

Leadership Matters

 **IASA**
ILLINOIS ASSOCIATION OF SCHOOL ADMINISTRATORS
DECEMBER 2014



VISION 20/20
Fulfilling the Promise of Public Education

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Vision 20/20: The time is now!



Message from the Executive Director Dr. Brent Clark

Having just completed a tour of the IASA Super Regions to spread the word about Vision 20/20, I am more encouraged than ever that this plan for the future of public education in Illinois has a great chance to change the discussion and, ultimately, the education policies of our state.

We had large crowds at our stops in Naperville, Normal and Mt. Vernon and

the feeling that educators from all parts of the state are ready to step up and fight for kids was palpable. I truly believe that we are at a crossroads in public education in Illinois and the time is right for Vision 20/20.

At one of the stops I used the analogy of the lion and the gazelle in Africa. Every day, the gazelle wakes up knowing he has to outrun the lion to survive. Every day, the lion wakes up knowing he has to be able to outrun the slowest gazelle in order to eat. Both the lion and the gazelle know that when the sun comes up they better be running.

Change is coming with a new governor and if we don't have a plan that meets today's challenges, public education could get devoured. Instead of relying on fighting in opposition to bad education proposals, we now have a good-faith plan that is transparent in its attempt to improve educational opportunities for the more than 2.1 million schoolchildren in our state who depend on us to fulfill the promise of public education.

The mission now is to turn our vision into a movement at the grassroots level in every community. It was 2 1/2 years ago when we brought in Dr. Phil Schlechty, head of the Schlechty Center in Louisville, Ky., to talk to the IASA Board of Directors about the possibility of a visioning project. He said the secret to a movement to change public education policy is to "build the fire at home" because when something's on fire back home, lawmakers and policymakers have to take notice.

We need you as the educational leader in your community to help build that fire. The Vision 20/20 website (www.Illinoisvision2020.org) contains a wealth of information – including, among other items, the Full Policy Brief, Executive Summary, Talking Points, the Vision 20/20 Video, FAQs, a sample



An overflow crowd attended the Vision 20/20 briefing at Sugar Creek Elementary School in Normal.

Board Resolution, a sample Letter to the Editor and an Online Petition – to equip you. This edition of *Leadership Matters* includes an overview of the Vision 20/20 initiative.

Roger Eddy, the Executive Director of the Illinois Association of School Boards (IASB), told attendees about a meeting he had with former Governor Jim Edgar. He said his group was asking Edgar, the Chair Emeritus of the Advance Illinois Board of Directors, for advice in advocating for public education.

"Governor Edgar simply said 'You need more friends,'" recalled Eddy, a former superintendent who served as a state representative in the General Assembly for 10 years. "We have to take back the future of public education, and I know from experience that it's critically important that lawmakers hear from their constituents back home."

Jason Leahy, Executive Director of the Illinois Principals Association (IPA), used the analogy of a child sitting on a four-legged stool. The legs represent educators, parents, the business community and policymakers.

"We need everyone to be equal parts of this effort," Leahy said. "If one leg is shorter than the others, the stool is out of balance. If one leg disappears, the stool collapses."

Vision 20/20 is a comprehensive plan, and it is a plan that addresses some common-sense issues. For example, school administrators and boards have to make personnel and programmatic decisions in March, two months before they find out what funding the state is providing. No one would run a business

Problems Worth Solving

Join the launch event on January 8, 2015

IASA superintendents are cordially invited to tune in for the live unveiling of Math Techbook, the latest in breakthrough digital textbooks from Discovery Education. Join us virtually as a panel of experts from diverse fields discusses the wide-ranging implications of math achievement in the United States.

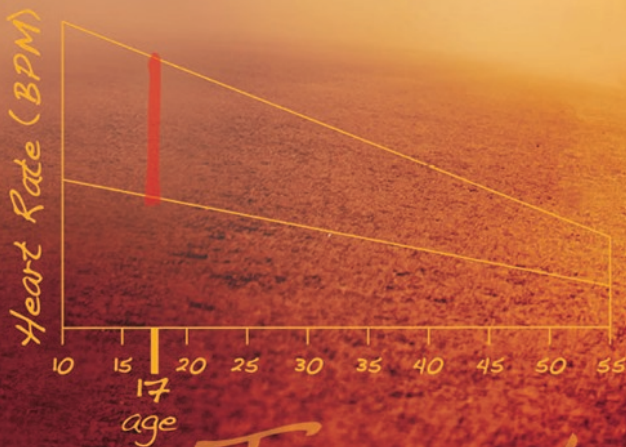
Register and learn more at:

www.DiscoveryEducation.com/Math2015

Learning Math Starts With a Connection

Students who can explore how math fits in their world will understand why it's important. When they are engaged in solving problems that matter to them, they will rise to the challenge. Students will investigate, inquire, and persevere.

