, Individualized student fact base: Tailor and individualize before/after school support to address needs outlined from assessments and screens, use assessments and screens to inform eligibility

4B Additional Sources | Increase learning time through school programming outside of core instructional hours (before, after, etc.)

Outside of school best practices and frameworks:

Best practices on out of school programming from the Wallace Foundation (link):

- Includes a variety of articles that outline best practices in out of school programming including case studies, social emotional practices, cross-sector collaborations, and evidence and data models

Common practices from high functioning after school programs (link):

- Includes chapters on program structure and program processes including engagement with parents and community organizations
- Document also includes goal setting and curricula practices around alignment, connection to schools, and goal setting practices

After School Alliance Research and best practices (link):

- Section contains research materials produced by the Afterschool Alliance over the last 15 years
- Research includes a series of findings known as 'Afterschool Essentials' which make a strong, evidence based case for afterschool programming

After school toolkit and resources (link):

- Outlines goals based on research-based practices for afterschool learning
- Includes sections on literacy, math, science, arts, technology, and homework that outline key elements, standards, needs, and goals, assessing progress, and additional evidence on what works best in after school environment

Example outside of school models:

Chicago Youth Service Corps for Secondary/Post-Secondary (link):

- The program provides young (16-24) Chicagoans with a paid after-school or summer opportunity to make a positive impact through community service focused on social justice and/or COVID-19 projects, while building strong leadership skills and earning income (~$14/hr)
- Program is focused on target communities that have experienced the highest levels of violence or marginalized populations like those experienced homelessness, justice involved, or English Second Language individuals

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

4B Deep Dive | Create access to additional after-school or summer programs (e.g., reading, STEM, social emotional programs)

Overview: Maintain/improve core skills through summer learning programs

Length: Short- and long-term

Target population: K-12, potential to focus on younger students

Equity focus: Has previously been targeted to low/very-low-income families

Potential IL insights & implementation ability:

- Could directly facilitate connection between existing summer programs and districts/schools
- Potential to expand and grow existing state-wide programs (e.g., IL After School Programs Grant)
- Leverage or form state-wide partnership with nationwide evidence-based programs (e.g., Harvard READS summer learning)

> *We need more time. Summer programs are a great way to add time in core subjects - reading, math - or giving students a jump start to the next school year"*
>
> - Administrator

HARVARD GRADUATE SCHOOL OF EDUCATION | READS LAB

Case vignette: Harvard READS for summer learning

Intervention

- Annual Harvard GSE-led in-school and at-home based summer reading program for elementary schoolers beginning in ~2010 and adapted to COVID
- Students sent 8-10 e-books matched to reading level and interests
- Additional comprehension activities
  - Pre-summer, educator scaffolding into the activity
  - Online pre-read activity and post-read comprehension check
  - Follow-up calls and family support model

Cost: ~$95 per student

Impact in North Carolina[1]

- Statistically significant reading comprehension improvement for ~6,400 2nd & 3rd graders nine months after intervention
- Slightly greater improvements for students in high-poverty schools

Other examples

Collaborative Summer Library Program (CSLP): Consortium of all 50 states & D.C.

- Public library-led reading programs; participating states can use CSLP materials and purchase subsidized program incentives
- Expected decline in participation as a result of COVID; will require library-level outreach

1. .04 SD performance improvements overall, .05 SD for students in high-poverty schools

Source: Brookings; *Delayed Effects of a Low-Cost and Large-Scale Summer Reading Intervention on Elementary School Children's Reading Comprehension*; Harvard READS

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

4C Implementation- Initiative C | Increase learning time through summer programming

Primary implementation activities

- Reach out to educators and community organizations to gauge interest and get buy-in to lead/continue summer programming
- Identify target student populations, assess student and family needs/interests, and design programs for purpose with input from students/caretakers to attract and encourage engagement of target students (consider accelerative vs. remedial approach)
- Ensure adaptability and personalization of programming to address individualized student needs
- Evaluate adaptive format, program flexibility, and credentialing needed by grade level & program (e.g., remote vs. in-person, required licensure, etc.)
- Develop financial-aid, subsidy, and incentive programs to offset financial burden and increase enrollment
- Explore creative programming options like senior seminars or summer bridge programs to ease transition into post-secondary education, work-based or internship-based experiences to provide financial support for students, and community partnerships (e.g., parks, libraries) for social emotional support

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of eligible students enrolled
- % retention after 1 month in program

Summative metrics (metrics to demonstrate overall success)

- Avg. GPA, graduation rates, behavioral needs, class failures etc. of participating students vs. school and peer group average

Sample timeline and milestones

- Begin coordinating ASAP to provide summer programing to most underserved student population, and consider scaling in future years
- Align on 2021 educator availability and interest, program scope, and financial aid program (~2 months)
- Identify leaders, develop programs, and enroll students (~2 months)
- Design summer 2022 program to broaden enrollment (~4 months)
- Identify leaders, launch financial aid, and enroll students (~6 months)

Resourcing

- Cost of staffing resources (e.g., program leads) to provide instruction
- Cost of financial aid subsidy or support
- Cost of physical (Air Conditioning, Free/Reduced price lunch, etc.) and technological (devices, broadband) necessities

Equity considerations

- Consider providing summer programming in 2021 to most underserved student groups (English language learners, students with disabilities) and roll out broader summer programming in summer of 2022
- Consider relying more heavily on virtual/hybrid programming when transportation, etc. limits accessibility (e.g., rural communities)

Inter-related strategies

- Chapter 2, Individualized student fact base: Tailor and individualize summer programming to address needs outlined from assessments and screens, use assessments and screens to inform eligibility

4C Additional Sources | Increase learning time through summer programming

Summer programming best practices and frameworks:

Wallace Foundation and RAND research on recommended practices for success in summer learning (link):

- Report provides guidance for programs working to stand up or improve summer programming
- The report addresses questions like when a district should work on summer programming, how to hire/train educators, what to consider in curriculum development, how to boost attendance and create a welcoming environment, etc.

Research and best practices in effective summer programming (link, link):

- Research outlines components of quality summer learning and evidence base like small class sizes, alignment to student needs, qualified educators, high-quality instruction, site culture, duration, etc.
- Encourages implementation of 5 practices including formative assessments, small class sizes, extracurriculars, leveraging community partners, and exploring new practices

Example summer programming models:

Cadence Learning (link):

- Cadence Learning has launched a 2021 National Summer School Initiative partnering with districts across the national to deliver accelerated learning and vibrant enrichment activities for students in grades 3-8
- Students participate in Math and ELA classes each day, taught by a combination of mentor educators and small group partner educators from participating districts
- Students also participating in a series of enrichment programs each day, such as dance, lab sciences, world languages, etc.
- Students have free and unlimited access to self-directed learning platforms like DreamBox, Exact Path, Lexia, etc.

Community College, 'College for Kids' (link, link):

- Local community colleges host virtual and in-person 'College for Kids' summer experiences
- Programs are designed to be age-specific and stimulate creativity, promote curiosity, and encourage engagement

Higher Ed Summer Bridge programs (link):

- University of Illinois at Chicago offers a series of accelerative summer bridge programs for incoming freshman, including enrichment programs in subjects like writing, math, chemistry, and music theory as well as a series of pre-professional programs like Business Summer College and College of Architecture summer college program
- Summer college programs are tuition free and offered on-campus and online to increase accessibility of programming

Note: Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.

Implementation | Implementation risks and mitigation strategies

Limited resourcing and educator burn out creates staffing challenges to execute programs	• Evaluate educator interest and buy-in initially before designing program • Partner with local organizations and community centers to supplement staffing where feasible • Leverage online programs and non-profit support to pool resourcing
Families aren't sufficiently brought along and enrollment and engagement in programs suffers	• After ensuring educator buy-in, launch communication campaign (in native languages) that outlines benefits of program, different and individualized student support, and financial support programs • Identify and minimize barriers like transportation, childcare, loss of income, etc. to offset burdens of program support
Students and educators are burned out of online/remote programming which limits scale and decreases enrollment	• Where possible, roll out in-person programming, prioritizing communities most impacted (English Language Learners, Students with disabilities, Low-Income students) and youngest students with greatest gaps in social emotional development • Leverage small groups and digital tools to optimize remote experience when necessary • Develop orientation training for taking and hosting online programs to ensure best practices in virtual methods
Planning for programming is delayed and rushed, resulting in low enrollment and inaccurate student targeting	• Evaluate feasibility and commit to calendar of initiatives ASAP • Consider planning for and launching near-term programming for most underserved students (students with disabilities, English language learners, etc.) and then scale and target broader student population as resources expand

Chapter 5

Connect districts/institutions with community organizations that connect students to comprehensive support

Overview | Description of topic and initiatives

High level topic

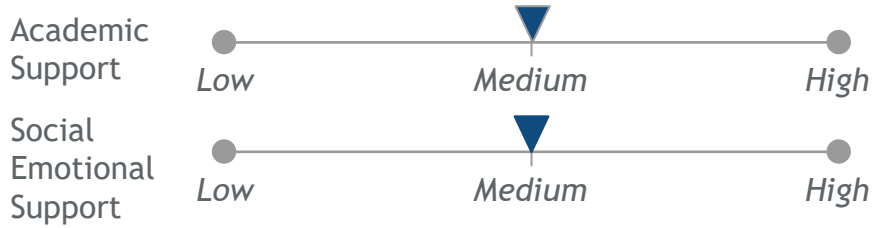
Topic

Connect districts/institutions with community organizations that connect students to comprehensive support

Primary stakeholders impacted

- Students: Facilitate community connects and provide holistic support through supplemental programs
- Caregivers: Provide after school childcare support and/or volunteer opportunities for additional school involvement

Relevance



Recommended initiatives

5A Provide additional individualized connection and supports to students through assembling community volunteers (e.g., IL Retired Teachers Association, Illinois Business Roundtable, United Way)

5B Establish close partnerships with a few, local organizations (libraries, food banks, churches, etc.) that offer support directly through the school to meet all student needs (academic, mental, physical)

Equity focus of initiatives

- Close achievement gap by providing access to key support & resources to at-promise students
- Prioritize partnerships that fill needs for low-income and other students who may not already have access to certain supports

Fact Pack | What we are hearing from stakeholders

There are many families who do not know what they have access to. In many ways, we just need to tell them what is available.

- School counseling professor

Financial barriers, changes in family dynamics, health concerns … wrap-around services needed but can't just be within one collegiate campus. They need to involve whole community.

- University Chancellor

Schools need to show that more things are important than solely academics. We have tutors for math, but no support for mental health.

- High school student

Not all students have the support system at home to identify and connect with community resources. Having a school support network to navigate and connect all students with these resources would be very valuable

- Educator

If we had strong community networks and support systems, we may have been able to prevent more students from 'disappearing' during COVID

- Educator

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation (1 of 2)

1

Uplift Community High School & Kuumba Lynx (Chicago, IL)

- Kuumba Lynx (KL) is a non-profit urban arts youth development program known for its performance art, dance, visual art, hip-hop and poetry programs
- Their arts making practice presents, preserves and promotes Hip Hop as a tool to resist systemic violence where black and brown youth can reimagine & demonstrate a more just world
- KL is based out of Uplift Community HS and integrates arts education throughout the curriculum (e.g., KL brings hands-on activities to science class)
- KL provides a space for students to discuss difficult topics like police brutality, racism and consent culture —topics that their public school educators could be wary of covering
- “The positivity, the love, the high energy the vibrant energy that Kuumba Lynx has brought to Uplift is really in the process of transforming the school,” - High school teacher

2

Three4Me at Harriet Gifford Elementary School (Elgin, IL)

- Harriet Gifford Elementary School implemented a "Three4Me" program, where all parents are asked to volunteer at least 3 hours at some point in the school year
- Volunteers can chaperone field trips, help on picture day, assist in their child's classroom, etc.
- "One of our parent volunteers comes in every day to assist a bilingual class" - Joe Corcoran.[2]
- Also implemented a "Reading Buddies" program to match senior citizens and local college students with students; logged more than 200 hours with the program, which helped boost students' skill development.[2]
- Options for volunteering include work done at home outside of school hours; 62% of community is low-income, so alternative options are crucial
- Volunteers log hours through SchoolCheckIn.com
- 3,200 volunteer hours tracked in one year

3

Lawndale Mental Health Partnerships (Chicago, IL)

- Kirsten Perry of Lawndale Community Academy was awarded Counselor of the Year in 2018 for establishing partnerships to better support student wellness
- Located in one of Chicago's most structurally disinvested neighborhoods, 80%+ of students have experienced some form of trauma
- As the only counselor, Perry recognized the need to leverage community support
- Perry established partnerships with the Juvenile Protective Association, who provided a social worker 3x per week
- Other organizations came 1x per week for mentoring, including Young Men's Educational Network
- Matched at-promise students with an adult, who is responsible for checking in proactively to provide individualized support
- % of students who are on track to complete high school has nearly doubled
- Chronic absenteeism was reduced by 61% over two years

1. http://www.chicagotalks.org/?p=63401; https://www.kuumbalynx.com/; 2. https://www.educationworld.com/a_admin/admin/admin420_a.shtml; https://www.educationworld.com/a_admin/admin/admin420_b.shtml 3. https://educationpost.org/school-counselor-of-the-year-kirsten-perry-isnt-a-savior-shes-just-here-to-help/

Fact Pack | What the estimated cost is relative to the potential impact

5A Provide additional individualized connection and supports to students through assembling community volunteers

Cost

- Cost of new **Resource Coordinator position**
- Initial costs for volunteer background checks and training
- **Ongoing cost for venue**
- Resource needed to coordinate efforts and match prioritized students with offered support

Impact

- Thousands of additional hours of student support
- At-promise students who regularly meet with a mentor are **46% less likely than their peers to start using drugs** and **81% more likely to participate regularly in sports and extracurricular activities.** (link)

5B Establish close partnerships with a few, local organizations that offer support directly through the school to meet all student needs

Cost

- Cost of new **Resource Coordinator position**
- Minimal other cost to school system; partner organization may be able to cover majority of costs (e.g., staffing, supplies, marketing)

Impact

- Deeper, targeted impact through close partnership to better prepare students for the future
- Specific impact depends on partner type and relationship, but ranges from career/college readiness to mental health support

"When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs"
- National Education Association (NEA)[1]

1. https://www.pridesurveys.com/index.php/blog/community-involvement-in-schools/

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

5A Implementation | Provide additional individualized connection and supports to students through assembling community volunteers

Primary implementation activities

- Conduct needs assessment to determine types of connections/ support to facilitate and identify students to prioritize
- Consider level of consistency needed for meaningful support – volunteers are best suited for ad hoc vs ongoing commitments
- Hire a Resource Coordinator to identify, train, schedule, and monitor volunteer programs; coordinator should partner with volunteers to develop program and make key decisions
- Identify volunteers to support program/service – share impact analysis and results with potential volunteers for recruitment
- Ensure volunteers are representative of the students served
- Consider seeking volunteers with relevant professional training (e.g., social work interns)
- Develop training plan for volunteers and ensure expectations for partnership are clear – implement mentoring standards (link)
- (Post-secondary) Partner with local K-12 schools for mentor programs; consider providing course credit for participating
- School social workers can supervise social work interns to scale mental health supports and build pipeline

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students participating in program
- # of volunteers engaged, by demographic group

Summative metrics (metrics to demonstrate overall success)

- Enrollment rates for post-secondary education

Sample timeline and milestones

- Conduct needs assessment for all students (beginning of school year)
- Identify volunteers willing and able to support student needs; identify point person to lead coordination effort (~1 month after needs assessment)
- Develop training curriculum for all volunteers (once volunteers identified)
- Connect students to volunteers (once volunteers trained, ~3 months)

Resourcing

- Cost of new Resource Coordinator position
- Cost to secure background checks for all volunteers
- Cost and time for volunteer training and coordination (ongoing)
- Facility to host connections

Equity considerations

- Particularly for low-income communities, need to prevent these relationships from being thought of as “charity” (no savior complexes)
- Trainings and recruitment should consider unique cultural complexities
- Rural areas: consider partnering with local churches (ensure that there is no violation of the separation of church and state)
- Offer stipends for volunteers, particularly in hardest hit communities
- Mentors can be particularly helpful for students with disabilities and ELL students who struggle socially

Inter-related strategies

- Chapter 7: Mental Wellness – consider using for needs assessment and volunteer training resources

5A Additional Sources | Provide additional individualized connection and supports to students through assembling community volunteers

Additional information for implementation:

School checklist for developing a mentor program (link)
- Screening measures
- Training guidelines
- "Where to start" guidance

How-to Guide for Building School-Community Partnerships (link)
- Implementation recommendations and supporting rationale for community partnerships
- Focus on volunteer opportunities for students and relationships with non-profit organizations

Leverage federally funded work-study programs by encouraging higher education institutions to fund work-study programs in hardest hit communities

AmeriCorps partners with organizations (i.e. non-profits, faith-based, and CBOs) across the country to provide support

Center for Popular Democracy | Community schools (link)

Example programs:

College Mentors for Kids (link)
- Illinois State University partnership with 1st – 5th graders (link)

Chicago Public Schools Community Schools Initiative (link)
- CPS manages one of the largest community schools systems in the nation

Beckwith Alumni mentoring program with alumni to support students with physical disabilities (link)

Penny Severns Family Literacy Program (link)
- Grant projects provide integrated, intensive instruction to improve the basic reading, writing skills, math or English language proficiency of parents and children together
- List of supporting organizations in appendix (link) – *potential contacts for volunteer sourcing*

Framework for Building Mentoring Relationships in Schools (link)
- Provides foundational information, implementation strategies and resource references for establishing / enhancing mentorship programs in schools

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

5B Implementation | Establish close partnerships with a few, local organizations that offer support directly through the school to meet all student needs

Primary implementation activities

- Conduct needs assessment to determine types of connections/ support to facilitate
- Map support needs to local community organizations; identify 1-2 organizations that best fit student needs
- Hire a Resource Coordinator to identify, train, schedule, and monitor volunteer programs; coordinator should partner with volunteers to develop program and make key decisions
- Share impact analysis and results with potential partners for recruitment
- Ensure volunteers are representative of the students served
- Work with identified community organization(s) to develop program/service for students at no cost to them
- Draft Memorandum of Understanding (MOU) (example link)
- Create a plan for long-term sustainability
- Prepare to discuss progress and challenges with community partner; take note of what's working and what's not

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students participating in community program
- Student satisfaction

Summative metrics (metrics to demonstrate overall success)

- Increased graduation rates
- Enrollment rates for post-secondary education

Sample timeline and milestones

- Conduct needs assessment for all students by end of school year
- Identify preferred partner & begin creating program/service over summer
- Launch program in beginning of school year
- Monitor and adjust program details (ongoing)

Resourcing

- Cost of new Resource Coordinator position
- Minimal other cost to school system; partner organization may be able to cover majority of costs (e.g., staffing, supplies, marketing)
- Time for coordination/matching prioritized students with offered support

Equity considerations

- Particularly for low-income communities, need to prevent these relationships from being thought of as “charity” (no savior complexes)
- Trainings and recruitment should consider unique cultural complexities
- To support ELL ensure all needs assessments/communications are available in multiple languages; consider trusted community partners when serving immigrant families; provide bilingual staff or translation services
- Consider unique needs of students with disabilities (e.g., accessibility)

Inter-related strategies

- Chapter 7: Mental Wellness – consider using for needs assessment and volunteer training resources

5B Additional Sources | Establish close partnerships with a few, local orgs that offer support directly through the school to meet all student needs

Community partners:

Illinois After-School Network (link)
- State affiliate to the National After-School Association
- Partners with array of organizations dedicated to working with children in afterschool and youth development

Illinois Collaboration on Youth member organizations (link)
- ICOY's members are part of a large and growing coalition of community-based child welfare, youth service, and juvenile justice providers across Illinois

Latino Policy Forum's, EL COVID Recommendations (link)

Community in Schools of Chicago (link)
- Works with more than 175 Chicago Public Schools & 150 organizations across metro Chicago
- Programs and services provided at no cost to students and address needs identified by their school leaders

60-by-25 Network (link)
- Formally recognized communities with systems in place to drive meaningful and equitable postsecondary attainment

Example programs:

ALA Public Library and School Library Collaboration Toolkit (link)
- Implementation suggestions & impact

ALSC School/public library cooperative programs (link)
- Program ideas and participating schools & contact information

Homework Hangout (link)
- Afterschool program for life skills, homework and dinner

YMCA after school programs (link) – *program specifics vary by location*

National Alliance on Mental Illness (link)
- Crisis Intervention Team (CIT) Programs (link)

Leverage federally funded work-study programs by encouraging higher education institutions to fund work-study programs in hardest hit communities

North Chicago Community Partners (link)

Juvenile Protective Association (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Implementation | Implementation risks and mitigation strategies

Student needs aren't properly identified / catalogued	• Successful implementation has interdependencies with 'Diagnostics' chapter and should also be reviewed • Listen to students and caregivers to solicit input on what types of supports would be most helpful
Community partners become apathetic because results are not immediate	• Proactively share small 'wins' early and often • Set realistic expectations for the timeline for impact • Promote personal benefits to volunteers (e.g., stress relief, sense of purpose, resume credential)
Interest and registration rates for new programs are low	• Develop communication plan to educate students and caregivers on the benefits of the program / partnership • Identify priority students for program participations and focus outreach accordingly • Consider encouraging educators to leverage new programs / partnerships as part of lesson plans • Ensure programming is culturally relevant. See 'Wellness' chapter, initiative B • Create a dissemination plan that includes various strategies to reach families: e.g. flyers at food bank or signs at local grocery stores. • Use student ambassadors to encourage more to register

Chapter 6

Enhance accessibility of academic and behavioral counseling resources, especially for at-promise students (including year-round support)

Overview | Description of topic and initiatives

High level topic

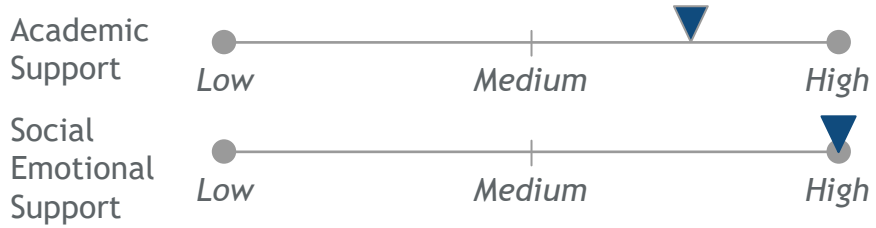
Topic

Enhance accessibility of academic and behavioral counseling resources, especially for at-promise students (including year-round support)

Primary stakeholders impacted

- Students: Reshape focus of education to increase focus on holistic support

Relevance



Recommended initiatives

- 6A Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio
- 6B Hire additional behavioral counselors and expand year-round staffing and access to resources to achieve stronger student to counselor ratio
- 6C Screen student population to identify most at-promise student populations and prioritize counseling accordingly

Equity focus of initiatives

- At-promise student populations often do not receive the holistic support they need to succeed
- Rural communities may face challenges hiring additional advisors / counselors; consider alternative support options (e.g., telehealth, upskilling faculty)

Topic identified within top 3 priorities by educators

Fact Pack | What we are hearing from stakeholders

My district doesn't have the support we need. We need counselors. There's a ratio of 450 kids to 1.
- School counselor

Even with the virtual appointments, I have kids who do not have towers in their neighborhoods, so their hotspots don't work. There's no way to connect unless they're at school … and sometimes when the wind blows too hard it goes out there too.
- Middle school teacher

Every school needs dedicated counselors. They're not like librarians; you can't just rotate them around.
- Parent

Teachers have a pretty unanimous view on this, which is that it would be extremely valuable
- Educator

There is a hierarchy of student needs. They can't even begin to think about their curriculum or standardized tests if their basic wellbeing isn't acknowledged and addressed. We cannot forget this and just move on and return to normal
- Educator

Many of our students are low-income with minimal access to healthcare. At school, these students get ~20 min. /week with a counselor/social worker at most, and many don't have any access. These students need support or else the school day is a waste since they aren't mentally engaged
- Educator

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Community College of Philadelphia Intensive Advising

- Community College of Philadelphia implemented a new, intensive academic advising model
- Students were initially advised by faculty who were also part-time advisors; under the new model the college hired 9 full-time advisors and built a more robust advising program
- Students now work with advisors to develop an educational plan , discuss their career goals, and proactively meet to track progress
- Faculty still assist with drop-in advising and supplementary support
- Persistence rates for first-time-in-college students have increased 45% to 51% in the first year

2 Colorado School Counselor Corps Grant Program

- Colorado established a School Counselor Corps Grant Program (SCCGP) in 2008 to provide competitive grants to school districts in order to increase the availability and effectiveness of school-based counseling services for secondary school students
- Colorado created 220 new school counseling positions over eight years
- New counselors were provided training in dropout prevention and college access strategies
- Schools saw the dropout rate decline from 5.5% to 3.7%, while college attendance and persistence increased by 13 percentage points
- With more students attending high school, schools' total funding based increased enough to afford the new counseling positions once the grants expired

3 Lincoln Land Community College Telemental Health (IL)

- To overcome challenges with reduced funding to public and community mental health services and limited mental health resources available locally, Lincoln Land Community College is partnering with Talkspace to provide Telemental health counseling services to all students
- Many other Telemental health partners charge institutions monthly based on actual use, but this presents challenges for planning/budgeting
- Talkspace offers a flat-rate based on unduplicated headcount and bills quarterly
- Every student has access to one 30 minute "live" (synchronous) session per month
- Students can have additional “live” sessions at a reduced rate paid by that student based on a sliding scale fee.
- Talkspace has unlimited texting, video messaging, and voice messaging available to students
- Clinical providers are licensed to provide services in IL; platform is HIPAA-compliant

1. https://www.ccsse.org/nr2018/Show_Me_The_Way.pdf; 2. https://kappanonline.org/oconnor-school-counselors-make-world-difference/

Fact Pack | What the estimated cost is relative to the potential impact

6A Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio

Cost

- **~$130K per advisor per year**
- Additional time and resources required to develop year-round support

Impact

- **Improved academic performance** from academic success coaching / study skill improvements
- **Improved student satisfaction** from support systems

6B Hire additional behavioral counselors and expand year-round staffing and access to resources to achieve stronger student to counselor ratio

Cost

- **~$130K per counselor per year**
- Additional time and resources required to develop year-round support

Impact

- Improved academic outcomes and **graduation rates** (link)
- **Improved student satisfaction** from support systems

6C Screen student population to identify most at-promise student populations and prioritize counseling accordingly

Cost

- **Administrative time** to analyze screen results, develop and refine intervention plan, and monitor student progress

Impact

- **Increased graduation rates and enrollment in post-secondary programs,** particularly among at-promise students

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

6A Implementation | Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio

Primary implementation activities

- Determine target number of additional advisors to hire
- Recruit & hire advisors with expertise in academic success coaching (e.g., time management)
- Review current advising model and implement a proactive model using intrusive strategies (e.g., academic success coaching)
- Proactively communicate services to students (e.g., during new student orientation, through faculty)
- Prioritize at-promise students for learning specialist coaching (e.g., learning skills, personal habits)
- Consider extending advisor contracts from 10 months to 12 to provide additional support during summer months (e.g., summer workshop series to proactively advance academic success skills)
- Identify community organizations or summer programming partner to provide continued support throughout the summer

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Achieve 250:1 advisor to student ratio
- Increase % of students who meet with advisor at least once per quarter

Summative metrics (metrics to demonstrate overall success)

- Increased graduation rates
- Improved academic performance
- Improved student satisfaction from support systems

Sample timeline and milestones

- Ask current advisors if they are open to expending their contract from 10 months to 12 (March)
- Hire new advisors (once current advisors decide if extending, ~1 month)
- Identify partners & develop plan for summer transition (beginning of year)

Resourcing

- Cost per academic advisor
- Time to facilitate onboarding
- Time to plan academic success "curriculum"
- Time for advisors to assist and/or teach summer bridge programs
- Time to facilitate connections with community organizations & summer programming groups for year-round support

Equity considerations

- Consider hiring advisors with language fluency to support ELL students
- Ensure students from low-income communities have access to services provided at no cost over the summer
- Hire advisors that are representative of the student population served
- Train advisors to support students with disabilities (e.g, academic success coaching)

Inter-related strategies

- Chapter 8 Digital priorities: Ensure advisors are fully trained on any new digital priorities (e.g., hybrid models)

6A Additional Sources | Hire additional academic advisors and expand year-round staffing and access to resources to achieve stronger student to advisor ratio

Overview of Academic Advising in College (link)

Illinois Central College Student Success Coaching program (link)

Academic Advising in a Pandemic and Beyond (link)

Strategies to Improve Academic Advising (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

6B Implementation | Hire additional behavioral counselors and expand year-round staffing and access to resources to achieve stronger student to counselor ratio

Primary implementation activities

- Determine target number of additional counselors to hire
- Consider extending counselor contracts from 10 months to 12
- Recruit & hire counselors (e.g., from pre-service programs)
- Develop plan for seamless transition into summer - identify community organizations, summer programming partners, or telehealth resources to provide year-round support
- Coordinate with institutions/universities training counselors to develop program for year-round support for students
- Ensure students have a private/confidential space for Telehealth appointments
- Consider leveraging state Medicaid funds to supplement clinician shortages with local service providers like hospitals
- Ensure any mental health provider has the certifications necessary to treat students (link)
- Appreciate the value of school counselors' advanced training and align responsibilities to optimize benefits to students (link); limit administrative responsibilities to <20% of counselor's time

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Achieve 250:1 counselor to student ratio
- % of students who meet with counselor at least once per quarter

Summative metrics (metrics to demonstrate overall success)

- Increased graduation rates
- Improved academic outcomes / GPA
- Wait time from initiating treatment and between appointments

Sample timeline and milestones

- Ask current advisors if they are open to expending their contract from 10 months to 12 (March)
- Hire new counselors (once current advisors decide if extending, ~1 month)
- Identify partners & develop plan for summer transition (beginning of year)

Resourcing

- Cost per behavioral counselor
- Time to facilitate onboarding
- Time to facilitate connections with community organizations & summer programming groups for year-round support

Equity considerations

- Consider hiring counselors with language fluency to support ELL students
- Ensure students from low-income communities have year-round access
- Consider using flexible scheduling shifts to increase access in rural areas
- Consider leveraging telehealth to support rural communities where there are limited in-person resources and to increase accessibility for students with physical disabilities (more detail on following slide)
- Partner with larger communities to provide services one day per week - some counselors may commute to a rural area one day per week

Inter-related strategies

- Chapter 7 Mental wellness: Behavioral counselor support should be closely aligned to other mental wellness initiatives and priorities

6B Additional Sources | Hire additional behavioral counselors & expand year-round staffing and access to resources to achieve stronger student to counselor ratio

American School Counselor Association | School Counselor Roles & Ratios (link)

- Resources supporting the roles of school counselors at back-to-school nights, school board presentations, etc.
- Research about the impact of school counseling (link)

American Psychological Association | Telehealth Continuing Education Resources (link)

Addressing Mental Health Needs in Our Schools: Supporting the Roll of School Counselors (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

6B Deep Dive | Recommendations for telehealth counseling

Training: All counselors providing Telehealth should first complete a continuing educational program designed to address telehealth processes and procedures

- 12-hour CEU training by PESI "Telehealth for Mental Health Professionals, 2 Day Distance Therapy Training" (link)
- American Psychological Association Telehealth Continuing Education Resources (link)
- Counselors should also receive training on the Zoom platform, Google Meets and telehealth security

Before the session: Students should be contacted prior to the appointment to address how they will log into the session, the need for privacy (to ensure confidentiality), emergency protocol, and technology requirements

Security: All counselor devices should be password protected and should lock automatically. Participants should not share their password. Do not use public WIFI. Use all security features provided by the telehealth platform (e.g., Zoom waiting room to prevent session interruptions if next appointment arrives early)

Scope of Service: All students should qualify for services, except if they meet specified exclusionary criteria (e.g., recent suicide attempts, current victims of domestic abuse, severe eating disorders, severe major depression or bipolar disorder symptoms). Students seeking services for an intake appointment will be screened and assigned a counselor provided they are appropriate for services. Students who meet the exclusionary criteria will be referred to a higher level of care.

First Session: Counselors should confirm the student's location and verify the phone number that the student may be reached at, if there is a disruption of service or in case of emergency. Counselors should ensure the student has a private/confidential location for their appointment and should address any concerns for privacy/confidentiality.

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

6B Deep Dive | social emotional support and in-school counseling resources

Overview: Create social emotional support programs that ensure student, educator, and staff wellness

- Provide addtl. resources for short- & long-term counseling
- Identify standardized diagnostic assessments for schools to understand student, educator, and staff mental health
- Ensure necessary infrastructure to refer struggling students, educator, and staff to family support services

Length: Short- and long-term

Target population: K-12 students, higher ed, educators, & staff

Equity focus: Most impactful for highly-impacted demographics

Potential IL insights & implementation ability:

- Mental health response needs to be community-centric and comprehensive - built for immediate and long-term response
- Can build on existing centralized wellness resources to include mental health screening tools, standards, and tactical steps
- Also should enable schools to maintain high quality in-school counseling through funding, specialized training, etc.

> *No one understands the trauma kids are going through […] **We're seeing ~15-18 family support workers help ~17,000 kids. It's not enough.** Schools should be a space to identify kids with needs. **Funding is a big limiting factor.***
>
> - President, non-profit

Butte County California

Case vignette: Post-California wildfire mental health support

Intervention

- Series of mental health interventions for ~450 students and staff following CA wildfires

Short-term

- Immediate support from 200 state-wide volunteer mental health professionals
- New "Coordinator of Trauma Response & Recovery" role in the County Office of Education
- Screened students using National Child Traumatic Stress Network tools
- Rehired retired school counselors and designated educator-specific counseling services
- Encouraged small-group discussions between educators and students
- Turned schools into community centers for students, staff, and families
  - After hours wellness centers with tutoring, counseling, and other services
  - Shelters for those who lost their homes
  - Donation sites; school bus drivers delivering supplies to emergency shelters

Long-term

- Wave of symptoms at the ~6-month mark; continued screening and counseling services
- Collaborated with counties on a district-level response guide, published at the state-level

Cost: N/A; interventions funded through a mix of federal/state aid and private grants provided 20+ counselors for 6+ months via contracts

Impact - To be determined; interventions ongoing

Other examples

Sonoma County Post-wildfire: MySonomaStrong.com to track mental wellness & find free professional therapy

- Trained 300 professionals in psychological recovery skills & added community-centric recovery activities

Source: Wired (2018); EdSource (2020) & (2019); Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

6C Implementation | Prioritize counseling and support for most at-promise student populations

Primary implementation activities

- "At-promise" refers to students who have a high probability of failing a class or dropping out of school (link; link)
- Screen all students to identify most at-promise populations (see initiative 2C)
- Consider not only what mental health struggles exist, but also how they began – support should be provided holistically
- Plan ahead for proactive screening and intervention support
- Map community and district/institution assets to student needs
- Compile list of resources available to students & their caregivers; distribute list broadly and make sure it is easily accessible
- Capture information about who students view as their "safe person" and provide training / support accordingly
- Ensure DE&I representation in all pamphlets and other materials
- Dedicate time for informal wellness conversation – ask "how's it going? What do you need" and facilitate informal touchpoints
- Review with Whole Child Task Force recommendations (link)
- Train educators to provide intervention support
- Consider making data transferable to support transfer students and provide continued supports more efficiently; encourage antiracist efforts to ensure data isn't used against students

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students identified as at-promise with intervention support

Summative metrics (metrics to demonstrate overall success)

- Reduction in # of expulsions

Sample timeline and milestones

- Select screening assessment to develop SEL skills inventory over summer
- Develop initial intervention plan based on expected screening outcome by end of summer
- Map community assets by end of summer
- Screen all students and identify at-promise populations (beginning of year)
- Refine intervention plan & implement (once students screened, ~1 month)

Resourcing

- Cost to secure screening assessment; consider using state Medicaid dollars (link)
- Administrative time to analyze screen results, develop and refine intervention plan, and monitor student progress

Equity considerations

- Rural areas: Leverage Medicaid funding, partner with Erikson, work to secure state/federal funding for crisis centers, work with ROE, etc.
- Consider the unique needs of the communities you serve and prioritize supports accordingly (e.g., counselors trained to support students with disabilities, bilingual counselors)
- NIAA tiers: Tier 1 - universal, entire school; Tier 2 - group-based support; Tier 3 - individualized support

Inter-related strategies

- Initiative 2C: Behavioral screens – highly inter-related; use screen to identify most at-promise students

6C Additional Sources | Screen student population to identify most at-promise student populations and prioritize counseling accordingly

Intervention strategies:

Infant and early childhood mental health consultation (IECMHC; link)

- Illinois's Approach to Building and Sustaining Infant and Early Childhood Mental Health Consultation
- Prevention-based service that pairs a mental health consultant with families and adults who work with infants and young children in the different settings where they learn and grow, such as childcare, preschool, and at home
- Build adults' capacity to strengthen and support the healthy social and emotional development of children

Mental Health First Aid (link)

- Course that teaches how to identify, understand and respond to signs of mental illnesses and substance use disorders
- Courses available to help support mental health in schools, adolescents (age 12-18), higher education, rural communities, and more

National Center for Pyramid Model Innovations (NCPMI; link)

Example programs:

Comprehensive Community Based Youth Services (CCBYS; link)

- Intervention services for at-promise youth ages 11-17

National Alliance on Mental Illness (link)

- Crisis Intervention Team (CIT) Programs (link)

Rocketship Public Schools CareCorps (link)

- Wellness survey sent to all families every morning; responses reviewed by 12pm

Austin Schools & Vida Clinic (link)

- Specialized multi-tiered framework of mental health support for schools
- Now available via telehealth

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Implementation | Implementation risks and mitigation strategies

Given existing pipeline challenges, hiring additional counselors / advisors is unrealistic	• Create partnerships to provide access to state-wide and nation-wide support (e.g., telehealth, community volunteers) • Consider ways to leverage existing resources (e.g., educators) to provide similar supports without hiring additional staff • Prioritize at-promise students for most hands-on support
Students lose access to supports over the summer break	• Plan to provide access to year-round support (e.g., telehealth, community volunteers, summer programming organizations) • Prioritize at-promise students for year-round support, as needed
Students aren't properly identified for behavioral screener or provided with appropriate behavioral support based on screener results	• Successful implementation has several interdependencies with 'Diagnostics' chapter and should also be reviewed • Provide social emotional professional development support to educators and encourage class time focus on social emotional to identify students best supported by screener • Ensure robust data analysis mechanisms in place to triage students and provide support based on screener results

Chapter 7

Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support

Overview | Description of topic and initiatives

High level topic

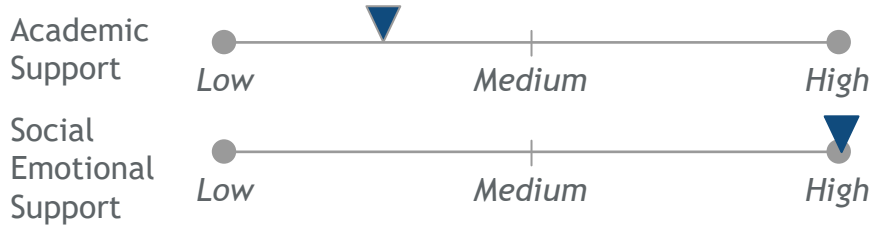
Topic

Invest in infrastructure for mental wellness and trauma-informed, culturally responsive schools, including educator P.D. and support

Primary stakeholders impacted

- Students: Reshape focus of education to increase focus on SEL support and holistic well-being
- Educators: Provide resources to support own mental health and training to empower educators to support the well-being of their students

Relevance



Recommended initiatives

- 7A Scale partnerships to provide training on trauma-informed policies, procedures, and practices
- 7B Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff)
- 7C Invest in behavioral / mental health resources and support systems for educators and staff
- 7D Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Equity focus of initiatives

- Rural areas & low-income communities often have limited access to mental health/emotional support
- Consider cultural barriers to access for therapy and prepare to support communities that have historically been harmed by mental health structures (e.g., access to care, therapeutic practices, misdiagnosis)
- Provide support in students' preferred language

Topic identified within top 3 priorities by educators

Fact Pack | What we are hearing from stakeholders (I/II)

> *For example, one time during a observation the principal told me that I called on more boys than girls. I was like really? Wow!*
>
> *- School counselor*

> *My issue is that I don't have teachers who look like me racially.*
>
> *- High school student*

> *Students will be more engaged if we give them skills and opportunities to fight back against inequity, to fight for positive change.*
>
> *- High school teacher*

> *We keep talking about the achievement gap, but we don't talk about the economic gap, the health gap…. We also don't talk about that the achievement gap was intentional. Unless we talk about the systems we have in place, we're not going to make transformative change.*
>
> *- Middle school teacher*

Source: focus groups, TeachPlus focus groups and survey

Topic identified within top 3 priorities by educators

Fact Pack | What we are hearing from stakeholders (I/II)

> *The amount and level of severity of the trauma this time period has caused for students cannot be understated. Our students need the support of more professionals in schools to help them through this.*
>
> *-Teacher*

> *Everyone's talking about reopening schools, but we haven't talked about how scary that is because of all the mental health issues and trauma that happened during COVID.*
>
> *- Parent*

> *There's a really big fear in faculty that if we mitigate expectations and show grace to students that we aren't going to prepare them. We need to give teachers permission to take time for wellness support.*
>
> *- K12 Asst Principal*

> *Staff need training and support on trauma-informed and culturally responsive practices, especially during a time of collective trauma, and support in mental wellness will be vital while students heal.*
>
> *- Teacher*

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Center for Childhood Resilience & Hinsdale South (IL)

- CCR launched partnership with Hinsdale South High School to help respond to the needs of a diverse student body by working to integrate trauma sensitive policies and practices
- CCR conducted a comprehensive needs assessment and action planning process, gained input and buy-in from staff, and provided professional development to staff
- In the 2nd year of the partnership, CCR conducted progress monitoring of goals, provided targeted professional development, and created new action plan based on data derived from the process
- Trauma-Informed Schools Walk-Through Checklist and the Trauma-Responsive Schools Implementation Assessment (TRS-IA) used to monitor progress; significant improvement shown through both tools
- In 2020, Hinsdale won the American Psychological Association's national Golden Psi Award for its evidence-based practices to affect student social emotional engagement and development

2 Antiracism Practices at Albemarle School District (VA)

- In 2018, newly-arrived superintendent Matthew Hass encouraged the staff to focus on equitable practices, citing achievement gaps for students of color
- The district has since written an anti-racism policy (link) and has trained all staff in eliminating all forms of racism, both individual and institutional
- Educators are encouraged to complete a Culturally Responsive Teaching (CRT) program, a year-long intensive course (link)
- Additional efforts to increase recruitment of educators of color and representation in educational materials
- 2017-18 reading results showed Black students taught by CRT-certified educators doubled their pass rate, from 50% in 2016-17 to 100%. The pass rate for students who qualify for special education and were taught by CRT educators increased from 0% to 50% over the same years

3 Urban Teacher Enhancement Program - Univ of Alabama

- Partnership established in 2004 between the University of Alabama at Birmingham and three high-needs school districts in the Birmingham, Alabama metropolitan area
- Educator preparation curriculum is specifically focused on developing a set of competencies related to urban teaching
- Variety of recruitment methods to reach students of color candidates (e.g., direct mailings to paraprofessionals and substitute educators, outreach to community leaders and undergraduate mathematics & science program candidates)
- One funding source is a Transition to Teaching Grant from the U.S. DOE; pays for a portion of participant tuition—up to $5K per candidate—and helps compensate mentors and co-educators
- ~70% of UTEP fellows are Black
- Many of the grants that support UTEP require educators to commit to teach for a specific number of years; 3-year retention rate for UTEP educators is ~70%

1. https://childhoodresilience.org/projectspartnerships/2018/3/22/hinsdale-south-high-school; 2. https://www.k12dive.com/news/how-3-school-systems-started-their-antiracism-practices/588307/; 3. https://files.eric.ed.gov/fulltext/ED535654.pdf; https://ssec.si.edu/sites/default/files/Fostering%20Change%20Playbook%20FINAL.pdf

Fact Pack | What the estimated cost is relative to the potential impact

7A Scale partnerships to provide training on trauma-informed policies, procedures, and practices

Cost

- **Estimated $15-$40** per educator/staff per year

Impact

- Particularly for more vulnerable student populations, **trauma-informed mental health support is crucial for student short- and long-term success**

7B Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff)

Cost

- Some **cost to acquire necessary resources** and provide **educator training** (depends on resources used)

Impact

- **Improved school culture** for all members of community (e.g., students, educators)

7C Invest in behavioral / mental health resources, support systems, and coaching for educators and staff

Cost

- **Estimated $35-$70** per educator/staff member per year

Impact

- Improved **educator/staff satisfaction**
- Increased **emotional bandwidth** to better support students

7D Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Cost

- Some incremental **cost to identify and acquire key talent** (e.g., marketing, outreach)

Impact

- **Equitable hiring, retention and tenure acquisition rates** across all departments

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

7A Implementation | Scale partnerships to provide training on trauma-informed policies, procedures, and practices

Primary implementation activities

- **Assess current practices and identify needed support/training**- consider using the Trauma Responsive Schools Implementation Assessment (TRS-IA; link), a free self-assessment to support K12 schools/districts working to enhance their trauma responsiveness
- **Develop action plan -** Plan educator/faculty trainings (initial & ongoing), prepare for administrative leader engagement
- **Identify any potential partners and facilitate trainings** and/or provide resources to full staff (e.g., custodian, principal) use tools that address core competencies of trauma training (ICTC)
- **Integrate lessons learned into school-wide strategic plan** - Work with partner to develop systemic approach; avoid having specific "champions" driving efforts; integrate trauma-informed practices throughout curriculum and ongoing staff education

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of educators/faculty trained in trauma-informed practices
- # of trauma trainings conducted
- # of trainees by role (e.g., administrators, community partners)

Summative metrics (metrics to demonstrate overall success)

- Increased use of restorative practices
- Improved culture (e.g., 5Essentials survey link) - by race, etc.
- Improved ARTIC Scale results (link) and change along the 7 core components (link)
- Increased SEL assets
- Increased attendance rate

Sample timeline and milestones

- Complete needs assessment by end of school year
- Assess current practices (e.g., strengths/weaknesses) by end of summer
- Develop action plan and begin implementation in beginning of school year
- Review and refine approach (ongoing)

Resourcing

- Cost to acquire necessary resources (e.g., educator training)
- Time to assess current practices & develop action plan
- Time for ongoing faculty training & administrator support

Equity considerations

- Prioritize most vulnerable populations first - use equity indexes, determine which areas have most violence, have been hit hardest by COVID, etc.
- Prioritize BIPOC, LGBTQ+, disabled & ELL (e.g., train bilingual educators)
- Create behavioral health teams to develop a plan that is responsive to cultural and language diversity
- Consider cultural barriers to access for counseling/therapy: train counselors on building trust with communities that have historically been harmed by therapeutic practices, implement restorative practices, etc.

Inter-related strategies

- Initiatives 7B & 7D: Trauma-informed practices will only be effective if the school environment does not perpetuate additional trauma (e.g., racism, lack of cultural responsiveness, lack of representation)

7A Additional Sources | Scale partnerships to provide training on trauma-informed policies, procedures, and practices (1 of 3)

Organizations and resources for trauma-informed practices:

National Center on Safe Supportive Learning Environments (link)
- Frameworks for support by education level (Pre-K/Elementary; Middle/High School; Higher Education)

Illinois Adverse Childhood Experiences (ACEs) Response Collaborative (link)
- Online library with publications and resources (link)

Illinois Collaboration on Youth (ICOY) Trauma-Informed Care capacity building (link)
- Includes training and capacity-building for organizations and communities

Center for Childhood Resilience at Ann & Robert H Lurie Children's Hospital of Chicago (link)
- Provides training, education, and outreach to school professionals, community agencies, city leaders, and parents to increase young people's access to mental health services
- Specialists share insights and best practices, advocate and lead policy reform, and conduct research to advance innovative, sustainable, and evidence-based strategies that advance mental health reform and build trauma-informed communities

Trauma Responsive Educator Project (TREP; link)
- Works to develop the individual and organizational capacity of educators and schools serving children growing up in neighborhoods that have high levels of toxic stress (e.g., violent crime, concentrated poverty, foster care involvement, housing instability)

Collaborative for Academic, Social, and Emotional Learning (CASEL; link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

7A Additional Sources | Scale partnerships to provide training on trauma-informed policies, procedures, and practices (2 of 3)

Organizations and resources for trauma-informed practices *(continued)*:

Alive & Well (link)
- Alive and Well Communities transforms organizations and develops healing relationships by working to become trauma informed
- Free Trauma Awareness Trainings available and open to the public; additional trainings available for a fee

Support for Students Exposed to Trauma (SSET; link)
- School-based group intervention for students who have been exposed to traumatic events and are suffering from symptoms of post-traumatic stress disorder (PTSD)
- Designed specifically for use by educators and school counselors

Transformative School Discipline Collaborative (TSDC; link)
- Collaborative of organizations working to ensure that Illinois' schools are safe and supportive for all students

Illinois Childhood Trauma Coalition (ICTC; link)

National Child Traumatic Stress Network (link)

Illinois Education Association (IEA) Trauma-informed practices (link)

Illinois Federation of Teachers (IFT) Trauma-informed practices (link)

60x25 Network - Trauma-Informed Practices Webinar (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

7A Additional Sources | Scale partnerships to provide training on trauma-informed policies, procedures, and practices (3 of 3)

Tools and example initiatives:

Trauma Responsive Schools Implementation Assessment (TRS-IA; link)

- Free self-assessment to support schools/districts working to enhance their trauma responsiveness
- Tool to help in identifying professional development needs and creating data-driven action plans

Rocketship Public Schools CareCorps (link)

- Wellness survey sent to all families every morning; responses reviewed by 12pm

Austin Schools & Vida Clinic (link)

- Specialized multi-tiered framework of mental health support for schools
- Now available via telehealth

Suggested trainings topics to consider:

- Impact of Trauma/ Trauma 101
- Vicarious Trauma (include compassion fatigue & burnout)
- Historical Trauma
- Power, oppression, and privilege (including micro & macro aggressions)
- Community Trauma
- Building Trauma Informed Systems (for admin, staff in decision making positions)
- Positive Youth Development
- Youth Mental Health First Aid
- Restorative Justice Practices

Consider train-the-trainer or other sustainable training methods

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

7A Deep dive | Lurie Children's Center for Childhood Resilience Partnership

Context:

- Lurie Children's partners with schools to provide a multi-tiered system of support through school mental health training, trauma-responsiveness education, evaluations, and advocacy with stakeholder groups
- In Dec 2020, announced partnership with ISBE and Peoria ROE for Resilience Education to Advance Community Healing (REACH) program
  - Universal Professional Learning: Self-guided initial training for all educators
  - Partnership with 21st Century Grant Schools (pilot) to provide deeper training and develop trauma-responsive practices

Scope and impact:

- CCR works with 66 schools serving 36,171 students in and around Chicago to train school staff in the Behavioral Health Team model, healing-centered and trauma-responsive practices, and group interventions
- Between 2018 and 2020, CCR trained 6,352 diverse professionals and community members to deliver trauma-informed interventions
- CCR leads the statewide Trauma Responsive Schools-Designation pilot to support educators in 30 Illinois schools to further their trauma-responsive and culturally-attuned practices
- ICTC instituted a statewide public media campaign "Look through Their Eyes" (link) to help families become more aware that childhood trauma exists
- Schools that participated in a community of practice reported significant improvement in seven of the eight domains of trauma responsive schools
- In February, 2021, launched REACH Wellness Teams for 20 schools across northern, central and southern Illinois

Early ed | K12 | Higher ed | Rural | *Disabilities* | ELL

7B Implementation | Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff)

Primary implementation activities

- **Redefine "culture" -** See Hays' "ADDRESSING" model (link)
- **Assess current practices -** Gather qualitative and quantitative feedback via a survey from educators on how they implement culturally responsive practices in their classrooms
- **Train educators & faculty** – Initial & ongoing training (e.g., antiracism, developmentally appropriate SEL support for ELL)
- **Dedicate administrator capacity -** Plan for administrators to be engaged in cultural awareness efforts
- **Leverage community support** - consider Illinois Youth Investment Program providers (link; more on next page)
- **Include student voices in ongoing training -** Ask students what support they need and how faculty/educators can be more culturally-responsive & trauma informed
- Include a **qualitative measurement tool** (i.e., create a sustainable feedback loop for students and their families, as well as staff to share their feedback on SES supports.)
- Facilitate **mentorship & induction practices** within the school / across the state (connect educators by department, racial background, etc.)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of trainings on developmentally appropriate SEL support

Summative metrics (metrics to demonstrate overall success)

- Improved culture (e.g., 5Essentials survey link) – by race, etc.

Sample timeline and milestones

- Assess current practices (e.g., strengths/weaknesses) by end of school year
- Develop action plan over summer
- Implement plan in beginning of school year; continue refining approach (ongoing)

Resourcing

- Cost to acquire necessary resources (e.g., educator training)
- Time to assess current practices & develop action plan
- Time for ongoing faculty training & administrator support

Equity considerations

- Ensure training programs have a diverse staff, reflective of student body
- Consider training efforts that can be conducted in-house to ensure long-term financial sustainability; rural districts may also have less access to external support

Inter-related strategies

- Initiative 7A: Need to also consider previous and ongoing trauma impacting students
- Initiative 7D: Representation within staff will help promote cultural awareness and responsiveness; improved community culture will support recruitment and retention efforts for staff

7B Additional Resources | Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff) (1 of 2)

Illinois Youth Investment Program Providers:

- African American Christina Doundation
- Alternative Schools Network
- Always Giving Back Foundation
- Angel of God Resrouce Center Inc.
- Aunt Martha's Health & Wellness Inc
- Boys & Girls Club of Chicago
- Catholic Bishop of Chicago - St. Sabina
- Centers for New Horizons
- Childrens Home and Aid
- Community Education Network
- Comprehensive Community Solutions
- Crazon Community Services
- DREAAM
- EDDR Foundation
- Employee Connections
- Envision Community Services
- Haven Youth and Family Service
- Jewish Child & Family Services
- Lawrence Hall
- Lessie Bates Davis Neighborhood House
- LMW Group
- Lumity
- Metropolitan Family Services
- Mikva Challenge Grant Foundation
- New Original Ministries
- Of Color Inc.
- Operation Uplift Inc.
- Peoria Public Schools
- Project Vision Inc.
- Proviso Leyden Council for Community Action Inc.
- Public Image Partnership
- Puerto Rican Cultural Center
- Revolution Workshop
- Rockford Park District
- Teens Against Killing Everywhere
- UCAN
- Universal Family Connections Center
- Westside Health Authority

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

7B Additional Resources | Establish training program to build cultural awareness and responsiveness (e.g., mentoring and induction for educators / staff) (1 of 2)

Abolitionist Teaching Network (link)
- Guide for Racial Justice & Abolitionist SEL (link)

MHA Labs (link)

Culturally Responsive Leadership (link)

Centering Humanity and Community with Restorative Justice in Schools (link)

How to share space in classroom and beyond (link)

DE&I Trainings & Summits:
- National Seed Project (link)
- Courageous Conversations Summit (link)

Abriendo Puertas (link)
- Program co-created with parents to develop a culturally responsive curriculum for Latino parents on early learning
- Daily activities turned into learning experiences for children 0-5 (available in 16 languages) (link)
- Talking about racism with children (link)

Articles:
- Beyond Trauma-Informed Care Is a Healing-Centered, Culturally Rooted Approach (link)
- The Future of Healing: Shifting From Trauma Informed Care to Healing Centered Engagement (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | *Disabilities* | *ELL*

7C Implementation | Invest in behavioral / mental health resources and support systems for educators and faculty

Primary implementation activities

- Compile list of resources available to educators / faculty; distribute list broadly and make sure it is easily accessible
- Meet with educators to understand what additional resources / services they need
- Provide access to behavioral & mental health services (e.g., Headspace)
- Schedule regular time for wellness breaks during school day
- Increase staff culture by providing more space for staff to collaborate and build relationships with each other
- Coordinate informal discussion groups across the district / institution for grade bands, subjects, districts, roles, affinity groups, etc. - spaces for educators to converse with each other
- Provide in-school counseling services for educators / faculty as well as students; consider extending counselor hours or blocking time specifically for educators / faculty

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Increased % of counseling resources used

Summative metrics (metrics to demonstrate overall success)

- Improved educator / staff culture & satisfaction
- Improved educator / staff retention rates

Sample timeline and milestones

- Compile resource list by April
- Meet with educators / faculty to identify gaps by end of school year
- Develop plan before the beginning of the school year
- Implement plan in beginning of school year; continue refining approach (ongoing)

Resourcing

- Cost to provide additional resources & support
- Time for educators / faculty to leverage resources
- Time for administrative leaders to conduct wellness checks

Equity considerations

- To support educators in rural areas where resources are limited, consider outside counseling services, county services, and local agency services

Inter-related strategies

- Other initiatives in this chapter: Staff can only support students if their own wellness needs are also met
- Other initiatives in this guide: Staff will be better prepared to support students holistically if their own wellness needs are also met

7C Additional Sources | Invest in behavioral / mental health resources and support systems for educators and faculty

Better Help Online Counseling Platform (link)

- Convenient, discreet and affordable access to a licensed therapist

Headspace for Educators (link)

Research suggests that when educators feel isolated or disconnected from peers, it lowers morale and can contribute to leavin g the profession (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

7C Deep dive | Educate educators about inequities in expulsions

Overview: Refine educator education to expose & interrogate racist practices that drive inequities in suspensions & expulsions

- Illinois eliminated zero tolerance disciplinary policies in 2016 (SB100) but inequities in suspensions & expulsions remain
- Need to modify approach to drive equity:
  - Provide educator professional development about the inequities of suspension and expulsion practices in place
  - Train educators on mitigation best practices and alternative disciplinary measures available
  - Ensure necessary infrastructure to support students while they are suspended or expelled
- Implementation of similar initiatives has been inconsistent across the state; recommend applying best practices to implement restorative practices with fidelity

Target population: K-12 and higher ed educators, staff

Equity focus: Most impactful for racial minorities (e.g., Black, Latinx), English Learners, and special education students

Potential IL insights & implementation ability:

- **Potential model for scaled IL effort:** Dolton-Riverdale SD148 week-long, district-wide training for most of the district's 220 staff

> *"Illinois suspends proportionately more African-American students than any other state in the entire United States and had the **highest black/white suspension disparity in the country**. That really solidified for me the urgency."*
>
> - Mayor Lori Lightfoot

Case vignette: Connecticut toolkit for educators on positive alternatives to out-of-school suspensions

Initiative overview:

- Comprehensive toolkit providing a "menu" of potential practices educators can employ to manage school disciple

Preventative measures:

- Thorough case studies for effective practices and educator training programs, highlighting model school districts across the state
- School-wide Positive Behavioral Supports (SWPBS): framework to determine which services to offer based on each students' needs
- Active teaching curricula for social skills, self-disciple, and character education
- Professional development courses for classroom management and mediation
- Additional case studies to facilitate development of mentorship programs, supplemental academic support, and SES

Alternative punishments for disciplinary offenses

- Full spectrum of punishment measures, ranging from reflective essays and "cool down options" to restitution and community service hours
- Cool Down options: "sensory breaks" for students at-promise for behavioral difficulties
- Restitution: teach students about the consequences of their actions by making them "repair" the harm they have cause (e.g., janitorial duties after littering)
- Behavioral monitoring plans: "contracts" with the students detailing specific behaviors to encourage daily monitoring

Cost: Ranges by school district depending on which "menu items" are selected

Impact: % of students suspended in CT dropped from 7.1% in 2006-07 to 6.0% in 2007-08 and 5.4% in 2008-09

Source: Chicago Tribune, TeachPlus, Center for Children's Advocacy-CT

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | *Disabilities* | ELL

7D Implementation | Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Primary implementation activities

- Compare demographics of students vs faculty; set hiring and retention goals
- Ensure all school communications adopt anti-racist language
- Include all positions in schools (e.g., nurses, counselors, social workers, administrators) in DE&I efforts – effort should include all full-time & part-time employees as well as interns, etc.
- Work with ISAC's Minority Teachers of Illinois (MTI) Scholarship program to identify upcoming talent
- Coordinate with higher ed institutions to identify pre-service educators for observation requirements, etc.; reach out to relevant department head(s) to identify upcoming talent
- Consider career changers viable pipeline for bilingual candidates
- Consider working with ROE to seek talent (e.g., virtual job fair)
- Upload all postings to the IL Education job bank, if possible (link)
- To drive retention, facilitate mentorship within the school / across the state and prioritize cultural awareness training

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Increased % of all staff new hires (by department) who are BIPOC
- Equal retention level across all genders, races and ethnicities
- % of educators who have completed implicit bias training

Summative metrics (metrics to demonstrate overall success)

- Achieve DE&I in the educator pipeline / educator workforce
- Equal tenure rates across all genders, races and ethnicities

Sample timeline and milestones

- Set hiring and retention goals to promote gender and racial equity (beginning of school year)
- Identify partners to facilitate outreach (January, and as positions become available)
- Build retention plan, prioritizing mentorship and cultural awareness in school / institution (ongoing)
- Evaluate hiring, retention and tenure acquisition progress; adjust approach as needed (ongoing)

Resourcing

- Cost to identify and attract quality talent
- Time to provide necessary support to new hires and drive retention

Equity considerations

- In rural areas, prioritize coordinating with higher ed institutions to identify talent early and expand the mile radius of applicants; also consider working with ROE to identify applicants across districts
- Consider additional responsibilities with SEL work for bilingual educators and how that may affect retention rates

Inter-related strategies

- Other initiatives in this chapter: recruiting and, importantly, retention requires an inclusive environment for all staff; anti-racist work needs to be prioritized at the district level

7D Additional example metrics | Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

- Consider the full educator / faculty pipeline: hiring, retention, and tenure acquisition rates
- Compare demographics of applicants vs new hires
- Analyze faculty demographics and retention data *by school* (instead of by district)
- Conduct survey (similar to 5Essentials survey) to understand whether educators feel supported and valued, for example:
  - Do you feel academically supported?
  - Do you feel supported in the community? Among your other colleagues? Among your students?
  - Do you feel the need to change who you are to fit in?
  - Do you feel heard on discussions of diversity & equity?
  - Do you feel valued as yourself?
- Analyze vacancy rates with retention data – are there certain positions that have high turnover (e.g., turnover for educators of color vs administrators of color)

7D Additional Sources | Identify, scale and improve programs to achieve equity, excellence and diversity in the educator/faculty pipeline

Illinois Education Job Bank (link)

- Hosted by the Illinois Association of School Administrators (IASA)

Grow Your Own Illinois (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Implementation | Implementation risks and mitigation strategies

Educators do not have bandwidth/ time to adequately support additional wellness responsibilities	• Proactively work with educators to reprioritize responsibilities; administrators should map out allocation of responsibilities to mitigate overburdening • Prioritize educator wellness support services and address educator wellness systemically vs on an individual basis • Integrate wellness training into existing development programs • Dedicate time in the school day for wellness activities
Members of the school community (e.g., faculty, caregivers) fear learning loss from shifting focus to wellness	• Listen to community members and meaningfully act to address concerns • Develop communication plan to reinforce academic and whole-child benefits from wellness support through school • Consider after-school programming to supplement learning time; successful implementation may benefit from 'Learning Time' chapter and should also be reviewed
Members of the school community (e.g., faculty, caregivers) reject anti-racist ideologies	• Ensure anti-racist mentality stems from to top; administrative leaders should set a clear and long-term vision for anti-racism efforts • Listen to faculty/students of color in your own community and prioritize efforts accordingly • While hiring new educators, probe candidates' understanding of unconscious biases

Chapter 8

Evaluate and improve hybrid/remote learning models to develop long-term digital strategic priorities

Overview | Description of topic and initiatives

High level topic

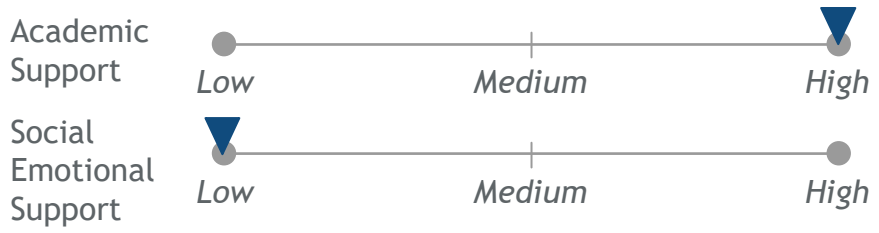
Topic

Evaluate and improve hybrid/remote learning models to develop long-term digital strategic priorities

Primary stakeholders impacted

- Administrators: Leverage new tech procured during COVID and guide future tech investment decisions
- Educators: Create community and support to thoughtfully optimize use of digital technologies
- Students: Enhance education with cutting-edge technologies
- Caregivers: Provide needed in-school support with digital technologies to ease caregiver expectations

Relevance



Recommended initiatives

- 8A Identify ~3-5-year digital priorities and leverage existing services to build necessary skillsets
- 8B Scale digital learning partnerships (e.g., IL Virtual School) to provide access to supplemental learning materials and tutoring

Equity focus of initiatives

- Digital technologies can support individualized learning plans, thus enabling students to learn at their own pace
- Rural communities with fewer local resources can benefit from state- and world-wide materials
- Digital materials can be provided in students' preferred language
- Technology can also be leveraged to improve accessibility for students with disabilities
- Provide flexibility and support *all* students regardless of preference for in-person or remote learning

Need to consider access to devices & internet. For information on state-led efforts, visit the Connect Illinois website

Topic identified within top 3 priorities by educators

Fact Pack | What we are hearing from stakeholders

We bought 'huddle cams' so remote students can see everyone in person… if we can afford those, anyone can.

- High school teacher

AP College Board offers some virtual classes. They're great for convenience and I like that they're approved by the teacher, but they usually over-simplify the material.

- High school student

Distance learning will be around forever, but it won't be used as heavily as it has been during this pandemic. I think changing the way a classroom looks to fit more of the modern era is important.

- Teacher

They're here all day! It's like we have a job!

- Parent

Students with disabilities or chronic illnesses have been asking universities for years to be counted present in class by logging on online and they've been consistently told no. We know now that it's entirely possible. It would be devastating to now tell them no again.

- College student

Issues of equity are right in front of us. We have a unique opportunity to think more long term with how we embrace digital technology, thinking not just the next 5-10 years but the next 40 years.

- Associate Principal

The kids say they like choosing when they do their work in a hybrid model… but sometimes they will turn something in at 1AM and come to school the next day at 7:30AM. Their sleep schedules are all messed up.

- High school teacher

Source: focus groups, Teach Plus focus groups and survey

Topic identified within top 3 priorities by educators

Fact Pack | What we are hearing from stakeholders - potential risks

> *We had ~45% of our students on the D/F grade list and parents said it was because their kids weren't in person. We're fully back in-person now… parents won't be happy if we try to have virtual classes in the future.*
>
> *- High School teacher*

> *I don't care if I have English class… I'm just on a FaceTime call.*
>
> *- High school student*

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 NY Gov wants to "reimagine education" with tech-focus

- New York Governor Andrew Cuomo announced in May 2020 that he is working with Bill Gates and Eric Schmidt (former Google CEO) to "reimagine education" with technology at the forefront
- Research effort is focused on how technology can enhance teaching and be a tool for educators as they apply their craft
- "Let's take this experience and really learn how we can do differently and better with our education system in terms of technology and virtual education" – Gov Cuomo Teachers unions have expressed concerns about the effort being too focused on technology without considering other needs (e.g., mental health counselors, digital divide)

2 IL Virtual Instructional Coach and Building Mentor Program

- State of IL launched a virtual instructional coach program & building mentor program to support the large number of new K12 educators hired for the 2020-2021 school year
- Program developed in partnership with ISBE, IFT, and IEA through a $6.5M grant funded by the CARES Act
- Every participating districts' new educators receive wraparound professional support
- New educators receive a virtual instructional coach, building mentor, virtual coaching platform, online library of instructional resources, and one-on-one and small group virtual coaching sessions
- Virtual instructional coaches and building mentors are trained in creating environments filled with safety and belonging, cultural competence and anti-racism, and engaging families/communities

3 Houston Community College Digital Learning Solutions

- Houston Community College (HCC) has offered both fully online and mixed-modality courses since the early 1990s
- HCC has experienced the typical "digital learning paradox" where students who take some digital courses have higher completion rates but average student performance is lower in online and mixed-modality courses
- HCC Online hired 27 tutors to provide free tutoring to all students enrolled at HCC
- HCC also hired a central team of 20 instructional designers to help faculty design digital courses and provide professional development
- HCC Online also has their own set of advisors, who primarily focus on students taking online courses
- Incremental costs for online courses is ~$6 per student credit hour; costs are more than offset by savings (e.g., from larger class sizes, lower personnel costs)
- To decrease education costs to students, HCC is also increasing use of OER

1. https://www.washingtonpost.com/education/2020/05/06/cuomo-questions-why-school-buildings-still-exist-says-new-york-will-work-with-bill-gates-reimagine-education/; 2. https://www.isbe.net/Documents/VIC-BM-Program-Information.pdf; 3. https://edplus.asu.edu/sites/default/files/BCG-Making-Digital-Learning-Work-Apr-2018%20.pdf

Fact Pack | What the estimated cost is relative to the potential impact

8A Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets

Cost

- Potential investments in new technologies
- Likely investments in educator professional development for digital literacy trainings
- Meaningful time requirement for administrators to meet with stakeholders, determine digital priorities, and oversee execution

8B Scale digital learning partnerships to provide access to supplemental learning materials and tutoring

Cost

- Likely investment to secure partnership(s) and provide access to all students
- Initial onboarding time for students and educators / faculty
- Administrative leaders will need budget time to monitor and adjust approach, as needed

Impact

- Increase in academic performance from individualized learning plans
- Increase in course retention/completion rates
- Increase in students' ability to self-assess their learning needs and growth and ability to advocate for themselves (e.g., using UDl framework)

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

8A Implementation | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets

Primary implementation activities

- **Step 1:** Work with key education stakeholders (e.g. parents, educators, students, administrative leaders) to define a vision for future use of digital tools, in consideration of considering existing plans/investments, stakeholder interests, ideal balance of speed of rollout vs quality, and equity goals
- **Step 2:** Assess current landscape of what's available within your district / institution (e.g., % of students with access to digital devices/internet, inventory of skillsets/expertise available, learning platforms in use) – consider using the Future Ready District self-assessment (link)
- **Step 3:** Develop plan for acquiring and leveraging technology (e.g., schedule educator trainings, designate "experts" to leverage, define rollout strategy, create feedback loops); set measurable outcomes to track success
- **Step 4:** Implement strategy and monitor/adjust approach

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Plan created and approved by key stakeholders
- % of students who have mastered a digital tool, as recommended by the school/institution by mid-term and end of semester

Summative metrics (metrics to demonstrate overall success)

- % increase in academic performance as based on state level student testing data on measurements of student progress

Sources: Remote Learning Toolkit (UNESCO)

Sample timeline and milestones

- Define vision by May
- Understand current landscape by end of school year
- Develop action plan by mid-summer
- Begin implementation by end of summer (K-12) including reflection on current practices and defining vision and timeline with stakeholders
- Continue to monitor and adjust approach (ongoing)

Resourcing

- Time: Administrative leaders will need to dedicate several hours per week for several months to build and begin roll-out of digital priorities; meetings with stakeholders also required
- Financial: Potential investments in tech and/or educator training

Equity considerations

- For communities with limited resources currently, leverage technology with current curriculum programs, access to free digital tools
- Use of Universal Design for Learning (link) and accessibility features for the online learning environment
- Consider innovative methods for supporting EL students (link)
- Capitalize on technology devices that students already have/own

Inter-related strategies

- Digital divide efforts: See slide in *"IL 'Road to Renewal' vision and Chapter Summary"* section

8A Additional example metrics | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets

Formative metrics ('building block' metrics to predict overall success):

- Plan created and approved by key stakeholders
- % of students who have mastered a digital tool, as recommended by the school/institution by mid-term and end of semester (e.g, Pearson collaboration tool or grading feature, or online curriculum tool to support literacy development, STEM skills)
- Students' ability to self-assess their learning needs and growth and ability to advocate for themselves (e.g., using UDl framework)
- Student satisfaction based on end of course evaluations (e.g., course easy to navigate, alignment of objectives to activities and assessments)
- Pre and post survey of educator comfort level in leveraging technology to meet individual student needs
- Digital literacy and growth over time
- Preliminary surveys on student technology readiness (e.g., access to and currency of equipment, sufficient bandwidth, access to a designated, distraction-free study space, digital literacy) and learning preference surveys

Summative metrics (metrics to demonstrate overall success):

- % increase in academic performance as based on state level student testing data on measurements of student progress (e.g., MAP scores, PSAT, district formative assessments)
- Course retention/completion rates, disaggregated by demographics
- Parent, student, educator satisfaction surveys
- Increased usage (e.g., number and type of tools used on the learning management system such as discussion boards, quizzes, gradebook, number of course logins and frequency)

8A Additional Sources | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets (1 of 2)

Resources for developing digital strategy:

UNESCO COVID-19 Toolkit: Remote Learning (link)
- Formed by UNESCO to support governments in their educational response to COVID-19
- Provides examples, concrete steps for intervention, and tactical action checklists
- K-12 focus

The Efficacy of Virtual Instruction in K12 Education (link)
- Summarizes the evidence on virtual learning in K-12 education and provides guidance on the efficacy of virtual learning as well as best practices in virtual education

USDE webinar on Learning in a Pandemic and strategies to support your students (link)

Jacksonville State University | Developing Online/Hybrid Learning Models for Higher Education Programs (link)
- Recommended approaches to online/hybrid learning (e.g., modifications to pedagogy, role of the instructor)

State Educational Technology Directors Association (SETDA; link)

Self-assessments to guide digital prioritization:

Future Ready Schools self-assessment (link)
- Provides checklist to help stakeholders think about what they currently have in their district and what they need

Technology Self-Assessment For Teachers (link)
- Educators: to determine their own levels of technology proficiency and to identify personal technology professional development needs
- Schools/Districts: to assess their professional development needs and to plan professional development activities that will help all educators become proficient in technology

UIS Self-Assessment to help students determine if online learning is right for them (link)

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

8A Additional Sources | Identify ~3-5 year digital priorities and leverage existing services to build necessary skillsets (2 of 2)

Achieving equity in online learning:

- Southern Regional Education Board (link)
- Brandeis University (link)
- Removing Barriers to Online Learning Through a Teaching and Learning Lens (link)
- Latino Forum Policy - recommendations for supporting English Learners (link)
- Education Law Center equity checklist (link)
- Universal Design for Learning (link) and accessibility features for the online learning environment

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

8B Implementation | Continue using and scale digital learning partnerships to provide access to supplemental learning materials and tutoring

Primary implementation activities

- Identify and establish relationship with preferred partner(s), starting with any successful partners from COVID-19 pandemic
- Onboard faculty / educators to have the support to drive usage
- Identify and target students who have been excelling in a digital environment through COVID – consider providing self-assessment for students to evaluate whether they should opt-in (link)
- Prioritize at-promise students and distance learners, for whom online resources may be particularly beneficial
- Consider integrating digital tools into school day to ensure all students know how to access them; this will also limit the digital literacy burden on caregivers
- Consider partnering with ROE to broaden access to recorded lectures and home-grown digital

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students with access to new digital learning tool(s)
- % of courses supported by digital learning tool(s), as recommended by the school/institution

Summative metrics (metrics to demonstrate overall success)

- % increase in academic performance as based on state level student testing data on measurements of student progress
- Course retention/completion rates, disaggregated by demographics
- Parent, student, educator satisfaction surveys

Sample timeline and milestones

- Identify preferred partner(s) by May
- Complete contracting process by end of school year
- Onboard faculty/educators at the beginning of school year
- Continue to monitor and adjust approach (ongoing)

Resourcing

- Financial: Cost of partnership(s)
- Time: Initial onboarding time for students and educators / faculty
- Time: Administrative leaders will need to monitor and adjust approach, as needed

Equity considerations

- Provide year-round access and/or work with community organizations / summer camps to support at-promise students over the summer
- Use of Universal Design for Learning (link) and accessibility features for the online learning environment
- Ensure equal access to deeper supports and any paid-for add-on services
- Consider leveraging technology to provide instruction in multiple languages

Inter-related strategies

- Digital divide efforts: See slide in *"IL 'Road to Renewal' vision and Chapter Summary"* section
- Initiative 8A in this section: All partnerships should be part of digital strategic priorities

8B Additional Sources| Scale digital learning partnerships to provide access to supplemental learning materials and tutoring

Illinois Virtual School (link)
- The official supplemental virtual learning provider of the Illinois State Board of Education (ISBE)
- Public school districts that enroll students in courses from the catalog can request reimbursement from ISBE (subject to appropriations by the General Assembly)
- Primarily high school courses available (some middle school)

Edgenuity (link)
- Leading provider of K–12 online curriculum and blended learning solution

Cadence Learning (link)
- Network of “mentor teachers” provide online instruction to about students across the country
- Grade 3-8 focus

Teach to One (link)
- Digital tools to personalize learning
- Teach to One Roadmaps enables students to progress on a tailored learning path towards grade-level math proficiency and beyond
- Teach to One 360 provides educators with the ability to tailor learning to each student’s unique strengths and needs—every day

Gooru (link)
- K12 learners can gain grade level proficiency in Math or Science

Tutor.com (link)
- Applications for K12 and Higher education

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Implementation | Implementation risks and mitigation strategies

Access to devices and bandwidth limitations may prevent equitable outcomes from using technology	• Governor Pritzker launched a statewide initiative in August 2019, Connect Illinois, to expand broadband access and provide all IL public K-12 students access to high-speed broadband at no charge • Consider using federal stimulus funding towards devices/broadband • While broadband is continuing to be rolled out, consider partnering with local organizations (e.g., libraries, higher ed institutions, businesses) to support students without access • Leverage Community Technology Centers (CTC)
Many digital partners offer additional add-on services for extra fees, which may prevent equitable outcomes	• Structure partnerships to ensure all students have equal access to tools provided • Prioritize at-promise and low-income students, as needed
Caregivers may reject use of digital technologies because of challenges faced during COVID-19 pandemic	• Listen to caregivers and meaningfully act to address concerns; ensure any plans reflect all learnings from COVID environment • Develop communications plan to educate caregivers on the benefits of digital technology in the future of education • Consider pilot programs and leverage technology in tandem with in-person learning
Educators may reject use of digital technologies because of challenges faced during COVID-19 pandemic	• Listen to educators and meaningfully act to address concerns; ensure any plans reflect all learnings from COVID environment • Acknowledge digital fatigue from COVID-19 pandemic and work with educators to ensure they feel supported moving forward • Provide necessary training for educators and administrative leaders to adequately prepare for use of digital technologies

Chapter 9

Improve quality of learning through altered classroom structures, educator professional development, and digital tools

Overview | Description of topic and initiatives

High level topic

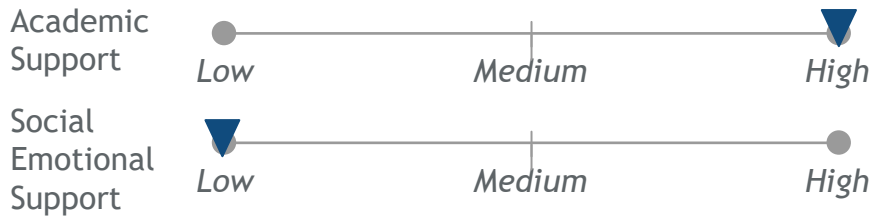
Topic

Improve quality of learning through altered classroom structures, educator professional development, and digital tools

Primary stakeholders impacted

- Educators: Support professional development to leverage best-in-class tools & techniques
- Students: Reinvent the learning experience to be student-centric and provide new opportunities in and out of the classroom

Relevance



Recommended initiatives

- 9A Scale competency-based education for B-12 curriculum, continuing education, and credentials
- 9B Individualize educator personal development through improved feedback evaluations and personalized training plans
- 9C Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)

Equity focus of initiatives

- Support individualized learning plans, thus enabling students to learn at their own pace
- Support unique needs of educators, providing development support and opportunities with their holistic needs in mind
- Provide equitable access to learning materials regardless of income level through open online resources

Fact Pack | What we are hearing from stakeholders

This is a big ask for ISBE, but having a space where other teachers can collaborate and do professional development on a larger scale above the district level… I think there would be a lot of opportunities there

- Preschool teacher

A competency-based system would allow us to be more nimble and agile to get kids ready for a post-secondary world. Some kids may take 6 weeks to catch back up, others will take 18… if we put a stigma on this, we're going to face a big problem

- K12 Principal

A lot of teachers are concerned about a second outbreak or another pandemic that forces us to go remote all over again without notice. We should be prepared for that experience, and it should not be like the chaos of March 13th

- Educator

We need both short- and long- term solutions. Short term fixes to provide educators with digital tools needed for remote education are critical. But there must be long term P.D., best practices, etc. to address the long-term digital impacts on education

- Educator

Schools need to provide educators with enough flexibility to make this work for their classroom and their students. Classroom structures, digital tools, etc. aren't one size fits all and each educator needs to have choice

- Educator

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Ridgewood High School Competency Education (IL)

- Member of the Illinois High School Graduate Competency Pilot
- Grading is based on assessment rubrics (link) designed around student needs, life experiences and the skills needed for them to be college & career ready
- Students move along a learning curriculum and advance at their own pace; grading is not seen as a terminal event
- Students take interim diagnostic assessments to guide their learning (e.g., if a student understands a concept right away, they can move on to the next section)
- Each student must "pass" all units; they are not forced to move on before they are ready simply to keep up with the rest of the class
- Graduation competencies include "life & career," "innovation," and "learning" and can be met through a variety of courses (e.g., English, Math)

2 Denver Public Schools requires all educators to be ELL certified

- Since 2013, Denver Public Schools has required all its educators to be certified to teach ELL students
- ELLs in Denver are outpacing the rest of the state on tests that measure English language proficiency
- Educators are trained to use strategies to help students make connections between their native language and English; educators might learn to use specific vocabulary, such as words that have similar meanings in two languages, and learn to show students to look for root words as one way to break down the meaning of bigger words
- Denver's ELL students improved 8 percentage points in one school year

3 Williamsfield School District decided to #GoOpen (IL)

- Williamsfield School District is a small, rural district serving ~300 students
- Instructional materials were often outdated and did not align to new learning standards
- Textbooks were also limiting with few accessibility features and no personalization abilities
- In 2013 they decided to switch to an open, online math resource instead of purchasing a math textbook
- They were able to stretch resources further and have a positive impact on more kids by redirecting budgeted textbook money toward investments in technology and technological infrastructure
- “The walls break down,” Zack Binder, the Pre K-12 Principal and Director of Student Services said. “You’re no longer in Williamsfield, Illinois. You have the same access to this information that anyone in the world does.”

1. https://www.d234.org/academics/competency-education/; 2. https://cdn.americanprogress.org/wp-content/uploads/2015/05/Ross-ELL-report.pdf; 3. https://tech.ed.gov/stories/williamsfield_cusd/?back=%2Fstories%2Fstate%2Fillinois

Fact Pack | What the estimated cost is relative to the potential impact

9A Scale competency-based education for B-12 curriculum, continuing education, and credentials

Cost

- Initial **costs to adjust / develop new curriculum** and train educators/staff
- **Leadership capacity** required to set new direction for institution

Impact

- Equity is a central goal of competency education. Individualized instruction is **needed to address wide gaps of learning loss between student sub populations** post-COVID

9B Individualize educator P.D. through improved feedback evaluations and personalized training plans

Cost

- Cost to secure additional **training tools and resources**
- Increased **time** to allow educators to dedicate to **professional development**

Impact

- Improved **educator satisfaction**
- **Improved quality of learning** and student achievement outcomes

9C Increase usage of online resources (e.g., e-textbooks, creating simulated environment for clinicals)

Cost

- Expected **increase in net institutional revenue** despite lost bookstore income and cost of new personnel (e.g., OER Coordinator

Impact

- Average total **textbook cost** to students
- **% of students present** on day one earning a C or better
- **Net change** in institutional revenue (rationale in link)

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

9A Implementation | Scale competency-based education for B-12 curriculum, postsecondary credentials and continuing education

Primary implementation activities

(B-12) Curriculum: Consider using Standards Based Reporting system (link) to identify learning gaps; utilize accelerated learning strategies (link) and digital tools (link) to catch up students with learning losses

- Use **ISBE's B-12 priority standards** (link) to support learning gaps
- Leverage the **IES CBE Mastery Framework**, which outlines the major shifts in educators' practice (link; link)

Postsecondary Credentials/Continuing Ed: Explore credentialing processes built on curricula/assessments to ease articulation, address workforce shortages, & assist with postsecondary completion (link)

- Consider stackable credentials to build up qualifications along a career pathway, e.g., Gateways Credential for early childhood professions (link), career pathways (link), industry credentials (link)
- Consider competency-based professional development to reward learners for providing evidence of **competency** in a particular skill, vs rewarding participants for attending a particular session (link)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- # of students demonstrate developmental and academic gains aligned with priority standards (B-12)
- # of postsecondary students earn credentials

Summative metrics (metrics to demonstrate overall success)

- % of students on track academically (K-12) by 2022
- % of credits recovered (K-12, higher ed) by 2022
- % credentials earned (higher ed) by 2022

Sample timeline and milestones

B-12:

- Conduct diagnostic assessments to determine learning gaps
- Align on assessment scale with all stakeholders (e.g., community, students)

Higher Ed:

- Conduct systems analysis to determine at-promise students and industries with shortages to target supports
- Work with all stakeholders (e.g., community, students, industry professionals) to develop curriculum / program

Resourcing

- Initial costs to adjust / develop new curriculum and train educators / staff
- Leadership capacity required to set new direction for institution
- Engage outside partners (e.g., afterschool partners, community organizations, industry) to provide supplemental support

Equity considerations

- Equity is a central goal of competency education. Differentiated instruction allows equity of supports and will be needed to address wide gaps of learning loss between student sub populations as well as students exposed to remote-only learning

Inter-related strategies

- Initiative 9B: Educators will require sufficient training to successfully implement competency-based education methods

9A Additional Sources| Scale competency-based education for B-12 curriculum, continuing education, and credentials (1 of 2)

B-12:

ISBE Standards Based Grading (link)

ISBE Competency Pilot schools & locations (link)

Using Acceleration technique to catch all kids up (link)
- TNTP Learning Acceleration Guide (link)

Credit Recovery Systems: Illinois Virtual School and Edmentum

Career Pathways - (link)
- Model Program of Study Guides (with competencies included)

CBE 360 Survey Toolkit (link)
- Toolkit developed by American Institutes for Research (AIR)
- Provides a comprehensive picture of CBE implementation

Aurora Institute *CompetencyWorks* knowledge-building hub (link)
- Principles for competency-based education (link)

Envision Learning IL-Empower partnership (link)

Illinois Gateway Early Childhood Education (ECE) Toolbox (link)

Center for Assessment's Innovative Assessment and Accountability Systems
- Lead technical partner and key policy advisor for NH's pilot, Performance Assessment of Competency Education (PACE)

Guide to the Competency-based Learning Survey for Students (link)
- Survey collects information regarding students' beliefs about, understanding of, and exposure to key elements of competency-based learning to influence implementation

Early Childhood Gateways Credential (link)

Great Schools Partnership Framework for Proficiency-Based Learning (link)

The Center (link)
- (Iowa) Learner-centered, personalized, and competency-based ecosystems as pathways to future readiness

Dr. Karin Hess - leader in developing practical approaches for using cognitive rigor and learning progressions as the foundation for formative, interim, and performance assessments

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

9A Additional Sources| Scale competency-based education for B-12 curriculum, continuing education, and credentials (2 of 2)

Higher Education:

Competency Based Education Network (C-BEN; link)

- Community of professionals with goal of building/promoting competency-based education for post-secondary degrees
- Quality framework for competency-based programs (link)
- Quality framework and beyond: A CBE User's Guide (link)

Lumina Foundation *Connecting Credentials* framework (link)

Stackable Credentials (link)

American Institutes of Research: National survey of postsecondary competency-based education (link)

A Leader's Guide to Competency-Based Education book (link)

Capella University and Whiteboard Advisors: Moving competency-based education forward (link)

Educause blended learning resources (link)

South Texas College: Competency-Based Education Programs (link)

University of Wisconsin Flex Option (link)

Equity-focus of competency-based education:

- **EdNC article (link)**
- **Aurora Institute Designing for Equity (link)**
- **Equity in Competency Education (link)**
- **How competency-based education may help reduce our nation's toughest inequities (link)**

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

9B Implementation | Individualize educator professional development through improved feedback evaluations and personalized training plans

Primary implementation activities

- Ask educators for suggestions about how to improve current professional development practices; take feedback seriously
- Change how educators are evaluated to align with professional development objectives and student support goals
- Review student data to identify areas for educator support
- Develop action plan for enhanced evaluations/assessments & training and identify any partnerships needed (e.g., Tk20); plans should allow educators to help decide their own training paths
- Schedule dedicated time for leadership to engage with educators on professional development needs (e.g., cycles of inquiry)
- Maintain access to virtual training offerings
- Consider coordinating with ROE for support with sourcing resources across districts (Link)
- Support educators in obtaining micro-credentials
- Provide stipends for educators for attending trainings (e.g., transportation costs, time spent)
- Review all initiatives in place for the next ~3-5 years and ensure sufficient access to trainings (e.g., digital literacy)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Educator satisfaction with opportunities to deepen expertise

Summative metrics (metrics to demonstrate overall success)

- % increase in academic performance and SEL competencies as based on state level student testing data on measurements of student progress

Sample timeline and milestones

- Assess current practices by May
- Solicit feedback from educators by end of school year
- Develop action plan & contract with any partners by end of summer
- Begin implementation in beginning of school year
- Continue to monitor and adjust approach (ongoing)

Resourcing

- Cost for any additional trainings, credentialing and/or stipends
- Time: Leadership capacity required to ensure educator professional development is robust and ongoing
- Potential partners for assessments, credentialing programs, etc.

