

Leadership Matters

May 2017



Little Vikings, Big Results

Creating Revenue
Through A Day Care
Program

Perseverance
Defines Great
School
Leaders

**From Rigor
to Reality:
Regulations'
Impact on
Education
Candidates**

Plus
2017
Superintendents
of Distinction
Honored



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IASA Calendar of Events



2648 Beechler Court
Springfield, IL 62703-7305
217.753.2213

800 Woodfield Road, Ste. F109
Schaumburg, IL 60173-4717
847.466.5075

1200 West Main Street
Marion, IL 62959-1138
618.364.0501



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Go to  or 
and search for IllinoisASA.

Leadership Matters

May 2017

Volume 5, Issue 5

17000-05

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Message From the Executive Director

Perseverance in tough times defines great school leaders

Dr. Brent Clark

As we turn the corner of May 1 and head towards the General Assembly homestretch, I want to quickly reflect on the recent recognition of some of our state's highest performing superintendents that were honored by the Illinois State Board of Education at the "Superintendents of Distinction" ceremony held April 24. In the midst of the mess of Illinois government, these school leaders and hundreds of others across our state continue to protect and shield the kids from the carnage.

In fact, it's almost unexplainable how schools are achieving so much while so many districts are scratching to survive financially. The answer lies in the personal ability and commitment to power through the distress and distractions to ensure we are giving everything we possibly can to every child.

Hats off to so many doing the great work of educating kids while having to literally beg state government to do its job. It's a struggle and we're all in it together.

So, as we turn to May and the final month of the General Assembly calendar (under normal conditions, which haven't been normal and likely won't be normal for who knows how long), we will see kids being recognized for stellar work, kids receiving scholarships for their effort and future potential, kids graduating and starting new opportunities, and kids planning for a great summer.

As school administrators, we will be focused on the long work list of summer repairs and improvements on our campuses as well as getting new faculty and staff orientated to the schools—all the while wondering in the back of our minds whether we will have enough funding from the state budget to start and finish the 2017-18

school year. Even those districts that don't have to worry about lack of funding for the new school year still have to stare down aggressive individuals that enjoy nothing more than tormenting the local school district, apparently just for something to amuse themselves.

It's an undeniable struggle that can be paralyzing for so many individuals. Yet we persevere. That perseverance is the ability to power through near impossible situations because you have something you're determined to achieve. In many cases, it's making sure every kid gets a good crack at an education.

We want every administrator—whether you're in a poor or wealthy district or somewhere in between—to know that, just like you, we at the IASA are fighting for you and your kids every day. We believe in public education and strongly back those persons who have answered the call to be school leaders in the toughest of times.

Hats back on... time to go back to work.

Brent Clark





When environmental compliance is only the starting point...

Environmental Consultants, LLC provides coaching to school districts on environmental issues where leadership matters. Our professional services bring knowledge, vision, and understanding along with the highest levels of integrity and ethics. For school districts committed to providing a safe learning environment, better buildings, and a proactive culture of risk management, please contact our firm, or the many school districts we have the pleasure to work for, to discuss what we can do to help your district succeed.

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Since 2003, we have provided lead in drinking water sampling at 229 school buildings throughout the region. Although the State of Illinois law is in its infancy, the basic principles and protocols set forth by the law are not. Because of our years of experience in this field, we are well suited to help school districts address public relations and media concerns. Our preventative maintenance program, customized for each school district, has allowed many districts to take a leadership role in managing their buildings for the benefit of students and staff.

Asbestos

While asbestos has been mandated since the 1980s, many school districts still have difficulty maintaining compliance or even understanding what asbestos management entails. Our staff is fully capable of bringing your district “up to speed” on compliance issues and advising districts on how to avoid the traditional pitfalls associated with renovation projects. Since 2003, our firm has managed approximately \$150,000,000 of asbestos abatement projects with an excellent reputation for delivering projects on time and without change orders.

Indoor Air Quality

Although currently not mandated by law, many school districts understand the far reaching benefits of a “healthy” indoor building environment. For school districts interested in a truly proactive leadership role, our customized indoor air quality program helps them reduce and manage risk to an acceptable level. Our programs incorporate the guidance documents and programs already recommended by the USEPA for school districts. This program provides school districts an excellent tool to communicate goodwill with parents, teachers unions and building staff while promoting transparency. It has been our experience that preventative IAQ programs are substantially more cost effective for districts than the traditional “break-fix” approach.

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Fax: 618.343.3597



EC has been a proud corporate partner of the IASA since 2007.



Rally planned at State Capitol to urge school funding reform & funded K-12 budget

A broad coalition of education organizations will hold a school funding rally May 17 at the State Capitol in Springfield. Various speakers will lead the push for a new school funding formula as well as a funded state budget for K-12 public schools.

“While rallies don’t normally pass bills, they do serve to raise awareness across a broader audience and apply pressure to both the legislative and executive branches to focus on their most important

task,” said IASA Executive Director Dr. Brent Clark. **“We’re hoping for a major crowd of people, including kids, parents and school personnel to send a strong message.”**

The rally will begin at 1 p.m. on Wednesday, May 17 at the foot of the Lincoln Statue at the Capitol (301 South Second Street in Springfield). For more information, please contact Angelica Chavez of Advance Illinois at 773-603-6289 or by email at achavez@advanceillinois.org.

1 pm
Wednesday,
May 17

301 South Second St.
Springfield, IL
Foot of Lincoln Statue

Join
US!

Grow Your Career With IASA Academy Opportunities

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 October 2017.

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 Dr. Richard J. Voltz, IASA Associate Director of Professional Development, at 217/753-2213 or rvoltz@iasaedu.org.



Moving from Vision to Action: Learn How to Become An Essentialist

(AAC #1820)

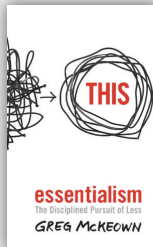
June 2, 2017

Wilco Area Career Center (Multi-Purpose Room)

500 Wilco Blvd

Romeoville, Illinois 60446

<http://www.cvent.com/d/x5qmpm>



Gathering Evidence During Observations & Conferencing Using the Danielson Model

(AAC #1801)

August 1, 2017

Benton CCSD #47- Event Center

1000 Forest St.

Benton, Illinois 62812

<http://www.cvent.com/d/h5q252>

August 9, 2017

Fieldcrest High School

One Dornbush Dr.

Minonk, IL 61760

<http://www.cvent.com/d/v5q8vc>

September 15, 2017

Wilco Area Career Center (Multi-Purpose Room)

500 Wilco Blvd

Romeoville, IL 60446

<http://www.cvent.com/d/d5qmpz>

Communicating and Lobbying With Legislators: How to Make Your Views Known and Affect Change

(AAC #781)

Presented by: IASA and IASBO

May 9, 2017

Illinois State Capitol

Stratton Building, Room 413

401 S. Spring St.

Springfield, IL 60706

[Click here to register.](#)

Principal/Teacher Evaluator Retraining, Student Growth

(AAC #1779)

July 31, 2017

Oak Grove #68

1700 South O'Plaine Road

Green Oaks, Illinois 60048

<http://www.cvent.com/d/bvqyy9>

August 2, 2017

Benton CCSD #47- Event Center

1000 Forest St.

Benton, Illinois 62812

<http://www.cvent.com/d/v5q25d>

October 3, 2017

Wilco Area Career Center (Multi-Purpose Room)

500 Wilco Blvd.

Romeoville, Illinois 60048

<http://www.cvent.com/d/z5qmpm>

17057



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Latchkey programs can benefit kids, parents and school districts

By Dr. William H. Phillips
IASA Field Services Director



“Where am I going to send my child when I have a need to work?” This is a pressing question for parents with school-age children. The answer to the question that society seems to have come up with is to look at the schools. The answer many schools, other organizations and businesses have come up with is latchkey programs. There are various ways that a latchkey program works and how it’s run, but the key component is that the child is allowed to spend extra time, usually at school, with supervision.

Studies have shown that a large number of students spend time alone and this can lead to social or academic problems. The goal of the children being supervised by trained adults in the before- and after-school programs is to give these children supervision in a safe and positive environment.

Besides schools, other organizations manage latchkey programs. The YMCA has historically run a great number of latchkey programs in Illinois schools. They totally manage the program and use the schools as a host location without any cost or obligation to the school district. One type of assistance that schools can receive for latchkey programs is the 21st Century Community Learning Centers Program. This grant is open to all schools, but aimed at schools in areas of higher poverty and lower academic success. This program is funded by the U.S. Department of Education and awards grants based on priority, which is determined by each state. In Illinois, 50 school districts were awarded grants for this program.

Even with these other resources, many school districts have opted to manage their own latchkey program. In this type of program for your district, a number of concerns arise including, but not limited to:

- Whether you will run a before- and after-school program or just after school
- Which grades/building will offer this service (usually does not include junior or senior high students)
- Who will manage the program (whether the director will be a school or non-school employee)



- Who will be employed for the program (school or non-school employees?). Districts need to be careful to exempt this program from the collective bargaining process if utilizing school personnel
- When the program will be offered (school holidays? vacations? summers?)
- How to handle the issue of certain parents who want this service but are unable to pay for it as it is a voluntary program with fees attached

All of these issues must be carefully scrutinized by each school district. There is no template for these issues; they need to be tailored to individual district needs.

