

# Leadership Matters

April 2017

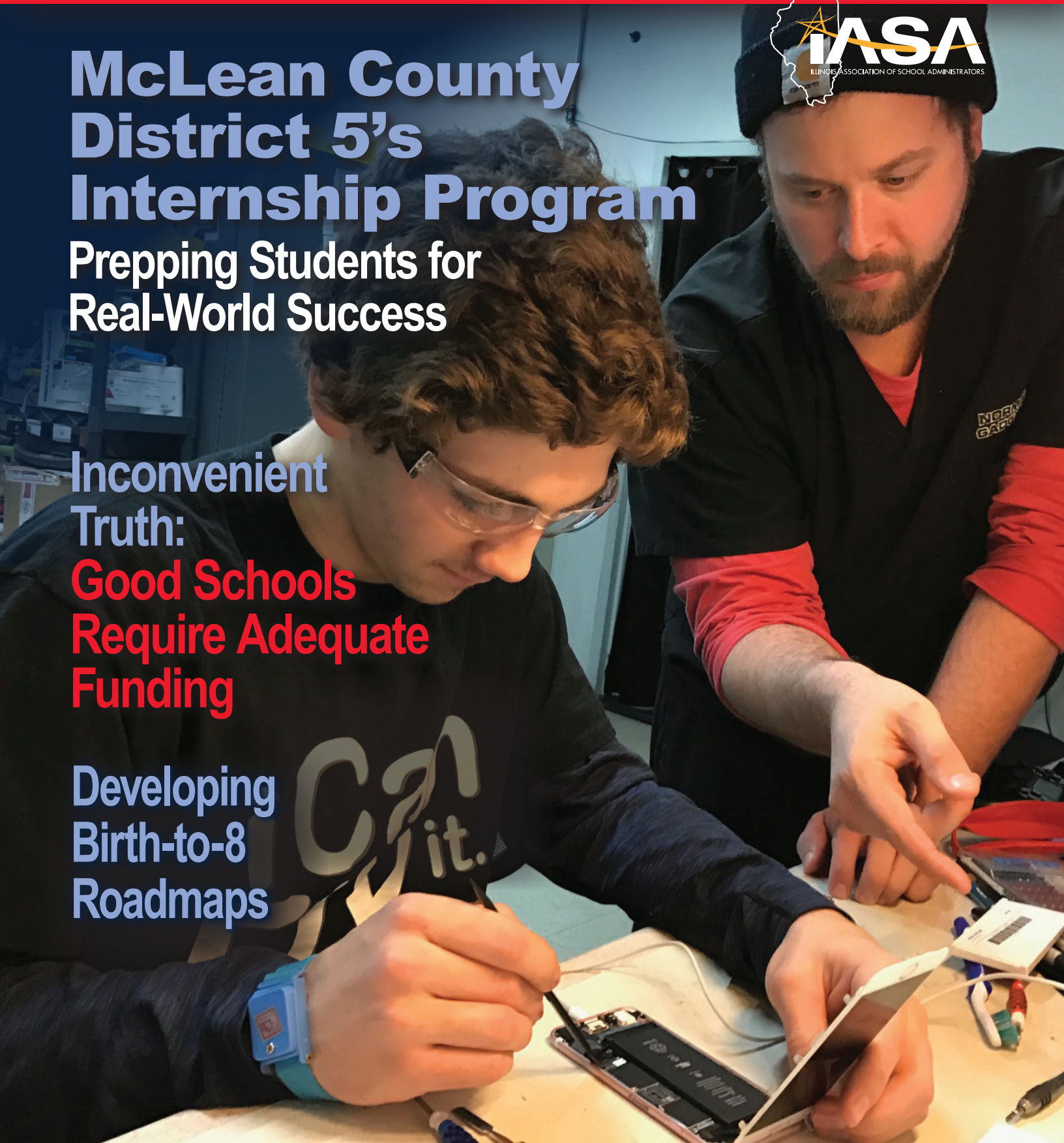


## McLean County District 5's Internship Program

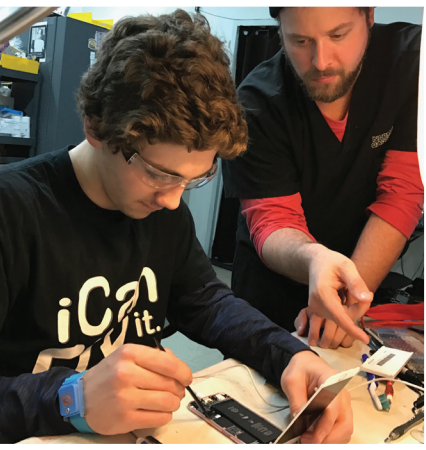
Prepping Students for Real-World Success

Inconvenient Truth:  
**Good Schools Require Adequate Funding**

Developing Birth-to-8 Roadmaps



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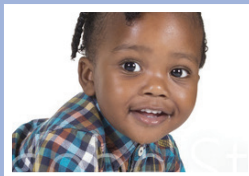
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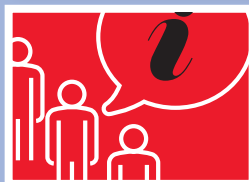
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## Leadership Matters

April 2017

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## Message From the Executive Director

# Inconvenient truth: Good schools require adequate funding

Dr. Brent Clark

I sat down recently with Terry Martin, the executive director of Illinois Channel, for a wide-ranging discussion about public education in Illinois. Terry made an interesting observation when he said he thought many students leave high school without a very good idea what a job in their field of interest might really be like.

Historically, I'm sure that's probably true. However, I am aware that many districts have implemented innovative intern programs for high school students. One of those programs, the program at McLean County District 5, is the subject of this month's cover story. There are similar attempts around the state, including some great entrepreneurial programs and vocational programs. There also are some other exciting things on the horizon to help fill the void.

I had the privilege to meet with a young central Illinois native fresh out of college. I was blown away by his creative mind. He and some of his friends have started a company to help high school students identify their capabilities and interests through self-discovery. They have developed some effective algorithms that have the potential to really raise the bar when it comes to helping students make those critical college and career choices.

The Illinois Channel interview, which can be viewed by clicking on the screen shot on this page, covered a lot of territory other than funding. But, as we all know, adequate and equitable funding are imperative for public schools to be able to accomplish their core mission of preparing students for college and careers.

School funding is complex. Many of the details are below the surface, so it should come as no surprise when citizens or even legislators don't understand school finance. For example, while it is technically true that General State Aid (GSA) is being fully funded for the first time in eight years, the deeper picture reveals that schools had received no mandated categorical payments through the end of March—eight months into the school year. The end result is that some districts that have high transportation or special education costs actually were worse off this March than a year ago despite the increase in GSA funding.

