

# Leadership Matters

November/December 2017



## Operation Snowball

Keeping kids on the right path

Vision 20/20  
Check-up & Forecast

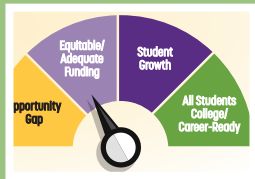
Ignite sparks  
best practices

# This Month...



## 7 COVER STORY

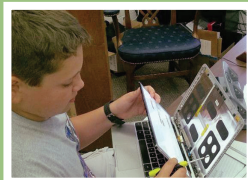
Often when the discussion turns to drug, alcohol and tobacco prevention, intervention is the method that leaps to mind. Operation Snowball has a different approach and, like a snowball rolling downhill, the impact of the program aimed at helping youth keeps getting larger and gaining momentum.



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## Leadership Matters

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**Message From the  
Executive Director**



**VISION 20/20**  
Fulfilling the Promise of Public Education

# Vision 20/20 Check-up & Forecast

**Dr. Brent Clark**

As the name suggests, Vision 20/20 was always supposed to be a long-term initiative to try and bring a sharper focus towards the path forward for public education in Illinois. Changing the opportunities and experiences for school children by the year 2020 was the overarching goal back in June 2013 when IASA began the visioning project. An important secondary goal was to change our focus from an association that, legislatively speaking, was known more for what it opposed than what it supported.

Together, along with our very capable Vision 20/20 partners, we have changed that perception and have achieved many of our goals. The Evidence-Based Model (EBM) that was signed into law August 31 will be a game-changer if it is properly funded over time and if we implement it with fidelity. To assist with the implementation component, we will be sponsoring a series of three workshops in January, February and March of 2018 at locations throughout the state. The workshops, detailed on Pages 4–5, will facilitate understanding what the EBM means, explore the linkage between the EBM and the state’s Every Student Succeeds Act (ESSA) accountability plan, and then help administrators develop their EBM/ESSA plans.

While the EBM was historic school funding reform that more critically focuses new state resources on adequate and equitable funding, it also gives hope to students who find themselves on the wrong end of the opportunity gap simply because of their zip code. Proper EBM implementation will be hard work and it will take conversations with district stakeholders about priorities and goal setting for each district for the EBM to make its full impact on student academic gains. Taking the time to put a district plan in place for the expenditure of new state resources aligned with the 26 elements will be a key step in putting the research into action. I’m personally anxious to get this work started and see the return on the investment.

And then there are other hurdles to clear as part of the ongoing Vision 20/20 push—primarily the looming teacher and principal shortages, and making sure all schools have broadband access.

The teacher and principal shortages have only recently begun to garner some media attention, but the shortages really should be no wonder given the fact that public education has been a profession under attack for years. Reversing this conversation is a crucial step along with making sure we preserve the “value” of

teaching when it comes to causing young people to enter into the profession and mid-career professionals to stay in state.

Some Vision 20/20 bills that have passed start to address the teacher shortage. Those bills include [HB 2657](#) that deal with reciprocity, recruitment and retention, and [SB 2912](#) and [HB 3820](#), licensure bills that provide in-state endorsements, remove some barriers for career and technical endorsements, streamline the process for substitute teacher licenses and set minimum requirements for teachers from other states. But there is so much more to do to rebuild the profession. It’s going to take all of us pulling on this issue to get it returned to its glory days as we have some significant headwinds.

When it comes to broadband access across Illinois, we still have some significant territory to cover...no pun intended. The non-profit [Education Superhighway’s 2017 national report](#) indicated that progress is being made in Illinois as the report showed that 150 more school districts now meet the 100 kbps per student minimum connectivity goal than met it in 2015. But, at 89 percent, Illinois still ranks 44th in the nation in connectivity, and at 94 percent Illinois is 38th in the percentage of schools with fiber connections needed to meet bandwidth targets. It is 2017; we must get this finished to give all students a chance to compete in a globally connected economy.

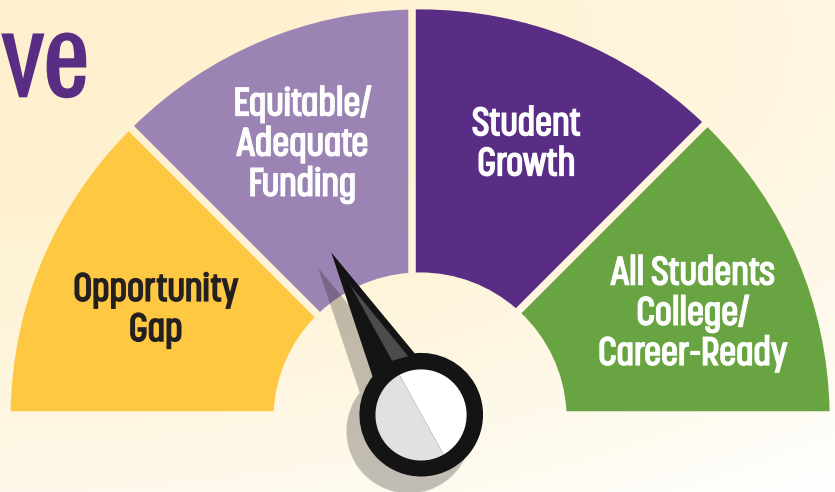
Vision 20/20 also has been successful in the area of accountability with the passage of [HB 2683](#), the Illinois Balanced Accountability Model (IBAM). The final details for the state’s accountability standards are still being tweaked in an attempt to align them with the federal ESSA requirements. Also, the school funding reform bill ([SB 1947](#)) included a process by which school districts can opt out of some unfunded mandates.

A quick glimpse backwards assures us that the work over the past four years has been relevant and significant. But a strong look forward shows challenges to conquer if we are going to continue to create meaningful experiences and valuable opportunities for all of our students. You can be looking for Vision 20/20 bills from the Illinois Statewide School Management Alliance when the spring 2018 legislative session opens in January.

Until then, have a great holiday season and may you find time to enjoy peace and happiness with those you cherish.

*Brent Clark*

# It's Time to Move the Needle



**IASA EBM/ESSA Workshops: designed to facilitate the EBM/ESSA planning process**

IASA is holding a series of three workshops at locations around the state. The concept of the workshops is to show the relationship between the Evidence Based Model (EBM=Funding) and the Every Student Succeeds Act (ESSA=Accountability).

\$45 Cost per person, per 6-hr. workshop, includes lunch; registration opens in December.