Math Techbook was built to motivate and excite students with diverse learning styles through its **Discover, Practice, and Apply** instructional approach. Powered by innovative digital resources and tools, this digital textbook enables students to experience real world math in ways never before possible.



Distance = 3.1 miles

Pace: 8.0 minute mile

Speed = 7.5 mph

Finish = 00:24:48

Target HR:

$$0.625(220-a) < \text{target HR} < 0.8(220-a)$$

For more information on Math Techbook and partnering with Discovery Education please contact Josh_Truman@discovery.com



IASA Executive Director Dr. Brent Clark talks about Vision 20/20 during a press conference in the State Capitol. Other Vision 20/20 partners at the press conference from left are IPA Executive Director Jason Leahy, IASBO Executive Director Dr. Michael Jacoby, IASB Executive Director Roger Eddy, Superintendents' Commission for the Study of Demographics and Diversity President Dr. Creg Williams, and Illinois Association of Regional Superintendents of Schools President Patricia Dal Santo.

From Vision to Action!

Two years in the making, Vision 20/20 has been unveiled publicly and the stage has been set for the most important phase of the initiative: Going from Vision to Action!

“We always have been good about knowing what we were opposed to in public education, but now we have a plan that clearly outlines what we are for, what we think will provide the very best educational opportunities for the more than 2 million schoolchildren in Illinois,” said Dr. Brent Clark, Executive Director of IASA. “Our motto is ‘Fulfilling the Promise of Public Education’ and to do that we now have to spread the word and turn this vision into a movement.”

A coalition of six statewide education organizations have joined forces behind Vision 20/20, including IASA, the Illinois Association of School Boards (IASB), the Illinois Principals Association (IPA), the Illinois

Association of School Business Officials (IASBO), the Superintendents’ Commission for the Study of Demographics and Diversity (SCSDD), and the Illinois Association of Regional Superintendents of Schools (IARSS). Vision 20/20 also has been endorsed by the Illinois PTA, the Ounce of Prevention Fund and the Center for Tax and Budget Accountability.

The facts that Vision 20/20 is gaining momentum and strength was not lost on Dr. Creg Williams, President of the SCSDD.

“Vision 20/20 is gaining power. The power comes from the partnerships we have built. This is the first time that all of these education groups have come together behind one plan,” said Williams, who also is Superintendent at Thornton Fractional Township High School District 215 in Calumet City.

“This plan reflects the vision of educators in every part of the state. It has power and it is a promise to children in Illinois.”

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--Dr. Creg Williams, President for the Superintendents’ Commission for the Study of Demographics and Diversity



“It’s exciting to see Illinois school leaders putting forward a broad education agenda. There are many promising ideas in Vision 20/20. This report will definitely help shape policy conversations in the years ahead.”

--Elliot Regenstein,
Senior Vice President for Advocacy, Ounce of Prevention Fund



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Elliot Regenstein, Senior Vice President for Advocacy and Policy at the Ounce of Prevention Fund, said it was “exciting to see Illinois school leaders putting forward a broad education agenda.”

“There are many promising ideas in Vision 20/20,” said Regenstein, whose organization is dedicated to providing the best care and education for children in poverty. “This report will definitely help shape policy conversations in the years ahead.”

Ralph Martire, Executive Director for the Center for Tax and Budget Accountability and an expert on funding in Illinois, has endorsed Vision 20/20.

“For decades, Illinois has failed to provide a meaningful educational opportunity to all children in the state – a failure that not only hurts kids, but also harms the economy,” Martire said. “While other factors have played roles, there’s no question that the core driver of this failure has been the lack of political will to reform the state’s school funding

political gridlock that has prevented meaningful reform to date.”

Charlie Rose, the former General Counsel for the U.S. Department of Education, applauded the Vision 20/20 team for exercising leadership and filling a void.