Equity considerations

- Consider the unique needs of educators in your district and provide development support and opportunities with their holistic needs in mind
- Develop ongoing practices that will also benefit any future new hires
- Leverage ROE for sourcing & sharing resources
- Ensure training available and encouraged to improve support for specific student populations (e.g., students with disabilities, ELL, students of color)

Inter-related strategies

- Chapter 7 Mental wellness: Training plans should include trauma-informed practices, cultural awareness, and other supports for the holistic child
- Chapter 8 Digital priorities: Training plans should include digital literacy

9B Additional Sources| Individualize educator professional development through improved feedback evaluations and personalized training plans

Tool and Models for Support:

Preschool for All Coaching Project (link)
- Provided through The Center: Early Childhood Professional Learning
- Embeds professional development for Preschool for All (PFA) educators
- Uses the Practice-Based Coaching (PBC) model

Taskstream & Tk20 (link)
- Largest provider of assessment management solutions for higher education

BloomBoard (link)
- Fall Readiness Program-coach educators to up-level their blended learning instruction to meet students' academic & personal needs
- Micro-credentialing framework will provide districts a customizable continuing education program

AFT Share My Lesson (link)
- Educators can contribute content, share ideas, get educated on the topics that matter, online, 24/7

Opportunities for Educators:

- **ISBE IL-Empower** (link): List of ISBE-approved partners
- **ISBE Teach Talk Learn** (link): Calendar view of opportunities
- **IL Virtual Schools** (link): Online P.D. for educators
- **Ed Leaders Network** (link, link): Virtual, on-demand professional learning for educators and micro-credentialing, provided through ISBE & IPA
- **Illinois Principal's Association (link, link):** Provides mentoring and coaching opportunities for new and veteran educators
- **Lesson Study Alliance** (link): Process for educators to work together to discover solutions to common teaching-learning challenges
- **Learning Technology Center of IL** (link): Statewide program that supports K-12 technology initiatives, services, and professional learning opportunities
- **The Center Web** (link): Educator P.D., focused on supporting students of linguistically and culturally diverse backgrounds; English-language learners; students at risk of failure because of poverty, family issues, disabilities or other circumstances; refugee and immigrant populations and others
- **CS4IL** (link): Computer Science training for educators

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

9C Implementation | Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)

Primary implementation activities

- Assess current use of online resources (e.g., variations by educator/department?)
- Gap analysis of infrastructure – what students would be underserved with this switch (e.g., materials not sufficiently available for EL students)
- Hire OER coordinator to identify and evaluate open educational resources (OER) to determine it if covers the necessary content, meets the desired difficulty level, etc. – consider using an OER rubric (link)
- Leverage ILOER database, which links the resources with IL Learning Standards and allows educators to search/find lessons & activities to address specific student need (link)
- Consider interactive online resources, such as simulated environments for clinicals (science labs higher ed, nursing)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of courses using at least one online resource, by department
- % of students using at least one online resource

Summative metrics (metrics to demonstrate overall success)

- % of all resources used across the school/institution that are accessible online at no cost to students
- Average total textbook cost to students
- % of students present on day one earning a C or better
- Net change in institutional revenue (rationale in link)

Sample timeline and milestones

- Assess current use of online resources and conduct gap analysis of current infrastructure by end of school year
- Hire online resources coordinator by beginning of school year
- Work with educators / faculty to identify and evaluate online resources within 3 months of hiring online resources coordinator
- Continue to monitor and increase usage of online resources (ongoing)

Resourcing

- Expected increase in net institutional revenue despite lost bookstore income and cost of new personnel (e.g., OER Coordinator); example revenue impact calculator available here

Equity considerations

- Support low-income students by increasing use of open online resources
- Ensure resources reflect DE&I goals (e.g., representation)
- Decrease transportation need for educational opportunities for students with physical disabilities and in rural communities through simulated environments for in-person lessons (e.g., clinicals)

Inter-related strategies

- Digital divide efforts: See slide in *"IL 'Road to Renewal' vision and Chapter Summary"* section

9C Additional Sources| Increase usage of online resources (e.g., e-textbooks, simulated environments for clinicals)

Guides for increasing usage of online resources:

Illinois University Library (link)
- Guide for Open Educational Resources (OER), including how to find, evaluate, use, and adapt OER materials

Affordable Learning Georgia (link)
- Accessibility Guides available

ISBE Letter with online resources on March 12, 2020 (link)

ISBE #keeplearning initiative (link)

The Impact of OER on Various Student Success Metrics (link)

Free book on OER (link)

Illinois Policy recommendations for online resources (link)

NIH | Research exploring the use of clinical simulations (link)

ESL/ELL Interactive Websites for Learning (link)

Tools and resource libraries:

Mursion (link) - post-secondary
- World-class experiential learning through simulations
- 80+ higher learning institutions have used Mursion simulations

Code.org (link) - Computer Science for K12

NoRedInk (link) - Writing for K12

iRubric: OER Evaluation Rubric (link)

Financial impact of OER calculator (link)

OER libraries:
- Illinois Resource Center (link)
- OER Commons (link)
- OpenStax (link)
- UNESCO distance learning solutions (link)
- University of Minnesota's Center for Open Education (link)
- Geneseo Oasis (link)
- George Mason University OER Metafinder (link)
- Many additional organizations, such as Teaching Tolerance, American Federation of Teachers, and PBS Learning Media

Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

9C Deep Dive | Expanding access to and usage of online educational resources

Context:

Overview: Expanding access to and usage of open, online educational resources

- Increase adoption of open online resources in support of the US Dept of Education's #GoOpen initiative
- Reallocate funds spend on static learning materials
- Personalize student learning experiences and give educators more flexibility to design custom curricula
- Capitalize on higher connectivity rates due to COVID to drive equitable access to high-quality resources

Length: Short- and long-term

Target population: P20

Equity focus: Most impactful for low income students

Potential IL insights & implementation ability:

- IL was an inaugural state in the DOE's #GoOpen initiative (joined in 2016)
- Wealth of resources already available at ioer.ilsharedlearning.org
- **Potential model(s) for scaled IL effort:** Williamsfield Community School District is a #GoOpen Ambassador District and several other SDs are #GoOpen Launch Districts

Case vignette #1: Williamsfield Community School District

Overview:

- Rural IL district formally decided to #GoOpen in May 2013 when they decided not to purchase a math textbook series, opting instead for open source materials
- Reinvested funds saved on resources to purchase devices for each student
- Leveraging OER to address concerns about quality and time required to find resources
- Challenges would be mitigated with broader adoption and support to identify and review resources

> *The walls break down. You're no longer in Williamsfield, Illinois. You have the same access to this information that anyone in the world does.*
>
> - Zack Binder, Pre K-12 Principal & Director of Student Services, Williamsfield

Additional examples:

Resource libraries: Available for educators, parents, and students

- Many organizations, such as Teaching Tolerance, American Federation of Teachers, and PBS Learning Media have created libraries of resources

UNESCO distance learning solutions: List of educational applications, platforms and resources

- UNESCO posted a list of distance learning solutions
- Many resources are free and available in many languages

Source: IL OER, ISBE, Williamsfield #GoOpen, UNESCO distance learning solutions; Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources

Implementation | Implementation risks and mitigation strategies

Competency-based credits may not transfer across students change schools/institutions	• Use competency-based curricula to "meet students where they are" and support learning renewal after COVID-19 pandemic • Ensure new programs align with IL learning standards • Work with accreditation institutions to develop competency-based programs and curricula
Educators do not have bandwidth/ time to dedicate to supplemental training programs and professional development	• Enlist afterschool providers (e.g., Act Now), summer programming organizations, volunteers, and caregivers to provide additional support • Proactively work with educators to reprioritize responsibilities • Integrate supplemental training into existing professional development programs • Dedicate time in the school day for professional development activities (e.g., classroom observation)
Access to devices and bandwidth limitations may prevent equitable usage of online resources	• Governor Pritzker launched a statewide initiative in August 2019, Connect Illinois, to expand broadband access and provide all IL public K-12 students access to high-speed broadband at no charge • Consider using federal stimulus funding (e.g., CARES Act) towards devices and broadband • While broadband is continuing to be rolled out, consider partnering with local organizations (e.g., libraries, higher ed institutions, businesses) to support students without access

Chapter 10

Increase flexibility of secondary, post-secondary environment to accommodate for other responsibilities

Chapter overview | Description of topic and initiatives

High level topic

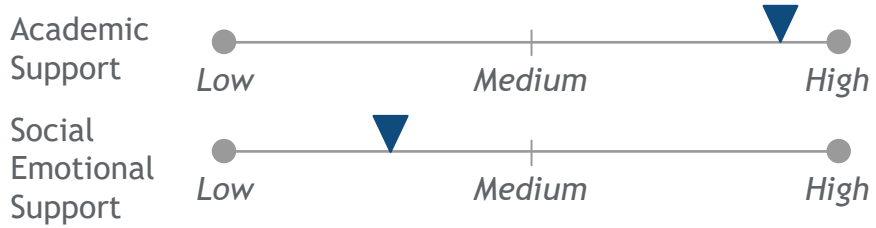
Topic

Increase flexibility of secondary, post-secondary environment to accommodate for other responsibilities

Primary stakeholders impacted

Students- Initiatives provide access to programs that work w/in student schedules and life responsibilities
Administration – Play key role in development of flexible course scheduling and financial support programs
Educators – Responsible for development and delivery of flexible coursework and curriculum

Relevance



Recommended initiatives

- 10A Support institutions in removal of financial barriers that prevent students from enrollment
- 10B Enable flexibility in course scheduling and required course loads to accommodate for students working, supporting family members, etc.
- 10C Facilitate college and career preparation process by embedding into existing curriculum/programing and robust implementation of the PaCE framework

Equity focus of initiatives

- Communities and schools/institutions in most need to be prioritized for program deployment
- Technology and safe, wifi enables spaces must be provided to students to access and complete coursework
- Stipends to have few to no restrictions in order to address the individual needs of students
- Schools serving rural and/or communities of color must develop career readiness strategy for local culture

Fact Pack | What we are hearing from stakeholders

As a senior going through virtual school as well as applying to colleges it has been really overwhelming. I would have appreciated having time during the day to work on college applications.

- High school student

One of my friends got a second job because virtual school is only 4 hours and one of her parents lost their job … but it got to a point where she wasn't going to meet a graduation requirement.

- High school student

We need to help students get over those temporary hurdles, like their car breaking down. The little things that push them backwards from their goals.

- Administrator

One of my friends is a great student, but she got a D this year during COVID. She was always planning on applying for Harper's Promise but now she can't.

- High school student

Additional help in a one on one basis allows for differential learning and flexibility needed for learners who are strggling to meet the demands of home, school, and work.

- Teacher

Source: focus groups, Teach Plus focus groups and survey

Fact Pack | Case study examples of successful implementation (I of II)

1 One Million Degrees Scholarship Program

- Provides “last dollar” financial assistance to cover remaining balance of tuition and fees after financial aid has been applied
- Students also receive a performance-based stipend award of up to $1,000 for the academic year
- Stipend is intended to pay for life expenses/ financial barriers like transportation, food, housing, childcare, books, etc.
- Use of the stipend is at the discretion of the student to ensure equity in distribution and ability to address individual student needs

2 FlexPath at College Lake County

- Model for providing most popular general education classes at times designed to create flexibility to maximize student progress
- Offered in evening and weekend options, in both 8-week and 16-week term lengths
- Delivered by combining online learning with in-person classes
- Guaranteed to transfer at 24 Illinois colleges, including all state universities
- Part of the Illinois Articulation Initiative General Education Core Curriculum
- Options to 'finish fast' with the ability to complete the GECC credential (37 credits) in about a year, taking two 8-week courses at a time
- Options to take class 'slow and steady' and stay on track to finish the GECC credential (37 credits) in two years taking just one Flex Path course at a time

3 Mastery Transcript Consortium

- Network of over 250 public school districts, charter schools, and non-public schools who seek to award credit based on competency
- Student transcripts do not include letter grades/GPAs, but rather measure academic abilities and skills like collaboration, communication and persistence
- Transcript looks more like a linked in profile including description of the student's interests, credits and portfolio of their work
- Credits can follow traditional categorization (e.g., STEM, or History) and can include more holistic skills (e.g., social & emotional activity)
- To help colleges compare students, transcripts compares the student's credits to those of their peers
- Note: While this model has both supporters and critics, and requires longer term implementation, the strategies can be valid for more immediate action

1. https://onemilliondegrees.org/the-program/financial-supports/, https://www.ssc.edu/scholarships/one-million-degrees-omd-signature-scholarship-program-at-ssc/
2. https://www.clcillinois.edu/programs-and-classes/degrees-and-certificates/flex-path
3. https://mastery.org/; https://www.the74million.org/article/the-mastery-transcript-consortium-has-been-developing-a-gradeless-transcript-for-college-admissions-this-fall-it-gets-its-first-test/

Fact Pack | Case study examples of successful implementation (II of II)

4

Eastern Illinois University

- Assembled a group of faculty, staff, and administrators charged with identifying need and directing assistance to minority, first-generation, and low-income students
- $250K of GEER funding was allocated to relieve outstanding balances for 237 students
- Offers payment of outstanding balances, the Innovative “Open” Grant opportunity, financial aid workshops, and direct financial assistance to students who completed undergraduate work at the University and want to pursue graduate work
- Quote from student: “You do not know how much this has helped me financially, it has taken a big weight off of my parent’s shoulders and for that I am grateful…I’ll make sure to work hard on my studies to show I am deserving of this scholarship.”
- Also purchased/upgraded equipment and software in the Center for Student Innovation, and provided access to 24-hour AI/Chatbot communication and services, and the expansion of wireless access on campus

Fact Pack | What the estimated cost is relative to the potential impact

10A Support institutions in removal of financial barriers that prevent students from enrollment

Cost

- **Stipends for students** (existing programs range from **~$500-$3,000/ student**)

Impact

- **Decrease in financial barriers** that would set a student off track (e.g., housing, childcare, transportation costs)

10B Enable flexibility in course scheduling/required course loads to accommodate for working, supporting family members, etc.

Cost

- **PD for staff** to design models/use tech (4hr training, $150-450[1] / educator)
- **Tech for students** to have access to class $300/student for laptop
- **Staff and facilities costs** for extended hours (add'l 3-7 hrs/day)
- Potential **academic success coaches** (One FTE for semester case load of 250 students ~$150/student salary + benefits)

Impact

- Increase ability for **students to fit class within their other life responsibilities**

10C Facilitate college and career prep process by embedding into existing curriculum and robust implementation of PaCE

Cost

- **Cost of time to plan/deploy** PaCE framework initiatives (**~$40-60K + benefits /adviser per year[2])**
- Cost of **release/planning time for staff** responsible for deploying initiatives

Impact

- Increased **likelihood of student college readiness** based on benchmarks set by PaCE framework

1. https://hechingerreport.org/new-report-reveals-that-teacher-professional-development-is-costly-and-ineffective/
2. https://www.salary.com/research/salary/benchmark/academic-advisor-salary/il

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

10A Implementation | Support institutions in removal of financial barriers that prevent students from enrollment

Primary implementation activities

- Provide stipends to address financial barriers (e.g., tuition, childcare, transportation, food, housing, books, etc.)
- Create debt forgiveness program paired with reenrollment incentives for post secondary students who have dropped out
  - Funding not to go to paying down bad debt that wouldn't be paid anyway, but rather to support reenrolled students with other existing financial barriers (i.e., stipends – see above)
  - Consider debt reduction in proportion to completed courses
  - Target outreach to students with outstanding balances
  - Develop/share best practices for supporting returning students to persist in a program after re-enrollment
- Provide financial aid to Pell-ineligible adult ed students for enrollment in career programs for employability in job market
- Extend tuition payment grace periods for Pell-eligible students awaiting financial aid awards at start of semester.
- Streamline procedures to shorten confirmation of financial aid
- Develop and provide guidance to participating institutions on identifying qualified students through targeted outreach
- Promote programs through community orgs, press releases, local media, and information on public website

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % increase in re-enrollments

Summative metrics (metrics to demonstrate overall success)

- % decrease in dropouts due to financial barriers
- % increase in program completion rate for re-enrollments

Sample timeline and milestones

- Develop/design financial support program(s) (~3 months)
- Identify target students with outstanding balances and develop marketing/comms strategy to reach them (1 month)
- Deploy marketing and offer advising/info sessions for students interested in the program (3 months, aim for months prior to registration periods)

Resourcing

- Cost of grants/stipends for students
- Time and resources to develop, market and deploy program
- Staff to advise students on resources available to them

Equity considerations

- Prioritize deployment of programs to institutions in high need – e.g., high drop out rates, low socioeconomic status, high unemployment healthcare programs, etc.
- Ensure flexibility of stipends to allow students to address individual needs

Inter-related strategies

- Chapter 1B Boost post-secondary enrollment: Consider removal of financial barriers within (re)engagement strategy

10A Additional Sources | Support institutions in removal of financial barriers that prevent students from enrollment

City College 'Fresh Start' (Link)

- Debt forgiveness program to incentivize reenrollment and persistence at City Colleges of Chicago
- Requires that students reapply, attend advising and financial planning coaching and completion of degree or certificate

Parkland College 'Cobra Comeback' (Link)

- Debt-forgiveness program at Parkland College that allows students the opportunity to return to complete your credentials

RaiseMe (Link)

- Social Enterprise that enables students to earn scholarships throughout high school, starting as early as 9th grade, for getting good grades, volunteering in the community or joining an extracurricular activities
- *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

10B Implementation | Enable flexibility in course scheduling/required course loads to accommodate for working, supporting family members, etc.

Primary implementation activities

- Build on pandemic-era steps to offer flexibility students "attend" class (In person, streamed, recorded) so students can balance coursework with individual schedules and family commitments
- Adapt course offerings to provide multiple enrollment periods (e.g., 16, 13 and 8 wk courses)
- Offer blended use of summer and winter sessions to help students build toward 15 hours but over a longer timeframe
- Provide additional technical support to enable these models
- Hire necessary staff to extend access to wifi-enabled buildings (e.g.,9am-11pm)
- Target outreach to students in need of course flexibility and instructors who are interested in varied methods of delivery
- Scale tutoring programs to provide after hours support
- Provide additional advising support for models with lighter course loads to decrease probability of non-completion
- Medium term – invest in development of competency-based learning models to allow progression based on mastery rather than time spent (e.g., invest in professional development opportunities for faculty study of these models)

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Availability of all core course work on flexible model
- Completion of 15hrs on flexible model

Summative metrics (metrics to demonstrate overall success)

- Sustained and/or improved graduation rates

Sample timeline and milestones

- Collaborate with instructors to design new delivery models (4-6 months)
- Build/staff infrastructure to deliver flexible model (~3 months)
- Develop marketing/comms strategy of new delivery models (~3 months)
- Test/refine new delivery models prior to fall launch (1-2 months) - Instructors could be asked to offer a blended delivery model in at least one section of their class(es) as part of a trial period

Resourcing

- Faculty professional dev. (class design, use of technology) for new models
- Technology (hardware, software, wifi) for both students and instructors
- Academic success coaches to provide appropriate support
- Facilities staff and management for extended hours

Equity considerations

- Provide laptops/hotspots in companion with new delivery models
- Ensure advisors proactively offer resources on time management, discipline-relevant study skills and clear academic pathways to reach goals
- Provide safe, wifi enabled spaces for students to work after hours
- Ensure academic support available on flexible model for ELL students

Inter-related strategies

- Chapter 8 Digital Priorities: Leverage digital learning strategies to enable flexible course offerings
- Chapter 9A Competency Based Education: Strategies to increase flexibility through mastery based progression

10B Additional Sources | Enable flexibility in course scheduling/required course loads to accommodate for working, supporting family members, etc.

ISBE Fall 2020 Learning Recommendations (Link)
- General guidance for in-person, blended and remote learning, includes key considerations for PreK, K-12, ESL and Special Education
- Some guidance may no longer be applicable, though general strategies may be applied in adapting flexible learning models

Kankakee Learning Anywhere Anytime (Link)
- Model for asynchronous learning in K-12 schools, outlining key considerations including expectations, role of families, and available resources

Deloitte Insights: The hybrid campus - Three major shifts for the post-COVID university (Link)
- Data on the effects of hybrid models during the pandemic and guidance for making the move toward a hybrid model

On the Path to Success | Early Evidence About the Efficacy of Postsecondary Competency-Based Education Programs (Link)
- Early look at outcomes from Competency-Based Education (CBE) Programs and analysis of challenges in CBE research

Competency-Based Education Network Quality Framework for Competency-Based Education Programs: A User's Guide (Link)

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

10C Implementation | Facilitate college and career prep process by embedding into existing curriculum and robust implementation of PaCE

Primary implementation activities

- Develop school-specific plan to embed college/career readiness into existing curriculum for 9th-12th grade using PaCE framework
- Identify community orgs that can supplement w/ college/career readiness skills trainings outside of normal school hours (Link)
- Ensure plan engages families early and often through info sessions, workshops (determining pathways, apps, FASA etc.), newsletters, and review of student-specific pathway
- Execute internal scan of existing staff/community leaders who can work with students/families on college/career readiness, leverage funding to supplement these resources
- Prioritize 11th/12th grade benchmarks in short term, with long term goal of extending PaCE benchmarks to 6th grade
- See initiative 12A for detail on crating/scaling pathways to career offerings

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Strategic plan based on PaCE framework embedded into curriculum/programming
- % participation of students in key programming

Summative metrics (metrics to demonstrate overall success)

- % students on track to progression to post secondary pathway
- % students successfully transition to post secondary pathway with persistence through at least 1 year

Sample timeline and milestones

- Develop initial strategic plan based on PaCE framework (~4 months)
- Staff necessary personnel/resources to deploy plan (~3 months)
- Refine curriculum to incorporate strategic plans (~4 months and ongoing)
- Plan fall programming, staff and community partnerships (~4 months)
- Refinement of curriculum and programming (ongoing)

Resourcing

- Cost of staffing resources (e.g., advisers) to deploy plan
- Time to build strategic plan, embed into exiting curriculum/programming and execute add'l programming outside school hours
- Potential partnerships with community orgs for supplemental programming

Equity considerations

- Support provided for implementation of PaCE sent to underserved schools
- Those leading the programs/initiatives in communities of color should be diverse themselves and have expertise/lived experience of who they serve
- Schools serving rural and/or communities of color must develop career readiness strategy for local culture (post-secondary pathways to success include career-oriented certificates and AAS degrees as well as BAs)

Inter-related strategies

- Chapter 1B Boost Post-secondary enrollment: Engage students for long term progression by embedding College and Career prep into curriculum
- Chapter 12A Pathways to Career Offerings: Supplement college and career prep with specific career pathways curriculum

10C Additional Sources | Facilitate college and career prep process by embedding into existing curriculum and robust implementation of the PaCE framework

PaCE Framework (Link)
- Framework to identify what types of experiences and information a student should have in order to make the most informed decisions about college and career planning
- Student checklist to prepare for college (career planning, financial planning, college selction and application) (Link)
- Form to request PaCE support from ISAC for schools and community organizations (Link)
- On PaCE to Thrive Community Guide - Sample calendar of activities and guiding questions to be used by any organization looking to provide support outside of school hours (Link)

ISAC College Changes Everything Month (Link)
- FAFSA and college application workshops hosted by schools and community organizations between Labor Day and Thanksgiving
- Schools and organizations can apply to be a CCE site and an ISAC representative will facilitate the workshops
- ISAC Student Portal - Provides resources directly to students and parents that address each content area of PaCE Framework (Link)

Chicago College and Career Advising Credential (CCCAC) (Link)
- Interactive cohort training for adults who work with youth in schools, and help hem deliver guidance on post secondary pathways

Illinois School Counselor Association (Link)
- Resources, professional development opportunities and events of school counselors

One Goal (Link)
- Equips educators with a robust curriculum, training, and tech to guide a cohort of students to achieve their postsecondary goals
- Direct Partnership Program - Partner with districts to co-create postsecondary enrollment and completion goals (Link)
- Evaluation of Post-Secondary Readiness - NCAN-endorsed rubrics/roadmap to help evaluate/grow postsecondary readiness (Link)

(Continued on next page…)

10C Additional Sources | Facilitate college prep process by embedding into existing curriculum and robust implementation of the PaCE framework (cont.)

College Board | College and career planning tools for students (Link)

College Board "CollegeEd" Classroom Curriculum (Link)

- Workbooks for middle school and high school that align with the PaCE post secondary and Career benchmarks

Money Minded Illinois (Link)

- Financial Literacy curriculum for Elementary-High School students from the IL Treasurer's Office – helps with PaCE financial literacy benchmarks

Chicago Roadmap (Link)

- Robust roadmap / partnership between Chicago Public Schools and Chicago City Colleges to help students transition from high school to the community college through a suite of structural supports and programs

Proprietary college and career prep software (Examples: Xello, Naviance, Scoir) - *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Implementation | Implementation risks and mitigation strategies

Stipends insufficient to address student needs and promote reenrollment/progression	• How stipends are spent may be at the discretion of the student in order to maximize the ability to address individual needs • Stipends can be awarded based on completion of key milestones to incentivize progression
Flexible delivery models may not be equitable for students who lack access to technology or appropriate workspaces	• Flexible models must be accompanied by stipends or programs that provide students with necessary technology (e.g., laptops, hot spots) • Building resources, tech support and services like on-demand tutoring should be available outside normal business hours • Explore potential for students to access discounted internet service through new Emergency Broadband program (part of federal stimulus package passed Dec 2020) that is inclusive of Pell Grant recipients
Options to complete coursework over longer periods of time could slow progression and allow students to get off track	• Students that opt into flexible scheduling over longer periods of time should be prioritized for academic advising support and outreach • Skills workshops on time management and goal setting should be offered/required for students on flexible schedules
Time and resources necessary for PaCE implementation are costly and challenging	• Frameworks, tools and resources offered by ISAC should be leveraged to facilitate and streamline planning • Schools/districts can request PaCE support from ISAC for an overview of the framework, facilitation of a development workshop and implementation support

Chapter 11

Support students with structured engagement in transition periods (including focus on those that have un-enrolled)

Chapter overview | Description of topic and initiatives

High level topic

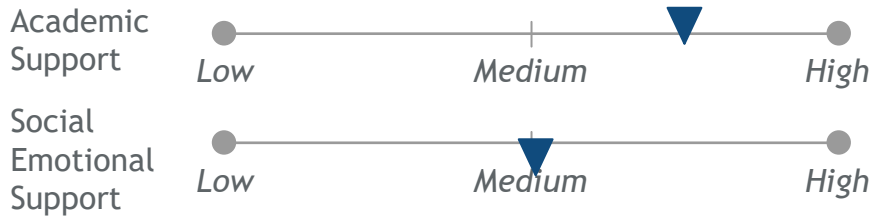
Topic

Support students with structured engagement in transition periods (including focus on those that have un-enrolled)

Primary stakeholders impacted

Students- Initiatives geared to engage and support students during transitions to ensure success, students to also play role as mentor to other students
Families- Family engagement will be critical for post secondary planning (financial implications/FAFSA, support through preparation, etc.)
Faculty/Staff- Educators, advisers and staff play key role in engagement through curriculum & support services
Community Orgs – Faith/health/community orgs to serve as 'trusted messengers' to engage families and students, community orgs/individuals to also serve as mentors

Relevance



Recommended initiatives

11A Provide staff support and services during end of year and continuing through summer/into next steps, particularly with targeted support for underserved students

11B Develop peer/'near-peer' mentoring program for secondary students

Equity focus of initiatives

- Additional support services, advising and resources to be targeted to low income, first generation students and their families
- Access to support services and resources over the summer to be made available to students on financial aid
- Work completed in collaboration with community-based/led organizations serving priority populations
- Individual support to be prioritized for special needs/ESL students
- Mentors to reflect and deeply understand the needs of the populations they serve

Fact Pack | What we are hearing from stakeholders

We need to encourage students to engage in extra support, attend office hours and build relationships with faculty. There can't be an intimidation factor. We could incentivize engagement with extra credit for just showing up.

- Educator

During [college] orientation they showed us statistics about how students who join clubs get better grades and have lower drop out rates … I joined because of that and I'm so glad I did

- College student

High school students need to be treated as adults. You go from needing to ask for permission to go to the bathroom to having complete autonomy.

- College student

I changed my major 3 times and I'm still alive. We need to normalize this. I don't always have my life together and that's ok.

- University Professor

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Harper Launch Program

- Summer bridge program to help students develop academic identity, sense of belonging (while recognizing their cultural identity), success strategies, and navigating college
- Two, six-week sections of adapted First Year Seminar (FYS 101) Focus on Your Future
- Cost of the course was free for students and they each received a Chromebook
- Key activities: Reflections on academic and cultural identity, virtual scavenger hunt for campus resources, growth mindset intro, values affirmation exercise, college success-workshops, intro to Blackboard, "A Day in the Life of a College Student", career research, early connection to advisor
- Applications received: 161, Participants: 50
- 76% of participants successfully completed the course with a grade of "C" 100% of participants who placed developmental enrolled in their developmental coursework in the fall
- or better
- 75% indicated Agreed or Strongly Agreed with "As a result of Summer Launch, I feel like I am part of the Harper Community and have a sense of belonging."

2 ISACorps ISACorps

- Group of recent college grads who help students and their families navigate the process of applying to and entering college
- Statewide low cost option for college and career readiness programming
- ~90 recent grads trained over 6 weeks to serve as near peer mentors and partner with local schools, businesses, and nonprofit organizations to deliver free career and college planning and preparation services
- Provides workshops, presentations, and one-on-one mentoring on career exploration, college selection, test prep, scholarships, app completion, and financial aid process
- School counselors/parters can request support form ISAC in hosting a workshop
- Find you ISACorps Member HERE
- In 2019 over 72,000 students worked with members of the ISACorps and hosted nearly 3,000 events throughout the state of IL
- Funded through College Access Challenge Grant Program from the U.S. Department of Education

3 college forward College Forward

- Texas-based near-peer coaching program designed to help low-income, first-generation students navigate the college application process
- Embeds coaches in high schools, where they work with a group of first-generation or low-income students starting junior year
- Offers services like college visits, entrance exam prep, after-school workshops on filling out financial aid forms etc., and 1:1 help from coaches continuing through college
- Offers proprietary software "CoPilot", which manages students' data and is licensed to partners nationally, serving 350,000 students
- Provides resources to help students plan for college and succeed
- Participants are 2.5 times more likely to graduate high school, 8% more likely to enroll in college and more likely to have stayed consistently enrolled for three years

1. https://www.harpercollege.edu/highschool/summer/index.php, 2. https://www.isac.org/isacorps, 3. https://collegeforward.org/
Additional examples include CUNY ASAP focusing on intensive advising from 2 yr to 4 yr programs and College Unbound focusing on re-engaging collect student

Fact Pack | What the estimated cost is relative to the potential impact

11A Provide staff support and services during end of year and continuing through summer/into next steps, particularly with targeted support for underserved students

Cost

- Add'l staff or time for existing **staff to provide 1:1 support** to students (~$130K/qualified counselor per yr)
- **Summer Transition Leader Position**[1] ($4,500/summer, $15/hr for ~15hrs/week for 20 weeks)
- High touch, 1:1 support programs can cost as much as **$4000/student**[2]

11B Develop peer/'near-peer' mentoring program for secondary students

Cost

- **Minimal costs** through state programs like ISACorps
- **Stipends for paid summer mentors** ($3,600 / summer mentor[1], $15/hr for ~20hrs/week student over 12 weeks

Impact

- ***Increased matriculation of students to post secondary plans***
- ***Increased graduation rates***

1. CPS Summer Transition Youth Ambassadors Program as benchmark for dedicated time, paid at minimum wage
2. https://collegeforward.org/

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

11A Implementation | Provide staff support and services during end of year and into next steps, with targeted support for underserved students

Primary implementation activities

- Provide supplemental pay to qualified counselors/staff to offer services to students over summer – consider program like CPS's Summer Transition Coordinator Positions (Link)
- Leverage CPS handbook (Link) and PaCE framework (Link) to develop summer transition strategies to engage students
- Meet with students over summer to walk them through enrollment paperwork/processes (e.g., financial aid, transcripts, housing) to prevent unforeseen issues that often delay progress
- Develop cohort models (by pathway, future college, etc.) to create continuous community throughout transition and streamlined deployment of resources
- Create connection point between high school adviser and college adviser to hand off information for seamless transition - CC staff (advisors) assigned as a liaison to each in-district high school
- Scale bridge programs that offer college success skill sessions and developmental courses that fill knowledge gaps pre-college

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Decrease in qualified counselor/advisers to student ratio
- Increase in # of qualified counselors/advisers over the summer

Summative metrics (metrics to demonstrate overall success)

- % of students with successful transition to college (enrolled on time, persistence through year 1)

Sample timeline and milestones

- Develop summer transition strategy leveraging existing tools (~3 months, ongoing refinement)
- Staff counselors/resources for the summer (~3 months)
- Form partnerships with intermediary orgs (ongoing)
- Connect with / transfer information to college advisors (EOY thru summer)
- Meet with students, provide summer support/resources (EOY thru summer)

Resourcing

- Qualified staff to provide services over summer. Respect contractual obligations of districts and ed professionals - refer to local collective bargaining agreements (example here, FEA 2018-21 pg: 38-39)
- Time to coordinate sharing of information between schools and development of transition plan
- Partnerships with orgs that offer resources to students over summer

Equity considerations

- Ensure students on financial aid have access to services over summer
- Ensure resources are distributed equitably and focused on schools in underserved communities / with higher student to counselor ratios
- Embed protocols to avoid over/mis-identification and limit longevity of "risk" identification

Inter-related strategies

- Chapter 1B Enrollment in post-secondary: 1:1 support for outreach
- Chapter 4C Summer Programming: Support over summer/ into next steps

11A Additional Sources | Provide staff support and services during end of year and into next steps, particularly with targeted support for underserved students

IBHE Summer Transition Handbook (Link)
- Best practices to support high school students planning for and transitioning to college
- Details on CPS's Summer Transition Coordinator Positions (noted on pg 1 of IBHE document) (Job description)
- Summer Transition Survey/Checklist (Link)

PaCE Framework (Link)
- Framework to identify experiences/information a student needs to make informed decisions about college and career planning
- Student checklist to prepare for college (career planning, financial planning, college selection and application) (Link)

ICCB Creating A Successful Bridge Program: A "How To" Guide (Link)
- Pg 72-113 on transition services/bridge programs

SDP Summer Melt Handbook - Harvard Center for Education Policy Research (Link)
- Tactical guide for investigating/responding to students that are knocked off course from enrolling in college over the summer
- Example 'Senior Exit Survey' and summer checklist starting on page 60

One Million Degrees (Link)
- Model of program that provides wrap-around supports to community college students to help them succeed in transition and persist
- Community resources listed on their website regarding employment, housing, finances, health and general welfare (Link)

Posse Foundation (Link)
- Model for co-hort program for traditional college pathways
- Program that identifies high potential high school students who might be missed by traditional admissions criteria, offers 'Pre-college Training' to group (Posse), continues to meet through college and connects with professional development opportunities

College of DuPage enrollment Checklist (Link)

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

11B Implementation | Develop peer/'near-peer' mentoring program for secondary students

Primary implementation activities

- Scale and deploy peer mentorship programs to help students/families transition to post-secondary pathways
- Scale and deploy mentorship programs for leaders/ businesspeople in their communities to help students/families transition to post-secondary pathways
- Prioritize/develop for-credit opportunities with mentorship programs related to career pathways
- Provide paid job opportunities or apprenticeships for college students/career changers to work with students on less sensitive topics and train towards advising/education as a career
- Consider embedding mentorship programs early in high school to 'start with end in mind'
- Develop partnerships with local leaders to be visible and integrated into school programming
- Provide frequent opportunities in class to hear from leaders/businesspeople in community
- Invest in mentorship programs that provide wrap around support and life skills to students once they are in college

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Increase in contact hours for underserved students
- Increase involvement of local leaders in school programming

Summative metrics (metrics to demonstrate overall success)

- Increased enrollment and persistence / progression in post secondary pathways (vs. random courses)

Sample timeline and milestones

- Identify organizations that provide near-peer mentors and identify funding opportunities to scale and deploy program (~3 months)
- Identify underserved students to be paired with mentor (~1 month)
- Deploy mentorship model and track touchpoints, feedback (~3 months)
- Develop strategy to embed community leaders into regular school programming, form partnerships (ongoing)

Resourcing

- Partnerships with mentor organizations and local leaders
- Staff to coordinate mentee/mentor pairings, tracking of touchpoints and development of partnerships
- Time to develop opportunities to embed local leaders into programming
- Funds ways (scholarships, etc.) to translate mentoring programs into for-credit work based learning experiences to fuel educator/adviser pipeline

Equity considerations

- Deploy mentorship models and services to most underserved communities
- Ensure mentors reflect the populations they serve
- Ensure communities most impacted by trauma do not rely solely on peer mentors for support, need adequate counseling services

Inter-related strategies

- Chapter 5A Community Volunteers: Additional strategies on assembling volunteers for individualized support
- Chapter 7 Mental Wellness: Considerations for mentor support regarding staff diversity, trauma informed practices and cultural awareness

11B Additional Sources | Develop peer/'near-peer' mentoring program for secondary students

ISACorps (Find an ISAC Corps Member in Your Area)

- Recent college grads, many first generation, who serve as mentors and provide essential information to students planning for college
- ISACorps members are available to meet with students/families over the summer, when counselors/advisers may be less available
- Host activities and work with students and families throughout the year, so that connections can and should be made early
- ISACorps members are often from and understand the communities they serve

College Advising Corps (Link)

- In-school model places, recent college graduates as full-time college advisers in high schools to help students and families with college preparation activities (e.g., applications, securing SAT/ACT fee waivers and assisting with FAFSA, etc.)- Adviser Resources
- Virtual model leverages technology to connect well-trained, recent college graduates with students – Virtual Advising Guide

City Year (Link)

- Program that delivers holistic support through a team of AmeriCorps members who serve as student success coaches in schools
- AmeriCorps members' near-peer status uniquely positions them to form developmental relationships with students while having the opportunity to prepare to be leaders in their own communities and careers

CEO Program (Link)

- Connecting high school seniors with leadership/career opportunities through coursework and assigned a community mentor
- Combines classroom and real life experiences and is funded by community partner

Implementation | Implementation risks and mitigation strategies

Severe shortages of educators and staff will limit the amount of support that can be provided to students	• Community orgs and mentorship programs can be leveraged to deliver high touch engagement • Underserved students should be prioritized for deployment of capacity
Time / resources to develop and coordinate summer transition strategies is overwhelming and costly	• Existing resources and models (e.g., community orgs, frameworks) should be scaled rather than building from scratch • Cohort models can be used to not only build community but also deploy services and resources efficiently
Mentors will be ill-equipped to support the student adequately	• Mentors should reflect the communities they serve and have a deep understanding of their needs • Mentors should not be the only form of support for students, especially in communities that have experienced high trauma which will need adequate counseling services
Even once reengaged, students are not ready or equipped to be successful in post-secondary life	• Developmental/transitional courses and/or bridge programs must be made available to students to set them up for success in their post-secondary pathways • 1:1 advising and tutoring services should be prioritized for students who have returned from being disengaged

Chapter 12

Design an integrated education/workforce strategy by offering work-based career development experiences and career placement services

Chapter overview | Description of topic and initiatives

High level topic

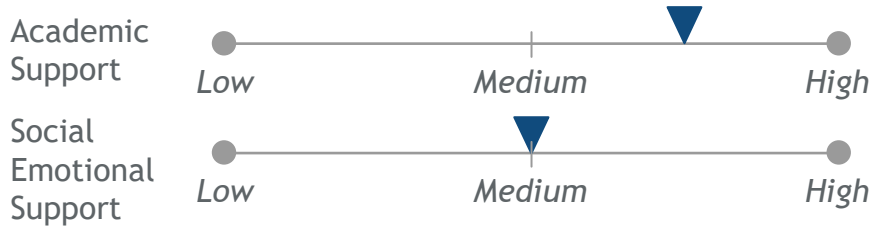
Topic

Design an integrated education/workforce strategy by offering work-based career development experiences and career placement services

Primary stakeholders impacted

Students- Initiatives provide career development opportunities to explore pathways and build skills
Administration – Play key role in development of work based learning opportunities and employer partnerships
Educators – Responsible for development and delivery of career development coursework and curriculum
Employers – Provide work based opportunities for students

Relevance



Recommended initiatives

- 12A Support schools and institutions in embedding pathways-to-careers into course offerings
- 12B Build partnerships with employers and scale programs that create work-based career development experiences for students
- 12C Scale programs that support employment placement and connect student and graduate talent with employer demand

Equity focus of initiatives

- Dual-credit and career pathways programming to be prioritized for underserved schools/institutions
- Career pathway programming to include opportunities for adult education through bridge programs and IET
- Career development opportunities must reflect local community and job market
- In person career development opportunities must provide/ensure transportation, virtual programs must provide necessary tech equipment to participants
- Internships must be paid to support students with financial barriers

Fact Pack | What we are hearing from stakeholders

My Spanish teacher brought in two friends who were nurses because some students were interested in medicine. Being a teacher means more than just helping kids academically.

- High school student

I didn't have access to career information—it was never offered to me … some students did because of their families.

- College student

We need to get the kids more experience in the things you're talking about. In a trade, in an office… something so they feel like "yea, I can do this. I belong here." It's the experience that matters.

- High school teacher

What are these kids going to do when they leave us? It's not going to be whatever they learned in social studies in 8th grade … How are we preparing students for their life beyond us?

- K12 Superintendent

We need to bring back the industrial arts! We got rid of shop when we introduced technology, these programs need to find their way back into high schools.

- Superintendent

Our school is open from 6am-9pm so that students who need to work full time can also continue their education. However, it'd be really great if we could also offer them some credit for this full time work experience

-Educator

Source: focus groups, TeachPlus focus groups and survey

Fact Pack | Case study examples of successful implementation

1 Ford ASSET Program (Link)

- Two-year Ford Technical Career Entry Program that includes a paid internship and results in an associate in applied science degree in automotive service technology
- 16-week sessions of classroom lecture and laboratory exercises, plus work-based learning at the sponsoring dealership
- Graduates can enter the workforce as entry-level service technicians with certifications from Ford or transfer earned credits toward a bachelor degree
- Students can earn up to 100% of the same certifications that a Ford service technician would receive at a Ford Training Center
- Curriculum designed by Ford Motor Co, Ford ASSET Advisory Committee and respective institutions offering coursework
- Example guide outlining responsibilities of administration, instructors and students

2 Vienna HS District 133, Dual Credit Program

- Vienna High School embeds dual credit programs into every students' coursework
- Of all 386-students, just 3% of its community college-bound graduates enroll in a remedial education class, compared to the state average of 44%
- Vienna administers the Accuplacer test to every student to create a college-bound culture, and ensure access to college-level courses to as many students as possible
- With schoolwide testing, advanced students enroll in dual credit courses their jr/sr year, and less advanced students enroll in transitional math/English which guarantees against the need for remedial courses
- 45% of all students enroll in dual credit courses, compared to just 10% of students statewide and 49% come from low-income homes, compared to 28% statewide

3 Careerwise Colorado (Link)

- Intermediary org that coordinates districts/ employers to facilitate connections for youth apprenticeships
- Creates an applied-learning framework that meets district standards, recruits students, and ensures schedule optimization
- Trains employers, provides HR support, and serves as single interface for districts and higher ed (e.g., brokering agreements with higher ed for college credit
- Students start in 11th grade and go for 3 yrs to earn 1) high school diploma + up to 1 yr college credit 2) at least one recognized industry credential and 3) ~$30,000 in wages
- Impact: 241 hired apprentices in one year, 70 unique hiring companies, 7 school districts and 4 communities across Colorado
- $1.5 million private sector investment in apprenticeship wages and training
- Received $10M in philanthropy from 2017-2019 but over 80% of employer partners pay "business fees" to support CareerWise, which projects financial sustainability based on such fees in the long-term

1. https://www.newfordtech.com/Programs#ASSET
2. https://dualcreditequity.org/, https://www.advanceillinois.org/swi/pdfs/AdvanceIllinois_SWI-PrintReport_2019_Full.pdf (pg 16)
3. https://www.careerwisecolorado.org/en/

Fact Pack | What the estimated cost is relative to the potential impact

12A Support schools and institutions in embedding pathways-to-careers into course offerings

Cost

Highly variable depending on existing programming, but could include…

- **Qualified staff or PD** to teach dual credit courses
- New **equipment or software**
- Educator / CC faculty **release time to collaborate** on the course sequences and course content

Some programs have demonstrated ~$1000/student cost per year[2]

Impact

- Increased **recognized post-secondary credentials**, and in turn job opportunities, for students

12B Build partnerships with employers and scale programs that create work-based career development opportunities

Cost

- **Add'l staff or planning time** to identify, partner with and scale existing programs ($40k-60k + benefits/adviser per year[1])
- **Stipends/wages** to ensure paid internship opportunities ($6,000/summer internship ($15/hour, 8 hrs/day, 5 days/wk for 10 wks)

Impact

- Increase **work-based learning opportunities** to identify career interests, develop employability skills, gain understanding of employer expectations, and **increase access to full time employment opportunities**

12C Scale programs that support employment placement

Cost

- **Add'l staff or planning time** to provide job placement services/employability skills to students and build partnerships with existing work-based learning opportunities ($40k-60k + benefits/adviser per year[1])

Impact

- Increased **placement of students in quality work-based learning opportunities**
- Increased **employability skills** for students

1. https://www.salary.com/research/salary/benchmark/academic-advisor-salary/il
2. https://catalog.results4america.org/program/early-college-high-school-model?issueArea=852

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

12A Implementation | Support schools and institutions in embedding pathways-to-careers into course offerings

Primary implementation activities

- Scale dual credit/enrollment and programs aligned w/ general education requirements and 'career pathway' for industry recognized and post secondary credentials, Model Partnership Agreement under the DCQA (Link)
- Grow the number of educators who hold the ISBE endorsement for dual credit instruction
- Leverage Model Pathways frameworks (Link) to align coursework to postsecondary program offerings and in-demand occupations
- Ensure district has applied to ISBE to provide College and Career Pathway Endorsement
- Seek input from students, community leaders, key local employers to determine where to devote resources
- Identify popular local CC programs and credentials
- Ensure programming reflects local workforce needs with particular emphasis on STEM
- Leverage virtual delivery models when resource constrained

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % increase enrollment in career focused course offerings
- % increase in early college credit courses
- % attainment of industry recognized credentials/certificates
- # students achieving 'College and Career Pathway Endorsement'

Summative metrics (metrics to demonstrate overall success)

- Employment after completion aligned with workforce gaps that provides full-time job paying at 85% of the living wage for 1 adult, 1 child

Sample timeline and milestones

- Partner with local CCs and universities to identify strategic dual credit/career pathway coursework and facilitate local discussions (~4 months)
- Develop pilot for work-based learning in 1-2 pathways (~6 months)
- PD for educators, initiate new hires (if needed), procure equipment and resources to deploy pilot (~3 months)
- Communicate value of pathways and dual credit to students/families (ongoing)

Resourcing

- Staff and time to help schools/districts embed a pathways approach and work-based learning into their course/dual credit offerings.
- Staffing costs for intermediary orgs/partnerships (Chamber of Commerce)
- Partnerships b/w Community Colleges/districts to coordinate resources
- Resources to support educator qualifications
- Equipment/resources for coursework; wrap-around and counseling supports for pathway participants

Equity considerations

- Educators in schools with less or no dual credit opportunities take priority for funding deployment
- Partner with local workforce boards and WIOA to target people of color/women owned businesses and students from underserved populations
- Include adult education bridge programming and IET initiatives into broader planning for career pathways

Inter-related strategies

- Chapter 10C College and Career Preparation: Career pathways should be integrated with other career prep activities

12A Additional Sources | Support schools and institutions in embedding pathways-to-careers into course offerings

Model Programs of Study - Education Systems Center at NIU (EdSystems) in partnership with ICCB and ISBE (Link)

- Guidance, exemplars and frameworks for local programs as they develop programs of study
- Illinois State Board of Education Career Guide (Link) - Framework to explore career options
- Career Pathways Dictionary (Link)

Dual Credit Quality Act (Link)

- Guidelines and clarity on partnerships between K-12 and post secondary institutions
- Dual Credit Model Partnership Agreement (Link)

ICCB Creating A Successful Bridge Program: A "How To" Guide (Link)

- Chapters 2-6 on helping students choose and advance through career pathways

IL model for technical and essential employability competencies (Link) - *cited as a national exemplar*

Great Lakes College and Career Pathways Partnership Quality Indicators (Link)

Guidebook of Professional Learning Experiences within IT (Link)

ISAC College Changes Everything Month (Link)

- FAFSA and college application workshops hosted by schools and community organizations between Labor Day and Thanksgiving
- Schools and organizations can apply to be a CCE site and an ISAC representative will facilitate the workshops
- The ISAC Student Portal provides resources directly to students and parents that address each content area of the PaCE Framework

Proprietary college and career prep software (Examples: Xello, Naviance, Scoir) - *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

12B Implementation | Build partnerships with employers and scale programs that create work-based career development experiences for students

Primary implementation activities

- Scale existing programs that create exploratory, work-based career development experiences for students
- Identify local businesses willing to take on HS interns/employees and providing those interested with incentives to participate
- Experiences that are paid or credit bearing to be prioritized
- Fund career development experiences from academic career pathways, scale research parks/co-ops at universities, support intermediary orgs that engage employer outreach
- Provide wage to students with unpaid internships
- Provide stipends for higher ed students to cover tuition for externships, work-experience courses, and/or practicums
- Leverage virtual delivery models to expand reach of internships
- Partner with local employers to design and execute credit-bearing internships that also pay (e.g., Ford ASSET)
- Create consistent framework for implementation and oversight of work-based opportunities in order to scale
- Ensure students understand how their participation in internships/career experiences fit into short- and long-term goals
- Partner with local trade unions or central labor councils

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- Inc. in number of paid internship/job opportunities for students
- Inc. in % student participation in job/internship opportunities

Summative metrics (metrics to demonstrate overall success)

- % of students who have held at least 1-2 internships prior to college graduation

Sample timeline and milestones

- Identify gaps in local landscape of student career development opportunities (~3 months)
- Identify existing local programs/orgs/employers that are well positioned to fill gaps and potential funding opportunities to scale (4-6 months)
- Begin execution (scale programs, design internship/for-credit job opportunities, communicate to students) (4-6 months, ongoing)

Resourcing

- Dedicated staff to identify, partner with and scale existing programs
- Funds to provide stipend/incentives to companies for paid internships
- Time to develop job opportunities / credit bearing experiences that contribute to a student's academic progression

Equity considerations

- In person internships should provide/ensure transportation, virtual programs must provide necessary tech equipment to participants
- Pilot partnerships at institutions that serve a high portion of FGLI students
- Work-based learning opportunities must be paid to support students with financial barriers and should reflect local job market
- Identify work-based opportunities available to students with disabilities

Inter-related strategies

- Chapter 5B Community partnerships: Additional strategies for engaging community organizations and employers
- Chapter 10C College and Career Preparation: Work-based experiences should be integrated with other career prep activities

12B Additional Sources | Build partnerships with employers and scale programs that create work-based career development experiences for students

Illinois Career Development Experience Toolkit and examples (Link)
- Toolkit to set expectations, provide guidance and highlight best practices for creating work-based learning experiences

Illinois Work-based Learning Innovation Network (Link, Related article)
- Network of employers, educators, and students to leverage innovative models for scaling high-quality work-based learning opportunities in school districts and community colleges across the State (Resource hub)
- I-WIN communities are also invited to be pilot sites for the implementation of Practera, an experiential learning technology

District 214 Workplace Learning Toolkit (Link)
- Implementation guidance and summary of resources for work based learning programs
- Apprenticeship Program (Link): Employer-driven, "learn while you earn" model that combines structured paid on-the-job training with job-related curricula provided by the high school, technical schools or community colleges to achieve an industry credential

Work-based learning definitions in Career Pathways Dictionary (Link)

Framework for virtual Work-based learning (Link)

Harper College Apprenticeship Program (Link)
- Unique, flexible instruction programs combining job related credit courses with structured on-the-job learning experiences

Early ed | K12 | Higher ed | Rural | Disabilities | ELL

12C Implementation | Scale programs that support employment placement and connect student and graduate talent with employer demand

Primary implementation activities

- Build new partnerships with and scale intermediary orgs and that connect students with internship/job opportunities
- Supplement these organizations with additional advising services to help students understand career paths and available work experience opportunities
- Scale the work of career services offices to equip students with skills to build networks/social capital required for career advancement with a particular emphasis on supporting underrepresented students
- Fund additional staff devoted to making connections and deepening relationships with local employers, particularly in rural communities
- Enable local schools and organizations to collaboratively source opportunities and match them with an aggregated pipeline of students

Example metrics to evaluate success

Formative metrics ('building block' metrics to predict overall success)

- % of students actively engaging in career service offerings/trainings
- Inc. in % student participation in job/internship opportunities

Summative metrics (metrics to demonstrate overall success)

- Employment after completion aligned with workforce gaps that provides full-time job paying at 85% of the living wage for 1 adult, 1 child

Sample timeline and milestones

- Identify local intermediary orgs/career services offices (~2 months)
- Connect orgs/offices to collaboratively identify gaps in their offerings to inform funding opportunities (~3 months)
- Fund identified opportunities/services to support job placement (~4 months, ongoing)
- Hire staff to offer services, maintain resources and make connections with local employers (~3 months, ongoing)

Resourcing

- Staff to provide 1:1 advising and connect students with jobs and maintain aggregated job listing resource and partnerships with local employers
- Time to assess current landscape and funding opportunities
- Funds to scale intermediary organizations to develop partnerships

Equity considerations

- Create differentiated options for certain subsets of students such as first-generation, rural, students with disabilities - tailored to their unique needs
- Efforts should be focused on local needs, especially for rural communities

Inter-related strategies

- Chapter 5B Community partnerships: Additional strategies for engaging community organizations and employers
- Chapter 10C College and Career Preparation: Work-based experiences should be integrated with other career prep activities

12C Additional Sources | Scale programs that support employment placement and connect student and graduate talent with employer demand

Skills for Chicagoland's Future (Link)
- Playbook to create a demand-driven organization to meet the hiring needs of employers and return the unemployed to work

Braven (Link)
- Program that partners with large public universities to ensure underrepresented students have the skills, confidence, experiences and networks necessary to transition from college to strong first jobs
- Offers one semester credit bearing course and ongoing support until graduation

District 214 Center for Career Discovery (Link, Related article)
- Connects students with continuum of career-related activities and workplace learning experiences to support career exploration

Parker Dewey Micro Internships (Link)
- Platform for employers to post on-demand project or broader initiative support requests as a flexible way for employers to engage, college students/recent grads and students to gain career development experiences

Project Basta (Link)
- Program aimed at enabling students to navigate the job search process, communicate their unique value add and be equipped for success on day one of the job – 10wk job search/readiness program and/or monthly meet ups focused on career exposure

Purpose Workforce Solutions (Link)
- Program to provide coaching support to opportunity youth and connect them with employers to in turn solve for skills gaps

Continued on next page…

12C Additional Sources | Scale programs that support employment placement and connect student and graduate talent with employer demand (cont.)

Noble Network Career Services Office (Link)

- Supports alumni in their career development by offering services like reviewing resumes/cover letters, helping with salary negotiation, and connecting alumni to a network of employers and professionals

Upkey (Link)

- Career building program with new virtual internship opportunities that are free to students who apply and award college credit
- *Vendors/external organizations have not been vetted, approved or endorsed by the state, they are included here as example resources.*

Implementation | Implementation risks and mitigation strategies

Time and resources required to implement pathway curriculum is costly and challenging	• Frameworks from model pathways should be leveraged and existing models should be scaled through partnerships • Schools and districts can develop initial models off 1-2 pilot pathways that are most relevant to local needs • School districts and community colleges to form partnerships
Career development opportunities and pathways may not translate into impactful career development opportunities	• Follow Model Pathways framework aligned with accredited credentials • Leverage input from students, community leaders, and labor force outlooks to make informed decisions around resource deployment • Ensure districts are growing qualified high school educators and have applied to ISBE to provide College and Career Pathway Endorsement • Ensure employer specifc programs help develop widely recognized industry skills
Limited work-based learning or employment opportunities for students	• Scale existing work-based learning programs • Target gaps/shortages in job market to create opportunities and address needs of community (e.g., early development educators) • Leverage virtual models to expand reach of opportunities • Enable employers to create opportunities by providing wages - have nonprofit or district serve as employer of record to pay stipend • Use the school district or college as a provider of internship opportunities in pathways such as IT and education
Partnership development between schools/institutions and employers takes time and dedicated resources and staff	• Spend time up front to set clear goals over multi-year time horizon and actionable steps to reach those goals • Take small manageable steps that lay the foundation for larger career development opportunities • Ensure work-based learning models are scalable prior to investment \

We hope the content within this document has inspired you to continue along the 'Road to Renewal' and take action to meet the challenge head-on

Please do not hesitate to reach out with questions, comments, and your own experiences to share – we are in this together!

The P-20 Council wishes to thank the many people that made this guide possible including, but not limited to, the following agencies and organizations

- All P20 Council members
- A Better Chicago
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- BEACON ACADEMY CHICAGO
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- Chapin Hall Center for Children
- City of Chicago
- CPS
- E4E
- ED-RED
- Erikson Institute
- Head Start
- IACCE
- IASB
- IARSS
- IBHE
- ICOY
- IEA
- IFT
- IL Attendance Commission
- IL Office of the Governor
- IL PTA
- ILCEL (IL Latino Coalition of Ed. Leaders)
- Illinois Research Center
- ILSTU
- IMSA
- IPA
- Irving Harris Foundation
- ISAC
- ISBE
- Joyce Foundation
- Kankakee Community College
- KIDS First
- Latino Policy Forum
- LEND
- LUDA
- MCCORMICK FOUNDATION
- NEIU
- Network for College Success: UChicago Consortium
- Northern Illinois University
- One Millions Degrees
- PARKLAND
- Partnership for College Completion
- Partnership for Resilience
- Polk Brothers Foundation
- Sauk Valley Community College
- Scope
- SIU
- Start Early
- TeachPlus
- THE FUND CHICAGO
- Thrive Chicago
- U-46
- University of Illinois
- Urban Leagues (Tri County, Quad Cities, Chicago)
- Young Invincibles

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4/13/2021 11:16:37	dericson@sd308.org	Lakewood Creek	Elementary (K-5)
4/13/2021 11:18:35	aheisig@sd308.org	Plank	Junior High (6-8)
4/13/2021 11:36:00	manderson03@sd308.org	Homestead	Elementary (K-5)
4/13/2021 11:43:41	mking@sd308.org	Oswego East	High School (9-12)
4/13/2021 11:47:09	jfoster01@sd308.org	Oswego High	High School (9-12)
4/13/2021 11:55:10	pmcfarland-smith@sd308.	Plank	Junior High (6-8)
4/13/2021 12:02:25	mdickey@sd308.org	Churchill	Elementary (K-5)
4/13/2021 12:09:34	dporrey@sd308.org	Grande Park	Elementary (K-5)
4/13/2021 12:12:22	lsample@sd308.org	Oswego High	High School (9-12)
4/13/2021 12:27:13	jpeterson01@sd308.org	The Wheatlands	Elementary (K-5)
4/13/2021 12:27:25	kmarshall@sd308.org	Long Beach	Elementary (K-5)
4/13/2021 12:32:26	gwheatley@sd308.org	Brokaw ELC	Preschool
4/13/2021 13:02:02	wthayer@sd308.org	Fox Chase	Elementary (K-5)
4/13/2021 13:06:27	rpapp@sd308.org	Oswego East	High School (9-12)
4/13/2021 13:07:29	kmadai@sd308.org	Fox Chase	Elementary (K-5)
4/13/2021 14:03:31	ehammer@sd308.org	Thompson	Junior High (6-8)
4/13/2021 14:12:16	mstrnad@sd308.org	Prairie Point	Elementary (K-5)
4/13/2021 14:15:52	ewilson01@sd308.org	Southbury	Elementary (K-5)
4/13/2021 15:01:03	tchriske@sd308.org	Churchill	Elementary (K-5)
4/13/2021 15:01:33	lperreault@sd308.org	Churchill	Elementary (K-5)
4/13/2021 15:11:12	klyons@sd308.org	Brokaw ELC	Preschool
4/13/2021 15:12:38	rvodick@sd308.org	Brokaw ELC	Preschool
4/13/2021 15:47:27	astange@sd308.org	Oswego High	High School (9-12)
4/13/2021 16:17:24	nmastrangeli@sd308.org	Brokaw ELC	Preschool
4/13/2021 16:21:20	apraught@sd308.org	Prairie Point	Elementary (K-5)
4/13/2021 16:50:44	cbolton@sd308.org	Southbury	Elementary (K-5)
4/13/2021 16:56:49	sbenson@sd308.org	Pathways Transition	Transition (13+)
4/13/2021 11:03:36	ckahle@sd308.org	Oswego East	High School (9-12)
4/13/2021 10:32:28	adunham@sd308.org	Brokaw ELC	Preschool
4/13/2021 13:07:33	kharper@sd308.org	Thompson	Junior High (6-8)
4/13/2021 10:33:41	sbergfeld@sd308.org	Oswego East	High School (9-12), Transi
4/13/2021 18:33:23	jbaker@sd308.org	Thompson	Junior High (6-8)
4/13/2021 18:37:55	awozniak@sd308.org	Wolf's Crossing	Elementary (K-5)
4/13/2021 18:41:08	rklaus@sd308.org	Churchill, Southbury	Elementary (K-5)
4/13/2021 18:49:38	rmellas@sd308.org	Oswego East	High School (9-12)
4/13/2021 18:50:13	spatel01@sd308.org	Plank	Junior High (6-8)
4/13/2021 18:55:34	mhardy@sd308.org	Oswego High	High School (9-12)
4/13/2021 19:13:05	mpartington@sd308.org	Oswego East	High School (9-12)
4/13/2021 19:48:25	kglatt@sd308.org	Wolf's Crossing	Elementary (K-5)
4/13/2021 19:50:55	jbachio@sd308.org	Thompson	Junior High (6-8)
4/13/2021 20:03:45	jpienkos@sd308.org	District	District
4/13/2021 20:05:38	lbrougham@sd308.org	Prairie Point	Elementary (K-5)
4/13/2021 20:27:48	pphelps@sd308.org	Oswego High	High School (9-12)
4/13/2021 20:30:04	jbenoit@sd308.org	Traughber	Junior High (6-8)
4/13/2021 20:34:27	rnelson@sd308.org	Oswego East	High School (9-12)

4/13/2021 20:46:49	vpatterson@sd308.org	District	District
4/13/2021 21:34:05	tlowell@sd308.org	Churchill	Elementary (K-5)
4/13/2021 21:36:45	amalnati@sd308.org	Murphy	Junior High (6-8)
4/13/2021 22:22:20	tbosold@sd308.org	Oswego High	High School (9-12)
4/13/2021 22:26:48	jgiles@sd308.org	Oswego East	High School (9-12)
4/13/2021 23:10:22	kwilson03@sd308.org	Oswego High	High School (9-12)
4/14/2021 4:07:52	aryan@sd308.org	Traughber	Junior High (6-8)
4/14/2021 5:42:38	ehartsock@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 5:48:21	lkurth@sd308.org	Southbury	Elementary (K-5)
4/14/2021 6:23:43	lmidura@sd308.org	Oswego East	High School (9-12)
4/14/2021 6:26:09	jlove@sd308.org	Oswego East	High School (9-12)
4/14/2021 6:35:27	tvanlandeghem@sd308.or	Oswego East	High School (9-12)
4/14/2021 6:37:33	cquinn@sd308.org	Plank	Junior High (6-8)
4/14/2021 6:43:43	esudberry-laudati@sd308.	Oswego East	High School (9-12)
4/14/2021 7:18:42	cmoeller@sd308.org	Oswego East	High School (9-12)
4/14/2021 7:32:16	dtracy@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 7:32:56	pbutera@sd308.org	Oswego East	High School (9-12)
4/14/2021 7:33:59	mgreen@sd308.org	Oswego East	High School (9-12)
4/14/2021 7:49:08	mdaly01@sd308.org	Oswego High	High School (9-12)
4/14/2021 7:51:48	aneville@sd308.org	Brokaw ELC	Preschool
4/14/2021 8:12:59	ehuntley@sd308.org	Hunt Club, Traughber, Eas	Elementary (K-5), Junior H
4/14/2021 8:22:36	cday@sd308.org	Long Beach	Elementary (K-5)
4/14/2021 8:27:49	knikkel@sd308.org	District, Boulder Hill, Churc	Preschool, Elementary (K-
4/14/2021 8:29:25	ltassi@sd308.org	Oswego East	High School (9-12)
4/14/2021 8:32:48	cjones03@sd308.org	Old Post	Elementary (K-5)
4/14/2021 8:34:18	ljakosa@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 8:37:50	dlueck@sd308.org	Pathways Transition	Transition (13+)
4/14/2021 8:37:55	mbrucher@sd308.org	Brokaw ELC	Preschool
4/14/2021 8:40:44	mmccurrie@sd308.org	Pathways Transition	Transition (13+)
4/14/2021 8:42:53	cschultz@sd308.org	Oswego High	High School (9-12)
4/14/2021 8:55:37	jharrison@sd308.org	Long Beach	Elementary (K-5)
4/14/2021 8:58:06	sweber@sd308.org	Homestead	Elementary (K-5)
4/14/2021 9:02:38	sterry@sd308.org	Lakewood Creek	Elementary (K-5)
4/14/2021 9:05:34	tperez@sd308.org	Oswego High	High School (9-12)
4/14/2021 9:06:04	rblankenburg@sd308.org	Traughber	Junior High (6-8)
4/14/2021 9:06:57	wmueller@sd308.org	Oswego East	High School (9-12)
4/14/2021 9:09:37	aabels@sd308.org	Oswego High	High School (9-12)
4/14/2021 9:11:56	jdorgan@sd308.org	Oswego East	High School (9-12)
4/14/2021 9:15:04	lwhite@sd308.org	Long Beach	Elementary (K-5)
4/14/2021 9:15:18	kserio@sd308.org	Southbury	Elementary (K-5)
4/14/2021 9:35:41	dlupi@sd308.org	Oswego High	High School (9-12)
4/14/2021 9:35:47	cfleming@sd308.org	Oswego East	High School (9-12)
4/14/2021 9:39:30	cniles@sd308.org	Prairie Point	Elementary (K-5)
4/14/2021 9:42:10	fscarpino@sd308.org	Plank	Junior High (6-8)
4/14/2021 9:46:19	trobinson@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 9:50:52	mbutkus@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 9:51:31	ewilczewski@sd308.org	East View	High School (9-12)
4/14/2021 9:51:54	tharmon@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 9:52:46	srost@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 9:54:49	zhorn@sd308.org	Oswego High	High School (9-12)
4/14/2021 9:56:05	jnagel@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 9:56:44	ndunn@sd308.org	Oswego High	High School (9-12)
4/14/2021 9:57:10	kwilson@sd308.org	Grande Park	Elementary (K-5)
4/14/2021 9:57:27	rwober@sd308.org	Homestead	Elementary (K-5)
4/14/2021 9:57:31	mbrundige@sd308.org	Boulder Hill	Elementary (K-5)

4/14/2021 9:58:15	hwarner@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 9:58:31	ttaviani@sd308.org	Oswego High	High School (9-12)
4/14/2021 9:58:33	ckerr@sd308.org	Murphy	Junior High (6-8)
4/14/2021 9:59:25	ngoodyear@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 10:00:26	tmaddox@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 10:01:43	shettinger@sd308.org	Southbury	Elementary (K-5)
4/14/2021 10:01:49	nstvictor@sd308.org	Traughber	Junior High (6-8)
4/14/2021 10:01:54	kblazevic@sd308.org	Prairie Point	Elementary (K-5)
4/14/2021 10:02:08	bzalewski@sd308.org	Traughber	Junior High (6-8)
4/14/2021 10:02:56	jfranta@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:03:02	tmorales@sd308.org	Thompson	Junior High (6-8)
4/14/2021 10:04:44	jtownley@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:05:26	akrantz@sd308.org	Southbury	Elementary (K-5)
4/14/2021 10:06:10	jgabel@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:06:15	acreighton@sd308.org	Fox Chase	Elementary (K-5)
4/14/2021 10:06:31	kstrnad@sd308.org	Traughber	Junior High (6-8)
4/14/2021 10:06:38	agould@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:07:07	showard@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:07:31	agreenwood@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 10:07:48	tscholle@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:08:18	sturner@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 10:09:39	kmastro@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:10:03	twilliams@sd308.org	Old Post	Elementary (K-5)
4/14/2021 10:10:39	wdavis@sd308.org	Plank	Junior High (6-8)
4/14/2021 10:10:55	gscott@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:12:31	pmcgann@sd308.org	Traughber	Junior High (6-8)
4/14/2021 10:13:00	mgatenby@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 10:14:31	cvandeveire@sd308.org	Fox Chase	Elementary (K-5)
4/14/2021 10:14:36	smcmahon01@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 10:14:50	mfolsom@sd308.org	East View	High School (9-12)
4/14/2021 10:15:42	mkurkamp@sd308.org	Traughber	Junior High (6-8)
4/14/2021 10:15:57	pmagnuson@sd308.org	Prairie Point	Elementary (K-5)
4/14/2021 10:16:29	kpatrick@sd308.org	Traughber	District
4/14/2021 10:17:17	jhager@sd308.org	Fox Chase	Elementary (K-5)
4/14/2021 10:17:36	adaleiden@sd308.org	Long Beach	Elementary (K-5)
4/14/2021 10:18:56	emeier@sd308.org	Fox Chase	Elementary (K-5)
4/14/2021 10:21:44	ekepka@sd308.org	Bednarcik	Junior High (6-8)
4/14/2021 10:23:02	vbrown@sd308.org	District	District
4/14/2021 10:23:59	bfatig@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:27:33	aseverinski@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:27:41	jgroves@sd308.org	Prairie Point	Elementary (K-5)
4/14/2021 10:28:53	pdeist@sd308.org	Churchill	Elementary (K-5)
4/14/2021 10:30:38	rspolum01@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:31:13	kguger@sd308.org	Old Post	Elementary (K-5)
4/14/2021 10:31:56	sapple@sd308.org	Bednarcik	Junior High (6-8)
4/14/2021 10:31:59	lcurtin@sd308.org	Grande Park	Elementary (K-5)
4/14/2021 10:33:16	jmederich@sd308.org	Long Beach	Elementary (K-5)
4/14/2021 10:34:11	lslavin@sd308.org	District, Pathways Transitic	Transition (13+), District
4/14/2021 10:34:25	sradziewicz@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:34:36	mskura@sd308.org	Oswego High	High School (9-12)
4/14/2021 10:36:07	jlanderos01@sd308.org	Long Beach	Preschool
4/14/2021 10:36:31	enolan@sd308.org	Old Post	Elementary (K-5)
4/14/2021 10:36:58	achenault@sd308.org	Old Post	Elementary (K-5)
4/14/2021 10:39:15	jbrummel@sd308.org	Long Beach	Elementary (K-5)
4/14/2021 10:45:43	agardner@sd308.org	Old Post	Elementary (K-5)

4/14/2021 10:46:08	tmccauley@sd308.org	Murphy	Junior High (6-8)
4/14/2021 10:51:39	kcarbajal@sd308.org	Boulder Hill	Elementary (K-5)
4/14/2021 10:52:22	acarrillo@sd308.org	Boulder Hill	Elementary (K-5)
4/14/2021 10:53:16	cbass@sd308.org	Old Post	Elementary (K-5)
4/14/2021 10:53:47	mengelhardt@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:58:43	sstuder@sd308.org	Prairie Point	Elementary (K-5)
4/14/2021 10:58:54	aholub@sd308.org	Oswego East	High School (9-12)
4/14/2021 10:59:05	jkamin@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 11:06:42	hmcgovern@sd308.org	Bednarcik	Junior High (6-8)
4/14/2021 11:07:53	cbarry@sd308.org	The Wheatlands	Elementary (K-5)
4/14/2021 11:08:13	rwelch@sd308.org	Bednarcik	Junior High (6-8)
4/14/2021 11:21:33	jdonaldson@sd308.org	Lakewood Creek	Elementary (K-5)
4/14/2021 11:22:27	solivas@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 11:27:13	kparente@sd308.org	Brokaw ELC	Preschool
4/14/2021 11:29:00	jwulff@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 11:39:35	mcarino@sd308.org	Traughber	Junior High (6-8)
4/14/2021 11:45:13	lschmidt@sd308.org	Oswego East	High School (9-12)
4/14/2021 11:51:14	mstrang@sd308.org	Oswego East	High School (9-12)
4/14/2021 11:56:36	jpeterson@sd308.org	Old Post	Elementary (K-5)
4/14/2021 11:59:25	jglaser@sd308.org	Lakewood Creek	Elementary (K-5)
4/14/2021 12:00:50	kbelovsky@sd308.org	Oswego East	High School (9-12)
4/14/2021 12:02:12	dwhipple@sd308.org	Oswego High	High School (9-12)
4/14/2021 12:13:21	llumbert@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 12:14:16	dselvig@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 12:19:32	nwyatt@sd308.org	Oswego High	High School (9-12)
4/14/2021 12:21:41	kwojciechowski@sd308.or	Boulder Hill	Elementary (K-5)
4/14/2021 12:37:19	kkerback@sd308.org	Churchill	Elementary (K-5)
4/14/2021 12:49:44	lbecker-jessup@sd308.org	District	District
4/14/2021 12:56:25	bcarbone@sd308.org	Traughber	Junior High (6-8)
4/14/2021 13:15:05	jtrahant@sd308.org	Thompson	Junior High (6-8)
4/14/2021 13:22:29	jgiarrante@sd308.org	Thompson	Junior High (6-8)
4/14/2021 13:26:52	jbechina@sd308.org	Oswego High	High School (9-12)
4/14/2021 13:36:11	jbertino@sd308.org	Churchill	Elementary (K-5)
4/14/2021 13:47:37	calesia@sd308.org	Murphy	Junior High (6-8)
4/14/2021 13:49:33	jlittledale@sd308.org	District	District
4/14/2021 13:57:33	dahern@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 14:05:45	kariano@sd308.org	Lakewood Creek, Traughl	Elementary (K-5), Junior H
4/14/2021 14:16:00	mdepradodieguez@sd308	Plank	Junior High (6-8)
4/14/2021 14:17:05	mbajusz@sd308.org	Thompson	Junior High (6-8)
4/14/2021 14:26:00	estoffers@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 14:31:25	mmccallough@sd308.org	Murphy	Junior High (6-8)
4/14/2021 14:42:18	sfeiner@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 14:59:25	gbrems@sd308.org	Traughber	Junior High (6-8)
4/14/2021 15:11:08	szweep@sd308.org	Southbury	Elementary (K-5)
4/14/2021 15:18:53	jcampagna@sd308.org	Plank	Junior High (6-8)
4/14/2021 15:39:46	tmiller01@sd308.org	Lakewood Creek	Elementary (K-5)
4/14/2021 15:49:50	njansen@sd308.org	Thompson	Junior High (6-8)
4/14/2021 15:50:51	sthomas@sd308.org	Old Post	Elementary (K-5)
4/14/2021 16:18:35	asimmons@sd308.org	Southbury	Elementary (K-5)
4/14/2021 17:01:53	mzielinski@sd308.org	Churchill	Elementary (K-5)
4/14/2021 17:11:48	jmeeder@sd308.org	Murphy	Junior High (6-8)
4/14/2021 17:29:50	dbarnett@sd308.org	Churchill	Elementary (K-5)
4/14/2021 18:19:22	kmoran@sd308.org	Plank	Junior High (6-8)
4/14/2021 19:00:29	awodecki@sd308.org	Oswego High	High School (9-12)
4/14/2021 19:20:26	clatzke@sd308.org	Boulder Hill	Elementary (K-5)

4/14/2021 20:06:40	chsu@sd308.org	Hunt Club	Elementary (K-5)
4/14/2021 20:27:41	ksmith04@sd308.org	Oswego East	High School (9-12)
4/14/2021 20:51:41	vcahill@sd308.org	Bednarcik	Junior High (6-8)
4/14/2021 21:26:36	dmccash@sd308.org	Traughber	Junior High (6-8)
4/14/2021 21:37:03	sdaleiden@sd308.org	Plank	Junior High (6-8)
4/14/2021 21:38:17	mhanna@sd308.org	Brokaw ELC	Preschool
4/14/2021 21:40:56	ejenkins@sd308.org	Wolf's Crossing	Elementary (K-5)
4/14/2021 21:51:08	ckinley@sd308.org	Transportation	Preschool
4/14/2021 22:02:27	bniewinski@sd308.org	Bednarcik	Junior High (6-8)
4/14/2021 22:12:37	klund@sd308.org	District, Prairie Point	Elementary (K-5), District
4/15/2021 1:19:31	scurran@sd308.org	Homestead	Elementary (K-5)
4/15/2021 7:46:42	mbembenek@sd308.org	Oswego High	High School (9-12)
4/15/2021 8:17:45	mrobledo@sd308.org	Oswego High	High School (9-12)
4/15/2021 8:20:37	jzant@sd308.org	The Wheatlands	Elementary (K-5)
4/15/2021 8:24:40	cspevak@sd308.org	Oswego East	High School (9-12)
4/15/2021 8:45:02	rwiemann@sd308.org	Lakewood Creek	Elementary (K-5)
4/15/2021 8:49:09	mmartinezlopez@sd308.o	District Administration Cen	District
4/15/2021 8:52:22	bjohnson02@sd308.org	Long Beach	Elementary (K-5)
4/15/2021 9:21:11	smodaff@sd308.org	Old Post	Elementary (K-5)
4/15/2021 9:25:28	abaughman@sd308.org	Homestead	Elementary (K-5)
4/15/2021 9:33:47	dclausen@sd308.org	Oswego East	High School (9-12)
4/15/2021 9:37:38	rmisicka@sd308.org	Oswego High	High School (9-12)
4/15/2021 10:39:08	jsnell@sd308.org	Wolf's Crossing	Elementary (K-5)
4/15/2021 10:43:42	spassarelli@sd308.org	Thompson	Junior High (6-8)
4/15/2021 10:55:09	kimberly-manukas@sd308	Old Post	Elementary (K-5)
4/15/2021 11:13:58	jsmith@sd308.org	GOAL	High School (9-12)
4/15/2021 11:44:53	mleone@sd308.org	Oswego High	High School (9-12)
4/15/2021 11:53:57	msorensen@sd308.org	Brokaw ELC	Preschool
4/15/2021 12:05:59	sselk@sd308.org	Oswego East	High School (9-12)
4/15/2021 12:18:30	cbihun@sd308.org	Grande Park	Elementary (K-5)
4/15/2021 13:37:52	cclark01@sd308.org	The Wheatlands	Elementary (K-5)
4/15/2021 14:00:44	jkie@sd308.org	Churchill	Elementary (K-5)
4/15/2021 14:52:58	hnavar@sd308.org	Homestead	Elementary (K-5)
4/15/2021 15:08:30	athilk@sd308.org	Bednarcik	Junior High (6-8)
4/15/2021 15:20:25	jdambrosia@sd308.org	Prairie Point	Elementary (K-5)
4/15/2021 19:11:01	jochoa@sd308.org	Homestead	Elementary (K-5)
4/15/2021 20:36:03	curbina@sd308.org	Oswego East	High School (9-12)
4/16/2021 6:46:57	srandazzo@sd308.org	The Wheatlands	Elementary (K-5)
4/16/2021 8:27:14	bpatel@sd308.org	Plank	Junior High (6-8)
4/16/2021 8:39:21	mjones@sd308.org	Hunt Club, Wolf's Crossing	Elementary (K-5)
4/16/2021 9:02:50	agunderson@sd308.org	Oswego East	High School (9-12)
4/16/2021 12:15:28	cpagel@sd308.org	Brokaw ELC	Preschool
4/16/2021 12:29:17	mtruax@sd308.org	Southbury	Elementary (K-5)
4/16/2021 12:30:44	ccappsmassaro@sd308.o	Traughber	Junior High (6-8)
4/16/2021 13:43:40	lmontgomery@sd308.org	Wolf's Crossing	Elementary (K-5)
4/16/2021 14:16:12	kmccluckie@sd308.org	Hunt Club	Elementary (K-5)
4/16/2021 14:49:57	lbrown01@sd308.org	Brokaw ELC, Plank, Oswe	Preschool, Junior High (6-8
4/16/2021 23:32:35	ssmith@sd308.org	Boulder Hill	Elementary (K-5)

Current position (check all	[Analyzing and utilizing da	[Creating formative asses	[Developing assessment r
Special Education Teache	Low Need	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	High Need	High Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	High Need	Low Need	High Need
Special Education Teache	Low Need	Moderate Need	Low Need
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	High Need	Low Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Moderate Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	High Need	Moderate Need	Low Need
Special Education Teache	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Low Need	High Need	High Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	High Need	Low Need	High Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Low Need	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Low Need	Low Need	High Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	High Need	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	No Need/Not Applicable
Special Education Teache	High Need	Moderate Need	Moderate Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	No Need/Not Applicable

Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	High Need	Low Need	Moderate Need
Special Education Teache	Moderate Need	No Need/Not Applicable	Low Need
Special Education Teache	Low Need	High Need	High Need
Special Education Teache	High Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	No Need/Not Applicable	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Moderate Need
Special Education Teache	High Need	High Need	High Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	High Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Moderate Need
Special Education Teache	Low Need	Moderate Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Low Need	Moderate Need
Special Education Teache	Low Need	Low Need	No Need/Not Applicable
Special Education Teache	High Need	Moderate Need	Moderate Need
Special Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	High Need	Low Need	Moderate Need
Special Education Teache	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	No Need/Not Applicable	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	No Need/Not Applicable	Moderate Need	Moderate Need
General Education Teache	No Need/Not Applicable	High Need	No Need/Not Applicable
Lead Teacher	Moderate Need	Low Need	Moderate Need
School Psychologist	High Need	Low Need	Low Need
Lead Teacher	Low Need	Low Need	Low Need
Teacher Assistant	Moderate Need	Low Need	Moderate Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
General Education Teache	No Need/Not Applicable	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
Physical Education Teache	Low Need	Low Need	Low Need
Nurse, Dean/Department C	No Need/Not Applicable	Low Need	Low Need
General Education Teache	Low Need	Moderate Need	Low Need
General Education Teache	Low Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need

Central Office Administrato	Low Need	Low Need	Low Need
General Education Teache	Low Need	No Need/Not Applicable	No Need/Not Applicable
Lead Teacher	Low Need	Low Need	Moderate Need
Dean/Department Chair	Moderate Need	Low Need	Low Need
General Education Teache	Moderate Need	Low Need	Low Need
General Education Teache	No Need/Not Applicable	Moderate Need	No Need/Not Applicable
Special Education Teache	Moderate Need	No Need/Not Applicable	Low Need
General Education Teache	Moderate Need	Low Need	Low Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
School Social Worker/Cou	Moderate Need	Low Need	No Need/Not Applicable
General Education Teache	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Moderate Need
Special Education Teache	High Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Low Need	Moderate Need	Low Need
Teacher Assistant	Moderate Need	Moderate Need	Low Need
General Education Teache	Low Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Moderate Need	Moderate Need
General Education Teache	Moderate Need	Low Need	Moderate Need
EL Teacher, General Educ	Low Need	No Need/Not Applicable	Low Need
School Psychologist	Moderate Need	Moderate Need	Low Need
General Education Teache	Moderate Need	Moderate Need	Moderate Need
Nurse	High Need	High Need	Low Need
Special Education Teache	High Need	Moderate Need	Moderate Need
General Education Teache	Moderate Need	Low Need	Low Need
Speech/Language Patholo	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	Low Need	No Need/Not Applicable	Low Need
EL Teacher, General Educ	Low Need	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Moderate Need	High Need	Moderate Need
General Education Teache	No Need/Not Applicable	Low Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
School Social Worker/Cou	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Physical Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	High Need	No Need/Not Applicable
Nurse	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
EL Teacher	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
School Social Worker/Cou	Moderate Need	Moderate Need	Moderate Need
General Education Teache	No Need/Not Applicable	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	Low Need	Moderate Need	Moderate Need
General Education Teache	High Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
Administrator: (Principal/A	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Moderate Need	High Need	Moderate Need
General Education Teache	Moderate Need	Low Need	Low Need
Lead Teacher	Moderate Need	Low Need	Low Need
General Education Teache	Moderate Need	Low Need	Moderate Need
EL Teacher	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Moderate Need	Moderate Need	High Need

General Education Teache	High Need	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
Physical Education Teache	No Need/Not Applicable	Moderate Need	Moderate Need
General Education Teache	High Need	Moderate Need	Moderate Need
General Education Teache	Moderate Need	Low Need	No Need/Not Applicable
General Education Teache	No Need/Not Applicable	Low Need	Low Need
School Social Worker/Cou	Moderate Need	Low Need	Low Need
General Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Sign Language Interpreter	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Low Need	No Need/Not Applicable	Low Need
General Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	High Need	Moderate Need	Moderate Need
School Social Worker/Cou	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	High Need	High Need	High Need
Special Education Teache	Moderate Need	Low Need	Low Need
Special Education TA	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	High Need	Moderate Need
General Education Teache	Low Need	Low Need	No Need/Not Applicable
General Education Teache	Low Need	Moderate Need	Moderate Need
Interventionist	High Need	Low Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Reading Specialist	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	Low Need	Low Need
Physical Education Teache	No Need/Not Applicable	Moderate Need	Moderate Need
General Education Teache	Moderate Need	Moderate Need	Moderate Need
Art Teacher	No Need/Not Applicable	Low Need	Low Need
Lead Teacher	Low Need	Moderate Need	Moderate Need
Teacher Assistant	Moderate Need	Moderate Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
General Education Teache	No Need/Not Applicable	Low Need	Low Need
Sign language interpreter	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Nurse	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
Lead Teacher	Low Need	Low Need	Low Need
School bus monitor	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
School Social Worker/Cou	Moderate Need	Low Need	Moderate Need
General Education Teache	No Need/Not Applicable	Moderate Need	Moderate Need
Administrator: (Principal/A	High Need	Low Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Lead Teacher	Low Need	Moderate Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Moderate Need	Low Need	Moderate Need
General Education Teache	Moderate Need	Moderate Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
School Psychologist	Low Need	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	No Need/Not Applicable	No Need/Not Applicable	Low Need
Dean/Department Chair	Moderate Need	Moderate Need	Moderate Need
Teacher Assistant	Low Need	Moderate Need	Low Need
Teacher Assistant	Moderate Need	Moderate Need	Moderate Need
Teacher Assistant	No Need/Not Applicable	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
Teacher Assistant, Special	High Need	Moderate Need	Low Need