*Watch for more information to come!*

## JANUARY WORKSHOP: A deeper dive into the EBM

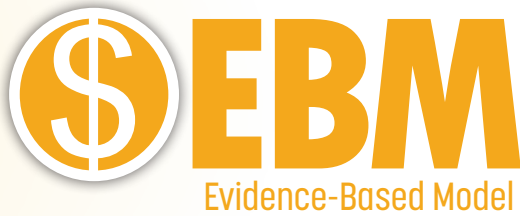


- Defining the 26 elements
- A better understanding of the primary components
- A basic understanding about the calculations in the model
- Communication with Stakeholders



### Locations:

MARION	Monday, Jan. 8
EFFINGHAM	Thursday, Jan. 11
BELLEVILLE	Friday, Jan. 12
MACOMB	Thursday, Jan. 18
PEORIA	Wednesday, Jan. 17
SPRINGFIELD	Monday, Jan. 22
MOLINE	Tuesday, Jan. 23
LAKE COUNTY	Wednesday, Jan. 24
COOK SOUTH	Thursday, Jan. 25
COOK WEST	Monday, Jan. 29
COOK NORTH	Tuesday, Jan. 30



with



These IASA workshops will show the relationship between the EBM, which is funding, and ESSA, which is accountability. We have finally achieved a new, more equitable school funding system in Illinois and now it is important for us to move the needle.

—IASA Field Services Director Ralph Grimm, who is heading up the development of the EBM/ESSA workshops

**FEBRUARY WORKSHOP:**  **All things ESSA**

- Identification of the main requirements in the State’s ESSA plan
- Best practices
- Discussing the new accountability standards and the rubric ISBE will use to assess schools
- IL–Empower—Supports, Interventions and Communication with Stakeholders

Thursday, Feb. 1

Tuesday, Feb. 6

Wednesday, Feb. 7

Tuesday, Feb. 13

Thursday, Feb. 8

Tuesday, Feb. 20

Wednesday, Feb. 21

Thursday, Feb. 22

Monday, Feb. 26

Tuesday, Feb. 27

Wednesday, Feb. 28

**MARCH WORKSHOP:**  **Developing EBM/ESSA Plans**

- A day for superintendents and their district teams to take what was learned in the first two workshops as the foundation and begin the process of developing and writing their EBM/ESSA Plan.

We will be scheduling the March workshops in each of the 21 IASA Regions at sites and on dates to be determined so we can accommodate teams from school districts to work collaboratively on writing the EBM/ESSA plans.

These workshops will focus on the elements required for the EBM/ESSA plans as well as a communications strategy to take advantage of the exciting opportunity we have to change the narrative about public education in the context of the EBM and ESSA.

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# Operation Snowball helps keep kids on the right path

**By Michael Chamness**  
**IASA Director of Communications**

Often when the discussion turns to drug, alcohol and tobacco prevention, intervention is the method that leaps to mind. Operation Snowball has a different approach and, like a snowball rolling downhill, the impact of the program aimed at helping youth keeps getting larger and gaining momentum.

“We are looking to reach a universal audience, not targeting ‘those’ kids,” said Ron Jakubisin, Prevention Program Manager at the Illinois Association for Behavioral Health (IABH)



and the head of Operation Snowball. “We are a positive prevention program that focuses on helping kids develop leadership skills. Scaring kids is not our goal. We want prevention to be seen as a positive, and we want to make sure kids have the information to make healthy choices.”

Operation Snowball is in its 40th year and going strong. It began in 1977 in Rockford after a group of students had attended the Cebrin Goodman Teen Institute (CGTI), statewide conference that stresses leadership and prevention. The youth wanted to share what they had experienced with fellow students on a local level. There are roughly 80 school-based Operation Snowball chapters in Illinois that reach more than 100,000 students. The program, as well as the related CGTI, are managed and supported by Illinois Association for Behavioral Health (IABH) based in Springfield.

Schools can [apply online to establish an Operation Snowball Chapter](#). While most of the chapters are in Illinois, there are chapters in Iowa, Louisiana, New York and Wisconsin. Curiously, the program has ‘snowballed’ internationally as there are 32 Operation Snowball chapters in Lithuania, as well as a Chapter in Poland and in Belarus.

*continued next page...*

## Snowball...cont'd.

"A teacher from St. Charles (IL) who was involved with his local Snowball went to Lithuania in 1992 as part of a teaching program and discovered there was great interest there in youth drug and alcohol prevention because the use there was pretty high and they didn't have any prevention programs," said Jakubisin, whose background includes seven years of working with teens in residential and hospital-based treatment. He served on the Operation Snowball Board of Directors for four years and participated in hundreds of events as a co-facilitator, workshop presenter and speaker before taking over the Operation Snowball program four years ago.

Operation Snowball is for high school kids, but the program also includes Operation Snowflake for middle school age students, and Operation Snowflurry for elementary school students. The program even has been adapted for college-age students (Segue), families (Blizzard) and senior citizens (Snowcap).

The programs all follow the same principals and guidelines, including such things as weekly meetings and weekend retreats involving motivational and inspirational presenters discussing the importance of a drug and alcohol-free lifestyle. Workshops provide participants the opportunity to learn a specific prevention-related skill set, while also providing a team-building and leadership development experience. Participants also attend facilitated small groups to discuss and reflect on thoughts and feelings regarding the information heard. Each discussion group uses educational activities designed to build skills, friendships, and self-esteem while networking.

The Teen Institute actually preceded Operation Snowball, as it was first named the Illinois Teen Institute in 1974. The goal of the Teen Institute is to help foster a partnership of youth and adults to train and empower teens about the prevention of substance use and other addictive behaviors. The core of CGTI are the Community Action Team (CAT) meetings that give youth and their adult mentor time to review data, assess the needs of the community, and work on an action plan to create positive change. CGTI now includes a Mid-Year Conference, which will be held January 13-14, 2018 at

**Students are actually going out and creating positive change. They are taking the skills they learned at the Teen Institute and putting them into action**

the Marriott Hotel and Conference Center in Normal, and a dynamic one-week summer camp, which will be held next July 22-26 at Eastern Illinois University. For more information and/or to register for the Mid-Year Conference, please click [here](#). Registration for the summer camp is expected to be available sometime in February, but the [2018 CGTI informational flyer](#) is available now.



"The mission of CGTI is to give youth the knowledge and skills to lead alcohol and drug-free lives. The camp is designed to help create leaders," said Ashley Webb, Director of Strategic Initiatives at IABH and the Director of CGTI. "We use skill-building exercises and the teams that attend the camp walk away with an action plan for their schools and communities."