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Executive Director for the Center for Tax and Budget Accountability

“In my many years of involvement in the field of education, this kind of management-led collaboration and policy-driven document is unprecedented in Illinois,” Rose said. “There are 2 million children in our state whose voices and futures need to be addressed. This is a positive start in the right direction.”

The Vision 20/20 plan includes four main pillars (see pages 8-9), each with a several policy recommendations. The topics on which the plan focuses came from a statewide survey that included 661 current and former school superintendents and approximately 3,400 people.

The recommendations are research-based and were developed over the course of almost two years by a group of nearly 70 superintendents, administrators, principals, school board members and others in the field of education.

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--Charlie Rose,
Former General Counsel for the U.S. Department of Education under Arne Duncan

Highly Effective Educators



The quality of teachers and school leaders is the greatest predictor of student achievement schools can influence. By attracting, developing and retaining our state's best educators, we can have a profound impact on student learning.











Under this pillar, the policy recommendations include:

-  Expanding education licensure reciprocity agreements to ensure Illinois school districts have access to the best quality candidates regardless of the state in which they received their initial license
-  Expanding alternative teaching licensure programs
-  Providing teacher student loan forgiveness so minority teachers in all districts can benefit, and expanding the program to include teachers in underserved content areas such as math, science and special education and those willing to serve in underserved parts of the state
-  Establishing partnerships with higher education to establish consistent admission and program criteria as well as classroom experience requirements
-  Fully funding mentoring for new educators
-  Expanding educator collaboration opportunities by providing sufficient time for collaboration during the educators' workday
-  Enhancing the ROE's/ISC's ability to function as regional centers for professional learning and innovation

21st Century Learning







For success in life, students need more than knowledge of math and reading. It is time to expand the definition of student learning, commit to the development of the "whole child," and invest in policies proven to link all schools to 21st century learning tools.

-  Aligning social and emotional standards with the new Illinois Learning Standards
-  Supporting student creativity and innovation
-  Promoting individualized learning through individualized learning plans because children learn in different ways and at different speeds
-  Engaging parents, families and communities
-  Developing a balanced state assessment system that would meet the needs of local districts to inform instruction and allow local districts to forgo local assessments and decrease the amount of time spent administering standardized assessments
-  Offering incentives for expanding preschool and full-day kindergarten education
-  Promoting partnerships with institutions of higher learning
-  Encouraging career exploration by increasing graduation requirement flexibility for students who participate in internships or apprenticeships
-  Providing high-speed Internet connectivity to every school and community to ensure adequacy and equity
-  Incorporating technology in state learning standards

Shared Accountability





A quality education for all Illinois students cannot be ensured without the collaboration, compromise and hard work of both educators and legislators. With that in mind, it is necessary to expand educator responsibility in the legislative process, create a shared accountability model, and restructure mandates to allow more district flexibility.

-  Allowing current educators representation on the Illinois State Board of Education
-  Adopting a differentiated accountability model that allows local flexibility and gives credit to districts for programs and achievements outside what normally is used to assess schools if those programs or achievements provide a benefit that is important to that particular school district and its students, parents and taxpayers
-  Distinguishing between essential and discretionary regulations, with essential being defined as those that are fully funded, federal or having to do with student safety or civil rights
-  Allowing districts that forego state funding to opt out of state mandates and regulations, consistent with existing policies and the original intent of charter schools

Equitable and Adequate Funding

All students in Illinois are entitled to a quality education. It is our duty to ensure our students have access to all necessary resources by improving equity in the funding model, appropriating adequate dollars for education, and allowing local school districts the autonomy needed to increase efficiency.



-  Adopting an evidence-based funding model such as the model developed as part of the Illinois School Finance Adequacy Study. This study takes into account the actual cost to provide an adequate education in each school district in the state and is tied to research identifying those things, such as low class size in K-2, that have proven to have a positive impact on educational outcomes
-  Enhancing state spending through stability of state funding as well as continued efforts to pursue efficiencies at the local level, including but not limited to shared service agreements and other cooperative agreements
-  Restructuring state revenues to match the 21st century economy
-  Creating a two-year funding cycle with year-ahead budgeting for schools, such as a number of states currently do. This would alleviate the current situation in Illinois in which school districts have to make expenditure decisions before state funding decisions are final

Vision 20/20 Accountability Model gives credit for districts' best practices

By Julie Schmidt, Superintendent, Kildeer Countryside CC 96 and Ralph Grimm, Superintendent, West Central CU 235

The Vision 20/20 Differentiated Accountability Model allows school districts the long-awaited opportunity to “tell their own story” when it comes to improving student outcomes.