Teacher Assistant	Low Need	No Need/Not Applicable	No Need/Not Applicable
EL Teacher	Moderate Need	Moderate Need	Low Need
EL Teacher	High Need	Moderate Need	Moderate Need
Teacher Assistant	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Low Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Low Need	Moderate Need	Low Need
Physical Education Teache	No Need/Not Applicable	Low Need	Low Need
General Education Teache	No Need/Not Applicable	Low Need	Low Need
General Education Teache	No Need/Not Applicable	High Need	No Need/Not Applicable
EL Teacher	Moderate Need	Low Need	Low Need
General Education Teache	Moderate Need	Moderate Need	Low Need
Speech/Language Patholo	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Moderate Need	Low Need
General Education Teache	No Need/Not Applicable	Low Need	Low Need
Teacher Assistant	Moderate Need	Moderate Need	Moderate Need
General Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Art teacher	No Need/Not Applicable	Low Need	Low Need
General Education Teache	Low Need	Moderate Need	High Need
General Education Teache	Low Need	Moderate Need	Low Need
Teacher Assistant	Moderate Need	Low Need	No Need/Not Applicable
Teacher Assistant	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Moderate Need	Low Need	Low Need
Interventionist	Low Need	Low Need	Low Need
Special Education Teache	High Need	Low Need	Moderate Need
Communications	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
School Social Worker/Cou	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Low Need	Moderate Need
General Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Moderate Need	Moderate Need
Teacher Assistant	Low Need	Low Need	No Need/Not Applicable
General Education Teache	Low Need	Moderate Need	High Need
Data/Voice Network Suppo	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Special Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	Low Need	Moderate Need	Moderate Need
EL Teacher	No Need/Not Applicable	Low Need	Moderate Need
General Education Teache	Low Need	Moderate Need	Moderate Need
Administrator: (Principal/A	Moderate Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Low Need	Moderate Need
General Education Teache	Low Need	Moderate Need	Low Need
Teacher Assistant	No Need/Not Applicable	Low Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	High Need	High Need
General Education Teache	Low Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
Special Education Teache	Low Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Moderate Need	Low Need
General Education Teache	Moderate Need	Moderate Need	No Need/Not Applicable
General Education Teache	High Need	Low Need	Low Need
General Education Teache	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Moderate Need	Moderate Need

General Education Teache	Moderate Need	Moderate Need	Moderate Need
School Social Worker/Cou	Low Need	No Need/Not Applicable	Low Need
Special Education Teache	Moderate Need	No Need/Not Applicable	Low Need
EL Teacher	Moderate Need	Moderate Need	Low Need
Special Education Teache	Moderate Need	Low Need	Low Need
Teacher Assistant	Moderate Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Moderate Need	Moderate Need
Bus Monitor	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Low Need	Low Need
Speech/Language Patholo	Low Need	Low Need	Low Need
General Education Teache	Low Need	No Need/Not Applicable	No Need/Not Applicable
School Social Worker/Cou	Low Need	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
School Social Worker/Cou	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	High Need	High Need
Physical Education Teache	Low Need	Low Need	Moderate Need
District Translator - Spanis	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Moderate Need	Moderate Need
General Education Teache	High Need	Moderate Need	Moderate Need
General Education Teache	Low Need	Low Need	Low Need
Teacher Assistant	Moderate Need	Moderate Need	Moderate Need
Special Education Teache	Moderate Need	Low Need	Low Need
General Education Teache	Moderate Need	Moderate Need	Moderate Need
Interventionist	Moderate Need	High Need	High Need
General Education Teache	Moderate Need	Moderate Need	Moderate Need
General Education Teache	No Need/Not Applicable	Moderate Need	Moderate Need
Teacher Assistant	High Need	High Need	High Need
Teacher Assistant	Low Need	Low Need	No Need/Not Applicable
General Education Teache	Low Need	Low Need	Low Need
Teacher Assistant	Low Need	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
General Education Teache	Moderate Need	Low Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
General Education Teache	Moderate Need	Low Need	Low Need
Special Educatio Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Reading	Moderate Need	Low Need	Low Need
EL Teacher	High Need	Moderate Need	Moderate Need
Lead Teacher	No Need/Not Applicable	Low Need	Low Need
Teacher Assistant	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
School Psychologist	Low Need	Low Need	Low Need
General Education Teache	Low Need	Low Need	Low Need
EL Teacher	Moderate Need	Low Need	Moderate Need
Special Education Teache	High Need	Moderate Need	Moderate Need
General Education Teache	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Occupational Therapist	Low Need	Low Need	Low Need
Secretary	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable

[Developing and implemer	[Adapting/modifying asses	[Differentiating instruction	[Using effective strategies
No Need/Not Applicable	No Need/Not Applicable	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	High Need	High Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
High Need	High Need	High Need	High Need
High Need	Low Need	Moderate Need	Moderate Need
High Need	High Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Moderate Need	Low Need	Low Need
High Need	Moderate Need	Low Need	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Low Need
High Need	Moderate Need	Low Need	Moderate Need
Low Need	Moderate Need	Moderate Need	High Need
Moderate Need	Low Need	Low Need	No Need/Not Applicable
Moderate Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	Moderate Need	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Moderate Need
Low Need	Moderate Need	Low Need	Low Need
Low Need	Low Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	No Need/Not Applicable
Moderate Need	High Need	Moderate Need	Low Need
Low Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Moderate Need	No Need/Not Applicable	No Need/Not Applicable	Low Need
High Need	High Need	Low Need	Low Need
Low Need	Low Need	Moderate Need	High Need
Moderate Need	Moderate Need	High Need	Moderate Need
No Need/Not Applicable	Moderate Need	Low Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
Moderate Need	Moderate Need	Low Need	Moderate Need
High Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Low Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	High Need
Moderate Need	Moderate Need	Low Need	Low Need
Moderate Need	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	Low Need	Moderate Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Low Need	Low Need
High Need	Moderate Need	Moderate Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Low Need
Moderate Need	High Need	High Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
High Need	High Need	Moderate Need	Low Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	Low Need	No Need/Not Applicable

Low Need	Low Need	Low Need	Low Need
High Need	Low Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Low Need	Low Need	High Need
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
Low Need	Low Need	Low Need	Moderate Need
Moderate Need	Low Need	Low Need	Moderate Need
Low Need	High Need	High Need	Moderate Need
Low Need	Low Need	Low Need	Moderate Need
High Need	Moderate Need	High Need	Moderate Need
Moderate Need	High Need	Low Need	Moderate Need
Moderate Need	Low Need	Low Need	Low Need
Moderate Need	No Need/Not Applicable	Low Need	Low Need
Moderate Need	Moderate Need	Low Need	Moderate Need
Low Need	Moderate Need	Low Need	Moderate Need
High Need	High Need	Low Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
High Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Moderate Need	High Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Moderate Need	Low Need
Moderate Need	Low Need	Low Need	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	Low Need	Low Need
Moderate Need	Low Need	Moderate Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Low Need
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Low Need	No Need/Not Applicable	High Need	No Need/Not Applicable
Moderate Need	Low Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	No Need/Not Applicable	Moderate Need	Moderate Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	Moderate Need	Moderate Need	Low Need
High Need	Low Need	Moderate Need	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	Moderate Need	Moderate Need
High Need	No Need/Not Applicable	Low Need	Low Need
Low Need	Moderate Need	Moderate Need	Moderate Need
High Need	Low Need	Moderate Need	High Need
Low Need	Low Need	Moderate Need	Low Need
Low Need	No Need/Not Applicable	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
High Need	Low Need	Low Need	Moderate Need
High Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	No Need/Not Applicable	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	High Need	Low Need
Moderate Need	High Need	Moderate Need	Low Need
Low Need	No Need/Not Applicable	Moderate Need	Moderate Need
High Need	Low Need	Moderate Need	High Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	Moderate Need	Low Need

Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	Moderate Need	No Need/Not Applicable
Low Need	No Need/Not Applicable	Low Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	No Need/Not Applicable
Moderate Need	High Need	Moderate Need	High Need
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Moderate Need
Moderate Need	No Need/Not Applicable	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	Moderate Need	Moderate Need
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Moderate Need	Low Need
Low Need	Low Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	No Need/Not Applicable	Low Need	Low Need
Low Need	Low Need	Moderate Need	High Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	High Need	Moderate Need	Low Need
Moderate Need	Moderate Need	High Need	Moderate Need
High Need	High Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	High Need
High Need	High Need	Moderate Need	High Need
No Need/Not Applicable	Low Need	Low Need	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	No Need/Not Applicable	Moderate Need	Low Need
High Need	Moderate Need	High Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	No Need/Not Applicable
No Need/Not Applicable	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	High Need	Moderate Need
Moderate Need	No Need/Not Applicable	Moderate Need	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Moderate Need	Low Need
Moderate Need	Low Need	Moderate Need	Moderate Need
High Need	High Need	High Need	Low Need
Moderate Need	Moderate Need	High Need	Low Need
Low Need	Moderate Need	Low Need	Low Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable

[Culturally Responsive Te	In what curriculum materia	Choose the level of need f	In what areas of SEL would
Low Need		No Need/Not Applicable	
Low Need		Low Need	
High Need		High Need	Executive functioning, Self
Low Need		Low Need	
Moderate Need	Social studies and Math	High Need	Executive functioning, Self
Low Need	Math	Low Need	
High Need	Springboard	Moderate Need	Mental health supports
Low Need		Low Need	
Low Need		Moderate Need	Executive functioning, Self
Low Need	n/a	Moderate Need	Self regulation, Social skills
Moderate Need	overview of ELA/MATH to	Moderate Need	Executive functioning, Self
Moderate Need	None at this time	Low Need	
Low Need	Wilson	High Need	Executive functioning, Self
Low Need	Additional training on how	Low Need	
Low Need		Low Need	
Moderate Need	I would like to know how to	Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
Low Need	Biology, English	Low Need	
Moderate Need		Low Need	
Low Need	Fast Bridge, Esperanza, S	Low Need	
Moderate Need		Moderate Need	Self regulation, Second Ste
Low Need		Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need	I wish we had more curricu	Low Need	
Moderate Need		High Need	Self regulation, Mental hea
Moderate Need	FUNdations. More strateg	Low Need	
No Need/Not Applicable	NA	Moderate Need	Executive functioning, Self
Moderate Need	Any course/content I will be	High Need	Executive functioning, Self
Low Need		Moderate Need	Social skills
Low Need		Moderate Need	Executive functioning
Low Need	Only if a new curriculum wa	Moderate Need	Executive functioning, Self
Moderate Need		Moderate Need	Executive functioning, Soc
Low Need	LSP would like training with	Low Need	
Moderate Need	Culturally responsive teach	Moderate Need	Mental health supports
Low Need	Social Studies curriculum	Low Need	
Moderate Need	Springboard	Low Need	
Moderate Need		Low Need	
No Need/Not Applicable		Low Need	
Low Need	Ready Gen	Moderate Need	Executive functioning, Self
Moderate Need	Wilson Level 2 Certificatio	High Need	Executive functioning, Self
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need	Pear Deck	Moderate Need	Executive functioning, Self
Low Need		Low Need	
Moderate Need	Would like resources, not	Moderate Need	Executive functioning
Low Need	Depends on what I will be t	Low Need	
Moderate Need	RAZ	Low Need	
Moderate Need		Low Need	
High Need	SpEd curriculum: what to u	Moderate Need	Executive functioning, Self
High Need		High Need	Executive functioning, Self
Moderate Need	We currently are between	Moderate Need	Executive functioning, Soc
Low Need	None at this time	Moderate Need	Executive functioning
Low Need	Fundations	Moderate Need	Executive functioning
Moderate Need		Low Need	
Low Need		No Need/Not Applicable	

Moderate Need	What curriculums are now	Moderate Need	Executive functioning, Mer
Moderate Need		High Need	Executive functioning, Self
Moderate Need	science and social studies	Moderate Need	Social skills
No Need/Not Applicable	none	Low Need	
Low Need		Low Need	
Moderate Need		Moderate Need	Executive functioning
Moderate Need		Low Need	
Moderate Need	I would like to know what c	Moderate Need	Mental health supports
No Need/Not Applicable		Low Need	
Low Need		Low Need	
Moderate Need		Low Need	
Low Need		Moderate Need	Executive functioning, Self
Low Need	Any curriculums (choices)	Moderate Need	Sensory integration, Social
High Need		High Need	Executive functioning, Self
High Need	New Springboard English (	Moderate Need	Executive functioning, Self
Moderate Need	Anything that will be new o	Moderate Need	Executive functioning, Mer
Moderate Need	life skills	Moderate Need	Self regulation, Sensory int
Low Need	Math	Moderate Need	Executive functioning, Mer
Low Need	More collaboration time to	Low Need	
Low Need	Vmath, Dreambox	Low Need	
Moderate Need		Low Need	
Low Need	ABLLS assessment and U	Moderate Need	Self regulation, Sensory int
High Need	Unique!	Low Need	
Moderate Need		High Need	Executive functioning, Self
Low Need	none at this time	Low Need	
Low Need	Language Live	Moderate Need	Self regulation, Social skills
Moderate Need		Low Need	
Low Need	I would like a general over	Low Need	
Low Need	Unique News2You	Low Need	
Low Need	Fastbridge, Kids A-Z	Low Need	
No Need/Not Applicable	Kindergarten Curriculum to	Low Need	
Low Need	Currently, I use Unique Cu	Moderate Need	Executive functioning, Self
Moderate Need		Moderate Need	Executive functioning, Self
High Need	STARS, Unique, TS Gold	Moderate Need	Self regulation, Second Ste
No Need/Not Applicable		Low Need	
Low Need	Teach Town	Moderate Need	Executive functioning, Sen
Moderate Need		Moderate Need	Self regulation, Sensory int
Low Need	English or Science	Low Need	
Low Need		Moderate Need	Executive functioning, Self
Low Need		Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
No Need/Not Applicable		No Need/Not Applicable	
Low Need	Science, Writing (ELA)	High Need	Second Step or other SEL
Low Need		Moderate Need	Executive functioning, Self
Moderate Need		Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need	any	Moderate Need	Executive functioning, Soc
High Need	Free Technology Applicatio	Moderate Need	Mental health supports
Low Need	Mathematics	Moderate Need	Self regulation, Sensory int
Moderate Need		Moderate Need	Social skills, Mental health
Low Need		Moderate Need	Mental health supports
Moderate Need		No Need/Not Applicable	
Moderate Need	I'm always on board for lea	Moderate Need	Executive functioning, Mer
Low Need	Math if I must choose	Moderate Need	Second Step or other SEL
High Need		High Need	Executive functioning, Self

Low Need		High Need	Mental health supports
Low Need	Writing	High Need	Second Step or other SEL
Low Need	Social Studies	No Need/Not Applicable	
Moderate Need		Moderate Need	Executive functioning, Sec
Low Need		Low Need	
High Need	LGBTQ+ history curriculun	Low Need	
Moderate Need	I'd like to see FBI curricul	Moderate Need	Executive functioning, Sen
Moderate Need		Low Need	
Moderate Need	Number Worlds, My Sidew	High Need	Executive functioning, Self
Moderate Need	Continue with SEL	Moderate Need	Executive functioning, Self
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need		Low Need	
Moderate Need		High Need	Executive functioning, Self
Moderate Need	?	Moderate Need	Executive functioning, Self
Moderate Need		Moderate Need	Executive functioning, Mer
Low Need		Moderate Need	Second Step or other SEL
Low Need		Moderate Need	Executive functioning
Low Need		Low Need	
High Need	NGSS, storylining for scier	Moderate Need	Mental health supports
Low Need		Low Need	
Low Need	How to support teachers w	Moderate Need	Self regulation, Sensory int
No Need/Not Applicable		Moderate Need	Executive functioning, Self
Moderate Need	I think nurses and social w	Moderate Need	Self regulation, Sensory int
Low Need	Bio/MWH	Moderate Need	Executive functioning, Self
Moderate Need		Low Need	
Low Need	N/A	Low Need	
Low Need		Low Need	
High Need	Specific training on hands	High Need	Executive functioning, Self
No Need/Not Applicable		Low Need	
No Need/Not Applicable	special ed	Low Need	
High Need	ELA and Math	Low Need	
Low Need		Low Need	
No Need/Not Applicable		Low Need	
High Need	n/a	Moderate Need	Executive functioning, Soc
Low Need		Low Need	
Low Need		High Need	Executive functioning, Self
High Need		Moderate Need	Executive functioning, Self
No Need/Not Applicable	I think a big push these da	Low Need	
Moderate Need	n/a	Moderate Need	Self regulation, Sensory int
Low Need		Low Need	
No Need/Not Applicable	Social Skill Assessments,	High Need	Social skills, Mental health
Moderate Need		Low Need	
Low Need		No Need/Not Applicable	
No Need/Not Applicable	none	No Need/Not Applicable	
Moderate Need	Universal design for learni	High Need	Executive functioning, Self
High Need	Social Studies Requiremer	Moderate Need	Executive functioning, Soc
No Need/Not Applicable	Any assessment tools that	No Need/Not Applicable	
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need		Low Need	
Moderate Need		Moderate Need	Self regulation, Social skills
Low Need	Fast Bridge if the district is	Low Need	
Low Need		High Need	Self regulation, Social skills
High Need	Pacing for struggling learn	Moderate Need	Social skills, Mental health
No Need/Not Applicable	science	Low Need	
High Need	ReadyGen and MyMath	High Need	Executive functioning, Self

Moderate Need		High Need	Executive functioning, Self
Low Need		Low Need	
Moderate Need		Low Need	
Moderate Need	FAST Bridge	Low Need	
Low Need		Low Need	
Moderate Need		Moderate Need	Sensory integration, Menta
Moderate Need		Low Need	
Low Need	Math	Low Need	
Low Need		No Need/Not Applicable	
High Need		Moderate Need	Executive functioning, Mer
Low Need	I do not have need for curr	Low Need	
High Need		Moderate Need	Social skills, Mental health
High Need	Just Words, Raz Plus and	Moderate Need	Executive functioning, Self
Moderate Need	Naviance by grade level ar	High Need	Executive functioning, Self
High Need		Moderate Need	Second Step or other SEL
Low Need		Moderate Need	Executive functioning, Mer
Low Need		No Need/Not Applicable	
High Need		High Need	Self regulation, Second Ste
Moderate Need		Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
Low Need	LLI	No Need/Not Applicable	
Low Need		Moderate Need	Social skills, Mental health
Moderate Need		Low Need	
Low Need	FastBridge	Moderate Need	Self regulation, Mental hea
Moderate Need		High Need	Self regulation, Second Ste
Moderate Need	New US History	Moderate Need	Self regulation, Social skills
Low Need	Most of the curriculum mat	Low Need	
Low Need		Low Need	
High Need	I would like to know how to	High Need	Executive functioning, Sen
Moderate Need	Assessment Literacy	Moderate Need	Sensory integration, Social
Low Need		No Need/Not Applicable	
Low Need	Anything relating to interpr	No Need/Not Applicable	
No Need/Not Applicable		No Need/Not Applicable	
Low Need	Depending on ELA shift, P	Low Need	
Low Need		Low Need	
Low Need	Depending on the shift tha	Moderate Need	Executive functioning, Self
Low Need	Not training as much as ou	Low Need	
No Need/Not Applicable	none	No Need/Not Applicable	
Moderate Need		Low Need	
Low Need		Moderate Need	Self regulation, Social skills
Moderate Need	I am always interested in le	High Need	Second Step or other SEL
Low Need		Moderate Need	Executive functioning, Self
High Need	Social Movements	High Need	Executive functioning, Self
Low Need		High Need	Social skills, Mental health
Moderate Need	Social Studies needs more	High Need	Executive functioning, Self
Moderate Need	Any Tier II progress monito	Low Need	
Moderate Need	FUNdations	Low Need	
No Need/Not Applicable		Moderate Need	Mental health supports
Low Need		No Need/Not Applicable	
Low Need	More ways how the fine art	High Need	Self regulation, Second Ste
High Need		High Need	Self regulation, Second Ste
Moderate Need		Moderate Need	Executive functioning, Self
Low Need		No Need/Not Applicable	
Low Need	None currently	Low Need	
Moderate Need		High Need	Self regulation, Second Ste

No Need/Not Applicable		Low Need	
Moderate Need		High Need	Self regulation, Social skills
Moderate Need	SLA	Low Need	
Moderate Need		High Need	Executive functioning, Self
Low Need		Low Need	
Moderate Need	I think the area of ELA & W	Moderate Need	Executive functioning, Self
Low Need		Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need		Moderate Need	Executive functioning, Self
Moderate Need	Use of Technology in the F	High Need	Executive functioning, Self
No Need/Not Applicable	LATEST tech which is ALV	Low Need	
High Need	Social Studies	No Need/Not Applicable	
High Need	Science and Social Scienc	Moderate Need	Sensory integration, Menta
Moderate Need	How to incorporate math a	High Need	Executive functioning, Self
Moderate Need		Low Need	
No Need/Not Applicable		Low Need	
Moderate Need	anything related to Fine/Vis	Moderate Need	Executive functioning, Self
Moderate Need		Moderate Need	Social skills
No Need/Not Applicable		No Need/Not Applicable	
Low Need	Art ed, Art history	Low Need	
Low Need		Low Need	
Moderate Need		Moderate Need	Executive functioning, Self
Low Need	reading	Low Need	
Low Need	Math	Low Need	
Moderate Need		Low Need	
Low Need	N/a	Moderate Need	Self regulation
Moderate Need		High Need	Executive functioning, Self
Low Need	Google Apps	Low Need	
Moderate Need		High Need	Executive functioning, Self
Moderate Need	Springboard and ELA	Low Need	
No Need/Not Applicable		No Need/Not Applicable	
High Need		Low Need	
Low Need		Moderate Need	Executive functioning, Self
Low Need		Low Need	
No Need/Not Applicable	n/a	No Need/Not Applicable	
Low Need		High Need	Self regulation, Sensory int
Low Need		Moderate Need	Executive functioning, Self
No Need/Not Applicable	I need a curriculum, not tra	Moderate Need	Social skills, Mental health
No Need/Not Applicable		Low Need	
Moderate Need		Low Need	
Moderate Need	More in depth Unique train	Low Need	
Low Need		Low Need	
Low Need		High Need	Executive functioning, Self
Moderate Need		High Need	Executive functioning, Self
Moderate Need		Moderate Need	
Moderate Need	ELA	Low Need	
Moderate Need		Moderate Need	Self regulation, Social skills
Moderate Need		Low Need	
Moderate Need	Social Studies	Low Need	
Low Need		Moderate Need	Executive functioning, Self
Low Need	iLit	Moderate Need	Self regulation, Social skills
Moderate Need	We need training in district	High Need	Executive functioning, Self
High Need		Moderate Need	Executive functioning, Self
Moderate Need	Teaching Academic instruc	Moderate Need	Executive functioning, Self
High Need		Moderate Need	Executive functioning, Self

Low Need		Low Need	
Low Need		High Need	Self regulation, Mental hea
Moderate Need		Moderate Need	Social skills, Mental health
Moderate Need	What does this mean?	Moderate Need	Executive functioning
Moderate Need		Low Need	
High Need	None	Moderate Need	Second Step or other SEL
Low Need	The updates 2nd Step curr	Moderate Need	Self regulation, Sensory int
No Need/Not Applicable	How to use the devices wit	High Need	Executive functioning, Self
High Need		Moderate Need	Self regulation
Moderate Need		Moderate Need	Executive functioning, Mer
Moderate Need	Social studies if we adopt a	Low Need	
No Need/Not Applicable		Moderate Need	Self regulation, Social skills
No Need/Not Applicable		Moderate Need	Social skills, Mental health
Moderate Need		Moderate Need	Executive functioning, Mer
High Need		High Need	Executive functioning, Self
Low Need	Sport specific skills	Low Need	
No Need/Not Applicable	N/A	No Need/Not Applicable	
Low Need		Low Need	
Low Need	Ready Gen: Changing PBA	Low Need	
Moderate Need	More guided reading practi	High Need	Executive functioning, Self
Low Need	Social Studies	Moderate Need	Social skills, Mental health
Low Need	student behavioral manage	Moderate Need	Sensory integration, Social
Low Need	alternate curriculum for ma	Low Need	
High Need	Writing instruction	Moderate Need	Executive functioning, Self
No Need/Not Applicable	mathematics instruction fo	Low Need	
Moderate Need		Moderate Need	Self regulation, Social skills
High Need	Differentiation, matching c	Moderate Need	Executive functioning, Self
Moderate Need	ELL modifications for all ag	Moderate Need	Self regulation, Sensory int
Moderate Need	General	Low Need	
Low Need	ReadyGEN	Moderate Need	Self regulation, Second Ste
Low Need		High Need	Social skills
High Need	n/a	Low Need	
High Need	It depends if I'm still teachi	High Need	Executive functioning, Self
Moderate Need	planning time for the chang	Moderate Need	Self regulation, Social skills
No Need/Not Applicable		No Need/Not Applicable	
Low Need	ELA	Moderate Need	Executive functioning, Self
No Need/Not Applicable	Webinars ot trainings to rec	Moderate Need	Executive functioning, Sec
No Need/Not Applicable	Update the district slidesho	No Need/Not Applicable	
Moderate Need	Executive Functioning and	Moderate Need	Executive functioning, Soc
Low Need		Moderate Need	Executive functioning, Sen
No Need/Not Applicable		Moderate Need	Self regulation, Social skills
Moderate Need		Moderate Need	Executive functioning, Self
High Need	I would like to learn more a	Moderate Need	Executive functioning, Self
Low Need	Progress monitoring	Low Need	
High Need	I would like training in the r	High Need	Executive functioning, Self
Low Need	I would like additional tools	Moderate Need	Second Step or other SEL
No Need/Not Applicable		Low Need	
No Need/Not Applicable		Low Need	

[Integrating technology int	[Utilizing Google applicatic	[SOPPA and implications	[Using effective peer obse
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Low Need	Low Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	High Need	Low Need
Low Need	Low Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Low Need	Low Need
Moderate Need	Low Need	Moderate Need	Low Need
Low Need	Moderate Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Moderate Need	No Need/Not Applicable	Low Need
No Need/Not Applicable	Moderate Need	Low Need	Low Need
Moderate Need	Low Need	No Need/Not Applicable	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	
Low Need	No Need/Not Applicable	Moderate Need	Low Need
Moderate Need	Low Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Low Need	Low Need
Low Need	High Need	Low Need	Low Need
Moderate Need	Moderate Need	Low Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Moderate Need	Low Need
Low Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Low Need
High Need	High Need	High Need	Moderate Need
Low Need	Low Need	Low Need	Moderate Need
High Need	High Need	High Need	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Low Need	No Need/Not Applicable	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
Moderate Need	Low Need	High Need	Low Need
High Need	High Need	High Need	No Need/Not Applicable
Moderate Need	Low Need	High Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
High Need	Moderate Need	No Need/Not Applicable	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	Low Need
High Need	Low Need	No Need/Not Applicable	No Need/Not Applicable

Moderate Need	Low Need	Moderate Need	Moderate Need
High Need	High Need	Low Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
High Need	Moderate Need	Moderate Need	Moderate Need
High Need	Low Need	No Need/Not Applicable	Moderate Need
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Low Need
High Need	Moderate Need	No Need/Not Applicable	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
High Need	High Need	High Need	Moderate Need
High Need	Low Need	Moderate Need	No Need/Not Applicable
High Need	High Need	High Need	Low Need
High Need	High Need	High Need	Moderate Need
Moderate Need	Low Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	High Need	Moderate Need	Low Need
High Need	High Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
Moderate Need	Low Need	No Need/Not Applicable	Low Need
High Need	High Need	Moderate Need	Moderate Need
High Need	Moderate Need	Low Need	Low Need
High Need	High Need	No Need/Not Applicable	Low Need
Moderate Need	Low Need	Moderate Need	Low Need
Low Need	High Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
Low Need	Low Need	Low Need	Moderate Need
Low Need	No Need/Not Applicable	Moderate Need	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	High Need
No Need/Not Applicable	No Need/Not Applicable	Moderate Need	Low Need
Low Need	Moderate Need	No Need/Not Applicable	Low Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	Low Need	No Need/Not Applicable
High Need	High Need	Low Need	Low Need
High Need	High Need	High Need	Moderate Need
No Need/Not Applicable	Low Need	No Need/Not Applicable	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
High Need	High Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	No Need/Not Applicable	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Low Need
High Need	High Need	Low Need	High Need
Moderate Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	Low Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
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[Nonviolent Crisis Interver	If NVCI is identified as a ne	[Early indicators of potenti	[Providing EL students wit
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Moderate Need	Verbal de-escalation strate	Low Need	Low Need
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High Need	Verbal de-escalation strate	High Need	No Need/Not Applicable
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Low Need	Verbal de-escalation strate	Low Need	No Need/Not Applicable
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Moderate Need	Verbal de-escalation strate	Low Need	Low Need
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Low Need	Verbal de-escalation strate	High Need	Moderate Need
No Need		Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Low Need	Moderate Need
High Need	Verbal de-escalation strate	Low Need	Moderate Need
High Need	Non-restrictive and restrict	Low Need	Low Need
Low Need	Verbal de-escalation strate	Low Need	Moderate Need
High Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	No Need/Not Applicable
Low Need	Verbal de-escalation strate	High Need	Moderate Need
High Need	Verbal de-escalation strate	Moderate Need	High Need
Moderate Need	Verbal de-escalation strate	Low Need	Moderate Need
Low Need	Non-restrictive and restrict	Low Need	No Need/Not Applicable
Low Need		Low Need	Moderate Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
Low Need	Verbal de-escalation strate	Low Need	Moderate Need
No Need		Moderate Need	Low Need
Low Need		Low Need	Low Need
Low Need	Verbal de-escalation strate	High Need	High Need
Low Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
High Need	Verbal de-escalation strate	Low Need	Low Need
Low Need		Moderate Need	Moderate Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
Low Need		Moderate Need	Moderate Need
Low Need	Non-restrictive and restrict	No Need/Not Applicable	No Need/Not Applicable

Low Need		Moderate Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
Low Need	Verbal de-escalation strate	High Need	Moderate Need
No Need		No Need/Not Applicable	No Need/Not Applicable
No Need		Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Low Need	Moderate Need
Low Need		Low Need	Low Need
No Need		No Need/Not Applicable	No Need/Not Applicable
No Need	ISBE reporting requiremen	Low Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Low Need	Moderate Need
Low Need	ISBE reporting requiremen	Moderate Need	High Need
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need	ISBE reporting requiremen	Moderate Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	High Need	High Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	High Need	Moderate Need
Low Need	Verbal de-escalation strate	Moderate Need	Low Need
Low Need		No Need/Not Applicable	Moderate Need
High Need	Verbal de-escalation strate	Low Need	Moderate Need
Low Need	Non-restrictive and restrict	No Need/Not Applicable	Moderate Need
High Need		Moderate Need	Moderate Need
Low Need		No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	Low Need	High Need
Low Need		Low Need	Low Need
High Need	ISBE reporting requiremen	High Need	Moderate Need
No Need		Low Need	No Need/Not Applicable
Low Need	Non-restrictive and restrict	Low Need	Low Need
No Need	Non-restrictive and restrict	No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	Moderate Need	Moderate Need
High Need	Verbal de-escalation strate	Low Need	Low Need
High Need	Non-restrictive and restrict	Moderate Need	High Need
No Need		Low Need	Low Need
Low Need	ISBE reporting requiremen	Low Need	No Need/Not Applicable
Low Need	Verbal de-escalation strate	Low Need	Low Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
High Need	Verbal de-escalation strate	Moderate Need	Moderate Need
No Need		Low Need	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
No Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
No Need	Verbal de-escalation strate	No Need/Not Applicable	Moderate Need
High Need	Verbal de-escalation strate	High Need	High Need
Moderate Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
High Need	Verbal de-escalation strate	Moderate Need	Low Need
No Need		Low Need	Low Need
Low Need		Low Need	Moderate Need
Low Need		Moderate Need	Low Need
Moderate Need	Verbal de-escalation strate	Low Need	Low Need
Low Need		Low Need	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Low Need	No Need/Not Applicable
Low Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Low Need	No Need/Not Applicable

Moderate Need	Verbal de-escalation strate	Low Need	No Need/Not Applicable
Low Need	Non-restrictive and restrict	Moderate Need	No Need/Not Applicable
Low Need		Low Need	Low Need
Moderate Need	Non-restrictive and restrict	High Need	Moderate Need
Low Need	ISBE reporting requiremen	Low Need	Low Need
Low Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need		Low Need	Low Need
Low Need		Low Need	Moderate Need
Moderate Need	ISBE reporting requiremen	Moderate Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	High Need	High Need
Low Need		No Need/Not Applicable	No Need/Not Applicable
High Need	Verbal de-escalation strate	Moderate Need	Low Need
Low Need	Verbal de-escalation strate	Moderate Need	No Need/Not Applicable
Low Need	ISBE reporting requiremen	Low Need	Low Need
Low Need		No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Low Need	Moderate Need
Moderate Need	Non-restrictive and restrict	Low Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
High Need	Verbal de-escalation strate	High Need	High Need
Moderate Need	Non-restrictive and restrict	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
No Need		Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Low Need	Low Need
High Need	Verbal de-escalation strate	High Need	Moderate Need
Low Need	Non-restrictive and restrict	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Non-restrictive and restrict	Moderate Need	Moderate Need
No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Non-restrictive and restrict	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
High Need	Verbal de-escalation strate	High Need	High Need
Low Need	Non-restrictive and restrict	No Need/Not Applicable	Low Need
No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Low Need	Low Need
No Need	ISBE reporting requiremen	No Need/Not Applicable	No Need/Not Applicable
No Need	Non-restrictive and restrict	Low Need	Low Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
No Need	ISBE reporting requiremen	Low Need	Low Need
High Need	Non-restrictive and restrict	High Need	High Need
Low Need	Non-restrictive and restrict	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Low Need
Low Need	Non-restrictive and restrict	Low Need	Low Need
Low Need		Low Need	High Need
Low Need		High Need	High Need
No Need	Non-restrictive and restrict	Moderate Need	High Need
Moderate Need	Verbal de-escalation strate	High Need	High Need

Moderate Need	Non-restrictive and restrict	Moderate Need	Moderate Need
Low Need		Low Need	Low Need
No Need		Low Need	Low Need
Low Need	Non-restrictive and restrict	Moderate Need	Low Need
Low Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Non-restrictive and restrict	No Need/Not Applicable	No Need/Not Applicable
Low Need		Moderate Need	Low Need
No Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Non-restrictive and restrict	Low Need	Moderate Need
Low Need		Low Need	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Low Need	Moderate Need
Low Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	No Need/Not Applicable
High Need	Verbal de-escalation strate	High Need	High Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
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Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
No Need		No Need/Not Applicable	No Need/Not Applicable
No Need		Moderate Need	No Need/Not Applicable
No Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
No Need		Moderate Need	Moderate Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
High Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need		Moderate Need	Low Need
Low Need		Low Need	High Need
Low Need		Low Need	Low Need
Low Need		No Need/Not Applicable	No Need/Not Applicable
No Need	ISBE reporting requiremen	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need		Moderate Need	Low Need
No Need		Low Need	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	Low Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
No Need		No Need/Not Applicable	No Need/Not Applicable
Low Need		Moderate Need	Moderate Need
No Need		High Need	Low Need
Moderate Need	Verbal de-escalation strate	Low Need	Low Need
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Moderate Need	Verbal de-escalation strate	Moderate Need	No Need/Not Applicable
Low Need	Non-restrictive and restrict	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
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Moderate Need	Non-restrictive and restrict	Low Need	No Need/Not Applicable
No Need		No Need/Not Applicable	No Need/Not Applicable
Low Need		Low Need	Low Need
High Need	Non-restrictive and restrict	Moderate Need	Moderate Need
Moderate Need		Moderate Need	Moderate Need
No Need		No Need/Not Applicable	No Need/Not Applicable
No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need		Moderate Need	Moderate Need

Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	High Need	Moderate Need
Low Need	ISBE reporting requiremen	Low Need	Low Need
Low Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Low Need		Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
No Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
High Need	Verbal de-escalation strate	High Need	Low Need
No Need		No Need/Not Applicable	No Need/Not Applicable
No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Non-restrictive and restrict	High Need	High Need
Moderate Need	Non-restrictive and restrict	Low Need	Moderate Need
Low Need		Low Need	Moderate Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need		Moderate Need	Moderate Need
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Moderate Need	Verbal de-escalation strate	High Need	Moderate Need
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Low Need	ISBE reporting requiremen	Moderate Need	Moderate Need
High Need	Verbal de-escalation strate	Moderate Need	Moderate Need
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Low Need	Verbal de-escalation strate	Moderate Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	High Need
High Need	Verbal de-escalation strate	High Need	Low Need
Low Need	ISBE reporting requiremen	No Need/Not Applicable	No Need/Not Applicable
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No Need		No Need/Not Applicable	No Need/Not Applicable
Low Need	Non-restrictive and restrict	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	High Need	Moderate Need
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Moderate Need	Verbal de-escalation strate	Low Need	Low Need
Low Need		Low Need	High Need
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No Need		No Need/Not Applicable	No Need/Not Applicable
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Low Need	Non-restrictive and restrict	Moderate Need	Low Need
Low Need		Moderate Need	Low Need
Low Need		Moderate Need	Moderate Need
Low Need	Verbal de-escalation strate	Moderate Need	High Need
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	Low Need
High Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Low Need		Low Need	Low Need

Moderate Need	Verbal de-escalation strate	High Need	High Need
Moderate Need	Non-restrictive and restrict	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
Low Need		Moderate Need	High Need
Moderate Need	Verbal de-escalation strate	Low Need	High Need
Low Need	Non-restrictive and restrict	Moderate Need	High Need
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No Need		No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	High Need	Moderate Need
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	Low Need	Low Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Low Need
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Low Need		Moderate Need	High Need
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Low Need		Low Need	Moderate Need
High Need	Verbal de-escalation strate	High Need	Moderate Need
No Need	Non-restrictive and restrict	High Need	High Need
Moderate Need	Verbal de-escalation strate	Moderate Need	Moderate Need
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Low Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Low Need	Non-restrictive and restrict	Moderate Need	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Verbal de-escalation strate	Moderate Need	Low Need
No Need		High Need	High Need
No Need		Low Need	No Need/Not Applicable
No Need		No Need/Not Applicable	No Need/Not Applicable
Low Need	Verbal de-escalation strate	Moderate Need	Low Need
Moderate Need	Non-restrictive and restrict	Moderate Need	Moderate Need
No Need		No Need/Not Applicable	No Need/Not Applicable
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Low Need	Non-restrictive and restrict	Moderate Need	Low Need
High Need	Verbal de-escalation strate	High Need	Moderate Need
High Need	Verbal de-escalation strate	Moderate Need	Low Need
Low Need	Verbal de-escalation strate	Moderate Need	Low Need
No Need		Low Need	Low Need
Low Need	Verbal de-escalation strate	Low Need	Low Need
No Need		No Need/Not Applicable	No Need/Not Applicable

[Special education eligibili	[Special education rules, p	[Transition planning (14+ y	[Writing legally defensible
Low Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	High Need	High Need	High Need
Low Need	Low Need	High Need	High Need
Moderate Need	High Need	High Need	High Need
Low Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Moderate Need	Low Need	Moderate Need
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Moderate Need	Low Need	No Need/Not Applicable	Moderate Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Low Need	Moderate Need	Low Need
Low Need	Low Need	High Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	Moderate Need	Low Need
No Need/Not Applicable	Low Need	Moderate Need	Moderate Need
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Moderate Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	No Need/Not Applicable	Moderate Need
Moderate Need	Moderate Need	Low Need	Low Need
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Moderate Need	Low Need	High Need	Moderate Need
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Low Need	Low Need	No Need/Not Applicable	Low Need

Moderate Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	High Need	Moderate Need
Low Need	Low Need	Moderate Need	High Need
High Need	High Need	Low Need	High Need
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Low Need	Moderate Need	No Need/Not Applicable	Low Need
Low Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	No Need/Not Applicable	Low Need
No Need/Not Applicable	No Need/Not Applicable	Low Need	No Need/Not Applicable
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Low Need	Moderate Need	High Need	Low Need
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High Need	High Need	High Need	High Need
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No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Low Need	Low Need	No Need/Not Applicable	Low Need
No Need/Not Applicable	Low Need	No Need/Not Applicable	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	Moderate Need	Low Need
Moderate Need	Low Need	High Need	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	High Need	Low Need	High Need
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Low Need	Moderate Need	Low Need	High Need
No Need/Not Applicable	Moderate Need	No Need/Not Applicable	Moderate Need
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High Need	High Need	No Need/Not Applicable	Moderate Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
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Low Need	Moderate Need	Moderate Need	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	Low Need	Low Need	No Need/Not Applicable

Low Need	Low Need	Low Need	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Moderate Need	High Need
Low Need	Low Need	Low Need	Low Need
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Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	No Need/Not Applicable	Moderate Need
Moderate Need	Moderate Need	Low Need	Moderate Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	Low Need	No Need/Not Applicable	No Need/Not Applicable
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No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
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High Need	High Need	Moderate Need	Moderate Need
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High Need	High Need	High Need	High Need
Moderate Need	Low Need	Moderate Need	High Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	Moderate Need
Low Need	Low Need	High Need	Low Need
No Need/Not Applicable	High Need	High Need	No Need/Not Applicable
High Need	High Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	Low Need	Moderate Need
High Need	High Need	High Need	High Need
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	Low Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	No Need/Not Applicable	No Need/Not Applicable	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Moderate Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	High Need	Low Need	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need

Moderate Need	Moderate Need	Low Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	Low Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	High Need	Moderate Need
No Need/Not Applicable	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	No Need/Not Applicable
Moderate Need	High Need	Low Need	Moderate Need
Moderate Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	High Need	No Need/Not Applicable
No Need/Not Applicable	Low Need	Moderate Need	Low Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	Moderate Need
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	Moderate Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	High Need	Low Need
High Need	No Need/Not Applicable	High Need	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	High Need	Moderate Need	High Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
High Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	No Need/Not Applicable

Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Low Need	Low Need
Low Need	Low Need	Low Need	Moderate Need
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	Moderate Need
Low Need	Low Need	Low Need	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	No Need/Not Applicable	Low Need
Low Need	Moderate Need	No Need/Not Applicable	Moderate Need
Low Need	Moderate Need	No Need/Not Applicable	Moderate Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Low Need
No Need/Not Applicable	High Need	High Need	High Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	No Need/Not Applicable	High Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Moderate Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
Low Need	Moderate Need	High Need	High Need
No Need/Not Applicable	Low Need	Low Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	No Need/Not Applicable	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Moderate Need	No Need/Not Applicable	Low Need
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Low Need	Moderate Need
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
Moderate Need	Moderate Need	Low Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Moderate Need
Low Need	Low Need	Low Need	Low Need

High Need	Moderate Need	No Need/Not Applicable	High Need
No Need/Not Applicable	No Need/Not Applicable	Moderate Need	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	High Need	Moderate Need
High Need	High Need	Moderate Need	Moderate Need
Moderate Need	High Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Moderate Need	Moderate Need	Low Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	Moderate Need	Low Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	Low Need
Low Need	Moderate Need	Low Need	No Need/Not Applicable
Low Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Moderate Need	No Need/Not Applicable	Low Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Low Need
Moderate Need	Moderate Need	Moderate Need	Low Need
Low Need	Low Need	Low Need	Low Need
High Need	Moderate Need	Low Need	No Need/Not Applicable
High Need	High Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	High Need	High Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	Moderate Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
High Need	High Need	High Need	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Moderate Need	Moderate Need	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
No Need/Not Applicable	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	No Need/Not Applicable
Low Need	Low Need	Low Need	Low Need
Low Need	Low Need	No Need/Not Applicable	Low Need
High Need	High Need	No Need/Not Applicable	No Need/Not Applicable
Moderate Need	Low Need	Low Need	Moderate Need
No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable	No Need/Not Applicable

[Training in a specific disa	[Incorporating assistive te	If a need, in what disability	Additional Suggestions for
Low Need	Low Need		
Moderate Need	Low Need		
Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
High Need	High Need	Social-emotional	
Low Need	Low Need	Transition	None
Low Need	Low Need		
Low Need	Low Need		
Low Need	Low Need		
Low Need	Low Need		
Low Need	Low Need		
Low Need	Low Need		
Moderate Need	Moderate Need		
Low Need	Moderate Need	Autism	Professional development
Low Need	Low Need		
Low Need	Moderate Need		I think training on using rot
Low Need	Moderate Need		
Low Need	No Need/Not Applicable	SLD	
Moderate Need	Low Need		
Moderate Need	Moderate Need	Autism, developmental delay	eligibilty for early childho
Moderate Need	Moderate Need		
Low Need	Moderate Need		
Low Need	Low Need	Early indicators of potential	disabilities or need for targ
Moderate Need	Moderate Need		
Moderate Need	No Need/Not Applicable		supporting LGBTQ student
No Need/Not Applicable	Low Need		
Low Need	Low Need	OHI - Executive Functionir	NA
Low Need	Moderate Need	SLD,ED,OHI	support in HS CT level, what should it lo
Low Need	Low Need		collaboration with other ST
Low Need	Low Need		
High Need	Low Need	Dyslexia	
Moderate Need	Low Need	Deaf and Hard of Hearing	specific trainings in regards
Low Need	Low Need		transition plans for high ne
Moderate Need	Moderate Need	ED	
Moderate Need	Moderate Need		
Low Need	Moderate Need		
Low Need	Moderate Need		
Moderate Need	Moderate Need		
Moderate Need	High Need	autism	
High Need	Moderate Need	Behavior Management/Data Collection, Data	collectio
Moderate Need	Moderate Need		
Low Need	Low Need	ASD spectrum disorder	
Low Need	Moderate Need		
No Need/Not Applicable	Low Need		
Moderate Need	Low Need	ED, SLD	Majority of my st Goal writing. All special ed
Low Need	Low Need		Executive Functioning- res
Low Need	Moderate Need		
Low Need	High Need	All	District related technology
No Need/Not Applicable	Low Need		
Low Need	Low Need	Executive Functioning in th	I am CPI certified but I mar
Low Need	Low Need		
Low Need	Low Need	OHI	
Low Need	Low Need		
No Need/Not Applicable	Low Need		

Low Need	Low Need		transitioning from MTSS in
Moderate Need	Moderate Need		
Low Need	Low Need		
High Need	High Need	down syndrome	Inclusive teaching practice
No Need/Not Applicable	Low Need		
Low Need	Moderate Need		
Low Need	Low Need		
Low Need	Low Need		I would love more professi
Low Need	Low Need		
Low Need	Low Need		
No Need/Not Applicable	Moderate Need		
Moderate Need	Moderate Need	Autism	
High Need	Moderate Need	OCD behaviors/ ODD beh	Training provided to specia
No Need/Not Applicable	Low Need		
Low Need	Low Need		
Moderate Need	Moderate Need	Again, this depends on placement for next year.	
Moderate Need	Moderate Need	cognitive functioning	ABC (antecedent, behavio
Low Need	Low Need		
Moderate Need	High Need	Specific Learning Disability	
Moderate Need	High Need	autism, executive function	
No Need/Not Applicable	Moderate Need		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Moderate Need		
No Need/Not Applicable	Low Need		
Low Need	Low Need		
High Need	Low Need	Deaf & Hard-of-Hearing	
Moderate Need	Moderate Need		
No Need/Not Applicable	Low Need		training and practice with d
Low Need	Low Need		
Moderate Need	Moderate Need		
High Need	High Need	Since my students have su	I think it is important that T
Low Need	Low Need		
Moderate Need	Moderate Need		
No Need/Not Applicable	Low Need		specific strategies related t
Low Need	Low Need	The detailed laws of an IEP. Not just the basics.	
Moderate Need	Moderate Need		
Low Need	Moderate Need	Learning Disabilities	
Low Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		I think we could all benefit f
Moderate Need	Moderate Need	Executive Functioning	
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need	ADHD, Aspergers	None
High Need	High Need		
No Need/Not Applicable	Low Need		
Moderate Need	Moderate Need	Sensory impairment	
Moderate Need	Moderate Need	any	no time to work with co-tea
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Low Need	No Need/Not Applicable		
Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		Instructional practices that
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		Pay or help pay to send to
No Need/Not Applicable	No Need/Not Applicable		

No Need/Not Applicable	No Need/Not Applicable		Title 9
No Need/Not Applicable	No Need/Not Applicable	Autism	
Low Need	Low Need		
High Need	Low Need	Autism	
No Need/Not Applicable	Low Need		
No Need/Not Applicable	No Need/Not Applicable		1) Positive psychology tech
Low Need	Low Need	I think overall PD with upd	Continue to update while a
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Moderate Need	Autism, DD	With self-paced/recorded t
Moderate Need	Moderate Need		
Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Moderate Need	SLD and supporting basic	High need for TA training a
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		This isn't necessarily in a 't
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		Anti-Bias, anti-racism traini
Low Need	Moderate Need	executive functioning	1) I feel the teaching assist
Moderate Need	Moderate Need	SLD, and how to provide g	N/A
Moderate Need	Low Need		
High Need	High Need	Adhd, Sensory disorder, A	The importance of being ce
Low Need	Low Need		
Low Need	Moderate Need	As it applies to students in a gen Ed classroom	
Low Need	Moderate Need		
Moderate Need	Low Need		
Low Need	Low Need		I like that you offer all the te
Moderate Need	Moderate Need	transition	
High Need	High Need		
High Need	High Need	ADHD	
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		Strategies for handling stud
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need	Adaptive PE	
Moderate Need	Moderate Need		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		One big professional devel
No Need/Not Applicable	No Need/Not Applicable		
Low Need	No Need/Not Applicable	autism, sensory processin	Using Touch Chat
No Need/Not Applicable	No Need/Not Applicable		School Refusal programs,
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		I liked the April Inst. Day H
No Need/Not Applicable	No Need/Not Applicable	none	none
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable	the content areas, executive functioning, and social er	
Low Need	Low Need	Now that we have been pr	As a staff member of East
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Low Need	Moderate Need		
High Need	No Need/Not Applicable	Autism	working with autism spectr
Low Need	Low Need	SLD	

Moderate Need	Moderate Need		Masters and Graduate Pro
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need	dyslexia	
Low Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable	dyslexia	Structured Writing Program
No Need/Not Applicable	No Need/Not Applicable		All of our professional deve
High Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	Low Need		
Moderate Need	Low Need	ADHD Hyperactivity	Special Education: New tea
No Need/Not Applicable	No Need/Not Applicable	Interventions to support stu	SEL strategies to support s
High Need	No Need/Not Applicable		
Low Need	Moderate Need	dyslexia	I work with Deaf and Hard
No Need/Not Applicable	No Need/Not Applicable	Special education eligibility/identification	
Low Need	Low Need		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Moderate Need	Moderate Need	all	
No Need/Not Applicable	No Need/Not Applicable		
Low Need	No Need/Not Applicable		
Low Need	Moderate Need	emotional and autism	
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable	None	Please include sign langua
No Need/Not Applicable	No Need/Not Applicable		
Low Need	No Need/Not Applicable		Professional development
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		Our building has done a gr
Low Need	Low Need	Again, not training as mucl	More than new training, tim
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Low Need	I am always looking to continue my knowledge of supp	
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Moderate Need		More PD opportunities wou
No Need/Not Applicable	No Need/Not Applicable	ADHD	
Low Need	Low Need		Junior high social Studies
Moderate Need	Low Need	ODD	
Low Need	Low Need		
Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		Inviting presenters from the
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
High Need	Moderate Need		

No Need/Not Applicable	Low Need		
Moderate Need	Moderate Need		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		Structuring regularly sched
Low Need	Moderate Need		
No Need/Not Applicable	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		Creating a hub to share res
Low Need	Low Need		
High Need	Low Need	Social emotional	
No Need/Not Applicable	Low Need	BD	Site visitations would be AV
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Moderate Need	Moderate Need	IEP writing	
Low Need	Low Need		We are fortunate as a grou
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	High Need		strategies for student acco
High Need	High Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable	Incorporating assistive tecl	I would prefer time to meet
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		It would be nice for newcor
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable	n/a	
Moderate Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable	none	Accessibility latest issues
No Need/Not Applicable	No Need/Not Applicable	ADHD	
Low Need	Low Need	Identification of students th	How to motivate students t
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		teaching 1:1 technology
Low Need	No Need/Not Applicable		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable	none	
Low Need	Moderate Need		
Moderate Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Low Need	Low Need		
No Need/Not Applicable	Moderate Need		I would like training on the
No Need/Not Applicable	Low Need		I would like to have prograı
Low Need	Low Need		Incorporating mindfulness i
Moderate Need	No Need/Not Applicable		
Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Moderate Need		
Low Need	Low Need		
Low Need	Low Need		
Moderate Need	Moderate Need	OHI	I am very interested in build
Low Need	Moderate Need	SLD with qualifying basic r	EL students placed in self-c
Moderate Need	Low Need	PANDAs, ODD	
Low Need	High Need	LD	
Moderate Need	Moderate Need	Early indicators of potentia	None
Low Need	Low Need		

Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable	emotional disability	
Low Need	Low Need		Data tracking for IEPs and
No Need/Not Applicable	No Need/Not Applicable		none
Low Need	Low Need		
High Need	Moderate Need	Any area	
Low Need	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
Low Need	Low Need		
Moderate Need	Low Need	dyslexia, oppositional defiant disorder	
Moderate Need	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need	ED	Psychopharmacological M
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	Low Need		Technology in P.E.Sport sp
No Need/Not Applicable	No Need/Not Applicable		
Low Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		
Moderate Need	Moderate Need		Guided reading, math enri
Low Need	Low Need		
High Need	Moderate Need	autism	
Low Need	Low Need		
Moderate Need	Low Need	Identifying and helping kid	Writing instruction for ELA
No Need/Not Applicable	No Need/Not Applicable	identifying the need for ma	I think this position of inter
Moderate Need	Moderate Need		
No Need/Not Applicable	No Need/Not Applicable		
High Need	High Need	Cerebral palsy	
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable		
No Need/Not Applicable	No Need/Not Applicable	Any in general.	N/A
No Need/Not Applicable	No Need/Not Applicable		MTSS- tier 1 suggestions f
No Need/Not Applicable	No Need/Not Applicable	Learning diabilities	
No Need/Not Applicable	No Need/Not Applicable		
Low Need	No Need/Not Applicable		
Low Need	Low Need		
Low Need	Low Need		
High Need	Low Need	District wide Dyslexia training	
Low Need	Low Need	Autism Spectrum Disorder	n/a at the moment
No Need/Not Applicable	No Need/Not Applicable		I think it is beneficial for tea
Moderate Need	Low Need		
No Need/Not Applicable	No Need/Not Applicable		

Professional Development- Please Specify

as far as reading/writing interventions should be done with strictly DATA sessions. When training, often every

ation models and use of flipped classroom would be helpful at EVA.

od

jeted instruction

:s, Ripple Effect, Mental health disorders supports in classroom,

ɔk like
ARS teachers

to all of the above.
ed/medically fragile students,

n/graphs, which information to focus on

lucation teachers can benefit from this with the fluid times and needs of students.
ources, teaching, goals, services/ minutes to align with EF goals/ needs

stuff: how to print from home, or any other helpful items

ked a need for ALL staff to be taught/reviewed Deescalation Procedures. It is ESPECIALLY helpful for teach

to Domains and the criteria used to make the decisions

s, modifying classwork and assesments

onal development building wide on inclusion practices. I am also always looking for more information and diff

l education teaching assistants before school starts!

, consequence) behavior techniques, prompting and prompt fading, task analysis, helping students with self

iscrete trials

A's are included in PD for behavior strategies and instructional modifications/accommodations.

o instructing students with hearing loss, methodology, current research

from training on implementing technology into the classroom.

chers monthly would help the duo work better

are targeted to K-1. PD that is developmentally appropriate for our young learners.

NCTM Conference next Spring.

niques, strategies, and elements. 2) Measuring and increasing student well-being through the elements of F
lso considering how it is presented to staff. As a lead, there are times I feel I am diffusing upset staff and pro

rainings, more time is needed to do the trainings. Often this year when unable to attend a live training (becau

nd expectations and the importance of Gen Ed teachers providing appropriate teacher feedback for IEP mee

raining' aspect but a professional development within 'team strengthening'. More of a need for teacher and T

ng.
ants should have more of the same training that the teachers receive to allow for more collaborative problem

ertified forensic nursing for children who are emotional/physical/sexually abused

echnology training and would love to pursue it but at the EC level we don't even have desktop computers that

dents in unstructured times (i.e. lunch/recess) who continually do not follow rules and/or cause problems with

opment that I would like to see implemented is co-teaching training. Without training it is up to the teachers to

assessments, intervention for high school level

eidi P. put together where we could pick from different topics.

notionally
iew Academy I would like to participate in professional development sessions pertaining to specific programı

um disorders

gram Cohorts

n for Elementary Level
elopment is coordinated by Dawn Milka and pertains to Sign Language Interpreters!

acher training on different programs the district uses.
students (who are crying, upset or anxious) in class for all staff members. Previously we saw a large number

of Hearing students, with very specific needs. The district does not provide me with any professional develop

ge interpreting PDs or topics as it would benefit our 20+ interpreters and other DHH staff.

should be centered around any changes to curriculum/standards for the upcoming year.

eat job providing Professional Development, so many of the areas listed, our school has addressed. Howeve
ne to build on what we have been trained in would be most helpful.

porting students in the DHH program

uld really help.

curriculum development

e IAEA, ILMEA, & EdTA to share best practices and connections to SEL>

uled prep time for collaboration, development, and reflection would be very helpful as opposed to one time p

sources that have been made and developed throughout this year. Many teachers have digitized, found uniq

VESOME for LRC directors. LRCs are the heart of every school. What makes a school #1? How is their libra

ıp to have access to online professional development (Speech Pathology.com). I use this often for my own s

untability (Ds, Fs, credit recovery, etc.), etc, relationships with families/parents who don't communicate, etc.

with my art team and work on standards based assessments, or best practice, new materials or lessons, su

ners in the SPED Department to have some early training on certain topics. :)

o do their work and want to learn.

Zones of Regulation.
n wide collaboration time to meet with STARS teachers across the district.
in the classroom would be great!

ding stronger partnerships with the other professionals I work with.Building professional relationships for tean
contained Direct 2 classes is a MUST.

the quickest/easiest way to create charts, graphs, etc to meet the criteria on the rubric used to score CMs IE

edications and Trends

ecific skills training.

chment options, and writing instruction

to help me brush up my skills and possible discussions with colleagues comparing essay grading practices.
ventionist would be much more beneficial for the students if it was to start at the beginning of the school year.

or teachers. MTSS- classroom teachers being prepared when attending and discussing their students Purpc

achers who have students with needs receive training/professional development to better assist the student(s

/thing is in one session, and it is confusing and hard to remember everything. Data drives many IEP goals, ar

ıer's assistants to be included.As far a curriculum, it would be helpful for Brokaw Instructional STARS and Ins

ferent ways to co-teach and collaborate to continue to help our students in all settings.

regulation techniques, sensory integration

PERMA
viding explanations to what has been emailed out—-parallel deadlines and provide explanations as to why so

use of another training or meeting), the training would be recorded to do later but there was no time alloted lat

etings. More Collaboration amongst SpED and EL.

A collaboration time, and planning strategies to make those bonds tighter for better team teaching/ co - teach

solving, lesson planning, and understanding of what is age and developmentally appropriate/expectations fo

are effective. Its great to have the chromebooks but hard to present applications and technology to the stud

other students

o decide what the roles are going to be. Often times teachers have a dynamic where the general education te

ming for our programs. We are unique, therefore, specific training for our population is most beneficial. Some

of students being sent to Student Services in crisis. This may help students stay in class and learn coping ski

ment for my low incidence students, which means I must seek that outside of the school. There is one opport

er, I do feel I would benefit from PD to strengthen the core subjects- ELA and math.

d sessions.

ue resources, and as we move forward might be a good opportunity to use for flipped classrooms and more e

ary being utilized? Go see it in action and grab hold of ideas to emulate just like teachers get to do when they

pecific areas of need as they arise throughout the year. Thanks!

b day lessons, etc.

n or co teaching would be a high need for me in my current role, but it should be offered to all the team or co t

Ps

It would have been very helpful to have had the chance to observe the students in their classroom math ins

ɔse of the 2:45-3:15 support time

) with learning. I may not have a need right now, but might in the future depending on the characteristics/nee

ıd it would be helpful to have strictly data sessions.

tructional Life Skills have more guidance next year.

mething may have shifted (it can be assumed we know but to some (2-3 staff) I have had to further explain. D

er to do the training.

ning . I feel this will help students also with smoother intervention processes as well as teachers and assistant

r their students. Often times teaching assistants are moved/choose to move to different grade levels or have

ents on a small screen. It would be great if EC could be considered to get updates in technology like projecto

acher is the main teacher and the special education teacher is the assistant. I do not believe that this should

times outside resources can be very informative and a breath of fresh air!!!

lls when uncomfortable. If it is crisis, we would absolutely want them in Student Services to support the stude

:unity a year for me to be able to attend a best practices conference for Deaf/Hard of Hearing students, but it i

engagement in the classroom.

visit other classrooms. In secondary, LRC directors are the tech liaisons in each of our buildings. It would hel

teachers together rather than in isolation of each other. I would also love more professional development in t

struction. In order to do this job as it should be done, I feel like it needs to be a salaried position because a m

eds of my class.

also feel the Embrace training modules have been beneficial and maybe that is going to continue to ensure th

s (and other staff that are involved with assistants) facilitating intervention strategies/ assessments and utilizi

never worked/taught children in the given TA position. It would be helpful for the TA's to understand and knov

ors. We really are unable to use technology at all.

be the roles. I would like to see co-teaching being just that. Both teachers are working together to plan and im

nt.Continued collaboration with counterparts at OE. This has been very valuable!

is not available to me every year because I have to go in a cyclical order to attend. If I wait for everyone else i

ɒ, since there are only two district liaisons, to create PD that secondary directors go to to then use the each o

ıe areas of co-implementation, especially for the professionals to train together and practice together through

ath interventionist is expected to do everything that the other full time support teachers do.

ıe “reminders”—again, start from the beginning of the year.

ıng curriculum information in a better manner. (TA’s being more informed of expectations from their teaching

v the curriculum and developmental stages of learning. 2)Would love more hands on training in google classı

ıplement. I also understand that there might be a difference in content understanding. However, even content

n my grouping to attend when their turn comes up, I am only able to attend training once every 4 years. (This

ne teach one method to spread the new concept.

faux case studies.

teams). More curriculum based update time or collaboration times with TA’s and their teaching staff(they wo

room, Boardmaker,, how to create/present virtual materials, assistive technology (what the district has availab

: teachers who have a background in that subject are thrown into content that they are unfamiliar with at first a

year, the conference was held online exclusively, so all interested teachers were able to attend virtually, if the

rk close with), would bring stronger educational bonds within teams that are not. I fortunately, have a great te

le and how to use/create materials, for the given tools, etc.) to use in the classroom and for individual student

and work to not only fully understand it but also how to effectively teach it. I think this would benefit students gr

y chose to). It is not fair, in my opinion, that most teachers are able to get professional development without n

eam I work with and we utilize whatever’s needed and whenever it’s needed, but often needs to be after or bef

ts.

reatly. What happens often is that students only come to the "main" teacher for help because they believe tha

much effort. Perhaps things would change if the district stopped offering professional development entirely, for

fore hours. I also am able to initiate my own plans as well as instructional /curriculum information needed, bu

.t they are the only ones that can really help. If both teachers are looked at in the classroom as content maste

rcing teachers to have to seek professional development from outside sources, and then, mandating that they

Oswego Community Unit School District 308

SERVING ALL OR PARTS OF THE COMMUNITIES OF
AURORA, JOLIET, MONTGOMERY, OSWEGO, PLAINFIELD, AND YORKVILLE

Policy and Legislative Committee
Virtual Meeting
Monday, February 1, 2021
5:30 - 7:00 p.m.

The February 1, 2021 Policy and Legislative Committee meeting will be held remotely. Members should review all policies prior to the meeting and join the meeting virtually through Google Hangouts Meet at 5:30 p.m.

Public comments and remote attendance for this meeting must be pre-arranged via phone or email at 630-636-3084 or ustuder@sd308.org by 3 p.m. on Monday, February 1, 2021. Speakers, or anyone wishing to attend the meeting virtually, must provide their name and email address so an invitation may be emailed.

Contact Ursula Studer at 630-636-3084 or at ustuder@sd308.org regarding any questions about the meeting process and/or to pick up hard copies of meeting materials.

POLICY AND LEGISLATIVE COMMITTEE AGENDA

1. Roll Call / Attendance (Action)

2. Approval of Meeting Minutes from December 14, 2020 (Action)

3. **Policy Update**
   a. 2:220 School Board Meeting Procedure **(PRESS 104)**
   b. 7:345 Use of Educational Technologies; Student Data Privacy and Security NEW **(PRESS 104)**
   c. 7:360 Publication of Student Photographs, Work Products and Names
   d. 8:10 Public Relations **(PRESS 103)**
   e. 8:30 Visitors and Conduct on School Property **(PRESS 103)**
   f. 8:80 Gifts, Grants and Bequests to the District **(PRESS 103)**
   g. 8:110 Public Complaints **(PRESS 103)**

4. Public Comment (3 minutes/each)

5. Adjournment

Next Meeting Date: Monday, March 22, 2021 ***(Parent Advisory Committee)***

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER I: STATE BOARD OF EDUCATION
SUBCHAPTER b: PERSONNEL

PART 24
CULTURALLY RESPONSIVE TEACHING AND LEADING STANDARDS FOR ALL ILLINOIS EDUCATORS ~~TEACHERS~~

Section

24.10 Purpose
24.50 The Illinois Culturally Responsive Teaching and Leading Standards
24.100 The Illinois Professional Teaching Standards Through June 30, 2013 (Repealed)
24.110 Language Arts Standards for All Illinois Teachers Through June 30, 2013 (Repealed)
24.120 Technology Standards for All Illinois Teachers Through June 30, 2013 (Repealed)
24.130 The Illinois Professional Teaching Standards ~~Beginning July 1, 2013~~

AUTHORITY: Implementing Articles 21 and 21B and authorized by Section 2-3.6 of the School Code [105 ILCS 5/Art. 21 and 21B and 2-3.6].

SOURCE: Adopted at 26 Ill. Reg. 11847, effective July 18, 2002; amended at 34 Ill. Reg. 11505, effective July 26, 2010; amended at 37 Ill. Reg. 1260, effective January 17, 2013; amended at 44 Ill. Reg. _____, effective _____.

Section 24.10 Purpose

This Part establishes certain standards that shall apply to the issuance of all Illinois professional educator licenses endorsed in teaching, school support personnel, and administrative fields ~~a teaching field~~. The standards set forth in this Part shall apply both to candidates for licensure and to the programs that prepare them. That is:

a) Beginning October 1, 2021, approval of any preparation program or course of study in any teaching, school support, or administrative field pursuant to the State Board of Education's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence of that program or course's content with the applicable standards identified in this Part. ~~approval of any preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25, Subpart C) shall be based on the congruence~~

~~of that program's or course's content with the applicable standards identified in this Part; and~~

b) Programs already approved under 23 Ill. Adm. Code 25, Subpart C shall submit program alignment by October 1, 2025. ~~the examinations required for issuance of a professional educator license under Article 21B of the School Code [105 ILCS 5/21B] shall be based on the applicable standards set forth in this Part~~.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

Section 24.50 The Illinois Culturally Responsive Teaching and Leading Standards

a) Self-Awareness and Relationships to Others – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students. The culturally responsive teacher and leader will:

1) Understand and value the notion that multiple lived experiences exist, that there is often not one “correct” way of doing or understanding something, and that what is seen as “correct” is most often based on our lived experiences.

2) Approach their work and students with an asset-based mindset, affirming the validity of students’ backgrounds and identities.

3) Know about their students and their lives outside of school, using this knowledge to build instruction that leverages prior knowledge and skills.

4) Include representative, familiar content in the curriculum to legitimize students’ backgrounds, while also exposing them to new ideas and worldviews different from their own.

5) Engage in self-reflection about their own actions and interactions and what ideas and biases motivated those actions.

6) Explore their own intersecting identities, how they were developed, and how they impact daily experience of the world.

7) Recognize how their identity (race/ethnicity, national origin, language, sex and gender, gender identity, sexual orientation, physical/developmental/emotional ability, socioeconomic class, religion, etc.) affects their perspectives and beliefs about pedagogy and students.

8) Educate themselves about students' communities, cultures, and histories.

9) Critically think about the institutions in which they find themselves, working to reform these institutions whenever and wherever necessary.

10) Assess how their biases and perceptions affect their teaching practice and how they access tools to mitigate their own behavior (racism, sexism, homophobia, unearned privilege, Eurocentrism, etc.).

b) Systems of Oppression – Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions. The culturally responsive teacher and leader will:

1) Understand the difference between prejudice, discrimination, racism, and how to operate at the interpersonal, intergroup, and institutional levels.

2) Collaborate with colleagues to determine how students from different backgrounds experience the classroom, school, or district.

3) Understand how the system of inequity has impacted them as an educator.

4) Understand how current curriculum and approaches to teaching impact students who are not a part of the dominant culture.

5) Is aware of the effects of power and privilege and the need for social advocacy and social action to better empower diverse students and communities.

6) Understand how a system of inequity creates rules regarding student punishment that negatively impact students of color.

7) Understand how a system of inequity reinforces certain suppositions as the norm.

c) Students as Individuals – Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities. The culturally responsive teacher and leader will:

1) Learn from and about their students' culture, language, and learning styles to make instruction more meaningful and relevant to their students' lives.

2) Engage with students' families and community members outside of the classroom to develop a more holistic understanding of the students' lived experiences.

3) Develop positive, strength-based partnerships with students and their families by learning about them, soliciting their opinions, and valuing their expectations, especially with those marginalized by schools in the past.

4) Provide parents with information about what their child is expected to learn, know, and do at his or her grade level and ways to reinforce concepts at home.

5) Share the classroom systems and policies (expectations, agreements, recognition and incentive practices, etc.) used in the classroom with students' families and align them to the values and cultural norms of those families.

6) Provide multiple opportunities for parents to communicate in their language and method of preference, to the greatest extent possible.

7) Set holistic goals for students that accommodate multiple ways of demonstrating strengths and success (e.g., alternate academic achievement metrics, growth indicators, leadership, character development, social emotional learning competencies, and school values).

d) Students as Co-Creators – Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students. The culturally responsive teacher and leader will:

1) Encourage and affirm the personal experiences (family, community, culture, etc.) students share in the classroom.

2) Make authentic connections between academic learning and students' prior knowledge, native language, culture, and values.

3) Consistently solicit students' input on the curriculum (e.g., interests, people, or concepts).

4) Co-create, with students, the collective expectations and agreements regarding the physical space and social-emotional culture of the classroom and school.

5) Create and embed student leadership opportunities into the student experience (e.g., peer-led discussion, student-led workshops, and student-run schoolwide initiatives).

6) Persistently solicit student feedback, value that feedback (resist defensiveness), and adjust based on that feedback.

e) Leveraging Student Advocacy – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom. The culturally responsive teacher and leader will:

1) Emphasize and connect with students about their identities, advocacies, and self-interest.

2) Offer guidance to students on how to develop a self-advocacy plan to inform decisions and choices.

3) Include students in the creation of an inclusive learning community with more opportunities for student expression.

4) Help students identify actions that can be taken to apply learning to develop opportunities and relationships for alliances.

5) Create a risk-taking space that promotes student advocacy.

6) Research and offer student advocacy content with real world implications.

7) Communicate high expectations to which all students can be held and urge students to lead as student advocates appropriate to the students' age and development

8) Give students space to solve their own problems, negotiate their advocacy needs, and present their perspectives.

f) Family and Community Collaboration – Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication. The culturally responsive teacher and leader will:

1) Regularly interact with students, families, and communities in both English and home language through methods of their preference.

2) Actively seek multiple perspectives and contribution from families and the community and invite them to actively share their opinions, feedback, and concerns that impact the school community.

3) Forge ongoing participation with families and community members to meet the diverse needs and interests of students.

4) Continuously learn and build cultural knowledge that families and the community bring to the school community to nurture and foster relationships and inform student learning experiences.

5) Use best practices that are culturally responsive to value students and their families' cultural traditions when recognizing, motivating, encouraging, and supporting student success and growth.

6) Develop relationships with families and the community outside of the classroom setting.

7) Foster students' cultural understanding and connection to the surrounding community.

8) Invite family and community members to teach about topics that are culturally specific and aligned to the classroom curriculum or content area.

9) Welcome communication from parents and reply in a timely manner.

10) Communicate and provide appropriate techniques and materials to support and enrich student learning at home.

11) Collaborate effectively over time with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

g) Content Selections in All Curricula – Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities. The culturally responsive teacher and leader will:

1) Curate the curriculum.

2) Identify and articulate the purposeful ways in which marginalized communities are represented in curriculum, including print, digital media, and other classroom resources.

3) Employ authentic and modern technology usage inspiring digital literacy through an equity lens.

4) Ensure assessments reflect the enriched curriculum that has embedded student identities.

5) Embrace and encourage a balance of viewpoints and perspectives that leverage asset thinking toward traditionally marginalized populations.

6) Assess one's story through multiple vantage points to gain a whole narrative that includes all sides of parties involved.

7) Implement and integrate the wide spectrum and fluidity of identities in the curriculum.

8) Ensure text selections reflect students' classroom, community, and family culture.

9) Ensure teacher and students co-create content that encourages critical thinking about culture and includes counternarratives to dominant culture.

10) Use a resource tool to assess the curriculum and assessments for biases.

11) Promote robust discussion with the intent of raising consciousness that reflects modern society and the ways in which cultures and communities intersect.

12) Consider a broader modality of student assessments such as performance portfolios, essays, multiple choice, state exams, oral examination, community assessments, workplace experiences, social justice work, action research projects, and recognition beyond academia.

h) Student Representation in the Learning Environment – Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large. The culturally responsive teacher and leader will:

1) Uphold systems of support that create, promote, and sustain a welcoming and inclusive community.

2) Ensure linguistic diversity is represented throughout the building and seek ways to reflect representation of world languages.

3) Verify that course materials are representative of all students, including materials for centers, stations, labs, classroom libraries, etc.

4) Ensure classroom and building decorations are inclusive of all students throughout the building or within the community or city at large.

(Source: Added at 44 Ill. Reg._____, effective_____)

Section 24.100 The Illinois Professional Teaching Standards Through June 30, 2013 (Repealed)

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

~~Beginning July 1, 2013, the provisions of this Section are replaced by Section 24.130 of this Part as the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. Further limitations on institutions submitting applications for approval of new teacher preparation programs or courses of study are described in Section 24.130 of this Part.~~

~~a) Content Knowledge – The competent teacher understands the central concepts, methods of inquiry, and structures of disciplines and creates learning experiences that make the content meaningful to all students.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands major concepts, assumptions, debates, principles, and theories that are central to the disciplines in which licensure is sought.~~

~~B) Understands the processes of inquiry central to the discipline.~~

~~C) Understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.~~

~~D) Understands the relationship of knowledge within the discipline to other content areas and to life and career applications.~~

~~E) Understands how a student's disability affects processes of inquiry and influences patterns of learning.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.~~

~~B) Uses differing viewpoints, theories, "ways of knowing" and methods of inquiry in teaching subject matter concepts.~~

~~C) Engages students in generating and testing knowledge according to~~

~~the process of inquiry and standards of evidence of the discipline.~~

~~D) Designs learning experiences to promote student skills in the use of technologies appropriate to the discipline.~~

~~E) Anticipates and adjusts for common misunderstandings of the disciplines that impede learning.~~

~~F) Uses a variety of explanations and multiple representations of concepts that capture key ideas to help students develop conceptual understanding.~~

~~G) Facilitates learning experiences that make connections to other content areas and to life and career experiences.~~

~~H) Designs learning experiences and utilizes adaptive devices/technology to provide access to general curricular content to individuals with disabilities.~~

~~b) Human Development and Learning – The competent teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands how students construct knowledge, acquire skills, and develop habits of mind.~~

~~B) Understands that students' physical, social, emotional, ethical, and cognitive development influences learning.~~

~~C) Understands human development, learning theory, neural science, and the ranges of individual variation within each domain.~~

~~D) Understands that differences in approaches to learning and performance interact with development.~~

~~E) Understands how to include student development factors when making instructional decisions.~~

F) Knows the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication processes.

2) Performance Indicators – The competent teacher:

A) Analyzes individual and group performance in order to design instruction that meets learners' current needs in the cognitive, social, emotional, ethical, and physical domains at the appropriate level of development.

B) Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas and experiences.

C) Introduces concepts and principles at different levels of complexity so that they are meaningful to students at varying levels of development and to students with diverse learning needs.

c) Diversity – The competent teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

1) Knowledge Indicators – The competent teacher:

A) Understands the areas of exceptionality in learning as defined in the Individuals with Disabilities Education Act (IDEA) and the State Board's rules for Special Education (23 Ill. Adm. Code 226).

B) Understands the process of second language acquisition and strategies to support the learning of students whose first language is not English.

C) Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.

D) Understands and identifies differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes.

E) Understands cultural and community diversity through a well-

~~grounded framework and understands how to learn about and incorporate students' experiences, cultures, and community resources into instruction.~~

~~F) Understands personal cultural perspectives and biases and their effects on one's teaching.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Facilitates a learning community in which individual differences are respected.~~

~~B) Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.~~

~~C) Uses information about students' families, cultures, and communities as a basis for connecting instruction to students' experiences.~~

~~D) Uses cultural diversity and individual student experiences to enrich instruction.~~

~~E) Uses a wide range of instructional strategies and technologies to meet and enhance diverse student needs.~~

~~F) Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths and needs.~~

~~G) Identifies when and how to develop and implement strategies and interventions within the classroom and how to access appropriate services or resources to assist students with exceptional learning needs.~~

~~H) Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, sexual orientation, and varying abilities.~~

~~d) Planning for Instruction – The competent teacher understands instructional~~

~~planning and designs instruction based upon knowledge of the discipline, students, the community, and curriculum goals.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands the Illinois Learning Standards, curriculum development, content, learning theory, and student development and knows how to incorporate this knowledge in planning instruction.~~

~~B) Understands how to develop short- and long-range plans consistent with curriculum goals, learner diversity, and learning theory.~~

~~C) Understands how to take the contextual considerations of instructional materials, individual students' interests, and career needs into account in planning instruction that creates an effective bridge between students' experiences and career and educational goals.~~

~~D) Understands when and how to adjust plans based on students' responses and other contingencies.~~

~~E) Understands how to integrate technology into classroom instruction.~~

~~F) Understands how to review and evaluate educational technologies to determine instructional value.~~

~~G) Understands how to use various technological tools to access and manage information.~~

~~H) Understands the uses of technology to address students' needs.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Establishes expectations for students' learning.~~

~~B) Applies principles of scope and sequence when planning curriculum and instruction.~~

~~C) Creates short-range and long-term plans to achieve the expectations for students' learning.~~

~~D) Creates and selects learning materials and learning experiences appropriate for the discipline and curriculum goals, relevant to the students, and based on students' prior knowledge and principles of effective instruction.~~

~~E) Creates multiple learning activities that allow for variation in students' learning styles and performance modes.~~

~~F) Incorporates experiences into instructional practices that relate to the students' current life experiences and to future career and work experiences.~~

~~G) Creates approaches to learning that are interdisciplinary and that integrate multiple content areas.~~

~~H) Develops plans based on students' responses and provides for different pathways based on students' needs.~~

~~I) Uses teaching resources and materials which have been evaluated for accuracy and usefulness.~~

~~J) Accesses and uses a wide range of information and instructional technologies to enhance students' learning.~~

~~K) Uses individualized education program (IEP) goals and objectives to plan instruction for students with disabilities.~~

~~e) Learning Environment – The competent teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands principles of and strategies for effective classroom management.~~

~~B) Understands how individuals influence groups and how groups function in society.~~

~~C) Understands how to help students work cooperatively and productively in groups.~~

~~D) Understands factors that influence motivation and engagement and how to help students become self-motivated.~~

~~E) Knows procedures for inventorying the instructional environment to determine when and how best to meet a student's individual needs.~~

~~F) Knows applicable statutes, rules and regulations, procedural safeguards, and ethical considerations regarding planning and implementing behavioral change programs for individuals with disabilities.~~

~~G) Knows strategies for intervening in situations to prevent crises from developing or escalating.~~

~~H) Knows environmental arrangements that promote positive behavior and learning for students with diverse learning characteristics.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Maintains proper classroom decorum.~~

~~B) Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to achieving classroom goals.~~

~~C) Uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities.~~

~~D) Analyzes the classroom environment and makes decisions to enhance social relationships, students' motivation and engagement~~

in productive work through mutual respect, cooperation, and support for one another.

E) Organizes, allocates, and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.

F) Engages students in and monitors individual and group learning activities that help them develop the motivation to achieve.

G) Demonstrates a variety of effective behavior management techniques appropriate to the needs of all students, including those with disabilities (including implementing the least intrusive intervention consistent with the needs of these students).

H) Modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics.

I) Uses a variety of approaches to promote social interaction between students with disabilities and students without disabilities.

J) Uses effective methods for teaching social skill development in all students.

f) Instructional Delivery – The competent teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.

1) Knowledge Indicators – The competent teacher:

A) Understands the cognitive processes associated with various kinds of learning and how these processes can be stimulated.

B) Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies.

C) Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources.

~~D) Understands the disciplinary and interdisciplinary approaches to learning and how they relate to life and career experiences.~~

~~E) Knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with disabilities and/or diverse learning characteristics.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet students' needs.~~

~~B) Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem-solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.~~

~~C) Monitors and adjusts strategies in response to learners' feedback.~~

~~D) Varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students.~~

~~E) Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.~~

~~F) Uses a wide range of instructional technologies to enhance students' learning.~~

~~G) Develops curriculum that demonstrates an interconnection between subject areas that will reflect life and career experiences.~~

~~H) Uses strategies and techniques for facilitating meaningful inclusion of individuals with disabilities.~~

~~I) Uses technology appropriately to accomplish instructional~~

~~objectives.~~

~~J) Adapts the general curriculum and uses instructional strategies and materials according to characteristics of the learner.~~

~~K) Implements and evaluates individual learning objectives.~~

~~g) Communication – The competent teacher uses knowledge of effective written, verbal, non-verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands communication theory, language development, and the role of language in learning.~~

~~B) Understands how cultural and gender differences can affect communication in the classroom.~~

~~C) Understands the social, intellectual, and political implications of language use and how they influence meaning.~~

~~D) Understands the importance of audience and purpose when selecting ways to communicate ideas.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Models accurate, effective communication when conveying ideas and information and when asking questions and responding to students.~~

~~B) Uses effective questioning techniques and stimulates discussion in different ways for specific instructional purposes.~~

~~C) Creates varied opportunities for all students to use effective written, verbal, non-verbal, and visual communication.~~

~~D) Communicates with and challenges students in a supportive manner and provides students with constructive feedback.~~

~~E) Uses a variety of communication modes to effectively communicate with a diverse student population.~~

~~F) Practices effective listening, conflict resolution, and group-facilitation skills as a team member.~~

~~G) Communicates using a variety of communication tools to enrich learning opportunities.~~

~~h) Assessment – The competent teacher understands various formal and informal assessment strategies and uses them to support the continuous development of all students.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands assessment as a means of evaluating how students learn, what they know and are able to do in meeting the Illinois Learning Standards, and what kinds of experiences will support their further growth and development.~~

~~B) Understands the purposes, characteristics, and limitations of different kinds of assessments.~~

~~C) Understands measurement theory and assessment-related issues such as validity, reliability, bias, and scoring.~~

~~D) Understands how to use the results of assessment to reflect on and modify teaching.~~

~~E) Understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction.~~

~~F) Knows legal provisions, regulations, and guidelines regarding assessment (and inclusion in statewide assessments) of individuals with disabilities.~~

~~G) Knows methods for monitoring progress of individuals with disabilities.~~

~~H) Knows strategies that consider the influence of diversity and disability on assessment, eligibility, programming, and placement of students with disabilities.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Uses assessment results to diagnose students' learning needs, align and modify instruction, and design teaching strategies.~~

~~B) Appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of the individual student and the class as a whole.~~

~~C) Involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning.~~

~~D) Maintains useful and accurate records of students' work and performance and communicates students' progress knowledgeably and responsibly to students, parents, and colleagues.~~

~~E) Uses appropriate technologies to monitor and assess students' progress.~~

~~F) Collaborates with families and other professionals involved in the assessment of individuals with disabilities.~~

~~G) Uses various types of assessment procedures appropriately, including the adaptation of procedures for individual students in specific contexts.~~

~~H) Uses technology appropriately in conducting assessments and interpreting results.~~

~~I) Uses assessment strategies and devices which are nondiscriminatory and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.~~

~~i) Collaborative Relationships – The competent teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support students' learning and well-being.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands schools as organizations within the larger community context.~~

~~B) Understands the benefits, barriers, and techniques involved in parent/family relationships.~~

~~C) Understands school- and work-based learning environments and the need for collaboration with business organizations in the community.~~

~~D) Understands the collaborative process.~~

~~E) Understands collaborative skills which are necessary to carry out the collaborative process.~~

~~F) Understands concerns of parents of individuals with disabilities and knows appropriate strategies to collaborate with parents in addressing these concerns.~~

~~G) Understands roles of individuals with disabilities, parents, teachers, and other school and community personnel in planning individualized education programs for students with disabilities.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Initiates collaboration with others and creates situations where collaboration with others will enhance students' learning.~~

~~B) Works with colleagues to develop an effective learning climate within the school.~~

~~C) Participates in collaborative decision-making and problem-solving with other professionals to achieve success for students.~~

~~D) Develops relationships with parents and guardians to acquire an understanding of the students' lives outside of the school in a professional manner that is fair and equitable.~~

~~E) Works effectively with parents/guardians and other members of the community from diverse home and community situations and seeks to develop cooperative partnerships in order to promote students' learning and well-being.~~

~~F) Identifies and uses community resources to enhance students' learning and to provide opportunities for students to explore career opportunities.~~

~~G) Collaborates in the development of comprehensive individualized education programs for students with disabilities.~~

~~H) Coordinates and/or collaborates in directing the activities of a classroom para-educator, volunteer, or peer tutor.~~

~~I) Collaborates with the student and family in setting instructional goals and charting progress of students with disabilities.~~

~~J) Communicates with team members about characteristics and needs of individuals with specific disabilities.~~

~~K) Implements and monitors individual students' programs, working in collaboration with team members.~~

~~L) Demonstrates the ability to co-teach and co-plan.~~

~~j) Reflection and Professional Growth – The competent teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands that reflection is an integral part of professional growth and improvement of instruction.~~

~~B) Understands methods of inquiry that provide for a variety of self-assessment and problem-solving strategies for reflecting on practice.~~

~~C) Understands major areas of research on the learning process and resources that are available for professional development.~~

~~D) Understands teachers' attitudes and behaviors that positively or negatively influence behavior of individuals with disabilities.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Uses classroom observation, information about students, pedagogical knowledge, and research as sources for active reflection, evaluation, and revision of practice.~~

~~B) Collaborates with other professionals as resources for problem-solving, generating new ideas, sharing experiences, and seeking and giving feedback.~~

~~C) Participates in professional dialogue and continuous learning to support his/her own development as a learner and a teacher.~~

~~D) Actively seeks and collaboratively shares a variety of instructional resources with colleagues.~~

~~E) Assesses his or her own needs for knowledge and skills related to teaching students with disabilities and seeks assistance and resources.~~

~~k) Professional Conduct and Leadership – The competent teacher understands education as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands the unique characteristics of education as a profession.~~

~~B) Understands how school systems are organized and operate.~~

~~C) Understands school policies and procedures.~~

~~D) Understands legal issues in education.~~

~~E) Understands the importance of active participation and leadership in professional organizations.~~

~~F) Is familiar with the rights of students with disabilities.~~

~~G) Knows the roles and responsibilities of teachers, parents, students, and other professionals related to special education.~~

~~H) Knows identification and referral procedures for students with disabilities.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Contributes knowledge and expertise about teaching and learning to the profession.~~

~~B) Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives.~~

~~C) Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families.~~

~~D) Initiates and develops educational projects and programs.~~

~~E) Actively participates in or leads in such activities as curriculum development, staff development, and student organizations.~~

~~F) Participates, as appropriate, in policy design and development at the local level, with professional organizations, and/or with community organizations.~~

~~G) Demonstrates commitment to developing the highest educational and quality-of-life potential of individuals with disabilities.~~

~~H) Demonstrates positive regard for individual students and their families regardless of culture, religion, gender, and sexual orientation.~~

~~I) Promotes and maintains a high level of integrity in the practice of the profession.~~

~~J) Complies with local, State, and federal monitoring and evaluation requirements related to students with disabilities.~~

~~K) Complies with local, State, and federal regulations and policies related to students with disabilities.~~

~~L) Uses a variety of instructional and intervention strategies prior to initiating a referral of a student for special education.~~

(Source: Repealed at 44 Ill. Reg. _____, effective _____)

Section 24.110 Language Arts Standards for All Illinois Teachers Through June 30, 2013 (Repealed)

~~Beginning July 1, 2013, the provisions of this Section are replaced by Section 24.130 of this Part as the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. Further limitations on institutions submitting applications for approval of new teacher preparation programs or courses of study are described in Section 24.130 of this Part.~~

~~a) All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak, and listen to his or her potential within the demands of the discipline.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.~~

~~B) Understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text".~~

~~C) Knows strategies and techniques for teaching communication skills to those students whose first language is not English.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".~~

~~B) Practices effective literacy techniques to make reading purposeful and meaningful.~~

~~C) Practices effective questioning and discussion techniques to extend content knowledge acquired from "text".~~

~~D) Uses a variety of "text" and research resources with students in an attempt to enhance students' learning from reading, learning from writing, and learning from oral communication.~~

~~b) All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.~~

~~B) Understands how to communicate ideas in writing to accomplish a variety of purposes.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Models the rules of English grammar, spelling, punctuation,~~

~~capitalization, and syntax in both written and oral contexts.~~

~~B) Reads, understands, and clearly conveys ideas from texts or other supplementary materials.~~

~~C) Writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.~~

~~D) Expresses ideas orally with explanations, examples, and support in a clear, succinct style.~~

~~E) Helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).~~

~~F) Listens well.~~

~~e) All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners' needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.~~

~~1) Knowledge Indicators – The competent teacher:~~

~~A) Understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.~~

~~B) Understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.~~

~~B) Assists students whose communication skills may be impeded by~~

~~learning, language, and/or cultural differences, especially those whose first language is not English.~~

~~C) Conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.~~

~~D) Uses a variety of media to enhance and supplement instruction.~~

~~E) Uses multi-disciplinary instructional approaches.~~

(Source: Repealed at 44 Ill. Reg. _____, effective _____)

Section 24.120 Technology Standards for All Illinois Teachers Through June 30, 2013 (Repealed)

~~Beginning July 1, 2013, the provisions of this Section are replaced by Section 24.130 of this Part as the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. Further limitations on institutions submitting applications for approval of new teacher preparation programs or courses of study are described in Section 24.130 of this Part.~~

~~a) The competent teacher will have, and continually develop, the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess, and evaluate information from various media. The competent teacher will use that knowledge, along with the necessary skills and information, to assist Illinois learners in solving problems, in communicating clearly, in making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments.~~

~~b) Basic Computer/Technology Operations and Concepts – The competent teacher will use computer systems to run software; to access, generate, and manipulate data; and to publish results. He or she will also evaluate performance of hardware and software components of computer systems and apply basic trouble-shooting strategies as needed.~~

~~1) Knowledge Indicator – The competent teacher understands how to run~~

~~computer software; access, generate, and manipulate data; and publish results.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Operates a multi-media computer system with related peripheral devices to successfully install and use a variety of software packages.~~

~~B) Uses appropriate terminology related to computers and technology in written and oral communications.~~

~~C) Describes and implements basic trouble-shooting techniques for multi-media computer systems with related peripheral devices.~~

~~D) Uses imaging devices such as scanners, digital cameras, and/or video cameras with computer systems and software.~~

~~E) Demonstrates knowledge of uses of computers and technology in education, business and industry, and society.~~

~~e) Personal and Professional Use of Technology – The competent teacher will apply tools for enhancing personal professional growth and productivity; will use technology in communicating, collaborating, conducting research, and solving problems and will promote equitable, ethical, and legal use of computer/technology resources.~~

~~1) Knowledge Indicator – The competent teacher understands how to use technology in communicating, collaborating, conducting research, and solving problems.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Identifies computer and other related technology resources for facilitating life-long learning and emerging roles of the learner and the educator in engaged, collaborative learning environments.~~

~~B) Uses computers and other learning technologies to support problem-solving, data collection, information management, communications, presentations, and decision-making.~~

C) Uses productivity tools for word processing, database management, and spreadsheet applications, and basic multi-media presentations.