Revenue from this program can be utilized as the district determines and can provide additional revenue while providing an important service for the school children and their parents. Latchkey programs are beneficial to all children, parents and the school district. The benefits are undeniable and can help create a stronger community, promote the welfare of students—and help provide additional revenue in these difficult economic times. These are basic goals for any public school district and these programs help districts achieve these goals.



Carpet time rhymes at Little Vikings School

Little Vikings, Big Results: Creating revenue through a day care program

**By Dr. David Mouser, Superintendent
and Sara Burnett, Elementary School Principal
Tri-Valley CUSD #3**

An idea is born. . .

As district leaders, we are always looking to improve our schools. We analyze data, juggle the latest mandates, and carefully consider staffing, all while being handcuffed by funding shortfalls. We often find ourselves reacting to situations and circumstances rather than stopping to dream about what could be. Three years ago, we stopped what we were doing to dream and to brainstorm an idea. We recognized the need to innovate our way out of the financial circumstances so many Illinois school districts were faced with. From this conversation, ideas emerged that ultimately would provide increased stability for our district while delivering solutions to community needs.

Like many districts, we were in the middle of staff reductions, and programs were next. We needed to cut expenses,

increase revenue, or both. At the same time, we began noticing several parents reaching out to the district or through social media asking for recommendations for local day care options. It was at that point that we decided to explore the idea of starting our own tuition-based full day care program. The Little Viking School program emerged. As we write this today, we are thrilled with the results. We are providing a much needed resource to our community, increasing community support for our schools, providing early education opportunities to students, and have created a new and substantial revenue stream. This article will outline the steps it took to allow our Little Vikings to deliver Big Results.

The plan takes shape...

Developing a program required time and research. At the time, we were already offering after-school care and a Pre-K program. After visiting other schools with full day care programs, we surveyed our elementary parents to determine if there was truly a need or interest in developing

continued next page...



Future engineer at work



Interactive learning through music

Vikings...cont'd.

a local daycare solution. With an overwhelming amount of support and interest shown in creating such programs, we began developing a handbook, creating advertising banners, brochures, and posters. It was equally important to us that the new programs mimic the goals and complement our current Pre-K and Early Childhood Education (ECE) programming. We also needed to assess space and resources. Finally, we presented our ideas to our school attorney who indicated our ability to continue moving forward. Through this process, we made the decision to offer multiple parent choices that included before school care, three-day, and five-day options. Each of these options allowed for full or half day attendance as desired by parents and assuming availability.

Creating board and staff support

Once we had determined the logistics of developing the new programming, we shared the proposal with our school board during a meeting in the late fall of 2014. The principal shared parent survey results, pricing, the handbook, classroom needs, advertising, projected cost of implementation, and next steps. With full support from the school board, it was

“ We often find ourselves reacting to situations and circumstances rather than stopping to dream about what could be. Three years ago, we stopped what we were doing to dream and to brainstorm an idea. ”

time to discuss our ideas with our education association. We all know that communication is paramount when looking at any new program or idea. We were intentional about being transparent through the entire process. We met with union leadership to discuss our commitment to current programming and staff. We also explained that if we developed a new program, being able to carefully control expenses was a necessity. It was our desire to create a revenue stream and community opportunity, and that their support was essential.

It was mutually agreed upon that this program could exist outside of our collective bargaining agreement, as it would help improve our financial stability as a district. Our attorney quickly drafted a memorandum of understanding. All parties signed off on the mutual agreement and the program was ready to begin. Our initial step involved hiring a “lead teacher” and assistants for the program. We involved our staff in the interview process to ensure appropriate support of our hires. Once the teacher was hired, the principal began advertising the new programs offered and shared the handbooks for all programs to our parents. The handbooks outlined times, dates, payment schedule, curriculum and the cost of the program. These



Learning about goods and services

resources can be viewed at <http://littlevikingschool.weebly.com/>.

What does it look like now?

Currently, we have a total of 73 students participating in the Little Viking School program. We have generated more than half a million dollars in new district revenue since the inception of the program. We offer a variety of programs to best serve our families and children. We are now able to begin the educational journey at a younger age, especially with those families who, out of necessity, would have looked at other day care options. As a district, we believe we have created a unique and highly successful program. We are able to meet the needs of our youngest students and their families while providing a unique and significant revenue source. The children who are enrolled are receiving high quality early childhood instruction that will help prepare them for academic and social success.

Because of the success of the Little Viking care programming, the district decided to offer full day summer day care for our 3-year-olds through our 3rd graders and offer summer thematic mini camps, weeklong programs for two hours per day. Last year, we were able to offer themes such as Olympics, Space Camp, Farm Unit, and Things that

“ We are providing a much needed resource to our community, increasing community support for our schools, providing early education opportunities to students, and have created a new and substantial revenue stream. ”

Go, just to name a few. These camps have been a success and have provided an amazing opportunity for our students to stay connected to school through the summer months. They have also allowed our teachers to earn extra money during the summer by sharing their expertise and passions with our students.

Paying it forward . . .

As stated at the beginning of this article, we all desire to improve our schools and programs. Our days are busy, often stressful, and are filled with new challenges and opportunities. One of the most important responsibilities we have

as professionals is to share our successes and failures with one another. Sharing what has worked—and what has not—helps each of us to improve the experiences we are providing for the children and families we serve. Though programs like the one shared are not unique to our district, the ideas incorporated deserve to be shared. It is our hope that our model may help you to dream about what could be in your district. If our work can be of assistance to you, please do not hesitate to reach out with questions. For us, Little Vikings have created Big Results!

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New IASA partnership seeks to bring clarity to complex process of college/career choices

By Michael Chamness
IASA Director of Communications

The Illinois Association of School Administrators (IASA) is entering into a partnership with MajorClarity, a new company that has developed a system allowing students to “test drive” careers and majors and utilizing algorithms to help students discover more about how their interests and abilities mesh before making final decisions embarking on college or career paths.

It’s a new type of college-and-career readiness tool that IASA Executive Director Dr. Brent Clark says “embodies tremendous potential.”

“This approach harnesses intellectual capacity to benefit students, parents and schools,” Clark said. “This can serve as an additional tool that can be a wonderful guide for kids and their parents to be able to bring clarity to what lies beyond the high school doors. It has the potential to save hundreds of thousands of dollars by avoiding having students pursuing a college major or a career that likely would not be a good match for their interests and capabilities.”

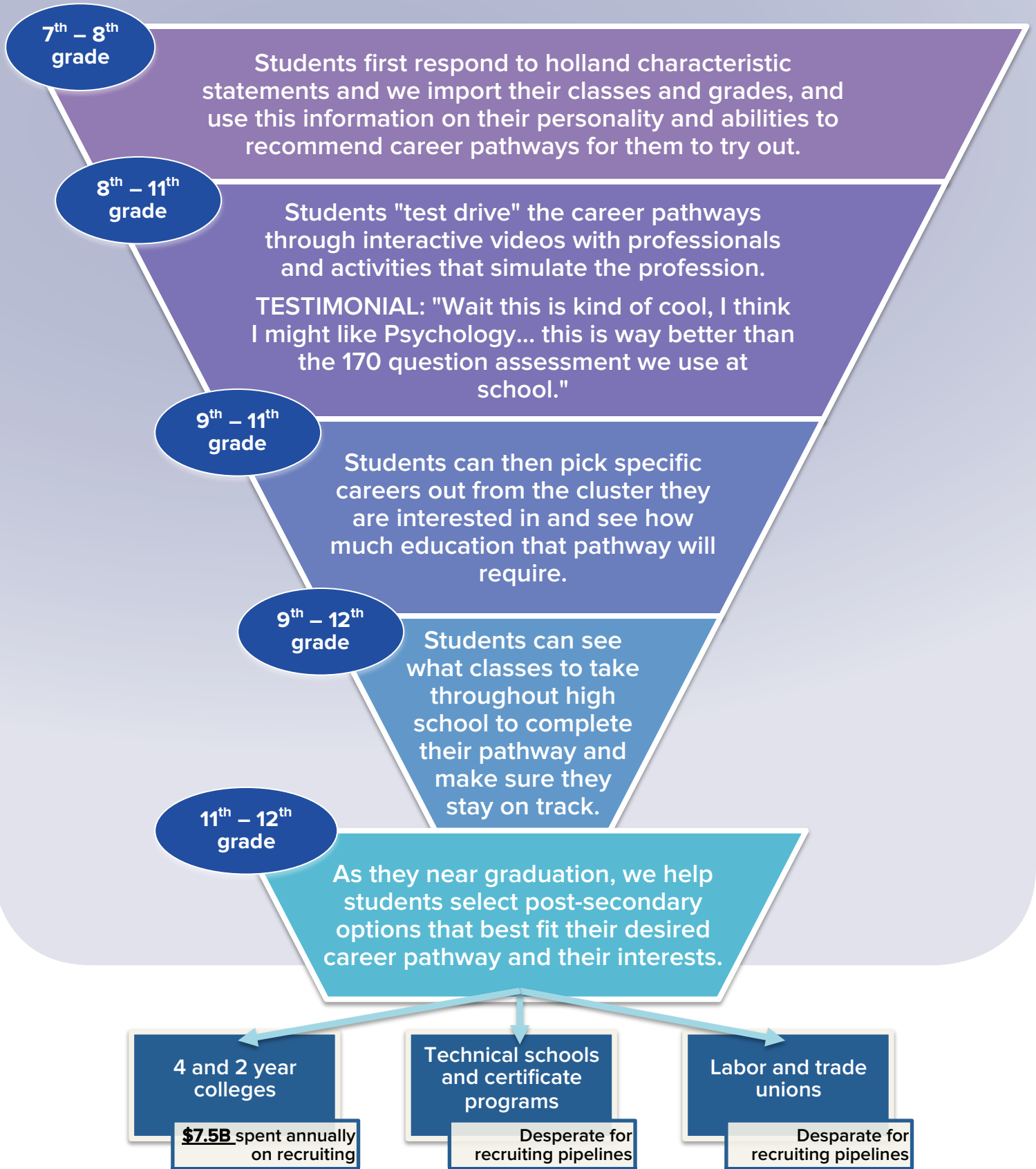
Atticus Francken, one of the co-founders of MajorClarity, said that the technology platform was developed to offer students “unparalleled exposure to careers through our video responses to real student questions and one-of-a-kind career simulation activities.”