While Component 1 of the model accounts for 30% of a school district’s accountability score, Component 2 accounts for the remaining 70%.

Component 2 consists of three parts. Part 1 is simply a measure of the degree to which schools meet current ROE’s / ISC’s compliance probes. Part 2 assesses the degree to which schools are adhering to a set of research based quality standards and best practices for effective schools. This component is evaluated using a rubric completed by a peer review team.

But it is Part 3 of Component 2 that is deeply differentiated and provides school districts in Illinois the opportunity we have been long awaiting. The third part of this component allows districts to identify, through the presentation of local data, improvements that may not yet be evident in the Component 1 performance or achievement score.

For instance, if you have data to demonstrate that more students are accessing AP or advanced level courses...you will get credit for it. If you have increased the number of students you are enrolling in vocational and career programs...you will get credit for it. You will have the opportunity to demonstrate improvement in other areas such as:

- ◆ An increase in attendance or graduation rates
- ◆ Progress towards closing the achievement gap in any identified subgroup through local data
- ◆ Perhaps you have implemented a robust system of interventions that indicates that at-risk students are exceeding their growth targets and are requiring a less intense level of intervention
- ◆ Or perhaps you are a community that has experienced a catastrophic event and had to focus your resources, time, energy, and heart in healing...you may get credit for it.

We believe that all school districts should have the ability to identify areas of priority based on the needs and values of their communities and set



improvement goals that are aligned to those needs and values...and get credit for it.

A barriers analysis process also supports the identification of obstacles to improvement and supports goal development to remove those barriers. This model does not create additional “hoops” for those districts that have met benchmarks and identifies needed resources and supports for districts who are working to improve.

In this model you will have the opportunity to “tell your story” through the use of data beyond one accountability assessment. This truly differentiated portion of the accountability model is what we have been asking for and waiting for a long time. We all believe in accountability and in improving the outcomes for our students. But we also believe that having the opportunity to demonstrate improvements that address our local needs make this model truly exciting.



WIGHT & COMPANY

has enjoyed **75 years** of bringing world-class **DESIGN & DELIVERY** solutions to our clients.

We are grateful for all of those who have been part of our history, and we look forward to continuing the journey with you.



Students saluting veterans



The Leadership Committee and students at Athens High School took time to honor local veterans during an assembly on November 10. Top center, Jacob Asbrock presents a certificate of appreciation to a veteran. Clockwise, a new Veterans memorial was installed at Athens High School as a challenge to never forget; Amanda Buch sings the National Anthem; Michael Lockwood presents his father with a certificate and the Honor Guard presents the colors.

We would love to feature your school in an issue of Leadership Matters. Send your photos and ideas to Michael Chamness at mchamness@iasaedu.org.

Gavin Wheeler, 4-year old pre-school student at Grass Lake School in Antioch, is escorted through a greeting line at the Veterans Day Celebration at Antioch Community High School on November 11 by **Dr. Terrence O'Brien, superintendent of Grass Lake 36**. The entire student body attended the program and each student shook the hands of Veterans.

At the end of each day (if available), Dr. O'Brien shakes the hands of the students as they leave school to help teach an important life skill. The greeting line was an opportunity to use the skill.



Carlyle Junior High School has recognized local veterans and their families and current service men and women in uniform for the past 10 years. This year, CJHS hosted approximately 100 veterans and their families, along with current service men and women, for a luncheon and a special ceremony in the gymnasium on November 7.

Students lined up with flags and gave words of thanks to the veterans and service men and women for their service as they walked down the hallway. During the ceremony, the names of each veteran and current service men and women were called while students and staff clapped and showed appreciation for their service.



Mike Wilton, Board president of 19 years, honors his father (in wheelchair), a veteran of WWII.