D) Uses computer-based technologies including telecommunications to access information and enhance personal and professional productivity.

E) Demonstrates awareness of resources for adaptive/assistive devices for students with special needs.

F) Demonstrates knowledge of ethical and legal issues concerning use of computers and technology.

G) Adheres to copyright laws and guidelines in the access and use of information from various technologies.

H) Demonstrates knowledge of broadcast instruction, audio/video conferencing, and other distant learning applications.

I) Ensures policies and practices are in place to provide equal access to media and technology resources for students regardless of race, ethnicity, gender, religion, or socio-economic status.

d) Application of Technology in Instruction – The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

1) Knowledge Indicator – The competent teacher understands how to apply learning technologies that support instruction in his or her grade level and subject areas.

2) Performance Indicators – The competent teacher:

A) Explores, evaluates, and uses computer/technology resources, including applications, tools, educational software, and associated documentation.

~~B) Describes current instructional principles, research, and appropriate assessment practices as related to the use of computers and technology resources in the curriculum.~~

~~C) Designs, implements, and assesses student learning activities that integrate computers/technology for a variety of student grouping strategies and for diverse student populations.~~

~~D) Practices socially responsible, ethical, and legal use of technology, information, and software resources.~~

~~E) Designs student learning activities that foster equitable, ethical, and legal use of technology by students.~~

~~e) Social, Ethical, and Human Issues – The competent teacher will apply concepts and skills in making decisions concerning the social, ethical, and human issues related to computing and technology. The competent teacher will understand the changes in information technologies, their effects on workplace and society, their potential to address life-long learning and workplace needs, and the consequences of misuse.~~

~~1) Knowledge Indicator – The competent teacher understands the social, ethical, and human issues related to computing and technology.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Describes the historical development and important trends affecting the evolution of technology and its probable future roles in society.~~

~~B) Describes strategies for facilitating consideration of ethical, legal, and human issues involving school purchasing and policy decisions.~~

~~f) Productivity Tools – The competent teacher will integrate advanced features of technology-based productivity tools to support instruction, extend communication outside the classroom, enhance classroom management, perform administrative routines more effectively, and become more productive in daily tasks.~~

~~1) Knowledge Indicator – The competent teacher knows advanced features of technology-based productivity tools.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Uses advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.~~

~~B) Uses spreadsheets for analyzing, organizing, and displaying numeric data graphically.~~

~~C) Designs and manipulates databases and generates customized reports.~~

~~D) Uses teacher utility and classroom management tools to design solutions for a specific purpose.~~

~~E) Identifies, selects, and integrates video and digital images in varying formats for use in presentations, publications, and/or other products.~~

~~F) Applies specific-purpose electronic devices (such as a graphing calculator, language translator, scientific probeware, or electronic thesaurus) in appropriate content areas.~~

~~G) Uses features of applications that integrate word processing, database, spreadsheet, communication, and other tools.~~

~~g) Telecommunications and Information Access – The competent teacher will use telecommunications and information-access resources to support instruction.~~

~~1) Knowledge Indicator – The competent teacher knows how to access telecommunications resources to support instruction.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Accesses and uses telecommunications tools and resources for information-sharing, remote information access and retrieval, and multi-media/hypermedia publishing.~~

B) Uses electronic mail and web browser applications for communications and for research to support instruction.

C) uses automated, on-line search tools and intelligent agents to identify and index desired information resources.

h) Research, Problem Solving, and Product Development – The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authorizing packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

1) Knowledge Indicator – The competent teacher understands how to use computers and other technologies in research, problem solving, and product development.

2) Performance Indicators – The competent teacher:

A) Identifies basic principles of instructional design associated with the development of multimedia and hypermedia learning materials.

B) Develops simple hypermedia and multimedia products that apply basic instructional design principles.

C) Selects appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

D) Identifies examples of emerging programming, authoring, or problem solving environments.

E) Collaborates with on-line workgroups to build bodies of knowledge around specific topics.

F) uses a computer projection device to support and deliver oral presentations.

G) Designs and publishes simple on-line documents that present information and include links to critical resources.

~~H) Develops instructional units that involve compiling, organizing, analyzing, and synthesizing of information, and uses technology to support these processes.~~

~~I) Conducts research and evaluates on-line sources of information that support and enhance the curriculum.~~

~~J) Makes use of development readings and other resource materials from professional and trade organizations to improve teaching learning.~~

~~K) Participates in courses and other professional development activities to enhance teaching and learning.~~

~~i) Information Literacy Skills – The competent teacher will develop information literacy skills to be able to access, evaluate, and use information to improve teaching and learning.~~

~~1) Knowledge Indicator – The competent teacher understands how to access, evaluate, and use information to improve teaching and learning.~~

~~2) Performance Indicators – The competent teacher:~~

~~A) Models evaluation and use of information to solve problems and make decisions.~~

~~B) Expects students to intellectually access, evaluate, and use information to solve problems and make decisions in all subject areas.~~

~~C) Structures instruction and designs learning tasks and assignments to reflect higher-level thinking skills.~~

~~D) Structures and/or facilitates cooperative learning groups as part of students' tasks and assignments.~~

(Source: Repealed at 44 Ill. Reg. _____, effective _____)

Section 24.130 The Illinois Professional Teaching Standards ~~Beginning July 1, 2013~~

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

The ~~Beginning July 1, 2013, the~~ provisions of this Section establish the minimum requirements both for the approval of any teacher preparation program or course of study in any teaching field pursuant to the State Board's rules for Certification (23 Ill. Adm. Code 25.Subpart C) and the basis of the examinations required for issuance of a professional educator license endorsed in a teaching field. ~~No later than December 1, 2013, all approved teacher preparation programs shall submit the course of study for that program with evidence that the program's or course's content is congruent with the standards identified in this Section. An application for approval of a new preparation program or course of study submitted on or after February 1, 2013, shall provide evidence of congruence with the standards identified in this Section. No later than September 1, 2014, the assessment of professional teaching (APT) required for the issuance of a professional educator license endorsed in a teaching field under 23 Ill. Adm. Code 25.720 (Applicability of Testing Requirements and Scores) shall be based on the standards set forth in this Section.~~

a) Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

1) Knowledge Indicators – The competent teacher:

A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;

B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;

C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;

D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also

referred to as IDEA) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);

E) understands the impact of linguistic and cultural diversity on learning and communication;

F) understands his or her personal perspectives and biases and their effects on one's teaching; and

G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

2) Performance Indicators – The competent teacher:

A) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;

B) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;

C) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;

D) facilitates a learning community in which individual differences are respected; and

E) uses information about students' individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

b) Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

ILLINOIS STATE BOARD OF EDUCATION

NOTICE OF PROPOSED AMENDMENTS

1) Knowledge Indicators – The competent teacher:

A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;

B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;

C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;

D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;

E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning;

F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines;

G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; and

H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

2) Performance Indicators – The competent teacher:

A) evaluates teaching resources and materials for appropriateness as related to curricular content and each student's needs;

B) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts;

C) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines;

D) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines;

E) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings;

F) facilitates learning experiences that make connections to other content areas and to life experiences;

G) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities;

H) adjusts practice to meet the needs of each student in the content areas; and

I) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

c) Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

1) Knowledge Indicators – The competent teacher:

A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction;

B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory;

C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction;

D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses;

E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning;

F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and

G) understands how research and data guide instructional planning, delivery, and adaptation.

2) Performance Indicators – The competent teacher:

A) establishes high expectations for each student's learning and behavior;

B) creates short-term and long-term plans to achieve the expectations for student learning;

C) uses data to plan for differentiated instruction to allow for variations in individual learning needs;

D) incorporates experiences into instructional practices that relate to a student's current life experiences and to future life experiences;

E) creates approaches to learning that are interdisciplinary and that integrate multiple content areas;

F) develops plans based on student responses and provides for different pathways based on student needs;

G) accesses and uses a wide range of information and instructional technologies to enhance a student's ongoing growth and achievement;

H) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

I) works with others to adapt and modify instruction to meet individual student needs; and

J) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

d) Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

1) Knowledge Indicators – The competent teacher:

A) understands principles of and strategies for effective classroom and behavior management;

B) understands how individuals influence groups and how groups function in society;

C) understands how to help students work cooperatively and productively in groups;

D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;

E) knows how to assess the instructional environment to determine how best to meet a student's individual needs;

F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);

G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and

H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

2) Performance Indicators – The competent teacher:

A) creates a safe and healthy environment that maximizes student learning;

B) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;

C) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;

D) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;

E) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;

F) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;

G) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;

H) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and

I) analyzes student behavior data to develop and support positive behavior.

e) Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

1) Knowledge Indicators – The competent teacher:

A) understands the cognitive processes associated with various kinds of learning;

B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;

C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;

D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;

E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;

F) knows strategies to maximize student attentiveness and engagement;

G) knows how to evaluate and use student performance data to adjust instruction while teaching; and

H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses.

2) Performance Indicators – The competent teacher:

A) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;

B) monitors and adjusts strategies in response to feedback from the student;

C) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;

D) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical and creative thinking;

E) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;

F) uses technology to accomplish differentiated instructional objectives that enhance learning for each student;

G) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;

H) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;

I) uses effective co-planning and co-teaching techniques to deliver instruction to all students;

J) maximizes instructional time (e.g., minimizes transitional time); and

K) implements appropriate evidence-based instructional strategies.

f) Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

1) Knowledge Indicators – The competent teacher:

A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;

B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;

C) understands communication theory, language development, and the role of language in learning;

D) understands writing processes and their importance to content learning;

E) knows and models standard conventions of written and oral communications;

F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;

G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;

H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and

I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas.

2) Performance Indicators – The competent teacher:

A) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);

B) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;

C) facilitates the use of appropriate word identification and vocabulary strategies to develop each student's understanding of content;

D) teaches fluency strategies to facilitate comprehension of content;

E) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;

F) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;

G) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);

H) integrates reading, writing, and oral communication to engage students in content learning;

I) works with other teachers and support personnel to design, adjust, and modify instruction to meet students' reading, writing, and oral communication needs; and

J) stimulates discussion in the content areas for varied instructional and conversational purposes.

g) Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

1) Knowledge Indicators – The competent teacher:

A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;

B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;

C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;

D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;

E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;

F) knows research-based assessment strategies appropriate for each student;

G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;

H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and

I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

2) Performance Indicators – The competent teacher:

A) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;

B) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;

C) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;

D) maintains useful and accurate records of student work and performance;

E) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of

the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) and its implementing regulations (34 CFR 99; December 9, 2008);

F) effectively uses appropriate technologies to conduct assessments, monitor performance, and assess student progress;

G) collaborates with families and other professionals involved in the assessment of each student;

H) uses various types of assessment procedures appropriately, including making accommodations for individual students in specific contexts; and

I) uses assessment strategies and devices that are nondiscriminatory, and take into consideration the impact of disabilities, methods of communication, cultural background, and primary language on measuring knowledge and performance of students.

h) Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

1) Knowledge Indicators – The competent teacher:

A) understands schools as organizations within the larger community context;

B) understands the collaborative process and the skills necessary to initiate and carry out that process;

C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;

D) understands the benefits, barriers, and techniques involved in parent and family collaborations;

E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;

F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;

G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;

H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and

I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e, IEP, IFSP, Section 504 plan) for students with disabilities.

2) Performance Indicators – The competent teacher:

A) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;

B) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;

C) initiates collaboration with others to create opportunities that enhance student learning;

D) uses digital tools and resources to promote collaborative interactions;

E) uses effective co-planning and co-teaching techniques to deliver instruction to each student;

F) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;

G) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;

H) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;

I) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;

J) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and

K) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.

i) Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

1) Knowledge Indicators – The competent teacher:

A) evaluates best practices and research-based materials against benchmarks within the disciplines;

B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;

C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);

D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;

E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;

F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;

G) understands local and global societal issues and responsibilities in an evolving digital culture; and

H) understands the importance of modeling appropriate dispositions in the classroom.

2) Performance Indicators – The competent teacher:

A) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;

B) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;

C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;

D) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;

E) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;

F) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students' learning and school improvement;

G) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;

H) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;

I) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;

J) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];

K) models digital etiquette and responsible social actions in the use of digital technology; and

L) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

(Source: Amended at 44 Ill. Reg. _____, effective _____)

SUBJECT: What are specific ways educators can make teaching math more culturally responsive? Four educators share ideas for using culturally responsive teaching in math class. #EWOpinion https://t.co/WCbkmHRw1l
FROM: Samantha Melendez <smelendez@sd308.org>
TO: OPStaff <opstaff@sd308.org>
DATE: 02/01/2021 08:34

Happy New Year! I was scrolling through Twitter and found some ideas about making Math culturally responsive and thought I would share it with you.

https://www.edweek.org/teaching-learning/opinion-twelve-ways-to-make-math-more-culturally-responsive/2020/12

Sam
--
Samantha Melendez, Ed.D
5th grade Teacher
Old Post Elementary

SUBJECT: Re: great kindness week/cc! and checking on on returning to my role
FROM: Tammie Harmon <tharmon@sd308.org>
TO: Susan Mcmahon <smcmahon01@sd308.org>
DATE: 05/01/2021 07:15

Hi Susan,
The Great Kindness Week flyer looks great to me. I appreciate you thinking ahead and how this will work for our remote/hybrid environment. I think a contest or something more is probably too much given the timing.

I like how you're thinking! At this point, I will focus the remainder of the year on those items in our school improvement plan that are in progress in relation to culturally relevant teaching/awareness and racism. I believe this is something that we will continue for years to come and our work in this area with be ongoing. A separate committee at this time is not a part of our plan. It is a subset of the BLT.

Yes, please resume your regular responsibilities as a TA with supporting K and PE. Tami will be back on Wednesday and knows that you are able to provide her with any support if needed. Thanks for offering that to her.

Enjoy your last day off!

On Mon, Jan 4, 2021 at 12:45 PM Susan Mcmahon <smcmahon01@sd308.org> wrote:

> I created a resource sheet for Great Kindness Challenge Week because it is coming up at the end of the month and we usually do something for it. I just shared the google doc with you. I figured I would send out this resource on behalf of Character Counts to the other buildings if they wanted to do anything independently this year and list it on the Character Counts website. Please let me know if you think it is too overwhelming - but I wanted to provide things that would be usable for all grade levels and for virtual or in person learning. Since I will have more time now, I figured I would spearhead the GKW for our building if you are okay with that. I will do a simple flyer like we did for Character Counts week with a spirit day, quote and a kindness act for the day. I would pull the links and give those to the teachers as resources. Did you want to do a contest for our building with decorating or kindness bingo or is that too much?
>
> I was also thinking over break that it might be nice to have a 'cultural diversity subcommittee' on BLT that could look at some ways to make our classrooms and school more culturally responsive, since this seems to be a theme or goal this year with the district. Maybe the concept would allow you to be on the leading edge of implementing this goal. Just a thought. The cohort meeting was really engaging and I appreciated being part of the discussion. I find this topic so relevant with the diversity in this building/community and enjoyed the projects I did to complete the endorsement. It really has made me curious and more culturally aware of our teaching practices and resources.
>
> By the way, even though I have not officially heard from you, I am going on the assumption that I am returning to my Gen Ed Ta role and responsibilities on Wednesday January 6. This is based on the information Siebel mentioned before break and the fact that Janor mentioned I would be subbing for her on Friday. If I am incorrect, please let me know, otherwise I will be prepared to assist back in PE and Kindergarten this week. Is there anything that specifically needs to be done for Mrs. Maddox to support her transition? Her and I have touched base very briefly once via email.
>
> ***Susan McMahon***
> *Teacher Assistant - The Wheatlands Elementary*
> *President of Character Counts! Coalition for Oswego/Montgomery*

--
Dr. Tammie M. Harmon
Principal
The Wheatlands Elementary School
2290 Barrington Drive West
Aurora, IL 60503
630-636-3510

SUBJECT: Re: Requisition 3352 and 3353
FROM: Vicki Hostert <vhostert@sd308.org>
TO: Kelley Budd <kbudd@sd308.org>
DATE: 08/01/2021 09:17

Not that I am aware of. I will check in IVisions and let you know.

On Fri, Jan 8, 2021 at 8:56 AM Kelley Budd <kbudd@sd308.org> wrote:

> Did this get figured out? I'd like to get the Nearpod and RAZ Kids Plus ordered.
>
> On Fri, Dec 11, 2020 at 2:10 PM Heather Kincaid <hkincaid@sd308.org> wrote:
>
> > Vicki,
> >
> > Please see below. Please let me know if you have any questions.
> >
> > Thank you,
> > Heather
> >
> > **TITLE I APPROVED ACTIVITIES (4300) as of 12-11-20**

Function	Object	Description	Amount
1000	300	LC - NearPod - membership site license to use for supplemental instruction engagement activities	$3,200
1000	300	LC - RAZ Kids - 15 licenses at $184 per license to provide supplemental math and literacy activities	$5,580
1000	300	LC - BrainPop for ELLs - added ELL subscription to our building subscription to BrainPop	$1,380
1000	400	LC - LLI kits: Blue Bundle $2493.00, Green Bundle $2562.00, Shipping $454.95. Total = $5510	$5,510
1000	100	LC - Title I Interventionists to work with Title I Students with deficits in reading and/or math. Interventionists are paid $150/day for up to 72 days each. No benefits	$10,800
1000	100	LC - ADVENTURE CAMP - Leader Teacher Stipend and Teacher Stipends. NO BENEFITS. $1,500 per Leader Teacher; $700 per Teacher x 4 teachers per school = $2800.	$4,300
1000	100	LC - Interventionist to work with Title I students with deficits in reading and/or math. Interventionists are paid $150/day for up to 72 days. 72 days x $150 = $10,800. No benefits.	$10,800
1000	300	LC - ADVENTURE CAMP - 32 Student Registrations per building - 32 students x 5 adventures x $25/adventure = $4,000	$4,000
1000	400	LC ADVENTURE CAMP Program supplemental supplies and materials, including but not limited to: math manipulatives, books to support specific adventures, markers, paper, paint, STEM project materials, writing journals, clay, etc. $4000 per school. All unit prices under $500.	$4,000
2550	300	LC - ADVENTURE CAMP Student	$5,000

		Transportation and for other Title I program student field trips. $5000 per school.	
2210	300	LC - Professional Development Workshops, including, but not limited to: Kagan Total Student Engagement Through Zoom, Engaged Learning Strategies, Classroom Adaptations for COVID-19, Adapting Kagan for Distance Learning	$8,000
1000	400	LC - Scholastic - texts and activities to use to support at-risk students, including, but not limited to: build interventionist libraries, purchase take home books, purchase Rime Magic kits	$7,384

TITLE I SIP 1003a (4331) APPROVED ACTIVITIES as of 12-11-20

Function	Object	Description	Amount
1000	100	Lakewood Creek - Substitute teachers 10 days x $125 per day for teachers while attending professional development sessions	$1,250
1000	300	Lakewood Creek - K - 2 Academic Support Interventionist to support subgroups of students who need extra intervention/instruction in ELA and/or math content areas. $150 per day for 69 days, scheduled in half day increments.	$10,350
1000	300	Lakewood Creek - Grade 3 - 5 AVID Interventionist to support subgroups of students who need extra instruction in organization, test taking strategies, marking the text, reading for information, etc. $150 per day for 69 days, scheduled in half day increments.	$10,350
1000	300	Lakewood Creek - school subscription to BrainPop and BrainPop Jr. site license includes BrainPop, BrainPop Jr., BrainPop ELL, and BrainPop Espanol	$2,950
1000	300	Lakewood Creek - technology based support apps or student licenses to support student learning, including but not limited to: PearDeck, Screencastify, WeVideo, Loom, Reading A - Z	$500
1000	400	Lakewood Creek - supplemental classroom resources to support small group and differentiated instruction for teachers and subgroup students, including but not limited to online apps, texts, manipulatives.	$3,100
2210	100	Lakewood Creek - Salary for out of contract time to participate in the AVID XP Modules $30 x 4 hours x 10 staff members	$1,200
2210	200	Lakewood Creek - Benefits for out of contract time to participate in the AVID XP Modules Federal TRS 10.41%	$125

2210	300	Lakewood Creek - $850 x 10 staff members to access the AVID XP Modules workshop	$8,500
2210	300	Lakewood Creek - Staff members will participate in professional development sessions focused on themes to connected to underperforming subgroups: Culturally Relevant teaching strategies and practices	$2,500
2210	400	Lakewood Creek - Distance Learning Playbook 15 copies x $29	$435

On Fri, Dec 11, 2020 at 1:53 PM Vicki Hostert <vhostert@sd308.org> wrote:

> Yes, that would be great.
>
> On Fri, Dec 11, 2020 at 1:46 PM Heather Kincaid <hkincaid@sd308.org> wrote:
>
> > Vicki,
> >
> > Yes, I will send out a notification when the Title I SIP grant amendment is approved.
> >
> > Would you like me to send you what is currently in the Title I and Title I SIP approved budget?
> >
> > Thank you,
> > Heather
> >
> > On Fri, Dec 11, 2020 at 1:44 PM Vicki Hostert <vhostert@sd308.org> wrote:
> >
> > > Hi Heather,
> > > I will delete requisition numbers 3252 & 3353.
> > > Will Kelley and I be notified when grant amendments are approved?
> > > Thanks,
> > > Vicki
> > >
> > > On Fri, Dec 11, 2020 at 12:50 PM Heather Kincaid <hkincaid@sd308.org> wrote:
> > >
> > > > Good afternoon Vicki,
> > > >
> > > > I am currently reviewing requisitions.
> > > >
> > > > I am returning both of these requisitions. Requisition 3353 is not an approved grant purchase. This requisition must be deleted. Once approved in the grant amendment, this requisition can be re-entered.
> > > >
> > > > Requisition 3352 is over the current budget in the Title I SIP grant. Currently, $3100 is approved for supplemental classroom resources for teachers and students including texts. Either, this requisition should be decreased, or this requisition needs to be deleted, and then re-entered once the grant amendment is approved.
> > > >
> > > > Please let me know if you have any questions.
> > > >
> > > > Thank you,
> > > > Heather
> > > >
> > > >
> > > >
> > > > --

Vicki Hostert
Principal Secretary
Lakewood Creek Elementary
630-636-3209

--
Vicki Hostert
Principal Secretary
Lakewood Creek Elementary
630-636-3209

--
Kelley Budd, Ed.S.
Principal, Lakewood Creek Elementary School
Be brave, different, persistent, ready,
adventurous, curious, connected. BE YOU!
630-636-3200

PRIVACY NOTICE: The content of this communication is CONFIDENTIAL and may include student information that is protected by federal law under the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient of this communication, please notify the sender immediately and delete the material without opening any attachments. Unauthorized use, disclosure, copying, or distribution is strictly prohibited and may be unlawful.

--
Vicki Hostert
Principal Secretary
Lakewood Creek Elementary
630-636-3209

SUBJECT: Fwd: Follow up from today
FROM: Toia Jones <tjones01@sd308.org>
TO: Latonya Simelton <lsimelton@sd308.org>
DATE: 08/01/2021 13:10
ATTACHMENTS (20210108-131003-0000008): "EEN District 86 Equity Journey.pdf" , "DuPage EEN_ D203 DEI Update.pdf"

FYI.

Toia Jones
Principal
Boulder Hill Elementary
163 Boulder Hill Pass
Montgomery, IL 60538
(630) 636-2900
(630)636 2968 fax

"There is a brilliant child locked inside every student" ~Marva Collins~

Mission Statement: We A.R.E. Boulder Hill ~Accountable, Respectful, Engaged

---------- Forwarded message ---------
From: **JEAN BARBANENTE** <EEN@list.dupage.k12.il.us>
Date: Thu, Jan 7, 2021 at 6:53 PM
Subject: Follow up from today
To: <EEN@list.dupage.k12.il.us>
Cc: CINDY PETRBOK <CPETRBOK@dupage88.net>, <druscitti@dupageroe.org>, <kmadison@dupageroe.org>

Good evening, Attached are the presentations from District 86 and District 203. Thank you to Kelly, Robin, and Rakeda for sharing your journey with us and for inspiring us to continue to champion this work. At our next meeting on March 18th we will hear from Dr. Rocio del Castillo from Huntley and have either a presentation on the new Culturally Responsive Teaching and Leading Standards -- https://www.isbe.net/Documents/23-24RG-P.pdf, or focus our time on the facilitation of student panels. Stay tuned for more details.

Wishing you a safe and peaceful week and the courage and wisdom to navigate this unprecedented time. Take care of yourselves, your students and colleagues need you.

Jean

Jean Barbanente, Ed.D.
Interim Superintendent
FOIA Officer
DuPage High School District 88
630-530-3985
cell phone - 630-677-1774

SUBJECT: Re: more great videos for PE at home
FROM: Amy Walters <awalters@sd308.org>
TO: Robin Ormsbee <rormsbee@sd308.org>
CC: Matthew Hotuyec <mhotuyec@sd308.org>, Kimberly Brown <kbrown@sd308.org>, Bruce Conrad <bconrad@sd308.org>
DATE: 08/01/2021 13:24

These are some great ideas. I just did an ABC lesson this past week! If your school is working towards culturally relevant teaching, these are an awesome opportunity for students to see a teacher of color (if you show videos made by other people). It seems like most of the videos I find are white men. Thanks Robin!

On Fri, Jan 8, 2021 at 11:13 AM Robin Ormsbee <rormsbee@sd308.org> wrote:

> This video reminds me of our Monday video, but with more fun challenges, check it out!
>
> **Toss and Catch**
>
> Mr. G. does an awesome job with his videos, check them out!
>
> **Reflex Training for All Sports**
>
> **Wheel of Fortune Fitness Challenge**
>
> **Heads or Tails? Fitness**
>
> **ABC's are Moving You**
>
> Enjoy!
> Robin
>
> --
> Robin Ormsbee
> Physical Education Teacher K-5
> Old Post Elementary School
>
> 

--
Keep Moving!
Mrs. Amy Walters
Adapted Physical Education
SD308 Elementary Schools

SUBJECT: CRT check-in
FROM: Julie Lam <jlam@sd308.org>
TO: Robert Kaminski <rkaminski@sd308.org>, Nancy Vesta <nvesta@sd308.org>, Mary Bringas <mbringas@sd308.org>, Teresa Gebhardt <tgebhardt@sd308.org>, Adam Thurlwell <athurlwell@sd308.org>, Paisley Fort <psuarez@sd308.org>, Patrick Sweeney <psweeney@sd308.org>, Timothy Ochoa <tochoa@sd308.org>, Tyson Leblanc <tleblanc@sd308.org>, Brian Schaeffer <bschaeffer@sd308.org>
DATE: 11/01/2021 14:15

Hi,

You are receiving this email because you led Culturally Relevant Teaching breakout groups during 1st semester. Please know that we are continuing our work in 2nd semester. Department Chairs will be attending an event called *Coaching Leaders Toward Equitable Schools* with admin tomorrow morning. Laura and I will be debriefing with DCs during our next Wolf Pack meeting, and will be discussing next steps for all staff for this semester. I will be in touch with updates.

Thank you.

--



SUBJECT: ISBE's Weekly Message - January 12, 2021
FROM: "District Principals" <DistPrincipals@list.isbe.net>
TO: distprincipals@list.isbe.net,distsupts@list.isbe.net,
roesupts@list.isbe.net,DistrictPIO@list.isbe.net,supsnews@list.isbe.net
DATE: 12/01/2021 16:53

ISBE's Weekly Message

January 12, 2021



Dear Colleagues:

Many of us and our students are still struggling t
last week's events at the nation's Capitol, espec
reverberations from the siege continue to domin
headlines. We can expect more and more dialog
riot, what it means, what led to it, and what migh
because of it, as we approach the presidential in
Jan. 20. I encourage you to talk about these eve
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leadership in our districts.

This is a "teachable moment" with multiple layer
history, civics, and government, but also race, m
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have the honor of being among the people students will look to in this moment for guidance. As Ca
Gagliardo, an English teacher at Sherrard High School in the Quad Cities area, told a local televisi
"They're just at a stage where they're looking for what is their role in it and what will their role be as
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These events are at the forefront of our students' minds and social media feeds. Staying silent abo
tells our students that their priorities, fears, and concerns are not welcome in the learning environm
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Facing History and Ourselves, a global non-profit for history teachers, calls such discussions "civil
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- How to Talk to Kids About Difficult Subjects | Common Sense Media
- Foundations of Democracy: Free Lessons Plans and Resources | SML (sharemylesson.com

This is a moment to help us all learn how to research and support our opinions, how to listen and le
and how to expand our perspectives. Please be aware that each of us witnesses events through th
own experiences, and we focus our concern on the people we identify with most strongly. Students

democracy, and a better future.

Pictured: Candace Gagliardo, an English teacher at Sherrard High School in northwest Illinois, lea in a discussion of events at the US Capitol. Courtesy of WQAD.

Sincerely,

Carmen

COVID-19

Each week, this section will contain a list of the resources and information posted to the **COVID-1** the past week. Please continue to check the COVID-19 webpage on a daily basis for the newest u information.

- **Additional Resources Translated into Spanish**
  - Tier 3 Resurgence Mitigation FAQ (Spanish) - **Jan. 11**
  - IDPH Exclusion Decision Tree (Spanish) - **Jan. 6**

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The webinar will be a discussion on the state of student learning during the pandemic and tools th teachers can use to support student learning now. This event will educate parents and teachers o learning today and how you can better support your students during the pandemic. This forum will updated research on the state of student learning today and share personalized platforms you car support student learning immediately.

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... Read More

CURRICULUM & INSTRUCTION

NEW! BRING THE VIRTUAL INSTRUCTIONAL COACH AND BUILDING MENTOR PROGRA SCHOOL/DISTRICT

The Illinois State Board of Education has partnered with the Illinois Education Association and the Federation of Teachers to create the Illinois Virtual Instructional Coach and Building Mentor Progra pairs new teachers with mentors in their buildings and virtual instructional coaches to help guide fir educators through this most unique first year of teaching.

The Illinois Virtual Instructional Coach and Building Mentor Program offers the following comprehe

- A virtual instructional coach, certified in the first-year teacher’s same area of instruction, who provide support for beginning teachers in online instruction, social-emotional learning, and tr practices;
- A trained and certified building mentor whose sole responsibility is to make the new teacher supported, and connected in their new school;

An informational webinar is scheduled for 4 p.m., **Jan. 13** for anyone who wants to learn more abo

... Read More

PRIORITY LEARNING STANDARDS ORIENTATION WEBINAR NOW AVAILABLE

In partnership with the Regional Office of Education (ROE) PLC Statewide Planning Committee, IS and Instruction Department has released an orientation webinar to kick off a monthly series of web the rest of the school year. These webinars will provide just-in-time information, resources, and su districts in the implementation of the Priority Learning Standards. This series will allow ISBE and R the capacity of ROEs to offer professional learning for local districts on the Priority Learning Stand districts as they develop or enhance their local Professional Learning Communities.

... Read More

DATA STRATEGY & ANALYTICS

NEW! 2020-21 NONCERTIFIED STAFF AND TEACHER SALARY STUDY SURVEYS DUE F

The **2020-21** Noncertified Staff Salary Study data survey and Teacher Salary Study both opened o **Oct. 1, 2020**. These forms must be completed and submitted by **Feb. 1.**

Any district that has a new labor agreement in place must also email a copy of its salary schedule/ negotiated agreement to datahelp@isbe.net. Please use the subject line: "NCSS Schedule and La SY21 [District Name and Number]." **Mail submissions will not be accepted**. Please note: This is if previously provided copies of your district's schedule/policy and agreement are no longer in effec

For further assistance, please contact the Data Strategies and Analytics Division at datahelp@isbe technical assistance accessing IWAS, please contact the ISBE Help Desk at **(217) 558-3600**.

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ESSA

PUBLIC COMMENT OPEN FOR ESEA WAIVER: TITLE IV, PART A

The COVID-19 pandemic prompted ED to release an application for an Elementary and Secondary (ESEA) fiscal waiver for Title IV, Part A, among other Title programs, in spring 2020. ISBE received and other waivers at that time. These waivers were applicable to the 2019-20 school year.

ED recently released an additional waiver specifically for Title IV, Part A during the 2020-21 school ongoing pandemic and the desire provide flexibility for school districts. Specifically, it allows a state waiver of:

- Section 4106(d) of Title IV, Part A of the ESEA, related to Local Education Agency (LEA) ne for the 2020-21 school year;
- Section 4106(e)(2)(C), (D), and (E) of Title IV, Part A of the ESEA, with respect to content-ar requirements for federal fiscal year 2020 Title IV, Part A funds; and
- Section 4109(b) of Title IV, Part A of the ESEA, with respect to the 15 percent spending limit technology infrastructure for FY 2020 Title IV, Part A funds.

Illinois intends to apply for this waiver, except for Section 4106(d) as districts already completed th

FREE TECHNICAL ASSISTANCE ON SCHOOL SPENDING DATA AVAILABLE

All Illinois LEAs are invited to apply for a federally funded opportunity to receive customized school spending visualizations as well as training and conversation guides to support them in using Every Succeeds Act (ESSA) site-based expenditure reporting data to examine resource allocations and c improve equity and student outcomes. Technical assistance will be provided by the National Comp and the Edunomics Lab at Georgetown University. More details are available on the National Com Center flyer.

LEAs may indicate their interest in participating by emailing Hannah.Jarmolowski@georgetown.ed **Jan. 15**; 10-15 total LEAs will be selected for participation.

Any questions related specifically to Illinois' ESSA site-based expenditure reporting requirement m site-based@isbe.net.

... Read More

FUNDING AND DISBURSEMENT SERVICES

NEW! CENSUS ESTIMATES AFFECTING FY 2022 TITLE I FOR 2019 INCOME YEAR

ED has released the Small Area Income and Poverty Estimates (SAIPE) for income year 2019. Th will be used to calculate FY 2022 Title I allocations. A file of 2019 Poverty Data by Local Education provided, including Poverty Count, 5-17 Population, and Poverty Percentage in the FY 2022 Prelim Note that this preliminary data does not include other non-census information, such as foster, negl delinquent counts that will be included to calculate actual Title I allocations. This data allows LEAs their potential eligibility for the various funding streams of Title I -- Basic, Concentration, Targeted, Finance Incentive Grants (EFIG).

- **Basic Grant eligibility:** An LEA must have at least 10 poverty children and the number of p must be greater than 2 percent of the LEA population of children ages 5-17.
- **Concentration Grant eligibility:** An LEA must have at least 6,500 poverty children or the n children exceeds 15 percent of the total 5-17 population.
- **Targeted Grant and EFIG eligibility:** An LEA must have at least 10 poverty children and th be at least 5 percent of the 5-17 population.

Superintendents, business managers, and Title I directors should carefully examine the data for th will be the first indication as to whether your LEA may be gaining or losing in eligibility for Title I fun ISBE neither controls nor generates the data. There is a challenge period for LEAs to review the 2(population data for certain non-statistical errors, which include errors the Census Bureau may have processing input data or in running the estimation models/programs or 2) preparing or processing i define geographic boundaries (i.e., school district boundaries). This challenge period ends on **Mar** information on the process to challenge the data, please contact SAIPE at (301) 763-3193 or emai sehsd.saipe@census.gov. More information and guidance concerning the Census Bureau's challe as well as information about the data sources and the methodology used to prepare this data, are

If you have questions, please contact Christine Kolaz in Funding and Disbursements at ckolaz@isl 782-5256.

... Read More

MULTILINGUAL

the applicant must select "Yes" before creating an application. Districts with carry over funds from l will need to create an FY 2021 application to use the carryover funds.

Complete and submit the application to ISBE by **Jan. 15** to ensure a Sept. 1, 2020, start date.

For more information, including expenditure requirements, visit the ISBE Title III webpage.

... Read More

NUTRITION PROGRAMS

SUMMER MEALS REQUIREMENTS FOR SCHOOL DISTRICTS

Public Act 096-0734 (amends Public Act 095-0155) amends Section 20 of the Childhood Hunger R ILCS 126/20). This amendment requires a school district to implement a summer breakfast and/or for the duration of the summer school program in all schools where 50 percent or more of the stude eligible for free or reduced-price meals AND that have a summer school program.

This amendment applies to all schools that meet the above criteria, including those schools not cur participating in any federal Child Nutrition Program. There is an opt-out clause in the legislation, bu completed by **Jan. 15**.

The legislation along with Question and Answers are accessible on the ISBE Website. For more in Summer Meals, visit ISBE's Summer Food Service Program (SFSP) and Seamless Summer Optio

Staff from our Nutrition and Wellness Programs Division is available at (800) 545-7892 or (217) 78 technical assistance with reimbursement or program operations.

Important Dates to Remember

- **Jan. 15:** Deadline to submit written Opt-Out Request to your regional superintendent of scho
- **Feb. 15:** Deadline to develop and keep on file the district plan to conduct a summer lunch ar program for each school where at least 50 percent of the students are eligible for free or red school meals AND that have a summer school program. Sign up for the Summer Food Serv training if participating in the SFSP. For more information on SFSP, visit the Summer Food S webpage.
- **Prior to March 1:** Regional superintendent of schools must convene a public hearing to hea the school district and interested community members.
- **March 1:** Deadline for regional superintendent to:
    - Inform the school district, in writing, of his or her decision, along with the reasons why was granted or denied.
    - Provide a listing to the Nutrition Programs Division of all districts that applied to opt ou affected schools; whether the exemption was granted or denied; and the reasons for t
- **April 1:** Deadline for the Illinois State Superintendent of Education to hear appeals on the de regional superintendents of schools.

... Read More

TRANSPORTATION

- All individuals must wear appropriate personal protective equipment, including face covering
- Facilities are limited to 25% capacity;
- Social distancing must be observed;
- Symptom screenings and temperature checks must be conducted; and
- An increase in cleaning and disinfection must occur.

Refresher training may only be completed virtually at this time.

Questions regarding this communication can be directed to Mike Stier via email at mstier@isbe.ne (217) 782-5256. ISBE first communicated this update on Dec. 16, 2020.

... Read More

View upcoming Dates & Deadlines and In Brief items.

Illinois State Board of Education

SUBJECT: Re: EVERFI & ISBE PD - Best Practices for Culturally Relevant Teaching
FROM: Laura Pastirik Bankowski <lpastirikbankowski@sd308.org>
TO: Felica Snow <fsnow@sd308.org>
DATE: 14/01/2021 08:51

Thank you!!

Laura Bankowski
Principal
Oswego East High School
630-636-2210

Excellence
Academics
Spirit
Tradition

On Thu, Jan 14, 2021 at 8:51 AM Felica Snow <fsnow@sd308.org> wrote:

> I have registered you for this event. You should receive an email with the zoom link.
>
> Just FYI -- it conflicts with your Pathways appointment on that day.
>
> **Felica "Lisa" Snow | Principal's Secretary**
> Oswego East High School | 1525 Harvey Road, Oswego, IL 60543
> t. 630-636-2209 | f. 630-636-2454
> Fsnow@sd308.org | www.oswego308.org
>
> Excellence Academics Spirit Tradition
>
> On Thu, Jan 14, 2021 at 7:03 AM Laura Pastirik Bankowski <lpastirikbankowski@sd308.org> wrote:
>
> > Hi,
> > Will you please register me for this training?
> >
> > Thanks!
> >
> > Laura Bankowski
> > Principal
> > Oswego East High School
> > 630-636-2210
> >
> > **E**xcellence
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> > **S**pirit
> > **T**radition
> >
> > ---------- Forwarded message ---------
> > From: **Noah Doppelt** <ndoppelt@hello.everfi.com>
> > Date: Wed, Jan 13, 2021 at 9:51 PM
> > Subject: EVERFI & ISBE PD - Best Practices for Culturally Relevant Teaching
> > To: <lpastirikbankowski@sd308.org>

Hi Laura,

I wanted to let you know that EVERFI has partnered with the Illinois Digital Educators Alliance to bring you a professional development opportunity next week. We're hosting a webinar on January 20th at 3:30pm CT titled: *Best Practices for Culturally Relevant Teaching*. **Attendees will receive 90 minutes of PD credit from ISBE.**

We find ourselves in a moment where the dialogue about racism - both systemic and interpersonal, is happening across the nation. As we prepare for addressing these conversations about race and equity in our classrooms, we want to equip you with a framework and strategies to help you feel prepared.

You will leave the webinar with Your Classroom Culture toolkit, complete with lessons, activities, and relevant articles, ready to implement in your classroom. The webinar and our resources are **FREE.**

Register here or email me with any questions.

Thanks, and hope to see you there!
Noah

EVERFI US Headquarters
2300 N St. NW, 5th Floor | Washington, DC 20037
© 2020 EVERFI, Inc. All Rights Reserved.
Manage Preferences

SUBJECT: Re: ISBE's Weekly Message - January 12, 2021
FROM: Kurt Laakso <klaakso@sd308.org>
TO: Laura Pastirik Bankowski <lpastirikbankowski@sd308.org>
DATE: 15/01/2021 07:49

Thank you! I look forward to checking it out. I already watched Schwartzenegger's speech--which was powerful and on point. (I was wondering all throughout it what he was going to do with his Conan sword, but he made the prop work.) And I read the transcript of Sasse's speech to Congress. That was a great message, too!

I always appreciate our chats.

Kurt

On Thu, Jan 14, 2021 at 3:50 PM Laura Pastirik Bankowski <lpastirikbankowski@sd308.org> wrote:

> This is the organization I was telling you about.
>
> Facing History and Ourselves
>
> Laura Bankowski
> Principal
> Oswego East High School
> 630-636-2210
>
> **E**xcellence
> **A**cademics
> **S**pirit
> **T**radition
>
> ---------- Forwarded message ---------
> From: **District Principals** <DistPrincipals@list.isbe.net>
> Date: Tue, Jan 12, 2021 at 4:59 PM
> Subject: ISBE's Weekly Message - January 12, 2021
> To: <distprincipals@list.isbe.net>, <distsupts@list.isbe.net>, <roesupts@list.isbe.net>, <DistrictPIO@list.isbe.net>, <supsnews@list.isbe.net>
>
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> **January 12, 2021**
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This is a “teachable moment” with multiple layers — not only history, civics, and government, but also race, media literacy, and how to engage in dialogue even when you disagree. Educators have the honor of being among the people students will look to in this moment for guidance. As Candace Gagliardo, an English teacher at Sherrard High School in the Quad Cities area, told a local television station: "They're just at a stage where they're looking for what is their role in it and what will their role be as they become adults.”

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Facing History is just one of many free, online resources to help educators facilitate discussions, both for classrooms meeting in-person as well as remotely. National Public Radio included many helpful resources in this feature story. Chalkbeat interviewed several educators, including Graham Kwiatkowski at Curie High School in Chicago and Sabrina Anfossi Kareem at Instituto Health Sciences Career Academy in Chicago, for their story on students witnessing history. I’m amazed and appreciative of the different thoughtful approaches Illinois teachers are taking. The Illinois Principals Association also shared this list:

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Lastly, these class conversations should not be finite lessons but rather steps along a path toward greater knowledge and deeper relationships. That is the path that will lead us toward stronger communities, a sustainable democracy, and a better future.

Pictured: Candace Gagliardo, an English teacher at Sherrard High School in northwest Illinois, leads her students in a discussion of events at the US Capitol. Courtesy of WQAD.

Sincerely,

Carmen

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... Read More

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... Read More

CURRICULUM & INSTRUCTION

NEW! BRING THE VIRTUAL INSTRUCTIONAL COACH AND BUILDING MENTOR PROGRAM TO YOUR SCHOOL/DISTRICT

The Illinois State Board of Education has partnered with the Illinois Education Association and the Illinois Federation of Teachers to create the Illinois Virtual Instructional Coach and Building Mentor Program. The program pairs new teachers with mentors in their buildings and virtual instructional coaches to help guide first-year educators through this most unique first year of teaching.

The Illinois Virtual Instructional Coach and Building Mentor Program offers the following comprehensive supports:

- A virtual instructional coach, certified in the first-year teacher's same area of instruction, who is trained to provide support for beginning teachers in online instruction, social-emotional learning, and trauma-informed practices;
- A trained and certified building mentor whose sole responsibility is to make the new teacher feel welcomed, supported, and connected in their new school;
- Access to a robust virtual coaching platform with an online library of resources and a way to connect to other first year teachers; and
- Support and feedback through one-on-one and small group virtual coaching sessions.

The first step to get involved is for the school or district administrator to complete this survey. A representative will reach out to schedule a brief informational/onboarding meeting with the district and local union representative.

An informational webinar is scheduled for 4 p.m., **Jan. 13** for anyone who wants to learn more about the program.

... Read More

PRIORITY LEARNING STANDARDS ORIENTATION WEBINAR NOW AVAILABLE

In partnership with the Regional Office of Education (ROE) PLC Statewide Planning Committee, ISBE's Curriculum and Instruction Department has released an orientation webinar to kick off a monthly series of webinars that will run the rest of the school year. These webinars will provide just-in-time information, resources,

and supports for local districts in the implementation of the Priority Learning Standards. This series will allow ISBE and ROE staff to build the capacity of ROEs to offer professional learning for local districts on the Priority Learning Standards and support districts as they develop or enhance their local Professional Learning Communities.

... Read More

DATA STRATEGY & ANALYTICS

NEW! 2020-21 NONCERTIFIED STAFF AND TEACHER SALARY STUDY SURVEYS DUE FEB. 1

The **2020-21** Noncertified Staff Salary Study data survey and Teacher Salary Study both opened on **Thursday, Oct. 1, 2020**. These forms must be completed and submitted by **Feb. 1.**

Any district that has a new labor agreement in place must also email a copy of its salary schedule/policy and negotiated agreement to datahelp@isbe.net. Please use the subject line: "NCSS Schedule and Labor Agreement SY21 [District Name and Number]." **Mail submissions will not be accepted**. Please note: This is only necessary if previously provided copies of your district's schedule/policy and agreement are no longer in effect.

For further assistance, please contact the Data Strategies and Analytics Division at datahelp@isbe.net. For technical assistance accessing IWAS, please contact the ISBE Help Desk at **(217) 558-3600**.

... Read More

ESSA

PUBLIC COMMENT OPEN FOR ESEA WAIVER: TITLE IV, PART A

The COVID-19 pandemic prompted ED to release an application for an Elementary and Secondary Education Act (ESEA) fiscal waiver for Title IV, Part A, among other Title programs, in spring 2020. ISBE received approval for this and other waivers at that time. These waivers were applicable to the 2019-20 school year.

ED recently released an additional waiver specifically for Title IV, Part A during the 2020-21 school year due to the ongoing pandemic and the desire provide flexibility for school districts. Specifically, it allows a state to apply for a waiver of:

- Section 4106(d) of Title IV, Part A of the ESEA, related to Local Education Agency (LEA) needs assessments for the 2020-21 school year;
- Section 4106(e)(2)(C), (D), and (E) of Title IV, Part A of the ESEA, with respect to content-area spending requirements for federal fiscal year 2020 Title IV, Part A funds; and
- Section 4109(b) of Title IV, Part A of the ESEA, with respect to the 15 percent spending limitation for technology infrastructure for FY 2020 Title IV, Part A funds.

Illinois intends to apply for this waiver, except for Section 4106(d) as districts already completed the required needs assessment as part of their Consolidated District Plans for the 2020-21 school year.

ISBE must post the waiver and collect public comment. Please submit any comments on waiver application by **Jan. 18** to essa@isbe.net.

... Read More

FREE TECHNICAL ASSISTANCE ON SCHOOL SPENDING DATA AVAILABLE

All Illinois LEAs are invited to apply for a federally funded opportunity to receive customized school-by-school spending visualizations as well as training and conversation guides to support them in using Every Student Succeeds Act (ESSA) site-based expenditure reporting data to examine resource allocations and opportunities to improve equity and student outcomes. Technical assistance will be provided by the National Comprehensive Center and the Edunomics Lab at Georgetown University. More details are available on the National Comprehensive Center flyer.

LEAs may indicate their interest in participating by emailing Hannah.Jarmolowski@georgetown.edu on or before **Jan. 15**; 10-15 total LEAs will be selected for participation.

Any questions related specifically to Illinois' ESSA site-based expenditure reporting requirement may be directed to site-based@isbe.net.

... Read More

FUNDING AND DISBURSEMENT SERVICES

NEW! CENSUS ESTIMATES AFFECTING FY 2022 TITLE I FOR 2019 INCOME YEAR

ED has released the Small Area Income and Poverty Estimates (SAIPE) for income year 2019. These estimates will be used to calculate FY 2022 Title I allocations. A file of 2019 Poverty Data by Local Education Agency is provided, including Poverty Count, 5-17 Population, and Poverty Percentage in the FY 2022 Preliminary Eligibility. Note that this preliminary data does not include other non-census information, such as foster, neglected, or delinquent counts that will be included to calculate actual Title I allocations. This data allows LEAs to determine their potential eligibility for the various funding streams of Title I -- Basic, Concentration, Targeted, and Education Finance Incentive Grants (EFIG).

- **Basic Grant eligibility:** An LEA must have at least 10 poverty children and the number of poverty children must be greater than 2 percent of the LEA population of children ages 5-17.
- **Concentration Grant eligibility:** An LEA must have at least 6,500 poverty children or the number of those children exceeds 15 percent of the total 5-17 population.
- **Targeted Grant and EFIG eligibility:** An LEA must have at least 10 poverty children and that number must be at least 5 percent of the 5-17 population.

Superintendents, business managers, and Title I directors should carefully examine the data for their LEA, as this will be the first indication as to whether your LEA may be gaining or losing in eligibility for Title I funds in FY 2022. ISBE neither controls nor generates the data. There is a challenge period for LEAs to review the 2019 poverty and population data for certain non-statistical errors, which include errors the Census Bureau may have made in 1) processing input data or in running the estimation models/programs or 2) preparing or processing information to define geographic boundaries (i.e., school district boundaries). This challenge period ends on **March 8**. To obtain information on the process to challenge the data, please contact SAIPE at (301) 763-3193 or email sehsd.saipe@census.gov. More information and guidance concerning the Census Bureau's challenge procedure, as well as information about the data sources and the methodology used to prepare this data, are available.

If you have questions, please contact Christine Kolaz in Funding and Disbursements at ckolaz@isbe.net or (217) 782-5256.

... Read More

MULTILINGUAL

FY 2021 EL - TITLE III IMMIGRANT STUDENT EDUCATION PROGRAM NOW AVAILABLE IN IWAS

Applications for the English Learner (EL) - Title III Immigrant Student Education Program are now available through IWAS for school year 2020-21 (FY 2021). All eligible applicants must create and submit an application through the IWAS system. To create an application, select "Year: 2021" and choose "Create Application." If a checkbox appears the applicant must select "Yes" before creating an application. Districts with carry over funds from last fiscal year will need to create an FY 2021 application to use the carryover funds.

Complete and submit the application to ISBE by **Jan. 15** to ensure a Sept. 1, 2020, start date.

For more information, including expenditure requirements, visit the ISBE Title III webpage.

... Read More

NUTRITION PROGRAMS

SUMMER MEALS REQUIREMENTS FOR SCHOOL DISTRICTS

Public Act 096-0734 (amends Public Act 095-0155) amends Section 20 of the Childhood Hunger Relief Act (105 ILCS 126/20). This amendment requires a school district to implement a summer breakfast and/or lunch program for the duration of the summer school program in all schools where 50 percent or more of the student population is eligible for free or reduced-price meals AND that have a summer school program.

This amendment applies to all schools that meet the above criteria, including those schools not currently participating in any federal Child Nutrition Program. There is an opt-out clause in the legislation, but it must be completed by **Jan. 15**.

The legislation along with Question and Answers are accessible on the ISBE Website. For more information about Summer Meals, visit ISBE's Summer Food Service Program (SFSP) and Seamless Summer Option webpages.

Staff from our Nutrition and Wellness Programs Division is available at (800) 545-7892 or (217) 782-2491 for technical assistance with reimbursement or program operations.

Important Dates to Remember

- **Jan. 15:** Deadline to submit written Opt-Out Request to your regional superintendent of schools.
- **Feb. 15:** Deadline to develop and keep on file the district plan to conduct a summer lunch and/or breakfast program for each school where at least 50 percent of the students are eligible for free or reduced-price school meals AND that have a summer school program. Sign up for the Summer Food Service Program training if participating in the SFSP. For more information on SFSP, visit the Summer Food Service Program webpage.
- **Prior to March 1:** Regional superintendent of schools must convene a public hearing to hear testimony from the school district and interested community members.
- **March 1:** Deadline for regional superintendent to:
    - Inform the school district, in writing, of his or her decision, along with the reasons why the exemption was granted or denied.
    - Provide a listing to the Nutrition Programs Division of all districts that applied to opt out, along with the affected schools; whether the exemption was granted or denied; and the reasons for the action.
- **April 1:** Deadline for the Illinois State Superintendent of Education to hear appeals on the decisions of regional superintendents of schools.

... Read More

TRANSPORTATION

INITIAL SCHOOL BUS TRAINING ALLOWED IN-PERSON; REFRESHER TRAINING MUST OCCUR VIRTUALLY

After consulting with the Illinois Department of Public Health, it has been determined that **initial bus driver training only** may be held in-person while Tier 3 Resurgence Mitigations are in place. The following public health conditions must be met for in-person training to occur:

- All individuals must wear appropriate personal protective equipment, including face coverings;
- Facilities are limited to 25% capacity;
- Social distancing must be observed;
- Symptom screenings and temperature checks must be conducted; and
- An increase in cleaning and disinfection must occur.

Refresher training may only be completed virtually at this time.

Questions regarding this communication can be directed to Mike Stier via email at mstier@isbe.net or phone at (217) 782-5256. ISBE first communicated this update on Dec. 16, 2020.

... Read More

View upcoming Dates & Deadlines and In Brief items.

Illinois State Board of Education

--
Kurt Laakso
Dean
Oswego East High School
630-636-2233

SUBJECT: Fwd: [Your Webinar Recording] IDEA Webinar | Engaging All Learners: UDL/EdTech Fusion
FROM: Jennifer Koller <jkoller@sd308.org>
TO: Eric Watt <ewatt@sd308.org>, Kimberly Richmiller-Zinn <krichmiller-zinn@sd308.org>
DATE: 17/01/2021 13:46

The recording from the UDL/Ed Tech thing from Weds

---------- Forwarded message ---------
From: **IDEA** <info@ideaillinois.org>
Date: Fri, Jan 15, 2021 at 5:20 PM
Subject: [Your Webinar Recording] IDEA Webinar | Engaging All Learners: UDL/EdTech Fusion
To: Jennifer Koller <jkoller@sd308.org>

ILLINOIS DIGITAL EDUCATORS alliance

Dear Jennifer,

Thanks for your interest in our latest webinar - "**IDEA Webinar | Engaging All Learners: UDL/EdTech Fusion**".

If you want to review the webinar content or share it with others, you can get the recording, chat file, and slide deck here.

We hope to see you at one of our upcoming #WednesdayWebinars:

- Jan 20 | IDEA & EVERFI Webinar | Best Practices for Culturally Relevant Teaching
- Jan 27 | IDEA Webinar | Google Slides, Beyond the Presentation

As always, feel free to reach out with any questions.

All our best,

IDEA

Illinois Digital Educators Alliance
2705 McDonough St, Joliet, Illinois 60436
www.ideaillinois.org

Unsubscribe

SUBJECT: Re: [CMEL] Request to Share with your Social Studies Colleagues...
FROM: Jennifer Keto <jketo@sd308.org>
TO: Amy Howerton <ahowerton@sd308.org>
DATE: 19/01/2021 11:21

I think I already did this?? I'll check. Thanks Amy!

Sent from my iPhone

> On Jan 19, 2021, at 10:41 AM, Amy Howerton <ahowerton@sd308.org> wrote:
>
> FYI if your team is interested. :)
> -Amy
>
> --
> **Amy Howerton,** she/her
> English Department Chair, English educator
> EdD & National Board Certified Teacher
> Oswego High School
> 630-636-2088
> Educator Website
>
> Currently reading: *Me and White Supremacy* by Layla F. Saad
> One Book, One School: *Born a Crime* by Trevor Noah
>
> ---------- Forwarded message ---------
> From: **'dlange' via Chicago Metro English Leaders** <chicago-metro-english-leaders.groups@maine207.org>
> Date: Tue, Jan 19, 2021 at 10:37 AM
> Subject: [CMEL] Request to Share with your Social Studies Colleagues...
> To: Chicago Metro English Leaders <chicago-metro-english-leaders.groups@maine207.org>
>
> Good Morning!
>
> The Social Studies Department Chair at Hinsdale Central, Billson Rasavongxay, has begun to create a BIPOC affinity group for social studies teachers of color. He asked if I would be willing to post his request here with the hope that you might forward the email to the Social Studies Department Chair (or similar) in your school.
>
> Thank you!
>
> David Lange
> ---
>
> Hello, Team,
>
> I hope that the start of 2nd semester is going well. Can you check to see if the information on this spreadsheet is correct and updated? The spreadsheet has names and contact info of our

members HERE.

Also, would you be willing to share the name, department, and email of any certified staff of color you have in your departments? If possible, in your school?

This is a tough ask without giving you a bit of context. As most buildings are engaging in conversations about Racial Equity, Culturally Responsive Teaching, etc, our BIPOC affinity group and staff are wanting to share resources, collaborate, and beyond with other educators in nearby schools.

While sharing a document and giving you editing rights is easier, I also want to be mindful of confidentiality. We are all searching for more BIPOC candidates for open positions at our respective schools and I trust that we will not recruit staff members away from each other and their current positions. I hope that you trust me with this information.

My goal is to create a BIPOC group of SS/Humanities teachers to better provide support for them. If there already is an existing group in the western suburbs, can you let me know as well.

If you have any questions, please let me know.

--
Billson Rasavongxay (he/him/his)
Department Chair of Social Studies
Hinsdale Central High School
5500 South Grant Street
Hinsdale, IL 60521
ph. 630.570.8540
fax. 630.570.8566

--
You received this message because you are subscribed to the Google Groups "Chicago Metro English Leaders" group.
To unsubscribe from this group and stop receiving emails from it, send an email to chicago-metro-english-leaders.groups+unsubscribe@maine207.org.
To view this discussion on the web visit https://groups.google.com/a/maine207.org/d/msgid/chicago-metro-english-leaders.groups/37c4b704-1f3c-4e9e-88d8-3efe06f46bb8n%40maine207.org.

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Billson Rasavongxay (he/him/his)
Department Chair of Social Studies
Hinsdale Central High School
5500 South Grant Street
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ph. 630.570.8540
fax. 630.570.8566

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To view this discussion on the web visit https://groups.google.com/a/maine207.org/d/msgid/chicago-metro-english-leaders.groups/37c4b704-1f3c-4e9e-88d8-3efe06f46bb8n%40maine207.org.

SUBJECT: Online Classes
FROM: Erin Jenkins <ejenkins@sd308.org>
TO: Megan Giacomino <mgiacomino@sd308.org>, Meghan Cafarella <mcafarella@sd308.org>
DATE: 24/01/2021 18:11

Hey!

So these are from the email we just got. It's called Advancement Courses (the credit comes from Greenville University), I've never heard of it but they keep putting stuff in our mailboxes at school. They are offering 25% off if you sign up before February 5th.
https://www.advancementcourses.com/illinois/teaching-early-learners-through-math-and-literacy-pbl-il/
https://www.advancementcourses.com/illinois/implementing-culturally-responsive-teaching-strategies-il/
https://www.advancementcourses.com/illinois/read-out-building-students-literacy-and-love-of-reading-through-read-alouds-il/

Good old University of LaVerne!!!!
https://www.pdcourses.net/courses-pdc.php?cat_id=2&sub_id=13
https://www.pdcourses.net/courses-pdc.php?cat_id=2&sub_id=15

--
Erin Jenkins
Wolf's Crossing Elementary School
Kindergarten Teacher

630-636-3763

SUBJECT: ISBE's Weekly Message - January 26, 2021
FROM: "District Principals" <DistPrincipals@list.isbe.net>
TO: distprincipals@list.isbe.net,DistrictPIO@list.isbe.net,
distsupts@list.isbe.net,roesupts@list.isbe.net,supsnews@list.isbe.net
DATE: 26/01/2021 16:53

ISBE's Weekly Message

January 26, 2021



Dear Colleagues:

Black History Month begins on Monday a
educators a salient opportunity to celebra
contributions of Black Americans to our r
present, and future. From the arts to the
progress our country has made toward b
equitable society, Black Americans have
tremendous obstacles to chart some of c
most significant advancements.

Our students are more aware this school
ongoing fight against racial injustice. Anc
responsibility to engage and cultivate the
through inclusive curricula not just in Feb
round.

In addition to developing Culturally Resp
and Leading Standards, our agency has
working group to revise our social science standards to include traditionally underrepresented grou
will more holistically incorporate current statutory mandates to teach Black history and to teach abo
contributions of other marginalized groups. Our social science standards – including economics, hi
geography, and civics –ultimately help our students understand personal responsibility and how we
with each other, with their communities, with the world, and with our planet.

Students deserve to see themselves reflected across the curriculum, not just in the social sciences
standards, curricula, and instruction through the lens of equity will empower our students with the s
knowledge they need to understand how we arrived where we are and what they can do to continu
communities better.

We plan to release the proposed revisions to the social science standards for public comment in th
hope to finalize the standards by summer. We will accompany the standards with professional dev
opportunities, so that educators in every school can further strengthen their instruction.

I want to express my thanks to each school district that completed our Black History Curriculum su
present the results to the Black History Task Force at its next meeting, this Friday, Jan. 29. Your re
the Task Force deepen its understanding of how Black history is taught across the state and what a
supports are needed to ensure all students receive an empowering, inclusive, and contextualized E
education.

There are many free resources available online to help educators with Black history lesson plans.

- BlackPast.org offers a wealth of materials, including transcripts of more than 300 speeches
  Americans (and others, speaking on racial topics), more than 140 full text primary document
  and gateway pages to digital archives and African and African American museums. Here's h
  Blackpast.org in the classroom.
- The Smithsonian's Learning Lab has shared Black history lesson plans for each grade range

Finally, several organizations have created lesson plans based on the amazing Inauguration Day p old Amanda Gorman, the first person to be named National Youth Poet Laureate and the youngest in U.S. history. Here are a few:

- Lesson Plan: Discuss 22-year-old Amanda Gorman's inaugural poem "The Hill We Climb" | PBS NewsHour Extra
- Teach This: "The Hill We Climb" and the 2021 Inauguration | Teaching Tolerance
- Reflecting on Amanda Gorman's "The Hill We Climb" | Facing History and Ourselves

Even if you are not leading your own classroom, I encourage you to spend some time exploring the and reflecting on the history of our nation. No matter where we live or what challenges our immedi face, our fates are intimately interwoven. We should all do everything we can to lift each other up.

Pictured: Allaijah Davis, 15, one of the organizers of the protest, leads the march down Capitol Ave Black Lives Matter protest at the Illinois State Capitol, Monday, June 1, 2020, in Springfield, Ill. - Ju Fowler/The State Journal Register

Sincerely,

Carmen

COVID-19

Each week, this section will contain a list of the resources and information posted to the **COVID-1** the past week. Please continue to check the COVID-19 webpage on a daily basis for the newest u information.

- **New Spanish translations available - Jan. 26**
  - Guía para Impartir Educación para la Prevención del Abuso Sexual Durante la Pand (Guidance for Delivering Sexual Abuse Prevention Education During the COVID-19 P
  - Guía Conjunta ISBE/IDHS sobre Políticas y Procedimientos de Transición para Apoy Familias y Niños Pequeños en la Transición fuera de la Intervención Temprana a los Edad (ISBE/IDHS Joint Guidance on Transition Policies and Procedures forSupportir Young Children Transitioning Out of Early Intervention at Three Years of Age)

5ESSENTIALS SURVEY

NEW! UPDATE ON 5ESSENTIALS SURVEY OF LEARNING CONDITIONS

The 2020-21 survey window will be **Feb. 3 – April 2**. Participation in the 5Essentials or an approve survey is required annually, as the survey is part of the non-academic indicators for the summative accountability.

School and District Rosters are in the process of being loaded into the UChicago Impact Survey ac system. Superintendents, principals, and survey coordinators will receive notification by **Jan. 27** vi to get access to their administrator accounts. There will be some new questions included in the su that pertain specifically to the COVID-19 pandemic. ISBE collaborated with stakeholders to develo questions. Additionally, there are several resources that have been updated for the coming admini

- 2020-21 Survey Manual
- Communication Toolkit

NEW! SPRING 2021 ILLINOIS ASSESSMENT OF READINESS TRAINING WEBINARS

Pearson is committed to helping districts and schools plan for a successful administration of the sp
Assessment of Readiness (IAR). A confirmation email containing a link to the webinar will be sent
completion of registration. You may register for more than one training webinar. For those unable t
webinars will be recorded and posted on the IAR webpage.

... Read More

CURRICULUM & INSTRUCTION

NEW! TRANSITIONAL MATH CODE UTILIZATION

The correct Student Information System (SIS) and portability codes must be utilized so that studen
full benefits of Transitional Math. The Transitional Math SIS codes can be found below and are als
portability document templates as well as the policies document. School districts should check tha
correct course codes in SIS to report students who have completed these courses.

... Read More

ISBE ANNOUNCES TWO PROFESSIONAL LEARNING OPPORTUNITIES TO ADDRESS UI LEARNING

Unfinished Learning Webinars: This series consists of three 90-minute free webinars that will foc
practices for addressing unfinished learning, addressing unfinished learning in math, and addressi
learning in English language arts. Participants can anticipate to:

- Gather best practices for students who transitioned to remote learning or may have missed due to the pandemic;
- Learn strategies for increasing access to grade-level academic content through targeted,
- intentional scaffolding; and
- Earn one hour of ISBE Continued Professional Development credit per webinar.

Webinars begin the week of **Jan. 25**. Check out the Unfinished Learning Webinars flyer to register information.

... Read More

BRING THE VIRTUAL INSTRUCTIONAL COACH AND BUILDING MENTOR PROGRAM TO SCHOOL/DISTRICT

The Illinois State Board of Education has partnered with the Illinois Education Association and the
Federation of Teachers to create the Illinois Virtual Instructional Coach and Building Mentor Progra
pairs new teachers with mentors in their buildings and virtual instructional coaches to help guide fi
educators through this most unique first year of teaching.

... Read More

CAREER AND TECHNICAL EDUCATION

NEW! IACTE AND ISBE ANNOUNCE UPCOMING VIRTUAL CONFERENCES INFORMATIC

... Read More

EDUCATOR EFFECTIVENESS

NEW! ISBE SEPLB SEEKING FEEDBACK ON ALTERNATIVE PATHWAYS TO LICENSURE

The State Educator Preparation and Licensure Board (SEPLB) seeks your feedback. ISBE has tas
with exploring and recommending alternative pathways to licensure. The SEPLB is interested in he
existing recruitment and partnership efforts in the state that are being led by ROEs and districts to
prospective teachers. Members will use this information to frame upcoming meeting discussions a
recommendation of policy related to innovative licensure pathways.

Please complete the Illinois Educator Pathways and Partnership Initiatives survey by **Friday, Jan.**
about your initiatives!

... Read More

NEW! PARTNERSHIP FOR EDUCATOR PREPARATION WORK CONCLUDES & ANNUAL F
REPORTING IMPLEMENTS RE-AUTHORIZATION IN 2021

The Illinois State Board of Education concluded the work of the Partnership for Educator Preparati
initiative in December 2020 with the launch of the Illinois Educator Preparation Profile (IEPP).

PEP, a steering committee consisting of a diverse team of stakeholders representing educators an
education institutions as well as other experts throughout the state, has spent the last three years
development of ISBE's revised accountability and program improvement system for teacher prepa
2020 PEP Wrap-Up Report to learn more about our accomplishments.

... Read More

GRANT ACCOUNTABILITY AND TRANSPARENCY ACT

NEW! GRANT PERIODIC REPORTING SYSTEM MOVES TO SEMIANNUAL TIME FRAME

The Governor's Office of Management and Budget GATA Unit (GATU) recently reviewed previousl
Grant Accountability and Transparency Act (GATA) requirements. The review resulted in the revers
decision that required grantee periodic performance reports to be collected quarterly; reports can r
semiannually.

... Read More

NUTRITION PROGRAMS

NEW! SY 2021-22 USDA FDP ENTITLEMENT PLANNED ASSISTANCE LEVEL (PAL) WAIV

On Jan. 15, the U.S. Department of Agriculture (USDA) offered a Families First Coronavirus Resp
waiver for school year 2021-22 National School Lunch Program Food Distribution Program (FDP)
calculations. **Illinois has opted in to the waiver.**

... Read More

STUDENT OPPORTUNITIES

The Illinois Council on Women and Girls, which is chaired by Lieutenant Governor Julianna Stratto Governor JB Pritzker and the General Assembly on policy issues impacting women and girls in Illi participating in the council will have the opportunity to make a difference in issues affecting their liv of their peers.

The council highly values diversity in its membership and seeks applicants with a range of geograp academic, and personal backgrounds. Applications to the Girls Committee are due by **Feb. 16**.

... Read More

ISACORPS READY TO HELP STUDENTS & FAMILIES

The ISACorps began in 2009 in an effort to expand college access and outreach across the State still proudly serving Illinois students and their families. We encourage you to take advantage of the mentors to assist students at your school with navigating the college-going process. ISACorps mer with schools and community-based organizations to offer free postsecondary planning support and students and their families, including, but not limited to, one-on-one mentoring, Free Application fo Student Aid (FAFSA®) and the Alternative Application for Illinois Financial Aid completion worksho of presentations on financial aid and postsecondary planning. During this time of increased social ISACorps remains available to help students and their families navigate the college and financial a virtually via videoconferencing, text, phone, or email.

... Read More

SCHOOL BUSINESS SERVICES

NEW! SCHOOL DISTRICT FINANCIAL PROFILE SCORE REVIEW PROCESS NOW AVAILA

All district superintendents should have received an email asking them to review their preliminary F Score Report. The email and ISBE's Weekly Message will be the only notices sent to the district. If another person authority to review this report, please forward the email to them.

Districts who wish to include their story for their 2021 Financial Profile Score Report may do so in t (500 characters max) provided in the IWAS link. Select: Reporting>Annual>District Financial Repo **comments must be submitted no later than Feb. 26.**

... Read More

IMPROVING WATER QUALITY IN ILLINOIS SCHOOLS: LEAD IN WATER TESTING AND LE PREVENTION

The Illinois Department of Public Health (IDPH) is making the following recommendations for those returning to in-person learning following remote operation during the first semester, from the winter breaks, after summer vacation, or any other time a building has been vacated and persons return t As buildings are vacated or unoccupied, drinking water is often left to sit stagnant in the building's system. This may cause increased concentrations of metals, such as lead or copper, in the buildin water and may promote the growth of harmful pathogens, such as *Legionella,* within a building's pl

... Read More

View upcoming Dates & Deadlines and In Brief items.

SUBJECT: School Improvement Plan Survey
FROM: estoffers@sd308.org
TO: hcstaff@sd308.org
DATE: 27/01/2021 14:37

Google Forms

Having trouble viewing or submitting this form?

FILL OUT IN GOOGLE FORMS

Certified staff, please complete this form before the end of the day today! Just a friendly reminder...

School Improvement Plan Survey

With the professional development provided this year on number sense, do you currently feel confident in providing number sense instructional practices during math instruction?

- ○ Yes
- ○ No

With the professional development ths year with WICOR strategies, do you currently feel confident in utilizing WICOR strategies during ELA?

- ○ Yes
- ○ No

How many times a week do you incorporate WICOR strategies into your instruction?

- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ More than 4

With the focus this year on supportive school and classroom climates, specifically because of the divide between our Dual Language and Monolingual students, do you feel that our school creates a supportive and classroom climate for all students?

- ○ Yes
- ○ No

We will continue our PD, but which of the following do you feel you need the most moving forward?

- ○ WICOR
- ○ Number Sense
- ○ Culturally Relevant Teaching/Supportive School & Classroom Climate

Submit

Powered by
Google Forms

This form was created inside of SD308.
Report Abuse - Terms of Service - Additional Terms

Create your own Google Form

SUBJECT: Add to Panther Press Please
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: Dawn Seno <dseno@sd308.org>
DATE: 28/01/2021 08:40

Hi, can you add this to the Press. It's part of our SIP goal to give teachers additional Culturally Responsive Teaching activities. You could call it: CRT Corner

This week is called, "Framing Student Perspective"
Student Objective: Students will use self reflection to "frame their perspective and recognize diversity of belief and background.
Links to Lesson Plan and Handout

Thanks, Drew and Brian
--
Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



"The quality of our thinking is shown in the quality of our questions" ~Mary Catherine Swanson: AVID Founder

SUBJECT: AVID Article
FROM: Julia Stoeckel <jstoeckel@sd308.org>
TO: Kelley Budd <kbudd@sd308.org>
DATE: 29/01/2021 11:10
ATTACHMENTS (20210129-111014-0000001): "Desert Island Story ACRT CG Pg. 284-286.pdf"

Hey! I read this during our AVID training today and it's exactly what our sped team needs to hear. Are we setting our expectations up for success or a self-fulfilled prophecy? TIme to think outside of the box and make sure these kids grow to their fullest potential.

--
Julia Stoeckel
Instructional Coach
Lakewood Creek Elementary
2301 Lakewood Creek
Montgomery, IL 60538
630-636-3047

PRIVACY NOTICE: The content of this communication is CONFIDENTIAL and may include student information that is protected by federal law under the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient of this communication, please notify the sender immediately and delete the material without opening any attachments. Unauthorized use, disclosure, copying, or distribution is strictly prohibited and may be unlawful.

SUBJECT: Policy & Legislative Committee Meeting Agenda - 2.1.21
FROM: Ursula Studer <UStuder@sd308.org>
TO: boardmembers@sd308.org
CC: Faith Dahlquist <fdahlquist@sd308.org>, Christi Tyler <ctyler@sd308.org>, Maureen Lemon <mlemon@ottosenlaw.com>
DATE: 29/01/2021 16:25
ATTACHMENTS (20210129-162525-0000001): "02.01.21 Policy Committee Agenda.pdf" , "1-27-21 Equity Meeting Minutes DRAFT.docx"

Good Afternoon Board Members

Attached please find the Policy & Legislative Committee meeting agenda for Monday, February 1, 2021. This will be a virtual meeting, starting at 5:30 pm.

I am also attaching the draft Equity Committee meeting minutes from the January 27th meeting.

Enjoy your weekend!
Ursula

--
Ursula Studer
Executive Assistant to the Superintendent
Board of Education Secretary
Oswego Community Unit School District 308
4175 Route 71, Oswego, IL 60543
Direct: 630-636-3084
Fax: 630-636-3665

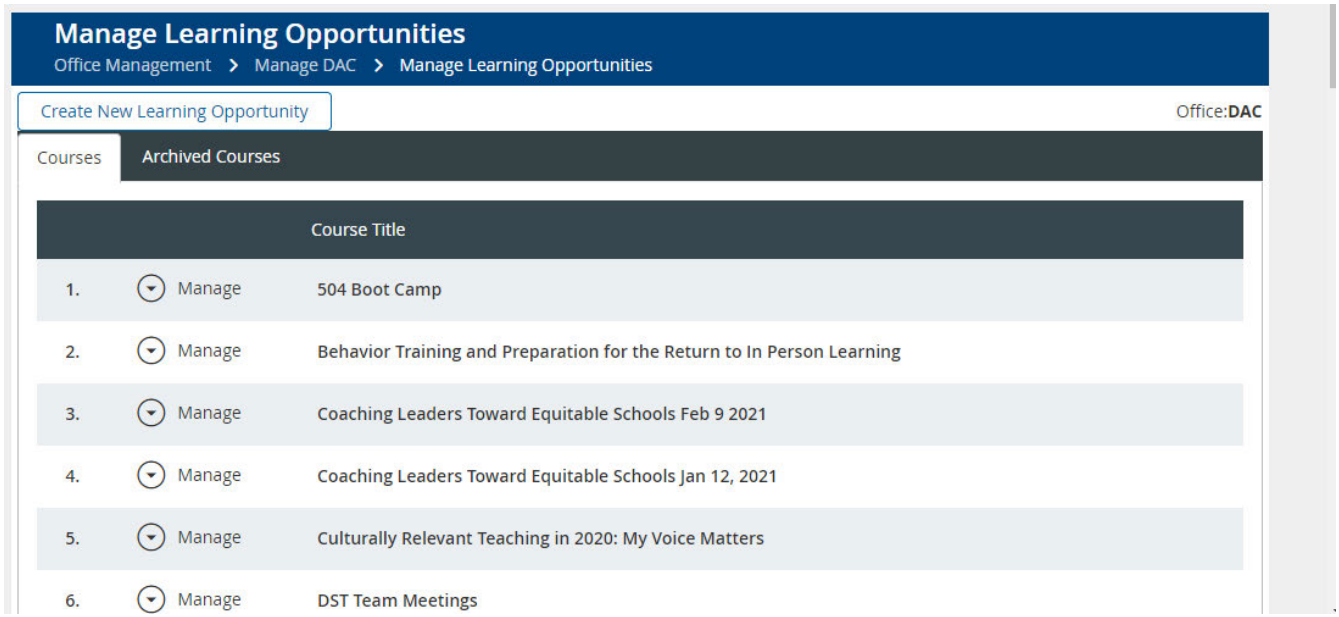
"Be the reason someone believes in the goodness of people"

SUBJECT: Re: TalentEd help please
FROM: Raggin Sondgeroth <rsondgeroth@sd308.org>
TO: Agnes Iraci <airaci@sd308.org>
CC: Christy Matthews <cmatthews@sd308.org>, Michele Peat <mpeat@sd308.org>
DATE: 29/01/2021 16:39

Awesome, thanks!
Raggin

On Fri, Jan 29, 2021 at 4:37 PM Agnes Iraci <airaci@sd308.org> wrote:

> Perfect! It worked this time and was able to create the courses under the main one.
> Thanks!
> Agnes
>
> Agnes Iraci
> District Support Team
> Lead School Psychologist
> Community Unit School District 308
> (630)-636-4650
> airaci@sd308.org
>
> On Fri, Jan 29, 2021 at 1:37 PM Raggin Sondgeroth <rsondgeroth@sd308.org> wrote:
>
> > Christy you are correct. Agnes- your access has been changed.
> > Happy Friday!
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> > Raggin
> >
> > On Fri, Jan 29, 2021 at 1:03 PM Christy Matthews <cmatthews@sd308.org> wrote:
> >
> > > That was a problem for me too at the beginning of the year. Raggin, I think you switched me to a SuperUser and it worked.
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Agnes Iraci
District Support Team
Lead School Psychologist
Community Unit School District 308
(630)-636-4650
airaci@sd308.org

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Agnes Iraci
District Support Team
Lead School Psychologist
Community Unit School District 308
(630)-636-4650
airaci@sd308.org

--
Raggin A. Sondgeroth
K-8 District Learning Behavior Specialist TOSA
Oswego SD 308
rsondgeroth@sd308.org

--
Christy Matthews
Learning Behavior Specialist TOSA (Teacher on Special Assignment)
SD308

--
Raggin A. Sondgeroth
K-8 District Learning Behavior Specialist TOSA
Oswego SD 308
rsondgeroth@sd308.org

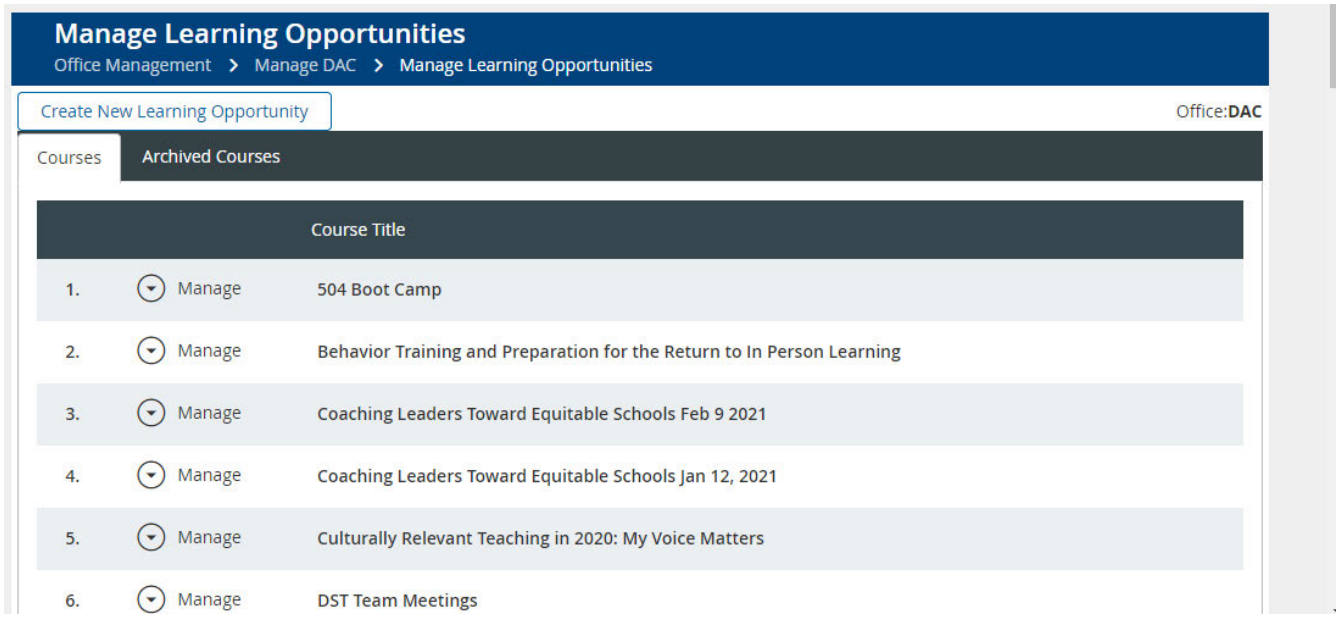
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K-8 District Learning Behavior Specialist TOSA
Oswego SD 308
rsondgeroth@sd308.org

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rsondgeroth@sd308.org

--
Raggin A. Sondgeroth
K-8 District Learning Behavior Specialist TOSA
Oswego SD 308
rsondgeroth@sd308.org

SUBJECT: Re: my take-aways and two cents from survey results
FROM: "Casey O'Connell" <coconnell@sd308.org>
TO: Taralyn Stortz <tstortz@sd308.org>
DATE: 30/01/2021 08:42

Good morning Tara!

Thank you for looking over the feedback forms and giving your "two cents".

After we are completed with the 3 book discussions, I would like to get back as a group and make a plan to move forward.

I am not sure if you read anything about the new Culturally Responsive Teaching and Leading Standards, but this will push us in the right direction. It is causing some controversy too :/

https://patch.com/illinois/across-il/illinois-state-board-education-adopts-culturally-responsive-teaching-standards

Culturally Responsive Teaching and Leading Standards

Thanks again!

On Thu, Jan 28, 2021 at 1:01 PM Taralyn Stortz <tstortz@sd308.org> wrote:

> How can we work together as a school to build an inclusive and aware culture with consistent expectations & language to help students transition throughout their day in our building? **THIS would be a great task for some people to start thinking about. Brainstorming ideas, etc.**
>
> Since there hasn't been a big emphasis on Social Studies the past few years, how are we as a district or just staff going to include more knowledge and discussions of diversity, equity, and inclusion with our students? **HUGE ISSUE IMHO**
>
> how can we change family perspectives since children mirror adults **We don't have to, nor can we change family perspectives. We just need to model acceptance in front of our kiddos.**
>
> And so many other thoughts!!!
> --
> *Mrs. Stortz*
> *Fifth Grade*
> *Homestead Elementary School*
>
> **CHOOSE KIND**

--
Casey O'Connell
Principal
Homestead Elementary School
(630) 636-3110

HOMESTEAD students are ***independent*** **problem solvers** who **think critically and creatively** to ***continually grow*** their **academic, social,** and **emotional skills.**

SUBJECT: Fwd: Sunday Series: Center Black voices with ELA, Social Studies, and Science content
FROM: Collette Campasano <ccampasano@sd308.org>
TO: Kristen Walsh <kwalsh@sd308.org>
DATE: 01/02/2021 09:18

Wasn't sure if you saw this. Didn't know if you wanted to send it out for the culturally responsive teaching hat you are wearing.