The teams Webb mentioned are typically composed of seven youth and one adult mentor from a school or community. She said about 60 percent of the teams that attend the camp are from accredited Operation Snowball Chapters. The camp is open to youth entering grades 7-12, and interested parties can register as teams or as individuals. Youth that come as individuals are paired with other youth from the same geographical area to create an action plan for their communities.

Last year's CGTI attracted more than 500 attendees, and Webb said she has seen them become even more energized than ever.

operation  
snowball





“We work with the adult mentors in the schools to track the progress of the action plans created at CGTI and the number of completed action plans has nearly doubled in my four years here,” Webb said. “Students are actually going out

and creating positive change. They are taking the skills they learned at the Teen Institute and putting them into action.”

Operation Snowball and the CGTI have produced several notable alumni. For instance, there is Dr. Eric Davidson, Interim Director of Health Service at EIU as well as being Director of the Illinois Higher Education Center for the Prevention of Alcohol, Other Drug and Violence Prevention. Davidson has credited Operation Snowball and the Teen Institute with inspiring him to set his professional course to be in the helping field. Alumni also include pro golfer D.A. Points from Pekin and Kimberly Warzynski-Davids, who became the Weitz Company’s first female general manager and oversees Weitz’ s operations in the southwest region in Phoenix. There is apparently a link between lessons learned and skills built through Operation Snowball CGTI and staying on the right path and being successful.

“We want to complement a school’s social-emotional learning standards and being part of a positive school culture,” Jakubisin said. “We want kids to be informed and have the skills to be healthy and successful.”

# Every Student Succeeds Act (“ESSA”) Required School-Level Expenditure Reporting

## *What You Need To Know*

Beginning with school year 2018-19, all Illinois school districts will report per-pupil expenditure data at the district level and at the school level, disaggregated by source of funds.



Beginning with the school year 2018-19, Every Student Succeeds Act (ESSA) requires all states to begin school-level expenditure reporting. Illinois is uniquely positioned to take advantage of the opportunity this reporting represents for equity, transparency, strategic investments, and coordination of our funding and school support systems to treat schools and students holistically. At the same time, ISBE recognizes that these new requirements and the timeline for implementation will present challenges.

*Join us to learn more about the requirements and our opportunities.*

ISBE will be hosting an informational webinar for Superintendents and their teams on the new requirements for School-Level Expenditure Reporting:

**Tuesday, November 14 at 1:30pm**  
**Register at: <http://isbe.site/reporting>**



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The following stories about innovative programs and practices are based on the Ignite presentations several Illinois superintendents made at the IASA Annual Conference in September. By clicking on the headline of each story you can access the PowerPoint presentation that was used. We will run a second set of Ignite stories in the January issue of Leadership Matters. We are always looking to promote success stories from school districts in Illinois and we welcome your story ideas or submissions.

## ① A Dog's Purpose: Bonding a District and a Community to a Superintendent

Those quickly perusing the Thompson Elementary School Yearbook might not immediately notice the different looking photo on the Staff page. Upon further review, the photo on the far left in Row 4 is definitely a dog. A good-looking dog, but a dog nonetheless.

To be precise, the mug shot above the name "Jeep" is a 1½-year-old Great Pyrenees Mountain Dog. To be perfectly clear, to the other staff and to the students Jeep the therapy dog is one of them in Lake Villa District 41.

"We all know that being a superintendent can be lonely and isolating, even with the best intentions to visit classrooms and school events. No one actually knows you as a person,

just a figurehead," said Lake Villa Superintendent Dr. Lynette Zimmer. "Sure, we all have an open-door policy, but I wanted more. I wanted genuine interactions with students and staff. I wanted to be more approachable with parents. I wanted to



visit classrooms routinely and purposefully without people wondering 'What is she doing here?'

Enter Jeep. Zimmer selected a Pyrenees because they are known to be calm, kind and excellent with children. She became an emotional hook for Zimmer to reach out to students, staff and the community. But it was not as simple as it sounds.

"Of course, I had to strategize just how to do this. It couldn't be a simple Bring Your Dog to Work day," Zimmer recalled. "Lucky for me, one of my principals had just confided that her students really need a therapy dog for all of their emotional issues."

There was the little matter of convincing the seven members of the Lake Villa School Board. Then gaining buy-in from the teachers. Allergies was another concern, but it turned out that only two out of about 3,000 students suffered from dog allergies and it was no problem to have Jeep just avoid those classrooms. Zimmer crafted a letter of introduction for parents, complete with a photo of Jeep interacting with Zimmer's young granddaughter.





She even created a blog (<https://jeepthedog.com/>) to share Jeep's journeys. Good behavior by students is rewarded with "Official Jeep Trading Cards" and posters of Jeep can be found around the school building reminding kids to read... and wash their paws. Zimmer and Jeep attend all school events, appearing in matching scarves and sometimes even matching outfits. A company that heard about Jeep's story donated Jeep puppy pillows for a special needs class.

"Jeep works with whole classes, small groups and individual students needing attention," Zimmer said, adding that she and Jeep visit classrooms twice a week. "Kids earn walking privileges with special Jeep time. Jeep is the perfect incentive to make good choices."

Jeep is even well known to the Lake Villa Chamber of Commerce as she and Zimmer make regular appearances in the community, ranging from going to Culver's for PTO night to holding ongoing reading challenges at the public library.

This is not just a one-sided partnership with Jeep working like, well, a dog. It is much more than that.

"Jeep is my emotional hook," Zimmer said. "She has made me a much better superintendent. I know my families, I know my students and they know me. I get into classrooms and am able to see how things are really going and I see first-hand how I can make my schools evens better. And I owe it all to my four-legged partner Jeep."