Joseph Novsek,
superintendent Carlyle 1

Southwestern Illinois Association of School Administrators (SWIASA) ring the bells for the Salvation Army

On Saturday, December 6 several area school superintendents rang bells at St. Clair Square to help the efforts of the Salvation Army. The Kettle Campaign annually raises funds to assist people in a variety of areas including hunger relief, housing and homeless services, Christmas assistance, youth camps, adult rehabilitation, veterans affairs, elderly services, prison ministries, combating human trafficking, and locating missing persons. Approximately 30 million people received help from the Salvation Army last year alone.

This is the third year members of SWIASA have volunteered to work with the Salvation Army

Participating administrators

Matt Stines, Grant Community 110
Jon Green, Millstadt District 160
Jeff Daugherty, Belleville Area Special Services Cooperative (BASSC)
Jon Tallman, Red Bud District 132
Peggy Burke, Whiteside District 115
Dr. Jeff Dosier, Belleville HS District 201
Mark Halwachs, High Mount District 116
Dr. Craig Fiegel, Mascoutah 19
Mike Sutton, Highland Community 5





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

The Illinois Education Job Banksm has been redesigned to combine a more user-friendly interface, professional layout and enhancements such as the ability to apply online and manage resumes and vacancies easier. Whether you are seeking qualified applicants to fill permanent, interim, part or full-time vacancies, the Illinois Education Job Banksm makes posting jobs and finding candidates as easy as **1-2-3!**

With over **750** Illinois school districts and **225** other educational institutions subscribing to the Illinois Education Job Banksm, the proof is in the numbers. Since 1999, the Job Bank has provided the opportunity for more than **62,000** vacancies and **100,000** profiles to be posted online.

FOR EMPLOYERS...

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

New and enhanced features include the following:

- 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**.

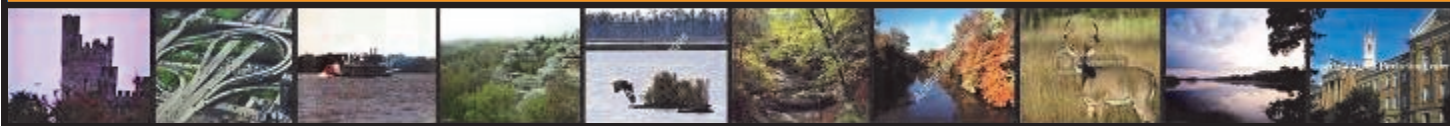
New and enhanced features include the following:

- 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, employment, references, skills and more
- Set up convenient e-mail job alerts and notifications
- Save job listings, searches and applications

www.illinoiseducationjobbank.org



IASA News in Brief



In Memoriam

It is with sadness that we inform you that retired IASA member Paul Seymour passed away December 3. Mr. Seymour retired from Savanna School district and during his retirement served as a business official for several districts and provided financial advice and mentoring to new superintendents.

Karen Perry, superintendent at Morrisonville Unit 1 passed away December 5 due to complications from surgery. Perry was in the middle of her first year as Morrisonville superintendent and had been serving on the Vision 20/20 committee.

Legislative Activities and 99th General Assembly Calendar



The 99th General Assembly will convene in mid-January. Click [here](#) to view a one-page calendar for both Chambers. In addition, a copy of the IASA Legislative Activities document can be viewed [here](#). This is a timetable for school administrators that highlights legislative activities you can participate in to be an effective advocate for education.

ILLINOIS HOUSE OF REPRESENTATIVES						January 2015	
99th General Assembly Michael J. Madigan, Speaker							
IMPORTANT DATES	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1—New Year's Day State Holiday					1	2	
14—99th GA Opening	14	15	16	17	18	19	20
18—Martin Luther King Jr. Day (State Holiday)					18	19	20
	21	22	23	24	25	26	27
				24	25	26	27
	28	29	30	31	1	2	3
				31	1	2	3
					1	2	3

2014-2015 Moon Scholarship applications available



Did you know there are scholarships available through IASA to help offset the costs of superintendent or graduate study coursework? The James V. and Dorothy B. Moon Scholarship program is committed to improving the education and qualifications of school administrators. Since its inception, 80 scholarships totaling nearly \$174,200 have been awarded to current or aspiring superintendents. For more information on the application and awards process, [click here](#). The deadline to apply is Friday, January 2, 2015.

ISDLAF+ November 2014 Monthly Update



Click [here](#) to view the November 2014 ISDLAF+ rates, economic indicators and general economic news brief. To obtain additional information regarding this IASA sponsored service, contact Emmert Dannenberg, statewide marketing director/ISDLAF+ at 815.592.6948. To check daily rates, visit the ISDLAF+ website at www.isdlafplus.com.