Critics like to say it isn't really about money. They are correct only in one sense—it isn't *just* about money. It's also about

poverty, and about social and emotional learning problems that are showing up in our classrooms in growing numbers. School districts are only as good as the teachers, staff, aides, counselors, nurses and administrators in the district. The best technology in the world cannot replace caring, dedicated educators and staff. In a typical district, about 80 percent of the budget is for people—people who take students where they are at socially, emotionally and academically and help them move forward. The inconvenient truth is this: Having adequate staffing takes money.

Despite a state constitution that assigns the state the primary responsibility for funding public schools, Illinois ranks 50th—dead last—in terms of the percentage funding for public education provided by the state. When the state does not live up to its responsibility, poorer districts, the ones that rely most heavily on state funding, are disproportionately harmed.

Amazingly, educators throughout our state have been finding ways to get the job done despite most districts being chronically underfunded by the state. ACT scores and graduation rates have held steady or even incrementally improved. In some ways, the efforts of our teachers, staff and school leaders have allowed the state to perpetuate its underfunding of public education.

But make no mistake. If we, as a state, are content with just treading water, we are leaving a lot of potential untapped—potential that actually could help turn around the trajectory of our state.



*Brent Clark*



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OMAN

CONTOUR

Ask For  
Your Sample  
Today



# Career exploration program in McLean County gives students 'authentic learning experience'

**By Dayna Brown**  
**Director of Communications & Community Relations**  
**McLean County Unit District 5**

Normal West Senior Cooper Bailey knew he liked computers and thought a career in computer science could work for him.

So four days a week he headed to a technology company for an unpaid internship. He got this on the job experience instead of sitting in a classroom. It is part of McLean County Unit 5's newest college-to-career program.

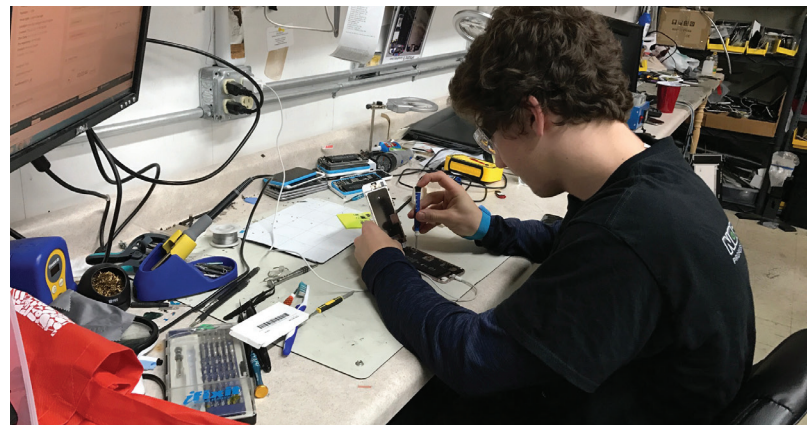
"I couldn't believe I could do an internship while I was still in high school," Bailey said. "It was a great experience and showed me I was on the right career path."

Beginning in Fall 2016, Unit 5 implemented an internship program available to high school seniors and designed for career exploration that benefits the student and the organization. It is tailored to meet the unique needs and interests of the learner, said Superintendent Dr. Mark Daniel.

The purpose of the internship program is to provide students the opportunity to see multiple careers, up close, before they have to decide which one is their choice for life.

"We believe every high school student should have an authentic work based learning experience," Superintendent Dr. Mark Daniel said. "The opportunity to experience the career, as well as the networking with professionals that occurs throughout the placement, make the internship an experience that will benefit all students."

The students participate in a workplace experience while interning with a mentor in a business or organization, which



Cooper Bailey, a Normal West senior interning at Normal Gadgets

is reflective of the student's career interest, while observing workplace functions and investigating the requirements of a

specific career field. Students have been provided internships in the areas of dentistry, physical therapy, social work, education, accountancy and many other career clusters.

Students are required to do at least two different work experiences.

Bailey's first internship was with STL, which provides technology consulting, services and maintenance.

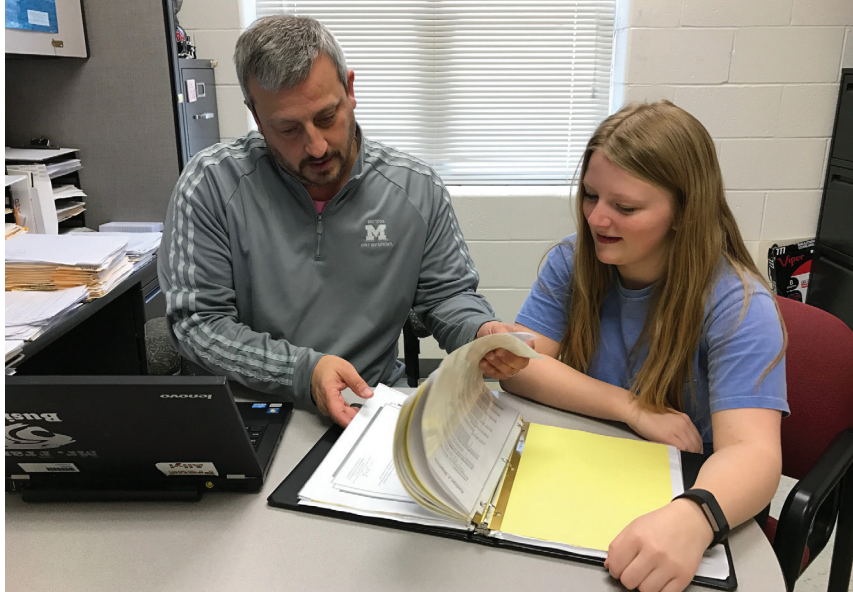
"I mostly job shadowed because STL works with other businesses and I couldn't have access to their information," said Bailey, who is going to

**“ I would recommend everyone to do this, because no matter how great your teacher is you just can't get that experience in the classroom. If a student is on the borderline between a couple of things, this would be perfect because it gives an open view to a whole new world. ”**

—Cooper Bailey, student intern

*continued next page...*





Normal West teacher Tim Franz works with student Kate Stephens on her career portfolio.

**Career...**cont'd.

Iowa State University in the fall to study computer science. “It was a perfect fit. They were very upbeat about it and were excited to help me out.”