The plan starts students in the program when they are in junior high and follows them all the way through high school to help identify post-secondary options ranging from the selection of colleges to technical schools or labor/trade careers.

“We match students with colleges based on their academics and the careers they have actually explored and we connect them with colleges that are interested in recruiting them,” Francken explained. “We do the same for students interested in technical schools, apprenticeship programs, and internship opportunities.”

The program also assists school counselors by tracking students’ strengths, interests and college/career pursuits and organizing that information in an easy to use dashboard. It automates the creation of academic and career plans for students and simplifies sending them to parents for approvals/signatures, something schools are legally obligated to do in many states. The system provides state-of-the-art privacy and security at every step of the process.

The platform also creates customizable plans of study for high school students to follow and allows schools to seamlessly track students’ progress, flagging students at risk of falling behind. MajorClarity successfully piloted the program in New York City schools during the 2015-16 school year. A statement from the NYC Department of Education said: “MajorClarity brought the most tangible value to our students’ futures. It’s a wonderful addition to our school curriculum.”



Superintendents of Distinction 2017 Awards Luncheon

sponsored by
 **Horace Mann**
Founded by Educators for Educators

Superintendents of Distinction are selected by their peers based on professionalism, communication, community involvement and leadership for learning. Winners were honored April 24 at a luncheon in Springfield along with honorees from the Illinois Principals Association. State Superintendent Dr. Tony Smith was the keynote speaker as the Illinois State Board of Education (ISBE) helped to coordinate the event.



21 Honored for their accomplishments toward better schools:



Dr. Jason D. Henry
Sesser-Valier CUSD 196
Egyptian

- Introducing a co-teaching program pairing a special education teacher with a regular education teacher in junior high and high school classrooms for English, language arts and math. That plan helped reduce the percentage of students identified as needing Individualized Educations Plans (IEPs) by a third, from 21 percent to 14 percent.
- Partnering with Monsanto to introduce new STEM technology such as 3D modeling and z-Space workstations for students.
- Implementing a new, privately-funded, four-year LIFE 101 curriculum that focuses on life skills such as personal financial management and budgeting.
- Implementing the “Shaping, Planning, Leading” project to develop a comprehensive strategic plan for the school district.
- Helping the Sesser-Valier Elementary School achieve designation as a federal Blue Ribbon school.



Dr. John Asplund
Farmington Central
District 265
CIV

- Erecting the nation’s largest solar array for a public K-12 institution
- Becoming the only district in Illinois to earn a Platinum rating from the Southern Illinois Purchasing Cooperative for a green cleaning initiative
- Transforming the district’s libraries into research centers that have become hubs of student activity and inquiry based learning



Timothy Buss
Wabash CUSD 348
Wabash Valley

- Having Mount Carmel High School rank among the state’s top five schools in PARCC test scores for Math and in the top 15 in English/Language Arts.
- Implementing Project Lead The Way (PLTW) curriculum.
- Implementing the State Farm “Celebrate My Drive” program that raised \$250,000.
- Winning the Safe Schools Healthy Students grant of \$2.8 million.
- Working with community members to campaign and successfully pass a 1% County Wide Facility Sales Tax.



Dr. Darryl Taylor
Lincoln Elementary
School District 156
Cook South

- Attaining the state’s highest financial recognition every year despite being a tax-capped district that receives less than 25 percent of its revenue from property taxes. Taylor and the Board of Education have won grants to address needs in technology, infrastructure and Qualified School Construction Bonds to cover HVAC needs.
- Lincoln students have shown academic improvement, including on the 2016 PARRC assessments. Taylor credited the Board, his administrative team and staff for addressing the needs of a diverse student population, and the students for setting short- and long-term goals for learning.



Dr. Scott Goselin
Bradley District 61
Three Rivers

- Maintaining high standards in curriculum, instruction and student learning.
- Providing a safe learning environment for students and staff.
- Maintaining a fiscally responsible budget despite challenging times and state cuts.
- Implementing a staff culture of respect, collaboration, trust and shared responsibility.
- Maintaining positive union relations for the past 12 years.
- Building a positive relationship with community members.

continued next page...



Dr. Michael L. Kuzniewski
J. S. Morton
District 201
Cook West

- Being named a Model Professional Learning Community district in 2017.
- Being honored as the 2016 College Board District of the Year in 2016 for having an increased number of students taking Advanced Placement (AP) exams, while also seeing an increased number of successful test scores. During Kuzniewski's tenure, the number of students taking AP classes has increased from 200 to more than 3,600.
- Managing to keep a small opportunity gap between low-income students and their peers as well as among ethnic groups. The opportunity gap is at minus-4 compared to the statewide average of minus-29. Similarly, the gap between white and Latino students in the district that is 89 percent Latino stands at minus-8 compared to the statewide average of minus-20.
- Maintaining a balanced budget the past eight years.



Cliff McClure
Paxton-Buckley-Loda
CUSD 10
Corn Belt

- Providing accelerated pathways to post-secondary opportunities for students by partnering with Education for Employment, high schools in the region and Parkland College through the Early College and Career Academy, a new program for high school juniors and seniors to earn credits toward a high school diploma and college through six different Parkland College degree programs.
- Working with the communities within the PBL District to pass a referendum to begin construction of a new elementary school addition and to renovate current facilities.
- Implementing innovative strategies such as co-teaching, elementary content specialization, and a push-in intervention model to address changes in curriculum and instruction.
- Achieving Bronze Medal High School status in 2015 as selected by U.S. News and World Report. PBL has the distinction of having produced four FFA state presidents, nine Illinois Council of Teachers of Math state champions and three National Merit Scholars.

- Fully implementing a Professional Learning Community
- Creating a culture of peer-to-peer respect and friendship
- Creating inclusive programming opportunities to support students with Individual Education Plans (IEPs)
- Increasing community partnerships, including with Northwestern Medicine, the Ronald McDonald House, local agencies and other school districts
- Maintaining healthy fund balances
- Adopting a standardized crisis plan and holding ongoing safety training with community partners as well as updating security equipment and measures
- Updating facilities, integrating technology and implementing the Science, Technology, Engineering, Art and Math (STEAM)



Dr. Gwynne Kell
Winfield District 34
Du Page

- Implementation of the Weekend Food Program as well as the Community Eligibility Program and the Community Work Day.
- Development and implementation of updated evaluation tools for teachers, principals and non-certified staff positions.
- Development of a strategic plan for the district.
- Helping to pass the 1-cent School Facilities Sales Tax in Greene County and the subsequent facility improvements that have included windows, new restrooms, HVAC, flooring, guttering and athletic facilities.



Dr. Kerry L. Cox
Carrollton CUSD 1
Two Rivers

- Implementing shared services between the two districts, saving money for taxpayers in the districts.
- Enhancing technology and instructional delivery, including a 1:1 program for the high school students and incorporating digital learning and integrated technology for the middle school and elementary school students



Dr. Dan Oest
Richmond-Burton CHSD
157/Nippersink SD 2
Kishwaukee



Julie A. Schmidt
Kildeer Countryside
District 96
Lake



- Improving student outcomes each year for nine consecutive years.
- Winning four Blue Ribbon Awards from the U.S. Department of Education.
- Fully implementing a 1:1 iPad program for grades 1-8.
- Completing an \$8 million Early Learning Center construction project, making it possible to open both a blended early childhood and full-day kindergarten program.
- Creating a local special education collaborative, helping 70 students with significant special needs attend neighborhood schools.
- Fully implementing Common Core (K-8), Next Generation Science Standards (NGSS) and Creativity, Challenge, Community (C3) standards with aligned formative assessments.
- Being recognized by Apple as a Distinguished Program for innovation, leadership and educational excellence.
- Having Woodlawn Middle School named Illinois and National Junior School of the Year (2015-16), as well as the Outstanding Energy Engineering Design Project.