Des Plaines CC 62 wins national video contest

Algonquin Middle School in the Des Plaines CC 62 school district recently won up to \$60,000 worth of education technology and support after producing and entering a video for a national contest. The submission was selected from more than 120 videos for the Compass Learning Classroom Refresh Contest to promote use of technology in the classroom.



The video, a parody of Vanilla Ice's "Ice Ice Baby" called "Tech, Tech Baby," was created by Algonquin Middle School English Language Learners working with teachers and school district tech personnel. Making the video involved writing, listening, speaking, reading and performing, all while integrating technology. The students all are new to this country, having come here as recently as six months ago, with the longest coming three years ago.

You can view the video [here](#).

Superintendents participate in “ConnectED to the Future”

Six Illinois superintendents were selected by the U.S. Department of Education to participate in “ConnectED to the Future,” which was hosted by President Obama last month at the White House. Those honored for their leadership in the transition to digital learning include:

- ◆Dr. Steven Baule, North Boone 200
- ◆Dr. Art Fessler, CC 59
- ◆Dr. Brian Harris, Barrington 220
- ◆Dr. John Hutton, Gurnee 56
- ◆Dr. Donald Owen, Urbana 116
- ◆Dr. Kenneth Spells, Alton Community 11

The event brought together more than 100 educators from across the country as part of the ConnectED Initiative, a plan aimed at connecting students to high-speed Internet and empowering teachers with the technology they need to transform teaching and learning.

Getting to know your IASA Governmental Relations and Advocacy Committee Members

Supt. Adam Ehrman Abe Lincoln Region



School district: New Berlin CUSD #16

One thing you would like people to know about your school district: We want people to know that our district is so successful because we function as a team! Our parents, community, staff members, and students all play a vital role to

our success.

Years as educator: 11

High school: Bishop McNamara High School

Colleges or Universities: B.S., M.S., and Ed.S. all from Eastern Illinois University

Family: Married to my wife Lacy for 8 years. We have two daughters --Ellen (6), Kate (4).

Favorite hobby: I race in triathlons

Favorite movie: *Rounders*

Favorite book: *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*

Favorite musical artist: Chet Faker

One thing people probably would be surprised to know about you: Almost all of the time, I think like an economist. I am always analyzing the way the world works by comparing the costs of an action with the benefits generated.

Biggest concern about public education: The barrage of mandates are focusing on standardizing children and the “core curriculum” rather than understanding that every child is unique and we should be educating the whole child which includes more than just the “core curriculum.”

Most encouraging thing about public education: Test scores of American students are the highest they have ever been in history.

Supt. Dr. Gwynne Kell DuPage Region

School district: Winfield D34

One thing you would like people to know about your school district: The District has a long-time commitment to excellence.

Years as educator: 32

High school: Rich East in Park Forest

Colleges or Universities: U of I Chicago, NIU DeKalb

Family: Married to husband Greg, children: Zach and Alexx, dogs: Irish Wolfhound Riley & St. Bernard Maggie

Favorite hobby: Doing anything active outside preferably in the woods/mountains

Favorite movie: *This is Spinal Tap*

Favorite book: Any book of poems by Robert Frost

Favorite musical artist: Rock Group: Beatles
Female: Barbra Streisand Male: Neil Young

One thing people probably would be surprised to know about you: Prior to my current arthritic knees, I spent over 20 years competing in marathons, half-marathons, triathlons, biathlons

and many other long distance running events. I miss running an hour plus in the woods throughout the changing seasons.

Biggest concern about public education:

Because we rely so heavily on property taxes -- plus given that we are living in a time of the greatest wealth gap our nation has ever seen -- means that we have created school systems of “haves” and “have nots.” When kids go to college they are not on a level playing field. We have to change our school funding across this country.

Most encouraging thing about public education: We seem to finally have momentum to “take back” our profession. There was a wave of politicians and hopeful politicians touting their pro-Charter /Voucher Schools platforms that were getting elected and blasting us with negative press for far too many years. I am hopeful that we are fighting back with facts and a strong voice from parents that support public school education so that we can turn the tide and start getting the positive press that we so deserve.





Are you ready?