His second internship was at Normal Gadgets, a mobile device repair store, and was more hands on. “I am able to grab a broken phone from the back and take it apart and work with it. Or if they need a game system tested, I am able to help with that,” Bailey said with a smile.

It is definitely exciting and long overdue,” said teacher Tim Franz said. “I could talk about all these experiences but until you actually get there and get a feel for what it is truly like, there is no comparison,” he said.

Students are released from school Monday-Thursday during practicum period(s) to intern with their mentor in an unpaid position an average of four hours per week for ½ credit or eight hours per week for 1 credit.

As part of the program students also participate in a separate careers course. In that class, which can be taken before the internship class or simultaneously, students have the opportunity to explore the sixteen nationally recognized career clusters as well as their own personal interests and skill set to determine potential career pathways.

“In addition to students being exposed to the work based skills and competencies required for a specific career/job, our students are practicing their soft skills—communication and collaboration—with

professionals and/or adults in the field,” said Laura O’Donnell, Director of Secondary Education.

A tremendous amount of work occurs before students walk through the door to start their internship.

“When they signed up for the program we had multiple meetings discussing different aspects of getting an internship,” Franz said. There were also some basic tasks to accomplish, like creating a resume and cover letter and doing an inventory of what type of internship would be of interest. All of this information is captured in an “internship plan document,” which serves as a guide for the entire year.

The students have to do the leg work to find the internship locations. It naturally comes easy to some than others, much like a traditional job search. Approximately 15 businesses are currently participating and the district is working to grow that number as it adds additional students.

“It is not like students inherently know 5,000 careers,” Franz said. “They know the ones people talk about all of the time but there are others they can focus on too.”

Normal West senior Kate Stephens—who completed both her internships at OSF St. Joseph Medical Center in Bloomington—said participating in the program confirmed she wanted to be a nurse.

Stephen’s first internship was on the medical surgical floor of a hospital. She is currently interning in the intensive care unit, which she finds a little more interesting.

**“ In addition to students being exposed to the work-based skills and competencies required for a specific career/job, our students are practicing their soft skills—communication and collaboration—with professionals and/or adults in the field. ”**

—Laura O’Donnell,  
Director of Secondary Education, Normal West



**““ When I went to the presentations  
it blew me out of the water as to  
how much they have learned.  
So many employers commented  
about how they would have liked  
to have had this program when  
they were growing up. ””**

—Normal West teacher Tim Franz

“The internship program allowed you to do anything you wanted. For me it confirmed I wanted to do nursing and now I have an idea of what I would like to do before we do clinicals in college,” said Stephens, who is headed to Bradley University in the fall to major in nursing. “But some of my friends are starting to think, ‘is this really what I want to do’ based on their internships.”

For Normal Community senior Hannah Trask that is exactly what happened.

“My mom is a teacher and that was what I thought I wanted to do. After going through my internship I am thinking that teaching may not be the career for me,” said Trask, who will be attending Heartland Community College this fall and now plans to major in business or nursing.

Trask interned at Grove Elementary School in Normal, at Merrill Norman Cosmetics, and at an urgent care center in the wound clinic. She said every high school graduate should really go through this experience.

“I have really enjoyed getting to try out all these things before I have to decide what I will do for a career. I am a very hands on person and like to experience things first hand,” Trask said. “It is just so eye-opening to see what it is like when you are there (working). I learned something new every day.”

Students say the program is beneficial not only because of the career education but it gives students the opportunity to build references and show they can be responsible.

“I think the program has been very helpful. We get to make a career portfolio with our resumes and our references,” Stephens said. “I have been able to make connections within the hospital and that has been really nice. Now there is a place for me to go and ask questions as I move into a nursing career.

In creating the class, the decision was made that on Fridays students would participate in seminars at school to assist the student in making connections between academic learning

and workplace experiences. Areas they cover in the seminars include: Academic application, competency, and relationship development in a professional setting; Career exposure, professionalism, and organizational culture; Performance evaluation in light of expressed goals and learning outcomes; Self-perception as compared to professional perception of site mentor; Career goal assessment and clarification through reflection on internship experience; and Career portfolio development, networking, and social media.

At the end of the semester students complete a presentation for their teachers and “employers.”

“When I went to the presentations it blew me out of the water as to how much they have learned,” Franz said. “So many employers commented about how they would have liked to have had this program when they were growing up.”

There are still some difficulties to work through, as well. The program is a challenge for athletes because it is at the end of the day and there are often conflicts. They are currently looking at ways to find before school and possibly mid-day internship opportunities.

Bailey is grateful to be in the first group of interns and is hoping Unit 5, as well as other school districts, expand the offerings for “real-world experience.”

“I would recommend everyone to do this because no matter how great your teacher is you just can’t get that experience in the classroom,” Bailey said. “If a student is on the borderline between a couple of things, this would be perfect because it gives an open view to a whole new world.”

This program is sending Bailey into college not only knowing he has made the right career choice but he also believes it will give him an advantage moving forward.

“It is nice to go into college with a couple of internships under your belt,” Bailey said. “I feel like this has put me a little bit ahead of everyone else.”





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Stratton Building

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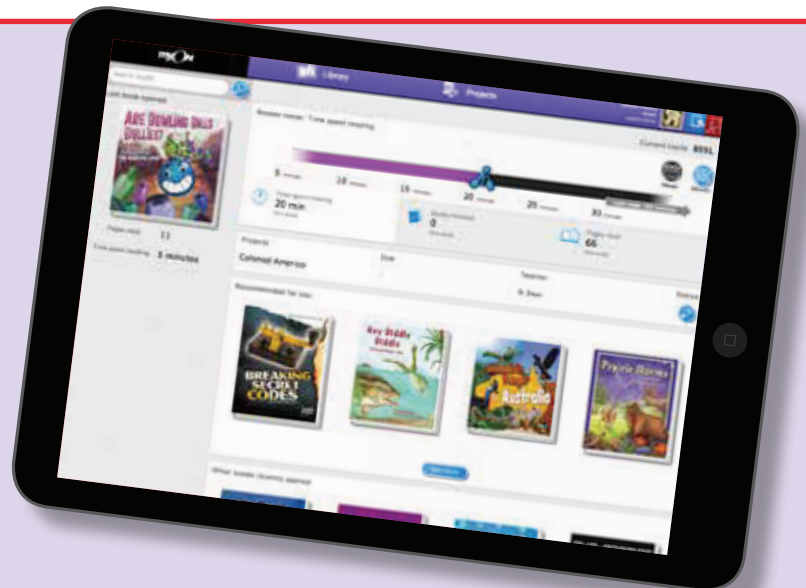
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## School aides make an invaluable difference for those they serve

By Dr. Lindsey Hall  
Superintendent, Morton Community Unit District 709

In walking through one of our elementary buildings last week, I made it a point to really look at all the specific ways our educational support staff provides crucial and critical help and assistance to teachers, kids and other staff members. Without these invaluable and selfless employees in our organizations, we literally couldn't function.