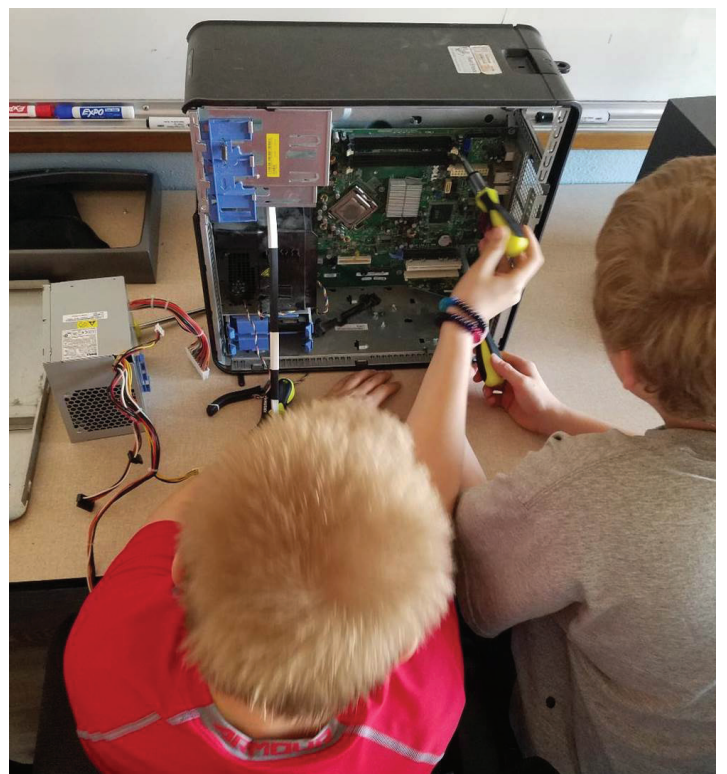


## ② Disrupting Inequity with Innovation

Todd Dugan understands that tackling the equity gap in public education is a daunting task that requires a creative approach utilizing all of the tools available.

Dugan has focused on bringing hope and 21st Century skills to those who need it most. He talked about schools addressing outdated needs, moving from 19th Century models that prepared students for factory and agricultural jobs instead of STEM and entrepreneurship.

“Students that need the most help need the most resources,” said Dugan, superintendent of New Holland-Middletown Elementary District 88, where 99 percent of the students are considered to be low-income according to the 2017 ISBE Report Card. “We need to creatively think of ways to provide those students a more enriching school experience if we expect them to achieve at the same levels as students of prosperity. That is why it is so important to focus on equity, not equality.”





The effort in the New Holland-Middletown district includes such things as:

- Getting iPads in the hands of K-2 students
- Teaching cloud computing and having Chromebooks for students in grades 3–7
- Having Microsoft Surfaces for 8th-grade students

The innovate curriculum and instruction focus in the district includes having the district architect help students design the pre-school addition to the building using CAD software. There also is a nine-week course on coding.

Innovative learning spaces that more resemble labs and classroom settings that help foster collaboration help create an environment of creativity.

“Classrooms need to look less like 19th Century factory models and more like 21st Century start-ups!” Dugan said. “We have tried to place less emphasis on conformity and more on creativity.”

The ultimate goal?

“We want to provide students 21st Century resources and create a learning environment of exploration and risk-taking for teachers and students without penalizing mistakes. In the end, it’s about creating the whole child.”

## 3 5 Simple Ways to Improve Your PARCC Scores

Often administrators, teachers and even students wring their hands over standardized achievement tests. Belinda Hill, superintendent of Giant City CCSD 130 in deep southern Illinois, decided to channel her energy in a more productive way.

“We decided to take the situation and try to turn it into a positive by looking for targeted ways to help students improve in areas of math, reading and writing and, in the process, show growth in our PARCC results,” Hill said. “We came up with a five-point strategy and it already is showing benefits.”

The five items Hill and her teachers have incorporated into the curriculum include:



### 1) **Happy Hands:**

From silent signals to keyboarding, the Giant City district emphasizes a variety of skills for students to use to become more adept at using the computer keyboard and communicating.

“It just makes common sense that mastering the use of a computer keyboard is important if you’re going to be taking an online test. Forgetting about





assessments, being able to use a computer keyboard is a critically important skill in today's world," Hill said. "We tell our students, 'If you can talk in a complete sentence, you can write in one!'"

Students in grades K-8 practice keyboarding at least 10 minutes every day. In fact, it is the first thing they do at the beginning of their Tech period. It even is part of the grade for older

students. The district uses free keyboarding resources from the Typingclub.com and Typing.com and pays \$449 for 100 licenses to Typingquest.com.

Silent hand signals such as thumbs up for "I agree," thumbs down for "I disagree", thumbs sideways for "I need more information," and a hand tent for "speak or answer in a complete sentence" are used in the classroom to make sure every student is being assessed. A teacher-led initiative helped create a second technology lab in the school.

"Three years ago, the teachers asked to create another technology lab so that primary classes could utilize computers together. Each teacher donated two or three computers from their classroom," Hill said.

## 2) Skills and Drills:

Five days a week during the morning lunch count, students go through drills such as a 30-question quiz involving a variety of math skills, including such things as addition, subtraction, reducing fractions and decimal conversion for students in grades 3–8 and, for junior high students, the Pythagorean Theorem.

"The goals are to keep students engaged and to make the most efficient use of available time," Hill said, adding that either the teacher picks one day a week that the paper is graded or the student chooses the best grade of the week to be entered in the grade book.

The options for the Skills and Drills include trade-to-grade worksheets, using free online resources and utilizing PowerPoint presentations that scroll through problems so the students can write down the problem and their answer.

## 3) True Response to Intervention (RtI):

Intervention is a primary focus for administrators and teachers in the Giant City district, which uses a quality Tier 1 curriculum.

"Identifying areas of need and providing assistance one-on-one or in small groups on specific skills needed to improve basic reading and math skills is one of the most important things we can do for our students," Hill said. "Raising scores from the bottom up not only makes sense strategically, but it also addresses our goal of trying to help each student achieve their maximum success. It does require an investment of personnel and time."

Hill said an understanding of research-based practices is a necessity as is quality professional development.

Indicators for RtI placement include benchmark assessments in reading and math, teacher recommendations and prior quarter grades. Documentation binders are turned in monthly for review, and the RtI Committee meets monthly to discuss progress and develop solutions.

## 4) Practice Extended Response:

"We set high expectations for all students and we share responsibility for writing across all subjects," Hill said. "The question we pose is: How does every teacher in the building help a student's reading/ELA scores?"

Students are taught to compare and contrast texts, including trying to determine the author's purpose and whether the texts are fact or opinion. Students also are taught to cite references to support their writing.

## 5) Use Model Math Curriculum:

The district utilizes Model Math Resources from IARSS ([www.iarss.org/foundational-services/math/](http://www.iarss.org/foundational-services/math/)). Those

### Taking Apart

<b>Total</b>	
<b>Part</b>	<b>Part</b>

*Sally and Tim shared 32 chocolates. If they did not eat the same amount, how many could each of them have eaten?*

32 chocolates	
?	?
Sally	Tim



resources, which were created by Illinois educators, include Scope and Sequences and Unit Maps. All of the unit outlines were developed in accordance with the information from the November 2012 PARCC Model Content Frameworks.