Dr. James (Jim) E. Carlson
Seneca High
School District 160
Starved Rock

- Developing a new mission, vision and set of core values along with a curriculum model and instructional model to guide educational improvements.
- Rolling out a 1:1 initiative, including the use of Blackboard technology.
- Expanding summer school offerings, including a Summer Bridge Program.
- Developing an advanced pathway for students, including dual credit opportunities in U.S. History, Psychology, Speech, College Algebra, Trigonometry, Calculus, PE, Music, Computer-Aided Design and Welding as well as Advanced Placement and Honors courses in Honors English 1 and 2, Honors Chemistry 1 and 2, and AP Language.
- Expanding co-curricular opportunities, including Art Club, Dance Team, GSA Club, the Conservation in Action science club, and a soccer co-op with Newark.
- Implementing the Student Success Period with academic centers to assist student achievement.
- Initiating a freshman orientation program.

- Opening the Urbana Early Childhood School in 2013 and having the school earn the Educational Environments Award from the Illinois Association of School Boards in 2015.
- Implementing a state and nationally recognized two-way immersion Spanish Dual Language program.
- Having Urbana High School named a School of Opportunity by the National Education Policy Center in 2016.
- Being recognized by the Illinois Lieutenant Governor's Office for Local Government Shared Services Best Practices in 2017 for partnership with the Urbana Park District in the operation of the Urbana Indoor Aquatic Center.
- Being named an Illinois State Board of Education (ISBE) Spotlight District in 2013 for the afterschool SPLASH (Students Playing and Learning after School Hours) program.
- Having a graduation rate of 89 percent, which is above the state average, and reducing the graduation rate gap between white and black students.
- Implementing a restorative practices program at the middle school and the high school, resulting in a decrease in the number of suspensions and the number of days students are suspended.
- Implementing technology infrastructure upgrades and Chromebook/tablet purchases for all elementary students. Plans are for similar upgrades for middle school and high school students to be completed by 2019.



Dr. Donald D. Owen
Urbana District 116
Illini

- Overseeing several major brick-and-mortar infrastructure improvements to facilities in the district.
- Implementing a Danielson-based teacher evaluation system.
- Implementing a 1:1 computer program for students and staff and increasing bandwidth.
- Implementing a modern electronic communications system and organizational system for the Board of Education.



K. Scot Reynolds
Spoon River Valley
CUSD 4
Western



Leslie Varble
Century District 100
Shawnee

- Increasing dual credit course offerings with Shawnee Community College, with nearly half of the 2016 graduating class having 30 or more college credit hours.
- Initiating a One-to-One program for all freshmen and sophomores to increase interpersonal interactions.
- Creating an iSTEM/Project Based Learning class for junior high and high school students.
- Increasing curriculum offerings.
- Developing four portable technology labs that include 65 Galaxy Tablets and e-books for grades 6-12 classrooms and equipping all classrooms with Promethean Boards.



Dr. Thomas D. Mahoney
Oregon District 220
Northwest

- Implementing a pre-school curriculum built around the “7 Habits of Highly Successful People” and family engagement.
- Implementing “Cluster Grouping,” an elementary program that allows students to benefit from their peers while providing enrichment/acceleration for the highest achieving students.
- Utilizing “Student-Led Classrooms,” an elementary school program in which teachers provide a framework for students to lead their learning and create a student-centered classroom culture.
- Implementing the “Hawks Take Flight” program to ensure that students who are transitioning to the junior high or the high school have the supports necessary to be successful. The program focuses on building high quality adult relationships and building connections for students to their school outside of their daily class schedule.
- Implementing the “Open Program,” which is designed to make students fully responsible for their own learning. Sophomores learn to be independent learners and students self-assess their readiness around math, English and social studies standards and work toward proficiency in all standards. The program includes a community wide project, working with professionals in students’ fields of interest, mentoring and an entrepreneurial curriculum.
- Implementing the “Club 9,” a volunteer program meant to broaden students’ experiences by exposing them to events and trips outside of Ogle County. Students who participate are responsible for paying the experiences forward by recruiting other students and working to provide financial support for those students who come after them.



Dr. Gina Segobiano
Columbia USD 4
Southwestern

- Resurrecting the Ag Science program, FFA and Ag Science Alumni Association after 20 years of not having the program.
- Reviving the Columbia School District Foundation after it had been dormant for 10 years.
- Spearheading a community capital program for a multi-purpose field, and using a balanced fund approach involving local funds, in-kind/cash donations and grants to improve district facilities, including sensory rooms in three schools.
- Serving as the district leader in the successful attempt to pass the 1-cent School Facilities Sales Tax in Monroe County.



Rich Well
Vandalia CUSD 203
Kaskaskia

- Instituting the 1:1 computer program for students in grades 6–12
- The continued evolution of Okaw Vocational to prepare students for the work force
- Growing the dual credit program with Kaskaskia Community College and Lakeland Community College
- Upgrading technology and HVAC in all district buildings
- Investing in district staff’s professional development for math and literacy



Thanks & **Congr**
TO OUR DISTINGUISHED S



Dr. David R. Schuler
 Township High School
 District 214
 Cook North

- Helping keep all six high schools in the district among the best in the state despite poverty numbers that have tripled, from 10 percent to 30 percent, in the past 10 years.
- Helping establish the Northwest Educational Council for Student Success, a partnership of districts and the community college to infuse innovation in the classroom, and Harper Promise, a multi-district partnership with Harper College to provide full-tuition scholarships to students who meet specific criteria during their high school career.
- Creating the Power of 15 program that stresses the importance of entering college with at least 15 credits through dual-credit courses. District 214 students have earned more than 27,000 early college credits.
- Guiding staff to create a comprehensive Career Pathways program that offers personalized learning experiences through early college credit, internships and career credentials.
- Identifying and supporting future teachers through the Educator Prep program, a teacher preparatory program that provides resources, dual-credit, mentoring and job placement through partnerships.
- Engaging industry and community partners in an internship program that has been recognized by the White House and annually offers more than 3,000 internship experiences.
- Helping to write, champion and pass legislation requiring every Illinois public college and university to accept Advanced Placement (AP) scores of 3 or higher to eliminate disparity and ensure better access to early college credit. Also, expanding AP class access, resulting in the number of AP exams taken by students in District 214 having tripled in the past 12 years, with 75 percent of the students receiving a 3 or higher.
- Encouraging students to complete career certifications, with more than 600 earning certifications in areas like healthcare, manufacturing and computer programming since 2008.
- Creating a district-wide Education Foundation to provide assistance for things such as AP tests for students who cannot afford them and college visits for first-generation students and their parents.
- Introducing a 1:1 iPad initiative, resulting in transformational learning.



Kyle R. Ganson
 Colona District 190
 Blackhawk

- Upgrading technology, going from worksheets and chalk to Chrome books and web-based content that is available to students and staff
- Introducing Chess Clubs, Astronomy Clubs, Scholastic Bowl competition, 21st Century Programs, music programs and increased athletic activities
- Expanding the use of individual and small group instructional interactions

- Increasing the number of students with Individual Education Plans (IEPs) who are in general education classrooms as part of the state board's Least Restrictive Environment data cohort study.
- Partnering with the Mental Health Center of Illinois through the MOSAIC project to support K-5 students' social and emotional needs.
- Utilizing a team approach to collaboratively develop and implement a new teacher evaluation tool.
- Providing teachers monthly professional development opportunities and developing a two-year mentoring program for all new teachers.
- Improving curriculum resources and instructional technology.
- Upgrading the elementary facility (roof, HVAC, lighting, ceiling, tuck-pointing and bathroom renovations) and utilizing the Adopt-A-Classroom project to have more than 50 volunteers paint the entire building over one summer, saving the district an estimated \$43,000.
- Working with a committee of 30 to develop and implement a District Strategic Plan.
- Partnering with Gen-H to provide healthy school lunches.
- Implementing a "Helping Hands for the Holidays" to support Tri-City students and families as well as hosting school and community food drives for the school food pantry.



Jilinda (Jill) Larson
 Tri-City CUSD 1
 Abe Lincoln

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"The training provided by IASA around teacher evaluation has been nothing short of exceptional. The training has been relevant, timely, and actionable for my staff. I would highly recommend

this training for any district looking to improve evaluation practices to better serve teachers."

Dr. P.J. Caposey
Superintendent
Meridian CUSD 223



"Coaching Teacher Evaluators to Effectively Rate Teachers is an outstanding program for teacher evaluators at all levels! Danielson Framework was used to support professional dialogue

between evaluators and teachers to promote effective teaching in a comfortable environment for our team to take risks and improve their practice. The day provided our team with the skills and the confidence they need to promote teaching and learning in their departments as well as the added benefit of having all administrator hearing the same message on the same day. I would encourage all administrative evaluators to participate in this program—you will leave feeling energized by the work!"

Renee Zoladz, Ed. D.
Associate Superintendent of Instructional
and Personnel Services
Grayslake CHSD 127



"PBL has taken advantage of hosting various administrator academies on the topic of teacher evaluation. IASA presenters are well prepared,

experienced former practitioners, who are adaptable to district needs. It's imperative to the integrity of our evaluation process that all of our administrative staff receives the same high quality training. This allows us to reflect as a group and feel confident that we can insure a high degree of inter-rater reliability."