In Morton CUSD 709, our educational support staff ("aides" is our local terminology) supply expertise and support through their work in our school offices, libraries and computer labs, working one-one-one with students, conducting small group support and interventions, and a range of other tasks that likely go unrecognized. They go above and beyond on a daily basis. Take a minute to think about what wouldn't get done in our school buildings without these employees—or how difficult it would be to fill the void of their work.

In October of 2014, our organization tragically lost a wonderful young woman who was serving in the role of special education aide to a car accident. Ms. Amy Hardin worked in our special education instructional program at one of our elementary buildings, serving our highest need

students. Amy enthusiastically worked with our students who need the most support and help, and did so in a loving and dedicated manner.

After her death, another employee suggested that we honor all of our aides by designating Amy's birthdate, March 16, as "Aide Appreciation Day". Doing so acknowledged the amazing, important and critical work that our aides do each and every day—and honored Amy's legacy of hard work and a caring attitude.

This year marked the third annual celebration of Aide Appreciation Day in Morton CUSD #709. Each of our seven school buildings finds unique ways to say "Thank You" to our aides. We also blast our appreciation out to our community and beyond through Facebook, Twitter, our district webpage, newspaper articles, and a public pronouncement at our March Board of Education meeting. Our schools' marquees also shout out our thanks for our aides' work so passersby know what we are celebrating.

American novelist and Nobel Prize winner Toni Morrison once said "Make a difference about something other than yourselves." Our aides do this each and every day.



At left, Aides at Grundy Elementary; at right, Aides at Jefferson Elementary



*professional evaluations;  
the cornerstone  
of growth*



# Required: Teacher/Principal Evaluation Academies

Illinois law requires all educators who evaluate teachers and principals to complete retraining every five years. IASA offers academies to strengthen evaluation skills and processes. Done properly, good, professional evaluations offer the best chance for growth and improvement of those being evaluated. Having your evaluators receive the same training and hear the same message at the same time is not only efficient, but it also helps ensure consistency in evaluation processes. IASA has assembled a cadre of veteran educators ready to provide top-notch training.



"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)

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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)

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

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

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

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Required for **principal evaluators** only:

**Principal Evaluation Retraining** (under development)

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For more information or to schedule an academy, contact Dr. Richard Voltz ([rvoltz@iasaedu.org](mailto:rvoltz@iasaedu.org))  
or Deana Crenshaw ([dcrenshaw@iasaedu.org](mailto:dcrenshaw@iasaedu.org)) 217-753-2213



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# Developing Birth to 8 Roadmaps in the areas of social emotional learning (SEL), literacy and math

By Dr. Art Fessler, Superintendent; Dr. Kim Barrett, Director of Literacy; and Dr. Katie Ahsell, Director of SEL and Student Equity  
Community Consolidated School District 59

School systems in Illinois and across America play a critical role in identifying and supporting students and families in addressing increasingly emerging gaps in student academic development, social skills, and learning readiness.

Community Consolidated School District 59, located in the Northwest suburbs of Chicago, is partnering with community agencies, families, and staff to identify and support early learners in an effort to prevent gaps and ensure a successful start to a child's formal education.

District 59 is an economically and culturally diverse district with just over 60% poverty. To more effectively address the needs of our students and families, we are embracing the research supporting the positive impact of early intervention (Perez-Johnson & Maynard, 2007). To do this, District 59 is developing and launching birth to eight roadmaps to support students and families in the area of social emotional learning (SEL), literacy, and math. Child development research has established that the rate of human learning and development is most rapid in the preschool years (Perez-Johnson & Maynard). Timing of intervention becomes particularly important when a child runs the risk of missing an opportunity to learn during a state of maximum readiness (Rothstein, 2004). We plan to capitalize on this important research and begin to provide family level education services at the time of student birth, and build supports as students progress toward school entry. D59 also recognizes the critically important role emotional skill development plays in the foundation of academic learning.

**...by their 4th birthday, some children had heard 30 million fewer words than others...**

The goal of birth to 8 road map planning for SEL, literacy and math is to provide the earliest intervention and supports possible to families and students. The purpose of the road map is to clearly identify

stakeholders and their roles, as well as to define important drivers, followed by actionables and action plans. Partnering with stakeholders allows District 59 to maximize resources and remain focused while developing partnerships that will potentially support our students and families in need.

## The why

The collective vision for early social emotional, literacy, and math learning is driven by a belief in equity over equality. The reality of our community is that not all learning environments, homes, community places, or schools, are created equal. Pre-kindergarten programs that respond to children who are designated "at-risk" are a piece of the early childhood puzzle, but it is unreasonable to expect a one or two-year program to close a gap formed over multiple years. In a longitudinal study beginning in 1995, Betty Hart and Todd R. Risely found that by their fourth birthday, *some children had*

**It is unreasonable to expect a one- or two-year pre-kindergarten program to close a gap formed over multiple years.**

*heard 30 million less words than others.* Not only had exposure vastly differed, but once in school, disparities in reading skill and vocabulary were extensive (2003). This achievement gap is a blatant inequity that schools traditionally do not seek to

address until a child enters kindergarten. However, early cooperative supports can help families overcome barriers and level the playing field before children enter our schools. Providing individualized and responsive support through

**ASK; LISTEN**  
at family needs  
in your decisions

welcome toddlers  
and preschoolers  
to events

**PROVIDE**  
parent learning  
opportunities

provide services  
**STARTING**  
student  
**AT BIRTH**

**Move from**  
**INFORMING**  
**PARENTS**  
to  
**ENGAGING**  
**PARENTS**

**USE VIDEO**  
**AND WEB**

meet  
families'  
**basic**  
**physiological**  
needs

**OFFER**  
**FUN** family  
learning  
activities

**USE FOCUS GROUPS**  
to build cultural  
responsiveness

**EMPOWER**  
**PARENTS**

Anyone with the will to do so  
can be an educator if we  
tap into their strengths



**CULTIVATE:**  
a growth mindset  
trying out new things  
being fearless  
life-long learners  
life-long readers and writers

partnerships is our approach to gaining early educational equity, not only in the area of literacy, but also in social emotional learning and mathematics.