The Illinois Learning Standards Book ([www.ilclassroomsinaction.org/standardsbooks.html](http://www.ilclassroomsinaction.org/standardsbooks.html)) is free to download, as are lessons from Engage New York ([www.engageny.org/subject/math](http://www.engageny.org/subject/math)).

## The bottom line?

The overall PARCC scores in the Giant City district rose from 60.3 in 2015 to 63.2 in 2017 compared to a statewide increase from 33.0 to 33.4. And in math, the increase was even more dramatic as students in the Giant City district increased their scores from 49.7 to 57.5!



## 4 Developing Future-Ready Learners

Almost as if to prove his point, Barrington District 220 Superintendent Dr. Brian Harris made a virtual Ignite presentation. Actually, Harris could not attend the conference because of a family wedding, but he sent the video you can preview by clicking on the screen shot on this page.

The presentation covered five skills that Harris said he, his administrators and teachers focus on with their students, including:

1. **Digital Citizenship:** How to navigate devices, be online and utilize the Internet
2. **Critical Thinking:** Developing problem-solving skills
3. **Collaboration:** The ability to work well and play well with others
4. **Positive Attitude:** An attribute that employers want, and something that they cannot coach up
5. **Creativity:** Displaying creativity in the workplace and in the world marketplace

He identified blended learning, social-emotional learning, optimal time for learning (his district has adjusted the start times for school), and digital-age instruction as four goals set by the Barrington Board of Education.

He said that he stresses with staff and students 10 “no talent needed” items, including being present, work ethic, effort, body language, energy, positive attitude, a passion for what you are doing, being coachable, doing the extra thing and being prepared as key attributes.

“What are you doing to live and work in the virtual world?” Harris concluded.

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IASA offers an array of Academies on topics such as Danielson Evaluation Model, Coaching Employees, Communications, Board/Superintendent Relationships, Adaptive Leadership, Strategic Communications, and Essentialism, just to name a few! The following list includes open Academies through June 2018.

The list is growing so check out the PD [Calendar of Events](#) on the IASA website and IASA app for all your needs. If you'd like to schedule an Academy or training session in your area or school district, contact Melissa Arney at 217-753-2213 or [marney@iasaedu.org](mailto:marney@iasaedu.org)

Click on date to register:

**Triple I Conference**

<a href="#">November 17, 2017</a>	Building District Leadership Capacity
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**Gathering Evidence During Observations & Conferencing Using the Danielson Model (AA #1801)**

<a href="#">January 24, 2018</a>	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421
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**Teacher/Administrator Evaluator Retraining Student Growth (AA #3000/3001/3002)**

<a href="#">December 6, 2017</a>	Meadowview School, 291 Lexington Lane, Grayslake, Illinois 60030
<a href="#">June 13, 2018</a>	Lake Bluff Middle School, 121 E. Sheridan Place, Lake Bluff, IL 60044

**Principal Evaluator Competency Skill Building for Pre-Qualified Principal Evaluators (AA #1865)**

<a href="#">November 13, 2017</a>	East Leyden High School, 3400 Rose Street, Franklin Park, IL 60131
<a href="#">November 28, 2017</a>	Mannie Jackson Center, 1210 N. Main Street, Edwardsville, IL 62025
<a href="#">April 18, 2018</a>	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421

**Moving from Vision to Action: Learn How to Become an Essentialist (AA #1820)**

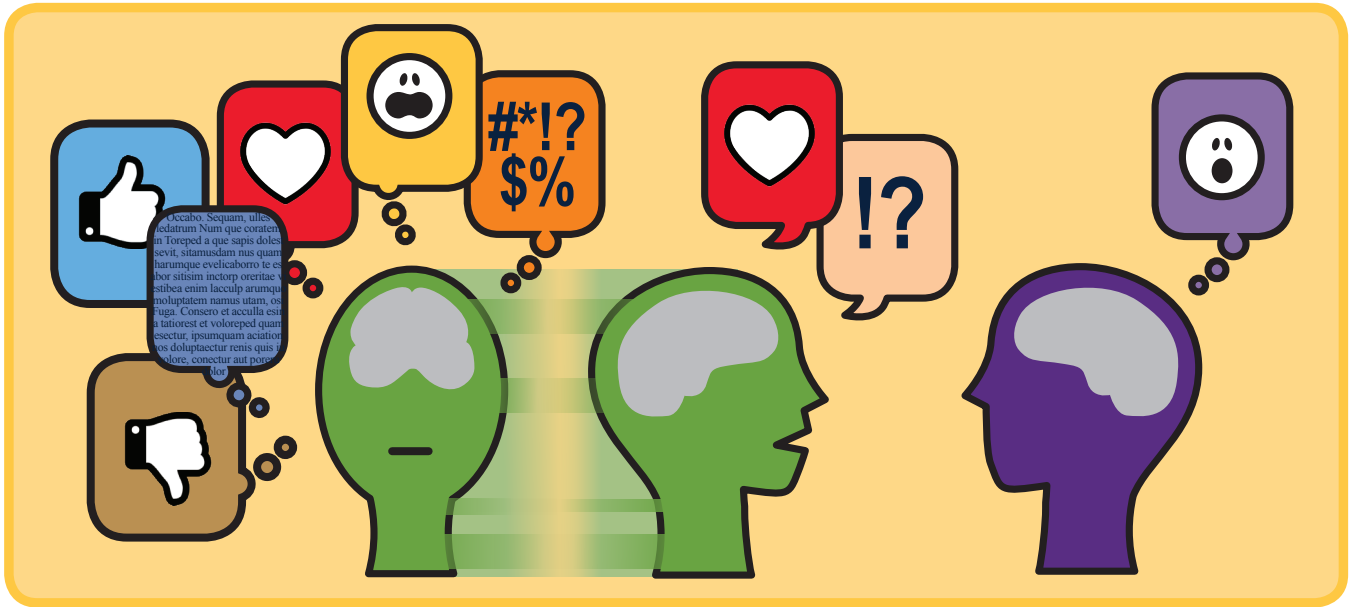
<a href="#">November 30, 2017</a>	Mahomet-Seymour High School, 302 West State Street, Mahomet, IL 61853
<a href="#">December 7, 2017</a>	Oak Lawn—Hometown SD #123, 5345 W. 99th Street, Oak Lawn, IL 60453
<a href="#">January 26, 2018</a>	Eisenhower Cooperative, 5318 135th Street, Crestwood, IL 60445

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# Emotional and Social Intelligence: How ‘Smart’ are You?