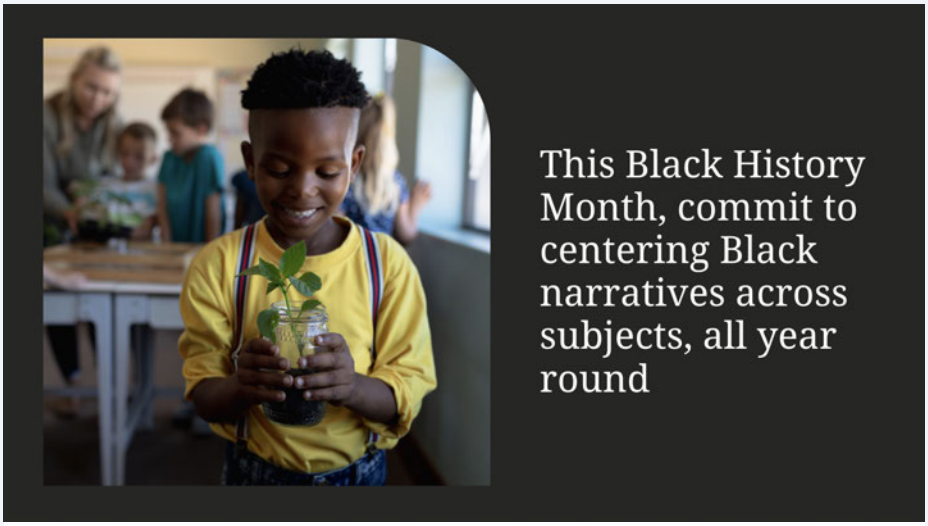
Collette Campasano

LRC Director

Murphy Junior High School
26923 W Grande Park Blvd
Plainfield Il 60585
630.608.5103

---------- Forwarded message ---------
From: **Newsela** <hello@newsela.com>
Date: Sun, Jan 31, 2021 at 11:41 AM
Subject: Sunday Series: Center Black voices with ELA, Social Studies, and Science content
To: <ccampasano@sd308.org>

newsela



Welcome back to "Sunday Series," a curated digest that provides you with timely, relevant content and resources to prepare for upcoming lessons.

For this month's Sunday Series, **we're honoring Black History Month by featuring empowering narratives.** Throughout the month, we'll be sharing curated collections of texts, ready-to-go assignments, and instructional resources that you can implement immediately into your lessons.

Whether you teach ELA, Social Studies, or Science, the culturally relevant resources below will help you center Black voices, drive anti-racism and anti-bias in the classroom, and help students reflect on their own identities and experiences—not just this month, but all year long.

We want all students and teachers to be able to access Newsela's robust resources during Black History Month. If you don't have a license to Newsela's curricular products, click the button below to get complimentary access throughout the month of February.

ACCESS A COMPLIMENTARY TRIAL

FEATURED TEXT SETS

Resistance and Liberation



These Text Sets highlight Black Americans' active roles in fighting for their own freedom throughout history, connecting past and present to celebrate their push for liberty in all areas of life.

SHARE THESE STORIES

TEXT SETS BY SUBJECT

Deepen students' understanding of Black resistance and liberation throughout history



TEXT SET: ELA

Celebrating Black Voices

TEXT SET: SOCIAL STUDIES



Black Lives Matter: Text Sets for a Time of Protest



TEXT SET: SCIENCE

Black Barrier Breakers: Inventors and Scientists

FEATURED TEXT SET

28 Days of Black History: Then & Now



This curated Text Set, including a sample assignment, encourages students to explore how Black History Month has been a vehicle of change since its inception over 90 years ago.

EXPLORE PAST & PRESENT

TEXT SETS BY SUBJECT

Celebrate Black stories of triumph, achievement, and joy



TEXT SET: ELA

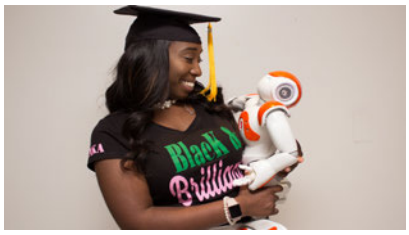
Black Authors and Their Works



TEXT SET: SOCIAL STUDIES

“Did You Know?” A Series of Influential Black Americans

TEXT SET: SCIENCE



Black Excellence in STEM

FEATURED TEXT SET

Historic Protests Demanded Equity and Justice for Black Americans



This Text Set helps students reflect on the solidarity against injustice through widespread Black Lives Matter protests, as well as the commitment to equality for Black Americans in communities all over the nation.

REFLECT ON PROTESTS

COLLECTIONS AND TEXT SETS BY SUBJECT

Facilitate empathetic, identity-affirming conversations with students



COLLECTION: ELA

A Mile in Our Shoes



TEXT SET: SOCIAL STUDIES

Celebrating Black America



TEXT SET: SCIENCE

Advocacy for Health and Medicine in the Black Community

Connect with fellow educators in the Community



You can find more Black History Month resources—including shared lessons, instructional practices, and discussions between educators globally—in the Newsela Community.

DISCOVER MORE SUPPORT

We want all students and teachers to be able to access Newsela's robust resources during Black History Month. If you don't have a license to Newsela's curricular products, click the button below to get complimentary access throughout the month of February.

ACCESS A COMPLIMENTARY TRIAL

620 8th Avenue, 21st Floor
New York, NY 10018

Email Preferences

This email was sent to ccampasano@sd308.org

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SUBJECT: Friday update...on Monday
FROM: Elisabeth Stoffers <EStoffers@sd308.org>
TO: HCStaff <hcstaff@sd308.org>
DATE: 01/02/2021 10:50

Hi all,

*Here is the newsletter that went out to families on Friday. On a fun note, this year our newsletter has been viewed from 10 different countries!! This last newsletter specifically was opened in San Francisco, CA, Altamonte Spring, FL, and Brooklyn, NY, to name a few of the places.

*Karlene Anderson is BACK! She is joining us as our Title 1 Math Interventionist.

*Lee Majewski is also joining us as a floating sub. He is covering for Tristin this week, so please stop in and welcome him. He will be supporting all classrooms this year as a consistent HC floating sub.

*SIP Results: Thank you so much for completing the SIP post survey. Through an incredibly challenging year, our staff is growing and adding in new practices. That's impressive! A couple of important stats to celebrate:

-79% of our staff feel confident providing number sense instructional practices to their students. This was an increase from 66% at the beginning of the year. **WOOHOO!**
-64% of our staff utilize AVID WICOR activities at least one time per week in ELA. This is an increase from 37% at the beginning of the year. **WOW!**
-72% of our staff feel that our school creates a supportive school and classroom climate for all students. This is an increase from 58% at the beginning of the year. **YES!!!**

Also, the majority of our staff would like to continue PD in the area of culturally relevant teaching. I agree, this is a goal for myself as well. I would like to see 100% of our staff feel that our school creates a supportive school and classroom climate for all students.

I'm so, so proud of the growth that teachers have seen this year in these 3 specific areas, WHILE ALSO growing in a MILLION other ways.

Great job, HC teachers! Let's spend some time celebrating what we have accomplished this year! (and it's only February!!)

Happy Monday, Cougars!
Elisabeth

Elisabeth Stoffers
Principal



"It always seems impossible until it's done."
"Todo parece imposible hasta que lo logras."

Hunt Club Elementary
4001 Hunt Club Dr.
Oswego, IL 60543

(630) 636-2800 (p)

SUBJECT: NEWS: State Superintendent of Education Dr. Carmen I. Ayala Issues Statement on Culturally Responsive Teaching and Leading Standards
FROM: Illinois State Board of Education <press@isbe.net>
TO: abobosky@sd308.org
DATE: 01/02/2021 13:03

Click here if you are having trouble viewing this message.

Illinois State Board of Education

For Immediate Release
February 1, 2021

State Superintendent of Education Dr. Carmen I. Ayala Issues Statement on Culturally Responsive Teaching and Leading Standards

SPRINGFIELD – State Superintendent of Education Dr. Carmen I. Ayala issued the following statement today in support of the proposed Culturally Responsive Teaching and Leading Standards:

"Culturally responsive teaching and leading helped me improve the reading and math skills of every one of our student groups when I was a district superintendent and to achieve double digit growth among my students of color," said **State Superintendent of Education Dr. Carmen I. Ayala**. "Cultural responsiveness is inclusive of all of the experiences our educators, students, and families bring to the classroom. Our state produces a 30-point achievement gap between Black and white students and a 22-point achievement gap between Hispanic and white students. As we help students recover from learning loss due to the pandemic, giving our teachers opportunities to learn about effective, equitable, and research-based strategies like cultural responsiveness could not be more important. Every student deserves to feel welcomed, included, and accepted at school. Students are more engaged when they see their cultures represented in what they learn at school. As a veteran educator, I know teachers know this, and the proposed Culturally Responsive Teaching and Leading Standards will enhance the strategies and best practices our teachers can use."

Find the proposed Culturally Responsive Teaching and Leading Standards, updated in response to public comment, on the Illinois State Board of Education (ISBE) website at https://www.isbe.net/Documents/23-24RG-

P.pdf.

Background

- Implementation of the proposed Culturally Responsive Teaching and Leading Standards will consist only of approved Illinois educator preparation programs incorporating the standards into their coursework in the best way they see fit.
- ISBE also will offer optional professional development on the standards to current educators. Educators and school districts maintain local control over what professional development they choose.
- The Culturally Responsive Teaching and Leading Standards apply to teacher preparation programs, not to K-12 school curricula.
- ISBE updated the draft standards in response to public comment to provide further clarity on the intended goal and remove language perceived as political.
- The standards will take effect in October 2025, giving educator preparation programs ample time to incorporate the standards.
- The standards support multiple viewpoints, experiences, and perspectives; promote inclusiveness; and encourage critical thinking.
- The standards were developed by a diverse group of educators from around the state.
- The standards affirm educators of all races and ethnicities and will help them better engage students from all different backgrounds. More than 52 percent of Illinois students identify as students of color, and English Learners make up the fastest growing student population. The ability to reach students from different cultural backgrounds is an essential skill to succeed as a teacher in Illinois today.
- Research shows that teachers of color help close achievement gaps for students of color and are highly rated by students of all races. Incorporating the Culturally Responsive Teaching and Leading Standards into educator preparation programs will help attract and retain educators of color.

###

For more information:
Jackie Matthews
Phone: (312) 590-4327
Email: press@isbe.net

Share Tweet Share

The Illinois State Board of Education is the State Education Agency for Illinois. Our mission is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

Click here to unsubscribe or to change your Subscription Preferences.

SUBJECT: Fwd: The Illinois Culturally Responsive Teaching and Leading Standards
FROM: 308 Superintendent <superintendent@sd308.org>
TO: John Sparlin <jsparlin@sd308.org>
DATE: 01/02/2021 17:04

---------- Forwarded message ---------
From: **Tim Uthe** <timuthe13@gmail.com>
Date: Mon, Feb 1, 2021 at 4:06 PM
Subject: The Illinois Culturally Responsive Teaching and Leading Standards
To: <LDoyle@sd308.org>, <MBauman@sd308.org>, <RKroner@sd308.org>, <TMorgan01@sd308.org>, <BLightfoot@sd308.org>, <ASwanson@sd308.org>, <HMoyer@sd308.org>, <superintendent@sd308.org>

Dear 308 Board,

I have come across some very concerning information that ISBE may be blatantly trying to indoctrinate our students with politics. Believing it must be misinformation, I went to ISBE and found the following:

https://www.isbe.net/Documents/23-24RG-P.pdf#search=The%20Illinois%20Culturally%20Responsive%20Teaching%20and%20Leading%20Standards

Unfortunately, it seems it is true. Instead of focusing on teaching real world subjects well, it appears ISBE is more intent on pushing a far left leaning and socially irresponsible agenda. Teachers that do not conform to these extremist views where only one very distinct opinion is valued, can have their teaching license revoked. As I do not share the same delusions presented in this new forced policy, I am doubly concerned for our children. Even if the politics involved in this agenda were in line with my own, however, I would still be appalled. THERE IS NO PLACE FOR POLITICS OF ANY VARIETY IN OUR CLASSROOM!

As this board is not responsible for this propaganda, my ask is the following:
1) Please let me know if this policy is not actually being implemented by ISBE. I would not want my time and future actions to repeal such policies misplaced.
2) Who can we contact /How can we strike down such indoctrination?
3) How can our district ensure our own schools continue to teach real subjects instead of injecting social activism where it does not belong?

Thank you for your time. I look forward to working with you to ensure proper education for all our students devoid of political agendas.

Tim Uthe

SUBJECT: Illinois Culturally Responsive Teaching and Leading Standards
FROM: Joseph Mann <jmann@sd308.org>
TO: undisclosed-recipients:;
BCC: abialek@sd308.org
DATE: 02/02/2021 11:22

Here is the link to the standards I was telling you about earlier. The standards begin on page 2 and go through about page 8. If passed on February 16th they will become a part of our evaluation process.

Culturally Responsive Teaching and Leading Standards

--
Joseph Mann
U.S. History
Honors World History
Bednarcik Jr. High
(630) 636-2558

SUBJECT: Re: Celebration
FROM: Qiana Harrell <qharrell@sd308.org>
TO: Sean Smith <ssmith01@sd308.org>
CC: Michele Simmons <msimmons@sd308.org>, Kristin Wilson <kwilson@sd308.org>
DATE: 03/02/2021 13:42

Thank you for sharing and for having the courage to have these conversations!
Mrs. Qiana Harrell
Assistant Principal
(630) 551-9711
Grande Park Elementary School
"Positively working together to achieve our goals with Grizzly Pride!"

"Children learn more from what you are than what you teach."
~W.E.B. Du Bois

On Wed, Feb 3, 2021 at 1:17 PM Sean Smith <ssmith01@sd308.org> wrote:
> This is SO GREAT! Thank you for sharing. We are moving in a great direction.
>
> On Wed, Feb 3, 2021 at 12:25 PM Michele Simmons <msimmons@sd308.org> wrote:
> > I love this so much. Kudos to you guys being open with one another! I know that warm and fuzzy feeling, after making a breakthrough- feels SO exhilarating!
> >
> > This makes my heart happy- Thank you for sharing!
> >
> > On Wed, Feb 3, 2021 at 12:09 PM Kristin Wilson <kwilson@sd308.org> wrote:
> > > Just wanted to drop you a note as I just got off a call with Lisa & Cory (Mackenzie was not present as she had IEP/504 meetings). We had a very meaningful conversation about Culturally Relevant Teaching. It was a very powerful conversation that probably could have gone all day long and I don't know if this conversation would have happened without Michele and Qiana. The movement for change is slow, but today was the first day I felt like, wow we are making progress and progress leads to change! After this conversation, I can tell you that our team has moved to a different comfort level. We broke a barrier today when it comes to those potentially uncomfortable conversations and I could tell we definitely feel a new level of comfort when it comes to discussing those topics that make us feel uneasy.
> > >
> > > Michele & Qiana this is all because of both of you laying the groundwork for our staff! I just wanted to give you the shoutout you both deserve! Thank you so much, I wish you could have been in on the conversation!
> > >
> > > Kristin Wilson
> > > 5th Grade
> > > Grande Park Elementary
> > > (630) 551-9752
> > >
> > > **Grande Park Elementary School...**
> > >
> > > **Positively working together to achieve our goals with Grizzly pride!!!!!** 
> > >
> > > *H.E.R.O.E.S. Here Everyone Receives Opportunities 4 Extraordinary Success!*

> "The important thing is not so much that every child should be taught, as that every child should be given the wish to learn." ~ John Lubbock

--
Mrs. Simmons
"Positively working together to achieve our goals with Grizzly Pride!"
My Website
Amazon Wish List

--
Sean Smith
Principal
Grande Park Elementary School
Community Unit School District 308
(630) 551-9710
http://www.sd308.org/grandepark

Grande Park Elementary School's Mission: Positively working together to achieve our goals with Grizzly pride!

SUBJECT: Re: Celebration
FROM: Qiana Harrell <qharrell@sd308.org>
TO: Sean Smith <ssmith01@sd308.org>
CC: Michele Simmons <msimmons@sd308.org>, Kristin Wilson <kwilson@sd308.org>
DATE: 03/02/2021 13:42

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SUBJECT:
FROM: Samantha Sinovich <ssinovich@sd308.org>
TO: Tammie Harmon <tharmon@sd308.org>
DATE: 05/02/2021 13:15

Samantha Sinovich, 2021-02-05 11:15:00

What are you planning for PD time on 10th?

Tammie Harmon, 2021-02-05 11:16:26

Alli, Drew, and Latonya are going to do Culturally Relevant Teaching Part 3: Deficit Narrative with my staff for the first 30-45 minutes. I will then see if there are any questions and let them have the remaining time.

Samantha Sinovich, 2021-02-05 11:16:42

Got it. ��

Samantha Sinovich, 2021-02-05 11:17:05

Thanks. ��

Tammie Harmon, 2021-02-05 11:31:41

��Have a great weekend!

Samantha Sinovich, 2021-02-05 12:05:38

You too, Tammie!

SUBJECT: FW: FW: The Illinois Culturally Responsive Teaching and Leading Standards
FROM: John Sparlin <jsparlin@sd308.org>
TO: John Sparlin <jsparlin@sd308.org>
DATE: 09/02/2021 15:29

From: [redacted]
Sent: Tuesday, February 2, 2021 3:37 PM
To: John Sparlin <jsparlin@sd308.org>
Subject: Re: FW: The Illinois Culturally Responsive Teaching and Leading Standards

Thank you John,

I appreciate the response and the follow up. This does make me feel a lot better abou though I do fear the result of this is still the indoctrination of our teachers. Indoctrinatio will no doubt have a trickle down effect to our children. Most of which I see attached s in some instances, encouraging. Our education system does need to reach all student cultures should be valued. This is upended, however by some very pointed comments document and the readjusted ISBE rules link (admittedly, they are less divisive in the m update). I have commented on a few of many questionable entries:

1)'Incorporating the Culturally Responsive Teaching and Leading Standards into educa programs will help attract and retain educators of color.'

We should be more focused on hiring the best qualified teachers to teach their subject not play a role at all. Diversity is great, but not at the expense of learning.

2) 'Systems of Oppression – Culturally responsive teachers and leaders understand that there are syste that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively ag systems in their everyday roles in educational institutions.'

Our teachers should be focused on teaching. They should not need to focus on combating perceived in should be done outside the classroom and certainly never forced on the teachers.

3) 'Know and understand how a system of inequity creates rules regarding student punishment that neg students of color.'

This sounds dangerously close to making multiple sets of rules based on color... color should have no be punishment. Hopefully it has not and will not.

4) 'Is aware of the effects of power and privilege and the need for social advocacy and social act empower diverse students and communities.'

This sounds like a veiled reference to the controversial and misguided concept of 'white privileg society. I would never want my kids feeling less about their accomplishments due to a perverse skin color gave them some sort of false privilege. Hopefully our district would not encourage t opinion.

These are just a few items that stuck out, but the list is full of left leaning political ideals. Not n seem to help advance education in any meaningful way for any of our students. Instead, I fear t With teachers having to worry more about politics than teaching, how can they provide meanin matter to students?

25.Subpart C) and the basis of the examinations required for issuance of a professional educator license teaching field.'

Are we going to turn away good teachers, or learning opportunities because they don't conform to the marching orders from IBSE? We need good teachers, not political ones.

Please let me know your thoughts, especially on item 5.

Thanks

[redacted]

On Mon, Feb 1, 2021 at 5:22 PM John Sparlin <jsparlin@sd308.org> wrote:

> Good afternoon [redacted]
>
> Thank you reaching out. I'm sharing information I received from the Illinois State Board of today. I think it answers your questions.
>
> Thank You,
> John Sparlin
>
> Dr. John W. Sparlin
> Superintendent of Schools
> Oswego Community Unit School District 308
> 4175 Route 71
> Oswego, IL. 60543

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Illinois State Board of Education

For Immediate Release
February 1, 2021

State Superintendent of Education Dr. Carmen I Ayala Issues Statement on Culturally Responsiv Teaching and Leading Standards

superintendent and to achieve double digit growth among my students color," said **State Superintendent of Education Dr. Carmen I. Ayal** "Cultural responsiveness is inclusive of all of the experiences our educators, students, and families bring to the classroom. Our state produces a 30-point achievement gap between Black and white studen and a 22-point achievement gap between Hispanic and white students. we help students recover from learning loss due to the pandemic, givir our teachers opportunities to learn about effective, equitable, and research-based strategies like cultural responsiveness could not be mo important. Every student deserves to feel welcomed, included, and accepted at school. Students are more engaged when they see their cultures represented in what they learn at school. As a veteran educat know teachers know this, and the proposed Culturally Responsive Teac and Leading Standards will enhance the strategies and best practices c teachers can use."

Find the proposed Culturally Responsive Teaching and Leading Standar updated in response to public comment, on the Illinois State Board of Education (ISBE) website at https://www.isbe.net/Documents/23-24R(P.pdf.

Background

- Implementation of the proposed Culturally Responsive Teaching a Leading Standards will consist only of approved Illinois educator preparation programs incorporating the standards into their coursework in the best way they see fit.
- ISBE also will offer optional professional development on the standards to current educators. Educators and school districts maintain local control over what professional development they choose.
- The Culturally Responsive Teaching and Leading Standards apply teacher preparation programs, not to K-12 school curricula.
- ISBE updated the draft standards in response to public comment provide further clarity on the intended goal and remove language perceived as political.
- The standards will take effect in October 2025, giving educator preparation programs ample time to incorporate the standards.
- The standards support multiple viewpoints, experiences, and perspectives; promote inclusiveness; and encourage critical think
- The standards were developed by a diverse group of educators fr around the state.
- The standards affirm educators of all races and ethnicities and wi help them better engage students from all different backgrounds. More than 52 percent of Illinois students identify as students of c and English Learners make up the fastest growing student popula The ability to reach students from different cultural backgrounds

###

For more information:
Jackie Matthews
Phone: (312) 590-4327
Email: press@isbe.net







The Illinois State Board of Education is the State Education Agency for Illinois. Our mis
is to provide each and every child with safe and healthy learning conditions, great
educators, and equitable opportunities by practicing data-informed stewardship of resc
and policy development, all done in partnership with educators, families, and stakehol

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---------- Forwarded message ---------
From: [redacted] [redacted] >
Date: Mon, Feb 1, 2021 at 4:06 PM
Subject: The Illinois Culturally Responsive Teaching and Leading Standards
To: <LDoyle@sd308.org>, <MBauman@sd308.org>, <RKroner@sd308.org>, <TMorgan01
<BLightfoot@sd308.org>, <ASwanson@sd308.org>, <HMoyer@sd308.org>, <superintende

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3) How can our district ensure our own schools continue to teach real subjects instead of inje activism where it does not belong?

Thank you for your time. I look forward to working with you to ensure proper education for devoid of political agendas.

[redacted]

SUBJECT: Re: Pledge Updates for AVID and 1B1S
FROM: Chanel Keyvan <ckeyvan@sd308.org>
TO: Maggie Sadler <msadler@sd308.org>
DATE: 10/02/2021 07:24

Thank you!

Best of Wishes,
Chanel Keyvan

Assistant Principal
Bednarcik Junior High School
Community School District 308
630-636-2512
Pronouns: she/her/hers


On Tue, Feb 9, 2021 at 10:45 AM Maggie Sadler <msadler@sd308.org> wrote:

> Hi!
>
> Below are Pledge updates for AVID and One Book One School. While creating them, it made me very aware of how this has not been a focus for AVID this year. I would like to put together something for staff for some point this Spring.
>
> **AVID** - The Bednarcik AVID Site Team meets regularly to discuss and plan supports for staff and students in all aspects of our school to promote life-long learners. Mindsets will continue to be examined while promoting culturally relevant teaching practices.
>
> **One Book One School** - In September, the entire school started reading *Look Both Ways* by Jason Reynolds. Students have been exposed to the first 5 chapters in their content classes and have been meeting characters all from the same school community that share their experiences after the school dismissal bell rings.
>
> **Maggie Sadler**
> Instructional Coach
> 8th Grade Language Arts
> AVID Coordinator
> Bednarcik Junior High School
> msadler@sd308.org
> 630.636.2571
>
> AVID Proven Achievement. Lifelong Advantage.

SUBJECT: Re: Feb 26th PD
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: Lisa Camire <lcamire@sd308.org>
CC: Allison Anderson <aanderson@sd308.org>
DATE: 12/02/2021 09:40

Hi Lisa, I hope you and your son are doing well. My triplets were born at 32 1/2 weeks so we spent some significant time in the NICU at Edward. Those nurses are amazing.

Knowing you are a new mom, I reached out to Anthony because you are due all the time with your son. Alli and I met yesterday and here's where we are at. We can build the presentation we talked about. It would be around an hour. We are not able to fill the entire 4 hours with content.

Another option we'd like to offer is training to your entire staff on Culturally Relevant Teaching. Alli, LaTonya, and I have been training schools around the district since September on this. We've done most elementary and both high schools. We haven't cracked the junior high's yet. Thompson would be the first. Faith and Shannon have both asked me several times if any JrH's have scheduled anything with us. It's a two part training with a break in the middle that would go about 2 hours in length. We do some foundational work and finish with a socratic seminar on the topic of Colorblindness. We also have additional CRT sessions we can provide to your building at another time.

We'd be happy to bring this to Anthony and work with him on logistics for Feb. 26th but we wanted to keep you in the loop.

Drew

On Thu, Feb 11, 2021 at 1:06 PM Lisa Camire <lcamire@sd308.org> wrote:

> Hi Ally and Drew!
>
> Anthony forwarded me your email and asked for me to answer your questions ☺
> There is nothing else planned for the day so it's up to you how you want to fill the time. We have no other rotations on the docket. Want to video meet and finalize?
>
> Thank you!
> Lisa
>
> ---------- Forwarded message ---------
> From: **Anthony Defeo** <adefeo@sd308.org>
> Date: Wed, Feb 10, 2021 at 10:30 PM
> Subject: Fwd: Feb 26th PD
> To: Lisa Camire <lcamire@sd308.org>
>
> Lisa,
>
> I'm not sure where we are for this training. I know you mentioned that you had conversations with Drew and Allie regarding this PD.
> Can you reach out to them directly to answer these questions?
> Thank you.
>
> Anthony DeFeo
> Principal

Thompson Junior High
adefeo@sd308.org
(630)636-2610

---------- Forwarded message ---------
From: **Andrew Mundsinger** <amundsinger@sd308.org>
Date: Wed, Feb 10, 2021 at 11:44 AM
Subject: Feb 26th PD
To: Anthony Defeo <adefeo@sd308.org>
Cc: Allison Anderson <aanderson@sd308.org>

Hi Anthony, Alli and I met with Lisa a few weeks back regarding some PD during the 26th institute. As we begin to build the presentation, we need to know the logistics of your day so we can plan accordingly. Lisa talked about some possible rotations, but how many and how long wasn't decided at that point. Could add some clarification for us so we can make the learning appropriate.

Drew and Alli

--
Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



"The quality of our thinking is shown in the quality of our questions" ~Mary Catherine Swanson: AVID Founder

--
Lisa Camire M.Ed
Assistant Principal
Thompson Junior High

--
Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



"The quality of our thinking is shown in the quality of our questions" ~Mary Catherine Swanson: AVID Founder

SUBJECT:
FROM: Angela Robinson <arobinson@sd308.org>
TO: Mary Engfer <mengfer@sd308.org>
DATE: 12/02/2021 12:11

Angela Robinson, 2021-02-12 10:11:07

Hey-Are you planning for our Instiute Day?

Angela Robinson, 2021-02-12 10:11:17

I have a super FUN game I want to run by you.

Angela Robinson, 2021-02-12 10:11:39

I promise I'll only need 15 minutes tops.

Mary Engfer, 2021-02-12 10:12:48

Drew Mundsinger and Ally Anderson are going to do a CRT training for us for about 2 hours. It's a long story how it all came about, but Lisa and I had planned something, and it kinda fell through. So, Drew and Ally are presenting. However, we will definitely have time for a game!!

Mary Engfer, 2021-02-12 10:13:34

That's why I asked if you had anything going since the ball was kinda dropped—no fault of anyone's—but we figured it all out :)

Mary Engfer, 2021-02-12 10:13:50

Phase 2 cut into some plans as well ♀

Angela Robinson, 2021-02-12 10:14:52

Lisa had emailed me today saying you had 2 hours of AVID stuff; Staff is going to NEED a game! LOL It's an intro to the game that will last through Wednedsay of next week. I just need top present it and answer questions is all.

Angela Robinson, 2021-02-12 10:15:30

What is CRT?

Angela Robinson, 2021-02-12 10:15:43

♀

Mary Engfer, 2021-02-12 10:19:02

Culturally relevant teaching.
So the whole AVID thing is out the window; however, CRT is going to incorporate a Socratic seminar, which is an AVID strategy.
Games are always fun!!!

Angela Robinson, 2021-02-12 10:20:40

Sounds good-Just give me 15 minutes on that agenda somewhere! THANKS!

Mary Engfer, 2021-02-12 10:20:49

You got it!

Mary Engfer, 2021-02-12 10:21:01

Maybe at the beginning ♀

Mary Engfer, 2021-02-12 10:22:15

And I'm just Drew and Ally's point person. I think Anthony is going to need to create a schedule/more agenda items for it. I can totally create one, but I'm not sure what you guys want or need to cover that day. I'm game for whatever you want to do!

Angela Robinson, 2021-02-12 10:23:01

Sounds good-I'm new at this; not sure who's doing what...we'll figure it out! Thanks!!

Mary Engfer, 2021-02-12 10:23:47

I have no idea either

Angela Robinson, 2021-02-12 10:24:11

Throw Karen in the mix and we have three blind mice....

Mary Engfer, 2021-02-12 10:24:35

Totally unrelated-I do enjoy my time outside with the kids in the car pickup lane! Parents are getting nicer

Mary Engfer, 2021-02-12 10:24:43

Lol yup!! Fun stuff

Angela Robinson, 2021-02-12 10:26:09

 YAY!!

SUBJECT: Re: FB - Culturally Relevant Teaching
FROM: Faith Dahlquist <fdahlquist@sd308.org>
TO: Julianna Karvelius <jkarvelius@sd308.org>
DATE: 14/02/2021 11:24

Thanks, Julianna. This was very helpful. It has already given me some context when I'm answering questions/complaints about celebrating Black History month.

Thanks,
Faith

On Fri, Feb 12, 2021 at 2:24 PM Julianna Karvelius <jkarvelius@sd308.org> wrote:

> Hello!
> Thanks for holding the open talk. I appreciate the transparency and willingness to listen and give information.
>
> The screenshots include the Main post from Tom/Robyn about ISBE bill. Then there are several comments.
>
> I also took screenshots of the document they refer to later as ridiculous because they focus on CRT.
>
> Let me know if I can get you more information. I am there as an observer, if you get what I mean.
>
> Julianna
>
> --
> Julianna Karvelius
> Band Director
> Murphy Webmaster
> Murphy Jr. High School
> 630-608-5177
> jkarvelius@sd308.org
> Bit.ly/MurphyBand2012

SUBJECT: RE: FB - Culturally Relevant Teaching
FROM: John Sparlin <jsparlin@sd308.org>
TO: Faith Dahlquist <fdahlquist@sd308.org>
DATE: 14/02/2021 12:24

Thnaks!

From: Faith Dahlquist <fdahlquist@sd308.org>
Sent: Sunday, February 14, 2021 11:25 AM
To: John Sparlin <jsparlin@sd308.org>; Theresa Komitas <tkomitas@sd308.org>
Subject: Fwd: FB - Culturally Relevant Teaching

fyi
---------- Forwarded message ---------
From: **Julianna Karvelius** <jkarvelius@sd308.org>
Date: Fri, Feb 12, 2021 at 2:24 PM
Subject: FB - Culturally Relevant Teaching
To: Faith Dahlquist <fdahlquist@sd308.org>

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Julianna

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Julianna Karvelius
Band Director
Murphy Webmaster
Murphy Jr. High School
630-608-5177
jkarvelius@sd308.org
Bit.ly/MurphyBand2012

SUBJECT: Thompson SIP Day
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: Anthony Defeo <adefeo@sd308.org>, Allison Anderson <aanderson@sd308.org>
CC: Lisa Camire <lcamire@sd308.org>
DATE: 16/02/2021 09:27

Hi Anthony, Alli and I have been working with Lisa to create some programming for your SIP day on Feb, 26th. We would love to bring our Culturally Responsive Teaching training to Thompson that day. Thompson would be the first JrH to participate in this programming. We've met with most elementary schools and both high schools. The time spent with Alli, LaTonya, and I would be setting a foundational layer on all things CRT and would conclude with an all staff socratic seminar featuring the topic of "Colorblindness"

We will break it up into two parts. The 1st will last about an hour then a 20 minute break and then the socratic for around 30 minutes. We will send the article to your staff next week in hopes they will pre-read it, but the break also gives them time to read it then.

So we are looking at a two hour presentation. The rest of the time will be of your design.

Hopefully that meets your needs. Would you like us to start at the beginning of the day or at a later time? Also just for ease of presenting and driving the show, Alli and I would like to create the Meet Link so we can have full access to create breakout groups and the like. We will make the link and you can share it with the staff. It's worked well in our other trainings.

Please let us know if you have any questions. If feedback is positive from your staff, Alli, LaTonya and I have additional CRT programming we are happy to bring to Thompson.

~Drew

--
Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



"The quality of our thinking is shown in the quality of our questions" ~Mary Catherine Swanson: AVID Founder

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FROM: Andrew Mundsinger <amundsinger@sd308.org>
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We will break it up into two parts. The 1st will last about an hour then a 20 minute break and then the socratic for around 30 minutes. We will send the article to your staff next week in hopes they will pre-read it, but the break also gives them time to read it then.

So we are looking at a two hour presentation. The rest of the time will be of your design.

Hopefully that meets your needs. Would you like us to start at the beginning of the day or at a later time? Also just for ease of presenting and driving the show, Alli and I would like to create the Meet Link so we can have full access to create breakout groups and the like. We will make the link and you can share it with the staff. It's worked well in our other trainings.

Please let us know if you have any questions. If feedback is positive from your staff, Alli, LaTonya and I have additional CRT programming we are happy to bring to Thompson.

~Drew

--
Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



"The quality of our thinking is shown in the quality of our questions" ~Mary Catherine Swanson: AVID Founder

SUBJECT: Fwd: IL CRTL Standards
FROM: Julie Lam <jlam@sd308.org>
TO: Andrew Mundsinger <amundsinger@sd308.org>, Allison Anderson <aanderson@sd308.org>, Latonya Simelton <lsimelton@sd308.org>
DATE: 17/02/2021 08:17

Hi, Drew, Alli, and LaTonya. I am forwarding to you what I shared with the OE CRT group along with DCs and admin. I'm eager to see what the decision will be.

---------- Forwarded message ---------
From: **Julie Lam** <jlam@sd308.org>
Date: Wed, Feb 17, 2021 at 8:14 AM
Subject: IL CRTL Standards
To: Robert Kaminski <rkaminski@sd308.org>, Timothy Ochoa <tochoa@sd308.org>, Patrick Sweeney <psweeney@sd308.org>, Adam Thurlwell <athurlwell@sd308.org>, Tyson Leblanc <tleblanc@sd308.org>, Nancy Vesta <nvesta@sd308.org>, Mary Bringas <mbringas@sd308.org>, Brian Schaeffer <bschaeffer@sd308.org>, Teresa Gebhardt <tgebhardt@sd308.org>, Paisley Fort <psuarez@sd308.org>
Cc: Wolf Pack <wolfpack@sd308.org>

Good morning,

You are receiving this email because you helped to lead small groups during our CRT training last semester. I am writing to update you that the Illinois Culturally Responsive Teaching & Leading Standards that were released in December is up for approval or rejection today by the Joint Committee of Administrative Rules - IL General Assembly. I know the proposed amendments document is clunky so here's a another version to learn about what these standards are and the feedback from several education organizations. If approved, I am hoping to structure our follow-up CRT PD around these standards.

Thank you and have a great Wednesday!

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SUBJECT: Re: IL CRTL Standards
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: Julie Lam <jlam@sd308.org>
CC: Allison Anderson <aanderson@sd308.org>, Latonya Simelton <lsimelton@sd308.org>
DATE: 17/02/2021 08:28

Thanks Julie, Alli, Latonya, and I are working on additional programming based on some of these standards. We'd be happy to share with your team any resources we have if it'd be helpful. If you'd like to have your team collaborate on any of these projects, we'd be happy to do so too.

~Drew

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> --
> OE Signature (1).png
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> --



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Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



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TO: Andrew Mundsinger <amundsinger@sd308.org>
CC: Allison Anderson <aanderson@sd308.org>, Latonya Simelton <lsimelton@sd308.org>
DATE: 17/02/2021 08:42

Perfect! I am brainstorming what we can do.

On Wed, Feb 17, 2021 at 8:28 AM Andrew Mundsinger <amundsinger@sd308.org> wrote:

> Thanks Julie, Alli, Latonya, and I are working on additional programming based on some of these standards. We'd be happy to share with your team any resources we have if it'd be helpful. If you'd like to have your team collaborate on any of these projects, we'd be happy to do so too.
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Drew Mundsinger M.A., Ms.Ed.
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SUBJECT: Re: IL CRTL Standards
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: Julie Lam <jlam@sd308.org>
CC: Allison Anderson <aanderson@sd308.org>, Latonya Simelton <lsimelton@sd308.org>
DATE: 17/02/2021 09:46

Julie, this is the list of programming that we came up with. We've built up to Part 3 so far. None of it, past 3, is set in stone.We'd love to have any perspective your team can add to this sequence of training for the staff.

Topics for CRT Training

On Wed, Feb 17, 2021 at 8:43 AM Julie Lam <jlam@sd308.org> wrote:

> Perfect! I am brainstorming what we can do.
>
> On Wed, Feb 17, 2021 at 8:28 AM Andrew Mundsinger <amundsinger@sd308.org> wrote:
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Department Chair LRC Oswego High School



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SUBJECT: ISBE'S Weekly Message - February 17, 2021
FROM: Illinois State Board of Education <hello@isbe.net>
TO: abobosky@sd308.org
DATE: 17/02/2021 17:34

Click here if you are having trouble viewing this message.

ISBE'S WEEKLY MESSAGE

Illinois State Board of Education

From Illinois State Superintendent Dr. Carmen I. Ayala

February 17, 2021



Pictured: On March 22, 2019, the 22 members of our Diverse and Learner Ready Teachers Network convened for the first time to begin formulating recommendations on increasing teacher diversity and creating standards for culturally responsive teaching and leading.

Dear Colleagues:

I am so grateful to announce that Illinois has now adopted Culturally Responsive Teaching and Leading Standards. You can find the adopted standards on the ISBE website. Since the very first draft of the standards in November, we have made important updates in response to public comment and in collaboration with the staff and members of the Joint Committee on Administrative Rules to ensure the final language reflects our intent. The standards will help ensure that future Illinois educators are equipped with the skills they need to connect with all students as they are and help them achieve all they can be.

The standards prevailed today despite a coordinated misinformation campaign by opponents. This misinformation campaign ended up demonstrating exactly why we need the standards: to clarify what cultural responsiveness means, how it benefits all students, and how to practice it effectively.The standards succeeded thanks to the voices of educators -- like Briana Morales of East St. Louis School District 189, who said, "When their identities are celebrated, my students have the space to develop a range of viewpoints and perspectives that encompass everyone."

And former Carbondale High School teacher Bill Curtin, who said, "These standards will require colleges of education to prepare future teachers to serve all students, giving them the tools to understand and connect with students from different backgrounds."

And 2021 Teacher of the Year Finalist Brandon Thornton, who said, "Teachers should be able to connect their content to students' lives and encourage all students to be their authentic selves, even if they don't look like them."

The list goes on and includes state legislators, superintendents, advocates, and parents. Thank you for speaking out on behalf Illinois' students. Because of you, aspiring educators will learn how to create classroom and school environments that are more conducive to learning because all students feel understood and engaged.

We look forward to partnering with Illinois educator preparation programs and a broad panel of stakeholders on implementation. I will keep you updated on our progress.

In another step forward for the academic and social-emotional wellbeing of our students, Board Chair Darren Reisberg and I sent a letter to the U.S. Department of Education urging them to make a waiver available for spring 2021 assessments. If the U.S. Department of Education makes an assessment waiver available, ISBE will apply for it.

We firmly believe in the value of assessments, but we know the time and energy of our educators is better spent on supporting students' transition back to in-person instruction and on meeting students' academic and social-emotional needs. Schools, districts, and teachers can and should continue to conduct formative assessments at the local levels to understand the impact of the pandemic on student learning and provide holistic and individualized supports.
Our request to the U.S. Department of Education was responsive to and supported by superintendents, principals, classroom teachers, parents, and students across the state. We will update you as soon as we receive a response.

Sincerely,

Carmen

DATES AND DEADLINES

Feb. 18: Illinois State Board of Education meeting
Feb. 18-19: IACTE 91st Annual Conference
Feb. 19: Deadline to submit application for Governor's Hometown Award
Feb. 19: Webinar: Statewide Transitional English Overview
Feb. 23-26: 2021 Combined Virtual Conference of ESSA and Multilingual Illinois
Feb. 26: Deadline to submit comments for 2021 Financial Profile Score Report in IWAS
Feb. 27: Webinar: Early Choices: Everyday Learning Opportunities series: Sleep
March 1: National Board Spring subsidy application window opens
March 8: Deadline for LEAs to challenge Census Bureau's Small Area Income and Poverty Estimates for Title I eligibility
March 8: Food Distribution Program Annual Order Period for school year 2021-22 closes
March 12: Deadline to submit entry for Illinois Energy Workforce Consortium Classroom Grant
March 15-19: Illinois Arts Education Week
March 15, 16 & 18: ISBE KIDS Summit
March 16: Infinitec Virtual Practitioner's Conference
April 2: Deadline to complete 5Essentials Survey
April 14-15: ISBE School Wellness Conference
April 23: Illinois Career Connections Virtual Conference

COVID-19 RESPONSE

VISIT

ISBE.NET/COVID19

FOR LATEST RESOURCES AND INFORMATION FOR EDUCATORS

COVID-19 – IN CASE YOU MISSED IT

Each week, this section will contain a list of the resources and information posted to the COVID-19 webpage over the past week. Please continue to check the COVID-19 webpage on a daily basis for the newest updates and information.

IDPH Supplemental Resources

- Become an Illinois COVID-19 Ambassador! - Feb. 17
- IDPH Frequently Asked Questions - Feb. 9

NAPT and NASDPTS Joint Statement on Biden Executive Order re: Wearing Masks Urgent Request for Staff Vaccination Information

On Jan. 21, 2021, President Biden signed Executive Order No. 13998, "Promoting COVID-19 Safety in Domestic and International Travel." It orders "Immediate Action to Require Mask-wearing on Certain Domestic Modes of Transportation." The order took effect nationwide at 11:59 p.m. on Feb. 1, 2021.
Please see this joint statement from the National Association for Pupil Transportation (NAPT) and the National Association of State Directors of Pupil Transportation Services (NASDPTS) regarding EO 13998 and the subsequent implementing orders. The statement summarizes the orders and encourages all parties to continue to follow related public health measures to mitigate the spread of COVID-19.

NEW! EDUCATOR EFFECTIVENESS

Resources on Culturally Responsive Teaching and Leading Standards

Illinois adopted Culturally Responsive Teaching and Leading Standards today. The standards come from research-based best practices for closing achievement gaps. Cultural responsiveness improves student outcomes across a range of indicators from math and reading scores, to attendance, to postsecondary enrollment. The standards encourage future teachers to engage in self-reflection, to get to know their students' families, to connect the curriculum to students' lives, and to support student leadership.

State Superintendent of Education Dr. Carmen I. Ayala issued a statement about the standards and addressed why the standards are so important in her Feb. 2 Weekly Message column. ISBE has compiled several resources below, sharing additional

perspectives on the standards.

- Culturally Responsive Teaching and Leading Standards Fact Sheet & Notable Quotes (ISBE)
- Op-ed: New Illinois teaching standards will help more students succeed — especially bilingual learners (Chicago Tribune)
- Op-ed: Give teachers the skills to help students like me find their passion for learning (Chicago Sun-Times)
- Op-ed: My Teacher Didn't Know How To Be Culturally Responsive, But These Standards Will Help the Next Generation of Teachers (Education Post)
- Op-ed: Connecting with students isn't political, it's good teaching (The Southern Illinoisan)
- Op-ed: To the People Pushing Back on Culturally Responsive Teaching During Black History Month (Education Post)
- Op-ed: Culturally responsive teaching, learning standards are step in right direction (State Journal-Register)
- Superintendent's Weekly Newsletter (U-46)
- Op-ed: Good teaching, not indoctrination (The Pantagraph)
- Op-ed: Help students share their voices (Herald & Review)
- Op-ed: New teaching standards will make classrooms more inclusive (Chicago Tribune)
- Op-Ed: Education rule changes will provide students with a more equitable education (McDonough County Voice)
- Education rule changes will provide students with a more equitable education (Illinois Education Association and Illinois Federation of Teachers)
- Equipping teachers for diverse classrooms (Quincy Herald-Whig)
- Illinois board of education proposes culturally responsive teaching standards (Chalkbeat)
- Culturally Responsive Teaching and Leading Standards (WBEZ)
- Confused About CRTL Standards? (Illinois Stand for Children blog)
- Podcast: Culturally Responsive Teaching & Leading: A Conversation With Three Educators (ISBE)

NEW! ASSESSMENT

ISBE Looking for Volunteers to Help Shape IAR

Are you interested in helping to shape the Illinois Assessment of Readiness (IAR)? If so, please consider being a reviewer on the IAR math, English language arts, or bias content review team. Please complete the survey and let us know what your experience is if you would like to be considered. The cost of sub coverage or a stipend is provided. Please email assessment@isbe.net if you have questions.

NEW! CURRICULUM & INSTRUCTION

ISBE Announces Adoption of Transitional English Course Parameters, Competencies, and Policies

ISBE, working in partnership with the Illinois Community College Board (ICCB),

Illinois Board of Higher Education, and Education Systems Center, recently announced the adoption of the Transitional English Course Parameters, Competencies, and Policies. The design of these course competencies is intended to guide secondary school districts as they partner with local community colleges to implement a Transitional English course. Transitional English courses can be used as a fourth-year Language Arts class to meet the state and local high school graduation requirements either as a new course or through the transformation of an existing fourth-year English course.

What's next? State agencies will designate a panel this spring to approve Transitional English courses for statewide portability and kick off a workgroup. This workgroup will build from materials currently used by sites implementing Transitional English, including recipients of the ICCB English Pilot Grant awards, to support teachers in aligning their resources with the statewide competencies.

Join us 10-11 a.m. Feb. 19 for an overview webinar to learn more about Statewide Transitional English course parameters, competencies, and policies. Register for the Statewide Transitional English Overview Webinar.

NEW! ILLINOIS STUDENT ASSISTANCE COMMISSION

ISAC Offering Free Service to Identify Students Who Have Not Filed a FAFSA

State law now requires all Illinois public high school seniors to complete either the Free Application for Federal Student Aid (FAFSA®) or the Alternative Application for Illinois Financial Aid (Alternative Application) as a prerequisite to receiving a high school diploma. ISAC offers the FAFSA Completion Initiative to support implementation of this mandate. This free service allows ISAC to share data with local school districts on a weekly basis to identify students who have not filed a financial aid application (the FAFSA or Alternative Application). This information is used by school/district counselors to help reach students who might otherwise not complete an application. You can also export a roster to help document the completion of the new graduation requirement all in one place. Join the ISAC Professional Development staff on one of the upcoming FAFSA Completion Initiative Webinars. These sessions will be offered at no cost on Tuesdays and Thursdays in February. Visit the ISAC Professional Development webpage for information about each session or to register for one of the webinars.

ISAC Announces PaCE Training Sessions

The ISAC Professional Development staff is pleased to announce new spring 2021 dates for the Postsecondary and Career Expectations (PaCE) Overview and PaCE Implementation Leader Training. ISAC offers these sessions to help schools understand and adopt the Illinois PaCE Framework or develop a customized framework to fit their needs. These sessions are offered virtually via WebEx for counselors and college-access professionals at no cost.

The Illinois PaCE Framework is a tool that provides guidance to students, families, and educators on what types of experiences and information a student should have to make informed decisions about college and career planning, beginning in eighth

to make informed decisions about college and career planning, beginning in eighth grade and continuing through high school. Registration and session details can be found on the Illinois PaCE Webinar page.

ISAC Seeking Proposals for 2021 College Changes Everything Conference

ISAC is pleased to announce that the 2021 College Changes Everything (CCE) Conference will be held the week of July 12. This year's conference theme is "Fostering Diversity, Equity, Inclusion, and Belonging for the Success of All Learners." CCE is now accepting proposals, which may be submitted to the CCE Conference website. Each 60-minute session should provide in-depth information, practical ideas, and best practices for the audience and demonstrate positive steps taken and lessons learned. Conference attendees appreciate the opportunity to hear from the students being served by the program(s) and/or service(s). To that end, we encourage you to include students in your sessions, when possible.

- Deadline – Priority consideration will be given to completed session proposal forms submitted by March 12. The online proposal form is on the conference website.
- Non-Commercial Policy – Please note that sessions are to be non-commercial forums. Individuals should refrain from using brand names or endorsing specific products. Sessions are not to be used as a place for direct promotion of products and services.
- Presenter Compensation – The CCE conference does not provide any compensation for individuals accepted to serve as conference interest session presenters.

NEW! EARLY CHILDHOOD

ISBE and University of Illinois Announce Understanding Inclusion Modules

Early CHOICES and the Early Intervention Training Program at University of Illinois are pleased to announce the new Understanding Inclusion series. This series consists of bite-size videos with embedded resources and activities to help understand, promote, and advocate for inclusion for children birth to age 5 developed with families, for families.

We are excited to provide a resource that is useful to families, practitioners, service coordinators, educators, and administrators in early intervention or early childhood. Each topic has a guide to support understanding and provide resources on the topic. Topic guides can be used as a companion tool for the learner and as a stand-alone tool to help facilitate discussions and extended learning opportunities.

Please visit the Early CHOICES website to view the topics and the supporting topic guides.

Register for KIDS Summit

ISBE's Early Childhood Department is pleased to announce that registration is now open for the free virtual Kindergarten Individual Development Survey (KIDS) Summit **March 15, 16, and 18**. The KIDS Summit is hosted by ISBE in partnership with the Robert R. McCormick Foundation. This year's virtual summit will be an opportunity for Illinois kindergarten teachers and school and district administrators to engage in virtual learning and sharing best practices using the KIDS tool.

- **March 15** - Opening keynote with early learning champion Kristine Mraz, author of "Purposeful Play."
- **March 16** - Interactive choice sessions in smaller groups, delving into SEL, play, tech, literacy, and more.
- **March 18** - Closing session with the chance to action plan and reflect, plus a celebration with prizes and giveaways!

Register now!

NUTRITION

ISBE School Wellness Conference Set for April 14-15

SAVE THE DATES! The Illinois State Board of Education will present its second annual School Wellness Conference on April 14 and 15. This year's conference will be presented virtually by the ISBE Nutrition, Wellness, and Student Care departments. The conference will feature live webinars, recorded trainings, and exhibitor resources.

School nutrition professionals, physical education teachers, school nurses, school social workers, and others dedicated to the well-being of Illinois schoolchildren are encouraged to utilize these free resources. Watch for registration and more information coming soon on the ISBE School Wellness Conference webpage and in ISBE's Weekly Message.

ED360

ISBE Data Strategies and Analytics Department Seeking Feedback on Ed360 Use

Northern Illinois University, on behalf of ISBE, is seeking feedback from educators and administrators on ways to improve Ed360 through an online Ed360 Questionnaire. Ed360 is a free web application designed to empower educators with access to near real-time data from the ISBE Data Warehouse. Ed360 provides educators with student and district data so they can make data-driven decisions. Your feedback is very valuable to us in determining how to make the most relevant data available to districts, schools, educators, administrators, and other stakeholders in the most usable and functional format. This 3-minute survey will help us evaluate the current functionality of Ed360 and consider potential improvements. The survey will be available until Feb. 17.

STATE FUNDING AND FORECASTING

Prior Year EAV Adjustments Update

Fiscal year 2021 calculations and reports concerning the six years of prior year equalized assessed value (EAV) adjustments, which are subject to an annual $25 million appropriation, have been completed and posted on the EAV Adjustments web page. There you will find historical reports of Certificates of Error and Property Tax Appeal Board adjustments reported through FY 2021 and this year's payment report. Districts wishing to file EAV adjustments for the FY 2022 cycle will find an updated Excel Summary Spreadsheet for reporting under the Certificates of Error drop-down menu.

Please contact the ISBE State Funding and Forecasting staff at sff@isbe.net if you have questions about these reports.

TEACHER OF THE YEAR

2021 Teacher of the Year Available for Virtual Speaking Engagements

Justin Johnson, high school band instructor at Niles West High School in Skokie, is the 2021 Illinois Teacher of the Year and is eager to share his enthusiasm for teaching with you! Justin was named one of three 2021 Cook County Teachers of the Year and the 2021 Illinois Teacher of the Year during the October 2020 Illinois State Board of Education meeting. Justin is described by an administrator in his school as [a] "passionate advocate for under-represented students." One student remarked, "On a daily basis, he inspires me to be the best version of myself. I would never even think of being where I am now had it not been for his constant motivation and detailed excellence."

If you would like Justin to share his insights, strategies, and ideas with your staff, please email him at jusjoh@d219.org.

IN BRIEF

Educator Opportunities

Woodstock Folk Festival Celebrates Black History Month

The Woodstock Folk Festival, a nonprofit organization in Woodstock, Ill., is celebrating Black History Month with free Woodstock Wednesdays, one of which will premiere at 7 p.m. Feb. 17 via the Festival website. It and previous Woodstock Wednesdays shows will then remain available in the Video Gallery for later viewing. They can be viewed totally for enjoyment or they could be incorporated into a curriculum for Black History Month.

Community Opportunities

Governor's Hometown Award

Since 1983, the Governor's Hometown Awards (GHTA) program has given formal recognition to those who contributed to projects that improved their community's quality of life. These projects are sponsored by local units of government that had strong volunteer support, met a need, and made a definitive impact, thereby generating a positive outcome in the community and by extension, the state. The program is administered by the Serve Illinois Commission, formerly the Governor's Commission on Volunteerism and Community Service. The Serve Illinois Commission is excited to be able to tie GHTA to its mission to improve Illinois communities by enhancing volunteerism and instilling an ethic of service throughout the state. To nominate your community, please complete the application.

Professional Development Opportunities

Ed Leaders Network

Ed Leaders Network is offering the following recorded and live webinars.

- Supporting Early Learning: Resources for Sharing!: Leaders, do you have pre-K and kindergarten learners in your building? Come join this interactive session, during which Lisa Vahey will share some leadership-level actions for supporting your teachers. You'll leave with an overview of a new resource bank of lesson ideas, home-school connections, and professional learning just for early childhood.
- 3-4 p.m. March 16 – MTSS: An Equitable Approach to Student Success: This session will explore how to use MTSS to propel equitable outcomes for all students as well as help educators understand the connection between MTSS and equity. Educators will also explore an Equitable MTSS framework that can be immediately implemented in any school setting.

Illinois Resource Center

Illinois Resource Center is hosting a webinar geared toward CTE Teachers who want to ensure success for multilingual learners. Learn about language learner development and explore simple strategies and supports you can implement.

- 3:30 – 5 p.m. March 4 – Boosting Language Acquisition and Success in CTE Classes

Featured Career Opportunities

- IT Security Administrator – Senior Systems Administrator

View all open positions at ISBE.



Share Tweet Share

The Illinois State Board of Education is the State Education Agency for Illinois. Our mission is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

Click here to unsubscribe or to change your Subscription Preferences.

SUBJECT: Fwd: Invitation to ICEEL meeting
FROM: "Karen O'Connor" <koconnor01@sd308.org>
TO: Angela Robinson <arobinson@sd308.org>, Anthony Defeo <adefeo@sd308.org>
DATE: 18/02/2021 18:39

Hi Crew!

The PD from ICEEL is usually top-notch and free. This one is dealing with the new CRT state standards, so I am very interested in attending because this is stuff we need to know. I am sharing it to see if I would be able to attend (virtually) and see you guys want to participate as well if possible. I'm sure it's tough for all of us to be out at the same time so I understand if that is not possible. Anyway, feel free to share!

Karen

Karen O'Connor
Assistant Director of High School Education
Interim Assistant Principal at Thompson Junior High

---------- Forwarded message ---------
From: **ICEEL** <iceelinformation@gmail.com>
Date: Thu, Feb 18, 2021 at 4:59 PM
Subject: Invitation to ICEEL meeting
To:

Good evening everyone,

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Be safe and well,
Corrie, Ivette and Ushma

--
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Twitter
iceel.network

Founded by
Dr. Ivette Dubiel (She/Her/Ella)
Dr. Ushma Shah (She/Her/Hers)
Mrs. Corrie Wallace (She/Her/Ella)

SUBJECT: Re: Invitation to ICEEL meeting
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: "Karen O'Connor" <koconnor01@sd308.org>
DATE: 18/02/2021 18:48

I didn't. Thanks for sharing. I'm signing up now. So glad this passed. It's crazy to me how much push back this got from various places....not really...but seriously....

Drew

On Thu, Feb 18, 2021 at 6:44 PM Karen O'Connor <koconnor01@sd308.org> wrote:

> Speaking of CRT, did you see this from ICEEL? It looks good!
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> **Karen O'Connor**
> Assistant Director of High School Education
> Interim Assistant Principal at Thompson Junior High
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AVID District Director Secondary
Department Chair LRC Oswego High School

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SUBJECT: Re: Invitation to ICEEL meeting
FROM: Julie Lam <jlam@sd308.org>
TO: "Karen O'Connor" <koconnor01@sd308.org>
CC: Tania Sharp <TSharp@sd308.org>
DATE: 19/02/2021 07:38

Hi, Karen.

Thanks for forwarding. I've been attending their meetings for a few years now, and one of the three leads is an OE mom.

Good luck @ TH - it is non-stop!

On Thu, Feb 18, 2021 at 6:56 PM Karen O'Connor <koconnor01@sd308.org> wrote:

> Hi! I am sure you guys get stuff from ICEEL but this looks so good, I had to pass it along just in case you didn't get their emails. This is about the new CRT laws that recently passed.
>
> Sorry we didn't get a chance to connect this morning. I am filling in at Thompson concurrently with my Assistant Director of HS Edu duties so now I know what it's like to be an AP! Basically.... non-stop! But it's so great to see kids and teachers so I am loving it so far. Email or text me any time.
>
> KO
>
> **Karen O'Connor**
> Assistant Director of High School Education
> Interim Assistant Principal at Thompson Junior High
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> SD308
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--


SUBJECT: Re: CRT PD
FROM: Patrick Sweeney <psweeney@sd308.org>
TO: Julie Lam <jlam@sd308.org>
CC: Timothy Ochoa <tochoa@sd308.org>, Dianna Aldaba <dpalumbo@sd308.org>
DATE: 19/02/2021 08:30

Hi, Julie,

I am happy to help and work with this committee. Thanks for thinking of me!

-Patrick

On Thu, Feb 18, 2021 at 11:40 AM Julie Lam <jlam@sd308.org> wrote:

> Hi, Tim, Patrick, and Dianna.
>
> Laura and I met yesterday to discuss our continuing professional development. Last semester, we had Drew, Alli, and LaTonya lead an AVID CRT presentation and then we had small break-out groups for discussion around the colorblindness article (Tim and Patrick helped to lead four small groups). Additionally, admin and DCs have been involved in diversity, equity, and inclusion training with AVID and Midwest & Plains Equity Assistance Center (MAP).
>
> For this semester, I would like to continue our CRT PD by introducing the newly approved IL Culturally Responsive Teaching and Leading Standards, which will be implemented by October 1, 2021, and how it may look across our departments and school. The three of you stand out for us because of your emphasis on diversity, equity, and inclusion, and your intentional practice. Is this something that you would be interested in planning with us and leading? We are looking at a tentative date of 4/28, but we are also thinking about how to split it up over Wednesday afternoons.
>
> Thank you for your consideration!
>
> --
> 
>

--
Patrick Sweeney
English Teacher
Key Club Sponsor
Pronouns: he/him/his
Oswego East High School
1525 Harvey Rd.
Oswego, IL 60543
PSweeney@sd308.org
630-636-2228

SUBJECT: DEI Pledge Update
FROM: Chanel Keyvan <ckeyvan@sd308.org>
TO: John Francis <jfrancis@sd308.org>, Maggie Sadler <msadler@sd308.org>, Todd Bowers <tbowers@sd308.org>
DATE: 21/02/2021 15:55
ATTACHMENTS (20210221-155544-0000012): "BE Pledge Update 2020-2021.pdf"

Hello All!

Here's what I put together for the update. Could you review it to see if I have any typos or grammar errors and let me know? I checked it like 3 times, but I can never be too sure! Hope everyone is having a great weekend!

Best of Wishes,
Chanel Keyvan

Assistant Principal
Bednarcik Junior High School
Community School District 308
630-636-2512
Pronouns: she/her/hers



SUBJECT: Eagle Edition
FROM: Allison Sulkson <asulkson@sd308.org>
TO: EVAStaff <evastaff@sd308.org>
DATE: 22/02/2021 07:32
ATTACHMENTS (20210222-073244-0000016): "Eagle Edition Week of february 21st.docx"

Good Morning,

I have attached the news for the week. As Judy shared we have a number of staff out today, so please be patient and flexible. Happy Monday.

take Care

Allison

--



Allison Sulkson
Principal East View Academy School District #308

"It can never be the same"- *Robert Smith* **The Cure**

"Prepare yourself so that you can be **a rainbow in somebody else's cloud."** Maya Angelou

"You are **braver** than you believe, **stronger** than you seem, and **smarter** than you think." A.A. Milne

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SUBJECT: Fwd: Invitation to ICEEL meeting
FROM: Andrew Mundsinger <amundsinger@sd308.org>
TO: Christopher Grays <cgrays@sd308.org>, Tania Work Phone Sharp <tsharp@sd308.org>, Andrea Parker <aparker@sd308.org>, "Brian Cooney (308 List)" <bcooney@sd308.org>
DATE: 22/02/2021 07:54

Hi everyone, Karen O'Connor forwarded this to me. It's from the Illinois Coalition of Educational Equity Leaders regarding the newly adopted CRT standards for Illinois. I've signed up to attend the conference. One of the leaders, Ivette Dubiel, used to teach 5th grade with Joan at Grande Park back in the day. She still lives in our community.

~Drew

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DATE: 22/02/2021 08:06

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SUBJECT: Re: Invitation to ICEEL meeting
FROM: Tania Sharp <TSharp@sd308.org>
TO: Andrew Mundsinger <amundsinger@sd308.org>
DATE: 22/02/2021 08:20

I will also be attending!

Ms. Tania Sharp
Assistant Principal for Curriculum & Instruction
AVID Site Team
Advanced Placement Coordinator
Oswego High School

"Acknowledge. Honor. Connect."
"The way you think influences the way you feel; and the way you feel determines how you act." ~Craig Sager

On Mon, Feb 22, 2021 at 7:54 AM Andrew Mundsinger <amundsinger@sd308.org> wrote:

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DATE: 22/02/2021 10:13

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Education through an Equity lens

LaTonya Simelton
Diversity, Equity & Inclusion Coordinator
District Administrative Center
Oswego CUSD 308
630-636-4364 O

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>
> **Karen O'Connor**
> Assistant Director of High School Education
> Interim Assistant Principal at Thompson Junior High
>
> ---------- Forwarded message ---------
> From: **ICEEL** <iceelinformation@gmail.com>
> Date: Thu, Feb 18, 2021 at 4:59 PM
> Subject: Invitation to ICEEL meeting
> To:

Good evening everyone,

We hope each of you are well and safe. As you have probably heard, the Culturally Responsive Teaching and Learning Standards were officially adopted yesterday. We are thrilled!

We are also excited to share with you the registration for the next, free ICEEL meeting. Please join us on **Friday, April 16th**, **9:00 am - 12:00 pm** via Zoom (link emailed approximately 24 hours in advance of meeting). The meeting will focus on the 2020-23 ISBE Strategic Plan and State Superintendent, Dr. Carmen Ayala, will present to us. Registrants are welcome to submit questions regarding the strategic plan on registration form. If you would like to submit a question, but are unable to attend the meeting, you may indicate as such on the registration form. Please note, we cannot guarantee that any specific question will be answered during the presentation or thereafter. This registration form will **close on APRIL 9, 2021, at 5:00 PM.**

ICEEL meetings are not recorded. If you have received this email directly from ICEEL, you will receive brief notes a few weeks following the meeting. You do not need to do anything in order to receive those notes. If this email was forwarded to you, please complete the ICEEL Email Distribution Form.

Register for the April 16th meeting and/or to submit question HERE

Be safe and well,
Corrie, Ivette and Ushma

--
Illinois Coalition of Educational Equity Leaders (ICEEL)
About Us
Twitter
iceel.network

Founded by
Dr. Ivette Dubiel (She/Her/Ella)
Dr. Ushma Shah (She/Her/Hers)
Mrs. Corrie Wallace (She/Her/Ella)

--
Drew Mundsinger M.A., Ms.Ed.
AVID District Director Secondary
Department Chair LRC Oswego High School



"The quality of our thinking is shown in the quality of our questions" ~Mary Catherine Swanson: AVID Founder

SUBJECT: Fwd: Actionable strategies for culturally responsive teaching
FROM: Shannon Lueders <slueders@sd308.org>
TO: Anthony Defeo <adefeo@sd308.org>, John Francis <jfrancis@sd308.org>, Laura Bingham <lbingham@sd308.org>, Melinda Renier <mrenier@sd308.org>, Tyler Haymond <thaymond@sd308.org>, Angela Robinson <arobinson@sd308.org>, Bailey Campbell <bcampbell@sd308.org>, Christopher Ferko <cferko@sd308.org>, Chanel Keyvan <ckeyvan@sd308.org>, Kenneth Spranger <kspranger@sd308.org>, Lisa Camire <lcamire@sd308.org>, Marcus Lewis <mlewis01@sd308.org>, Shanell Lawson <slawson@sd308.org>, "Karen O'Connor" <koconnor01@sd308.org>
DATE: 23/02/2021 13:25

FYI - I've signed up for March 10.

---------- Forwarded message ---------
From: **Newsela** <intheknow@newsela.com>
Date: Tue, Feb 23, 2021 at 11:00 AM
Subject: Actionable strategies for culturally responsive teaching
To: <slueders@sd308.org>

newsela

A discussion on equity and culturally responsive teaching

Culturally responsive teaching isn't just about representation. It's about instilling a sense of belonging in all learners, so that they see their identities affirmed and celebrated in instructional content.

Illinois has been an exemplar nationwide of this, and we're humbled to support 140+ districts statewide in their efforts to include diverse perspectives across subjects. **In fact, a recent ISBE survey by the Black History Curriculum Task Force shows that Newsela is the most popular social studies resource for elementary and middle school.**

Join us next month for a roundtable discussion on how local educators are approaching equity and culturally responsive teaching in their schools, and a preview of a new Black History collection in Newsela Social Studies that will help you continue to elevate unheard perspectives in instruction.

FEATURED WEBINARS

MAR
10

Discussion on Culturally Responsive Teaching (Chicagoland schools)

3 PM CT

Register Here

MAR
11

Discussion on Culturally Responsive Teaching (All Illinois schools)

3:30 PM CT

Register here



620 8th Avenue, 21st Floor
New York, NY 10018

Email Preferences





This email was sent to slueders@sd308.org

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--
Shannon Lueders
Director of Junior High Education
Community Unit School District 308
slueders@sd308.org
630-636-4677

PRIVACY NOTICE: The content of this communication is CONFIDENTIAL and may include student information that is protected by federal law under the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient of this communication, please notify the sender immediately and delete the material without opening any attachments. Unauthorized use, disclosure, copying, or distribution is strictly prohibited and may be unlawful.

SUBJECT: Re: Actionable strategies for culturally responsive teaching
FROM: Kenneth Spranger <kspranger@sd308.org>
TO: Shannon Lueders <slueders@sd308.org>
DATE: 23/02/2021 13:37



See you there! I can't let you have all the uncomfortable conversations!

On Tue, Feb 23, 2021 at 1:25 PM Shannon Lueders <slueders@sd308.org> wrote:

> FYI - I've signed up for March 10.
>
> ---------- Forwarded message ---------
> From: **Newsela** <intheknow@newsela.com>
> Date: Tue, Feb 23, 2021 at 11:00 AM
> Subject: Actionable strategies for culturally responsive teaching
> To: <slueders@sd308.org>

newsela

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620 8th Avenue, 21st Floor
New York, NY 10018

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Shannon Lueders
Director of Junior High Education
Community Unit School District 308
slueders@sd308.org
630-636-4677

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--
K.C. Spranger, M.Ed
Assistant Principal
Traughber Jr. High School
kspranger@sd308.org
(630) 636-2712

SUBJECT: Re: CRT PD
FROM: Julie Lam <jlam@sd308.org>
TO: Timothy Ochoa <tochoa@sd308.org>
CC: Dianna Aldaba <dpalumbo@sd308.org>, Patrick Sweeney <psweeney@sd308.org>
DATE: 23/02/2021 15:54

Perfect! I'll be in touch with next steps after Laura and I touch base again.

Have a great evening!

On Sun, Feb 21, 2021 at 5:01 PM Timothy Ochoa <tochoa@sd308.org> wrote:

> Good evening,
>
> I would definitely be interested in helping with the committee. I look forward to helping OE move forward with these new standards in order to create the most inclusive and supportive environment possible.
>
> Thanks,
>
> Tim
>
> On Fri, Feb 19, 2021 at 8:30 AM Patrick Sweeney <psweeney@sd308.org> wrote:
>
> > Hi, Julie,
> >
> > I am happy to help and work with this committee. Thanks for thinking of me!
> >
> > -Patrick
> >
> > On Thu, Feb 18, 2021 at 11:40 AM Julie Lam <jlam@sd308.org> wrote:
> >
> > > Hi, Tim, Patrick, and Dianna.
> > >
> > > Laura and I met yesterday to discuss our continuing professional development. Last semester, we had Drew, Alli, and LaTonya lead an AVID CRT presentation and then we had small break-out groups for discussion around the colorblindness article (Tim and Patrick helped to lead four small groups). Additionally, admin and DCs have been involved in diversity, equity, and inclusion training with AVID and Midwest & Plains Equity Assistance Center (MAP).
> > >
> > > For this semester, I would like to continue our CRT PD by introducing the newly approved IL Culturally Responsive Teaching and Leading Standards, which will be implemented by October 1, 2021, and how it may look across our departments and school. The three of you stand out for us because of your emphasis on diversity, equity, and inclusion, and your intentional practice. Is this something that you would be interested in planning with us and leading? We are looking at a tentative date of 4/28, but we are also thinking about how to split it up over Wednesday afternoons.
> > >
> > > Thank you for your consideration!
> > >
> > > --
> > > OE Signature (1).png

--
Patrick Sweeney
English Teacher
Key Club Sponsor
Pronouns: he/him/his
Oswego East High School
1525 Harvey Rd.
Oswego, IL 60543
PSweeney@sd308.org
630-636-2228

--
"Be the change you wish to see in the world"-Gandhi

Tim Ochoa
Pronouns: he/him/his
Oswego East English Teacher
Student Council Cosponsor
Tennis Coach (Girls)
Louder Than a Bomb Coach
Literary Festival Coordinator
--



SUBJECT: ISBE'S Weekly Message - February 23, 2021
FROM: Illinois State Board of Education <hello@isbe.net>
TO: abobosky@sd308.org
DATE: 23/02/2021 16:21

Click here if you are having trouble viewing this message.

ISBE'S WEEKLY MESSAGE

Illinois State Board of Education

From Illinois State Superintendent Dr. Carmen I. Ayala

February 23, 2021



Pictured: Tanya Thigpen, teacher assistant at Gwendolyn Brooks Middle School, in Oak Park, displays her celebratory sign and award of meritorious service in the Educational Service Personnel category from the 2021 Those Who Excel program.

Dear Colleagues:

I am happy to announce that March 1 will be our official start to "Elevating Educators" season with the kickoff of both our Teacher of the Year and Those Who Excel educator recognition programs. Obviously, the COVID-19 pandemic thwarted our ability to host our customary gala event last fall. A huge thank you goes out to Mark Klaisner, president of the Illinois Association of Regional Superintendents and our Regional Offices across the state. With their help, we were able to coordinate an effort to distribute celebratory yard signs and posters to our awardees. (You may have seen photos on social media!)

It may have not been a gala with hundreds of people, but we hope it was still a memorable experience for all of our awardees.

We are hosting a webinar this Thursday, Feb. 25 to share information with superintendents and school district program coordinators about the nomination process. Register now.

Nominations for all of our awards can be submitted through the online portal found in both the Teacher of the Year and Those Who Excel webpages. All teachers with five or more years' experience will be eligible for Regional Teacher of the Year from

the eight regions in Illinois. From these exemplary teachers, we will select our 2022 Illinois Teacher of the Year. Teachers with less than five years' experience are eligible for our Outstanding Early Career Educator award.

We also have three additional awards for amazing classroom teachers in specific areas:

- Bilingual Teacher of the Year award
- Early Childhood Teacher of the Year award
- Special Education Teacher of the Year award.

We have heard time and time again how difficult teaching has been during the pandemic. Our educators have overcome tremendous challenges for our students – all while caring for the wellbeing of their own families and taking care of their own mental health. I am amazed every single day by our incredible teachers.

Help us recognize these individuals who have gone above and beyond by nominating them for an award.

Nominations will be accepted for the Teacher of the Year and Early Career Educator categories until April 23. Once nominations are received, teachers will be sent a link to complete the application. The deadline to submit applications will be May 21.

We are also seeking nominations for ISBE's Those Who Excel awards. Those Who Excel is a way for us to celebrate the invaluable contributions of every individual who makes our schools environments where all students can thrive. Nomination categories include administrators, teams, community volunteers, and support personnel who have made significant contributions to Illinois students. Our school support personnel have been indispensable to the safety and wellbeing of our schools throughout the pandemic. This category includes school nurses; psychologists; social workers; school counselors; speech/language therapists; and educational support personnel, such as aides/paraprofessionals, cafeteria workers, custodians, administrative assistants, bus drivers, and resource officers.
We hope to name our awardees in late summer, just in time for the beginning of the 2021-22 school year. And of course, we hope to be able to celebrate our awardees in red-carpet style this fall.

These awards recognize the incredible work happening in and around Illinois schools, as the result of exemplary educators who far too often go unrecognized outside of their own schools or districts. We encourage everyone to think about someone at their school who is making a positive impact on students and honor them by nominating them for an award when the window opens March 1.

Sincerely,

Carmen

DATES AND DEADLINES

Feb. 23-26: 2021 Combined Virtual Conference of ESSA and Multilingual Illinois
Feb. 25: Webinar: Teacher of the Year and Those Who Excel Rollout
Feb. 25: Deadline for schools eligible for P-EBT to submit complete survey and data updates/uploads
Feb. 26: Deadline to submit comments for 2021 Financial Profile Score Report in IWAS
Feb. 27: Webinar: Early Choices: Everyday Learning Opportunities series: Sleep
March 1: Teacher of the Year and Those Who Excel Nomination/Application Window Opens
March 1: National Board Spring subsidy application window opens
March 8: Deadline for LEAs to challenge Census Bureau's Small Area Income and Poverty Estimates for Title I eligibility
March 8: Food Distribution Program Annual Order Period for school year 2021-22 closes
March 12: Deadline to submit entry for Illinois Energy Workforce Consortium Classroom Grant
March 15-19: Illinois Arts Education Week
March 15, 16 & 18: ISBE KIDS Summit
March 16: Infinitec Virtual Practitioner's Conference
April 2: Deadline to complete 5Essentials Survey
April 2: Deadline to submit NSLP Equipment Assistance Grant
April 14-15: ISBE School Wellness Conference
April 23: Illinois Career Connections Virtual Conference
April 23: Deadline to submit nominations for Teacher of the Year program
May 21: Deadline to complete applications for Teacher of the Year and Those Who Excel programs



COVID-19 – IN CASE YOU MISSED IT

Each week, this section will contain a list of the resources and information posted to the COVID-19 webpage over the past week. Please continue to check the COVID-19 webpage on a daily basis for the newest updates and information.

IDPH Supplemental Resources

- Become an Illinois COVID-19 Ambassador! - Feb. 17

Public LEAs and Nonpublic Schools: Register for Webinars to Assist with ESSER II or COVID-19 Emergency Assistance Applications

ISBE is hosting webinars and office hours to assist Illinois public local education agencies (LEAs) with the federal Elementary and Secondary School Emergency Relief (ESSER) II grant application process and to assist nonpublic schools with the GEER II Emergency Assistance for Nonpublic Schools (EANS) application process.

EANS for Nonpublic Schools

Congress authorized the EANS program as part of the Governor's Emergency Education Relief Fund, and it provides services or assistance to eligible nonpublic schools to address educational disruptions caused by COVID-19.

Register for EANS Office Hours (question and answer sessions)

- 1-2 p.m. Feb. 24
- 11 a.m.–12 p.m. Feb. 25

ESSER II for Public LEAs

The U.S. Department of Education awards grants from ESSER II to State Education Agencies for the purpose of providing LEAs, including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had -- and continues to have -- on elementary and secondary schools across the nation.

Register for ESSER II Step-by-Step Application Webinar

- 1:30-2:30 p.m. March 1

Register for ESSER II Office Hours (question and answer sessions)

- 1-2 p.m. March 3

NEW! NUTRITION

Schools Eligible for P-EBT Should Complete Survey and Data Updates/Uploads by Feb. 25

The Illinois State Board of Education is collecting data from schools that are eligible for the P-EBT benefits program in SY 2020-21. We would like to remind schools that have received direct email messaging from the ISBE Nutrition Department regarding P-EBT for SY 2020-21 to complete the necessary steps no later than **Feb. 25**. Failure to do so could result in delayed or missed federal benefits for eligible students and families.

Both public and nonpublic schools identified as eligible should first complete the Illinois P-EBT Qualified Sponsor Survey in the Web-Based Illinois Nutrition System. Additional steps are identified in the P-EBT Checklist and Resources for

Illinois Public and Nonpublic Schools.

If you have not already completed the survey and data updates/uploads, your immediate attention is needed to ensure eligible students in your community receive P-EBT benefits for SY 2020-21.

Resources for P-EBT for SY 2020-21 are available at www.isbe.net/pebt, including a recording of the Feb. 3 "P-EBT SY 20-21 Basic Overview and Q&A" webinar. A follow-up webinar presented on Feb. 19 was recorded and will be posted at www.isbe.net/pebt, where you can find additional instructions and resources to assist with P-EBT. Our Initial Notice to NSLP Sponsors Regarding School Year 2020-21 P-EBT Benefits includes details on school and student eligibility.

Email questions to pebt@isbe.net.

Apply Now for FY 2021 National School Lunch Program Equipment Assistance Grants

The U.S. Department of Agriculture Food and Nutrition Service provides funding to the Illinois State Board of Education to provide equipment assistance through competitive grants to School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP). ISBE has been allocated $1,087,539 to award grants to SFAs in this round of funding.

ISBE is issuing a Notice of Funding Opportunity (NOFO)/Request for Proposals (RFP) for SFAs to apply on behalf of their NSLP schools for grant funding. SFAs can request funds to replace, renovate, or purchase new kitchen equipment that is needed to serve healthier school meals, improve food safety, and/or expand access to school meals.

In regard to school year 2020-21, any SFA with a previously approved state agency agreement on file to operate the National School Lunch Program (per 7 CFR 210.9(b)), and that would otherwise be operating NSLP in SY 2020-21, may continue to access NSLP Equipment Assistance Grants while utilizing the flexibilities granted under the current Summer Food Service Program/Seamless Summer Option Nationwide Waiver.

All SFAs meeting the above criteria are eligible to apply, but priority will be given in the following areas (based on prior school year data where applicable): schools where 50 percent or more of the enrolled students are eligible for free or reduced-price meals; schools that have not previously received a NSLP Equipment Assistance Grant within the last five years; schools that also participate in the School Breakfast Program; and schools that prepare meals on site using district-owned equipment or, through this grant, will be able to start preparing meals on site without a school-to-school agreement or vended or food service management contract.

For full details, see the NOFO/RFP and information on how to apply posted on the NSLP Equipment Assistance Grant webpage. The deadline to apply is **5 p.m. on April 2**.

If you have any questions regarding this funding opportunity, contact Emily Durbin at edurbin@isbe.net.

NEW! ASSESSMENT

Federal Announcement about Assessment and Accountability Waivers

The U.S. Department of Education issued an update yesterday on assessment, accountability, and reporting requirements for the 2020-21 school year. The Department has communicated its intent to make waivers available for accountability but not for assessments. We are receiving a lot of questions and assure you that we will provide additional information and guidance as soon as possible.

We are continuing to review the communication and work with the U.S. Department of Education and our assessment vendors to determine the path forward for Illinois. Please be assured that you will have an opportunity to submit public comment. While we had advocated for blanket waivers of federally required assessments this spring, we are committed to providing you with support and flexibility to ensure a safe and equitable assessment administration. We will apply for the maximum possible flexibility for accountability, including seeking the available waivers for summative designations and the 95 percent assessment participation requirement.

We will follow up with further information, guidance, and opportunities to provide feedback.

ISBE Looking for Volunteers to Help Shape IAR

Are you interested in helping to shape the Illinois Assessment of Readiness (IAR)? If so, please consider being a reviewer on the IAR math, English language arts, or bias content review team. Please complete the survey and let us know what your experience is if you would like to be considered. The cost of sub coverage or a stipend is provided. Please email assessment@isbe.net if you have questions.

EDUCATOR EFFECTIVENESS

Resources on Culturally Responsive Teaching and Leading Standards

Illinois has adopted Culturally Responsive Teaching and Leading Standards. The standards come from research-based best practices for closing achievement gaps. Cultural responsiveness improves student outcomes across a range of indicators from math and reading scores to attendance, to postsecondary enrollment. The standards encourage future teachers to engage in self-reflection, to get to know their students' families, to connect the curriculum to students' lives, and to support student leadership. ISBE will partner with Illinois educator preparation programs and a broad panel of stakeholders on implementation. The standards will help aspiring educators build the skills they need to engage students who may come from different backgrounds and cultures than them, in order to create an environment most conducive to learning.

Find resources and perspectives on the standards at www.isbe.net/dlrt.

CURRICULUM & INSTRUCTION

ISBE Announces Adoption of Transitional English Course Parameters, Competencies, and Policies

ISBE, working in partnership with the Illinois Community College Board (ICCB), Illinois Board of Higher Education, and Education Systems Center, recently announced the adoption of the Transitional English Course Parameters, Competencies, and Policies. The design of these course competencies is intended to guide secondary school districts as they partner with local community colleges to implement a Transitional English course. Transitional English courses can be used as a fourth-year Language Arts class to meet the state and local high school graduation requirements either as a new course or through the transformation of an existing fourth-year English course.

What's next? State agencies will designate a panel this spring to approve Transitional English courses for statewide portability and kick off a workgroup. This workgroup will build from materials currently used by sites implementing Transitional English, including recipients of the ICCB English Pilot Grant awards, to support teachers in aligning their resources with the statewide competencies.

Watch a recording of the webinar to learn more about Statewide Transitional English course parameters, competencies, and policies.

ILLINOIS STUDENT ASSISTANCE COMMISSION

ISAC Announces Free Professional Development Opportunities

The Illinois Student Assistance Commission (ISAC) encourages you and your staff to take advantage of the variety of no-cost professional development opportunities it has to offer. As a result of the pandemic, ISAC has transitioned to providing in-person offerings online; recordings of prior webinars are also available. These webinars help professionals increase their financial aid knowledge so they can better support students with the postsecondary process. Topics include:

- Financial aid process
- Alternative Application, verification and professional judgment
- Understanding federal student loans and repayment options
- Many more

In addition, we are offering online implementation support sessions for schools/districts that have already adopted the Illinois Postsecondary and Career Expectation Framework or a customized version.

To learn more about the professional development opportunities from ISAC, please complete the Information Request Form. An ISAC representative will reach out to you with additional information.

ISAC Offering Free Service to Identify Students Who Have Not Filed a

ISAC Offering Free Service to Identify Students Who Have Not Filed a FAFSA

State law now requires all Illinois public high school seniors to complete either the Free Application for Federal Student Aid (FAFSA®) or the Alternative Application for Illinois Financial Aid (Alternative Application) as a prerequisite to receiving a high school diploma. ISAC offers the FAFSA Completion Initiative to support implementation of this mandate. This free service allows ISAC to share data with local school districts on a weekly basis to identify students who have not filed a financial aid application (the FAFSA or Alternative Application). This information is used by school/district counselors to help reach students who might otherwise not complete an application. You can also export a roster to help document the completion of the new graduation requirement all in one place.

Join the ISAC Professional Development staff on one of the upcoming FAFSA Completion Initiative Webinars. These sessions will be offered at no cost on Tuesdays and Thursdays in February. Visit the ISAC Professional Development webpage for information about each session or to register for one of the webinars.

EARLY CHILDHOOD

ISBE and University of Illinois Announce Understanding Inclusion Modules

Early CHOICES and the Early Intervention Training Program at University of Illinois are pleased to announce the new Understanding Inclusion series.
This series consists of bite-size videos with embedded resources and activities to help understand, promote, and advocate for inclusion for children birth to age 5 developed with families, for families.

We are excited to provide a resource that is useful to families, practitioners, service coordinators, educators, and administrators in early intervention or early childhood. Each topic has a guide to support understanding and provide resources on the topic. Topic guides can be used as a companion tool for the learner and as a stand-alone tool to help facilitate discussions and extended learning opportunities.

Please visit the Early CHOICES website to view the topics and the supporting topic guides.

IN BRIEF

Student Recognition

Prudential Spirit of Community Awards
Nia Lambert of Chicago and **Jordynn Huskisson** of Fisher have been selected as Illinois' top youth volunteers for this year in the 26th annual Prudential Spirit of Community Awards. More than 21,000 young people across the country participated in this year's program. As state honorees, each will receive a $2,500 scholarship, an engraved silver medallion, and an invitation to the program's virtual recognition

event. The Prudential Spirit of Community Awards, created in 1995 by Prudential Financial in partnership with the National Association of Secondary School Principals, are designed to emphasize the importance our nation places on service to others and to encourage all young Americans to contribute to their communities.

Professional Development Opportunities

Ed Leaders Network
Ed Leaders Network is offering the following course and micro-credential stack. Visit the Ed Leaders Micro-credential library to view the entire selection available at this time.

- Traditions and Celebrations (2 PD hours): Promoting and building a culture of tolerance in schools can be a daunting task; however, it begins with the educational leader facilitating and modeling openness, respect, and freedom of thought. Participants in this course will create strategies, timelines, evaluation, and progress monitoring to establish, promote, and sustain effective practices related to traditions and celebrations.

- Micro-Credentials Traditions and Celebrations Micro-Credential Stack:
  - Valuing and Celebrating Traditions
  - Driving a Culture of Service
  - Leading and Promoting Tolerance

Illinois Resource Center
Illinois Resource Center is hosting a webinar geared toward Career and Technical Education teachers who want to ensure success for multilingual learners. Learn about language learner development and explore simple strategies and supports you can implement.

- **3:30 – 5 p.m. March 4** – Boosting Language Acquisition and Success in CTE Classes

Charter School Employment Opportunities

Illinois Network of Charter Schools
The Illinois Network of Charter Schools invites educators, school leaders, and other education support staff who are seeking new opportunities to submit their resumes to the INCS Resume Bank. Submitting your data to the bank will let recruiters around the state know that they can contact you about current openings and openings for the 2021-22 schoo year. If you have questions, reach out to Natalia Blanco at nblanco@incschools.org.

Featured ISBE Career Opportunities

- Senior Data Analyst
- Project Manager

View all open positions at ISBE.