### Social emotional learning

The Zero to Three Policy Center has worked for years to build understanding of the skill development that occurs during crucial early years. Contributing to loving relationships, building independence and self-esteem, identifying feelings, playing with others, communicating effectively, and showing empathy are some of many areas of essential social-emotional development that should grow quickly in early years (Zero to Three, 2017). Parents are natural teachers of these concepts. When parents have great resources and models, they are empowered and that natural education becomes even stronger. This is when parents engage in the

educational process. Through developing partnership with parents, it is our hope that we will move from merely *informing* parents to *engaging* parents in learning.

### Literacy

While partnerships between families and the school to promote family literacy is not a new concept, they most often occur after a child has officially entered school. As literacy and language begins to develop at birth, waiting until a child is school-aged to promote a passion for and a skillset for reading and writing results in years of lost

*continued next page...*



**District 59 Literacy Road Map**  
*Preparing Students to be Successful for Life*

Family	Student	Staff	Instructional Coaching	Schools	District
<b>Drivers</b>					
Engage and Promote Family Literacy	Empower Skillful and Passionate Readers and Writers	Create Powerful Literacy Learning Experiences Through Effective Literacy Teachers	Advance Transformational Professional Development	Strengthen and Expand a Growth Mindset Towards Literacy and Learning	Establish and Propagate a Comprehensive Literacy Vision
<b>Actionable Elements</b>					
<ul style="list-style-type: none"> <li>Support families through culturally responsive community initiatives and partnerships</li> <li>Increase family outreach and access to early literacy education</li> <li>Provide parent education opportunities that promote family literacy</li> </ul>	<ul style="list-style-type: none"> <li>Engage students in authentic literacy experiences that honor their approximations, empower them to use their strengths, and build self-efficacy</li> <li>Promote readerly and writerly lives through daily apprenticeship opportunities</li> <li>Cultivate a growth mindset where students identify themselves as real readers and writers as they progress along a continuum of literacy</li> </ul>	<ul style="list-style-type: none"> <li>Develop a professional growth plan which includes partnering with instructional coaches, engaging in coaching cycles</li> <li>Create a positive literacy environment through a reading and writing workshop approach</li> <li>Utilize knowledge of effective literacy instruction to make informed, strength-based decisions</li> </ul>	<ul style="list-style-type: none"> <li>Takes a leadership role in, contributes to, and facilitates professional learning opportunities on a local, national and/or statewide level</li> <li>Build teacher knowledge, practice, and efficacy through in-depth planning, collaboration, and reflection; engaging in ongoing coaching cycles</li> <li>Develop positive coach/principal relationships to further enhance school-wide literacy instruction</li> </ul>	<ul style="list-style-type: none"> <li>Establish and amplify a whole-child literacy mindset among students, staff, and community</li> <li>Design learning for staff that develops a clear and precise understanding of strength-based instructional planning and effective practice</li> <li>Embrace community outreach initiatives through cultivating lasting literacy relationships</li> </ul>	<ul style="list-style-type: none"> <li>Support a vision of literacy where students engage in authentic literacy experiences, identifying as real readers and writers</li> <li>Bolster efforts and sustain commitments to develop literacy leadership among administrators</li> <li>Strengthen and expand current efforts toward parent education and community partnerships.</li> </ul>

**Roadmap...cont'd.**

time. District 59 takes a whole-child approach when working with families focusing on raising children who enjoy reading and writing for pleasure and entertainment, as well as to make meaning of the world around them and to teach others.

Early on, we must begin to cultivate a growth mindset that instills several beliefs in these budding readers and writers: (1) That they are capable of doing challenging work; (2) That their ideas are important and worth developing and sharing; and (3) That we learn by actually

**SEL District 59 Framework Domains**  
*Preparing Students to be Successful for Life*

Family	Community	Staff	Instructional Coaching	Schools	District
<b>Drivers</b>					
Foster Family Engagement in Education by Educating and Empowering	Partner with Community Agencies to Support Families	Create Climates of Inclusion and Cultures of Learning in all District Environments	Advance Transformational Professional Development	Expand and Enhance Quality, Relevant, Strengths-based Instruction	Construct equitable systems that ensure access to opportunity for all
<b>Actionable Elements</b>					
<ul style="list-style-type: none"> <li>● Gather feedback from families about their needs to drive district decisions</li> <li>● Support families through culturally responsive community initiatives and partnerships</li> <li>● Provide parent education opportunities that promote literacy, math, and SEL foundations</li> </ul>	<ul style="list-style-type: none"> <li>● Promote consistent community messages regarding early social emotional learning</li> <li>● Empower families to utilize community resources through neighborhood leaders and agencies</li> <li>● Develop community and staff understanding of cultural responsiveness</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure physically and emotionally safe learning environments that highlight students' talents and strengths</li> <li>● Develop social and emotional resource-rich learning environments</li> <li>● Make resources available to families in all school facilities</li> <li>● Model and use culturally responsive practices in all environments</li> </ul>	<ul style="list-style-type: none"> <li>● Take a leadership role in and contributes to professional learning opportunities</li> <li>● Build teacher knowledge, practice, and efficacy by engaging in ongoing coaching cycles</li> <li>● Develop positive relationships that model and enhance school-wide SEL</li> </ul>	<ul style="list-style-type: none"> <li>● Embed social and/or emotional instruction in all content area learning experiences</li> <li>● Design measures and accountability for all student's social-emotional growth and decision making</li> <li>● Teach social and emotional skills to struggling students through creative, strengths-based intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Review data by groups to see any patterns of need</li> <li>● Use multiple sources of data to determine avenues that decrease marginalized groups' barriers to accessing support and education</li> <li>● Meet basic physiological needs of families, staff, and students (shelter, food, clothing, protection)</li> </ul>

doing the real work as apprentices while being fearless, trying out new things, taking risk, and making mistakes.

The District 59 Literacy Road Map reflects a shared understanding of the work needed to cultivate lifelong readers and writers who are not only skillful, but also develop a positive identity as and towards reading and writing. These *Drivers* and *Actionable Recommendations* reflect opportunities within the current D59 community and are directly informed by research.

## Math

With the belief in the strengths of our stakeholders, we are able to educate and empower willing family and community members to teach in unique ways. Early math education

involves daily exploration activities, hands-on work with manipulatives, and real-world math experiences. The District 59 Math Road Map reflects an approach where students develop a passion for math through deep and powerful learning opportunities that begin well before kindergarten. Through partnership with parents, we support students by encouraging them to see themselves as mathematicians who make connections and see patterns in the world around them. Through a concentrated effort that encouragement starts at birth.