Never has there been a more sweeping package of education reform initiatives than were contained in Senate Bill 7 and in the Performance Evaluation Reform Act (PERA), and many of the teacher evaluation requirements are on the horizon.

Teacher Supervision Advanced Training in the Danielson Model

is designed to help you not only comply with the new laws, but to help improve the evaluation process and, in turn, improve the quality of teaching in your district – the real goal. This training includes:

- ◆ “Six Steps for Successful Teaching Evaluation”
- ◆ Tips on how to “coach” teachers on how to improve
- ◆ How to collect and synthesize evidence
- ◆ How to work with teachers to develop SMART goals
- ◆ New 2013 research and instruction on performance-based teacher evaluation

“The Advanced Danielson training was perfect for evaluators in our district...it deepened our understanding of the legal and practical implications of the Danielson Model and, more importantly, started a discussion with our school leaders that has continued after the training.”
Dr. Nick Polyak, Superintendent of Leyden Community High School 212



“Managing the dynamic improvement of instruction through evidence-based evaluation can be daunting for teacher evaluators. This academy provides administrators with the practical tools necessary to support teachers using the evaluation process as a springboard to enhanced professional practice.”
Dr. Jason Henry, Superintendent of Sesser-Valier 196



“Dr. Voltz engaged, inspired and empowered school and district leaders with his wit, wisdom and words tied to actions related to Danielson’s Frameworks for Teaching. I recommend that everyone who evaluates teachers using the Danielson Frameworks learn from Dr. Voltz. His deep knowledge and strong ability to relate theory and practice is extremely valuable.”
Dr. Michael Lubelfeld, Superintendent of Deerfield 109



“During my tenure as a superintendent in both a large unit district and now a smaller, high-performing suburban district, we have provided Dr. Voltz’s training for our administration teams. In both instances, he was able to tailor the message to our specific needs. At the end of the day, our team walked out of the room more confident and more knowledgeable about the evaluation process.”
Lonny Lemon, Superintendent of Oak Grove 68

“Utilizing a coaching approach to guide effective feedback and practice, the Teacher Supervision Advanced Training in the Danielson Model provides useful strategies and applications that school leaders can incorporate to more effectually develop distinguished staff...incorporating humor and charisma into the session kept all attendees engaged throughout the day.”
Dr. Art Fessler, Superintendent of Community Consolidated 59 in Arlington Heights



“The Paxton Buckley Loda School District is in the process of implementing many facets of the Danielson Evaluation Model. Dr. Voltz provides this training in a collaborative fashion, sharing his knowledge of best practices and strategies that we can utilize to implement a new evaluation system with integrity.”
Cliff McClure, Superintendent of Paxton-Buckley-Loda School District 10



For more information, contact Kim Herr at 217.753.2213 or by email kherr@iasaedu.org.



Environmental issues rise to the forefront in Illinois



Dr. Bill Phillips
IASA Field
Services Director

As a former school superintendent, I know numerous factors influence children's ability to learn. Students cannot learn when they are hungry, feel threatened or have difficulty breathing.

Asthma is the most common chronic childhood disease, affecting more than 227,000 school-age children in Illinois. It contributes to absenteeism, which can negatively impact academic performance. While I

was a superintendent, we had an opportunity to improve the school environment and make it a better place to learn and work – without busting the budget.

Poor indoor air quality (IAQ) in schools can lead to any number of short-term or long-term health problems for both students and staff. Students tend to be more susceptible to the risks of poor IAQ because their bodies are still developing and they have relatively higher rates of breathing and metabolism.

IAQ is becoming increasingly costly for schools due to the potential for expensive investigations, higher heating and cooling costs, and increased liability. More importantly, high rates of absenteeism due to asthma or other ailments are costs to the learning environment. High absenteeism can be disruptive to classrooms and ultimately undermines the school's mission of educating children.

However, these problems are not insurmountable. Many resources can provide practical and economical solutions to IAQ problems. In order to improve air quality in schools.

In an attempt to get out ahead of environmental issues such as the proposed new mandate that would require schools to install carbon monoxide detectors, IASA has partnered with Environmental Consultants, Inc. on a free program to assist school districts.

The program, called "Tools for Schools," includes a kit to help school districts develop a framework for managing buildings and mitigating environmental issues.