Share Tweet Share

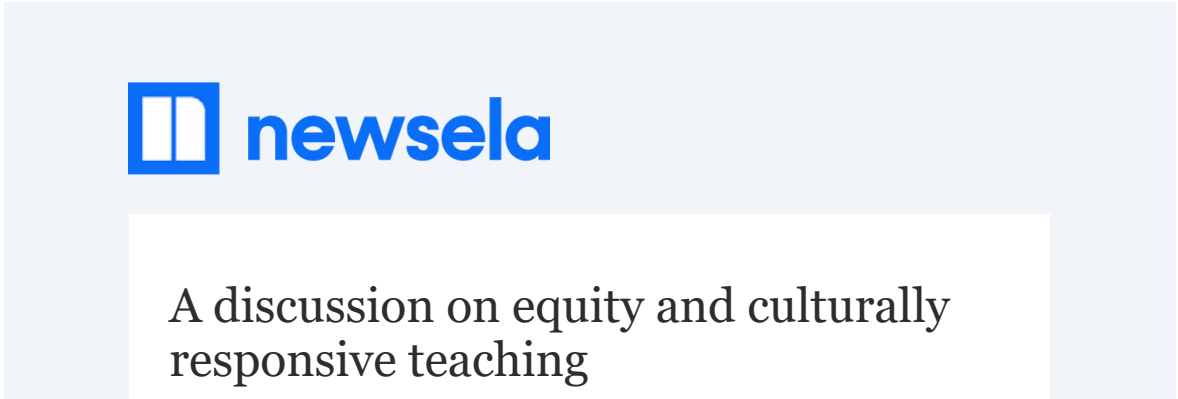
The Illinois State Board of Education is the State Education Agency for Illinois. Our mission is to provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

Click here to unsubscribe or to change your Subscription Preferences.

SUBJECT: Re: Actionable strategies for culturally responsive teaching
FROM: Angela Robinson <arobinson@sd308.org>
TO: Shannon Lueders <slueders@sd308.org>
DATE: 23/02/2021 17:15

Excellent-thanks, Shannon!

Sent from Angela Robinson, MACP; Art Therapist and Art Educator
Thompson Junior High School

> On Feb 23, 2021, at 3:32 PM, Shannon Lueders <slueders@sd308.org> wrote:
>
> Hi Angela,
>
> We can do either one, but they said we would find districts more our size in the Chicagoland one.
>
> On Tue, Feb 23, 2021 at 1:46 PM Angela Robinson <arobinson@sd308.org> wrote:
> > Sounds good, thanks Shannon!
> >
> > On Tue, Feb 23, 2021 at 1:30 PM Shannon Lueders <slueders@sd308.org> wrote:
> > > You're welcome! I'm checking with my Newsela friends to see which one we should attend. You're right - we might not be considered Chicagoland!
> > >
> > > I'll let you know -
> > > Shannon
> > >
> > > On Tue, Feb 23, 2021 at 1:27 PM Angela Robinson <arobinson@sd308.org> wrote:
> > > > I love this!
> > > > Thank you for sharing; would we be considered a Chicagoland School or do you suppose that means "CPS"?
> > > > Thanks!
> > > >
> > > > On Tue, Feb 23, 2021 at 1:25 PM Shannon Lueders <slueders@sd308.org> wrote:
> > > > > FYI - I've signed up for March 10.
> > > > >
> > > > > ---------- Forwarded message ---------
> > > > > From: **Newsela** <intheknow@newsela.com>
> > > > > Date: Tue, Feb 23, 2021 at 11:00 AM
> > > > > Subject: Actionable strategies for culturally responsive teaching
> > > > > To: <slueders@sd308.org>
> > > > >
> > > > > 
> > > > >

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Join us next month for a roundtable discussion on how local educators are approaching equity and culturally responsive teaching in their schools, and a preview of a new Black History collection in Newsela Social Studies that will help you continue to elevate unheard perspectives in instruction.

FEATURED WEBINARS

MAR
10

Discussion on Culturally Responsive Teaching (Chicagoland schools)

3 PM CT

Register Here

MAR
11

Discussion on Culturally Responsive Teaching (All Illinois schools)

3:30 PM CT

Register here

620 8th Avenue, 21st Floor
New York, NY 10018

Email Preferences

This email was sent to slueders@sd308.org

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--
Shannon Lueders

Director of Junior High Education
Community Unit School District 308
slueders@sd308.org
630-636-4677

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--

Angela C. Robinson

Assistant Principal

Thompson Junior High School

B.A. Art Education | M.A. Counseling; Art Therapy | Type 75 Educational Administrative Certificate-Principal Endorsement

Thompson Junior High School | 630.636.2643 | arobinson@sd308.org

--

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slueders@sd308.org
630-636-4677

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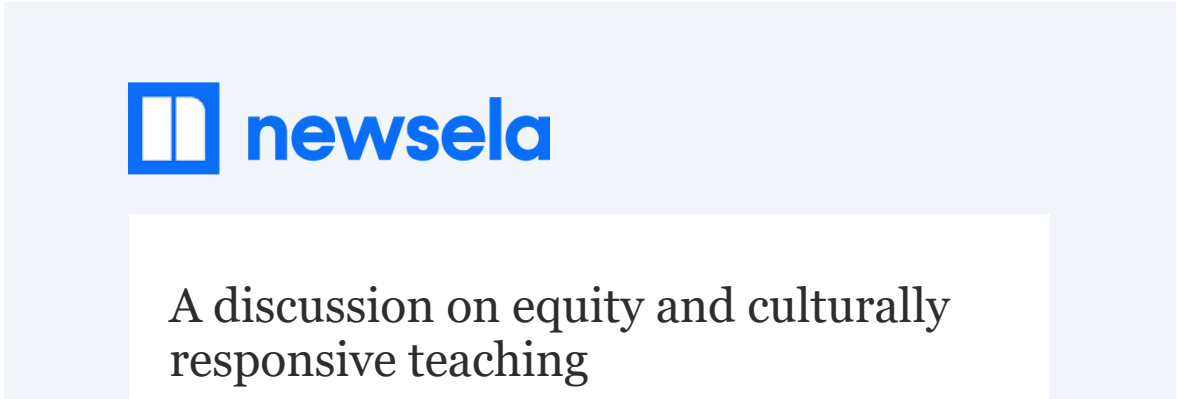
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SUBJECT: Re: Actionable strategies for culturally responsive teaching
FROM: Angela Robinson <arobinson@sd308.org>
TO: Shannon Lueders <slueders@sd308.org>
DATE: 23/02/2021 17:15

Excellent-thanks, Shannon!

Sent from Angela Robinson, MACP; Art Therapist and Art Educator
Thompson Junior High School

> On Feb 23, 2021, at 3:32 PM, Shannon Lueders <slueders@sd308.org> wrote:
>
> Hi Angela,
>
> We can do either one, but they said we would find districts more our size in the Chicagoland one.
>
> On Tue, Feb 23, 2021 at 1:46 PM Angela Robinson <arobinson@sd308.org> wrote:
> > Sounds good, thanks Shannon!
> >
> > On Tue, Feb 23, 2021 at 1:30 PM Shannon Lueders <slueders@sd308.org> wrote:
> > > You're welcome! I'm checking with my Newsela friends to see which one we should attend. You're right - we might not be considered Chicagoland!
> > >
> > > I'll let you know -
> > > Shannon
> > >
> > > On Tue, Feb 23, 2021 at 1:27 PM Angela Robinson <arobinson@sd308.org> wrote:
> > > > I love this!
> > > > Thank you for sharing; would we be considered a Chicagoland School or do you suppose that means "CPS"?
> > > > Thanks!
> > > >
> > > > On Tue, Feb 23, 2021 at 1:25 PM Shannon Lueders <slueders@sd308.org> wrote:
> > > > > FYI - I've signed up for March 10.
> > > > >
> > > > > ---------- Forwarded message ---------
> > > > > From: **Newsela** <intheknow@newsela.com>
> > > > > Date: Tue, Feb 23, 2021 at 11:00 AM
> > > > > Subject: Actionable strategies for culturally responsive teaching
> > > > > To: <slueders@sd308.org>
> > > > >
> > > > > 
> > > > >

Culturally responsive teaching isn't just about representation. It's about instilling a sense of belonging in all learners, so that they see their identities affirmed and celebrated in instructional content.

Illinois has been an exemplar nationwide of this, and we're humbled to support 140+ districts statewide in their efforts to include diverse perspectives across subjects. **In fact, a recent ISBE survey by the Black History Curriculum Task Force shows that Newsela is the most popular social studies resource for elementary and middle school.**

Join us next month for a roundtable discussion on how local educators are approaching equity and culturally responsive teaching in their schools, and a preview of a new Black History collection in Newsela Social Studies that will help you continue to elevate unheard perspectives in instruction.

FEATURED WEBINARS

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SUBJECT: Re: DEI Pledge Update
FROM: Chanel Keyvan <ckeyvan@sd308.org>
TO: Todd Bowers <tbowers@sd308.org>
CC: John Francis <jfrancis@sd308.org>, Maggie Sadler <msadler@sd308.org>
DATE: 23/02/2021 17:39
ATTACHMENTS (20210223-173928-0000013): "BE Pledge Update 2020-2021 (1).pdf"

Thanks for the feedback! I fixed that, and here is the finalized update to go out to the public.

Best of Wishes,
Chanel Keyvan

Assistant Principal
Bednarcik Junior High School
Community School District 308
630-636-2512
Pronouns: she/her/hers



On Sun, Feb 21, 2021 at 7:35 PM Todd Bowers <tbowers@sd308.org> wrote:

> Looks great Chanel! Like Maggie, that was the only change that jumped out at me. See you all tomorrow!
>
> Sent from my iPhone
>
> > On Feb 21, 2021, at 3:55 PM, Chanel Keyvan <ckeyvan@sd308.org> wrote:
> >
> > Hello All!
> >
> > Here's what I put together for the update. Could you review it to see if I have any typos or grammar errors and let me know? I checked it like 3 times, but I can never be too sure! Hope everyone is having a great weekend!
> >
> > Best of Wishes,
> > Chanel Keyvan
> >
> > Assistant Principal
> > Bednarcik Junior High School
> > Community School District 308
> > 630-636-2512
> > Pronouns: she/her/hers
> >
> > 
> >
> > <BE Pledge Update 2020-2021.pdf>

SUBJECT: crt rule
FROM: Sarah Carlson <scarlson@sd308.org>
TO: Erin Watson <ewatson@sd308.org>
DATE: 24/02/2021 12:21

here's an article that talks about it:

https://www.wqad.com/article/news/education/new-culturally-responsive-teaching-standards-approved-for-illinois/526-968397ca-0531-4db7-a870-ee65d7e4c5d5

here's the actual document from isbe:

https://www.isbe.net/Documents/23-24RG-P.pdf

the article stressed that this is aimed at "educator preparation programs, not school districts." basically they have to include these things when they're teaching teachers how to be teachers, but we won't be evaluated on it. and reading through the isbe doc, i didn't see anything about like protesting or anything. i think some people were putting that out there because they were reading it that it COULD be that, but isn't actually that.

--

Sarah Carlson
Oswego High School
Business/Career and Technical Education Teacher
Assistant Girls Track and Field Coach

SUBJECT:
FROM: Melinda Herrick <MHerrick@sd308.org>
TO: John Francis <jfrancis@sd308.org>
DATE: 26/02/2021 10:15

Melinda Herrick, 2021-02-26 08:15:48

questions I think we should use - What went well with the SIP goal, SIP process, etc.?
What was a challenge with the SIP goal, SIP process, etc.? How much time in advance would you like to receive notice about the requirements for SIP goal data?
What can be done to assist you further in implementing your SIP goal into your curriculum?

Melinda Herrick, 2021-02-26 08:16:08

since I can't star these are ones I think this will work well in the teams

John Francis, 2021-02-26 08:30:54

Im here! Sorry!

Melinda Herrick, 2021-02-26 08:31:17

quick question - with the culturally responsive teaching coming up

Melinda Herrick, 2021-02-26 08:31:45

would it be good to have a culture committe?

Melinda Herrick, 2021-02-26 08:32:00

celebrate culture

John Francis, 2021-02-26 08:32:19

YES - Chanel and I were thinking and DEI committee to do a whole lotta inclusion and recognition work

Melinda Herrick, 2021-02-26 08:32:32

what is DEI

Melinda Herrick, 2021-02-26 08:32:41

I don't know what that stands for

John Francis, 2021-02-26 08:32:43

Diversity Equity and Inclusion

Melinda Herrick, 2021-02-26 08:32:51

Got it

John Francis, 2021-02-26 08:32:57

Right up the ally of the work you have been doing with Kepka - and more!

Melinda Herrick, 2021-02-26 08:32:58

I'd like to be part of that

John Francis, 2021-02-26 08:33:03

Chanel is so well versed in that

John Francis, 2021-02-26 08:33:10

Yes - I would love you to be a part of that

Melinda Herrick, 2021-02-26 08:34:05

I love working with Chanel - so it would be great to do that with her

John Francis, 2021-02-26 08:47:24

me too!

SUBJECT: Re: Culturally Relevant Teaching (AVID) - 3/10/21 - Invitation to edit
FROM: Michelle Smith <msmith05@sd308.org>
TO: Maggie Sadler <msadler@sd308.org>
DATE: 02/03/2021 11:25

We can touch base 7th today and make a plan in person... sorry, trying to handle a situation with a kid from my caseload getting a new schedule and a counselor not reaching out about it to anyone... so I was the one communicating to everyone and the kid showed up in the wrong spot

Mrs. Michelle Smith
Learning Behavior Specialist/ 8th ELA/ AVID
Bednarcik Junior High
Aurora, Illinois
630.636.2557

The wisest mind has something yet to learn.
George Santayana

On Tue, Mar 2, 2021 at 11:17 AM Maggie Sadler <msadler@sd308.org> wrote:

> I am also free 7th today if you wanted to touch base quick.
>
> **Maggie Sadler**
> Instructional Coach
> 8th Grade Language Arts
> AVID Coordinator
> Bednarcik Junior High School
> msadler@sd308.org
> 630.636.2571
>
> On Tue, Mar 2, 2021 at 11:14 AM Maggie Sadler <msadler@sd308.org> wrote:
>
> > I have nothing after 1:00 tomorrow either. I could do Friday 7th period too. Maybe plan to check-in both of those? What time tomorrow afternoon would work best for you?
> >
> > **Maggie Sadler**
> > Instructional Coach
> > 8th Grade Language Arts
> > AVID Coordinator
> > Bednarcik Junior High School
> > msadler@sd308.org
> > 630.636.2571
> >
> > On Tue, Mar 2, 2021 at 11:09 AM Michelle Smith <msmith05@sd308.org> wrote:

Thanks for starting this. I am free each day 7th hour to meet and collab. I typically get stood up during support time so I can open a second meet at that time and chat this week and the start of next. Today after SS I can make myself available, and tomorrow after 1 I don't think I have any meetings. My calendar is in Tweedy's room so I'll have to double check additional days prior to next Wednesday in a little bit. What does your schedule look like?

Mrs. Michelle Smith
Learning Behavior Specialist/ 8th ELA/ AVID
Bednarcik Junior High
Aurora, Illinois
630.636.2557

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On Tue, Mar 2, 2021 at 10:40 AM Maggie Sadler (via Google Slides) <drive-shares-noreply@google.com> wrote:

msadler@sd308.org has invited you to **edit** the following presentation:

Culturally Relevant Teaching (AVID) - 3/10/21



Just getting started on putting something together.

The plan will be for us to start this with staff next Wednesday, 3/10 and then follow up the next week, 3/17.

When works for you to collaborate on this?

Open in Slides

Google Slides: Create and edit presentations online.
Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because msadler@sd308.org shared a presentation with you from Google Slides.

SUBJECT: Re: Culturally Relevant Teaching (AVID) - 3/10/21 - Invitation to edit
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Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA
You have received this email because msadler@sd308.org shared a presentation with you from Google Slides.

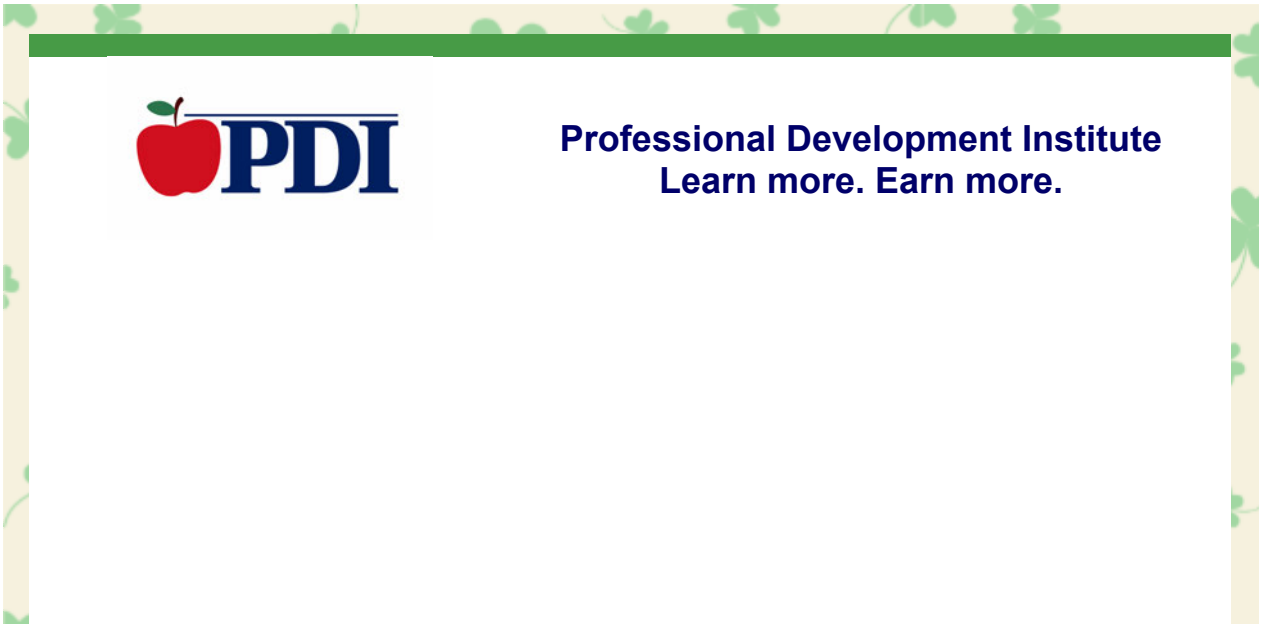
SUBJECT: Re: MARCH MANIA IS BACK - 25% Off All Courses and Credit!
FROM: Molly Grauer <mgrauer@sd308.org>
TO: Howard Shaw <hshaw@sd308.org>
DATE: 02/03/2021 13:45

Howard,

I did get this,thank you! I will send you a message regarding PDI. Thanks! Molly

On Tue, Mar 2, 2021 at 1:44 PM Howard Shaw <hshaw@sd308.org> wrote:

> In case you didn't get it from Julie Rinaldi the first time. Hope all is well.
>
> H
>
> ---------- Forwarded message ---------
> From: **Julie Rainaldi** <jrainaldi@sd308.org>
> Date: Mon, Mar 1, 2021, 11:08 AM
> Subject: Fwd: MARCH MANIA IS BACK - 25% Off All Courses and Credit!
> To: Molly Grauer <mgrauer0328@oswego308.org>, Howard Shaw <hshaw@sd308.org>
>
> Sent from my iPhone
>
> Begin forwarded message:
>
> **From:** Professional Development Institute <connieryan@webteaching.com>
> **Date:** March 1, 2021 at 10:24:24 AM CST
> **To:** jrainaldi@sd308.org
> **Subject: MARCH MANIA IS BACK - 25% Off All Courses and Credit!**
> **Reply-To:** connieryan@webteaching.com





Save 25% On All Courses & Credit Through March 25th

Flex Course Only $112
Flex Course w/Credit Only $285

March Mania is back! This is a lucky time for teachers because this sale only happens twice a year! PDI is offering **25% off all courses and credit through March 25th!**

Check out PDI's most popular courses:

- Educating the Whole Student: Mindfulness & Social-Emotional Learning (K-12)
- Character Education for the 21st Century (K-12)
- Using Google Classroom for Teaching and Learning (K-12)
- Embracing Diversity & Equity through Culturally Responsive Teaching (K-12)
- Google as a Classroom Tool for Learning (K-12)

Graduate-level credit from UCSD Extension is available for every PDI online course. **Click here** for more information about university credit.

Click here for details or to register





PDI Flex Courses

Conducted entirely online

Instructor-led

One year to complete

Over 70 courses to choose from

Courses only **$112** with the 25% discount (regularly $149)

Course with university credit only **$285** with the 25% discount (regularly $379)

Click here to see all PDI flex courses

PDI Semester Courses

Conducted entirely online

Instructor-led

Spring semester courses must be completed by May 19th

A total of 14 courses to choose from

Courses only **$150** with the 25% discount (regularly $199)

Course with university credit only **$322** with the 25% discount (regularly $429)

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Need help?

PDI's Program Coordinator, Meredith Turner, is ready to help answer any questions you may have. You can e-mail Meredith at meredith@webteaching.com or call PDI at 949-263-4931.

Register Now!

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Constant Contact

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--
Molly Grauer
Full Day Kindergarten Teacher
Prairie Point Elementary
Oswego, IL 60543

SUBJECT: Fwd: PD Opportunity from ISBE & EVERFI
FROM: Angela Kemp <akemp@sd308.org>
TO: Christina Bihun <cbihun@sd308.org>
DATE: 03/03/2021 13:03

---------- Forwarded message ---------
From: **Noah Doppelt** <ndoppelt@hello.everfi.com>
Date: Wed, Mar 3, 2021 at 12:53 PM
Subject: PD Opportunity from ISBE & EVERFI
To: <akemp@sd308.org>

Hi Angie,

Hope you're well! I wanted to let you know that EVERFI has partnered with the Learning Technology Center of Illinois to bring you a free professional development opportunity this month. We're hosting a webinar on March 10th at 3pm CT titled: *Teaching for this moment: Solutions to finish your year successfully.* **Attendees will receive 75 minutes of PD credit from ISBE.**

Educators will leave with access to EVERFI's online and offline resources that are student-driven, standards-aligned, self-graded, and **FREE to use**. During the session, teachers can choose from the following breakout rooms to join:

1. Best practices and resources for culturally relevant teaching
2. What's next after high school? Helping high school students with financial literacy and employability skills
3. Combatting the current mental health and substance abuse crises
4. Elementary education: addressing social-emotional learning and math/literacy skills at a young age

Register here or email me with any questions.

Thanks, and hope to see you there!

Noah

ndoppelt@everfi.com
The EVERFI K-12 Team

EVERFI

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--
Angie Kemp
Special Ed Teacher
Traughber Junior High
630-636-2761

SUBJECT: Wednesday's Plans
FROM: John Francis <jfrancis@sd308.org>
TO: BEStaff <bestaff@sd308.org>
DATE: 08/03/2021 14:29

Staff -

You all have time Wednesday to meet with your content if you would like to from 2:15 - 3:00. We will be together for a Staff Meeting from 3:00 - 4:00. Below is the agenda for the meeting. Chanel will lead the updates. Maggie and Shelly will lead the Culturally Relevant Teaching section.

3:00 - 4:00	**Staff Meeting -** Link
	• Updates
	  ◦ Alice Training Opportunity - Optional
	  ◦ Going Live 3/15
	• Culturally Relevant Teaching

Happy Monday!

John Francis
Principal
Bednarcik Junior High School
SD308

"Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed, it is the only thing that ever has." Margaret Mead

SUBJECT: Re: Culturally Responsive Teaching and Leading Standards
FROM: Rachel Harms <rharms@sd308.org>
TO: Jennifer Hager <jhager@sd308.org>
CC: Elizabeth Meier <emeier@sd308.org>
DATE: 08/03/2021 18:10

Well stated response. I am thankful that we don't have little kids!

On Mon, Mar 8, 2021 at 4:11 PM Jennifer Hager <jhager@sd308.org> wrote:

> I hope more parents voice their concern!!!
>
> Sent from my iPhone
>
> Begin forwarded message:
>
> **From:** Jennifer Hager <jhager@sd308.org>
> **Date:** March 8, 2021 at 4:10:48 PM CST
> **To:** Michelle Mazza <michellemazza@att.net>
> **Subject: Re: Culturally Responsive Teaching and Leading Standards**
>
> Judging by your email, we share the exact same concerns and viewpoints. I feel that a teacher's job is to teach civics, not push political agendas. This legislation has caused me great anxiety. I'm happy to discuss this with you at any time. In my opinion, your concerns are valid.
>
> Sent from my iPhone
>
> On Mar 8, 2021, at 2:39 PM, Michelle Mazza <michellemazza@att.net> wrote:
>
> Good afternoon,
>
> I'm sending this to you out of concern for Olivia's continued education in the state of Illinois and school district 308. I'm wondering what your views are on this new way of teaching that will be implemented to all schools in the state of Illinois. I want to know how this will effect her in the future. I'm very concerned about this. I'm hoping to open a conversation about this seeing that it has passed the state board of education & parents as well as teachers will be forced to accept this new way of learning. I will let you know we are proud conservatives and do not agree with this. I know you have a lot on your plate so I don't expect an answer right away. I've included the entire document for your reading pleasure! 😆 I hope you understand I'm not directing this at you to upset you or anything I'm just hoping to get a teachers input on your opinion. I appreciate everything you do for Olivia! Thank you.
>
> https://www.isbe.net/Documents/23-24RG-P.pdf
> <23-24RG-P.pdf>
>
> Sincerely,
> Michelle Mazza
>
> Sent from my iPhone

--
Rachel Harms
rharms@sd308.org
Kindergarten Teacher
Fox Chase Elementary School

SUBJECT: Re: CRT PD
FROM: Timothy Ochoa <tochoa@sd308.org>
TO: Julie Lam <jlam@sd308.org>
CC: Dianna Aldaba <dpalumbo@sd308.org>, Patrick Sweeney <psweeney@sd308.org>
DATE: 09/03/2021 11:32

That's great news! Good luck to you. We are all rooting for you.

On Tue, Mar 9, 2021 at 11:26 AM Julie Lam <jlam@sd308.org> wrote:
> Ha! Yes, it should be Tuesday, April 6th. I think April 2nd was in my mind because that's when I'm defending my dissertation proposal. 😊
>
> On Tue, Mar 9, 2021 at 11:19 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > Is the date Tuesday, April 6th? The 2nd is Good Friday.
> >
> > On Tue, Mar 9, 2021 at 11:18 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > Good morning,
> > >
> > > Thank you for sharing this. I will add the tentative dates to my calendar.
> > >
> > > Tim
> > >
> > > On Mon, Mar 8, 2021 at 9:44 AM Julie Lam <jlam@sd308.org> wrote:
> > > > Hello,
> > > >
> > > > Laura gave me a tentative date of Tuesday, April 2nd (not sure of time yet) for us to collaborate on the CRT PD scheduled for Wednesday, April 28th. I have been in touch with Dr. Ivette Dubiel, Chief Equity Officer of Systemic Educational Equity, Founder of IL Coalition of Educational Equity Leaders, and OE mom about these standards because she served on the committee to develop them. She said that a comprehensive document will be released with more information.
> > > >
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On Thu, Feb 18, 2021 at 11:40 AM Julie Lam <jlam@sd308.org> wrote:

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> Thank you for your consideration!
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--
Patrick Sweeney
English Teacher
Key Club Sponsor
Pronouns: he/him/his
Oswego East High School
1525 Harvey Rd.
Oswego, IL 60543
PSweeney@sd308.org
630-636-2228

--
"Be the change you wish to see in the world"-Gandhi

Tim Ochoa
Pronouns: he/him/his
Oswego East English Teacher
Student Council Cosponsor
Tennis Coach (Girls)
Louder Than a Bomb Coach
Literary Festival Coordinator

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SUBJECT: Re: CRT PD
FROM: Patrick Sweeney <psweeney@sd308.org>
TO: Timothy Ochoa <tochoa@sd308.org>
CC: Julie Lam <jlam@sd308.org>, Dianna Aldaba <dpalumbo@sd308.org>
DATE: 09/03/2021 11:47

You got this, Julie! :)

On Tue, Mar 9, 2021 at 11:33 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> That's great news! Good luck to you. We are all rooting for you.
>
> On Tue, Mar 9, 2021 at 11:26 AM Julie Lam <jlam@sd308.org> wrote:
> > Ha! Yes, it should be Tuesday, April 6th. I think April 2nd was in my mind because that's when I'm defending my dissertation proposal. 😌
> >
> > On Tue, Mar 9, 2021 at 11:19 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > Is the date Tuesday, April 6th? The 2nd is Good Friday.
> > >
> > > On Tue, Mar 9, 2021 at 11:18 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > > Good morning,
> > > >
> > > > Thank you for sharing this. I will add the tentative dates to my calendar.
> > > >
> > > > Tim
> > > >
> > > > On Mon, Mar 8, 2021 at 9:44 AM Julie Lam <jlam@sd308.org> wrote:
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> > > > >
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SUBJECT: Article in Mailboxes
FROM: Michelle Smith <msmith05@sd308.org>
TO: BEStaff <bestaff@sd308.org>
DATE: 09/03/2021 11:52

Hi All,
As seen in John's Wednesday Plan email, Maggie and I will be leading a Culturally Relevant Teaching section at the meeting. As part of the AVID Culturally Relevant Teaching committee, we will be doing a series of short segments at the upcoming faculty meetings.

Tomorrow we will be introducing CRT more in depth than previously discussed and reading an article titled, "Colorblindness: The New Racism?" by Afi-Odelia E. Scruggs. The article was published in the Fall of 2009 in the 'Learning for Justice' magazine.

A copy of the article is in everyone's mailbox. PLEASE grab your copy before you leave today as tomorrow we will be reading it during the meeting and working with it for a future discussion. You DO NOT have to read it prior to the meeting. I have included a digital copy linked above.

Reach out to either Maggie or me with questions or concerns. See you all tomorrow!
Smith & Sadler

Mrs. Michelle Smith
Learning Behavior Specialist/ 8th ELA/ AVID
Bednarcik Junior High
Aurora, Illinois
630.636.2557

The wisest mind has something yet to learn.
George Santayana

SUBJECT: Fwd: [EXTERNAL] - Re: DSN March 2021 Newsletter
FROM: Dianna Palumbo <dpalumbo@sd308.org>
TO: Colleen Calvey <ccalvey@sd308.org>
DATE: 09/03/2021 12:18

This is also a great website with resources on Civics Education: https://www.illinoiscivics.org/2019/calendar

Dianna Palumbo
Personal pronouns: she/her/hers
English Teacher and M.O.S.A.I.C. Co-Sponsor
Oswego East High School
630-636-2317
Go Wolves!
Teacher Website
SpringBoard Digital

---------- Forwarded message ---------
From: **Mathew, Sonia** <smathew@mccormickfoundation.org>
Date: Tue, Mar 9, 2021 at 7:54 AM
Subject: Re: [EXTERNAL] - Re: DSN March 2021 Newsletter
To: Dianna Palumbo <dpalumbo@sd308.org>
Cc: Sue Khalaieff <skhalaieff@illinoiscivics.org>

Hi Dianna,

Glad this was helpful. I believe it is virtual!

Sonia

Sent from my iPhone

On Mar 9, 2021, at 7:48 AM, Dianna Palumbo <dpalumbo@sd308.org> wrote:

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is saf

Good morning,
Thank you so much for your updates. I'm excited to attend so many of these pd opportunities. One question for you: Is the Implicit Bias Training by The Chicago Lawyers' Committee for Civil Rights an in-person event?

Thanks again!
Dianna
Dianna Palumbo
Personal pronouns: she/her/hers
English Teacher and M.O.S.A.I.C. Co-Sponsor
Oswego East High School
630-636-2317
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Teacher Website
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On Tue, Mar 9, 2021 at 7:29 AM Sonia Mathew <smathew@mccormickfoundation.org> wrote:

Network News is an e-Newsletter for the Illinois Democracy Schools.
View this email in your browser



Network News

March 2021

We hope that you are enjoying the pockets of sunshine this week. It's hard to believe Spring is around the corner and that we have been in this pandemic for almost one year. We were just reflecting on the difficult decision to cancel our last Network convening one year ago just as the pandemic was starting and how our work has shifted as we all adjusted to remote work in virtual settings. We have so appreciated your dedication and continued support for our students through this all and how you have continued to advance civic learning during these challenging times. Here are the latest updates for the network.

On Your Radar

1. Our most recent Civics Across the Curriculum webinar focused on "Taking the L.E.A.D with Service Learning." Check out this blog that includes some helpful resources along with a recording of the webinar.

We just have a few sessions left in this series. Please register and join us if you are available!

- Thursday, 3/18 at 4 p.m. **Schoolwide Commitment to Civic Learning**: This webinar will provide a brief overview of how Grayslake Central High School embeds civic learning into social studies, math and life fitness courses. A panel discussion with various departments will follow with specific examples of what they are doing in learning areas across their school.
- Thursday, 4/8 at 4 p.m. **Digital Well-Being and Citizenship**: In 2019, Antioch Community High School (ACHS) embarked on a journey to incorporate digital well-being and citizenship practices and spread them to staff and students. With goals of taking a positive perspective, promoting human interaction, and incorporating student voice and decision making, #ACHSDigiCit was born. This webinar will explain how ACHS approached school climate through this process and will highlight some of the activities used to promote positive human interactions through digital formats and support a sense of belonging for students and staff alike.
- Thursday, 4/22 at 4 p.m. Strengthening School Climate through Inclusion: An Approach to Teacher Professional Development Loyola University Chicago is currently partnering with a few Democracy Schools across the Chicago metropolitan area, as they seek to develop and implement strategies to strengthen school climate through inclusion. Inclusive school climates can be strengthened through a variety of approaches including teaching and learning, elevating and supporting student voice particularly among marginalized student populations, and examining social identity formation and bias among adults. This workshop will provide both insights into the process of engaging questions of race, culture and diversity that tend to be fraught with tension, misunderstanding and lack of clarity as well as what approaches schools are taking to engage all students more meaningfully through an assortment of strategies that do not, once and for all, solve the problem of lack of inclusion, but at a minimum, position schools to undertake this important work with commitment and fidelity.

2. Our inaugural DSN Book Club will be held on April 29th! We will be reading, "Not Light, But Fire: How to Lead Meaningful Race Conversations in the Classroom," by Matthew Kay. If you are interested in joining us, please RSVP here. A copy of the book will be sent to registered participants, but we have limited copies, so sign up now!

3. This May and June, the Guardians of Democracy Microcredentials Program will launch its final pilot cohorts of its courses in Current and Controversial Issue Discussions, Simulations of Democracy Processes and Informed Action

through Service Learning. They are looking for interested classroom teachers to participate. See here for additional information.



Opportunities

1. Thanks to those that submitted updates on Black History Month last month - we emailed those to network members in February. For those of you looking for resources for Women's History month, Facing History and Ourselves has put together a great blog highlighting various resources to support your teaching.

2. The Constitutional Democracy Project is hosting a session called "A More Civil Union: The Role of News Literacy in Civic Education" on Thursday, March 11th at 4 p.m. You can register for the session here.

3. Illinois Global Scholar is hosting the Power of Perspective Summit on Saturday, March 20th from 10 a.m.-12 p.m. This year's summit will focus on sharing the stories of 'Where are you now?' amidst the one-year mark of the pandemic and the changes it has brought to our societies and culture. This year's virtual format will allow them to broaden the scope of participation and dialogue to include students from Illinois, Jordan, the European Union, and New Zealand. You can register for the summit here.

4. The Educating for American Democracy Roadmap was launched at a National Forum last week! More information on this content framework for teaching history and civics can be found here. If you are interested in implementing the EAD roadmap in your school or district, please complete this form.

5. The Chicago Lawyers' Committee for Civil Rights will be conducting an Implicit Bias Training on March 24, 2021 at 2:30 p.m.. This training will discuss the social science around implicit bias, how it shows up in various areas of every day life including education, and some simple suggestions on how to reduce bias. This training will be 1.5 hours. Space is limited, so sign up now!

6. RegiStart aims to increase voter registration for high school students and provides high school classrooms with resources to support this. With RegiStart, schools have experienced a +300% increase in voter registration among eligible students in just one week! Interested in this using this classroom resource? Come join their Spring 2021 program by emailing teacher.recruitment@registart.org.



Network Connections

Despite a school year that is best described as a moving target, several of our Democracy Schools have managed to inject some innovation into their school's civic learning opportunities with small stipends through our Request for Proposal (RFP) process.

Granite City High School (2015) had originally planned a series of events for the week of Veterans Day. However, their administration came to them with the idea of turning the original entryway of the school into an Alumni Veterans Museum. The stipend, along with funds donated by the local VFW and American Legion, (and their local alumni association) is allowing the students and teachers of GCHS to help with the planning, narrative, and design of the museum. They are hoping to open the museum on Veteran's Day! (Vince Willaredt, DS Team Leader

In order to magnify student voice from marginalized communities, **Hinsdale Central High School (2017)** designed an approach that involved both students and teachers: (1) They created a SOAR (Student Organized for Anti-Racism) and trained them using the protocols of Pacific Education Group and Courageous Conversations. RFP funds provided t-shirts for the members, which advertised and promoted the organization. (2) They identified teacher leaders who were willing to provide voluntary training to staff surrounding racial equity and culturally responsive teaching. The RFP stipend was used for resources (books, webinars, etc) to support these sessions. This group reports back to administration and provides feedback about the culture of the staff. (Billson Rasavongxay, DS Team Leader)

Hinsdale South High School (2020) was faced with the challenge of trying to conduct a robust US Government simulation like they normally do in non-Covid years. They needed a way for students to interact in a virtual environment that was similar to what they do in a physical space. They requested an RFP stipend to purchase Gatherly software, which allows students to naturally interact as if they were in class and were able to easily communicate, move around a virtual environment and share resources. **"**The stipend allowed us to use the software as planned and provide a fantastic experience for our students!" (Kathy Lencioni, DS Team Leader)

Batavia High School (2017) used funds to purchase the book, "Stamped: Racism, Antiracism and You" by Jason Reynolds and Ibram X. Kendi to encourage students to discuss race history, as connected to their own experiences today. This is being enhanced through the use of a Stamped Journal that their Librarian was able to procure. In their PLC, they have been discussing approaches, which vary depending on the teacher, and the common use of the journal. All students have a copy of the book throughout the

semester, so that teachers can use the book as responsive material as they teach each American Era. (Matt Holm, DS Team Member)

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#DemocracySchools

ROBERT R. McCORMICK FOUNDATION

Illinois Democracy Schools Network

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Robert R. McCormick Foundation
205 N Michigan Ave
Chicago, IL 60601-5927

Add us to your address book

Want to change how you receive these emails?
You can update your preferences or unsubscribe from this list.

SUBJECT: Dept. Update: Unpacking SB TEs, PTCs, etc.
FROM: Amy Howerton <ahowerton@sd308.org>
TO: Alysha Wodecki <awodecki@sd308.org>, Amy Howerton <ahowerton@sd308.org>, Amy Oslos <aseverinski@sd308.org>, Benjamin Spears <bspears@sd308.org>, Elizabeth Prigodich <eprigodich@sd308.org>, Emily Popp <epopp@sd308.org>, Erin Holtz <eholtz@sd308.org>, Jaclyn Curtis <jking@sd308.org>, Jamie Bechina <jbechina@sd308.org>, Jandy Sleyko <jsleyko@sd308.org>, Karen Ferguson <kferguson@sd308.org>, Katherine Conant <kconant@sd308.org>, Kelly Tobin-Martin <ktobin-martin@sd308.org>, Kristin Lavelle <klavelle@sd308.org>, Michael Leali <mleali@sd308.org>, Nicole Crocker <ncrocker@sd308.org>, Paula Rossi <prossi@sd308.org>, Rachael Henricks <RHenricks@sd308.org>, Saima Iqbal <siqbal@sd308.org>, Sarah Hands <shands@sd308.org>, Stephanie Stegich <sstegich@sd308.org>, Taryn Dubiel <tdubiel@sd308.org>, Tracey Contino <tcontino@sd308.org>
DATE: 09/03/2021 14:13

Hello!

Below, please find a few reminders. I have highlighted anything that needs your more immediate attention. I look forward to being back in the building on Monday with our amazing team!

Support for Unpacking SpringBoard TEs

Great news! The **Teacher's Editions should be IN YOUR HANDS by tomorrow**! Drew and Mary have graciously agreed to assist in getting the books barcoded and in your **Communicore mailboxes**. To support your unpacking of the units, both OE and OH are provided these two items to best prepare for our Wed. 3/24 Department Meeting:

1. **Story of the Unit unpacking guide** to assist in understanding the changes and updates to each unit within a grade level. **Please use this to guide your understanding of SB 2021 prior to the 3/24 meeting.** We will be using the sentence stems and understanding of the EAs during that meeting.
2. **Shared Google folder with Grade-at-a-Glance GoogleDocs** including EA prompts and focus standards. Here are the individual links for each grade level if that is helpful: Honors/English 1, Honors/English 2, English 3, English 4 Senior English

Parent/Teacher Conferences

Per Tania's 3/5/21 email, spring PTCs will be held during the first week of March. **Please use Tyler to email parents/guardians with your 8 flex hours.** In our OHS English Department Google Classroom, I will share an email template you may use. Here's a reminder:

- **Monday, March 1 – Friday, March 26:** 4 flex hours need to be completed during this time for spring conferences.
- **Monday, January 11 – Saturday, April 16:** 4 additional flex hours need to be completed (for a total of 8 hours of spring parent conferences).

Schedule Development

Development of a draft schedule is underway! Drafts from department chairs will eventually go through a master schedule draft and likely need much revision to support the balancing of the master schedule. I anticipate a more solidified draft of a schedule will be available in May.

NIU Summer Reading Programs

From Theresa K.'s 3/5/21 Employee Update email, I'm re-sharing the Northern Illinois University summer reading program information. NIU is offering a number of reading programs this summer for children ages 4years through 11th grade. Learn more here and feel free to share it with your students!

Course Requirement Updates at the State Level

On Monday 3/8, Governor JB Pritzker signed into law HB 2170– major education reform legislation designed to address systemic issues that cause deep inequities and opportunity gaps in education. If you would like to read more about these coming changes to graduation requirements and student placement, HERE is the link to more details. Many of the changes dovetail into what we've been discussing as needs for Culturally Responsive Teaching and in support of student learning.

As always, please reach out with any questions you may have.

Thank you!

-Amy

--
Amy Howerton, she/her
English Department Chair, English educator
EdD & National Board Certified Teacher
Oswego High School
630-636-2088
Educator Website

Currently reading: *Me and White Supremacy* by Layla F. Saad
One Book, One School: *Born a Crime* by Trevor Noah

SUBJECT: Re: Dept. Update: Unpacking SB TEs, PTCs, etc.
FROM: Amy Howerton <ahowerton@sd308.org>
TO: Alysha Wodecki <awodecki@sd308.org>, Amy Howerton <ahowerton@sd308.org>, Amy Oslos <aseverinski@sd308.org>, Benjamin Spears <bspears@sd308.org>, Elizabeth Prigodich <eprigodich@sd308.org>, Emily Popp <epopp@sd308.org>, Erin Holtz <eholtz@sd308.org>, Jaclyn Curtis <jking@sd308.org>, Jamie Bechina <jbechina@sd308.org>, Jandy Sleyko <jsleyko@sd308.org>, Karen Ferguson <kferguson@sd308.org>, Katherine Conant <kconant@sd308.org>, Kelly Tobin-Martin <ktobin-martin@sd308.org>, Kristin Lavelle <klavelle@sd308.org>, Michael Leali <mleali@sd308.org>, Nicole Crocker <ncrocker@sd308.org>, Paula Rossi <prossi@sd308.org>, Rachael Henricks <RHenricks@sd308.org>, Saima Iqbal <siqbal@sd308.org>, Sarah Hands <shands@sd308.org>, Stephanie Stegich <sstegich@sd308.org>, Taryn Dubiel <tdubiel@sd308.org>, Tracey Contino <tcontino@sd308.org>
CC: Andrew Mundsinger <amundsinger@sd308.org>, Mary Theodor <mtheodor@sd308.org>
DATE: 10/03/2021 11:21

Hello!

Mary confirmed that TEs are in your mailboxes and checked out to you! :) THANK YOU to Drew and Mary for assisting in this task.

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I wish you happy reading and thinking,
Amy

--
Amy Howerton, she/her
English Department Chair, English educator
EdD & National Board Certified Teacher
Oswego High School
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Educator Website

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As always, please reach out with any questions you may have.

Thank you!

-Amy

--
Amy Howerton, she/her
English Department Chair, English educator
EdD & National Board Certified Teacher
Oswego High School
630-636-2088
Educator Website

Currently reading: *Me and White Supremacy* by Layla F. Saad
One Book, One School: *Born a Crime* by Trevor Noah

SUBJECT: Culturally Relevant Teaching Follow-Up from Faculty Meeting
FROM: Maggie Sadler <msadler@sd308.org>
TO: BEStaff <bestaff@sd308.org>
DATE: 10/03/2021 15:44

Thank you for great conversation this afternoon!

This is the slide show that was used.

HERE is another link to the article.

We are looking forward to our collaborative discussion next week!
Maggie & Shelley

Maggie Sadler
Instructional Coach
8th Grade Language Arts
AVID Coordinator
Bednarcik Junior High School
msadler@sd308.org
630.636.2571



SUBJECT: Re: Culturally Relevant Teaching Follow-Up from Faculty Meeting
FROM: Maggie Sadler <msadler@sd308.org>
TO: Todd Bowers <tbowers@sd308.org>
DATE: 10/03/2021 17:09



Maggie Sadler
Instructional Coach
8th Grade Language Arts
AVID Coordinator
Bednarcik Junior High School
msadler@sd308.org
630.636.2571

On Wed, Mar 10, 2021 at 3:45 PM Todd Bowers <tbowers@sd308.org> wrote:

> Unsubscribe. 😂😂😂😂😂
>
> Todd Bowers
> Bednarcik Junior High
> Lead Teacher, SKILLS Program
> Oswego High School Assistant Girls Soccer Coach
>
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> > This is the slide show that was used.
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> >
> > **Maggie Sadler**
> > Instructional Coach
> > 8th Grade Language Arts
> > AVID Coordinator

Bednarcik Junior High School
msadler@sd308.org
630.636.2571



SUBJECT: Re: Illinois culturally responsive teaching & leading standards
FROM: Lauri Doyle <ldoyle@sd308.org>
TO: John Sparlin <jsparlin@sd308.org>, Michelle Mazza <michellemazza@icloud.com>
DATE: 12/03/2021 08:14

I have forwarded this to the superintendent as he is best positioned to explain the concept and its implications for your daughter.

Thank you,
Lauri Doyle

On Mon, Mar 8, 2021 at 9:11 AM Michelle Mazza <michellemazza@icloud.com> wrote:

> Good Morning Lauri,
>
> Let me put it this way, I'd like to know how this new standard is going to effect my daughters education as she continues going to school in district 308? That is now directed to you and schools in SD308.
>
> Thanks,
> Michelle Mazza
>
> Sent from my iPhone
>
> > On Feb 23, 2021, at 10:50 AM, Lauri Doyle <ldoyle@sd308.org> wrote:
> >
> > I would refer you to www.isbe.net. This is a decision that was made by the state, not local school boards. You may wish to contact your state representatives to express your concerns.
> >
> > Thank you!
> > Lauri Doyle
> >
> > On Tue, Feb 23, 2021 at 9:47 AM Michelle Mazza <michellemazza@icloud.com> wrote:
> >
> >> Good morning! I'm very concerned about this new way teaching is going to be done here in Illinois. I have a daughter that is in 3rd grade at Fox Chase Elementary school. How is this going to impact her education? I'm a proud conservative and do not agree with this new way of teaching. How does our school board feel about this? What can I do as a mother & tax payer to fight this? I'm forwarding an episode of the Charlie Kirk show to explain what this will be doing to our children. Please listen to this. If you disagree I can respect that but would like to please open a conversation about how we can get back to the way kids should be learning.
> >>
> >> https://podcasts.apple.com/us/podcast/the-charlie-kirk-show/id1460600818?i=1000510141893
> >>
> >> Thank you I appreciate your time on this matter.
> >>
> >> Michelle Mazza
> >>
> >> Sent from my iPhone
> >
> > --
> > Lauri Doyle
> > Oswego CUSD #308

> Board of Education
> President
> 630-660-9256

--
Lauri Doyle
Oswego CUSD #308
Board of Education
President
630-660-9256

SUBJECT: Re: Culturally Relevant Teaching
FROM: Marcus Lewis <mlewis01@sd308.org>
TO: Jamil Nichols <jnichols01@sd308.org>
DATE: 12/03/2021 08:47

I need to read the entire book. This could be an awesome discussion for students regarding race relations. The part that follows the racial metaphor is the most important excerpt. "I took in the ugliness of Joey's words..." the character is realizing that Joey is a racist. I'm gonna read the book over spring break.

Marcus L. Lewis, Ed.S.
Assistant Principal
Plank Junior High School
510 Secretariat Lane
Oswego, IL 60543
630-551-9411

On Thu, Mar 11, 2021 at 9:25 PM Jamil Nichols <jnichols01@sd308.org> wrote:

SUBJECT: Re: Gallery: Exit Ticket 3-2021 - Invitation to edit
FROM: Toia Jones <tjones01@sd308.org>
TO: Alexandra Wooden <awooden@sd308.org>
CC: Chantel Asim <casim@sd308.org>
DATE: 16/03/2021 21:54

Hi Ali,

I like the two you just listed. Can you also add something on AVID? CRT (Culturally Responsive Teaching)? Instructional Technology? Formative Assessments? Responsive Classroom? (Chantel could do this one (-: and maybe an Other:

Toia Jones
Principal
Boulder Hill Elementary
163 Boulder Hill Pass
Montgomery, IL 60538
(630) 636-2900
(630)636 2968 fax

"There is a brilliant child locked inside every student" ~Marva Collins~

Mission Statement: We A.R.E. Boulder Hill ~Accountable, Respectful, Engaged

On Tue, Mar 16, 2021 at 8:23 PM Alexandra Wooden <awooden@sd308.org> wrote:

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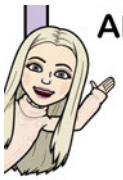
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Open in Forms

Google Forms: Create and analyze surveys.
Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

Google™

--



Ali Wooden
Instructional Coach
Boulder Hill Elementary
630-636-2936

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FROM: Chantel Asim <casim@sd308.org>
TO: Alexandra Wooden <awooden@sd308.org>
CC: Toia Jones <tjones01@sd308.org>
DATE: 17/03/2021 08:03

Perfect!
Chantel Asim
Assistant Principal
Boulder Hill Elementary School
163 Boulder Hill Pass
Montgomery, IL 60538
630.636.2900 ext.2911
casim@sd308.org



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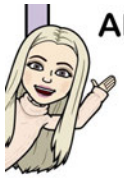
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Google LLC, 1600 Amphitheatre Parkway, Mountain View, CA 94043, USA

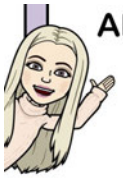
Google™

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Ali Wooden
Instructional Coach
Boulder Hill Elementary
630-636-2936

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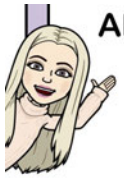
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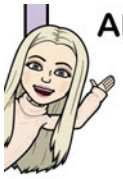
Google™

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Ali Wooden
Instructional Coach
Boulder Hill Elementary
630-636-2936

--



Ali Wooden
Instructional Coach
Boulder Hill Elementary
630-636-2936

SUBJECT: AVID DigitalXP Summer Training
FROM: Allison Anderson <aanderson@sd308.org>
TO: Michael Cavello <mcavello@sd308.org>, Philip Murray <pmurray@sd308.org>
DATE: 18/03/2021 13:52
ATTACHMENTS (20210318-135232-0000017): "Strand_Conversion_Grid.pdf"

I wanted to share this conversion chart to show the DigitalXP training options that AVID is offering instead of summer institute. That information is attached below.

--
"Children must be taught how to think, not what to think". Margaret Mead

Allison Anderson (she/her/hers)



AVID Elementary District Director
Instructional Coach - East View Academy

(630) 636-4379
aanderson@sd308.org

SUBJECT: Re: CRT PD
FROM: Julie Lam <jlam@sd308.org>
TO: Patrick Sweeney <psweeney@sd308.org>
CC: Timothy Ochoa <tochoa@sd308.org>, Dianna Aldaba <dpalumbo@sd308.org>
DATE: 19/03/2021 11:02

Hello,

I am about to send out a staff survey for the SIP items Laura presented last week. Please select CRT as your top choice. We will be the core planning committee and the others who sign up will help us with delivering PD across the building (in addition to us).

Thank you!

On Tue, Mar 9, 2021 at 2:14 PM Julie Lam <jlam@sd308.org> wrote:
> Thanks! I see the light at the end of the tunnel. 😳
>
> On Tue, Mar 9, 2021 at 11:47 AM Patrick Sweeney <psweeney@sd308.org> wrote:
> > You got this, Julie! :)
> >
> > On Tue, Mar 9, 2021 at 11:33 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > That's great news! Good luck to you. We are all rooting for you.
> > >
> > > On Tue, Mar 9, 2021 at 11:26 AM Julie Lam <jlam@sd308.org> wrote:
> > > > Ha! Yes, it should be Tuesday, April 6th. I think April 2nd was in my mind because that's when I'm defending my dissertation proposal. 😊
> > > >
> > > > On Tue, Mar 9, 2021 at 11:19 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > > > Is the date Tuesday, April 6th? The 2nd is Good Friday.
> > > > >
> > > > > On Tue, Mar 9, 2021 at 11:18 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > > > > Good morning,
> > > > > >
> > > > > > Thank you for sharing this. I will add the tentative dates to my calendar.
> > > > > >
> > > > > > Tim
> > > > > >
> > > > > > On Mon, Mar 8, 2021 at 9:44 AM Julie Lam <jlam@sd308.org> wrote:
> > > > > > > Hello,
> > > > > > >
> > > > > > > Laura gave me a tentative date of Tuesday, April 2nd (not sure of time yet) for us to collaborate on the CRT PD scheduled for Wednesday, April 28th. I have been in touch with Dr. Ivette Dubiel, Chief Equity Officer of Systemic Educational Equity, Founder of IL Coalition of Educational Equity Leaders, and OE mom about these standards because she served on the committee to develop them. She said that a comprehensive document will be released with more information.
> > > > > > >
> > > > > > > Once I know more, I will get back in touch with you. For now, let's pencil in April 2nd.
> > > > > > >
> > > > > > > Thank you.
> > > > > > >
> > > > > > > On Tue, Feb 23, 2021 at 3:54 PM Julie Lam <jlam@sd308.org> wrote:
> > > > > > > > Perfect! I'll be in touch with next steps after Laura and I touch base again.
> > > > > > > >
> > > > > > > > Have a great evening!
> > > > > > > >
> > > > > > > > On Sun, Feb 21, 2021 at 5:01 PM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > > > > > > > Good evening,

I would definitely be interested in helping with the committee. I look forward to helping OE move forward with these new standards in order to create the most inclusive and supportive environment possible.

Thanks,

Tim

On Fri, Feb 19, 2021 at 8:30 AM Patrick Sweeney <psweeney@sd308.org> wrote:

> Hi, Julie,
>
> I am happy to help and work with this committee. Thanks for thinking of me!
>
> -Patrick
>
> On Thu, Feb 18, 2021 at 11:40 AM Julie Lam <jlam@sd308.org> wrote:
>
> > Hi, Tim, Patrick, and Dianna.
> >
> > Laura and I met yesterday to discuss our continuing professional development. Last semester, we had Drew, Alli, and LaTonya lead an AVID CRT presentation and then we had small break-out groups for discussion around the colorblindness article (Tim and Patrick helped to lead four small groups). Additionally, admin and DCs have been involved in diversity, equity, and inclusion training with AVID and Midwest & Plains Equity Assistance Center (MAP).
> >
> > For this semester, I would like to continue our CRT PD by introducing the newly approved IL Culturally Responsive Teaching and Leading Standards, which will be implemented by October 1, 2021, and how it may look across our departments and school. The three of you stand out for us because of your emphasis on diversity, equity, and inclusion, and your intentional practice. Is this something that you would be interested in planning with us and leading? We are looking at a tentative date of 4/28, but we are also thinking about how to split it up over Wednesday afternoons.
> >
> > Thank you for your consideration!
> >
> > --
> > OE Signature (1).png

--

Patrick Sweeney
English Teacher
Key Club Sponsor
Pronouns: he/him/his
Oswego East High School
1525 Harvey Rd.
Oswego, IL 60543
PSweeney@sd308.org
630-636-2228

--
"Be the change you wish to see in the world"-Gandhi

Tim Ochoa
Pronouns: he/him/his
Oswego East English Teacher
Student Council Cosponsor
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OE Signature (1).png

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> > > > > Is the date Tuesday, April 6th? The 2nd is Good Friday.
> > > > >
> > > > > On Tue, Mar 9, 2021 at 11:18 AM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > > > > Good morning,
> > > > > >
> > > > > > Thank you for sharing this. I will add the tentative dates to my calendar.
> > > > > >
> > > > > > Tim
> > > > > >
> > > > > > On Mon, Mar 8, 2021 at 9:44 AM Julie Lam <jlam@sd308.org> wrote:
> > > > > > > Hello,
> > > > > > >
> > > > > > > Laura gave me a tentative date of Tuesday, April 2nd (not sure of time yet) for us to collaborate on the CRT PD scheduled for Wednesday, April 28th. I have been in touch with Dr. Ivette Dubiel, Chief Equity Officer of Systemic Educational Equity, Founder of IL Coalition of Educational Equity Leaders, and OE mom about these standards because she served on the committee to develop them. She said that a comprehensive document will be released with more information.
> > > > > > >
> > > > > > > Once I know more, I will get back in touch with you. For now, let's pencil in April 2nd.
> > > > > > >
> > > > > > > Thank you.
> > > > > > >
> > > > > > > On Tue, Feb 23, 2021 at 3:54 PM Julie Lam <jlam@sd308.org> wrote:
> > > > > > > > Perfect! I'll be in touch with next steps after Laura and I touch base again.
> > > > > > > >
> > > > > > > > Have a great evening!
> > > > > > > >
> > > > > > > > On Sun, Feb 21, 2021 at 5:01 PM Timothy Ochoa <tochoa@sd308.org> wrote:
> > > > > > > > > Good evening,

I would definitely be interested in helping with the committee. I look forward to helping OE move forward with these new standards in order to create the most inclusive and supportive environment possible.

Thanks,

Tim

On Fri, Feb 19, 2021 at 8:30 AM Patrick Sweeney <psweeney@sd308.org> wrote:

> Hi, Julie,
>
> I am happy to help and work with this committee. Thanks for thinking of me!
>
> -Patrick
>
> On Thu, Feb 18, 2021 at 11:40 AM Julie Lam <jlam@sd308.org> wrote:
>
> > Hi, Tim, Patrick, and Dianna.
> >
> > Laura and I met yesterday to discuss our continuing professional development. Last semester, we had Drew, Alli, and LaTonya lead an AVID CRT presentation and then we had small break-out groups for discussion around the colorblindness article (Tim and Patrick helped to lead four small groups). Additionally, admin and DCs have been involved in diversity, equity, and inclusion training with AVID and Midwest & Plains Equity Assistance Center (MAP).
> >
> > For this semester, I would like to continue our CRT PD by introducing the newly approved IL Culturally Responsive Teaching and Leading Standards, which will be implemented by October 1, 2021, and how it may look across our departments and school. The three of you stand out for us because of your emphasis on diversity, equity, and inclusion, and your intentional practice. Is this something that you would be interested in planning with us and leading? We are looking at a tentative date of 4/28, but we are also thinking about how to split it up over Wednesday afternoons.
> >
> > Thank you for your consideration!
> >
> > --
> > OE Signature (1).png

--

Patrick Sweeney
English Teacher
Key Club Sponsor
Pronouns: he/him/his
Oswego East High School
1525 Harvey Rd.
Oswego, IL 60543
PSweeney@sd308.org
630-636-2228

--
"Be the change you wish to see in the world"-Gandhi

Tim Ochoa
Pronouns: he/him/his
Oswego East English Teacher
Student Council Cosponsor
Tennis Coach (Girls)
Louder Than a Bomb Coach
Literary Festival Coordinator

--


--


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--


OE Signature (1).png

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OE Signature (1).png

SUBJECT: OE Staff Volunteer Form for SIP Goal Team
FROM: jlam@sd308.org
TO: oestaff@sd308.org
DATE: 19/03/2021 11:13

Google Forms

I've invited you to fill out a form:

OE Staff Volunteer Form for SIP Goal Team

Hello!

Please complete this Google Form to rank your preference in participating in the committees and professional development that Laura presented in last week's staff meeting about our School Improvement Plan (SIP). We will do our best to accommodate your top three choices. If you are not interested in volunteering for committees, we will have professional development modules on different topics for you (#7).

Each committee and professional development is listed below with a description:

1. **SIP Academic Committee** (minimum of 2 staff members from each department)
- We will focus on the ESSA Academic Indicators: ELA, Math, Science, EL Progress to Proficiency, Graduation Rate by analyzing our data and creating a multi-tiered system of support for all of our students.

2. **SIP College** & **Career Readiness Committee** (minimum of 2 staff members from each department)
- We will focus on ESSA Student Success Indicators: GPA, ELA, & Math academic indicators + Career development experience, industry credential, military service or an ASVAB score of 31 or higher, dual credit career pathway course - college credit earned, completion of a program of study, attaining and maintaining consistent employment for a minimum of 12 months, consecutive summer employment, 25 hours of community service, and two or more organized co-curricular activities by analyzing our data and creating a multi-tiered system of support for all of our students.

3. **SIP Culture** & **Climate #1**: **Culturally Relevant Teaching** (minimum 2 staff members from each department)
- A core planning team will develop continuing professional development around the CRT topics we covered with our district AVID team this past fall. We will be focusing on the newly approved Culturally Responsive and Leading Standards and how the implementation will look across departments and our school. For more information, please see the following documents:
https://www.isbe.net/Documents/CRTL.pdf#search=culturally%20responsive and
https://www.isbe.net/Documents/23-24RG-P.pdf.

4. **SIP Culture** & **Climate Committee #2**: **OnE Trusted Adult** (minimum 2 staff members from each department)
-This planning committee will develop a plan to continue the OnE Trusted Adult program that was implemented in prior years. With an eye for implementation next year, this committee will develop the means to identify students who need a trusted adult, and they will shape the program to connect students and teacher mentors. They will develop training for teacher mentors to help them connect with their students and become OnE Trusted Adult.

5. **SIP Culture** & **Climate Committee #3**: **Student Voice - HOWL** (minimum 2 staff members from each

department)
- We will organize and facilitate a network of student-leadership groups under the auspices of a new initiative called "HOWL"--a project aimed at eliciting student input on substantial topics related to school culture and climate. HOWL stands for Hearing, Owning, Working, and Learning together, and the acronym reflects the importance, not only of speaking your truth out loud, but also listening to and collaborating with others to do something about issues that matter. The HOWL network will consist of multiple "Dens," each constituted by a diverse mix of student influencers (both traditional and non-traditional student leaders) called "Denizens" and led by a teacher/administrator team. Denizens working within their respective Dens will address topics of significance related to strengthening our school community, and all Dens will periodically come together for HOWL Forums to debrief and prioritize concerns with a larger group of staff and administration.

6. High School Social Emotional Learning Committee (minimum 2 staff members from each department) This will be an ongoing committee of staff from both high schools focused on the development of a long-term plan for implementation and related professional development of school-wide social emotional learning at the high school level. This includes SEL curriculum and instructional strategies, supportive climates for learning, and trauma informed universal supports for social emotional and mental wellbeing. The CASEL Guide to Schoolwide SEL will provide a framework for our planning. https://schoolguide.casel.org/

7. I would prefer to participate in on-demand PD instead of serving on a committee.

This form will remain open until Friday, March 26th. We will be in contact with you afterwards regarding your choices so we can start our committees and professional development on Tuesday, April 6th.

Thank you!

FILL OUT FORM

Create your own Google Form

SUBJECT: Re: OE Staff Volunteer Form for SIP Goal Team
FROM: Tania Sharp <TSharp@sd308.org>
TO: Christopher Grays <cgrays@sd308.org>
CC: Andrea Parker <aparker@sd308.org>
DATE: 19/03/2021 12:14

Thanks!
This is similar to what I sent out 2 May's ago to develop the Academic SIP Team over the summer and last year - awesome work was done!.
I think it would be great, if we as an entire SIP admin, each developed a team of stakeholders for each goal for next year...and even include students!

Ms. Tania Sharp
Assistant Principal for Curriculum & Instruction
AVID Site Team
Advanced Placement Coordinator
Oswego High School

"Acknowledge. Honor. Connect."
"The way you think influences the way you feel; and the way you feel determines how you act." ~Craig Sager

On Fri, Mar 19, 2021 at 12:00 PM Christopher Grays <cgrays@sd308.org> wrote:

> fyi
> ---------- Forwarded message ---------
> From: **Laura Pastirik Bankowski** <lpastirikbankowski@sd308.org>
> Date: Fri, Mar 19, 2021 at 11:29 AM
> Subject: Fwd: OE Staff Volunteer Form for SIP Goal Team
> To: Christopher Grays <cgrays@sd308.org>
>
> FYI
> Laura Bankowski
> Principal
> Oswego East High School
> 630-636-2210
>
> **E**xcellence
> **A**cademics
> **S**pirit
> **T**radition
>
> ---------- Forwarded message ---------
> From: <jlam@sd308.org>
> Date: Fri, Mar 19, 2021 at 11:14 AM

Subject: OE Staff Volunteer Form for SIP Goal Team
To: <oestaff@sd308.org>

Google Forms

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Thank you!

FILL OUT FORM

Create your own Google Form

SUBJECT: Re: Title II - Quarter 1
FROM: Allison Anderson <aanderson@sd308.org>
TO: Lindsay Allen <lallen@sd308.org>
CC: Heather Kincaid <hkincaid@sd308.org>, Shannon Lueders <slueders@sd308.org>, Andrew Mundsinger <amundsinger@sd308.org>, Faith Dahlquist <fdahlquist@sd308.org>
DATE: 22/03/2021 11:47

Here is the Quarter 2 information for Drew and Alli:

Quarter 2 10/1/20 - 12/31/20

Quarter 2 - Total Admin/Teachers Receiving Professional Development from Alli & Drew
Total Events: 47
Total Teacher/Admin Trained: 664

- 10/2 Design training for Culturally Responsive Teaching w/ admin (TW & HM) -4
- 10/7 PD with Plank Site team and admin -12
- 10/13 Work with Boulder Hill AVID Coordinator for implementation -1
- 10/13 - Design for Culturally Responsive Teaching training for HC with administration -2
- 10/14 PD with OHS Site team and admin - 12
- 10/14 PD with Thompson site team and Admin -13
- 10/14 Culturally Responsive Teaching professional development at Homestead - 50
- 10/20 Work with Old Post principal to design school professional development -1
- 10/20 PD with Bednarcik site team and admin -17
- 10/21 Culturally Responsive Teaching professional development at The Wheatlands - 50
- 10/28 PD with OHS site team and admin -12
- 10/28 PD with Thompson site team and admin -13
- 10/28 - AVID meeting with site coordinators and administrators
    - Homestead - 3
    - Boulder Hill -3
    - Southbury -3
    - Prairie Point -3
    - Churchill -3
    - Grande Park -3
- 10/28 Culturally Responsive professional development at The Wheatlands - 50
- 10/29 - AVID meeting with site coordinators and administrators
    - The Wheatlands -3
    - East View Academy -2
    - Fox Chase -4
- 10/30 - AVID meeting with site coordinators and administrators
    - Wolfs Crossing -3
    - Lakewood Creek -4
- 11/4 PD with Plank site team and admin -12
- 11/4 - AVID meeting with site coordinators and administrators
    - Hunt Club -3
    - Long Beach -2
- 11/4 - Inquiry Presentation at East View Academy - 50
- 11/11 - AVID Primary Teachers - Writing for Reflection at Prairie Point professional development -6

- 11/13 PD with OEHS site team and admin -14
- 11/13 PD with Murphy site team and admin -9
- 11/13 PD with Thompson site team and admin -7
- 11/16 PD with Bednarcik site team and admin -11
- 11/17 - AVID professional development for new SD308 administrators -11
- 11/18 - Culturally Responsive Teaching professional development at Homestead -50
- 11/19 - professional development for LC interventionist -AVID Interactive Notebooking - 1
- 11/20 - Levels of thinking pd at Old Post 3rd grade -1
- 12/1 - AVID strategy in 2nd grade at Old Post -1
- 12/1 - AVID strategy in 1st grade at Old Post -1
- 12/2 - Culturally Responsive Teaching professional development at Old Post - 50
- 12/3 - professional development with 3rd grade teacher at Old Post -1
- 12/8 - AVID strategy in Homestead kindergarten class -1
- 12/9 - Culturally Responsive professional development at Fox Chase -50
- 12/9- PD with Thompson site team and admin -10
- 12/9 - Culturally Responsive Teaching professional development at Old Post - 50
- 12/11 - AVID strategy in Homestead kindergarten class -1
- 12/16 - Culturally Responsive Teaching professional development at Homestead - 50
- 12/18 - AVID strategy in 3rd grade at Old Post -1

On Mon, Mar 22, 2021 at 8:37 AM Allison Anderson <aanderson@sd308.org> wrote:

> Heather,
> I will get that information for you today.
>
> On Mon, Mar 22, 2021 at 8:32 AM Lindsay Allen <lallen@sd308.org> wrote:
>
> Good morning, Alli and Drew-
> I believe you two have the information that Heather needs. Please let me know if you need anything from me.
> Thanks!
>
> On Fri, Mar 19, 2021 at 10:22 PM Heather Kincaid <hkincaid@sd308.org> wrote:
>
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>
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>
> Quarter 1 occurred from 7/1/20 - 9/30/20. This grant covers the AVID Coach (Alli) and AVID lead teachers receiving a stipend.

> > > We need to provide the number of teachers that participated in the professional development that was provided by the AVID Coach or Lead Teachers and/or the number of teachers that received support by the AVID coach and AVID lead teachers.
> > >
> > > Can you please send me the workshops/sessions that were led or supported by the AVID coach or AVID lead teachers between 7/1/20 - 9/30/21, and the corresponding number of teachers served.
> > >
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> > >
> > > Please let me know if you have any questions.
> > >
> > > Thank you,
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>
> --
> Dr. Lindsay Allen
> Director of Elementary Education
> Community Unit School District 308
> (630) 636-3097
>
> "Kind words do not cost much. Yet they accomplish much."
> -Blaise Pascal

--
"Children must be taught how to think, not what to think". Margaret Mead

Allison Anderson (she/her/hers)



AVID Elementary District Director
Instructional Coach - East View Academy

(630) 636-4379
aanderson@sd308.org

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AVID Elementary District Director
Instructional Coach - East View Academy

(630) 636-4379
aanderson@sd308.org

SUBJECT: Re: Title II - Quarter 1
FROM: Allison Anderson <aanderson@sd308.org>
TO: Lindsay Allen <lallen@sd308.org>
CC: Heather Kincaid <hkincaid@sd308.org>, Shannon Lueders <slueders@sd308.org>, Andrew Mundsinger <amundsinger@sd308.org>, Faith Dahlquist <fdahlquist@sd308.org>
DATE: 22/03/2021 11:56

Here is Quarter 3:

Quarter 3 - 1/1/21 - 3/31/21

Quarter 3 - Total Admin/Teachers Receiving Professional Development from Alli & Drew
Total Events: 17
Total Teacher/Admin Trained or Supported: 215

- 1/6 -Culturally Responsive Teaching professional development at WC - 50
- 1/11 - AVID strategy in 2nd grade at HM -1
- 1/11 - AVID strategy in 2nd grade at HM -1
- 1/11 - AVID strategy in 3rd grade at HM -4
- 1/14 - AVID strategy in 2nd grade at HM -1
- 1/14 - AVID strategy in 2nd grade at HM -1
- 1/14 - Meet to design professional development at TH - 4
- 1/15 - AVID strategy in 3rd grade at HM -4
- 1/15 PD with OHS site team and admin -14
- 1/28 - Professional development for junior high administration -5
- 2/10 - Culturally Responsive Teaching professional development at The Wheatlands - 50
- 2/16 - Professional development for junior high administration -5
- 2/17 - professional development for Lakewood Creek - Inquiry -50
- 3/16 - Professional development for junior high administration -5
- 3/17 - Meet with LB admin/site coordinator for SIP/ECCI support -2
- 3/17 - professional development for Boulder Hill Teachers - Inquiry - 15
- 3/24 - Support with LC team - 3

On Mon, Mar 22, 2021 at 11:47 AM Allison Anderson <aanderson@sd308.org> wrote:

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>
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>
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- 12/3 - professional development with 3rd grade teacher at Old Post -1
- 12/8 - AVID strategy in Homestead kindergarten class -1
- 12/9 - Culturally Responsive professional development at Fox Chase -50
- 12/9- PD with Thompson site team and admin -10
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> > > >
> > > >
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> > > > Dr. Lindsay Allen
> > > > Director of Elementary Education
> > > > Community Unit School District 308

(630) 636-3097

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Allison Anderson (she/her/hers)
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AVID Elementary District Director
Instructional Coach - East View Academy

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aanderson@sd308.org

SUBJECT: Fwd: A 2-For-1 Conversation: The Science of Learning and the Brain
FROM: Ava Todd <atodd@sd308.org>
TO: Kelley Budd <Kbudd@sd308.org>
DATE: 22/03/2021 18:41

I just got this email...sounds like it might be worth the listen, so I thought I would share.

Hope you had an amazingly relaxing break from the crazy! 😜

---------- Forwarded message ---------
From: **"A.J. Juliani"** <aj@ajjuliani.com>
Date: Mon, Mar 22, 2021 at 6:32 PM
Subject: A 2-For-1 Conversation: The Science of Learning and the Brain
To: Ava <atodd@sd308.org>

This week on **The Backwards Podcast** we are chatting with two amazing educators: Zaretta Hammond is the author of *Culture Responsive Teaching and the Brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. She's a former classroom English teacher, and she's been doing instructional design, school coaching, professional development for the past 18 years. She's been on the national education reform organizations, National Equity Project, the former Bay Area School Reform Collaborative, and she does work every single day around the idea of practice, specifically in culturally responsive teaching and instructional equity.

We'll also hear from cognitive scientist, Pooja K. Agarwal, Ph.D. She is the author of the book Powerful Teaching: Unleash the Science of Learning and an Assistant Professor at the Berklee College of Music in Boston, teaching psychological science to exceptional undergraduate musicians. Pooja's research has been published in leading peer-reviewed psychology journals; featured in the New York Times, Education Week, and Scientific American; recognized by the National Science Foundation; and highlighted in numerous books, podcasts, and videos.

The conversation covers everything from instructional equity to practical strategies to get students to process all the information they consume on a daily basis - I think you'll love it!

You can listen to all of the episodes of **The Backwards Podcast**, on Apple Podcasts, Spotify, Google Podcasts, or directly on Libsyn. **I would love it if you are able to listen, subscribe and share a review!**

Thanks as always,

AJ

Unsubscribe | Update your profile | 1106 Blackhaw Ln, Ambler, PA 19002
--
(Ava) Deanne Todd
5th Grade Teacher
Lakewood Creek Elementary
(630) 636-3220

"Kind words can be short and easy to speak, but their echoes are truly endless"
--Mother Teresa

SUBJECT: Re: Dept. Update: Unpacking SB TEs, PTCs, etc.
FROM: Amy Howerton <ahowerton@sd308.org>
TO: Alysha Wodecki <awodecki@sd308.org>, Amy Howerton <ahowerton@sd308.org>, Amy Oslos <aseverinski@sd308.org>, Benjamin Spears <bspears@sd308.org>, Elizabeth Prigodich <eprigodich@sd308.org>, Emily Popp <epopp@sd308.org>, Erin Holtz <eholtz@sd308.org>, Jamie Bechina <jbechina@sd308.org>, Jandy Sleyko <jsleyko@sd308.org>, Karen Ferguson <kferguson@sd308.org>, Katherine Conant <kconant@sd308.org>, Kelly Tobin-Martin <ktobin-martin@sd308.org>, Kristin Lavelle <klavelle@sd308.org>, Michael Leali <mleali@sd308.org>, Nicole Crocker <ncrocker@sd308.org>, Paula Rossi <prossi@sd308.org>, Rachael Henricks <RHenricks@sd308.org>, Saima Iqbal <siqbal@sd308.org>, Sarah Hands <shands@sd308.org>, Stephanie Stegich <sstegich@sd308.org>, Taryn Dubiel <tdubiel@sd308.org>, Tracey Contino <tcontino@sd308.org>
CC: Marcia Carino <mcarino@sd308.org>, Kathleen Barnes <kbarnes@sd308.org>
DATE: 23/03/2021 07:59

Good morning!

I'm sharing again the email with the **Story of the Unit unpacking guide** for tomorrow's department meeting. We will be using the sentence stems and the understanding of the EAs during that meeting. Please come with a completed unpacking for your current grade level(s) using that Story of the Unit guide.

Below are a few other quick updates for our team:

Student of the Month
Congratulations to **Emma Joyce**, the March recipient of our department's award. Nominated by Jamie Bechina, Emma is one of our DHH students, and she is engaged in class every single day. She is a leader in the classroom by example and tries to encourage her classmates to participate in discussions. She's always strives to give her best. She makes me happy!" Congratulations to Emma! Please nominate another deserving Panther for **April** through our **English Student of the Month Nomination Form**!

Testing Updates
Per Andrea Parker's email, there are a few updates on testing for April:

- There will be no PSAT 8/9 or PSAT 10 this year per ISBE.
- The essay portion of the SAT has been eliminated this year. School day SAT will be on April 13th, 2021 for all juniors. This will be an asynchronous Google Classroom day for 9th, 10th, and 12th graders.
- Illinois Science Assessment (ISA) will be on April 21st, 2021 for all juniors. This will be an asynchronous Google Classroom day for 9th, 10th, and 12th graders.

Unicheck Integration

Although there were a few blips in early March, **all Google Classrooms should be integrated with Unicheck again**. I am in the process of resharing the course folders with you for the in-depth similarity reports. I should have that task completed by the end of the week.

SIP Goal 1: SAT Skills Crosswalk

Yesterday was the drop-in meeting for me to share the draft of the School Improvement Plan Academic Goal 1 Skills Crosswalk. The SIP Academic Goal 1 is "During the 2020/2021 School Year Oswego High School will audit scope and sequence in order to determine where the targeted skill sets for Evidence Based Reading and Writing are being taught and assessed to meet ESSA proficiency targets." Thank you for your trust in the draft of our department's document! The completed draft of the SpringBoard 2021 and SAT skills addressed is viewable through the embedded link; should you have questions or feedback, please email me. I present this document with Jen Keto at a PLT meeting in early April.

-Amy

--
Amy Howerton, she/her
English Department Chair, English educator
EdD & National Board Certified Teacher
Oswego High School
630-636-2088
Educator Website

Currently reading: *Me and White Supremacy* by Layla F. Saad
One Book, One School: *Born a Crime* by Trevor Noah

On Wed, Mar 10, 2021 at 11:21 AM Amy Howerton <ahowerton@sd308.org> wrote:

> Hello!
>
> Mary confirmed that TEs are in your mailboxes and checked out to you! :) THANK YOU to Drew and Mary for assisting in this task.
>
> Again, to support your unpacking of the units, both OE and OH are provided these two items to best prepare for our Wed. 3/24 Department Meeting:
>
> 1. **Story of the Unit unpacking guide** to assist in understanding the changes and updates to each unit within a grade level. **Please use this to guide your understanding of SB 2021 prior to the 3/24 meeting.** We will be using the sentence stems and understanding of the EAs during that meeting.
> 2. **Shared Google folder with Grade-at-a-Glance GoogleDocs** including EA prompts and focus standards. Here are the individual links for each grade level if that is helpful: Honors/English 1, Honors/English 2, English 3, English 4 Senior English
>
> I wish you happy reading and thinking,
> Amy

--
Amy Howerton, she/her
English Department Chair, English educator
EdD & National Board Certified Teacher
Oswego High School
630-636-2088
Educator Website

Currently reading: *Me and White Supremacy* by Layla F. Saad
One Book, One School: *Born a Crime* by Trevor Noah

On Tue, Mar 9, 2021 at 2:13 PM Amy Howerton <ahowerton@sd308.org> wrote:

> Hello!
>
> Below, please find a few reminders. I have highlighted anything that needs your more immediate attention. I look forward to being back in the building on Monday with our amazing team!
>
> **Support for Unpacking SpringBoard TEs**

Great news! The **Teacher's Editions should be IN YOUR HANDS by tomorrow**! Drew and Mary have graciously agreed to assist in getting the books barcoded and in your **Communicore mailboxes**. To support your unpacking of the units, both OE and OH are provided these two items to best prepare for our Wed. 3/24 Department Meeting:

1. **Story of the Unit unpacking guide** to assist in understanding the changes and updates to each unit within a grade level. **Please use this to guide your understanding of SB 2021 prior to the 3/24 meeting.** We will be using the sentence stems and understanding of the EAs during that meeting.
2. **Shared Google folder with Grade-at-a-Glance GoogleDocs** including EA prompts and focus standards. Here are the individual links for each grade level if that is helpful: Honors/English 1, Honors/English 2, English 3, English 4 Senior English

Parent/Teacher Conferences

Per Tania's 3/5/21 email, spring PTCs will be held during the first week of March. **Please use Tyler to email parents/guardians with your 8 flex hours.** In our OHS English Department Google Classroom, I will share an email template you may use. Here's a reminder:

- **Monday, March 1 – Friday, March 26:** 4 flex hours need to be completed during this time for spring conferences.
- **Monday, January 11 – Saturday, April 16:** 4 additional flex hours need to be completed (for a total of 8 hours of spring parent conferences).

Schedule Development

Development of a draft schedule is underway! Drafts from department chairs will eventually go through a master schedule draft and likely need much revision to support the balancing of the master schedule. I anticipate a more solidified draft of a schedule will be available in May.

NIU Summer Reading Programs

From Theresa K.'s 3/5/21 Employee Update email, I'm re-sharing the Northern Illinois University summer reading program information. NIU is offering a number of reading programs this summer for children ages 4years through 11th grade. Learn more here and feel free to share it with your students!

Course Requirement Updates at the State Level

On Monday 3/8, Governor JB Pritzker signed into law HB 2170– major education reform legislation designed to address systemic issues that cause deep inequities and opportunity gaps in education. If you would like to read more about these coming changes to graduation requirements and student placement, HERE is the link to more details. Many of the changes dovetail into what we've been discussing as needs for Culturally Responsive Teaching and in support of student learning.

As always, please reach out with any questions you may have.

Thank you!

-Amy

--
Amy Howerton, she/her
English Department Chair, English educator
EdD & National Board Certified Teacher
Oswego High School
630-636-2088
Educator Website

Currently reading: *Me and White Supremacy* by Layla F. Saad
One Book, One School: *Born a Crime* by Trevor Noah

SUBJECT: Re: Title II - Quarter 1
FROM: Heather Kincaid <hkincaid@sd308.org>
TO: Allison Anderson <aanderson@sd308.org>
CC: Lindsay Allen <lallen@sd308.org>, Shannon Lueders <slueders@sd308.org>, Andrew Mundsinger <amundsinger@sd308.org>, Faith Dahlquist <fdahlquist@sd308.org>
DATE: 25/03/2021 23:51

Ali and Drew,

Thank you for this information! I have resubmitted the Grant Periodic Report. I included all of your information :-)

I will let you know if I receive any additional feedback from the State.

Thank you,
Heather

On Mon, Mar 22, 2021 at 11:47 AM Allison Anderson <aanderson@sd308.org> wrote:

> Here is the Quarter 2 information for Drew and Alli:
>
> **Quarter 2 10/1/20 - 12/31/20**
>
> **Quarter 2 - Total Admin/Teachers Receiving Professional Development from Alli & Drew**
> **Total Events:** 47
> **Total Teacher/Admin Trained:** 664
>
> - 10/2 Design training for Culturally Responsive Teaching w/ admin (TW & HM) -4
> - 10/7 PD with Plank Site team and admin -12
> - 10/13 Work with Boulder Hill AVID Coordinator for implementation -1
> - 10/13 - Design for Culturally Responsive Teaching training for HC with administration -2
> - 10/14 PD with OHS Site team and admin - 12
> - 10/14 PD with Thompson site team and Admin -13
> - 10/14 Culturally Responsive Teaching professional development at Homestead - 50
> - 10/20 Work with Old Post principal to design school professional development -1
> - 10/20 PD with Bednarcik site team and admin -17
> - 10/21 Culturally Responsive Teaching professional development at The Wheatlands - 50
> - 10/28 PD with OHS site team and admin -12
> - 10/28 PD with Thompson site team and admin -13
> - 10/28 - AVID meeting with site coordinators and administrators
>   - Homestead - 3
>   - Boulder Hill -3
>   - Southbury -3
>   - Prairie Point -3
>   - Churchill -3
>   - Grande Park -3
> - 10/28 Culturally Responsive professional development at The Wheatlands - 50
> - 10/29 - AVID meeting with site coordinators and administrators
>   - The Wheatlands -3
>   - East View Academy -2

    - Fox Chase -4
- 10/30 - AVID meeting with site coordinators and administrators
    - Wolfs Crossing -3
    - Lakewood Creek -4
- 11/4 PD with Plank site team and admin -12
- 11/4 - AVID meeting with site coordinators and administrators
    - Hunt Club -3
    - Long Beach -2
- 11/4 - Inquiry Presentation at East View Academy - 50
- 11/11 - AVID Primary Teachers - Writing for Reflection at Prairie Point professional development -6
- 11/13 PD with OEHS site team and admin -14
- 11/13 PD with Murphy site team and admin -9
- 11/13 PD with Thompson site team and admin -7
- 11/16 PD with Bednarcik site team and admin -11
- 11/17 - AVID professional development for new SD308 administrators -11
- 11/18 - Culturally Responsive Teaching professional development at Homestead -50
- 11/19 - professional development for LC interventionist -AVID Interactive Notebooking - 1
- 11/20 - Levels of thinking pd at Old Post 3rd grade -1
- 12/1 - AVID strategy in 2nd grade at Old Post -1
- 12/1 - AVID strategy in 1st grade at Old Post -1
- 12/2 - Culturally Responsive Teaching professional development at Old Post - 50
- 12/3 - professional development with 3rd grade teacher at Old Post -1
- 12/8 - AVID strategy in Homestead kindergarten class -1
- 12/9 - Culturally Responsive professional development at Fox Chase -50
- 12/9- PD with Thompson site team and admin -10
- 12/9 - Culturally Responsive Teaching professional development at Old Post - 50
- 12/11 - AVID strategy in Homestead kindergarten class -1
- 12/16 - Culturally Responsive Teaching professional development at Homestead - 50
- 12/18 - AVID strategy in 3rd grade at Old Post -1

On Mon, Mar 22, 2021 at 8:37 AM Allison Anderson <aanderson@sd308.org> wrote:

> Heather,
> I will get that information for you today.
>
> On Mon, Mar 22, 2021 at 8:32 AM Lindsay Allen <lallen@sd308.org> wrote:
>> Good morning, Alli and Drew-
>> I believe you two have the information that Heather needs. Please let me know if you need anything from me.
>> Thanks!
>>
>> On Fri, Mar 19, 2021 at 10:22 PM Heather Kincaid <hkincaid@sd308.org> wrote:
>>> .....I apologize, I sent the wrong dates.
>>>
>>> 2nd Quarter was returned for TItle II. Please send the numbers corresponding to 10/1/20 - 12/31/20.
>>>
>>> Please let me know if you have any questions.
>>>
>>> Again, I apologize for sending the inaccurate dates.
>>>
>>> Thank you,

Heather

On Fri, Mar 19, 2021 at 10:18 PM Heather Kincaid <hkincaid@sd308.org> wrote:

> Alli, Drew, Lindsay, and Shannon,
>
> Our Title II Quarter 1 grant periodic report was returned to us. The State is seeking additional performance details.
>
> Quarter 1 occurred from 7/1/20 - 9/30/20. This grant covers the AVID Coach (Alli) and AVID lead teachers receiving a stipend.
>
> We need to provide the number of teachers that participated in the professional development that was provided by the AVID Coach or Lead Teachers and/or the number of teachers that received support by the AVID coach and AVID lead teachers.
>
> Can you please send me the workshops/sessions that were led or supported by the AVID coach or AVID lead teachers between 7/1/20 - 9/30/21, and the corresponding number of teachers served.
>
> We also have to submit a 3rd quarter report on 4/30. Could you also send me these same numbers for 1/1/21 - 3/31/21 by 4/15?
>
> Please let me know if you have any questions.
>
> Thank you,
> Heather

--
Dr. Lindsay Allen
Director of Elementary Education
Community Unit School District 308
(630) 636-3097

"Kind words do not cost much. Yet they accomplish much."
-Blaise Pascal

--
"Children must be taught how to think, not what to think". Margaret Mead

Allison Anderson (she/her/hers)



AVID Elementary District Director
Instructional Coach - East View Academy

(630) 636-4379
aanderson@sd308.org

--
"Children must be taught how to think, not what to think". Margaret Mead

Allison Anderson (she/her/hers)


AVID Elementary District Director
Instructional Coach - East View Academy

(630) 636-4379
aanderson@sd308.org

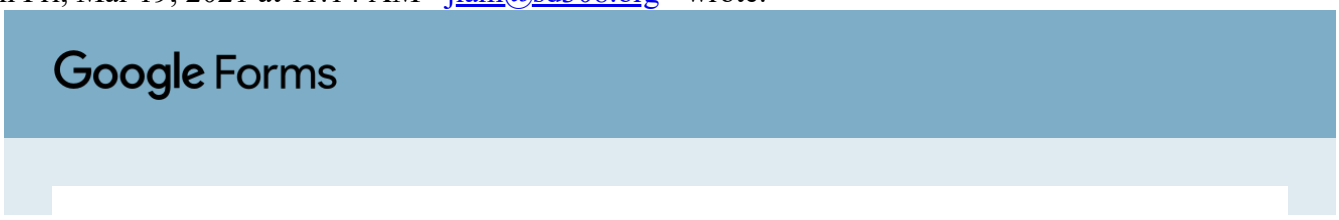
SUBJECT: Re: OE Staff Volunteer Form for SIP Goal Team
FROM: Justin Esau <jesau@sd308.org>
TO: Julie Lam <jlam@sd308.org>
DATE: 26/03/2021 10:11

Julie,

Thank you for checking. I appreciate it!