## Parents are natural educators

A key foundational belief supporting the birth-to-8 roadmap is that community members, family members,

*continued next page...*



## Roadmap...cont'd.

and school staff all have expertise that contribute to education. Passion for learning, knowledge of the child, positive relationships and commitment already exist within a family. Anyone with the will to do so can potentially be an educator if we tap into their strengths. The success of this philosophy requires a commitment to cultural responsiveness. Cultural responsiveness requires one to learn about the people she serves and respond by incorporating those new understandings into future interactions. A perfect example of this is the extensive work that has been done to provide dual-language education and courses focused on student heritage to our students. Recognizing the linguistic and cultural needs of a large group of students resulted in responsive instructional design in District 59. No one can be an expert in all cultures, but everyone can seek to understand more about beliefs, values, and experiences of others. Everyone can ask, and everyone can listen. In District 59, we are building our systems of cultural responsiveness. As a start, we formed parent focus groups that asked open-ended questions. Then we did something novel- we responded. It took time and patience, and it paid off in dividends. We moved forward with new initiatives. In hindsight, the concept is simple—we ask, we listen, we respond. It's essential to ask the questions that allow us to move away from just informing parents toward engaging them in learning. What we found was that it was not "what" we were communicating to families that was lacking, but "how."

## Community partnerships

A major challenge of districts in implementing early childhood supports can be finances. Very few districts are in a position to add programming, staff, or materials for additional children. However, most communities offer supports through grant funding that go unutilized. Spending time building relationships with government agencies, hospitals, non-profit organizations, police, fire departments and other service providers could result in many creative and potentially free solutions. Our experiences partnering with community agencies have resulted in agencies adjusting their services to meet the unique needs of district families. Agencies are grateful for the input and the business the district brings, and the district benefits from the health and wellness of their future families. It is a symbiotic relationship that requires just one thing- strong communication.

## Changing times

Our times have changed and so has communication style. Our schools regularly use email, shared documents, chats, and texts to communicate and through focus groups we found that our families wanted the same. Paper newsletters

were archaic and found their way to recycling bins quickly. To think that information attaining methods have changed among educators but not among families is divisive. District 59 utilizes multiple forms of media and a number of other communication methods, including a strong emphasis on electronic and social media, as part of messaging and as a means of providing supports to our targeted stakeholders (see our website at [ccsd59.org](http://ccsd59.org)). Ready Rosie is an example of an online tool that emails or texts two-minute video clips to families demonstrating fun learning activities. This resource opens a door to families prior to enrolling their students. The videos of real parents modeling learning activities with their real child(ren), ages zero to six, have garnered an excellent response. Parents are empowered to use the strengths they already have (i.e., relationship, knowledge of their child, and passion for their education) to engage in learning experiences at home.

## Conclusion

Many of the supports in place at an early age are about relationship building and making connections; two highly important concepts that are often low-cost or free. Here are some ideas to launch your planning:

- Use existing communication tools such as school messenger rather than paper
- Promote pre-existing public services such as library and public assistance programs
- Model simple learning activities for families through video, web, or in person
- Open the doors of existing events to future students (0-5 years old)

Shifting mindset to welcome our youngest students to learning as early as possible can pay off in dividends, while costing a district nearly nothing. Having the vision and foresight to commit to such an endeavor as embracing early learning is essential. The aspect that is truly priceless is welcoming a kindergarten class filled with veteran learners with five years' experience.

## Resources:

Hart, B. & Risley, T. R. (2003). *The Early Catastrophe; The Thirty Million Word Gap by Age Three*. *American Educator*.

National Center for Infants, Toddlers, and Families, (2017). Retrieved from [www.zerotothree.org](http://www.zerotothree.org).

Perez-Johnson, Irma & Maynard, Rebecca (2007). *Peabody Journal of Education*. The Case for Early, Targeted Interventions to Prevent Academic Failure appears. Published online: 05 Dec 2007

Rothstein, Richard (2004). *The many causes of the achievement gap*. Published in the [Harvard education letter](#).

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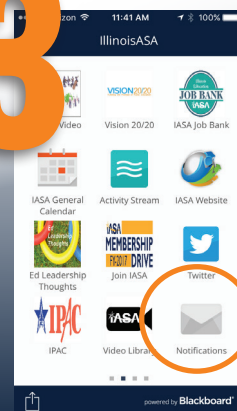
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In the wake of the Flint lead crisis, **Gov. Bruce Rauner signed into law SB550** making Illinois the latest state to require lead testing in school drinking water. Schools that are occupied by 10 or more students pre-kindergarten through grade five and constructed before the year 2000 must test all drinking water points of use for lead with results being submitted to the Illinois Department of Public Health.

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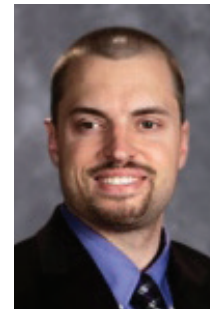
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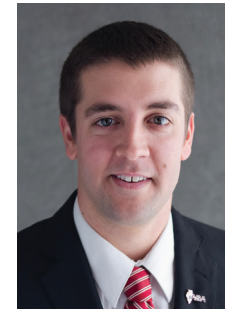
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Landers



Schilling



Thompson

# SAFE Board selects 6 Illinois educators for Moon Scholarship awards



Six Illinois educators have been selected to receive monetary awards as winners of the 2016-17 James V. and Dorothy B. Moon Scholarships.

Those selected by the School Administrators Foundation for Education (SAFE) Board of Trustees include:

- Dr. Marion Friebus-Flaman, Director of Language Acquisition, Naperville CUSD 203
- Ms. Jaime Koziol, Principal, Milne Grove Elementary School, Lockport District 91
- Ms. Julie H. Lam, Assistant Director of Secondary Education, Community Unit School District 308, Oswego
- Mr. Joseph Landers, Principal, Harding Grade School, Serena CUSD 2
- Mr. Nathan S. Schilling, Principal, Beecher High School, Beecher CUSD 200U
- Dr. Kyle Thompson, Assistant Regional Superintendent, Regional Office of Education #11

“This program is designed to help up-and-coming educators in Illinois further their careers by assisting in them in attaining graduate studies as was Dr. Moon’s vision,” said Ron Jacobs, President of SAFE. “Ultimately, this program is designed to help produce people who are well prepared to become superintendents and tackle the challenges facing public education in Illinois.”

The Moon Scholarship was established by the late Dr. James V. Moon, a distinguished educator and superintendent in Illinois. The purpose of the

scholarship is to provide grants to assist individuals in the pursuit of graduate study leading to improved competency in superintendency.