Cliff McClure
Superintendent
Paxton-Buckley-Loda CUSD 10

Required for **teacher evaluators AND principal evaluators**:

Principal/Teacher Evaluator Retraining: Student Growth (#1779)

Any ONE of the following is required for **teacher evaluators** only:

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Domains 2 & 3) (#1448)

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Domains 1 & 4) (#1451)

Teacher Evaluator Competency Skill Building for Pre-Qualified Teacher Evaluators (Competencies 3 & 4) (#1452)

Gathering Evidence During Observations and Conferencing Using The Danielson Model (#1801)

Required for **principal evaluators** only:

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Dr. James Rosborg
Director of Master's in Education,
McKendree University

From rigor to reality Part 2: A further look at the state regulatory rules and their impact on candidates in teacher/administrative education

The Illinois Council of Professors in Education Administration (ICPEA), in conjunction with the Illinois Association of School Boards (IASB), continues to study the impact of the changes in the state rules and regulations, and the impact on the number of candidates going into education in Illinois, both in the teaching and administration areas.

Dr. Patrick Rice, IASB Field Service Director, expanded last year's survey and received data from a cross-section of 17 Illinois universities. Besides surveying elementary and secondary educational programs, the survey included Early Childhood, Fine Arts, and Special Education programs. Similar to last year's findings, the data received is cause for concern.

The survey's findings show Illinois continues to experience a teacher shortage not only in elementary and secondary education, but in all teacher education programs of study. And, the survey results indicate there is a lack of diversity

in the candidate pool. As reported in our previous article published last year, in 2010 the Illinois State Board of Education (ISBE) raised the minimum standards needed to pass the Test of Academic Proficiency (TAP), formerly the Basic Skills exam. The goal was to increase teacher rigor. The results were teacher and administrator candidate numbers dramatically went down with the jury still being out as to the improvement of candidate quality.

Research in the area of principal preparation shows 1,742 new graduates in principalship in the last six years. ICPEA estimates there have been around 2,800 new principal job openings in the past six years. The number of job openings does not even include openings in other administrative positions like assistant principals, dean of students, directors, department chairs, and assistant superintendents. Our research shows that there is a direct correlation between having fewer teacher candidates which directly impacts the number of administrative candidates.

ISBE believed by making the teaching admission test more rigorous would yield higher student achievement outcomes, but we feel this effort has had an adverse effect. It is estimated to pass the TAP test would require an equivalent of 26 on the ACT. As previously reported, ISBE has added another possibility of meeting basic skill requirements by having a 22 composite on the ACT along with passage of the writing component.

Ironically, ISBE believes students should be admitted to teaching programs based on how well they performed on a standardized test, but agrees with the Every Student Succeeds Act (ESSA) federal statute that schools should be judged based on multiple indicators of assessment as compared to single indicator assessment tests. Logically, why should the same not hold true for educators? As former State Superintendent Chris Koch of Illinois once stated, "I would argue probably in the United States, we're testing too much (Rice, 2014)." One could conclude that these efforts have led to a diminished focus in fine arts, physical education, gifted, and vocational programs throughout the United States.

Under the Bush and Obama administrations, the federal government pressured states to ratchet up their requirements to ensure that teachers are highly qualified as noted in No Child Left Behind (Rice, 2014). As a result, states such as Illinois have made it difficult for potential teachers to enter the profession by administering rigorous basic skills tests. Perhaps now is the time for Illinois to consider changing course to coincide with the philosophy change of measuring schools based on multiple indicators.

In our survey, all reporting universities indicated a significant decline in their teaching programs ranging from 46 percent to 70 percent. Regulatory changes made by ISBE have dramatically led to the decline of teacher candidates in educational teaching programs. This especially seems to be true for minority candidates seeking an education degree. Overall, the 17 universities that responded resulted in the following data conclusions regarding minority education degree seekers in 2016:

- Elementary: Out of 1,114 candidates, 88 African-Americans, 64 Asians, 117 Hispanics and 15 multi-racial candidates. There are a total of 135 male candidates and 984 female candidates.
- Secondary: Out of 758 candidates, 56 African-Americans, 46 Asians, 89 Hispanics and 9 multi-racial candidates. There are a total of 353 males and 405 females.
- Early Childhood: Out of 308 candidates, 78 African-Americans, 21 Asians, 34 Hispanics and 9 multi-racial candidates. There are a total of 11 males and 297 females.
- Fine Arts: Out of 355 candidates, 32 African-Americans, 18 Asians, 39 Hispanics and 8 multi-racial candidates. There are a total of 175 males and 180 females.
- Special Education: Out of 418 candidates, 36 African-Americans, 11 Asians, 38 Hispanics and 2 multi-racial candidates. There are 82 males and 336 females.

The graph below gives a more global look at our minority candidate percentages at the 17 responding universities that represent a cross-section but not all universities statewide.

Percent of minority candidates in teacher education—2016

Program	Total Candidates	African American	Asian	Hispanic	Multi-racial	Male	Female
Elementary	1115	88	64	117	15	135	984
Secondary	760	56	46	89	9	353	405
Early Childhood	308	78	21	34	9	11	297
Fine Arts	355	32	18	39	8	175	180
Special Education	420	36	11	38	2	82	336
TOTALS	2953	290	160	317	43	756	2202
Ethnicity Percent of the Total		9.8%	5.4%	10.75%	1.4%	25.6%	74.5%

Candidates...cont'd.

To gain further input from university professionals throughout the state, the survey asked two open-ended questions in the comment section.

1. Why did your number of candidates decrease?

2. What changes, if any should be made for university students entering education programs?

Referring to the decrease in the number of candidates the following was cited.

Question 1:

- The biggest response from the 17 universities was that the new basic skills (TAP) test has led to significant decreases in candidates pursuing teaching programs.
- We are still seeing passage rates around 23 percent with significantly lower scores for African-Americans and Hispanics on the TAP test.
- The rising costs of education—tuition, testing, background checks for both field placements and student teaching, transportation costs, and Illinois's disinvestment in higher education.
- Lack of MAP grants has dramatically impacted students from a lower socio-economic background and lowered enrollment across the board.
- Perceived poor pay and working conditions along with a national emphasis on testing and teacher blaming.
- Increased difficulty of state required content area tests and edTPA.
- Lack of an Illinois budget that has led to lack of financial aid, grants, and scholarships.
- School district budget problems have limited employment opportunities causing a decrease of those going into the profession.
- Beginning in January 2018, elementary or secondary candidates seeking to obtain their middle school endorsement must complete an additional 32 credit hours as opposed to taking a block of classes approved by the university. This exemplifies a continued regulatory philosophy leading to diminished numbers in the field of education.

Question 2:

- Change the requirement of the TAP test so that an individual only has to pass the content area to which they are teaching (e.g. math) instead of passing in a four areas. Make the test a valid and reliable measure of teacher quality.
- Offer financial incentives to students who major in teacher preparation programs. Focus on getting more minorities in the profession.
- Publicize the projected teacher shortage in the near future.
- Reduce the costs in the areas previously mentioned—tuition, testing, background checks, etc.
- Establish university child care centers for children of students.
- Look at the negative macro professional issues that have been enhanced by the media and governmental leaders that are driving down interest in teaching as a profession.



It is time for action to deal with the shortages of candidates at both the teacher and administrative level. Substitute teacher shortages are already causing huge academic problems statewide as schools deal with overcrowded classrooms and administrators having to fill teaching positions on a substitute basis. ICPEA and IASB will continue to work with educational associations throughout Illinois to bring researched facts to increase the overall candidate pool and strengthen the overall professional quality of the education workforce. It is time for leaders in the state of Illinois to look at the current

regulatory rules and make the proper adjustments using the research at hand to again enhance the field of education.

Sabrina Storer and Jenna Wood of the Graduate Education Department also contributed to this article.

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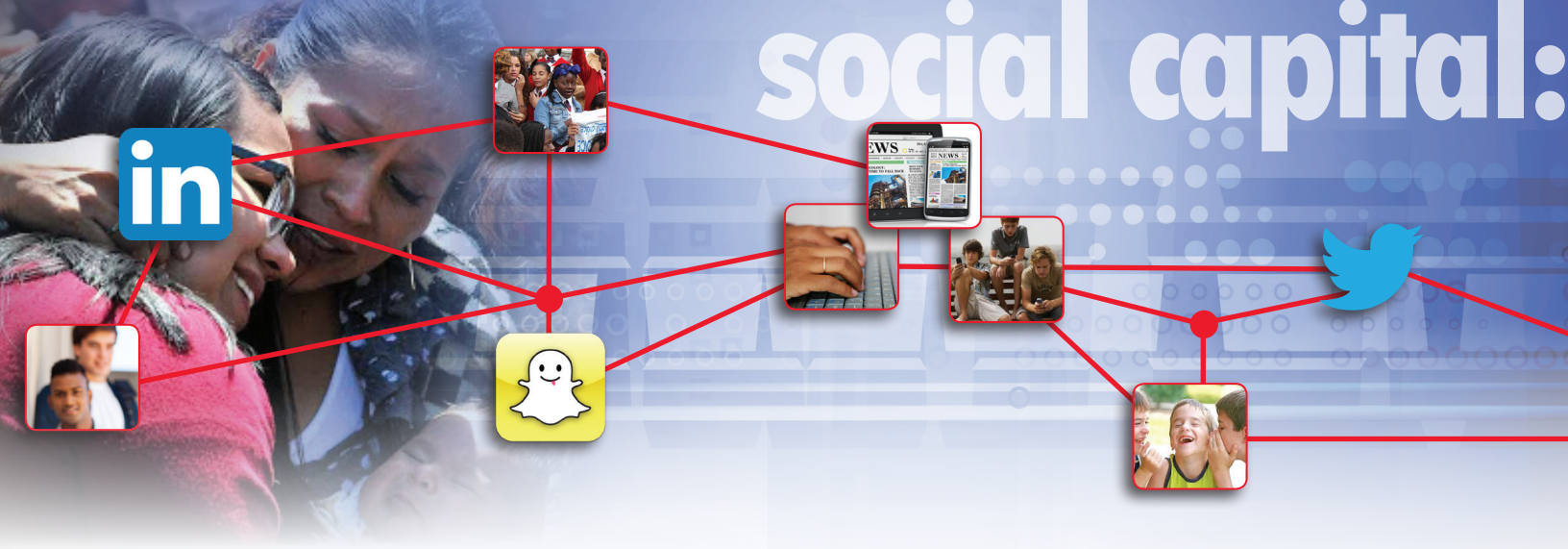
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social capital:



Improving your district through social capital

We have all heard the old saying, “It’s not what you know; it’s who you know.” As educators, we have cautioned a reliance on the adage, preferring that our students believe that “knowledge is power,” making education the cornerstone of success in life. As it turns out, both of these viewpoints have merit, and increasingly it seems that the two ideas must work in tandem for students to achieve.