## Background and Context

Effective leadership by a superintendent of schools is a function of two major factors: 1) skills to identify and complete tasks represented by district goals; and 2) skills to build positive relationships with those whose efforts are needed to accomplish these goals. The task factor is often referred to as productivity or being “outcome-oriented,” while the relationship factor is seen as being “people-oriented.” These two factors complement each other in the context of a superintendent’s overall effectiveness. However, excessively low performance on either factor may result in an unsatisfactory evaluation from the board of education. Interestingly, superintendents with

adequate performance in achieving district goals (productivity factor) sometimes do not have their contracts renewed because of perceived low performance regarding how they interact with people (relationship factor).

## Emotional and Social Intelligence

Emotional and social intelligence are both aligned with the relationship factor. Emotional intelligence focuses on the crucial set of human capacities *within an individual*. It deals with the ability of a superintendent to manage her/his own emotions and “inner-potential.” Essentially, emotional intelligence deals with how a person manages *oneself* in order to form positive



**Dr. David Bartz,, Professor Emeritus  
Department of Educational Leadership  
Eastern Illinois University**



**Dr. Aaron Mattox, Superintendent  
Benton High School District 103**



**Dr. Crystal Johnson, Superintendent  
Rossville-Alvin CUSD 7**



**Dr. Lindsey Hall, Superintendent  
Mahomet-Seymour CUSD 3**

**“ Interestingly, superintendents with adequate performance in achieving district goals (productivity factor) sometimes do not have their contracts renewed because of perceived low performance regarding how they interact with people (relationship factor). ”**

relationships with others.

Social intelligence goes beyond the “one person” psychology of emotional intelligence. It is a “two-person” psychology focusing

on what transpires when two individuals connect through their interactions. Social intelligence is the synergy of the interactions and “connectedness” of two people, whereas emotional intelligence approaches a situation from only one person’s perspective or mindset. In practice, social intelligence and emotional intelligence complement each other. If properly used, it will result in a positive image for superintendents through the relationship factor and will likely help to achieve district goals—the productivity factor (Goleman & Boyatzis, 2013).

**Emotional Intelligence**

Emotional intelligence is a combination of mental abilities and skills that help superintendents to successfully manage themselves (Walton, 2012; Bradberry & Greaves, 2009). It includes using emotions to think creatively and make decisions (Bass & Bass, 2008). Emotional intelligence also involves being consciously perceptive of self-emotions in a given situation, understanding their meaning, and using this information as input to effectively adjust one’s actions (Robbins & Judge, 2013).

Emotional intelligence stresses: (a) knowing yourself; (b) controlling emotions through self-management; and (c) motivating yourself (Bradberry & Greaves, 2009; Goleman, 2015). Specific explanations for each of these three areas are:

(1) **Knowing yourself** stresses being cognitively aware of your thoughts and how they are likely to play out through your behavior. When experiencing negative thoughts (e.g.,

anger) it is usually best to reflect before reacting unless eminent danger exists. It is important to have “positive self-talks” in order to avoid negative thoughts. Thinking positive thoughts should prompt a positive demeanor. This includes recognizing one’s overall strengths and weaknesses, and viewing oneself in a positive, but realistic, light (Bradberry & Greaves, 2009; Goleman, 1995).

(2) **Controlling emotions through self-management** is dependent upon the superintendent’s acute awareness of his/her emotions for the purpose of remaining flexible and striving for positive behaviors. In some situations, the superintendent’s emotions can prompt an adrenaline rush that instantly results in a behavior which may not be appropriate at that time. “Real results come from putting

your momentary needs on hold to pursue larger, more important goals” (Bradberry & Greaves, 2009, p. 33).

(3) **Motivating yourself** means using emotions to gain focus and energy to work effectively with others and attain

goals. This includes effectively dealing with delayed gratification (rewards) and stifling impulsiveness that can cause undesirable behaviors. It also means getting into a positive “flow” of activities that prompts meaningful relations with others and causes exemplary performance.

**“ The process of emotional agility includes accepting negative emotions, analyzing what factors in a situation prompted them, and being agile enough to switch to positive actions to produce a solution to address the situation. ”**

## Intelligence...cont'd.

Superintendents must recognize, understand, and acknowledge their negative thoughts and emotions, and then develop the “emotional agility” to move past them. The process of emotional agility includes accepting negative emotions, analyzing what factors in a situation prompted them, and being agile enough to switch to positive actions to produce a solution to address the situation. This managing of negative emotions so that the result is a productive solution to a situation is called “workability” (David & Congeton, 2015).

Goleman (1995) observed that individuals have two minds: (1) the rational mind that is logical and (2) the emotional mind that is impulsive and sometimes illogical. Because of the potential for the emotional mind to be illogical, it is imperative that superintendents pause and reflect before letting their emotional mind’s thoughts be expressed either verbally or nonverbally.

If used effectively, emotions are powerful weapons for motivating superintendents and others. Superintendents need to closely observe how their emotions are played out behaviorally, and the positive or negative impact these behaviors have on the people with whom they interact. A superintendent also needs to solicit feedback from those with whom regular interactions take place to determine the impact of behaviors driven by the superintendent’s emotions. Most importantly, a superintendent must have honest soul-searching reflections based on this feedback in comparing the images represented by the feedback to her/his self-perceptions of the behaviors’ impacts. Lastly, superintendents must comprehend the “ripple effect” of their emotions.

## Social Intelligence

Social intelligence is defined as a set of interpersonal competencies that inspire others to support the superintendent’s efforts and tasks to be accomplished (Goleman and Boyatzis, 2013). Superintendents must develop a genuine interest in developing the skills needed for causing positive feelings in those whose support and cooperation are needed to complete important tasks and accomplish goals.

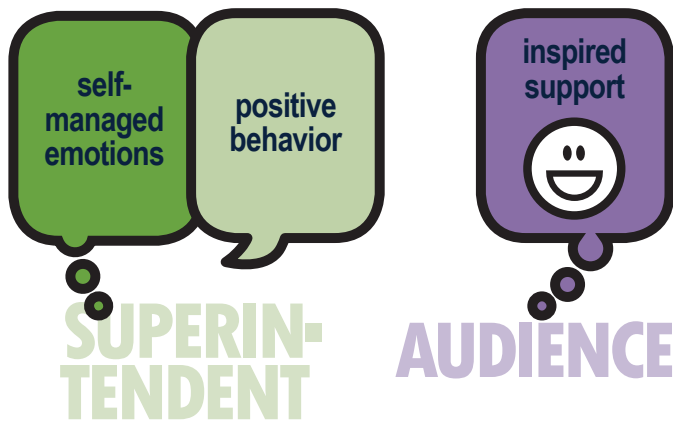
Social intelligence advocates that being attuned to the moods of others affects the superintendent as well as others. In essence, a superintendent exhibiting a very caring mood prompts the person with whom the interaction is taking place to be on the same “brain frequency” as him/her. Once this “interconnectedness” takes place, the other

**Once this “interconnectedness” takes place, the other person is more inclined to behave in a positive manner and want to support and work to achieve the goals identified by the superintendent. Some superintendents have more talent in the area of social intelligence than others. Nevertheless, social intelligence can be learned.**

person is more inclined to behave in a positive manner and want to support and work to achieve the goals identified by the superintendent. Some superintendents have more talent in the area of social intelligence than others. Nevertheless, social intelligence can be learned.