Justin Esau
Oswego East High School
English
(630) 636-4538

On Fri, Mar 26, 2021 at 8:50 AM Julie Lam <jlam@sd308.org> wrote:

> Hi, Justin.
>
> Thanks for checking with me. I spoke with Laura and she said this cannot work since each school has their own PD schedule for the Institute Day. While we may be able to align with OH, I highly doubt the schedule will be the same with our junior highs.
>
> On Thu, Mar 25, 2021 at 10:21 AM Justin Esau <jesau@sd308.org> wrote:
>
> > Julie,
> >
> > I have no idea if this is possible, but I've been working with the district's Youth Participatory Action Research (YPAR) committee and wanted to know if the adult collaborators (a mix of teachers and administrators from OH, OE, and the middle schools) could somehow use some of the "on demand" option to meet and work on this district initiative or if we could be added to the list of committees approved to use this time. Again, not sure if this is allowed, but we are pretty desperate for meeting time and I figured it would not hurt to ask. If you have any questions (what YPAR is, what we would use the time for) or need me to take any steps to make this a possibility, let me know.
> >
> > Thank you,
> >
> > **Justin Esau**
> > Oswego East High School
> > English
> > (630) 636-4538
> >
> > On Thu, Mar 25, 2021 at 8:22 AM Julie Lam <jlam@sd308.org> wrote:
> >
> > > Good morning,
> > >
> > > This is a friendly reminder to complete the Google Form with your preferences. We will be closing the form tomorrow at the end of the school day.
> > >
> > > Thank you.
> > >
> > > On Fri, Mar 19, 2021 at 11:14 AM <jlam@sd308.org> wrote:
> > >
> > > > 
> > > >

I've invited you to fill out a form:

OE Staff Volunteer Form for SIP Goal Team

Hello!

Please complete this Google Form to rank your preference in participating in the committees and professional development that Laura presented in last week's staff meeting about our School Improvement Plan (SIP). We will do our best to accommodate your top three choices. If you are not interested in volunteering for committees, we will have professional development modules on different topics for you (#7).

Each committee and professional development is listed below with a description:

1. **SIP Academic Committee** (minimum of 2 staff members from each department)
- We will focus on the ESSA Academic Indicators: ELA, Math, Science, EL Progress to Proficiency, Graduation Rate by analyzing our data and creating a multi-tiered system of support for all of our students.

2. **SIP College** & **Career Readiness Committee** (minimum of 2 staff members from each department)
- We will focus on ESSA Student Success Indicators: GPA, ELA, & Math academic indicators + Career development experience, industry credential, military service or an ASVAB score of 31 or higher, dual credit career pathway course - college credit earned, completion of a program of study, attaining and maintaining consistent employment for a minimum of 12 months, consecutive summer employment, 25 hours of community service, and two or more organized co-curricular activities by analyzing our data and creating a multi-tiered system of support for all of our students.

3. **SIP Culture** & **Climate #1**: **Culturally Relevant Teaching** (minimum 2 staff members from each department)
- A core planning team will develop continuing professional development around the CRT topics we covered with our district AVID team this past fall. We will be focusing on the newly approved Culturally Responsive and Leading Standards and how the implementation will look across departments and our school. For more information, please see the following documents: https://www.isbe.net/Documents/CRTL.pdf#search=culturally%20responsive and https://www.isbe.net/Documents/23-24RG-P.pdf.

4. **SIP Culture** & **Climate Committee #2**: **OnE Trusted Adult** (minimum 2 staff members from each department)
-This planning committee will develop a plan to continue the OnE Trusted Adult program that was implemented in prior years. With an eye for implementation next year, this committee will develop the means to identify students who need a trusted adult, and they will shape the program to connect students and teacher mentors. They will develop training for teacher mentors to help them connect with their students and become OnE Trusted Adult.

5. **SIP Culture** & **Climate Committee #3**: **Student Voice - HOWL** (minimum 2 staff members from each department)
- We will organize and facilitate a network of student-leadership groups under the auspices of a new initiative called "HOWL"--a project aimed at eliciting student input on substantial topics related to school culture and climate. HOWL stands for Hearing, Owning, Working, and Learning together, and the acronym reflects the importance, not only of speaking your truth out loud, but also listening to and collaborating with others to do something about issues that matter. The HOWL network will consist of multiple "Dens," each constituted by a diverse mix of student influencers (both traditional

--

OE Signature (1).png

and non-traditional student leaders) called "Denizens" and led by a teacher/administrator team. Denizens working within their respective Dens will address topics of significance related to strengthening our school community, and all Dens will periodically come together for HOWL Forums to debrief and prioritize concerns with a larger group of staff and administration.

6. **High School Social Emotional Learning Committee** (minimum 2 staff members from each department)
This will be an ongoing committee of staff from both high schools focused on the development of a long-term plan for implementation and related professional development of school-wide social emotional learning at the high school level. This includes SEL curriculum and instructional strategies, supportive climates for learning, and trauma informed universal supports for social emotional and mental wellbeing. The CASEL Guide to Schoolwide SEL will provide a framework for our planning. https://schoolguide.casel.org/

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OE Signature (1).png

7. **I would prefer to participate in on-demand PD instead of serving on a committee**.

This form will remain open until Friday, March 26th. We will be in contact with you afterwards regarding your choices so we can start our committees and professional development on Tuesday, April 6th.

Thank you!

FILL OUT FORM

Create your own Google Form

SUBJECT: CRT Questionnaire
FROM: pmeismer01@sd308.org
TO: pmeismer01@sd308.org
DATE: 26/03/2021 14:50

Google Forms

I've invited you to fill out a form:

CRT Questionnaire

Please complete this short survey to help guide future Culturally Responsive Teaching (CRT) training in your school building. Please complete one survey per building.

FILL OUT FORM

Create your own Google Form

SUBJECT: Fwd: OE Staff Volunteer Form for SIP Goal Team
FROM: Breda Marshall <bmarshall@sd308.org>
TO: Andrew Gothelf <agothelf@sd308.org>
DATE: 30/03/2021 08:33

This is the survey - I chose option 7.

Breda Marshall, NBCT
English Teacher
National Board Certified Teacher
OE & OHS
630-636-2473
Teacher Website

---------- Forwarded message ---------
From: <jlam@sd308.org>
Date: Fri, Mar 19, 2021 at 11:14 AM
Subject: OE Staff Volunteer Form for SIP Goal Team
To: <oestaff@sd308.org>

Google Forms

I've invited you to fill out a form:

OE Staff Volunteer Form for SIP Goal Team

Hello!

Please complete this Google Form to rank your preference in participating in the committees and professional development that Laura presented in last week's staff meeting about our School Improvement Plan (SIP). We will do our best to accommodate your top three choices. If you are not interested in volunteering for committees, we will have professional development modules on different topics for you (#7).

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7. **I would prefer to participate in on-demand PD instead of serving on a committee**.

This form will remain open until Friday, March 26th. We will be in contact with you afterwards regarding your choices so we can start our committees and professional development on Tuesday, April 6th.

Thank you!

FILL OUT FORM

Create your own Google Form

SUBJECT: Invitation: SIP Culture & Climate Goal #3: Culturally Responsive Teac... @ Tue Apr 6, 2021 8:30am - 9am (CDT) (abochenski@sd308.org)
FROM: Julie Lam <jlam@sd308.org>
TO: abochenski@sd308.org, lschmidt@sd308.org, acarretto@sd308.org, awhitlock@sd308.org, pmathur@sd308.org, dpalumbo@sd308.org, acepeda@sd308.org, Rebecca Walters <rwalters@sd308.org>, psweeney@sd308.org, ranschicks@sd308.org, tleblanc@sd308.org, elopez@sd308.org, kschumacher@sd308.org, lwachowski@sd308.org, soneill@sd308.org, tochoa@sd308.org, Salina Naser <snaser@sd308.org>, acampbell@sd308.org
DATE: 05/04/2021 09:37
ATTACHMENTS (20210405-093744-0000004): "invite.ics"

You have been invited to the following event.

SIP Culture & Climate Goal #3: Culturally Responsive Teaching

When	Tue Apr 6, 2021 8:30am – 9am Central Time - Chicago	**more details »**
Where	Google Meet (map)	
Joining info	Join with Google Meet meet.google.com/bxc-adgf-vak Join by phone (US) +1 475-355-7090 (PIN: 397238390) More phone numbers	
Calendar	abochenski@sd308.org	
Who	• jlam@sd308.org - organizer • lschmidt@sd308.org • acarretto@sd308.org • awhitlock@sd308.org • pmathur@sd308.org • dpalumbo@sd308.org • acepeda@sd308.org • Rebecca Walters • psweeney@sd308.org • ranschicks@sd308.org • tleblanc@sd308.org • elopez@sd308.org • kschumacher@sd308.org • lwachowski@sd308.org • soneill@sd308.org • tochoa@sd308.org • Salina Naser • abochenski@sd308.org • acampbell@sd308.org	

Hello,

You are receiving this meeting invitation because you have either been on the SIP Culture & Climate Goal #3: Culturally Responsive Teaching Committee or have just been invited based on the recent SIP survey Laura asked me to send to staff. From 8:00 - 8:30 am tomorrow, please familiarize yourself with the following documents (quick reads!):

- Culturally Responsive Teaching and Leading Standards background info

- Culturally Responsive Teaching and Leading Standards for All Illinois Educators (pages 1-8 for any text that does not have a strikethrough)
- Op-Ed: Reject Political 'Woke' Training for Teachers (shared by Illinois Coalition Educational Equity Leaders)

Afterwards, please join me from 8:30 - 9:00 am tomorrow via Google Meet so we can discuss the three documents hyperlinked above and next steps.

Thank you!

Going (abochenski@sd308.org)? **Yes** - **Maybe** - **No** more options »

Invitation from Google Calendar

You are receiving this email at the account abochenski@sd308.org because you are subscribed for invitations on calendar abochenski@sd308.org.

To stop receiving these emails, please log in to https://calendar.google.com/calendar/ and change your notification settings for this calendar.

Forwarding this invitation could allow any recipient to send a response to the organizer and be added to the guest list, or invite others regardless of their own invitation status, or to modify your RSVP. Learn More.

SUBJECT: Re: Invitation: SIP Culture & Climate Goal #3: Culturally Responsive Teac... @ Tue Apr 6, 2021 8:30am - 9am (CDT) (abochenski@sd308.org)
FROM: Annika Bochenski <abochenski@sd308.org>
TO: Julie Lam <jlam@sd308.org>
DATE: 05/04/2021 10:37

Hi Julie,

I hope that you had a wonderful break! I am sorry, but I cannot attend this meeting. We have an executive functioning training all morning tomorrow for the special ed department.

Annika Bochenski
Learning Behavior Specialist
Oswego East High School
1525 Harvey Rd, Oswego, IL 60543
(630) 636-2288

On Mon, Apr 5, 2021 at 9:37 AM Julie Lam <jlam@sd308.org> wrote:

> **You have been invited to the following event.**
>
> **SIP Culture & Climate Goal #3: Culturally Responsive Teaching**

When	Tue Apr 6, 2021 8:30am – 9am Central Time - Chicago	**more details »**
Where	Google Meet (map)	
Joining info	Join with Google Meet meet.google.com/bxc-adgf-vak Join by phone (US) +1 475-355-7090 (PIN: 397238390) More phone numbers	
Calendar	abochenski@sd308.org	
Who	• jlam@sd308.org - organizer • lschmidt@sd308.org • acarretto@sd308.org • awhitlock@sd308.org • pmathur@sd308.org • dpalumbo@sd308.org • acepeda@sd308.org • Rebecca Walters • psweeney@sd308.org • ranschicks@sd308.org • tleblanc@sd308.org • elopez@sd308.org • kschumacher@sd308.org • lwachowski@sd308.org • soneill@sd308.org • tochoa@sd308.org • Salina Naser • abochenski@sd308.org • acampbell@sd308.org	

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Thank you!

Going (abochenski@sd308.org)? **Yes** - **Maybe** - **No** more options »

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SUBJECT: Re: Invitation: SIP Culture & Climate Goal #3: Culturally Responsive Teac... @ Tue Apr 6, 2021 8:30am - 9am (CDT) (acampbell@sd308.org)
FROM: Abby Campbell <acampbell@sd308.org>
TO: Julie Lam <jlam@sd308.org>
DATE: 05/04/2021 20:08

Hello Julie,

I have a district legal webinar that is required (for related serviced providers) to attend tomorrow from 8:00-10:00 am so I will miss this meeting. Please let me know what I can do to help out.

Thank you,

Abby

> On Apr 5, 2021, at 9:37 AM, Julie Lam <jlam@sd308.org> wrote:

You have been invited to the following event.

SIP Culture & Climate Goal #3: Culturally Responsive Teaching

When	Tue Apr 6, 2021 8:30am – 9am Central Time - Chicago	**more details »**
Where	Google Meet (map)	
Joining info	Join with Google Meet meet.google.com/bxc-adgf-vak Join by phone (US) +1 475-355-7090 (PIN: 397238390) More phone numbers	
Calendar	acampbell@sd308.org	
Who	• jlam@sd308.org - organizer • lschmidt@sd308.org • acarretto@sd308.org • awhitlock@sd308.org • pmathur@sd308.org • dpalumbo@sd308.org • acepeda@sd308.org • Rebecca Walters • psweeney@sd308.org • ranschicks@sd308.org • tleblanc@sd308.org • elopez@sd308.org • kschumacher@sd308.org • lwachowski@sd308.org • soneill@sd308.org • tochoa@sd308.org • Salina Naser • abochenski@sd308.org • acampbell@sd308.org	

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<mime-attachment.ics>
<invite.ics>

SUBJECT: Fwd: OE Staff Volunteer Form for SIP Goal Team
FROM: Laura Cavanaugh <lcavanaugh@sd308.org>
TO: Andrew Gothelf <agothelf@sd308.org>
DATE: 06/04/2021 10:58

Here is what we were to fill out...People that chose a PD were sent an email and they were put on a committee....We are not sure how often we will meet? THat I think is the issue....

Thanks - Laura

---------- Forwarded message ---------
From: <jlam@sd308.org>
Date: Fri, Mar 19, 2021 at 11:14 AM
Subject: OE Staff Volunteer Form for SIP Goal Team
To: <oestaff@sd308.org>

Google Forms

I've invited you to fill out a form:

OE Staff Volunteer Form for SIP Goal Team

Hello!

Please complete this Google Form to rank your preference in participating in the committees and professional development that Laura presented in last week's staff meeting about our School Improvement Plan (SIP). We will do our best to accommodate your top three choices. If you are not interested in volunteering for committees, we will have professional development modules on different topics for you (#7).

Each committee and professional development is listed below with a description:

1. **SIP Academic Committee** (minimum of 2 staff members from each department)
- We will focus on the ESSA Academic Indicators: ELA, Math, Science, EL Progress to Proficiency, Graduation Rate by analyzing our data and creating a multi-tiered system of support for all of our students.

2. **SIP College** & **Career Readiness Committee** (minimum of 2 staff members from each department)
- We will focus on ESSA Student Success Indicators: GPA, ELA, & Math academic indicators + Career development experience, industry credential, military service or an ASVAB score of 31 or higher, dual credit career pathway course - college credit earned, completion of a program of study, attaining and maintaining consistent employment for a minimum of 12 months, consecutive summer employment, 25 hours of community service, and two or more organized co-curricular activities by analyzing our data and creating a multi-tiered system of support for all of our students.

3. **SIP Culture** & **Climate #1**: **Culturally Relevant Teaching** (minimum 2 staff members from each department)
- A core planning team will develop continuing professional development around the CRT topics we covered with our district AVID team this past fall. We will be focusing on the newly approved Culturally Responsive and Leading Standards and how the implementation will look across departments and our school. For more

information, please see the following documents:
https://www.isbe.net/Documents/CRTL.pdf#search=culturally%20responsive and
https://www.isbe.net/Documents/23-24RG-P.pdf.

4. **SIP Culture** & **Climate Committee #2**: **OnE Trusted Adult** (minimum 2 staff members from each department)
-This planning committee will develop a plan to continue the OnE Trusted Adult program that was implemented in prior years. With an eye for implementation next year, this committee will develop the means to identify students who need a trusted adult, and they will shape the program to connect students and teacher mentors. They will develop training for teacher mentors to help them connect with their students and become OnE Trusted Adult.

5. **SIP Culture** & **Climate Committee #3**: **Student Voice - HOWL** (minimum 2 staff members from each department)
- We will organize and facilitate a network of student-leadership groups under the auspices of a new initiative called "HOWL"--a project aimed at eliciting student input on substantial topics related to school culture and climate. HOWL stands for Hearing, Owning, Working, and Learning together, and the acronym reflects the importance, not only of speaking your truth out loud, but also listening to and collaborating with others to do something about issues that matter. The HOWL network will consist of multiple "Dens," each constituted by a diverse mix of student influencers (both traditional and non-traditional student leaders) called "Denizens" and led by a teacher/administrator team. Denizens working within their respective Dens will address topics of significance related to strengthening our school community, and all Dens will periodically come together for HOWL Forums to debrief and prioritize concerns with a larger group of staff and administration.

6. **High School Social Emotional Learning Committee** (minimum 2 staff members from each department)
This will be an ongoing committee of staff from both high schools focused on the development of a long-term plan for implementation and related professional development of school-wide social emotional learning at the high school level. This includes SEL curriculum and instructional strategies, supportive climates for learning, and trauma informed universal supports for social emotional and mental wellbeing. The CASEL Guide to Schoolwide SEL will provide a framework for our planning. https://schoolguide.casel.org/

7. **I would prefer to participate in on-demand PD instead of serving on a committee**.

This form will remain open until Friday, March 26th. We will be in contact with you afterwards regarding your choices so we can start our committees and professional development on Tuesday, April 6th.

Thank you!

FILL OUT FORM

Create your own Google Form

SUBJECT: AVID Survey
FROM: Tiffany Miller <tmiller@sd308.org>
TO: Heather Mayor <hmayor@sd308.org>, "Jennifer O'Reilly" <joreilly@sd308.org>, Heidi Copeland <hcopeland@sd308.org>, Juanita Wessels <jwessels@sd308.org>
DATE: 06/04/2021 19:34

Hey girls -

The AVID team is looking for feedback on a few things.

1. Please provide names of teachers, as well as the strategy they utilized, that you would like to include to receive an AVID "Shout Out"

This could be any lesson or activity you've done (or that you've seen a colleague do) that shows one of the components of WICOR.

2. Please provide feedback regarding our AVID implementation this year including the use of AVID posters, WICOR posters, WICOR strategies within our school/grade level and Culturally Relevant Teaching PD.

I know everyone had a lot on their plate this year and the last thing you wanted to do was sit and listen to PD on AVID during some of our staff meetings, but did you find any of it helpful? Next year we plan on going more in depth with each component and hope to showcase teachers using the strategies in their classrooms. We are already doing a lot of the WICOR strategies without labeling them "WICOR". Have you tried using your pocket charts with the stars yet? How did you feel about the Culturally Relevant Teaching PD? Literally any feedback you want to give me would be helpful as we will be discussing it in the next couple weeks.

Thanks!

--


Amazon Wish List

SUBJECT: Re: E1 Today
FROM: Breda Marshall <bmarshall@sd308.org>
TO: Colleen Calvey <ccalvey@sd308.org>
DATE: 07/04/2021 07:10

Thanks, Colleen. This makes us feel so much better! Yes, we are ok with the order of the units as we discussed yesterday. I'm so glad you have experience with a student using the new textbook. I thought E2 was more culturally and socially focused since that would be good for E1 to gear discussions to align with what sophomores do. I really appreciate your feedback and support!

Breda Marshall, NBCT
English Teacher
National Board Certified Teacher
OE & OHS
630-636-2473
Teacher Website

On Tue, Apr 6, 2021 at 8:55 PM Colleen Calvey <ccalvey@sd308.org> wrote:

> Hi, Breda.
>
> First, I REALLY appreciate your feedback on today's meeting. I haven't gone through the documents yet. Amy and I are scheduled to do that on Thursday morning.
>
> Second, I will make sure that your voices are heard so that true consensus and collaboration occurs. PLEASE keep me updated throughout the process if you feel that is still not happening. Other than the order of the units, nothing is set in stone yet.
>
> As far as I know, OHS has had the same time to discuss changes as we have. I do know that their building has had more structured PLC meetings throughout the year and that they have also had more meeting time as a school to discuss Culturally Relevant Teaching. I wonder if that is where some of their suggestions and collaboration has come from.
>
> Is the OE team okay with the order of the units decided at the meeting today? I believe that's what you say in your email.. but I want to be 100% sure.
>
> We will continue the discussion in the other areas throughout April.
>
> My son's school actually uses the updated version of SB this year. I'd be happy to share with you the things I observed as they went through the short story unit and the college essay unit. There were some really positive skill focused things that I saw with the updated texts used in preparation for EAs.
>
> I really like the College and Career focus. It aligns with directives from the state to include more College and Career within the curriculum. English 2 also focuses A LOT on social justice. If you'd like to browse the E2 text, let me know. That might also help guide some of that discussion because you are right that E1's focus is still that Coming of Age idea.
>
> I know there is not a lot of time in the day...but I also suggest having some conversations with your E1 team to document what you do want.
>
> Thanks,
> Colleen

Colleen Calvey
Oswego East High School
English Department Chair
Wolf's Eye Yearbook Adviser
National Honor Society Sponsor
Senior Class Sponsor
630-636-2254

On Tue, Apr 6, 2021 at 4:11 PM Breda Marshall <bmarshall@sd308.org> wrote:

> Hi Colleen,
>
> I'm emailing you because I'm still bothered from this morning's meeting with OHS. Katie and I felt railroaded by OHS and all of their new ideas for the freshman. It sounded like they met much more than that one time to go over the story of the units. Some of the suggestions were wonderful, like the order of the units and taking out some of the assessments we have already disregarded like the acting for R&J. East had the very same thoughts. I want to say something now before we meet again because there are more people at OHS with experience than at East right now, that we don't want to be stuck doing something we don't believe in.
>
> We are really not on board with some of these drastic suggestions: Taking out the short story and reading a young adult novel or something about a black indigenous person of color. They said this will help prime the students for To Kill a Mockingbird, but we're meeting the same goals in that unit already if students need prep with studying social justice, prejudice and racism. The Civil Rights research is still a part of this unit. We also have all of the resources from our planning meetings this year. For unit 3, Katie had a great idea of providing several prompts for the college essay since it seems OH changed their prompt like we did. For some reason they took that as we should completely change the prompt into social justice. I was chastised for not understanding this change, and I made a note on the sheet about this because we are definitely not on board with getting away from college and career. I don't understand the love affair with studying social justice, which is a very important and real concept, but the freshman year is about coming of age. We can certainly touch on those aspects of injustice, replace short stories if needed for example. It really sounded like they've already talked about this and have solidified some ideas. They were even talking about how many copies of one book in the LRC.
>
> Perhaps we were outnumbered, and I understand Beth and Justin have only taught SB once. It is understandable neither of them had much to say, although later Beth did text me sharing many of the same sentiments as Katie. I don't want this to be a tit for tat or a tattling type email, but it's bothersome when a group of people are so insistent and aren't listening. It felt disrespectful and like OHS had a totally different agenda. We would really like to work with the new SB like we have done the past few years to make it great rather than re-create. If that is not the goal then I don't really know what anyone is doing. We want to be excited about this, but today's meeting made us feel like what are we doing, and what is anyone doing?
>
> Just my thoughts for the day!
>
> Thank you,
> Breda
>
> --
> Breda Marshall, NBCT
> English Teacher
> National Board Certified Teacher

OE & OHS
630-636-2473

SUBJECT: Re: LAST OHS BOOK CIRCLE MEETING TODAY!
FROM: Abigail Jambor <ajambor@sd308.org>
TO: Michael Leali <mleali@sd308.org>, Amy Howerton <ahowerton@sd308.org>
DATE: 08/04/2021 08:14

Good morning,
Unfortunately, I have soccer practice today during this time. Thank you for running this book circle this year and I look forward to continued discussions focused on culturally responsive teaching and community building within OHS.
-Abby

On Thu, Apr 8, 2021 at 7:40 AM Michael Leali <mleali@sd308.org> wrote:

> Hi, everyone!
>
> My apologies for this very late reminder. **We have our FINAL meeting today at 3:00pm.** This meeting will focus on major takeaways, discussion and feedback of process, and the future of the book circle at OHS. If you haven't been able to meet with us in a while, you are welcome to attend, especially if you would like to see something like this continue in the future. If you can't make it and you would like to share feedback about how this first book circle went, please feel free to email Amy Howerton and myself.
>
> I look forward to seeing you all this afternoon.
>
> Best,
> **Michael Leali (he/him)**
> English Educator
> Oswego High School
> SD308
>
> Currently reading: *The Losers at the Center of the Galaxy* by Mary Winn Heider
> Recently finished reading: *Interior Chinatown* by Charles Yu

SUBJECT: Fwd: Howler 4-9-21
FROM: "Casey O'Connell" <coconnell@sd308.org>
TO: Allison Anderson <aanderson@sd308.org>, Andrew Mundsinger <amundsinger@sd308.org>, Latonya Simelton <lsimelton@sd308.org>
DATE: 09/04/2021 10:18
ATTACHMENTS (20210409-101858-0000015): "April 14 (325-415).docx"

FYI-See you on Wednesday!

---------- Forwarded message ---------
From: **Casey O'Connell** <coconnell@sd308.org>
Date: Fri, Apr 9, 2021 at 10:18 AM
Subject: Howler 4-9-21
To: Tracy Moch <tmoch@sd308.org>

Please see the agenda for next week's staff meeting on Wednesday, April 14 from 3:25-4:15. Alli Anderson, LaTonya Simelton and Drew Mundsinger will be here to do Part 3 of their Culturally Responsive Teaching series. ALL staff can attend.

On Tuesday, at Institute Day, we discussed creating an "At-Risk" list for the MTSS team to review at the end of the year and at the beginning of next year. **K-4 only, use the spreadsheet to add any student's name that you have concerns about and detail the concerns you have.** This could be a student who is already in MTSS, has an IEP or a student with a new concern that just popped up. **Please add the names of your students by Friday, April 23.** Let Erin or me know if you have any questions.

--
Casey O'Connell
Principal
Homestead Elementary School
(630) 636-3110

HOMESTEAD students are ***independent*** **problem solvers** who **think critically and creatively** to ***continually grow*** their **academic, social,** and **emotional skills.**

--
Casey O'Connell
Principal
Homestead Elementary School
(630) 636-3110

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SUBJECT: Fwd: Howler 4-9-21
FROM: "Casey O'Connell" <coconnell@sd308.org>
TO: Allison Anderson <aanderson@sd308.org>, Andrew Mundsinger <amundsinger@sd308.org>, Latonya Simelton <lsimelton@sd308.org>
DATE: 09/04/2021 10:18
ATTACHMENTS (20210409-101858-0000018): "April 14 (325-415).docx"

FYI-See you on Wednesday!

---------- Forwarded message ---------
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Date: Fri, Apr 9, 2021 at 10:18 AM
Subject: Howler 4-9-21
To: Tracy Moch <tmoch@sd308.org>

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Principal
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Casey O'Connell
Principal
Homestead Elementary School
(630) 636-3110

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SUBJECT: Howler
FROM: Tracy Moch <tmoch@sd308.org>
TO: HMStaff <hmstaff@sd308.org>
DATE: 09/04/2021 10:25
ATTACHMENTS (20210409-102542-0000001): "April 14 (325-415).docx" , "April 12, 2021.pdf"

Hi,

Attached is the Howler for next week.

Thanks!

--
Tracy Moch
Homestead Elementary
Attendance Secretary
Ph (630) 636-3108
tmoch@sd308.org

SUBJECT: Re: OE Staff Volunteer Form for SIP Goal Team
FROM: Daniel Arntzen <darntzen@sd308.org>
TO: Julie Lam <jlam@sd308.org>
CC: Laura Pastirik Bankowski <lpastirikbankowski@sd308.org>, Margaret Darnell <mdarnell@sd308.org>
DATE: 10/04/2021 11:11

I'll take him!

On Thu, Apr 8, 2021 at 3:36 PM Julie Lam <jlam@sd308.org> wrote:

> Hi - Mark's top 3 choices are CCR, OnE Trusted Adult, and On-demand PD. Who would like him?
>
> ---------- Forwarded message ---------
> From: **Mark Green** <mgreen@sd308.org>
> Date: Tue, Apr 6, 2021 at 10:10 AM
> Subject: Fwd: OE Staff Volunteer Form for SIP Goal Team
> To: Julie Lam <jlam@sd308.org>
> Cc: Laura Pastirik Bankowski <lpastirikbankowski@sd308.org>
>
> Julie,
>
> I hope you had a relaxing and enjoyable spring break.
>
> I'm sorry I didn't respond to the email you sent last Monday, September 29th. I decided to spend my spring break disconnected from work email. I want to let you know that I did complete the SIP Form as requested by the Friday, March 26th deadline. A copy of my completed form can be found below. I attended the 8 AM On-Demand PD meeting this morning hosted by Laura and was able to set up my edWeb.net account, join a community, and learn more about the professional development offerings on the site.
>
> Have a great rest of your day!
>
> Mark
>
> ---------- Forwarded message ---------
> From: **Google Forms** <forms-receipts-noreply@google.com>
> Date: Thu, Mar 25, 2021 at 5:35 PM
> Subject: OE Staff Volunteer Form for SIP Goal Team
> To: <mgreen@sd308.org>
>
> Google Forms
>
> Thanks for filling out OE Staff Volunteer Form for SIP Goal Team
>
> Here's what we got from you:

OE Staff Volunteer Form for SIP Goal Team

Hello!

Please complete this Google Form to rank your preference in participating in the committees and professional development that Laura presented in last week's staff meeting about our School Improvement Plan (SIP). We will do our best to accommodate your top three choices. If you are not interested in volunteering for committees, we will have professional development modules on different topics for you (#7).

Each committee and professional development is listed below with a description:

1. **SIP Academic Committee** (minimum of 2 staff members from each department)
- We will focus on the ESSA Academic Indicators: ELA, Math, Science, EL Progress to Proficiency, Graduation Rate by analyzing our data and creating a multi-tiered system of support for all of our students.

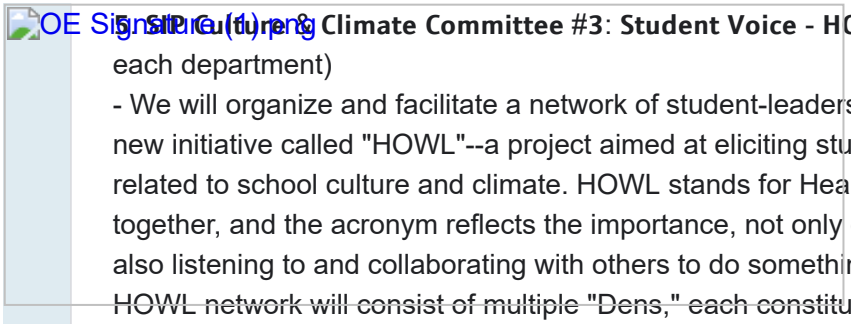
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4. **SIP Culture** & **Climate Committee #2**: **OnE Trusted Adult** (minimum 2 staff members from each department)
- This planning committee will develop a plan to continue the OnE Trusted Adult program that was implemented in prior years. With an eye for implementation next year, this committee will develop the means to identify students who need a trusted adult, and they will shape the program to connect students and teacher mentors. They will develop training for teacher mentors to help them connect with their students and become OnE Trusted Adult.

--
Mark Green
Business Instructor
Oswego East High School
1525 Harvey Road
Oswego, IL 60543
(630) 636-2376

--



5. **SIP Culture & Climate Committee #3**: **Student Voice - HOWL** (minimum 2 staff members from each department)
- We will organize and facilitate a network of student-leadership groups under the auspices of a new initiative called "HOWL"--a project aimed at eliciting student input on substantial topics related to school culture and climate. HOWL stands for Hearing, Owning, Working, and Learning together, and the acronym reflects the importance, not only of speaking your truth out loud, but also listening to and collaborating with others to do something about issues that matter. The HOWL network will consist of multiple "Dens," each constituted by a diverse mix of student influencers (both traditional and non-traditional student leaders) called "Denizens" and led by a teacher/administrator team. Denizens working within their respective Dens will address topics of significance related to strengthening our school community, and all Dens will periodically come together for HOWL Forums to debrief and prioritize concerns with a larger group of staff and administration.

--
Respectfully,

Dan Arntzen
Oswego East High School
Assistant Principal for Student Services
Phone: (630) 636-4520
Email: darntzen@sd308.org

6. **High School Social Emotional Learning Committee** (minimum 2 staff members from each department)
This will be an ongoing committee of staff from both high schools focused on the development of a long-term plan for implementation and related professional development of school-wide social emotional learning at the high school level. This includes SEL curriculum and instructional strategies, supportive climates for learning, and trauma informed universal supports for social emotional and mental wellbeing. The CASEL Guide to Schoolwide SEL will provide a framework for our planning. https://schoolguide.casel.org/

7. **I would prefer to participate in on-demand PD instead of serving on a committee**.

This form will remain open until Friday, March 26th. We will be in contact with you afterwards regarding your choices so we can start our committees and professional development on Tuesday, April 6th.

Thank you!

Your email address (**mgreen@sd308.org**) was recorded when you submitted this form.

Please select one committee/PD for each choice level. Please do not select more than one committee/PD for each choice level. *

	SIP Academic Committee	SIP College & Career Readiness Committee	SIP Culture & Climate Committee #1: Culturally Relevant Teaching	SIP Culture & Climate Committee #2: OnE Trusted Adult	SIP Culture & Climate Committee #3: Student Voice - HOWL	High School Social Emotional Learning Committee	On-demand PD
1st Choice	○	◉	○	○	○	○	○

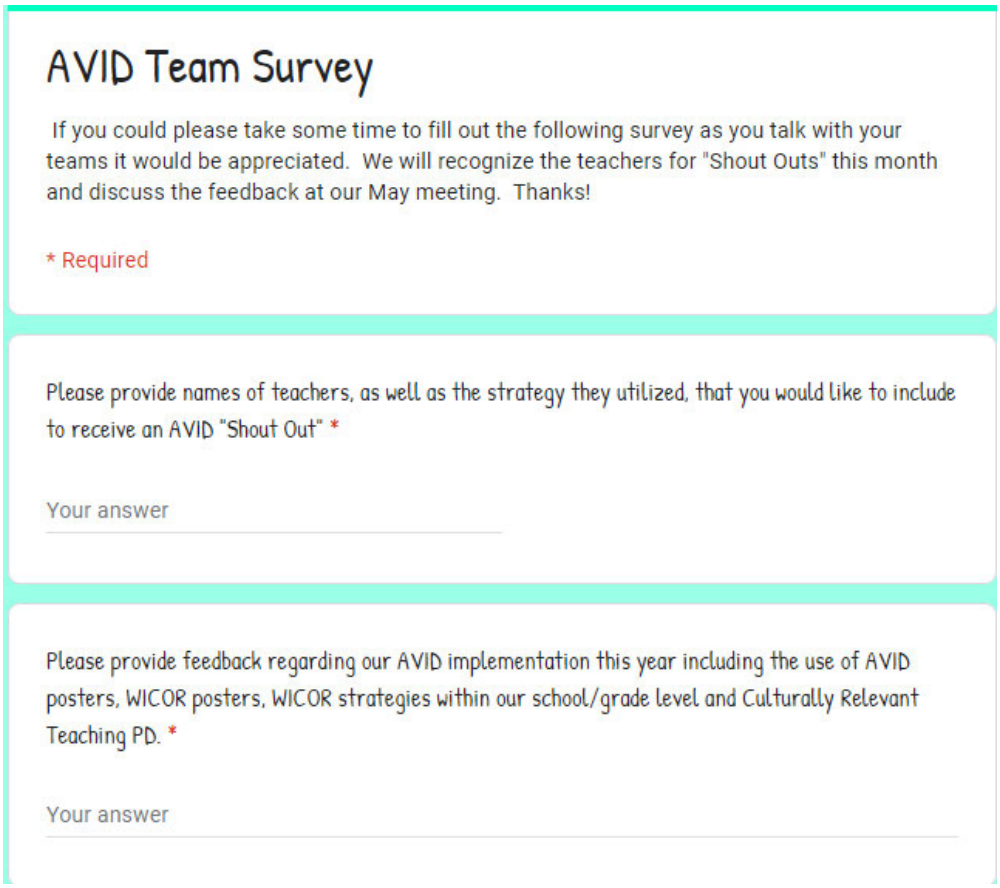
2nd Choice	○	○	○	○	○	○	◉
3rd Choice	○	○	○	◉	○	○	○
4th Choice	◉	○	○	○	○	○	○
5th Choice	○	○	◉	○	○	○	○
6th Choice	○	○	○	○	◉	○	○
7th Choice	○	○	○	○	○	◉	○

Create your own Google Form

SUBJECT: team survey for AVID committee
FROM: Laura Renfus <lrenfus@sd308.org>
TO: Anna-Marie Kontos <akontos@sd308.org>, Candace Hsu <chsu@sd308.org>, Michelle Meneses <mmeneses@sd308.org>, Saul Olivas <solivas@sd308.org>, Joy Gatz <jgatz@sd308.org>
DATE: 11/04/2021 16:15

FYI-
I have to fill this survey in on behalf of our team. If we can devote a few minutes from our Wednesday morning team meeting to collect the necessary information, I would appreciate it.

Screenshot:



Thank you,
Laura Renfus
Fourth Grade Teacher
Hunt Club Elementary School

SUBJECT: Re: F&F Committee Meeting
FROM: Christi Tyler <ctyler@sd308.org>
TO: Brent Lightfoot <blightfoot@sd308.org>
CC: Ruth Kroner <rkroner@sd308.org>, Carrie Szambelan <cszambelan@sd308.org>
DATE: 13/04/2021 08:42
ATTACHMENTS (20210413-084222-0000002): "Finance.Facilities.Committee Agenda for April 19, 2021.docx" , "FINAL_ARP-ESSER-FACT-SHEET.pdf" , "Learning-Renewal.pdf" , "P-20-Learning-Renewal-Resource-Guide-March2021-v19.pdf"

Good Morning ~

This is the total amount that has been allocated to District 308. ESSER I and the Digital Equity grants were part of the original CARES funding and will be spent this fiscal year. I've attached the document that Brent referenced in his email which goes into great detail on the 12 priority topic areas. I've also attached a fact sheet on ESSER I, II, and III as well as a presentation that is a brief summary of the 184 page document. I recommend that we provide these two documents and maybe a link to the 184 page document for any interested committee members.

Name	Allocation
ESSER - I	$ 984,403.00
ESSER - Digital Equity	$ 1,024,992.00
ESSER - II	$ 3,318,621.00
ESSER - III	$ 7,449,547.00
	$ 12,777,563.00

Also attached is the draft agenda for Monday's meeting. Let us know if you agree with the documents we should include and if there are any changes to the agenda.

On Wed, Apr 7, 2021 at 10:02 PM Brent Lightfoot <blightfoot@sd308.org> wrote:

> Ruth the state provided a 100+ page document on ideas but they are not rules, just suggestions. I think the aim is for districts to use more for education vs sidewalks - but at the end of the day we can place in operations and if needed transfer other monies to facilities. If we have any life/safety items that might also be a good use.
>
> Brent
>
> On Apr 7, 2021, at 4:46 PM, Ruth Kroner <rkroner@sd308.org> wrote:
>
> I was thinking the same as Brent. Do we have a total for the funds we are getting and do we know what the “rules” are in how we are supposed to spend those monies.
>
> On Wed, Apr 7, 2021 at 3:49 PM Christi Tyler <ctyler@sd308.org> wrote:
>
> > We can also give a budget update - which is very favorable given the savings from remote learning. There are no updates from NIU on the study~

On Wed, Apr 7, 2021 at 3:40 PM Brent Lightfoot <blightfoot@sd308.org> wrote:

> Should we talk about the federal grant of $7m and any update from the state on the development funds - sounds from John's note might have movement again. Also update on NIU study possibilities.
>
> Brent
>
> > On Apr 7, 2021, at 1:13 PM, Christi Tyler <ctyler@sd308.org> wrote:
> >
> > Good Afternoon,
> >
> > There is a Finance and Facility Committee Meeting on the calendar for April 19. Carrie and I have reviewed the minutes and our emails and we haven't received any suggestions from committee members on topics nor have we received any questions on the FY20 audit. Are there any topics that you would like to be included?

--
Ruth Kroner

SUBJECT: Re: PD
FROM: Jennifer Keto <JKeto@sd308.org>
TO: Gregory Verdino <gverdino@sd308.org>
DATE: 13/04/2021 10:55

No not all. I still put them in ELIS though.

On Tue, Apr 13, 2021 at 10:51 AM Gregory Verdino <gverdino@sd308.org> wrote:

> are all of these in your "Talent ED" file?
>
> On Tue, Apr 13, 2021 at 10:49 AM Jennifer Keto <JKeto@sd308.org> wrote:
>
> > 8/13/19 - Teacher Institute, 5hrs
> > 9/20/19 - Teacher Institute, 5 hrs
> > 10/18/19 - Tyler training, 1 hr
> > 1/17/2020 - District training, 1 hr
> > 2/4/20 - LGBTQ conference - 5hours
> > 2/14/20 - District training, 1 hr
> > 3/17/20 - Ignite 308, 5 hours
> > 8/17/20 - Culturally Relevant Teaching Training, 1hr
> > 9/17-11/18/20 - LGBTQ curriculum meetings, 8hrs
> > 11/2/20 - Teacher Institute, 5hrs
> > 2/26/21 - Teacher Institute, 5hrs
> >
> > --
> > Jennifer Keto
> > Social Studies Department Chair
> > AP Seminar Teacher
> > Oswego High School
> > 630-636-2128
>
> --
> Mr. Greg Verdino
> Social Studies Department
> Oswego High School
> 630-636-2137

--
Jennifer Keto
Social Studies Department Chair
AP Seminar Teacher
Oswego High School
630-636-2128

SUBJECT: Fwd: summer PD flyer
FROM: Lawrence Piatek <lpiatek@sd308.org>
TO: CHStaff <chstaff@sd308.org>
DATE: 14/04/2021 10:03
ATTACHMENTS (20210414-100313-0000001): "Summer flyer FY21 pdf.pdf"

---------- Forwarded message ---------
From: **Hallie Brenczewski** <hbrenczewski@pdaonline.org>
Date: Wed, Apr 14, 2021 at 9:09 AM
Subject: summer PD flyer
To: Principals Grundy/Kendall County <Principals@roe24.org>, Principals Will County <Principals@willroe.org>
Cc: CurrDirGrundyKendall <CurrDirGrundyKendall@pdaonline.org>, CurrDirWill <CurrDirWill@pdaonline.org>

Hello Administrators,

Please forward the attached **summer PD flyer** to all of your educators. As always, any of these trainings can be delivered at your school. Just call us to find out more, 815-744-8334.

Summer Professional Development Trainings

2021

PDA
Location: 2705 McDonough St. OR Online
Joliet, IL 60436

June

Date	Title	Location	Time	Cost
3	Youth Mental Health and First Aid	Online	8:30-2:30	$100
9	SEL Component 1: Embracing Social Emotional Learning	Online	9:00-12:00	$65
10	Making Schools Safe for LGBTQ Students	Online	9:00-3:00	$155
11	SEL Component 2: Designing Self Awareness Activities for Your Classroom	Online	9:00-12:00	$65
16	Brain Connections	Online	9:00-12:00	$65
18	Addressing Race, Equity and Inclusion	Online	9:00-12:00	$75
21	Writing Standards Based on IEP Goals K-5	PDA	8:30-11:30	$75
21	Writing Standards Based on IEP Goals 6-8	PDA	12:30-3:30	$75
22	Road to Recovery: Filling the Gaps for ELA and Math K-5	PDA	9:00-11:30	$75
22	Road to Recovery: Filling the Gaps for ELA and Math 6-8	PDA	1:00-3:30	$75
23	Road to Recovery Part 2: Instructional ELA Strategies for K-5	PDA	9:00-11:30	$65
23	Road to Recovery Part 2: Instructional ELA Strategies for 6-8	PDA	1:00-3:30	$65
24	Tier I: 30 Second Interventions That Will Change the Course of Your School Day	Choose PDA or Online	8:30-11:30	$65
24	Anxiety at School: The Struggle is Real	Choose PDA or Online	12:30-3:30	$65
29	Culturally Responsive Teaching Strategies to Enhance Student's Academic Achievement	PDA	9:00-12:00	$65
30	Equity in the School Setting	Choose PDA or Online	9:00-12:00	$65
30	Road to Recovery Part 2: Instructional Math Strategies for K-5	PDA	9:00-11:30	$65
30	Road to Recovery Part 2: Instructional Math Strategies for 6-8	PDA	1:00-3:30	$65

Register at www.pdaonline.org

Mini-Grant funds, if available, can be used to cover registration fees for groups of 3 or more teachers to attend the same training. For more information, contact PDA at 815-744-8334.

PROFESSIONAL DEVELOPMENT ALLIANCE

@JolietPDA @AllianceJoliet



Thank you,

Hallie Brenczewski

Director of Programs and Services

ROE/Professional Development
Regional Offices of Education 56 & 24
2705 McDonough St.,
Joliet, IL 60436
815-744-8334
hbrenczewski@pdaonline.org
www.pdaonline.org

--
Larry Piatek
Principal
Churchill Elementary School
630-636-3810

"Education is the most powerful weapon which you can use to change the world."
-- Nelson Mandela

SUBJECT: Re:
FROM: Mark Ledbetter <mark-ledbetter@sd308.org>
TO: Denise Hildebrand <dhildebrand@sd308.org>
DATE: 17/04/2021 21:34
ATTACHMENTS (20210417-213443-0000011): "Output1 [Document1]_4-17-2021.pdf"

Here are the analyses you requested.

Best,
Mark

Mark F. Ledbetter, PsyD
Clinical Psychologist
(630) 715-1277
mark-ledbetter@sd308.org

On Sat, Apr 17, 2021 at 8:11 PM Denise Hildebrand <dhildebrand@sd308.org> wrote:

> --
> Denise Hildebrand, PhD, BCaBA
> Executive Director of Special Education
> Community Unit School District 308
> Office: 630-636-4370

SUBJECT: Fwd: FW: summer flyer revisions
FROM: Lawrence Piatek <lpiatek@sd308.org>
TO: CHStaff <chstaff@sd308.org>
DATE: 21/04/2021 07:13
ATTACHMENTS (20210421-071329-0000002): "Summer 2021 July August.jpg" , "Summer 2021 July August.png" , "Summer 2021 June.jpg" , "Summer 2021 June.png" , "Summer 2021.pdf"

---------- Forwarded message ---------
From: **Bethany Thatcher** <bthatcher@roe24.org>
Date: Fri, Apr 16, 2021 at 4:12 PM
Subject: FW: summer flyer revisions
To: Abby Alvarez <aalvarez@plano88.org>, Anthony DeFeo <adefeo@sd308.org>, Alison Sulkson <asulkson@sd308.org>, BGarrison@sd308.org <BGarrison@sd308.org>, Brett Kueker <bkueker@y115.org>, Christine Warren <cwarren@y115.org>, Casey O'Connell <coconnell@sd308.org>, David Travis <dtravis@y115.org>, Demetra Turman <dturman@ngsd66.org>, Elisa Maldonado <emaldonado@y115.org>, Elisabeth Stoffers <estoffers@sd308.org>, Emily Lech <elech@y115.org>, Gina Isabelli <gisabelli@y115.org>, Heidi Podjasek <hpodjasek@sd308.org>, Dr. Jennifer Groves <jgroves@sd308.org>, Jim Seput <jseput@plano88.org>, Jim Still <jstill@nchs18.org>, Jodi Ancel <jancel@sd308.org>, John Francis <jfrancis@sd308.org>, Dr. Kathy Spallasso <kspallasso@y115.org>, Kelly Budd <kbudd@sd308.org>, Laura Bingham <lbingham@sd308.org>, Laurel Mateyka <lmateyka@plano88.org>, Lindsay Allen <lallen@sd308.org>, Lisa Adler <ladler@y115.org>, Laura Bankowski <lpastirikbankowski@sd308.org>, Larry Piatek <lpiatek@sd308.org>, Luke Baughman (lbaughman@plano88.org) <lbaughman@plano88.org>, Mark Heller <mheller@plano88.org>, M. Breyne <mbreyne@y115.org>, Melanie Elias <melias@lisbon.k12.il.us>, Meredith Gerardot <mgerardot@sd308.org>, Mike Mitchinson <mmitchinson@sd308.org>, Melinda Renier <mrenier@sd308.org>, Patrick Haddock <phaddock@sd308.org>, Phillip Murray <pmurray@sd308.org>, Pamela Rowe <prowe@ngsd66.org>, Sean Smith <ssmith01@sd308.org>, Shannon Hamm <shamm@y115.org>, Shannon Lueders <slueders@sd308.org>, ssinovich@sd308.org <ssinovich@sd308.org>, Steve Bjork <sbjork@y115.org>, Tammy Harmon <tharmon@sd308.org>, Tyler Haymond <thaymond@sd308.org>, Toia Jones <tjones01@sd308.org>

Good afternoon!

Could you please make these flyers available to your educators?

Thanks! Have a great day!

Bethany Thatcher

Educator Licensure Specialist

Grundy-Kendall Regional Office of Education
109 West Ridge Street, Yorkville, IL 60560
P: 630.553.4168 ▪ F: 630.553.4152
www.roe24.org

From: Hallie Brenczewski [mailto:hbrenczewski@pdaonline.org]
Sent: Wednesday, April 14, 2021 8:54 AM
To: Bethany Thatcher; Kay Mallaney
Subject: summer flyer revisions

Hello Ladies,

Would you please have this summer PD flyer added to your websites and also share it out?

Thank you both so much!

Hallie

CONFIDENTIALITY NOTICE: The information contained in this communication is confidential, and is intended only for the use of the addressee. Unauthorized use, disclosure or copying of this communication or any part thereof is strictly prohibited and may be unlawful. If you have received this communication in error, please notify the sender immediately by return e-mail and destroy this communication and all copies thereof, including all attachments.

--
Larry Piatek
Principal
Churchill Elementary School
630-636-3810

"Education is the most powerful weapon which you can use to change the world."

-- Nelson Mandela

SUBJECT:
FROM: Krysta Schoenecker <kschoenecker01@sd308.org>
TO: Kylie Hadden <KHadden@sd308.org>
DATE: 22/04/2021 08:54

Krysta Schoenecker, 2021-04-22 06:54:49

So are all CCSS literacy based for all subjects?

Krysta Schoenecker, 2021-04-22 06:55:07

We have to choose some standards to unpack.

Krysta Schoenecker, 2021-04-22 06:55:13

I thought the NGSS

Krysta Schoenecker, 2021-04-22 06:55:16

They

Krysta Schoenecker, 2021-04-22 06:55:20

are so different.

Krysta Schoenecker, 2021-04-22 06:55:59

http://www.corestandards.org/ELA-Literacy/RST/6-8/

Krysta Schoenecker, 2021-04-22 06:56:09

This is what I'm looking at. It's all ELA based

Kylie Hadden, 2021-04-22 06:58:40

Common Core only outlines standards for Math and ELA

Kylie Hadden, 2021-04-22 06:58:47

(IAR is also Math and ELA)

Kylie Hadden, 2021-04-22 07:00:07

The RI standards would be most applicable

Kylie Hadden, 2021-04-22 07:00:08

http://www.corestandards.org/ELA-Literacy/RI/6/

Kylie Hadden, 2021-04-22 07:01:31

The Writing Standards for informational/argument also make me think of defending a hypothesis in Science

Krysta Schoenecker, 2021-04-22 07:01:32

Ok so "science" standards in CCSS are framed through literacy and other ELA foundations, but not math

Kylie Hadden, 2021-04-22 07:01:50

There are no Science Standards

Kylie Hadden, 2021-04-22 07:01:54

for CCSS

Krysta Schoenecker, 2021-04-22 07:02:40

Yeah. we have an interdisciplinary unit plan group with social studies people. Their standard is main idea of primary and secondary source

Kylie Hadden, 2021-04-22 07:02:43

If you click the link for "Science and Technical Subjects" ... it's just a collection of some Math and ELA standards that would apply to Science

Krysta Schoenecker, 2021-04-22 07:02:56

ok cool!

Krysta Schoenecker, 2021-04-22 07:03:19

so def ccss not ngss for this project

Kylie Hadden, 2021-04-22 07:03:52

Yeah I guess?

Kylie Hadden, 2021-04-22 07:03:55

Idk what the project is

Krysta Schoenecker, 2021-04-22 07:04:02

but in my real future class I will use both in tandem

Krysta Schoenecker, 2021-04-22 07:04:27

It focuses on literacy in all content areas.

Kylie Hadden, 2021-04-22 07:04:28

Haha

Krysta Schoenecker, 2021-04-22 07:04:37

why haha?

Kylie Hadden, 2021-04-22 07:04:39

Sorry I didn't mean to laugh.

Kylie Hadden, 2021-04-22 07:04:52

You really won't look at standards much.

Kylie Hadden, 2021-04-22 07:05:09

Unless you get a job in a school with like ZERO curriculum/development.

Kylie Hadden, 2021-04-22 07:05:18

The districts pretty much tell you what to teach.

Kylie Hadden, 2021-04-22 07:05:23

It's awesome (not)

Krysta Schoenecker, 2021-04-22 07:05:26

lol literally I have used standards for all my long term leave covers haha

Krysta Schoenecker, 2021-04-22 07:05:32

especially ELA

Kylie Hadden, 2021-04-22 07:05:39

mmmmmm okay

Kylie Hadden, 2021-04-22 07:05:51

So I must just be a crappy teacher lol

Krysta Schoenecker, 2021-04-22 07:05:54

the ones given by the district*

Kylie Hadden, 2021-04-22 07:06:03

Ah yeah exactly

Krysta Schoenecker, 2021-04-22 07:06:09

noooo because I had no idea the bigger picture stuff

Krysta Schoenecker, 2021-04-22 07:06:42

I LIKE INSTRUCTIONS

Krysta Schoenecker, 2021-04-22 07:07:34

but it did make my teaching feel inauthentic

Kylie Hadden, 2021-04-22 07:07:35

My biggest beef with CCSS isn't the rigor, I think that's great. I wish that they were written as actionable and achievable items FOR STUDENTS. Like, targets posted on a board. This is what I need you to be able to do by the end of the day, week, etc.

Krysta Schoenecker, 2021-04-22 07:07:51

too vague for sure

Kylie Hadden, 2021-04-22 07:07:52

I feel the same about the proposed CRTs

Kylie Hadden, 2021-04-22 07:08:11

Like, don't add more standards. Just teach teachers to think inclusively. Period.

Kylie Hadden, 2021-04-22 07:08:44

When I think of Standards... I think of what we want all kiddos to be able to do/understand by the time they graduate (bare minimum) to be successful in their college/career choices.

Krysta Schoenecker, 2021-04-22 07:10:38

Yeah the CRTL thing is a bunch of talk. It's great, but where's the actual action and professional development to check internal bias and stuff like that?

Kylie Hadden, 2021-04-22 07:11:50

I agree. Culturally Responsive teaching needs to be baked into the curriculum, not the standards.

Krysta Schoenecker, 2021-04-22 07:12:00

I am happy they adopted it because the framework is great, but culturally responsive is not multiculturual teaching. CRT is not buying 4 full unit plans for $400 on TPT that have nothing to do with your students or their needs. SCIENCE LADY.

Kylie Hadden, 2021-04-22 07:12:51

For example, the standard state that TSWBAT Identify plot elements for a short story. From there, I chose a children's book like "C'Mon Rain" to model that.

Krysta Schoenecker, 2021-04-22 07:12:52

Yeah that's a great way to put it. In the curriculum, not the standards. We had a paper to write about how hollow the new standards are as it's pushing a lot of the responsibility on the teacher with little district and admin guidance/support.

Kylie Hadden, 2021-04-22 07:13:09

Just little things. Doesn't need to be a big deal or a "look at me'. Just natural.

Kylie Hadden, 2021-04-22 07:13:30

YES to your last comment. EXACTLY

Krysta Schoenecker, 2021-04-22 07:13:37

Definitely more crucial in social studies where states rights is still taught as the cause of the civil war.

Krysta Schoenecker, 2021-04-22 07:14:02

but that's a curriculum thing.

Kylie Hadden, 2021-04-22 07:14:15

Exactly

Krysta Schoenecker, 2021-04-22 07:14:40

Crazy. ok thanks! I'll look at the CCSS informative text side and see what they have for science.

Krysta Schoenecker, 2021-04-22 07:14:49

applicable to science*

Kylie Hadden, 2021-04-22 07:15:00

But on paper... it looks good. Summarize everything educational organizations ever do.

Kylie Hadden, 2021-04-22 07:15:17

They should all get tshirts at DAC, ISBE, etc.

Kylie Hadden, 2021-04-22 07:15:29

"But on paper... It looks good!"

Krysta Schoenecker, 2021-04-22 07:15:33

There was also a huge huge group of Oswego Moms that protested the CRT stuff haha

Kylie Hadden, 2021-04-22 07:15:44

but the words are literally like dropped on top of teachers. #symbolism

Krysta Schoenecker, 2021-04-22 07:15:54

oooooh

Kylie Hadden, 2021-04-22 07:16:11

If they are protesting it for the same reasons I addressed, great! If not, they suck.

Krysta Schoenecker, 2021-04-22 07:16:24

yeah no they were worried about the white kids

Kylie Hadden, 2021-04-22 07:16:37

I am sure they didn't say it EXACTLY like that...

Kylie Hadden, 2021-04-22 07:16:39

lol

Kylie Hadden, 2021-04-22 07:16:42

But subtext

Krysta Schoenecker, 2021-04-22 07:19:26

lolol

Kylie Hadden, 2021-04-22 07:20:01

There is a reasonable argument to be had regarding that, but key word is "reasonable"

Krysta Schoenecker, 2021-04-22 07:26:54

It's still a huge step in the right direction to acknowledge the huge problems. Just need more concrete steps

Krysta Schoenecker, 2021-04-22 07:30:41

How's testing?

Krysta Schoenecker, 2021-04-22 07:30:52

CCSS.ELA-LITERACY.RI.8.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Krysta Schoenecker, 2021-04-22 07:31:01

I chose this one fyi. CER BABAY

Krysta Schoenecker, 2021-04-22 07:31:24

Omg I'm totally going to read a chapter from a fiction book about some science stuff every friday.

Kylie Hadden, 2021-04-22 07:31:54

Nice!

Krysta Schoenecker, 2021-04-22 07:33:49

Literally every question I have a bout class, I ask you and not my professors ahaha. My classmates keep emailing the professors complaining about how much work we have. I'm just happy it's not a thesis hahaha

Kylie Hadden, 2021-04-22 07:34:39

The Boy Who Harnessed the Wind by William Kamkwamba

Kylie Hadden, 2021-04-22 07:34:48

See You In The Cosmos by.... ??? idr

Kylie Hadden, 2021-04-22 07:35:03

Temple Grandin is awesome

Kylie Hadden, 2021-04-22 07:35:56

Jon Scieszka has A BUNCH

Kylie Hadden, 2021-04-22 07:36:20

Literally just google the words "STEM based ficiton

Krysta Schoenecker, 2021-04-22 07:38:23

That's the second time you've praised Jon Scieszka lol

Kylie Hadden, 2021-04-22 07:39:56

I LOVE HIM

Kylie Hadden, 2021-04-22 07:41:49

I heard him speak in Naperville like ten years ago.

Kylie Hadden, 2021-04-22 07:42:52

He started the GUYS READ initiative to encourage young boys to love reading fiction. He writes a lot of STEM based children's books and some novels, too. He rocks.

Krysta Schoenecker, 2021-04-22 08:06:03

That's awesome!

Kylie Hadden, 2021-04-22 08:08:35

Yup

Krysta Schoenecker, 2021-04-22 08:09:32

lol so I am Krukamp 4, 5, 6, 7 today. 4 is lunch, 5 is lunch supervision, 6 is class, 7 is prep haha

Krysta Schoenecker, 2021-04-22 08:09:39

Need any grading done?

Kylie Hadden, 2021-04-22 08:11:41

Nope

Krysta Schoenecker, 2021-04-22 08:12:06

Nice

Kylie Hadden, 2021-04-22 08:12:20

There is only so much grading you can do in a day.

Krysta Schoenecker, 2021-04-22 08:12:47

lol true. I'm literally working on homework that isn't due until Sunday.

Kylie Hadden, 2021-04-22 08:13:01

Well there you go.

Kylie Hadden, 2021-04-22 08:13:14

You should have taken this gig months ago

Krysta Schoenecker, 2021-04-22 08:13:47

https://lh3.googleusercontent.com/-Ghm0wG4w_T0/YIGSqowzh8I/AAAAAAAABCA/WdPqzaF9YFEow4BArO8YBijyq9xyPW6-gCK8BGAsYHg/s0/giphy.gif

Krysta Schoenecker, 2021-04-22 08:13:55

lolol right.

Krysta Schoenecker, 2021-04-22 10:07:33

WE should bail early and get lunch

Kylie Hadden, 2021-04-22 10:16:27

Yes! I was going to go with ELA but Amanda had to reschedule for tomorrow!

Krysta Schoenecker, 2021-04-22 10:18:41

Did you all have 7th off?

Krysta Schoenecker, 2021-04-22 10:20:02

It's sunny and in the 50s!

Krysta Schoenecker, 2021-04-22 10:23:26

tap house?

SUBJECT: CRT
FROM: Dianna Palumbo <dpalumbo@sd308.org>
TO: Dianna Palumbo <dpalumbo@sd308.org>
DATE: 22/04/2021 17:04

Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students 1st Edition
by Zaretta L. Hammond

Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy
by Gholdy Muhammad

Dianna Palumbo
Personal pronouns: she/her/hers
English Teacher and M.O.S.A.I.C. Co-Sponsor
Oswego East High School
630-636-2317
Go Wolves!
Teacher Website
SpringBoard Digital

SUBJECT: Re: CRT Books
FROM: Dianna Palumbo <dpalumbo@sd308.org>
TO: Julie Lam <jlam@sd308.org>
DATE: 23/04/2021 07:57

No problem, Hammond's book was used as a teacher book study by a couple schools in a cohort with Loyola. They didn't go too much into detail about how it went specifically, but they did reflect that they gained momentum in getting buy-in from teachers and students for CRT standards.

Dianna Palumbo
Personal pronouns: she/her/hers
English Teacher and M.O.S.A.I.C. Co-Sponsor
Oswego East High School
630-636-2317
Go Wolves!
Teacher Website
SpringBoard Digital

On Fri, Apr 23, 2021 at 5:24 AM Julie Lam <jlam@sd308.org> wrote:

> Hi, Dianna.
>
> Thanks! I am familiar with the first and third one but not the second one.
>
> On Thu, Apr 22, 2021 at 5:07 PM Dianna Palumbo <dpalumbo@sd308.org> wrote:
>
> > Hi Julie,
> > I just finished a PD offered through the McCormick Foundation via the Democracy School and these books were used as resources in other school's CRT work. I wanted to put them on your radar in case you haven't heard of them yet.
> >
> > Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students 1st Edition
> > by Zaretta L. Hammond
> >
> > Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy
> > by Gholdy Muhammad
> >
> > Grading for Equity by Joe Feldman
> >
> > Thanks!
> >
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> > Oswego East High School
> > 630-636-2317
> > **Go Wolves!**
> > Teacher Website
> > SpringBoard Digital
>
> --

Julie H. Lam
Assistant Principal of Curriculum & Instruction

Oswego East High School
1525 Harvey Road
Oswego, IL 60543
630.636.2211

SUBJECT: Re: CRT Books
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>
> --

Julie H. Lam
Assistant Principal of Curriculum & Instruction

Oswego East High School
1525 Harvey Road
Oswego, IL 60543
630.636.2211

SUBJECT: Fwd: Up to 25% Off Online PD Until 6/4
FROM: Francine Kearns <fkearns@sd308.org>
TO: Megan Jurgensen <mjurgensen@sd308.org>
DATE: 27/04/2021 15:49

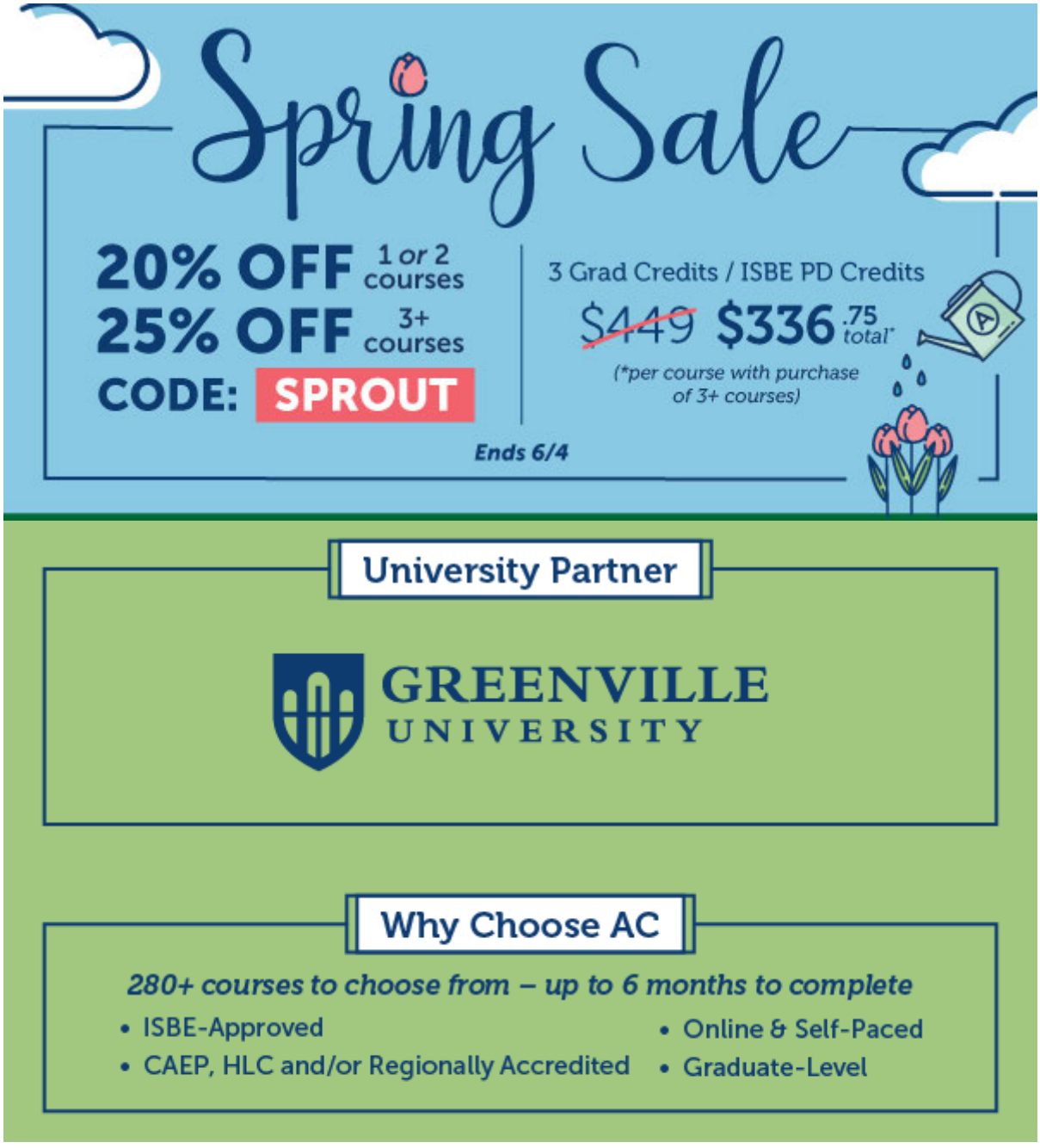
I've taken some of these, they are mostly pretty easy and cheap with the coupon, but not as cheap as the Idaho credits

---------- Forwarded message ---------
From: **Advancement Courses** <info@learn.advancementcourses.com>
Date: Wed, Apr 14, 2021, 11:12 AM
Subject: Up to 25% Off Online PD Until 6/4
To: <FKEARNS@sd308.org>

If you have trouble viewing this email, read the online version.

Remember to add us to your safe sender list.

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A Wiley Brand



VIEW ALL COURSES

Popular Courses for Educators

Strategies for Addressing Student Anxiety

One in five students currently struggles with anxiety issues, affecting their ability to learn and disrupting health and sleep. This course will help you understand and recognize anxiety and

disrupting health and sleep. This course will help you understand and recognize anxiety and develop classroom strategies to support students who suffer from it...

Becoming a Calm, Happy Teacher

Leave burnout, stress, and frustration behind for good. In this course, you'll use proven psychological tools to help you create a calmer, more balanced teaching career so you can be more present and energetic in every area of your life...

Self-Care Strategies for Teachers

Create long-term self-care strategies so you can build a more grounded, inspired, and sustainable career in education and better manage stressful situations...

Motivating Unmotivated Students (Research and Practice)

Nothing is worse than preparing an excellent lesson only to be met with a brick wall of unmotivated students. This course explores the major theories of motivation and gives you strategies to help students develop a motivated mindset toward learning...

Staying Present: Mindfulness for Better Teaching and Learning

When teachers and students are centered and able to manage their emotions, they are more successful in and out of school. Create a culture where every member of your class is mindful and able to stay present even in stressful situations...

Implementing Culturally Responsive Teaching Strategies

Create an inclusive, culturally responsive classroom that serves all students. In this course, you'll re-examine familiar concepts like mindfulness and social–emotional learning through the lens of culture, and learn dynamic communication and leadership strategies to promote parental and school involvement to support diverse student populations...

The Growth Mindset: Fostering Resilience and a Love of Learning

Mindset is a buzzword in today's educational landscape, but it often addresses only students' mindsets, not educators'. In this course, you'll explore your internalized beliefs about learning and your students' abilities, and you'll learn how to structure your classroom around a culture of perseverance and opportunity...

Engaging Students in Online Learning

Meet a variety of learning needs and engage even the most reluctant learners with these fun online learning techniques. Learn how to make videos, use online activities, and scaffold learning to create a strong classroom community...

VIEW ALL COURSES

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Terms & Conditions: Using the discount code **SPROUT** will apply 20% or 25% off to each course at the time of purchase. Customers will receive 20% off for every 1 or 2 courses and 25% off each purchase of 3 or more courses at the time of purchase. Coupons expire at 11:59 PM EST 6/4/2021. Code **SPROUT** is not valid on prior purchases and cannot be combined with any other discounts. Void where prohibited. Coupon discounts and terms are subject to change. Not valid for NYC/ASPDP courses.

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SUBJECT: All Staff Communication for April 28
FROM: Faith Dahlquist <fdahlquist@sd308.org>
TO: Faith Dahlquist <fdahlquist@sd308.org>
BCC: allstaff@sd308.org
DATE: 28/04/2021 10:50

All Staff Communication
April 28



Quote of the day:

"Things turn out best for the people who make the best of the way things turn out."
– **John Wooden**



Announcements

- **Dual Language Kindergarten** -The English Learner Department is extending the offer for entering Kindergartners to apply for the Dual Language Program until May 20th. Please direct any interested families to contact our office. See the attached flyer.
- **Student exemption from in-person attendance at school next year** is based upon documented heightened medical risk to either a student or someone with whom a student lives, as related to COVID-19. A Medical Exemption Request Form signed by a medical provider must accompany a parent/guardian request for consideration of remote learning for the 2021-22 school year. The summary and form are linked **here.** This information will be shared with parents this Friday.

- The **Special Education ESY program** administrators are still seeking applicants for teaching assistant and related services positions. Please apply online.

- **Elementary Social Studies Teachers:** We will be putting together an Elementary Social Studies Curriculum Committee to begin work during the 2021-22 school year. If you are interested in being a part of this committee, please fill out the following form.

- **Summer Connections Update:** Summer Connections registration is now being opened up to all families. Parents are able to sign up their child(ren) by completing this form. Building administration sent this information out yesterday through a phone/email blast, as well as posting it on the school social media pages. Students in this last wave of registration will be accepted in order, first come first served, until all spots are filled. If you have any questions, please touch base with your building administration.

Resources

- **Professional Development Needs Assessment-** Thanks so much to the 830 staff members that completed the survey. Here are the results. Highlights include staff expressing a need for more training on analyzing data to inform instruction, progress monitoring and adapting assessments. Staff also identified the need for more training in developing executive functioning and culturally responsive teaching.



Technology

Elementary Document Camera Distribution & Training Schedule:
Google Meet Q & A:
Monday - Friday 11:30 am - 12:30 pm
https://meet.google.com/cmf-bdvx-nkf

Onsite Training - 8:15 am - 11:15 am:
Wednesday: Lakewood Creek, Hunt Club
Thursday: Long Beach, Prairie Point, The Wheatlands
Friday: Old Post, Southbury, Wolf's Crossing

Last but not least, here are tutorials on how to use your new IPEVO document camera:

Using the IPEVO
Using IPEVO Visualizer App
Printable Instructions for Using your IPEVO

Secondary Document Cameras:
We are building a similar schedule for secondary buildings May 3 - May 7th that will be communicated soon.



Just for fun or motivation

Please click here to share 3 words or a sentence on something positive that happened to learning and/or relationships with students during Covid.

--
Faith Dahlquist
Associate Superintendent of Educational Services

"It always seems impossible until it's done."– **Nelson Mandela**

SUBJECT: Culturally Responsive Teaching - Training
FROM: Philip Murray <pmurray@sd308.org>
TO: Allison Anderson <aanderson@sd308.org>
DATE: 29/04/2021 13:41

Hey Alli,

I wanted to reach out and see if you are scheduling any CRT for next school year? I would love for the team to come to Long Beach and work with my staff on our September 7th Institute Day.....

Thanks for checking!
Phil

--

Our Mission ~ Work together to inspire learning and creativity within a caring and positive environment

Phil Murray, Principal
Long Beach Elementary School
67 Long Beach Road
Montgomery, IL 60538
(630) 636-3300

SUBJECT: Re: Culturally Responsive Teaching - Training
FROM: Allison Anderson <aanderson@sd308.org>
TO: Philip Murray <pmurray@sd308.org>
DATE: 29/04/2021 13:44

We are in! I will put it on the calendar for Drew and I right now. When LaTonya's replacement is hired I will make sure it is on their schedule also.

On Thu, Apr 29, 2021 at 1:41 PM Philip Murray <pmurray@sd308.org> wrote:

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>
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> Phil
>
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> ***Our Mission ~ Work together to inspire learning and creativity within a caring and positive environment***
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> Long Beach Elementary School
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> (630) 636-3300

--
"Children must be taught how to think, not what to think". Margaret Mead

Allison Anderson (she/her/hers)



AVID Elementary District Director
Instructional Coach - East View Academy

(630) 636-4379
aanderson@sd308.org

SUBJECT: Re: Culturally Responsive Teaching - Training
FROM: Philip Murray <pmurray@sd308.org>
TO: Allison Anderson <aanderson@sd308.org>
DATE: 29/04/2021 14:01

Oh my - YOU ARE AWESOME!!!! Thank you so much, I will share wil Mike and also put it on our calendar! I will make a note to touch base with you later in the summer to figure out details and needs.

So Appreciate it!

Have a great afternoon!
Phil

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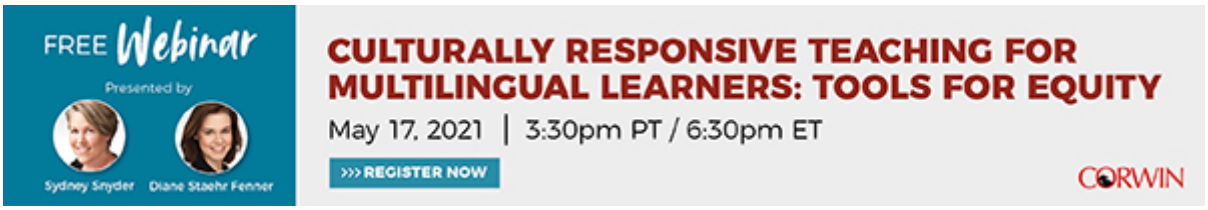
SUBJECT: Fwd: Sign up for the culturally responsive teaching webinar
FROM: Samantha Melendez <smelendez@sd308.org>
TO: OPStaff <opstaff@sd308.org>
DATE: 03/05/2021 15:44

Looks interesting, and it is FREE!

Sam

---------- Forwarded message ---------
From: **Corwin Webinars** <info@k12.corwin.com>
Date: Mon, May 3, 2021 at 1:38 PM
Subject: Sign up for the culturally responsive teaching webinar
To: smelendez@sd308.org <smelendez@sd308.org>

Make culturally responsive teaching an integral part of your practice Webversion



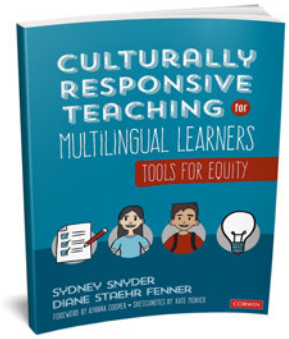
Culturally Responsive Teaching for Multilingual Learners: Tools for Equity

Culturally responsive teaching (CRT) is an essential practice to equitably educate multilingual learners (MLs) and support ML families. In this webinar, we will focus on sharing practical, research-based look-fors, tools, and strategies that you can use to integrate CRT for MLs. Join us for an engaging, interactive session **on May 17 at 3:30pm PT/6:30pm ET** to get new ideas about how CRT can become an integral part of your practice no matter what your instructional model looks like this year.

Together, we will
• Discuss the importance of CRT in educating MLs
• Share our five guiding principles for integrating CRT for MLs and their families
• Explore look-fors, tools, and strategies to support the five guiding principles of CRT work
• Reflect on how the CRT principles can be applied to the education of MLs in your context.

Save my spot

For your pre-webinar reading, Ayanna Cooper introduces the journey to culturally responsive teaching in [the foreword](#).



Read now

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Corwin has one mission: to enhance education through intentional professional learning. We build long-term relationships with our authors, educators, clients, and associations who partner with us to develop and continuously improve the best, evidence-based practices that establish and support lifelong learning.

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Level 20, 114 William Street, Melbourne, VIC 3000, Australia | (03) 8612 2000
www.corwin.com | au.corwin.com

To ensure our emails reach your inbox, add info@k12.corwin.com to your address book.

View our privacy policy.

This message was sent to smelendez@sd308.org. If you'd rather not receive emails from Corwin, you may unsubscribe.

© 2021
[EQDE21250]

--
Samantha Melendez, Ed.D
5th grade Teacher
Old Post Elementary

SUBJECT: Re: Recent FOIA
FROM: Faith Dahlquist <fdahlquist@sd308.org>
TO: Christi Tyler <ctyler@sd308.org>
DATE: 05/05/2021 08:23

Christi-

He knows we aren't using any new curriculum with students. He is not asking for curriculum. I directed him to the website where we list our standards and he was fine with that. We also did not use a vendor for culturally responsive teaching. We did it in house. Here is the link to the climate for learning framework where it is mentioned.

Here is our slide deck we used to train about half the teachers on Culturally responsive teaching.

Thanks,
Faith

On Wed, May 5, 2021 at 7:41 AM Christi Tyler <ctyler@sd308.org> wrote:

> Can you tell me the vendor that we used for this training and send me any documents related to any training (or tell me who can provide these for me). I'm going to call him again and explain that despite shortening the timeframe of the search, this will still be considered be a burdensome request . If what he's after is information on the curriculum the district has used, providing the documents may satisfy his request.
>
> ---------- Forwarded message ---------
> From: **Thomas Nanninga** <tning70@yahoo.com>
> Date: Tue, May 4, 2021 at 2:59 PM
> Subject: Re: Recent FOIA
> To: Carrie Szambelan <cszambelan@sd308.org>, Christi Tyler <ctyler@sd308.org>
>
> Good afternoon,
>
> I talked to Ms. Dahlquist this afternoon. Please revise the FOIA request to 01/01/21 to the present and if you have the ability, no need for duplicate emails sent out to the District 308 staff. Will that help in reducing the number of documents?
>
> Please let me know.
>
> Thank you,
>
> Tom Nanninga
>
> On Monday, May 3, 2021, 11:26:23 AM CDT, Christi Tyler <ctyler@sd308.org> wrote:
>
> Good Monring~
>
> We ran a search on the phrase 'culturally responsive teaching' which resulted in over 27,000 emails. Most appear to be from external sources and our advertisements. In an effort to narrow the search and to provide a response to you, may we eliminate external sources unless the email with the vendor is to negotiate and/or purchase curriculum?
>
> Thank you!

SUBJECT: Alice Keeler Tweeted: Google Classroom: Missing Assignments Report
FROM: "'Twitter' via PL Webmaster" <plwebmaster@sd308.org>
TO: "Plank Jr. High" <plwebmaster@sd308.org>
DATE: 05/05/2021 09:14

Your Highlights

Alice Keeler
@alicekeeler

Google Classroom: Missing Assignments Report

Google Classroom: Missing Assignments Report - Teacher Tech

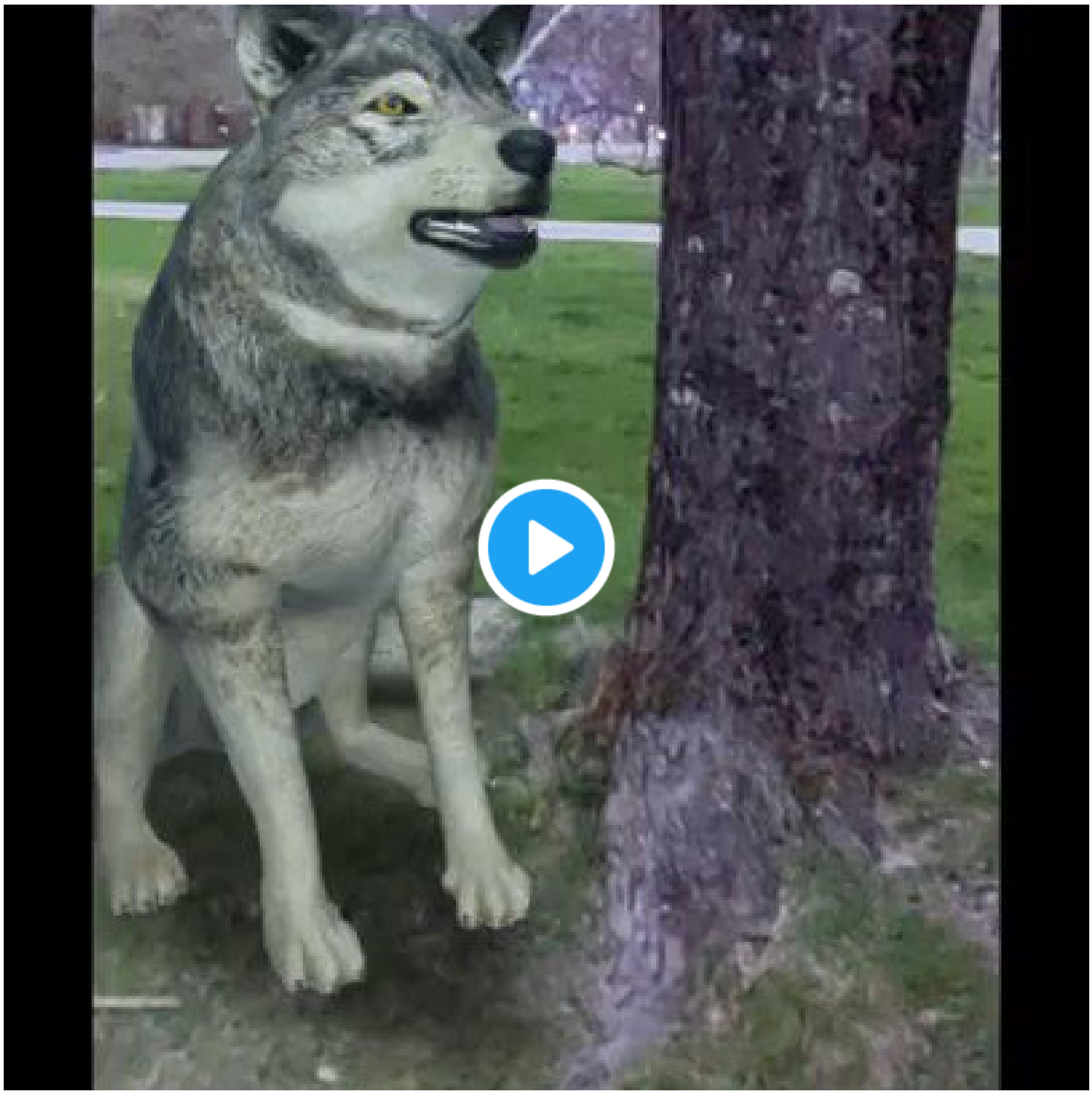
Easily get a report of a students missing assignments from Google Classroom.

alicekeeler.com

Richard Byrne
@rmbyrne

Wolves in My Yard and Penguins in My House! - Fun With Augmented Reality in Search
freetech4teachers.com/2021/05/wolves…





1 4



Jake Miller
@JakeMillerTech

Wow! The InterACTIVE Class Book Club Resource Guide is 🔥!

#AuthorGoals #EdTech #EduTech #EduTwitter #TOSAChat

twitter.com/themerrillsedu…

1 1 7



Jennifer Gonzalez
@cultofpedagogy

Culturally responsive teaching: What you need to know
via @UnderstoodOrg
.

> **Culturally responsive teaching: What you need to know**
> Culturally responsive teaching helps create learning environments that validate and reflect t... more
> understood.org

25 66



David Geurin Retweeted



Todd Nesloney
@TechNinjaTodd

If no one has told you "thank you" today for all that you do that goes unseen.....

maybe you were meant to see this tweet.....

THANK YOU (will never be enough). You matter more than you know.

3 35 170



Erin Klein
@KleinErin

Kleinspiration Tweeted Times tweetedtimes.com/KleinErin?s=rgp

See more on Twitter

Help | **Privacy** | **Reset password** | **Download app**

We sent this email to @plank308. Unsubscribe

Twitter, Inc. 1355 Market Street, Suite 900 San Francisco, CA 94103





Homestead Weekly News
"HOMEstead..."