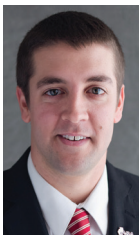
As educators, we are tasked today with giving students opportunities to acquire knowledge—not a new concept—and providing them with the skills to know who to learn from, where to find them, and what to build upon from that new learning. We have to help them develop networks, but in order to do that, schools must establish and be deeply invested in social capital.

An expansive construct, social capital is not singularly nor clearly defined. Carrie Leana and Harry Van Buren (1999) described it as a positive feature that consists of social

relations and networks, while the team of Teachman, Paasch and Carver (1997) conceptualized it as the resources in function-specific social relationships in which individuals are embedded.

A century ago, L. J. Hanifan (1916) viewed social capital as “goodwill, fellowship, mutual sympathy, and social intercourse among a group of individuals and families who make up a social unit” (p.130). As he worked to improve student attendance in rural West Virginia schools, he wrote that isolated individuals are helpless socially, but individuals who interact and connect with their neighbors accumulate social capital over time, thus satisfying their social needs.

In his essay titled “The Rural School Community Center (1916),” Hanifan discussed how neighbors could work together for the betterment of their community schools. He suggested that when parents were included in school related issues, mutual respect and trust was developed



Dr. Kyle Thompson

Assistant Regional Superintendent of Regional Office of Education #11
Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, and Shelby Counties

Dr. Kyle Thompson is the Assistant Regional Superintendent of Regional Office of Education #11 in Clark, Coles, Cumberland, Douglas, Edgar, Moultrie, and Shelby Counties. He is a past recipient of the IASA Exemplary Service to Education Award and the Eastern Illinois University ‘Rising Star’ Award. He resides in Charleston, Illinois with his wife and two children. @KyleThompson643



Dr. Nancy Brodbeck

Educational consultant, retired district administrator
Warrensburg-Latham CUSD #11

Dr. Nancy Brodbeck retired from Warrensburg-Latham CUSD #11 as a district administrator and is currently working as an educational consultant. She is a past recipient of the Illinois Principals Association Herman Graves Award and the Southern Illinois University George S. Counts Award, presented for meritorious research. She and her husband reside in Decatur, Illinois. @nlbrodbeck

social relations and networks

resources

goodwill, fellowship, mutual sympathy within a social unit

connections among individuals

a measure of how much we learn through our friends, colleagues, and mentors



within the school community, resulting in positive gains in student achievement. It was evident, even a century ago, that fostering social capital in an effort to enhance school-community partnerships would improve both the schools and communities. Educators were building social capital and utilizing it to advance the welfare of the communities in which their schools existed. Hanifan (1916) concluded that before productive work can be done there must be a collecting of social capital.

Robert Putnam referenced social capital throughout his bestselling book *Bowling Alone: The Collapse and Revival of American Community*. In it, he analyzed the evolving social climate in the United States, particularly from 1950–2000. Putnam (2000) defined social capital as the “connections among individuals—social networks and the norms of reciprocity and trustworthiness that arise from them” (p. 19). He highlighted the fact that Americans were less inclined to actively participate in the political process, local community affairs, or workplace activities, all of which would include schools to some extent. Individuals’ involvement in groups and organizations became more nominal in the form of writing a check as opposed to being active such as attending a meeting. Neighbors socialized and cared less for one another than they did a century earlier, and families spent less time together. Among several factors, Putnam (2000) attributed this decline in social capital to changes in work, family life, and the influence of mass media

“ It was evident, even a century ago, that fostering social capital in an effort to enhance school-community partnerships would improve both the schools and communities. ”

(i.e. television and computers—social media had yet to be invented).

Putnam (2000) pointed out that the Parent-Teacher Association (PTA) was among the most common community organizations in the United States in the middle part of the 20th century. Its membership even doubled between 1945 and 1960, largely due to the population growth of Baby Boomers. However, PTA lost an average of 250,000

families per year between 1960 and 1985 and another 500,000 between 1990 and 1997. The rise of similar independent school organizations, the cost of dues, and the controversy of school politics all contributed to this decline, however Putnam acknowledged, “...that many Americans nowadays are less involved with their kids’ education” (p. 57). Although this notion seems counter to what is often perceived, parental engagement for academic purposes is often a secondary concern at best. Families may be willing to sell fundraiser items at work or attend a Friday night

athletic event, making the extra-curricular activities the primary venue for developing social capital in schools.

In his recent bestseller, *Hillbilly Elegy: A Memoir of a Family and Culture in Crisis*, J.D. Vance (2016) describes his story of growing up in rural poverty and the plethora of adverse childhood experiences he was able to overcome. He wrote, “Social capital isn’t manifest only in someone connecting you to a friend or passing a resume on to an old boss, it

continued next page...

Capital...cont'd.

is also, or perhaps primarily, a measure of how much we learn through our friends, colleagues, and mentors. Social capital is all around us. Those who tap into it and use it prosper. Those who don't are running life's race with a major handicap" (p. 221). In his corresponding TED Talk, America's Forgotten Working Class, Vance (2016) discussed the challenges he faced in his young life due to a lack of social capital, among other factors. He attributed his success to good mentors who helped fill his social capital gap and stressed that society needs to figure out how to provide a level playing field for students of poverty.

So how can schools build social capital that will benefit students?

In 21st century America, online social networks have become an integral part of daily life and modified the way society communicates and to what degree.

It is evident that new technologies are permanently tied to how social capital is acquired. Facebook, Instagram, Twitter, Snapchat, and LinkedIn are just a few of the communication pipelines for broad cross-sections of society. These platforms create cyber communities that allow networking opportunities and connections that can increase the potential of school districts to create a brand. School leaders who tout their programs through social media and are recognized as innovators increase their social capital, thereby affording students a level of social capital through affiliation with the school.

School leaders should encourage educators to use social media, such as Twitter, to connect with other educators, families, and communities. These connections are now a primary building block for social capital in that they provide networks for professional learning and sharing of innovative instructional design. It is increasingly evident that limited opportunities will exist for students who are taught in the manner we were taught in the 20th century. School districts cannot be afraid to embrace and utilize social media for the purpose of establishing social capital. Failure to do so compromises the quality of education provided to students.

Teachman et al. (1997) wrote that "social capital may be represented by the density and consistency of educationally-focused relationships that exist among parents, children, and schools," (p. 1344). In education, social capital promotes

learning, and without the benefit of social capital, intellectual capital is limited. Today, especially, when funding is limited or non-existent, it is critical that we use any means necessary to afford our students a competitive edge. The capacity to network increases our options to know and be known, giving our students both the what and the who.

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[[We have all heard the old saying, 'It's not what you know; it's who you know'...turns out, the capacity to network increases our options to know and be known, giving our students both the what and the who.]]

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By Sheila Greenwood
Superintendent
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Loyalty pays off in Bement's creative teacher recruitment & retention program

The Bement School District is a small rural district in the heart of the State of Illinois. We have seen the teacher surpluses disappear and now we are dealing with teacher shortages just like the rest of the state. The shortage is now across all levels and all subjects, not just our traditional "hard-to-fill" subjects such as foreign language, special education, science and math. The shortage has even trickled down to our substitute list, making a typical day at school turn into a three-ring circus, filling with in-house subs or moving students across campus.

Negotiations started in April and the Bement Community Unit School District 5 Board of Education had several goals in mind, but none bigger than recruiting and retention. Tensions remain high in our state government and, once again, there is no new information or ability to project or predict finances.

We decided to move forward in good faith and attack our primary goals along with our teacher's union.

There are few words that strike fear into a union member's heart and mind like "freeze" or "hiring bonus." We chose the latter, explaining our rationale. The teachers have been kept up to date with what is happening in our state and the lack of qualified candidates for teaching positions. We negotiated an "up to \$5,000 hiring bonus" if the board is unable to fill a vacant position with a suitable candidate. This would be done with the notification of the union. There was a level of understanding with the Bement Education Association, but also the need to fulfill the other highly important goal of retention.

Slowly, one branch at a time, we crawled out on the limb of something entirely new and unprecedented—a loyalty bonus. In order to be comfortable in offering up language of a potential hiring bonus, the teachers needed to feel appreciated for their loyalty to the district and their continued good works.