Basic social intelligence skills are: (a) empathy; (b) attunement; (c) organizational awareness; (d) influence; (e) developing others; (f) teamwork; (g) inspiration; (h) situational awareness; (i) presence; (j) authenticity; (k) clarity; and (l) knowledge of social roles, rules, and scripts (Goleman & Boyatzis, 2013; Riggio, 2014).

- **Empathy** means being sensitive to the needs of others, demonstrating an effort to understand their particular situation, building connections between self and others, and identifying what motivates them. It focuses on establishing rapport.
- **Attunement** means listening carefully to determine how others feel and connecting with their moods. This also includes positive communications through non-verbal behaviors.
- **Organizational awareness** means understanding the social networks at work, being cognizant of their apparent intended meaning, as well as unspoken norms, and appreciating the culture and values of the organization and work unit.
- **Influence** is getting support from others by appealing to their interests, thereby persuading them to be engaged in discussions and openly expose their thoughts. This is especially important to develop in the staff members who are most respected by their peers.



- **Developing others** means demonstrating interest and providing meaningful feedback that is helpful to them. This involves the commitment of personal time and energy in compassionate coaching and mentoring.
- **Teamwork** involves providing psychological support for group members and creating a cooperative spirit in which everyone participates for the common good of the team. This includes providing support and demonstrating a personal interest in each team member.
- **Inspiration** is communicating a compelling vision, building pride, establishing a positive emotional tone, and motivating individuals to do their best work.
- **Situational Awareness** means utilizing skills in observing and understanding the context of a situation and the ways it dominates or shapes the behaviors of people.
- **Presence** is the overall impression or “total message” sent to others by one’s behavior. (Presence involves the inferences that others make about your character, competency, and sense of yourself based on your behaviors which they observe.)
- **Authenticity** is the extent to which others perceive you as acting from honest and ethical motives, the extent to which others sense that your behaviors are congruent with your personal values, and that you are “playing it straight.”
- **Clarity** is the skill in expressing your ideas clearly, effectively, and with impact. It includes paraphrasing, semantic flexibility, skillful use of language, skillful use of metaphors, and figures of speech, and explaining things clearly and concisely.
- **Knowledge of social roles, rules, and scripts** means understanding the informal rules or “norms” that govern social interaction in a setting. It is “knowing how to play the game” of social interaction and being viewed as socially sophisticated.

### Concluding Thoughts

Emotional and social intelligence behaviors are critical to superintendents effectively managing themselves and

building positive relationships with key stakeholders and all others with whom they interact. These positive relationships will significantly contribute to others working to accomplish the goals for which the superintendent is responsible and make the district more productive. With meaningful district goals, the result will be improved district effectiveness and enhanced student learning.

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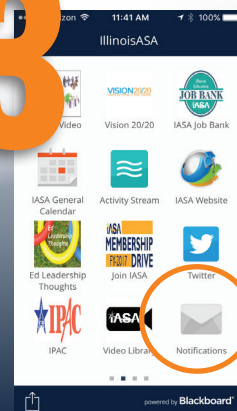
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# Why should I join IPAC?

## What is IPAC?

IPAC is a statewide, non-partisan Political Action Committee (PAC) organized by members of the Illinois Association of School Administrators to benefit school leaders in the pursuit of educational excellence through continued school improvement.

## What is the money used for?

All IPAC membership monies are used for IPAC endeavors, which include, but are not limited to, contributions to the four legislative leaders in the General Assembly and fundraisers for individual legislators who support our educational mission.

## Why should I join?

School administrators need a strong PAC to provide funds to legislators and candidates who will stand up for public education. Our strength comes from providing legislators with timely and accurate information on legislative matters affecting public education. Victories and successes do not happen overnight but after years of laying the foundation for political change, and a strong IPAC helps us get a seat at the table. We must be proactive rather than reactive and one way to do this is membership in IPAC. Membership in IPAC is a long-term investment that helps lay the foundation for continued change in the legislative process.

## IPAC Annual Membership Dues

Our goal is to have every IASA member become a member of IPAC as well. IPAC membership dues are \$100 and 100% of that goes to support the members of the General Assembly who support us.

A copy of our report is filed with the State Board of Elections and is or will be available for purchase from the State Board of Elections, Springfield, Illinois 62704. Membership dues in IPAC are not deductible as charitable or political contributions for federal income tax purposes.

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Click [here](#) to view the IASA interactive Calendar of Events online.



- IASA Event
- Professional Development Event
- Legislative Event
- Region Meeting  
(Contact your Region President for details)

## November 2017

- |  |   |
|--|---|
| Tues. Nov. 7   | Shawnee, Starved Rock<br>GA Veto Session  |
| Wed. Nov. 8  | GA Veto Session<br>IASA-ISBE Advisory Meeting   |
| Thurs. Nov. 9  | Cook South<br>GA Veto Session   |
| Mon. Nov. 13   | <a href="#">Principal Evaluator Competency...</a>   |
| Mon. Nov. 13-14  | <a href="#">(CLOSED) Coaching Teacher Evaluators...</a>   |
| Wed. Nov. 15   | DuPage  |
| Thurs. Nov. 16   | Central IL Valley<br>IASA Board of Directors Meeting  |
| Fri. Nov. 17   | <a href="#">Triple I Conference—Building District Leadership Capacity</a>   |
|  Fri. Nov. 17-19 | <b>Joint Annual Conference in Chicago</b>   |
| Tues. Nov. 28  | <a href="#">Principal Evaluator Competency...</a><br><a href="#">(CLOSED) Gathering Evidence During...</a>                          |
| Wed. Nov. 29   | <a href="#">(CLOSED) Moving From Vision to Action... Become an Essentialist</a>   |
| Thurs. Nov. 30   | <a href="#">Moving From Vision to Reality...Become An Essentialist</a><br><a href="#">(CLOSED) Developing a Communications Plan</a> |