April 12 – 16, 2021

MONDAY, April 12	**Staff Out: Rusin(pm)** AVID Spirit Day – Your future if out of this world! Wear stars, planets, or glow in the dark Bus Evacuation Drill – 9:00am
TUESDAY, April 13	**Staff Out:** IAR Math Test (3rd, 4th & 5th Grade) – 9:00am
WEDNESDAY, April 14	**Staff Out:** Character Counts – Wear Green Faculty Meeting – 3:25 – 4:15pm
THURSDAY, April 15	**Staff Out:** IAR Math Test (3rd, 4th & 5th Grade) – 9:00am
FRIDAY, April 16	**Staff Out:** IAR Math Test (3rd, 4th & 5th Grade) – 9:00am

Birthdays: S. Carmody(4.13), M. Anderson (4.16)



from Casey:

Please see the agenda for next week's staff meeting on Wednesday, April 14 from 3:25-4:15. Alli Anderson, LaTonya Simelton and Drew Mundsinger will be here to do Part 3 of their Culturally Responsive Teaching series. ALL staff can attend.

On Tuesday, at Institute Day, we discussed creating an "At-Risk" list for the MTSS team to review at the end of the year and at the beginning of next year. **K-4 only, use the spreadsheet to add any student's name that you have concerns about and detail the concerns you have.** This could be a student who is already in MTSS, has an IEP or a student with a new concern that just popped up. **Please add the names of your students by Friday, April 23.** Let Erin or me know if you have any questions.

Staff Information/Favorites

Homestead's Heroes

Virtual Suggestion Box

MTSS Referral Paperwork

Referral Form

https://docs.google.com/forms/d/e/1FAIpQLSckN2buMGRcMEAoRbn7SpryYlvTEYrXHgt-qzIgJOwKmRFd2A/viewform

Student Intervention Worksheet

https://docs.google.com/document/d/1WNNDpKU949Gd_i6Mw1BZXCIp4H-4_wOBRa36ttCdl6s/edit



Looking Ahead…..

April
Social – Specials

19 IAR Math Makeups (3rd, 4th & 5th Grade) – 9:00am
20 IAR ELA Test (3rd, 4th & 5th Grade) – 9:00am
21 Culvers Night
22 IAR ELA Test (3rd, 4th & 5th Grade) – 9:00am
23 IAR ELA Mini Test (3rd, 4th & 5th Grade) – 9:00am
26 IAR ELA Makeups (3rd, 4th & 5th Grade) – 9:00am
29 Drive-thru Book Fair – 3:30 – 6:30pm

May
Social – 1st Grade/Wober/Amoni

03 Avid Spirit Wear – Wear neon colors
05 Character Counts – Wear any color
11 PTA Meeting – 7:00pm
12 Faculty Meeting – 3:25 – 4:15pm
19 Culver's Night
26 Last Day of School

Wednesday, April 14 (3:25-4:15 PM)

Certified Staff and Teacher Assistants Staff Meeting-Remotely

3:25-Share a Book/Tech Tidbit-Fifth Grade Team

3:30-Announcements, Celebrations and Thank Yous-All Staff

3:35-Part 3-Culturally Responsive Teaching-Alli Anderson, LaTonya Simelton and Drew Mundsinger



Pledge Update

Bednarcik Junior High School



One Book One School

In September, the entire school started reading Look Both Ways: A Tale Told in Ten Blocks by Jason Reynolds. Students have been exposed to the first five chapters in their content classes and have been meeting characters all from the same school community that share their experiences after the school dismissal bell rings.



Administration Training

Bednarcik administration has been developing rubrics to assess building systems with a diversity, equity, inclusion, and justice lens, and they have individually and/or collectively participated in the following professional development this year: Coaching for Equity: Conversations that Change Practice by Elena Aguilar book study, AVID: Leading Change for Educational Equity, Coaching Leaders Toward Equitable Schools Conference, and Crossroads: Introduction to Anti-bias/Antiracist Education.



Humanity Advocate Team

A newly formed Bednarcik student team was developed, and students for this team were selected through an application and interview process. The purpose of this group is to begin exploring topics surrounding diversity, equity, and inclusion within our society. Throughout the semester, students be developing their own identities while learning strategies to advocate for a better community.

AVID Culturally Relevant Teaching

The Bednarcik AVID Site Team meets regularly to discuss and plan supports for staff and students in all aspects of our school to promote life-long learners. Mindsets will continue to be examined while promoting culturally relevant teaching practices.



Additional Updates

-The Student Behavior Team developed an anchor statement that captures the work of the team: To foster a positive culture that provides structure, consistency, compassion, and proactive behavior supports to maximize social/academic achievement

-There were more schoolwide surveys for students to complete to allow opportunities for them to have a voice regarding their own education. Building teams reviewed this information and used it to create more solutions for student needs

• TOGETHER WE • BELIEVE • UNITE • LAUGH • LEARN • DREAM • OVERCOME • GROW • SUCCEED •

Discussion Starter for Climate for Learning Framework (SEL, Behavior, and more!)

Admin Meeting April 21, 2020 and

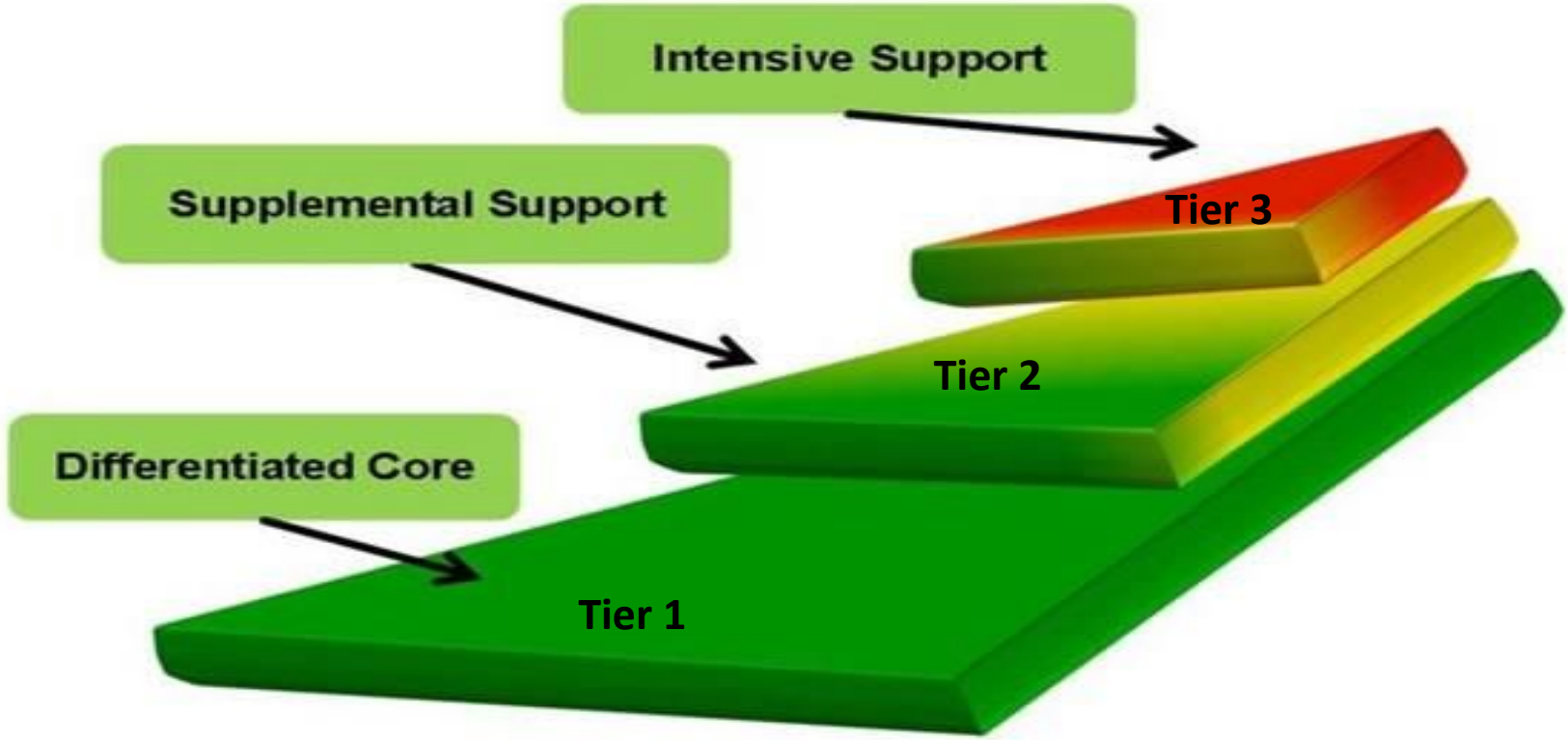
NOW in 2021

Learning Targets for Today



1. **Admin will evaluate the progress of Tier 1 D308 system in establishing:**
   - Expectations for effective instruction
   - Processes to ensure that the expectations for instruction are being followed
   - Systematic use of data to determine how well instruction is working
2. **Admin will be able to draw at least 3 connections of improvement work to Climate for Learning Framework**

Three Tiers of Support for Academics and Behavior/SEL



Learning Targets for Today



1. **Admin will evaluate the progress of Tier 1 D308 system in establishing:**
   - Expectations for effective instruction
   - Processes to ensure that the expectations for instruction are being followed
   - Systematic use of data to determine how well instruction is working
2. **Admin will be able to draw at least 3 connections of improvement work to Climate for Learning Framework**

From last year:
We need to start with Tier 1

Good News-

You already identified it as the top need.

You already believe you and your staff can make a difference.

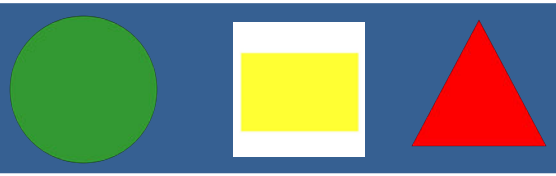
There is a lot of talent and heart in the room.

Not so good news-

Reading, Math, and Behavior for Tier 1 all need to have the following created and then implemented:

1. Expectations for effective instruction
2. Way to ensure that the instruction is happening
3. Systematic use of data to determine how well instruction is working.

Tier 1 Instruction - Where are we?



	Reading	Math	Behavior/SEL
What is our instruction (product)?	▲	▲	▲
How do we ensure quality control?	▲	▲	▲
How do we know how effective our product is?	▲	▲	▲

Managing Complex Change

Model for Managing Complex Change



Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

Two Large Pieces of Work

Creation of Climate for Learning Framework

Creation of Expectations for School-wide Work

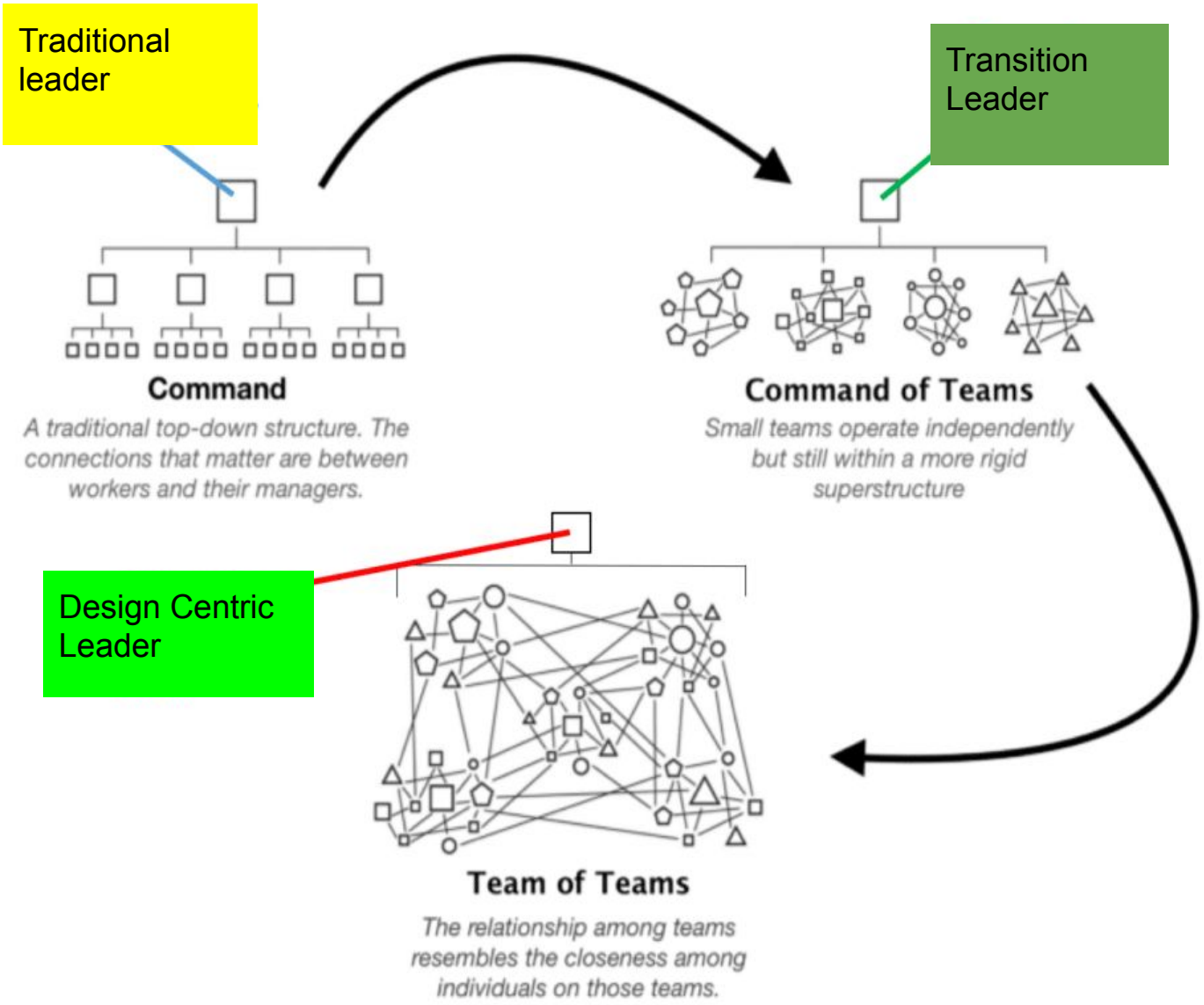
Next Steps:



Creation of Expectations for Classrooms

Creation of Training Schedule

Creation of Way to Monitor Implementation


Traditional leader
Transition Leader
Design Centric Leader
Command
A traditional top-down structure. The connections that matter are between workers and their managers.
Command of Teams
Small teams operate independently but still within a more rigid superstructure
Team of Teams
The relationship among teams resembles the closeness among individuals on those teams.

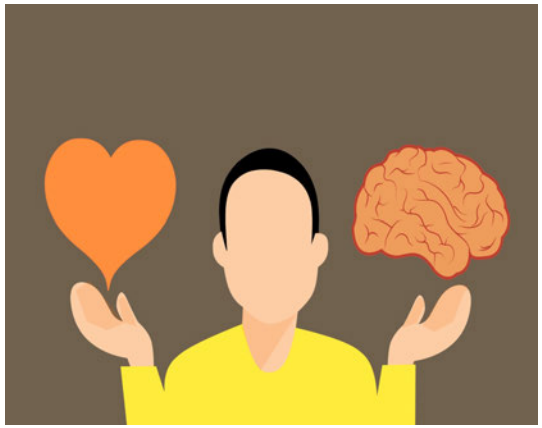
SD308 Climate for Learning Framework

SD 308 Climate for Learning Framework

	1. Explicit SEL instruction	SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.
	2. Explicit instruction on common expectations for behavior	Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.
	3. SEL integrated with academic instruction	SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.
	4. Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
	5. Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 Engagement expectations
	6. Staff SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
	7. Supportive discipline	Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.

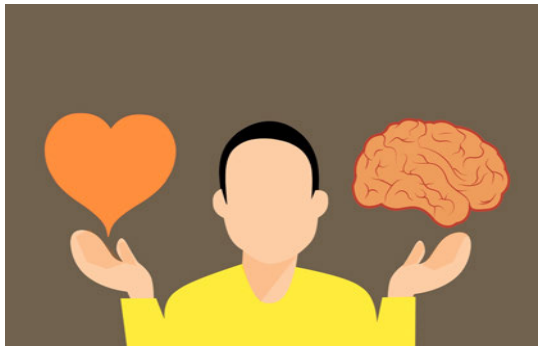
Much credit goes to CASEL for wording in some areas

Component 1 - Explicit SEL Instruction



SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.

Component 1 - Explicit SEL Instruction



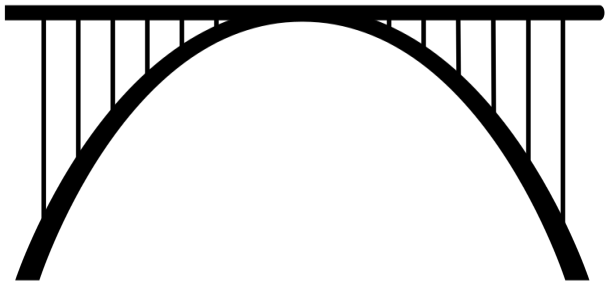
SEL standards are taught and reinforced. Students have consistent opportunities to practice, and reflect on social and emotional competencies.

Needs:
Staff will be trained on the SEL standards and competencies at each level. When and how?

Staff will be trained on materials/ instruction practices to explicitly teach SEL instruction. When and how?

Building admin will be trained on how to monitor and support explicit SEL instruction. When and how?

Component 2 - Explicit Instruction on Common Expectations for Behavior



Common expectations for behavior are created with students, shared, taught, and reinforced at the classroom and school level.

Needs:
Each building will have common expectations for behavior.
Elem and JH - Done
When and how will this happen at HS?

Staff will reinforce these shared behavior expectations in the classroom level.
Building admin will monitor and support this practice.

Is training needed at the
Elementary, JH, or HS level?

Component 3 - SEL Integrated with Academic Instruction

	SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.

Component 3 - SEL Integrated with Academic Instruction

	SEL learning targets are shared with students and integrated into instructional content and teaching strategies in all classrooms.

Needs:
Staff will be trained on how to write and share SEL targets within academic content:

When and how will this happen for
Elem:
JH:
HS:

Component 4 - Youth Voice and Engagement

	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

Component 4 - Youth Voice and Engagement

	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

Needs:
Admin will use student voice/feedback to monitor the implementation of behavioral expectations SEL instruction

How and when will this happen?
Elementary, JH, HS

Admin and teachers will use student voice to monitor effectiveness of learning climate and to identify needs for improvement. Students will be included in identifying solutions to improve these areas.

Component 5 - Supportive School and Classroom Climates



Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 Engagement expectations

Engagement Expectations

SD308 Expectations for Designing for Engagement

	Students	Teachers	Building Administrators	District Administrators
Incorporate student autonomy in the learning environment	Students make choices and take ownership in their own and other's learning demonstrating flexibility and creativity.	Design classrooms that amplify and respond to student voice, allowing for flexibility and creativity.	Incorporate teacher-led or personalized professional development activities, allowing for flexibility and creativity.	Incorporate principal led or personalized meeting activities, allowing for flexibility and creativity.
Incorporate collaborative structures	All students participate.	Use collaborative structures to ensure all students are actively engaged in the content.	Use and model collaborative structures to ensure all staff are actively engaged in the content.	Use and model collaborative structures to ensure all staff are actively engaged in the content.
Instruction of Organized Learning	Students develop and apply tools for organizing their thoughts and questions for future use.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.	Provide learning targets, explicit instruction and scaffolding for the evolution of learning. Examples: notes, graphic organizers, mind maps, backwards planning, planner.
Inquiry	Pose/create, identify, and react to different types of questions.	Design tasks for students to gather, process, and apply learning. Pose, identify, and react to different types of questions.	Design tasks for teachers to gather, process, and apply learning. Pose, identify, and react to different types of questions.	Design tasks for administrators to gather, process, and apply learning. Pose, identify, and react to different types of questions.
Inclusion	Respect and add to a level of trust and safety between members of the class.	Establish a level of trust and safety between members of the class.	Establish a level of trust and safety between members of the team.	Establish a level of trust and safety between members of the team.

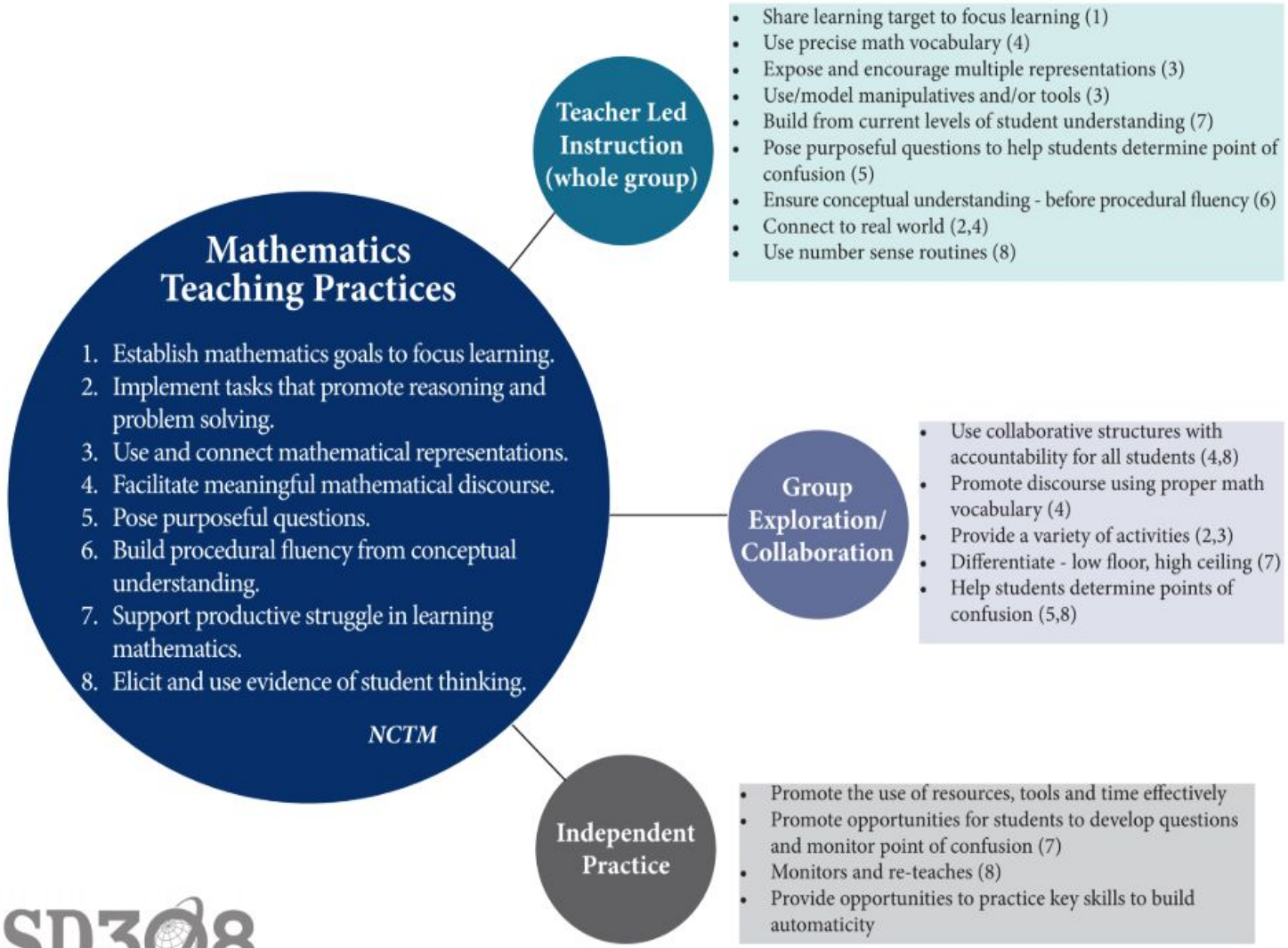
Component 5 - Supportive School and Classroom Climates

	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community. Instruction is engaging, relevant and accessible to all. SD308 Engagement expectations

Vision:

- Teachers will share daily academic learning targets with students and build in time for student assessment/reflection.
- Teachers will design lessons with culturally responsive instruction in mind.
- Teachers will establish a level of trust and safety between all members of each class.
- Teachers will frequently use collaborative structures to ensure all students are engaged.
- Teachers will design inquiry tasks for students to gather, process and apply learning.
- Teachers will design classrooms that allow for differentiation, flexibility and creativity.
- Teachers will use formal and informal assessment data to drive changes/needs in instruction.
- Teachers will use all components of math frameworks and literacy frameworks

Math Framework



SD308

Math Instruction Reflection Guide

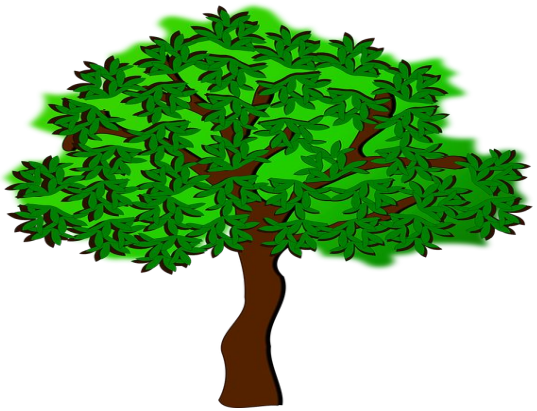
	Teacher	Student
Teacher Led		
Learning Target/Essential Question	I share learning target	Students can state target
Precise Math Vocabulary	I use accurate and precise terms	Students use accurate/precise terms
Models, Manipulatives, and Multiple Representations	I use models, manipulatives and multiple representations	Students use models, manipulatives and multiple representations
Builds From Current Levels of Student Performance	I use assessment data to drive instruction	Students reflect on their level of understanding
Posing Purposeful Questions	I pose questions that draw out student thinking	Students pose questions that help determine point of confusion
Ensure Conceptual Understanding	I teach conceptually before moving to procedural	Students are active participants in building conceptual understanding
Connect to Real World	I connect concepts to real world	Students connect concepts to real world
Use of Number Sense Routines	I facilitate number sense routines daily	Students apply number sense knowledge to concepts
Group Exploration		
Collaborative Structures	I facilitate discussion with structure to ensure all participate	All students actively participate in discussion while using proper terms.
Provide a Variety of Activities	I use activities that provide success and challenge for all	Students show perseverance and confidence at their varying levels of understanding
Independent practice		
Time for Practice	I monitor and reteach skills as needed	Students ask for help after identifying point of confusion
Fluency	I provide opportunities for students to build fluency	Students practice skills for fluency

Further Reflection:

K-8 Literacy Framework

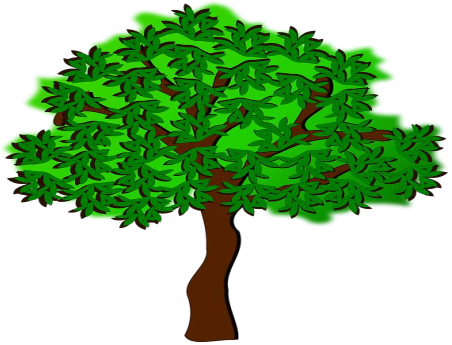
	Reading- comprehension, fluency, word study (phonemic awareness, phonics, vocabulary) (K- concepts of print)				Foundational Skills/ Word Study	Writing- focus, organization, development, conventions, language/vocabulary			
	Modeled	Shared	Guided/Flexible Grouping	Independent	⟷	Mini Lesson	Shared	Guided/Flexible Grouping	Independent
Purpose	To model metacognitive skills, reinforce the use of academic language, and demonstrate fluency in reading	To teach students to collaboratively discuss text to target specific skills and strategies while building fluency	To explicitly instruct skills and strategies with scaffolded support (as needed)	To provide students time to independently practice previously taught skills to develop stamina, perserverence, and a love of reading	To investigate and understand the patterns in words and to build word knowledge that can be applied to both reading and writing	To teach a topic/skill by modeling the writing process		To reinforce, re-teach, or extend previously taught skills	To develop and organize thoughts and ideas while using the structure of language to convey meaning, and a love of writing
Looks Like	Teacher reads aloud and models thinking and fluent reading. Students listen and think. "I read, you listen and think."	Teacher reads, students read along with the teacher. We both mark the text.	We read. Teacher assists and confers to assist in teaching and practice of strategic behaviors with text.	Students read. Students reflect. We notice skills/strategies used.	Teacher introduces. Students explore, interact, and apply.	Teacher writes or notices, students watch and think.	We write together.	Students write, reflect, revise, and edit. Teacher observes, guides, confers and supports. Students share writing.	
Minutes per Day* (JH may take multiple days)	Elementary:10 -15 Junior High: 5 - 15	10-30 (dependent on grade level and text length)	We read. Teacher assists and confers to assist in teaching and practice of strategic	Students read. Students reflect. We notice skills/strategies used.	Elementary: 15-30 Junior High: 5-10	Elementary: 5 - 10 Junior High: 10 - 20		Elementary: 15 - 20 Junior High: 20 - 40	
Group	Whole Group	Whole and Small Group	Small Group	Individual	Varies	Whole or Small		Temporary individual or small groups	Individual or partner
Text	Whole Group	At or Above Grade Level Text (fiction / non-fiction); Students have access to the text	Matching text to students' individual reading levels, needs, and/or interests; Students have own copy of the	Student Choice with Teacher Guidance	Vocabulary, Word Study, Differentiated Spelling/dictation, Greek and Latin Roots, Grammar	Use a variety of exemplars/mentor texts (both professional and teacher/student-created)		Student-created text	

Component 6 - Staff SEL



Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

Component 6 - Staff SEL

	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

Needs:
Staff trained to assess/reflect on their own social, emotional cultural competence. How and when?
Elem
JH
HS

Staff be trained on their role in creating a strong community for each other. How and when?
Elem
JH
HS

Component 7 - Supportive Discipline

	Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.

Component 7 - Supportive Discipline



Discipline policies and practices are instructive, restorative, supportive of growth, and equitably applied.

Needs
Admin and staff be trained on a common vision of restorative justice.
How and when?
Elem
JH
HS

The common vision will be implemented and monitored. How and when?
Elem
JH
HS

Connecting SIP Work to Climate for Learning

What are three areas you might be interested in doing school improvement in?

How does that work tie in to Climate for Learning?



How do we ensure quality control? monitor?

Classroom walk-throughs by district teams

- Purpose
  - To create common understanding within district and building admin about instructional expectations
  - To collect formative assessment data to monitor the effectiveness of our admin support for teachers to reach expectations
  - To collect data to decide further needs of staff .
  - To be visible and connected to teaching at buildings

How do we ensure quality control? monitor?

System of Classroom walk-throughs

- At least twice a year, a district team will walk through classrooms at each school.
- Dates will be shared ahead of time with staff. No individual feedback will be shared.
- Classroom visits will be no more than five minutes at a time.

High School

High School	October Areas of Focus:	February Areas of Focus:
OE	Theresa, Heather, Shannon, Faith, Heidi, Renee, Jeremy, one OH admin, Kyle, Drew	Val, Heather, Shannon, Faith, Heidi, Renee, Jeremy, one OH admin, Michele
OH	Val, Heather, Shannon, Faith, Heidi, Renee, Jeremy, one OE admin, Michele	Theresa, Heather, Shannon, Faith, Heidi, Renee, Jeremy, one OE admin

Junior High

Junior High	September Areas of Focus: Math,	January Areas of Focus: Math,
JH Group A: Traughber, Plank, EVA	Shannon, Dan, Heidi, 3 JH admin from group B, Drew, Christy	Faith, Renee, Kyle, 3 JH admin from group B
JH Group B: Murphy, Bednarcik, Thompson	Faith, Renee, Kyle, 3 JH admin from group A, Kyle	Shannon, Dan, Heidi, 3 JH admin from group A, Christy

Elementary

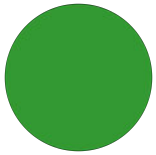
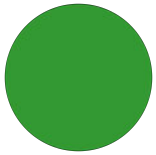
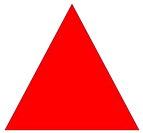
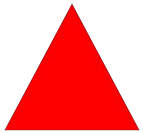
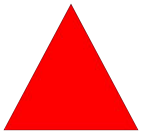
Elementary	October Areas of Focus: Literacy Framework	January Areas of Focus: Literacy Framework
Elem Group A **Long Beach,** **Boulder Hill, Hunt Club**	Faith, Heidi, Renee, 2 admin from other groups,	Lindsay, Renee,Dominique, 2 admin from other groups, Raggin
Elem Group B **Southbury, Old Post,** **Homestead, Prairie Point**	Lindsay, Heidi, Alli? 2 admin from other groups	Faith, Denise, Erin, 2 admin from other groups, Kyle,
Elem Group C **Wolf's Crossing, Grande Park,** **The Wheatlands**	Lindsay, Denise, Dominique, 2 admin from other groups	Faith, Heidi, Alli, 2 admin from other groups
Elem Group D **Churchill, Fox Chase,** **Lakewood Creek, Brokaw**	Faith, Denise, Tiffany, Erin, 2 admin from other groups	Lindsay, Denise, Heidi, Tiffany, 2 admin from other groups

Assessment

Google Form to Assess

- **Admin will evaluate the progress of Tier 1 D308 system in establishing**
  - Expectations for effective instruction
  - Way to ensure that the instruction is happening
  - Systematic use of data to determine how well instruction is working

Tier 1 Instruction- Where are we?

	Reading	Math	Behavior/SEL
What is our instruction (product)?	K-8 	**K-8** 	**K-8**
How do we ensure quality control?			
How do we know how effective our product is?			

Expectations for Each School-Have a Team

SD308 COMMUNITY UNIT SCHOOL DISTRICT
World Class Schools Serving Caring Communities

There is a a school wide Behavior/SEL team for Tier 1 that includes teachers, specialists, and an administrator that:

- has regular meetings scheduled
- has determined how it functions in relation to other teams/roles such as threat assessment, trauma informed, etc.
- has identified data sources to determine and monitor the health of behavior instruction.
- has identified data sources to determine and monitor the health of Social/Emotional Instruction
- reviews school wide behavioral and SEL data at least three times a year and shares a summary with all staff.
- has collaborated with staff to determine 3-5 school wide expectations for student behavior

Expectations for Each School-

Create School Wide Expectations for Student Behavior

- Team has collaborated with staff to determine 3-5 school wide expectations for student behavior.
- The school wide expectations are posted in all classrooms and common areas.
- School wide expectations are taught and reinforced in all classrooms.
- School wide expectations are created, taught and reinforced for common areas such as hallways, lunchroom, etc.
- School has differentiated professional development for teachers on classroom expectations.
- Behavioral expectations and plan is shared with new staff and substitute staff

Expectations for Each School-Instruction on SEL Standards

- All staff has working knowledge of SEL Standards
- School/district has structured approach to explicitly teach and support SEL standards
- School/district has provided training on integration and application of SEL standards into daily instruction

Expectations for Each School- Other

- Team has way to gather student and teacher voice in addressing concerns and celebrations around climate
- School has system for classroom walkthroughs to monitor implementation
- School has a system that identifies which students do not have a trusted adult and practices to remedy it
- There are dates each year for publication and sharing about school wide Behavior/SEL expectations and supports
- Ongoing training coaching is planned to support common expectations around classroom reflection tool
- There is a process for celebrations to recognize growth of teams and school

District Improvement Team

NEW

Membership: Associate Superintendent, ESD directors (7), two HS admins (one from each school), two JH admin, two elem admin, one EC Admin, ?

Purpose:

- Model school improvement process
- Create training schedule and support for Tier 1
- Monitor implementation of Tier 1 instructional strategies
- Analyze data to determine the health of Tier 1 academic, behavior and SEL instruction
- Identify Tier II interventions

NEW

Draft of Admin/Staff Learning Expectations for 21-22

DRAFT

Learning Targets for Today

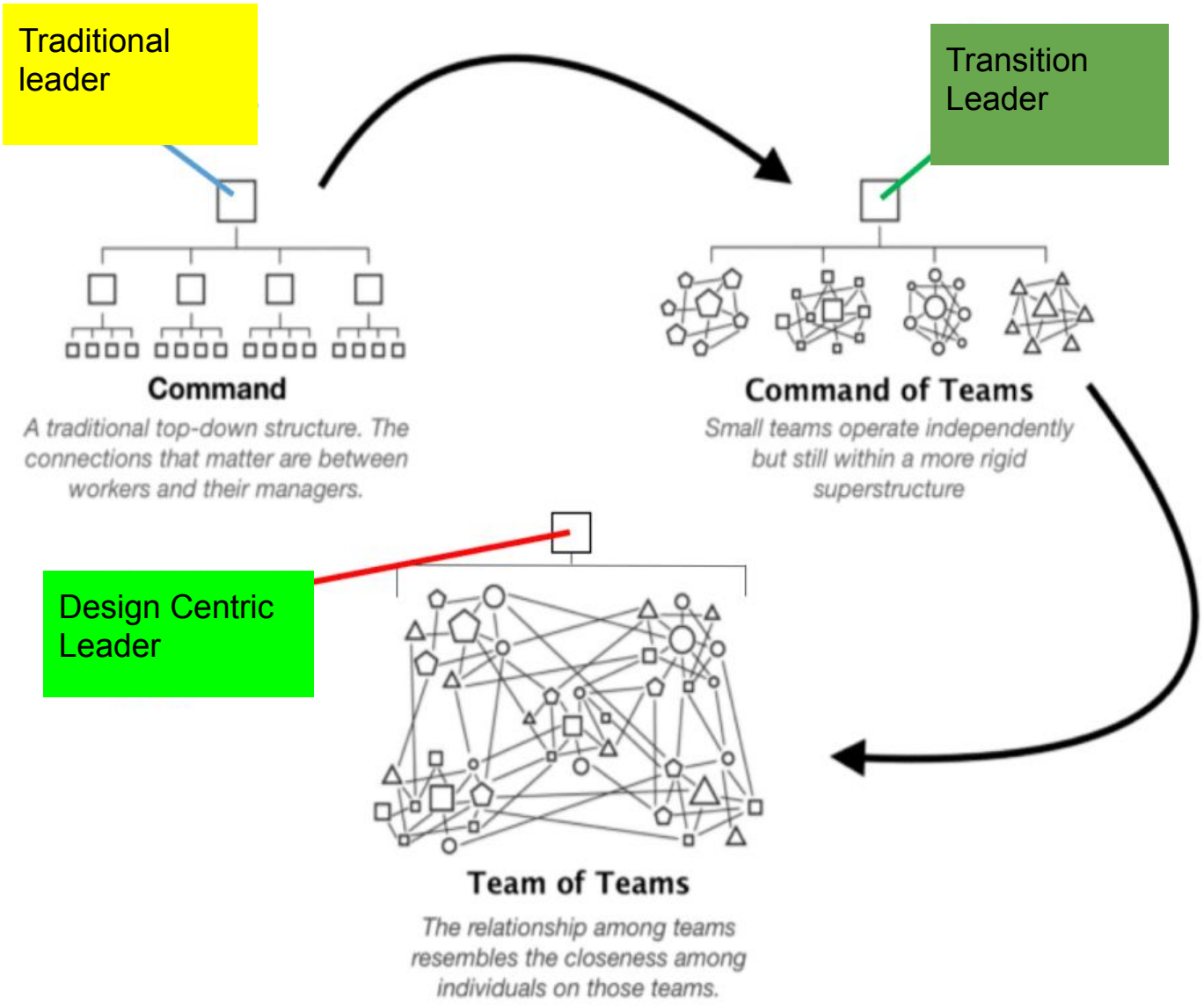


1. **Admin will evaluate the progress of Tier 1 D308 system in establishing:**
   - Expectations for effective instruction
   - Processes to ensure that the expectations for instruction are being followed
   - Systematic use of data to determine how well instruction is working
2. **Admin will be able to draw at least 3 connections of improvement work to Climate for Learning Framework**

Bottom Line

1. Build strong relationships with staff, students, and parents
2. Implement Climate for Learning Framework
3. Use team structures and communication tools that support both of the above




Traditional leader
Transition Leader
Design Centric Leader
Command
A traditional top-down structure. The connections that matter are between workers and their managers.
Command of Teams
Small teams operate independently but still within a more rigid superstructure
Team of Teams
The relationship among teams resembles the closeness among individuals on those teams.

This will be a journey...

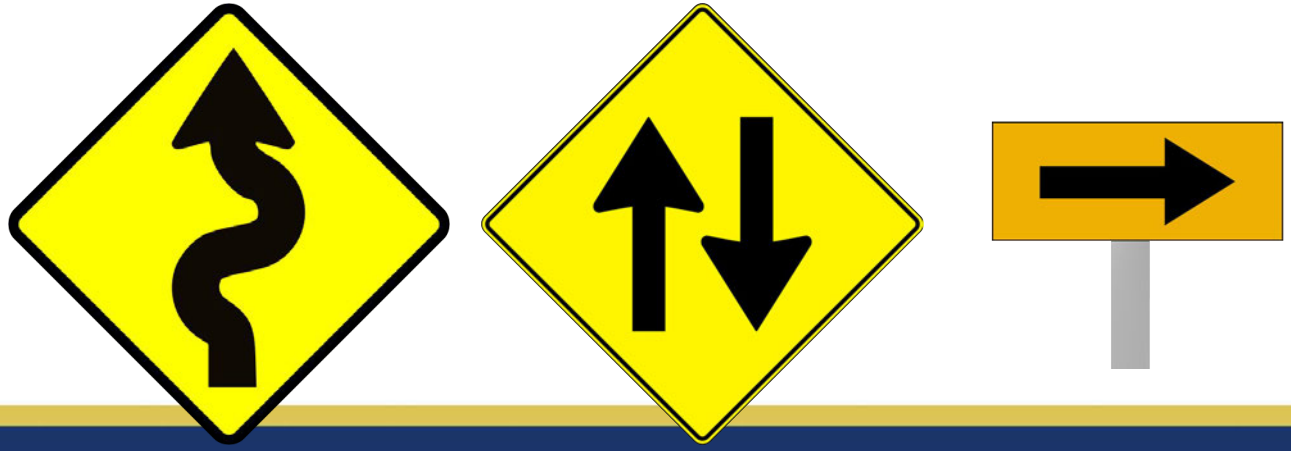
Model for Managing Complex Change

Vision	Skills	Incentives	Resources	Action Plan	=	Success
Vision	Skills	Incentives	Resources	Missing	=	False Starts
Vision	Skills	Incentives	Missing	Action Plan	=	Frustration
Vision	Skills	Missing	Resources	Action Plan	=	Resistance
Vision	Missing	Incentives	Resources	Action Plan	=	Anxiety
Missing	Skills	Incentives	Resources	Action Plan	=	Confusion

Adapted from Knoster, T. (1991) Presentation in TASH Conference. Washington, D.C. Adapted by Knoster from Enterprise Group, Ltd.

This will be a journey over many years!

What steps should we take this year at each level?



Educator Resource 7.5a (1 of 3)

XAVID

"Colorblindness: The New Racism?"

Proven Achievement. Lifelong Advantage .

Afi-Odelia E. Scruggs, T*eaching Tolerance*, Number 36: Fall 2009.

Kawania Wooten's voice tightens when she describes the struggle she's having at the school her son attends. When his class created a timeline of civilization, Wooten saw the Greeks, the Romans, and the Incas. But nothing was said about Africa, even though the class has several African American students. *W*ooten, who is black, spoke to the school's director, a white woman-who insisted that the omission wasn't racially biased. "Her first comment was, 'You know, we'*ve* just been following the curriculum. We're not talking about whether people are white or black,'" recalls Wooten, who lives in Bowie, Md. "I said that the children have eyes and they can see. And I'd like them to see that our culture was a strong, viable culture." That kind of story brings a groan from Mark Benn, a psychologist and adjunct professor at Colorado State University. He hears similar tales whenever he delivers lectures about race relations. Such incidents are examples of racial "colorblindness"-the idea that ignoring or overlooking racial and ethnic differences promotes racial harmony. Trainers and facilitators say colorblindness does just the opposite: folks who enjoy racial privilege are closing their eyes to the experiences of others.

"It benefits me not to pay attention," says Benn, who is white. "I never have to question whether or not my race is being held in question when I apply for a job. It benefits me not to question that (because) it makes it look

like I got here on my own." Paying attention to the cultural experience of students is becoming increasingly important, given the differences between the demographics of American students and their teachers. According to reports from the National Center for Education Statistics, roughly 80 percent of American teachers are white, while children of color make up more than 40 percent of the student body. As the nation's demographics shift, the sight of a white teacher leaning over the desk of a brown or black student is likely [to] become more and more common. In order to be effective, teachers will have to learn about the cultural experiences of their students, while using these experiences as a foundation for teaching. The approach is called culturally relevant pedagogy. But that is hard to do if a teacher doesn't see differences as valuable. That means the blinders have to come off, says Randy Ross, a senior equity specialist at the New England Equity Assistance Center, a program of Brown University's Education Alliance. Ross facilitates workshops on racism and culturally responsive teaching.

MOV

294, AVID Culturally Relevant Teaching A Schoolwide Approach ***

Educator Resource 7.5a (2 of 3)

XAVID

Proven achievement. Lifelong A**dvantage.**

And in her experience, white people have the hardest time opening their eyes. "I have never heard a teacher of color say 'I don't see color,'" Ross says. "There may be issues of cultural competence [among teachers of color], but colorblindness is not one of them. The core of 'I don't see color,' is 'I don't

see my own color, I don't see difference because my race and culture is the center of the universe."" Such tunnel vision is the reason a teacher can omit Africa from a timeline of world civilizations, Ross says. Still, she cautions, the flaws of the colorblind approach run deeper than curriculum. Failure to see and acknowledge racial differences makes it difficult to recognize the unconscious biases everyone has. Those biases can taint a teacher's expectations of a student's ability and negatively influence a student's performance. Study after study has shown that low teacher expectations are harmful to students from socially stigmatized groups. In her article "Culturally Responsive Pedagogy for the Nineties and Beyond," Ana Maria Villegas pointed out that ignorance of cultural differences could lead teachers to "underestimate the true academic potential" of minority students. "Teachers' judgments on students' potential have profound and long-lasting effects on students' lives," Villegas wrote. "For minority children in particular, such judgments or misjudgments may prove costly...
17 "The evidence is overwhelming. When
compared to their "high-ability' peers, 'low ability students are called on less often in class, given less time to respond, praised less frequently...and prompted less often in the case of incorrect
responses." **18** Ross says a teacher who professes to be
"colorblind" is not going to understand how unconscious biases can influence expectations, actions, and even the way a
teacher addresses students of color. la After talking to her son's teacher, Kawania
*W*ooten wondered whether her son was being harmed in just that way. She'd asked for advice on helping the youngster complete a difficult project. Instead, the teacher immediately offered to give him easier work. Just as quickly, *W*ooten refused. Then she explained the racial subtext of the exchange: the white teacher doubted the intelligence of an
African American child. 21 "I heard that expectations of my son were
low," Wooten says. Such misunderstandings could be avoided, she believes, if the teacher learned some things about African American culture. Society's persistent segregation doesn't make these interactions any easier, says Brown University's Randy Ross. "You don't get comfortable talking about

race by talking to people who look like yourself," Ross notes. The fear of appearing racist also throws up roadblocks. Ross recalled a workshop

Salmon

Respecting Experiences: Transforming Educators 295)

23.07

Educator Resource 7.5 a (3 of 3)

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participant who said she'd been taught to 30 ignore race when she'd gone to college in the 1950s. Now, the woman lamented, she was being urged to practice behavior she considered bigoted. But claims of colorblindness really are modern-day bigotry, according to Eduardo Bonilla-Silva, a sociology professor at Duke University. In his book W*hite Supremacy and Racism in the Post-Civil Rights Era,* Bonilla-Silva argues that racism has become more subtle since the end of segregation. He considers colorblindness the common manifestation of the "new racism." "Whites believed that the Sixties was the end of racism," says Bonilla-Silva, who is a Puerto Rican of African descent. "In truth, we have to admit that struggles of the Sixties and Seventies produced an alteration of the order." That alteration upended the rhetoric of the civil rights struggle, Bonilla-Silva said, so that historically oppressed groups would seem to be the perpetrators of discrimination, not its victims. As an example, he points to the way affirmative action foes buttressed their position with the Rev. Martin Luther King, Jr.'s quote from the 1963 March on Washington. "They say 'like Martin Luther King, I believe that people should be judged by the content of their character? People eliminate the history and contemporary practice of discrimination and play the morality tale," Bonilla-Silva says.

Building a bridge to another culture can be difficult, but rewarding, as Aileen Moffitt has seen during her 20 years at Prescott Elementary School in Oakland,

Calif. The 300-student population of the school is overwhelmingly black, but Latinos, Asian Americans, whites, and Native Americans also attend. Moffitt never claimed to be colorblind. Before becoming a teacher, she had quite a bit of interaction with African American youngsters because she worked in the city's parks and recreation department. She was surprised, then, when she had trouble reaching her students. "I started as a well-intentioned white woman who was not awake," she says with a deep laugh. Moffitt found mentors in other veteran teachers who were African American. The women led the way when it came to integrating cultural references from their students' backgrounds across the curriculum. “My point is that it behooves us as educators to utilize the strengths that our children bring to the classroom - a rich language, a strong culture, a remarkable history. We do not need to be afraid of these strengths," she wrote. “The children I teach are more likely to be productive members of society if they have a strong sense of self to accompany their mastery of the curriculum."

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Level 3 - Judgment

Judgment: the ability to make considered decisions or come to sensible conclusions.

(Your opinions based on

experience)

Evaluate

Generalize

Imagine

Judge

Speculate

Predict

If/Then

Hypothesize Forecast **Level 2 - Inference**

Inference: a conclusion reached on the basis of evidence and reasoning. (Need clues from the text)

Compare

Contrast

Classify

Sort

Distinguish Analyze Explain (why?) Infer

Level 1 - Identify Identify: recognize or distinguish (You can put your finger on

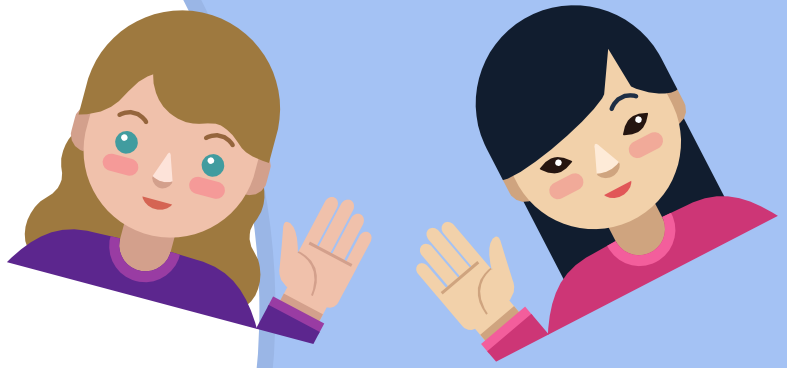
Complete
Identify
Recite
Define List

Select

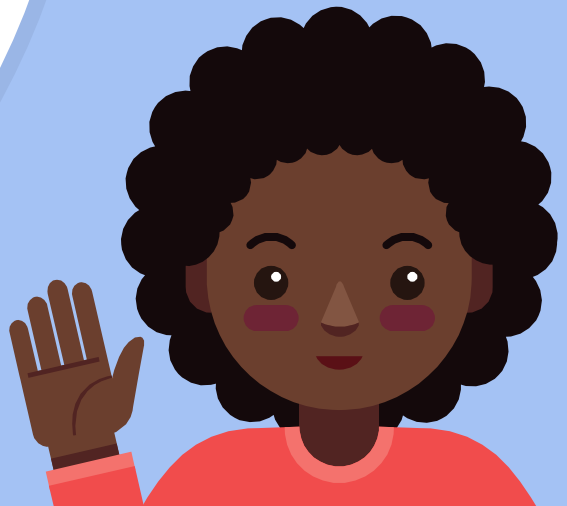
Describe Observe



Culturally Responsive Teaching







Preparation for the Presentation

- Video/Camera Off Please 
- Google Meet in Full Screen Mode



Spotlight

- Slidedeck link
- Paper and Pencil or Digital Equivalent



Introductions

Alli Anderson
AVID Elementary District Director/EVA Instructional Coach
(she/her/hers)

Drew Mundsinger
AVID Secondary District Director/LRC Director
(he/him/his)

LaTonya Simelton
Diversity, Equity, & Inclusion Coordinator
(she/her/hers)



Diversity, Equity, and Inclusion

Creating an inclusive school community where all students benefit from the way things are

Using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective

~Geneva Gay (2010)



Framing Your Perspective

What Does Perspective Mean to You?

- We all see the world through a unique lense.
- Conflict comes from failure to understand the perspective of those with whom we interact.
- We must take time to to understand and respect the other person's frame.

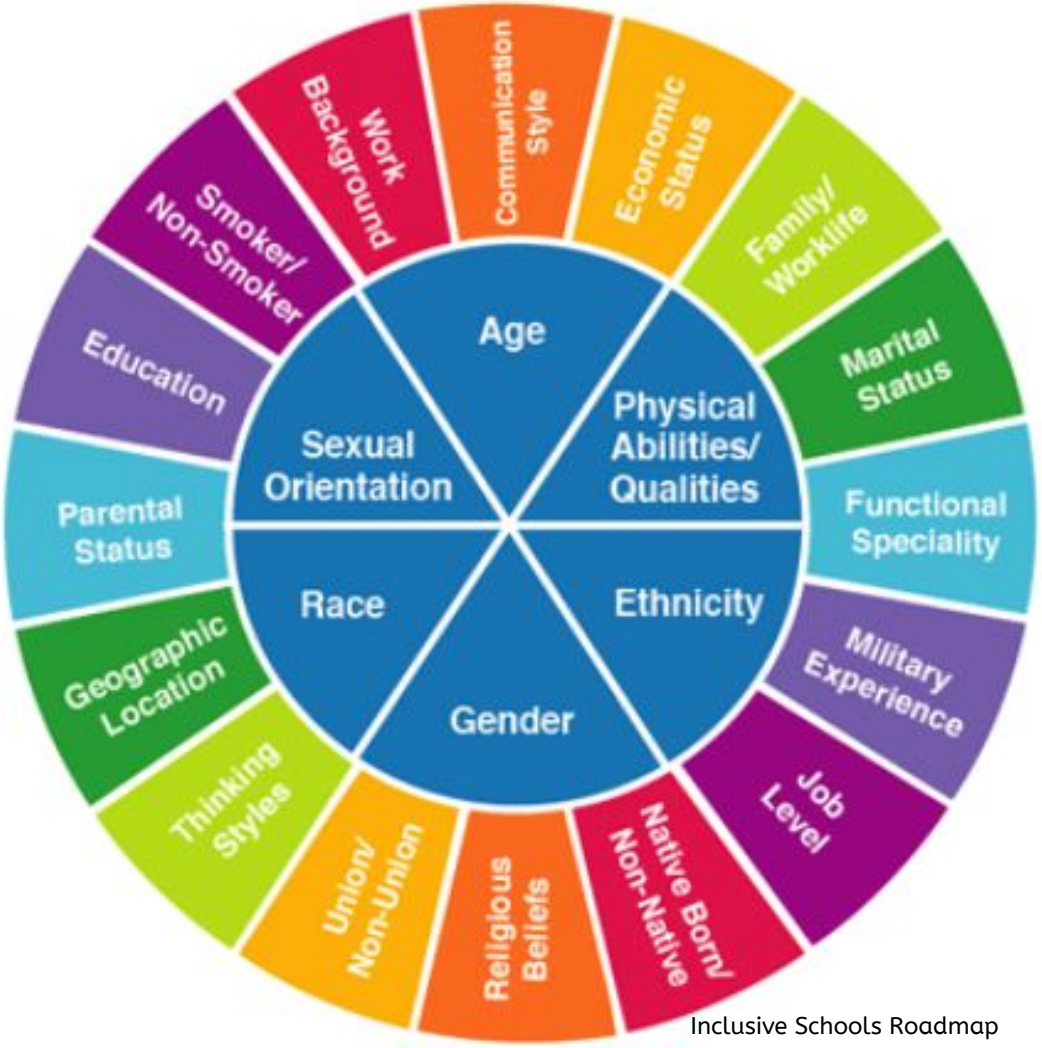
Gender
Sexual Orientation
Family
Religion
PHYSICAL ABILITIES
Education
Ancestral Heritage
Cultural Traditions
Economic Class
Nation/Region
LANGUAGE
Race



Framing Your Perspective

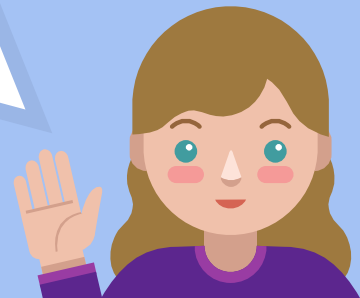
What Does Perspective Mean to You?

- Choose 2 attributes that are important to you
- With paper or online notes, 2 minute Quickwrite describing why you picked your 2 attributes
- Jamboard Activity



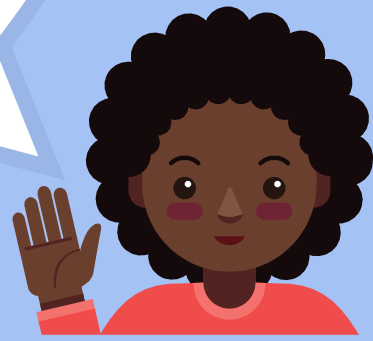
Inclusive Schools Roadmap

Culturally Responsive Teaching - validating the values, prior experiences, and cultural knowledge of students.

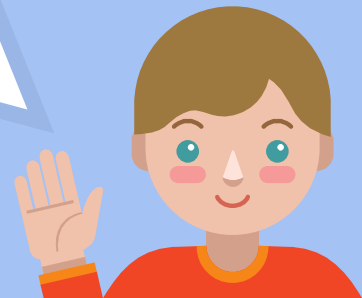


Culturally Responsive Teaching Terms

- Surface Culture
- Deep Culture
- Race
- Ethnicity
- Sexuality & Gender
- Critical Consciousness



- Surface Culture
  - Those characteristics that can be readily observed such as food, dress and manner of speaking.



- Deep Culture

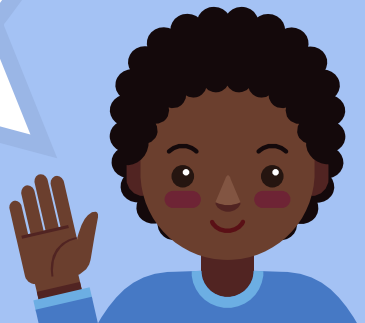
  Characteristics such as beliefs, customs, values. Things that are not obvious.



- Race
  - A social construct.
  - Identifiers humans ascribe to each other, a social habit, not scientific truth.



- Ethnicity
  - Groups that share common cultural factors such as language, heritage and geographical connections.



Sexuality and Gender are independent of each other

Sexual Orientation is about who you are attracted to romantically, emotionally, spiritually, physically and/or sexually

Gender Identity is about how you understand your own gender

Gender Expression is how you outwardly express your own gender



Critical Consciousness

- The internal, reflective work of cultivating an active and persistent curiosity and awareness, NOT accepting the way things are.



WHAT YOU CAN DO TO Create CULTURALLY RELEVANT CLASSROOMS

Greet

Greet students at the door at the beginning and end of each day.



Identify

Have students identify themselves each time that they speak.



Be Transparent

Avoid hidden agendas. Share your truth.



Recognize

Recognize that you might carry stereotypes and preconceived notions about students based on their perceived identity.



Guide

Guide students to reflect upon and question situations using multiple lenses/perspectives rather than relying on a single story.



Address

As you are initially greeting students at the door, engage them in conversation about where they are from, and later, about issues important to them. Use these cultural referents throughout your daily lessons. Use students' names and avoid creating nicknames if you are unable to initially pronounce their name.



Look

Encourage students to look at peers in the room while speaking, as opposed to just the teacher.



Gather

Use inquiry effectively to gather more information about the needs of your students, so you can accurately meet their needs.



Include

Do not assume that your references will be understood by everyone (e.g., saying, "The igneous rock in question was bigger than a tennis ball" assumes that everyone knows how big a tennis ball is, when that may not be the case).



Show

Use storytelling to illustrate your point.



Involve

Use call and response to get the attention of the class.



Be Fair

Do not make generalizations about a group (by race, gender, religion, etc.). Avoid comments like, "All men...," "All women...," or "We all...."



Build

Build community through collaborative work.



Chant

Include choral chants to help lock information in memory.



Nurture

Create a safe learning environment (by doing *all* of the items on this list).



Diversify

Reference texts by a variety of authors (for different ethnicities, genders, etc.).



Avoid

Avoid sarcasm, as it will offend some.



Share

Share your story in order to build relational capacity.



Move

Use movement throughout activities—it helps cement memory.



Understand

Know that biology, family, community, culture, and generation all contribute to a person's tapestry.



Remember

Remember, you cannot *not* communicate. Every behavior is a kind of communication.



Colorblindness





9 Things Culturally Relevant Educators Do

1. **Use High-Engagement Strategies**
   Never lecture for 45 minutes. If you do, it will be clear that you know the material, but you won't know if your students do until an assessment.

2. **Celebrate Academic Success**
   What you celebrate is what you value. Provide positive reinforcement for things other than sports, music, and entertainment. Dedicate a section of your classroom giving students praise for academic achievement.

3. **Build Relational Capacity**
   What can you get your students to do based solely on your relationship with them? Show students that you respect them and care for them. As Rita Pierson said, "Kids don't learn from people they don't like."

4. **Provide Scaffolding**
   You don't need to change what you're teaching, but consider changing how you deliver it. Scaffold your assignments by breaking them into manageable chunks and giving your students the tools they need to successfully complete each part.

5. **Include All Learning Styles**
   Create lesson plans that support left- and right-brained thinking. School is built for left-brained thinking. Provide more scaffolding and offer students more ways to show mastery of content.

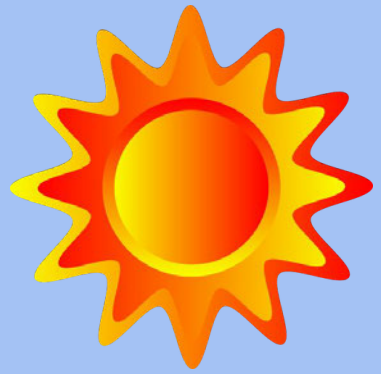
6. **Build Movement and Collaboration Into Your Lessons**
   As adults, we expect the opportunity to move, stretch, and dialogue. Why wouldn't we let our students move and interact in their learning too?

7. **Activate Prior Knowledge**
   No matter what topic you're teaching, look for what your students can relate to and use that to increase their background knowledge. Build on that knowledge through your instruction.

8. **Identify and Develop Talents**
   Let your students show mastery of your class with their talents. Don't put ceilings on what your students can do. Put the floor underneath their feet.

9. **Try a New Seating Arrangement**
   Think about how you can arrange your classroom to be conducive to collaborative strategies. This allows your students to be collaborators and inquirers, and to learn more from each other. This way you can be the guide on the side (instead of the sage on the stage), and you'll become a facilitator of learning.

BONUS **Establish Verbal and Non-Verbal Cues**
Creating verbal, non-verbal, and call-and-response cues supports classroom management in a fun way and can create a positive culture in your class.



Glows & Grows





Thanks!



Alli, Drew, & LaTonya

You can find us at:

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- aanderson@sd308.org
- lsimelton@sd308.org



Culturally Relevant Teaching (AVID)

Wednesday, March 10, 2021

Building Relational Capacity

Relational Capacity: is the level of trust and safety between student and teacher. (In this case, between peers at a faculty meeting)

Activity: 3,2,1

- Take a couple of minutes to reflect on the 3,2,1 prompts to the right.
- Write down your answers to each.
- Breakout into randomized groups to share out. (We'll take care of that!)
- Return to large group to debrief.

For each number write that many examples for your response:

3 examples of representation in your classroom or in lessons you have created.

2 ways you ensure you are an equitable educator.

1 thing/ activity you did to celebrate Black History month. How did it go?

What is Culturally Relevant Teaching?

"... a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes."

Gloria Ladson Billings (1994)

"... uses the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning more relevant and effective."

Geneva Gay (2010)

Learn and meet the needs of culturally diverse students, and all students, in order to achieve academic success.

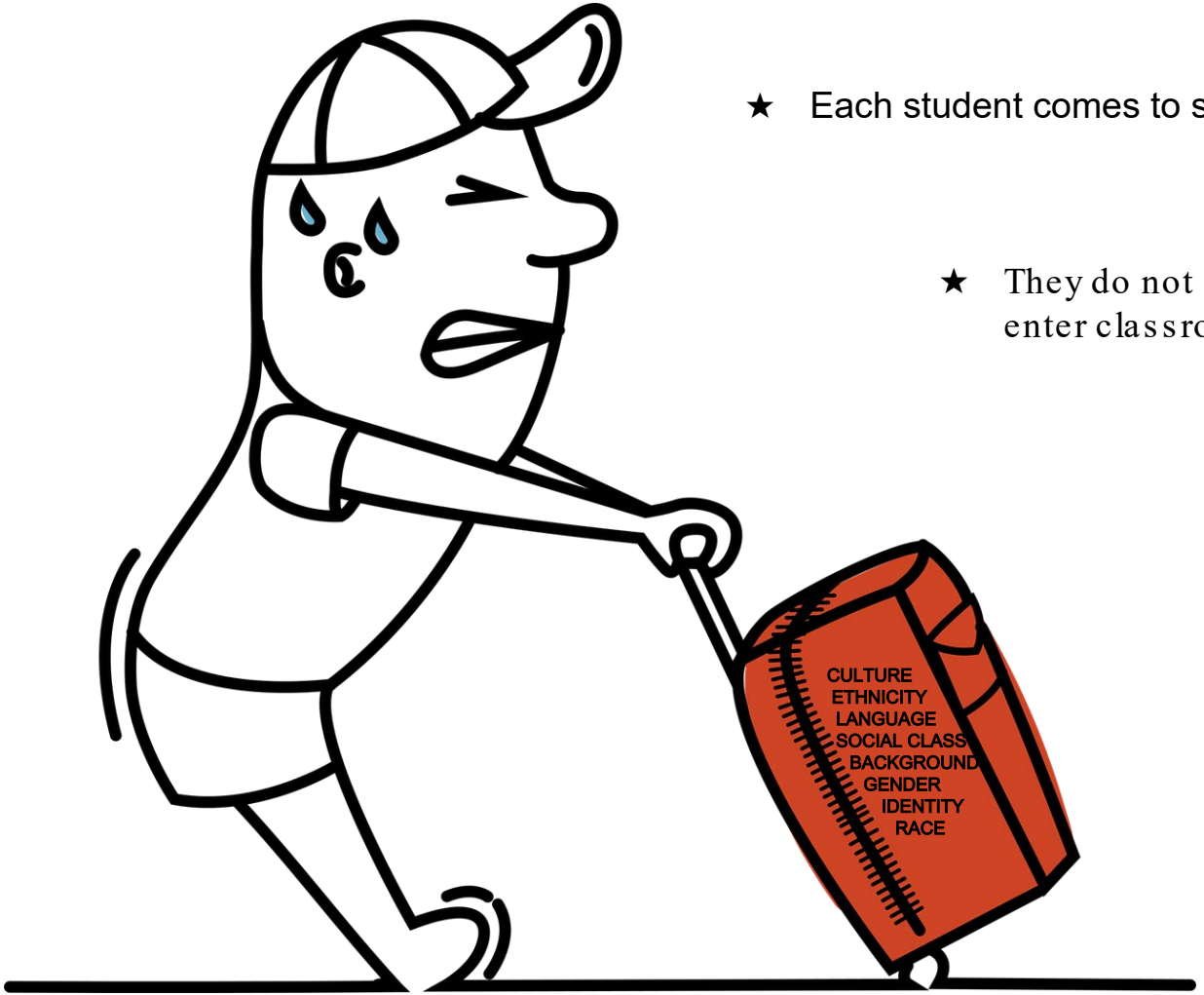
What CRT *IS* and *IS NOT*

IS

- ★ Process
- ★ Change ways of thinking about students and how to teach them
- ★ Challenges educators to confront their own mindsets, perceptions, and biases
- ★ Creates a supportive, safe, and respectful academic environment for all students.
- ★ Empowers student voice, self-advocacy, and leadership
- ★ Informs instruction through a cultural lens

IS NOT

- ★ Checklist of items or activities
- ★ Assigning projects
- ★ Creating access to multicultural literature
- ★ Grade/Content specific
- ★ Targeting a specific set culture or background



★ Each student comes to school with a fully packed suitcase.

★ They do not check their suitcases at the door and enter classrooms in an identical state.

STEP 1 to becoming a Culturally Relevant Educator:

Realize that all of the items in the suitcases can be strengths, or assets, on which to build strong, successful students.

“Colorblindness: The New Racism?” by Afi-Odelia E. Scruggs

The article in this activity brings awareness to the importance of acknowledging the cultural differences of students within the learning environment and using that to build upon their assets. In her article, Afi-Odelia E. Scruggs asserts,

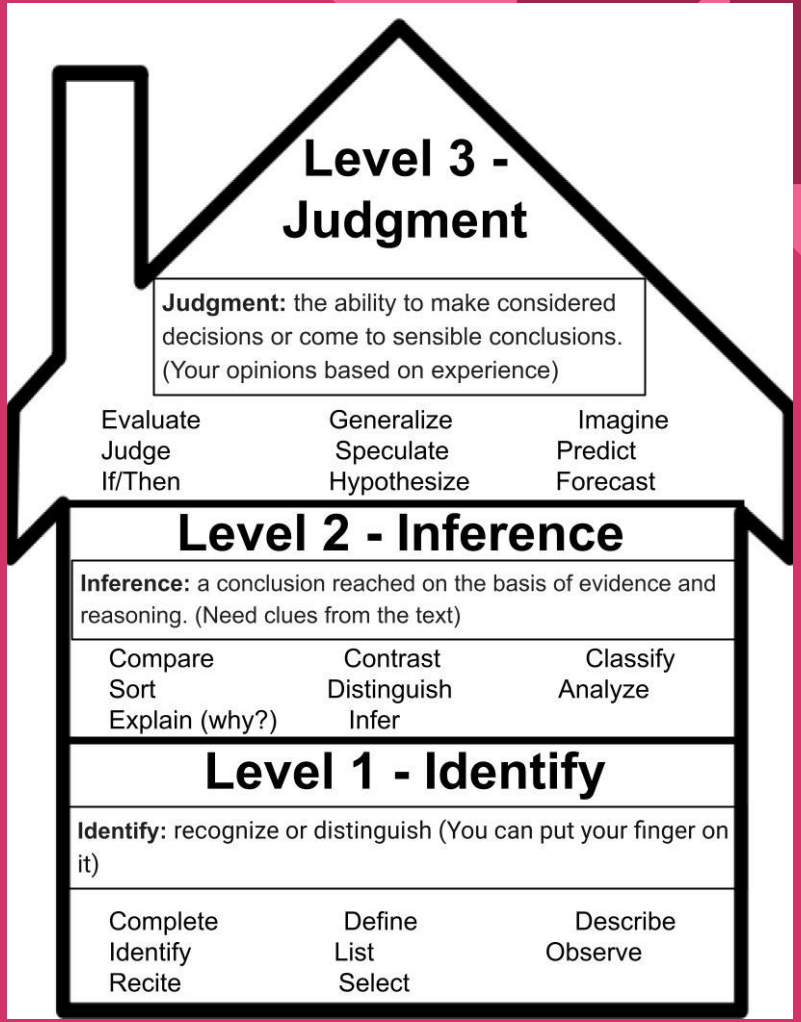
“Failure to see and acknowledge racial differences makes it difficult to recognize the unconscious biases everyone has. Those biases can taint a teacher’s expectations of a student’s ability and negatively influence a student’s performance. Study after study has shown that low teacher expectations are harmful to students from socially stigmatized groups.”

As you read annotate the article.

Mark:
Things that impact you positively
Things that make you pause
Things that you disagree with

Write:
Comments in the margins
Questions about sections
Thoughts that pop up
What you are feeling at certain parts

Create:
Two questions to facilitate a discussion based on what you read in the article. (Use the Costa's house to guide your discussion question creation - Remember! Level 2 & 3 questions are the ones that get people talking)



Desert Island Story

Suppose I am on a desert island. With me on this island are two other people, a two-year-old boy and a 90-year-old woman. All three of us have been dropped off on this desert island and been given the task of surviving for 10 days, until the ship returns. We have been asked to all get to a “common place," which is surviving until the ship returns. Even though all three of us come from different stages and places in life, we have all been given the same task. Before the ship leaves, each of us have been given an equal amount of water in equal-sized bottles. At this point, we have been treated equally. Let’s see how that works out for all three of us over the next 10 days.

On Day 1, the two-year-old boy drinks all of his water and plays in the sand chasing crabs. The 90- year-old lady and I do not open our water bottles, as we have prior knowledge and life experience. We both know that we can survive for three days without water, so she and I sit under a shady coconut tree. We do not move, and we do not drink water. We do watch the two-year-old drink his water and play with crabs. She and I have a brief conversation about the boy, but feel confident that he received what we received, and it is not our place to intervene in his poor decision-making. She says, “Oh well, he did get the same bottle of water that we got. I fear he may be in trouble later in the week.” I agree, and we both take naps. We do not say it, but we both predict that the little boy will not make it to Day 10. We can actually predict this for him on Day 1, with nine more days to go. We figure that he was treated equally, and we then tell him that he might want to sit with us, but he does not choose to do so. We feel that we have done our part, and we settle in for the night.

On Day 2, the boy has been out of water for one day. The lady and I still have full, unopened bottles. We again think that his poor decision-making skills will get the best of him, but agree that he did receive the same thing we received, and his choice is his choice. We also did try to work with him yesterday, and he did not listen. We want him to survive, but our expectations are not high. We are still predicting that he will not be with us on Day 10.

It’s Day 3 now, and the boy has been out of water for two days. The lady has taken two sips of her water. I have not opened mine. I’m healthy and in good shape. She is in her nineties and did not feel well last night, so she took the two sips.

Truth be told, at this point, I am predicting that both the little boy and the lady will not be with me on Day 10.

On Day 4, the boy has been out of water for three days. I take one sip, and the lady is down to three-quarters of a bottle.

On Day 5, the boy has been out of water for four days. I take two sips, and the lady is down to half a bottle.

On Day 6, the boy has been out of water for five days. I'm down to three-quarters of a bottle, and the lady is down to one-fourth of a bottle.

On Day 7, the boy has been out of water for six days. I'm down to half a bottle, and the lady is out of water now, too.

On Day 8, the boy has been out of water for seven days. I'm down to one-fourth of a bottle, and the lady has been out of water for one day.

On Day 9, the boy has been out of water for eight days. I am down to one-eighth of a bottle, and the lady has been out of water for two days.

On Day 10, I see the ship and yell, "The ship is here! The ship is here!"

The ship is here—for me…and two dead folks. *But,* we were treated equally, so it is acceptable because it was sort of expected. It was predictable that some of us would not make it.

The same thing happens in schools. Teachers can predict before the first day of school who will be suspended first, who will be referred to special education first, who will be sent to the alternative school first, and what racial student group will do the worst on the state test this year—*and all of this before even one day of instruction!* Since we feel that we treat all students equally, we are okay with certain kids doing well and others not doing well—possibly not okay with it, but also not willing to go any further to make sure that *all* are very successful. We justify it with deficits. Like on the island, I predicted that the boy and the lady would not make it. When the ship came back, the captain said, "We did not think that they were going to make it, and we were right." I then said to the captain, "Yes, he was too young and did not have the background or experience to be successful. She was old and had a lot of things going against her." Neither one of us are horrified that they are both dead because we expected it—just like a lot of educators are not horrified that some students do well and others do not. If you are not mad, then you are like the captain and me. Ron Edmonds, educator and author, claims that how you feel about certain students says that how you feel about certain students not doing well determines what you will do about it. You know that it will happen and you expect it, to an extent.

Equity is moving people from different places to common places. Sometimes, you have to get mad or to move to equity. Equity is a struggle. Frederick Douglass said that power has never conceded anything without a struggle. All three of us on the island were coming from three different places—stages of life, backgrounds, experiences, assets—and the *goal* was to survive for 10 days to get back on the ship, a common place. We were asked to come from different places and get to a common place. The island was not equitable. We were not given what we needed to get to that common place, but because of predictability, it was okay that

two of them did not make it. The same thing happens in schools. We pass out water bottles on Day 1 of school to everyone and say, "Survive until the state test." The state test comes, and we have those who pass, along with a bunch of "dead" kids. We then say, "Well, they always underscore," "Their parents are not involved," "Their father is in jail," or "He is always a discipline problem"—all reasons why we knew they would fail and why we are okay with them failing.

When we expect failure and can make excuses for it—excuses that don't involve us—we feel that it is justified. Truth be told, there are some students who could come to school for zero days and still pass the state test—and they get the same water bottle on Day 1. *Being equitable means that you will not allow student deficits to be excuses. You see students' assets and allow those to be the reasons why you will succeed. You will start where they are and build upon what they bring to get them where you want them to be and where they need to be in order to be successful.*

On the island, we were treated as equals; we were treated equally. I saw the deficits of the boy and old lady and allowed those to be excuses for why they were dead on Day 10. If I were equitable, I would have taken the boy's water on Day 1, when I saw him drinking it, and explained the situation to him and why I was taking it. I would also have told him that I was there to support, mentor, and *teach* him how to survive and give him the knowledge and skills necessary to do so. I would have let him know that he could have some of my water if we all run out, but that we were going to ration and stand still. I would have built relationships with them and let them know that their success was my goal. I would have given the lady the same speech. The three of us would have worked together for *our* success. I would have talked with the boy about the crabs and let him know why we could not chase them. I would have worked with the lady when she was having a bad night. Sure, I could have said that it was not my problem and that they had been treated equally. I could have gone on to say that they had problems that I could not fix, so I expect them to fail. In the equitable scenario—where I'm teaching and mentoring—I am taking responsibility for the success of everyone. I am expecting them to *succeed.* I am using my skills as a teacher to make it happen. I am not accepting their deficits. I am taking their assets and building upon what they do have and what they do bring to the table. I'm having high expectations of *myself* to be able to do the job that needs to be done.

If I had done that over the course of the 10 days, sure, I would have been exhausted, and I would have had to do a lot of work. *But,* all three of us would have walked onto that ship on Day 10. Like all teachers, I would have had to take care of myself so that I could take care of my students. I needed to give everyone what they needed in order to get them from different places—backgrounds, experiences, prior knowledge, abilities, skills—to the common place, which is success for *all.*

I hope that you enjoyed this story, and I would like to point out that storytelling such as this is a part of being very culturally relevant.

Used with permission from Robin Withers, Ed. S., AVID Project Manager, Professional Learning, at AVID Center.



Eagle Edition Week of February 22nd, 2021

There is no staff meeting this week, enjoy!

Tenured staff I am going to begin the process of completing your evaluations. Could you please come and see me regarding a time in March you would like to meet and we can review the evaluation process. Thank you in advance!

Please refer to my email I sent last Thursday for February 26th and March 1st. Support staff you will not be in on Friday, this is a non-work day for you. Also you may work remotely on these days.



This is just a reminder that the high school benchmark window for FastBridge will be open from March 1 through March 12th. Students should test in aReading and/or aMath based on IEP goals. Staff can also choose to benchmark in another assessment if they would like grade level comparison in any other probes.

Important Upcoming Dates:

HS team meeting Tuesday February 23rd

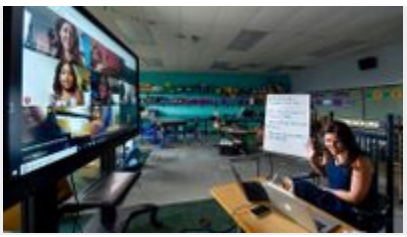
BLT meeting March 1st 8:30-9:30

Takeaways From Distance Learning

An instructional coach makes the case that "business as usual" will not be the right path once students return to traditional classrooms.

By Christopher Klein

February 10, 2021





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The Covid-19 pandemic has wreaked havoc: tragic loss of life, economic disruption, and educational turmoil. In the wake of such chaos, many of us are searching for fragments that suggest something—anything!—good will come out of this chapter in world history.

Those anxious to boost learning through edtech met recent disappointment reading Dr. Arran Hamilton and Professor John Hattie's recent report "Not All That Glitters Is Gold"; it suggests that the overall impact of digital technology on learning has not fundamentally changed since the 1970s. Quality of teaching, they suggest, remains the single most important component to successful education, no matter what the context and no matter what the tools.

A 'TECH-TONIC' SHIFT

In pre-Covid times, the adoption of edtech was slowed, primarily, by two factors: limited time for professional development and the existence of good-enough conventional teaching methods. However, there's good reason to believe that things will be different moving forward. For those of us who have been teaching virtually for almost a year now, pushing pedagogy through an electronic pipeline has bred creative adaptations.

I believe the pandemic will be viewed as an incubation period when teachers' love for children spurred unprecedented technological innovations. My hope is that the material conditions for supporting larger-scale changes are here and will begin showing up in the next wave of educational research studies. In fact, new research supporting this view is already emerging.

DURABLE ENHANCEMENTS

Some enhancements of pandemic-era instruction will persist. Here's what I think those durable power-ups are, as well as how to apply them to your classroom.

More experience and familiarity with edtech: The first and most obvious improvement is that all teachers are now more adept users of technology in general. As new edtech continues to emerge, its adoption will be accelerated by improved instructor skill and confidence. Teachers will become better and better at experimenting with new tools and quickly zeroing in on the ones that truly work.

More consistent consideration of end-user experience: While student-centered learning has long been a primary goal among educators, teaching through a tech lens has made "end-user first" essential. This has meant simplifying communications, reducing visual clutter on lesson presentations, and seeking regular feedback from students. Ideally, teachers will survey their students frequently—and let them know what their feedback has influenced so that students have more ownership of their learning.

Increased cognitive empathy: Regardless of your opinion on the student-camera issue, increased sensitivity to student anxiety and trauma can only improve relationships. But the true benefit of allowing students this privacy is that many teachers without visual access to student faces have come to rely on other—arguably more accurate—ways of gauging student comprehension. Interactive technology like Nearpod, Pear Deck, and Flipgrid will continue to provide the most equitable form of classroom participation, the one where all students contribute. When teachers use interactive tools to check for understanding in class, they're better prepared to identify and clear up misconceptions before kids leave the room.

A better understanding of how to use in-class time: Teachers will continue to use synchronous and asynchronous learning where they have the most impact. Students will get back the small-group collaboration and peer interactions they've been craving, while maintaining their access to on-demand content. Ideally, teachers will continue to create lean six-minute videos that distill what would have previously been 30-minute lectures, and they'll continue to supplement these videos with info-gap activities; structured partner discussions; and time for meaningful, student-generated questions

GAME CHANGERS

Other shifts will be more transformative; these big-picture changes will, I believe, dramatically alter student motivation and engagement.

More effective differentiation: Harnessing curiosity and joy in learning will be more achievable because teacher- and organization-curated curricular and pedagogical materials archives will improve. This will open the floodgates for blended and self-paced learning to occur more consistently. Effective differentiation can become the norm as teachers harness learners in producing the conditions of their own differentiation. Kareem Farah's Modern Classroom Project is already turning this vision into reality.

Greater emphasis on mastery: The tension between offering unlimited reassessment (which we know is key for fostering a growth mindset) and the difficulty in grading on a deadline will fade. Constant, tech-augmented, individualized feedback will fuel and channel student energy, leading the shift from grading as compliance to mastery-based grading policies—and shed the busywork that doesn't just bore students but demoralizes them by tanking their grades. Mastery-based grading would foreground the criteria for success of the content standards and inspire students by showing them how to reach their goals. (For more on this, check out work

by Susan Brookhart, Thomas R. Guskey, Jay McTighe, and Dylan William; Rick Wormeli; and Matt Townsley.)

LEARNING GAINS

Every time I read an article or opinion focused on learning loss, I cringe. While the sentiment comes from the heart—we all want what's best for our children—we should recognize that such a concept is rooted in what Zaretta Hammond calls "deficit thinking." Somewhat arbitrarily, people decided the standards for what students should know and be able to do at each grade level; likewise, people can reimagine what standards are (or should be) again. When all of the kids get back into buildings, we're going to find that they have learned quite a lot during this pandemic—even if some of it is not on the official curricula. And that's OK.

If you find what I'm saying here foolishly sanguine, consider how much you've learned this past year—personally and professionally. In my experience, coaching educators through these difficult times, I have yet to meet a teacher who resists incorporating what they've learned going forward—who wants to go back to business as usual. Recognizing this as a legacy moment for everyone involved in education may be the most fitting way to honor the cost of getting here.

WHAT YOU SAY MATTERS.

January 19, 2021 / by **Wendy Amato**

Ever get that unsettling feeling after you have said something that didn't sit right with your audience? Or experienced a time when you just said something and received a strong reaction that you didn't intend?

Enter microagressions. A microaggression is an intentional or unintentional comment or action, usually slight or subtle,that conveys negativity towards a marginalized person, group, or culture. The term 'microaggression' includes 'micro' to make it clear that these

instances, as individual events, are not severe but that the repeated impact is exponentially cumulative and deeply damaging. It's no secret that there is **a lot going on in our world** right now and the last thing we want to do is cause further trauma or harm. Let's get clear on **microaggressions** and how we can work toward improvement.

Here Are Some Examples of Microaggressions:

- A majority person comments to a minority person "You're so articulate" or "You talk so well."
    - **The underlying message** is that the majority person had low expectations of the minority person and expected them to be less capable.
- A majority person confuses the names of minority persons.
    - **The underlying message** is that minority people are interchangeable or not worth investing in knowing at the individual level. Similarly, expecting a minority person to take a nickname simply because their given name is difficult for a majority person to pronounce.
- A majority person asks, "Where are you from?"
    - **The underlying message** is that a minority person cannot be American or is not perceived as truly belonging to their country.
- A majority person asks, "Why do you wear that?"
    - **The underlying message** is that a Jewish, Sikh, Muslim or other religion's clothing is inappropriate, unprofessional, or distracting in the learning environment.
- A majority person asks to touch the hair of a minority person or asks about hair care.
    - **The underlying message** is that something is wrong or lesser about minority hair texture, style, or care.
- A majority person says, "I don't see color; I treat everyone equally."
    - **The underlying message** is that difference, personal identities, family upbringing, culture, and lived experience do not matter.

- A majority student is asked “What’s the answer?” and a minority student is asked “What’s your guess?” or “Do you have an answer?”
    - **The underlying message** a minority student is presumed not to have the answer.

What’s the Impact of Microaggressions?

If students receive the message that they are in a gifted program or an advanced section of a course, they excel. In the same way, if students receive negative messages about themselves, their performance reflects those lower expectations. Microaggressions are steady, damaging messages to students about their value and potential. These experiences can result in poor academic performance, depression, anxiety, isolation, sleep difficulties, and marginalization.

What Can You Do Today?

If you are curious about a person’s personal characteristics, clothing, beliefs, or behaviors, you can research to educate yourself. Individuals are not responsible for enlightening you and certainly can’t be expected to use their academic or professional time speaking on behalf of an entire culture, religion, or group. Ultimately, even good intentions do not excuse racism, sexism, ageism, and other institutional or socially constructed beliefs. Majority persons are responsible for managing their own impulses, educating themselves, and accepting that individuals share about themselves on their own terms. Impactful educators are continuously improving their practice. Building awareness of microaggressions and working to eliminate them will lead to greater equity in our teaching and learning experience. We all have more to learn and being open and active is where we can begin to make change.

In the words of Rev. Dr. Martin Luther King Jr., *“An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.”*

Additional Readings and Videos:

- Teacher Learning Activity: Understanding & Interrupting Implicit Bias
- Teacher Learning Activity: How Diverse is Your Universe?
- 7 Ways to Be a More Culturally Responsive Educator
- Teaching First-Graders About Microaggressions: The Small Moments Add Up
- Speaking Up Without Tearing Down
- Building Community Culture Through Community Circles
- Exploring Immigration: Cultural Identity
- Micromessages in the STEM Classroom

Professional Learning Opportunities:

- PD-143: Ensuring Equity in Online Education
- PD- 124: Culturally Responsive Teaching: Awareness to Action
- 5119: An Educator's Guide to Global Thinking and Cultural Competence
- 5110: Creating a Vision for Equity in Education
- 5107: Empathy and Social Comprehension for a Compassionate Classroom
- 5111: Mindsets and Skillsets for a Culturally Responsive Classroom



Written by Wendy Amato

Dr. Amato has been teaching since 1991. She has served as a K12 administrator, department chair, university instructor and professional development workshop facilitator. Now as Chief Academic Officer for Learners Edge – Teaching Channel, she is excited to support teachers and teacher educators across the country and around the world. She lives in Virginia, plays pickleball, and drinks a lot of coffee.