“ Slowly, one branch at a time, we crawled out on the limb of something entirely new and unprecedented—a **loyalty bonus**. In order to be comfortable in offering up language of a potential hiring bonus, the teachers needed to feel appreciated for their loyalty to the district and their continued good works. ”

Bargaining occurred as it always does and the agreement was made that teachers who had served our district for 10 years would receive a one-time bonus of \$500 in the first paycheck of their 11th year. Teachers who had served 20-plus years would receive a one-time bonus of \$1,000 in their first paycheck of their 21st year. This assured the board that the teachers wouldn't take the bonus and leave after the landmark year was met. Teachers in between 10 and 20 years of service would also receive the \$500 and teachers with more than 20 years would receive the \$1,000 bonus.

Retention is sometimes a matter of feeling appreciated and feeling like an important part of something. We felt that this would be a step in the right direction. The largest expense would be in the first year of implementation, but would not come close to the expense of teacher turnover and losing curriculum. Bement is still in the building mode and we want to continue in that direction for years to come. The Bement Board of Education accomplished the goals it set forth and we were able to demonstrate our appreciation to our loyal staff and have a recruiting tool if needed.

IASB school finance book updated

The Illinois Association of School Boards has published an updated edition of its top-

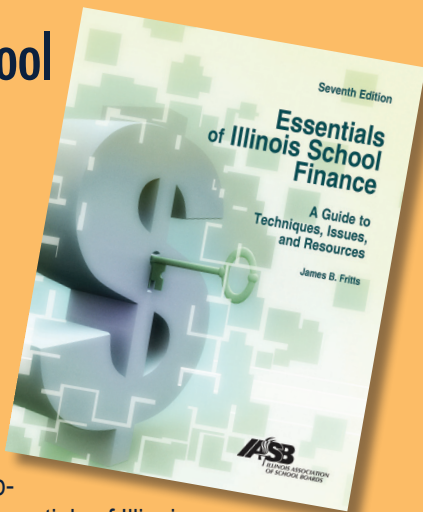
selling book, *Essentials of Illinois School Finance: A Guide to Techniques, Issues, and Resources*, authored by James B. Fritts. It's both an informational guide and a desktop reference for public school leaders.

This, the seventh edition, has been updated with the most current information available, including state budget data for Fiscal Year 2017 and recent numbers from various agencies of state and federal governments. The book also reflects the budget pressures and uncertainty that confronted state officials, boards of education, and school leaders as the 2016-2017 school year got underway.

The first part of the book deals with the budgeting and management of revenue, including where schools get it, how they maximize it, protect it, manage it and plan for it. The second half of the book addresses expenditures and describes ways to assess a district's overall financial health, including how schools budget for expenditures, reduce them, and make plans to deal with them.

Together, the two sections provide a solid base for financial management and long-range planning. The final chapter describes the essential role of school board policy in setting standards for fiscal and business affairs.

Essentials of Illinois School Finance is now available at the [IASB Online Bookstore](#), or by calling 217-528-9688, extension 1108.



Harris and Thake elected to AASA Governing Board



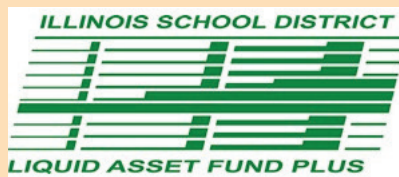
Jeff Thake



Dr. Brian Harris

Amboy Superintendent Jeff Thake was elected and Barrington Superintendent Dr. Brian Harris was re-elected to the AASA Governing Board in voting that concluded the end of April. Both will serve three-year terms that begin July 1 as Thake will represent the IASA Northcentral Super Region and Harris will be one of three representatives from the IASA Northcentral Super Region.

Thake will replace Rochester Superintendent Dr. Thomas Bertrand, who had filled the unexpired term of former La Salle Superintendent Daniel F. Marena, who retired last year. In addition to Harris, other representatives of the Northcentral Super Region on the AASA Governing Board include Dr. Art Fessler, superintendent of Community Consolidated District 59 in Arlington Heights, and Dr. Judith A. Hackett, superintendent of the Northwest Suburban Special Education Organization. Fessler's term expires in 2018 and Hackett's term expires in 2019. The Southern Super Region is represented by Goreville Superintendent Dr. Steve Webb, whose term expires in 2019.



ISDLAF+ May 2017 Monthly Update

Click here to view the May 2017 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.



2016–2017 Senate Bill 7 **Performance Rankings Tool** software available for purchase

All Illinois School Districts are working to comply with the requirements of education reforms. 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 2016–2017 file has been enhanced with several updates in response to user ideas. The new enhancements include:

- Four new podcasts—[overview](#), transition data, sorting data, and optional merge letter process.
- New method to filter teachers on or off the evaluation cycle.
- Expanded license endorsements and content specific endorsements.
- Ability for users to add license endorsements and content specific endorsements.
- Ability to sort lists of data within the program.
- Ability for districts to add data fields that can be used for inclusion in a merge process and/or for exporting data.
- New report for creating your own merged letters or exporting data for other purposes.
- Only one notification letter per teacher (rather than one for current and more for other eligible positions).

The 2016–2017 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 did not increase. As such, the annual licensing fee will be \$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 2016–2017 software is via email only.

Videos from the Districts

K-5 STEAM LAB building blocks

At Pontiac #429, students in the elementary grades, beginning in kindergarten, will begin to receive the STEAM building blocks necessary to carry out complex tasks in the junior high STEAM LAB. Our K-5 students will be participating in hands on activities that align to the state and national standards. Livingston County Board and Greater Livingston County Economic Development Council will provide funding in an amount of \$66,000 for equipment and professional development of STEAM curriculum initiatives at District #429.

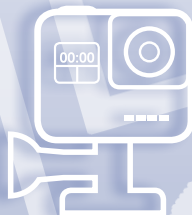
**Brian Dukes, Superintendent
Pontiac School District 429**



Biliteracy in Mannheim D83

Mannheim School District 83 in Franklin Park has a bilingual program where teachers from surrounding districts are invited to visit classrooms in the Mannheim district. The program incorporates the biliteracy framework within a Transitional Bilingual Education (TBE) structure. Teachers follow a language allocation plan by grade level, and they incorporate strategies that lead to bilingualism and biliteracy.

**Mrs. Kim Petrasek, Superintendent
Mannheim School District 83**



Send your school videos to mchamness@iasaedu.org.
We want to highlight what's going on in your school districts.



Illinois CSI: Key to school improvement? Visible, engaged, supportive leaders

Betheny Lyke, EdD

Executive Director, Illinois Center for School Improvement at American Institutes for Research

When we talk about *school improvement*, what we really mean is *district improvement*. A district is only as strong as its schools, so improving the schools in a district transcends into improving the district as a whole. The tie between school and district improvement is tightly linked, which indicates that every school within a district needs to have engaged teachers and students who show up ready to learn.

For any school district—high performing or in need of improvement; rural, suburban, or urban; small or large—one thing is clear: It takes collective effort, beginning with the leadership and fortitude of the superintendent, to achieve systemic change.

The Illinois Center for School Improvement (Illinois CSI) at American Institutes for Research has spent the past four years working with districts identified to receive our support from across the state to improve teacher practice and student outcomes. One of the greatest lessons we have learned—and a lesson that is supported by research—is that visible, engaged, and supportive leaders are key to overall district improvement. That is why Illinois CSI works with district, school, and instructional team leaders to foster innovations that transform the delivery of education to students.

We strive to build the capacity of leadership teams at every level so that they, in turn, can be visible leaders to the teachers who ultimately drive student achievement. Our focus begins at the district level, building the capacity of district leaders—chief among them, district superintendents. Once district leaders gain the knowledge and skills to support other leaders, we coach them in developing the capacity of their individual schools' leaders. By increasing the capabilities of leaders at all levels, we are increasing the chance that positive change will be self-supported and sustainable.

Our approach evokes the evolution and transformation of school districts. In partnership, our districts have pushed themselves, have stretched their capabilities, and have grown—all to the ultimate benefit of students.