## December 2017

- |               |  |
|---------------|--|
| Fri. Dec. 1   | <a href="#">(CLOSED) Principal Evaluator Competency...</a>   |
| Mon. Dec. 4   | Blackhawk<br><a href="#">(CLOSED) Coaching Teacher Evaluators...</a>                                       |
| Tues. Dec. 5  | Shawnee  |
| Wed. Dec. 6   | <a href="#">Teacher/Administrator Evaluator Retraining—Student Growth</a>                                  |
| Thurs. Dec. 7 | <a href="#">Moving From Vision to Action...Become an Essentialist</a><br>Kishwaukee, Corn Belt, Two Rivers |
| Fri. Dec. 8   | Lake, Southwestern, Kaskaskia  |
| Wed. Dec. 13  | Illini, Wabash Valley  |
| Fri. Dec. 15  | Central IL Valley  |

*Wishing You A Happy & Blessed Holiday Season!*





## 2017–2018 Senate Bill 7 Performance Rankings Tool software available for purchase

All Illinois School Districts are working to comply with the requirements of education reforms. The Illinois Association of School Administrators (IASA) has worked to provide support via the [Senate Bill 7 Performance Rankings File](#). This program gives districts a method of managing district positions aligned to local qualifications, teacher’s credentials, and performance ratings. The program compiles this local data and creates reports needed to comply with Senate Bill 7. The 2017–2018 file has been enhanced with updates in response to user ideas. Recent updates include:

- Four podcasts—overview, transition data, sorting data within the program, and optional merge letter process.
- Method to filter teachers on or off evaluation cycle.
- Tracking of the evaluator name and evaluator’s IEIN.
- Ability to sort lists of data within the program.
- Expanded license endorsements and content specific endorsements.
- Only one notification letter per teacher (rather than one for current and more for other eligible positions).
- New report for creating your own merge letters or exporting data for other purposes.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). The 2017–2018 version of this software builds on the knowledge gained from hundreds of users.

The 2017–2018 IASA Senate Bill 7 Performance Rankings File is ready for you to purchase and download. The access request form can be completed by visiting <http://www.iasasurveys.org>. The cost of using this software has never increased and the annual licensing fee is \$275 for members and \$550 for non-members.

**Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported. Also, the service method for the 2017–2018 software will be via email only.**

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## THE IASA WEBSITE ([www.iasaedu.org](http://www.iasaedu.org))



3

From the President of the United States to a school superintendent in Illinois, situational awareness is the best way to start the day. The IASA website can be the source of a quick intel briefing for educational leaders. The IASA website contains the educational topics and news of the day, including News in Brief, a live Twitter feed, an interactive calendar of events and access to all IASA publications.

## IASA PUBLICATIONS

5

Capitol Watch, Leadership Matters, Ed Leadership Thoughts and other publications are emailed to IASA members and they also can be found on the IASA App and on the website.



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## State Superintendent says teacher shortage needs to be addressed



One of the main focuses of the Illinois State Board of Education in the coming year is going to be accounting for the shortage of teachers. State Superintendent Dr. Tony Smith told the Illinois News Network recently that the state needs to change how they qualify a hireable teacher.

In a call about the state's latest update to their school district data, Smith said that Illinois needs to address the state's shortage of educators in the coming year.

"In the Midwest in particular, there is a significant teacher shortage," he said. "We have to take good care of the teachers we have and really be looking at how we get others in the profession."

Illinois requires not only a four-year degree but also a separate teacher training program and then a number of additional exams to be a teacher. It is also difficult for a teacher to use out-of-state experience to qualify for a position in a local school in Illinois.

The state recently relaxed its requirements on becoming a teacher or allowing out-of-state teachers to teach here.

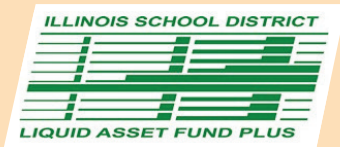
## Moon Scholarship application deadline is January 2, 2018

The application deadline for the James V. and Dorothy B. Moon Scholarship is Monday, January 2, 2018. Practicing school administrators in Illinois qualify if they are college graduates pursuing an advance degree in educational administration at an accredited college or university. Several scholarships of \$2,500 minimum are awarded each year and are paid directly to the college or university to cover tuition, fees and/or textbook expenses.

The scholarship was established in 1993 in memory of Dr. James V. Moon, a former superintendent in the Morton High School District. The purpose of the scholarship program is to improve the education and qualifications of school administrators. Since its inception, 104 scholarships totaling more than \$232,000 have been awarded.



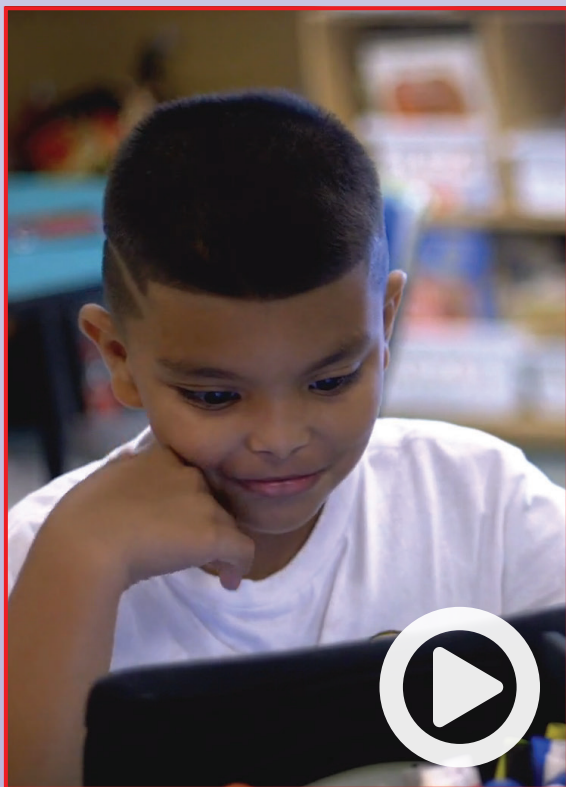
To obtain more information about the application and awards process, please click [here](#) or contact Cherry Middleton at 217-753-2213 or at [cmiddleton@iasaedu.org](mailto:cmiddleton@iasaedu.org).



## ISDLAF+ Monthly Update

Click here to view the most current ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Donald E. Weber, Senior Vice President, Corporate Relations/ISDLAF+ at 630.657.6435. To check daily rates, visit the ISDLAF+ website at [www.isdlafplus.com](http://www.isdlafplus.com).

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