To qualify, an applicant must be a resident of and a practicing administrator in Illinois, be a graduate of an accredited college or university, hold an administrative certification in Illinois, be of good character, and be enrolled in an advanced degree program at an accredited college or university. The application process includes, among other things, a response to a practicum question, three letters of reference, a statement concerning involvement in professional development programs, and a statement indicating a commitment to superintendency.

**“ This program is designed to help produce people who are well prepared to become superintendents and tackle the challenges facing public education in Illinois. ”**

Applications were judged based on good scholarship, evidence of strong communication skills, abilities and strengths as indicated by the letters of support, potential for contributing to the quality of K-12 public education in Illinois through the superintendency, and demonstrated participation in professional development programs.

Recipients are required to contribute to the further development of the superintendency in Illinois for a period of two years following completion of their degree program in which they accepted payment of tuition, fees and/or textbook expenses on their behalf.

Information and applications for the 2017-18 Moon Scholarships will be available beginning July 1, 2017 on the IASA website at [www.iasaedu.org](http://www.iasaedu.org). Questions can be directed to Cherry Middleton at 217-753-2213 or at [cmiddleton@iasaedu.org](mailto:cmiddleton@iasaedu.org). Anyone wishing to contribute \$25 or more to the SAFE scholarship fund can do so by sending a check made payable to SAFE to the IASA office at 2648 Beechler Court, Springfield, IL, 62703-7305.



# 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 [voltz@iasaedu.org](mailto:voltz@iasaedu.org).



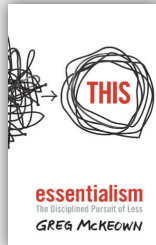
## Moving from Vision to Action: Learn How to Become An Essentialist

(AAC #1820)

**April 20, 2017**

Gurnee #56  
3706 Florida Ave.  
Gurnee, Illinois 60031

<http://www.cvent.com/d/8vq60x>



**April 27, 2017**

Egyptian Region  
Elks Lodge  
1107 Jordan St.  
Mt. Vernon, Illinois 62864

<http://www.cvent.com/d/zvqvr6>

**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 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>

## Developing a Communications Plan

(AAC #1568)

**April 13, 2017**

Prairie-Hills Jr. High School  
16320 Richmond Ave.  
Markham, IL 60428

<http://www.cvent.com/d/r5qjvt/1Q>

## 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>

**October 3, 2017**

Wilco Area Career Center (Multi-Purpose Room)  
500 Wilco Blvd.  
Romeoville, Illinois 60048

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

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## IASA survey shows big support for school funding reform

The Illinois Association of School Administrators (IASA) has for several years surveyed members for feedback to better understand superintendents' needs and what resources they require to succeed in their districts.

The 2015-16 Superintendent Satisfaction Survey asked for feedback on IASA practices, programs, initiatives and sought members' views regarding policy or legislative issues; the Superintendent Profile Survey asked for details about members' paths to the superintendency and their backgrounds.

"These surveys have informed our decision making to ensure we provide members with high-quality resources and support policy initiatives that reflect members' beliefs

and priorities," said IASA Executive Director Dr. Brent Clark. "Thank you to everyone who provided us with this valuable feedback."

**89% of participating superintendents supported an overhaul of the state's school funding formula [and] overwhelmingly said adequacy was the most important condition for success, 93% saying any overhaul should include full funding of General State Aid.**

*K12 Insight*, IASA's independent research partner, administered the surveys on behalf of the association, ensuring participant confidentiality. *K12 Insight* also compiled the results and created the final reports.

In total, we received 775 responses to the two surveys.

Regarding Vision 20/20, 85 percent of respondents said the quality of the initiatives was either good or excellent and an equal percentage said

# Who are IASA superintendents?

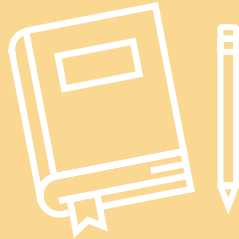
SUPERINTENDENT PROFILE SURVEY

## DISTRICT PROFILE



**59%**

serve districts in a rural community, compared with 22% in metropolitan areas and 18% in urban areas.



**45%**

serve unit districts, 43% serve elementary districts, and 10% serve secondary districts.

## PREVIOUS EXPERIENCE



**79%**

were athletic coaches when they were teachers.



**63%**

were building administrators when they decided to become a superintendent.

## OVERALL SATISFACTION



**92%**

said they have a supportive community.



**83%**

love their job.

## WEEKLY SCHEDULE



**87%**

spend more than 40 hours per week in the office (57% said 50 hours or more).



**57%**

spend less than 20 hours per week in their district's schools.

K12 Insight



## What do superintendents think of IASA?

SUPERINTENDENT SATISFACTION SURVEY



Of the **325** superintendents who participated...

**95 percent** said they were somewhat to very active in IASA.



### WHAT WE LEARNED from participating superintendents



**97%**

**SAID IASA** focuses on issues that interest them.



**85%**

**RATED VISION 20/20** as excellent or good.



**77%**

**REGULARLY READ** Leadership Matters.

### ITEMS OF NOTE

More than 90% of participants are **satisfied** with each of IASA's roles.



89% said IASA takes a **politically balanced** approach.



97% prefer to receive IASA **information via email**.



they were either informed or well-informed about Vision 20/20. More than three-quarters (76 percent) of the participating superintendents said that their school boards had adopted the Vision 20/20 resolution. Of the four pillars of Vision 20/20, the Equitable and Adequate Funding pillar was ranked No. 1 by a wide margin.

Following that line of thinking, 89 percent of participating superintendents supported an overhaul of the state's school funding formula. Superintendents overwhelmingly said adequacy was the most important condition for success, with 93 percent saying that any overhaul should include full funding of what currently known as General State Aid. Two-thirds said some sort of "hold harmless" provision also would be necessary.

Among other issues in the survey was reciprocity and licensure, with 63 percent saying they had faced challenges filling positions requiring specialized endorsements, such as Spanish or Driver's Education positions, and almost half (47 percent) of the respondents saying they had faced hiring challenges because out-of-state applicants could not become licensed. One of the Vision 20/20 initiatives regarding streamlining licensure and reciprocity with other states has been signed into law, and 35 percent of those responding said that law already was having significant or moderate impact on their districts with and 39 percent saying it was having some impact.

Responding to a question about a possible shift of normal pension costs from the state to school districts, 78 percent opposed a cost shift. If there were to be a cost shift, 86 percent said that the ability to levy a tax for the pension costs similar to the IMRF levy would be necessary.