“ Illinois CSI taught us about the powerful process of collecting data, analyzing data, and really going through it item by item. We had never done that before. ”

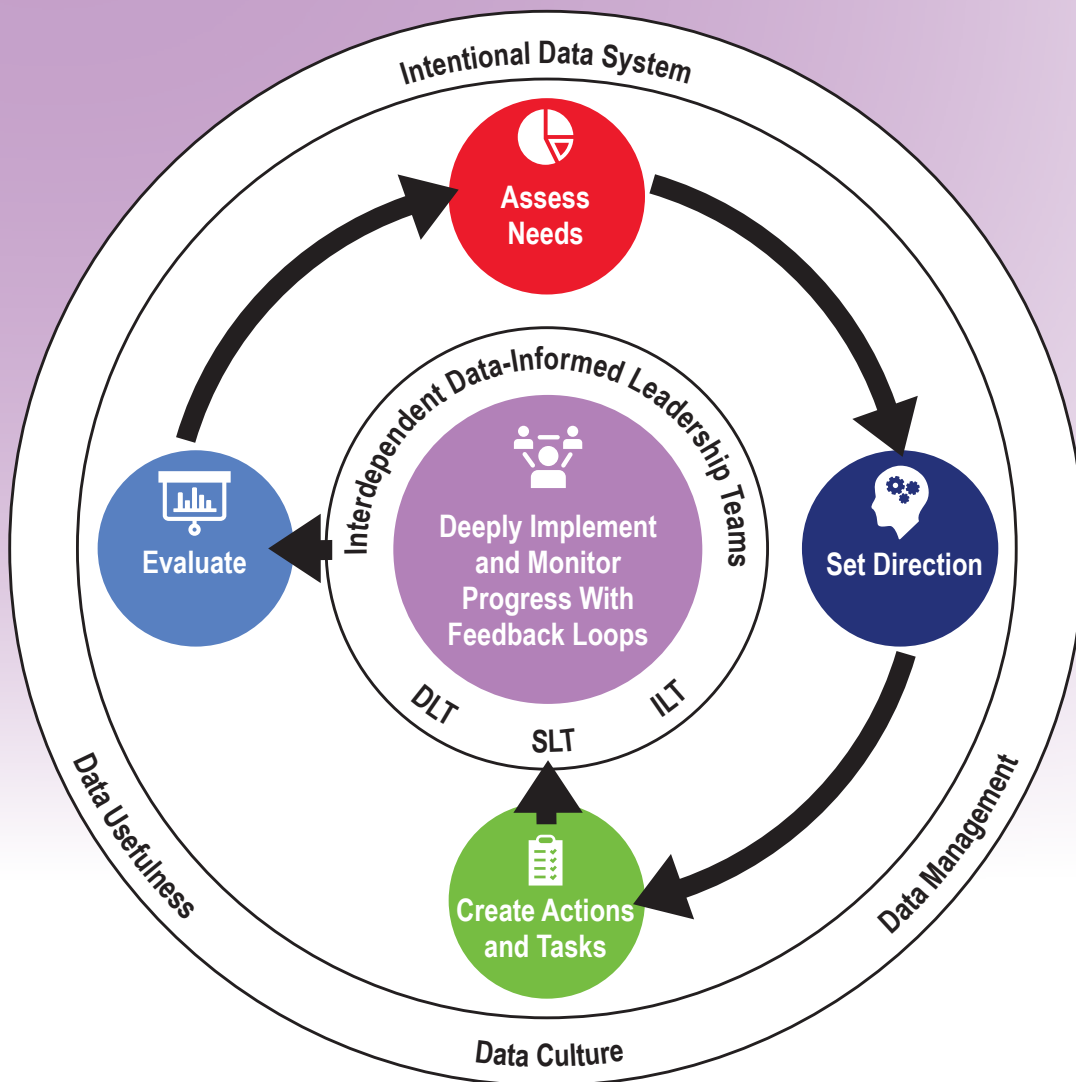
Superintendents play a key role in this school improvement, especially in implementation of the Every Student Succeeds Act (ESSA) to drive systems change. For instance, ESSA speaks about requiring schools to develop and implement a strong improvement plan. Planning for continuous improvement that is grounded in data is at the heart of Illinois CSI's approach, and we have learned that strong articulation among district, school, and teacher leaders is crucial to the transformation of low-performing schools.

The continuous improvement approach we have crafted includes an assessment of prioritized needs; planning for improvement based on research, evidence, and innovative thinking; implementation of a focused plan to achieve targets; progress monitoring of adult practices and student performance; and evaluation of the results and process. Continuous improvement planning and supporting implementation, monitoring, and evaluation comprise the core approach for employing the theory of action to improve instructional practice, leading to higher achieving students.

As Dr. Ty Harting, superintendent of Community High School District 218, explains, partnering with Illinois CSI has allowed his district to be more deliberate about collecting and analyzing data to set improvement goals: “Illinois CSI taught us about the really powerful process of taking data, collecting data, analyzing data, and really going through it piece by piece, item by item. We had never done that before. [We drilled] down to specific data points and really examine and talk about, ‘What does this mean?’”

Dr. Harting believes that having a clear plan for direction setting will have enormous impact in his district. “We're aiming for transformation,” he said. “We want to make real change here. We really want to do something special.”

It is Illinois CSI's plan that the districts we work with will no longer require our intensive services but will instead have utilized the time and resources that come with our partnership to drive their own change and serve as examples to other school districts—in Illinois and beyond—of how leadership support and availability can be a strong first step to improving schools and increasing student achievement.



Complete needs assessment (district needs assessment/IDR) guides the work of the district in the continuous improvement planning process, the basis of support provided by Illinois CSI.



Identify a small number of key transformational factors concentrated on changing adult practices to help ensure improvement of student performance.



Develop specified action plan against each worthy target and determine the steps needed to meet the goal.



Foster collaboration of interdependent, data-informed leadership teams at the district, school, and instructional levels to ensure implementation of a practice, intervention, or program.



Choose measures to determine outcomes of actions and tasks necessary to reach the chosen worthy target.

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)

May 2017

- Tues. May 2 ■ Senate Session
Shawnee
IASA-ISBE Advisory Meeting
- Wed. May 3 ■ Senate Session
Cook
- Thurs. May 4 ■ Senate Session

- Mon. May 8 ■ Blackhawk
- Tues. May 9 ■ GA Session
- Wed. May 10 ■ GA Session
DuPage
- Thurs. May 11 ■ GA Session
Cook South
- Fri. May 12 ■ GA Session
Kaskaskia

- Mon. May 15 ■ GA Session
- Tues. May 16 ■ GA Session
- Wed. May 17 ■ GA Session
Lake

 Rally at State Capitol for School Funding Reform and K-12 Budget

- Thurs. May 18 ■ GA Session
Central IL Valley
Schoolmasters
- Fri. May 19 ■ GA Session
Cook North

- Mon. May 22 ■ GA Session
- Tues. May 23 ■ GA Session
- Wed. May 24 ■ GA Session
Egyptian
- Thurs. May 25 ■ GA Session
- Fri. May 26 ■ GA Session
- Sat. May 27 ■ GA Session

- Sun. May 28 ■ GA Session
- Mon. May 29 ■ GA Session
- Tues. May 30 ■ GA Session

- Wed. May 31 ■ GA Session—**Final Day**

June 2017

- Fri. June 2 ■ [Moving from Vision to Action: Learn to Become an Essentialist](#)
- Wed. June 7 ■ Shawnee
(CLOSED) [Moving from Vision to Action: Learn to Become an Essentialist](#)

July 2017

- Mon.– Fri. July 10–14 ■ [Aspiring Superintendents Academy, Springfield](#) 
- Thurs. July 13 ■ [Gathering Evidence During Observations & Conferencing Using the Danielson Model](#)
- Wed. July 26 ■ IASA Board of Directors Meeting
- Thurs. July 27 ■ IASA Board of Directors Meeting
- Fri. July 28 ■ IASA Board of Directors Meeting
- Mon. July 31 ■ [Principal/Teacher Evaluator Retraining—Student Growth](#)

August 2017

- Tues. Aug. 1 (CLOSED) [Gathering Evidence During...](#)
- Wed.– Thurs. Aug. 2–3 ■ [New Superintendents Conference, Springfield](#) 
- Fri. Aug. 4 (CLOSED) [Principal/Teacher Evaluator Retraining—Student Growth](#)
- Mon. Aug. 7 (CLOSED) [Gathering Evidence During...](#)
- Tues. Aug. 8 (CLOSED) [Principal/Teacher Evaluator Retraining—Student Growth](#)
- Wed. Aug. 9 ■ [Gathering Evidence During Observations... IASA-ISBE Advisory Meeting](#)
- Thurs. Aug. 10 (CLOSED) [Principal/Teacher Evaluator Retraining—Student Growth](#)
(CLOSED) [Developing a Communications Plan](#)
- Mon. Aug. 14 (CLOSED) [Essentialism 1/2 Day In Service](#)
- Wed. Aug. 16 (CLOSED) [Gathering Evidence During...](#)
- Thurs. Aug. 17 (CLOSED) [Principal/Teacher Evaluator Retraining—Student Growth](#)
- Thurs. Aug. 24 (CLOSED) [Gathering Evidence During...](#)
- Mon. Aug. 28 (CLOSED) [Adaptive Leadership for School Administrators: Dealing with Change](#)



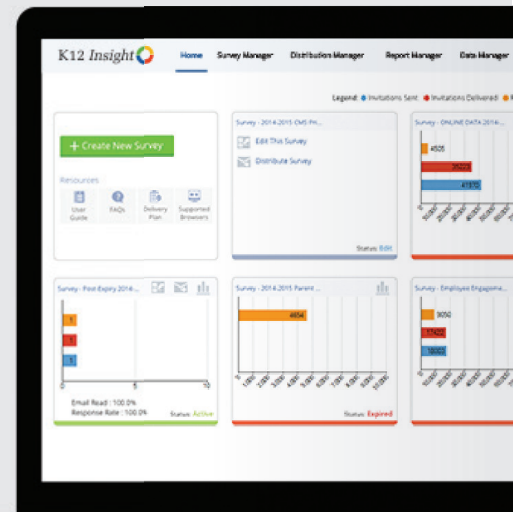
K12 *Insight* helps us move past the anecdotes and distractions. My goal is to ensure each and every stakeholder that their voice counts.”



DR. DANA BEDDEN,
SUPERINTENDENT,
RICHMOND PUBLIC
SCHOOLS, VIRGINIA

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