The demographic portion of the survey showed that 72 percent of superintendents who responded were male, 96 percent of respondents were Caucasian or white. The average age of respondents was 49.8, they had been a superintendent for an average of 7.8 years with an average of 5.5 years in their current position. In terms of the highest degree they had

attained, 54 percent had a Specialist Degree, 41 percent a Ph.D. or Ed D. and 5 percent a Master's Degree.

In terms of job satisfaction, 84 percent of participating superintendents said they are satisfied with their current position.

Similarly, we were pleased to learn that more than 90 percent of participants in the Superintendent Satisfaction Survey are satisfied with each of IASA's roles, indicating a high level of satisfaction with the association overall.

"As we work to serve superintendents statewide, IASA will continue to seek input from our members," said Clark. "We want to ensure that we provide you the support and tools you need to help your district succeed."

Some results of the surveys are illustrated in the infographics on Pages 25 and 26. To view the complete results of the Superintendent Profile Survey, please click [here](#). To view full results of the Satisfaction Survey, please click [here](#).

The next 2017 survey of superintendents is scheduled for September in conjunction with the IASA Annual Conference (scheduled for September 27–29 in Springfield).





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## **Asbestos**

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## **Indoor Air Quality**

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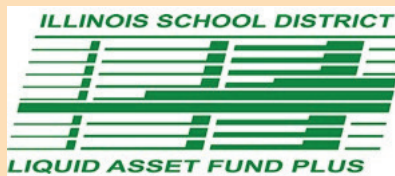




## In Memoriam: Dr. Doug Blair

Dr. Doug Blair passed away at the age of 82 Friday morning March 10, 2017. Dr. Blair was one of the longest-serving members of IASA. He spent 20 years as a teacher, principal and superintendent before becoming Senior Field Services Director for

the Illinois Association of School Boards (IASB) in 1976. He retired from that position in 2010, continuing to serve after that as a part-time consultant to IASB. Dr. Blair was the first recipient of the IASA Exemplary Service to Education Award in 2004.



## ISDLAF+ April 2017 Monthly Update

Click here to view the April 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](http://www.isdlafplus.com).

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1/4 Page	\$699	\$999
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### ENHANCED LISTINGS

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Shaded Boxed Listing		\$99
Boxed Listing w/Logo		\$119
Boxed Listing w/Logo & Bio		\$169

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)

## April 2017

Tues. Apr. 4 GA Session  
Shawnee

Wed. Apr. 5 GA Session  
Cook West

Thurs. Apr. 6 GA Session  
Cornbelt

Fri. Apr. 7 GA Session  
Southwestern, Kaskaskia

Wed. Apr. 12 DuPage, Illini

Thurs. Apr. 13 [Developing a Communications Plan](#)  
Schoolmasters

Thurs. Apr. 20 [Moving from Vision to Action... Become an Essentialist](#)  
Central II Valley

Fri. Apr. 21 Lake, Western

Mon. Apr. 24 House Session  
 Superintendents of Distinction Luncheon

Tues. Apr. 25 GA Session  
Board of Directors

Wed. Apr. 26 GA Session

Thurs. Apr. 27 GA Session  
Egyptian, Kishwaukee

[Moving from Vision to Action... Become an Essentialist](#)

Fri. Apr. 28 GA Session  
PEAC

## 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

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





## 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



## Repurposing technology

In 2009, Indian Prairie School District 204 began a program to re-purpose older computers that are scheduled to be replaced throughout our schools. The computers are inspected, cleaned, repaired, and software is installed. Since the program began, student volunteers have re-purposed more than 1,600 computers. By re-purposing older computers, the district is able to provide families with a resource that directly helps students.

**Dr. Karen Sullivan, Superintendent  
Indian Prairie School District 204**



Send your school videos to [mchamness@iasaedu.org](mailto:mchamness@iasaedu.org).  
We want to highlight what's going on in your school districts.



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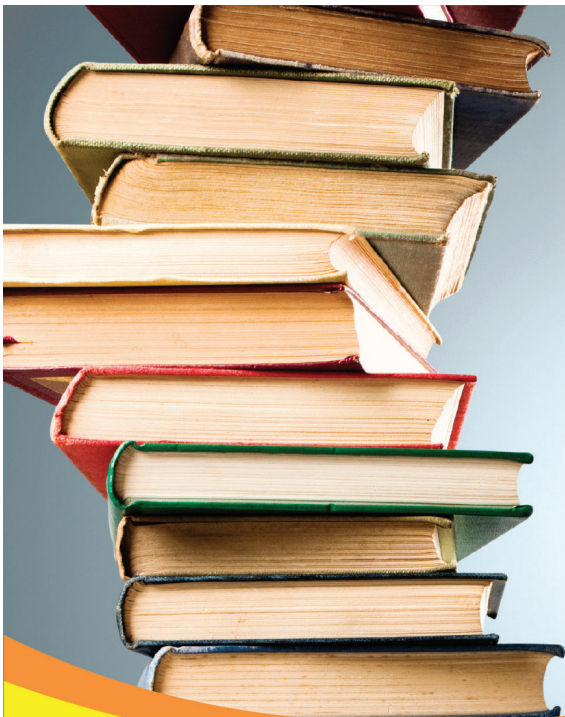
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## Illinois Association of School Administrators (IASA) Uses Website to Connect Employers with Job Seekers.

Whether you are seeking qualified applicants to fill permanent, interim, part or full-time vacancies, the Illinois Education Job Bank<sup>sm</sup> makes posting jobs and finding candidates as easy as **1-2-3!**

With over **1,000** Illinois school districts and other educational institutions subscribing to the Illinois Education Job Bank<sup>sm</sup>, the proof is in the numbers. Since 1999, the Job Bank has provided the opportunity for more than **107,000** vacancies and **112,000** profiles to be posted online.

### FOR EMPLOYERS...

You can post vacancies and find candidates with ease and security.

- Quick and easy account setup
- Maintain complete control of job posting information, posting date and duration
- When you post an opening on the IASA Job Bank, the opening is also included on the school district's website without the school district reposting the information simply by setting up the RSS Feed
- Maintain low costs with minimal yearly fee
- Add customized questions to online applications
- Search for candidate features such as languages, skills and more
- Set up and maintain multiple profiles and users
- Save favorite candidates from job applications

### FOR JOB SEEKERS...

You can search, save resumes and apply online for **free**.

- Search from hundreds of openings throughout the state
- Create and maintain profiles and resumes in our secure online Job Search Portal
- Save and update your profile information including education, certification/license, employment, references, skills and more
- Set up convenient e-mail job alerts and notifications
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