As part of the program, Environmental Consultants, Inc. is providing a consultant for IASA member districts to call upon for assistance. The consultant, Elizabeth Matoushek, can be reached at

314.809.0816 or by email at ematoushek@iasaedu.org.

This kit helps schools personnel identify, solve and prevent indoor air quality in the school environment. Through a multi-step management plan and checklists for the entire building, schools can lower the risk of student exposure to asthma triggers (especially animals and mold) and other environmental hazards. The kit covers the buildings ventilation system, maintenance procedures, classrooms and food service areas.

Many schools have coordinating teams to implement the IAQ Tools for Schools. Because air quality problems can originate anywhere in the school building, the entire staff is typically informed and brought into the process, and students can be involved, too, in curricular areas. Further information about IAQ curricula can be found on the EPA's web site (www.epa.gov/iaq/schools).

Schools now need to be proactive in this issue. Currently, the only regulatory requirements for environmental issues facing schools is for asbestos. While schools have been dealing with the asbestos issues, other environmental issues have arisen to include carbon monoxide and mold, among others such as indoor air quality, lead in water and radon. All of these environmental issues can affect the health of the both students and staff.

By adopting a proactive stance, schools can avoid the embarrassing, unforeseen emergencies that arise and cause so much public concern. These emergencies put the districts and administrators squarely in the public eye for quick action. I submit that these future emergencies could be avoided or at least mitigated with a full-scale Indoor Air Quality Program.

When I discuss indoor air quality, one of the concerns is "What about the cost?" Whether from concern about direct expenses related to the purchase of equipment or indirect expenses involving staff time, allocating time and effort for a new project means shifting resources.

Full-scale Indoor Air Quality programs can be utilized by districts with minimal resources. While these costs for a IAQ program are relatively minimal, in an era of tight budgets and restricted school funding, it becomes important to recognize creative ways to tap into alternative sources of revenue to improve the indoor environment.

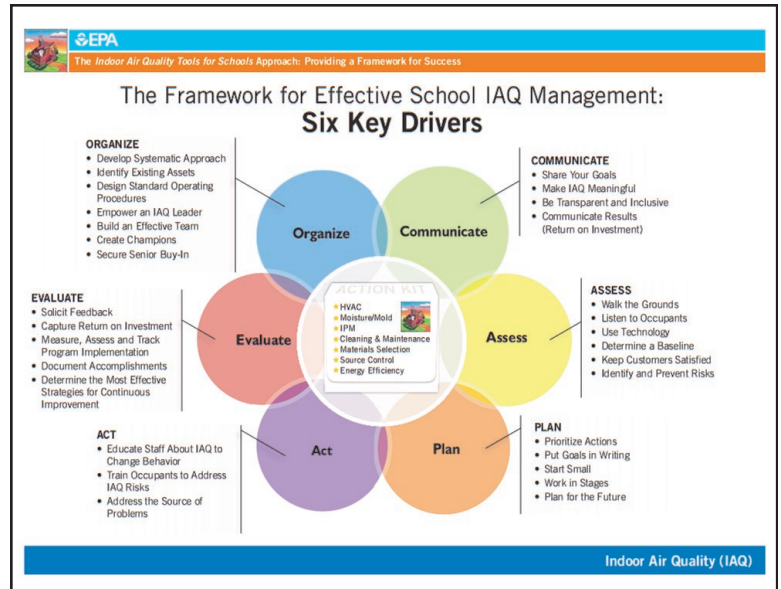
The IAQ program that our district implemented was innovative and not expensive to implement.

There are environmental companies available that can initiate, organize and manage these programs for a district. Normally, this would require an initial inspection of all district facilities. Annually, thereafter, the environmental company can maintain a logistical base line of environmental data for all facilities that prove invaluable if any future environmental issues arise.

Additionally, ways to finance IAQ programs can be found within the requirements of a Risk Management Plan and the Tort Immunity Levy, which is accessible for all Illinois School Districts.

Illinois statutes on requirement for a Risk Management Plan state, "School districts may include an allowable expenditure from the tort immunity levy for the cost of risk-management (loss prevention) programs. Risk Management refers to planning and purchasing specialized prevention measures. It includes identifying, measuring and implementing processes for dealing with potential losses of property and injury to persons and their property."

Current legislative initiatives reflect the interest of the General Assembly in the issue of environmental protection for public schools in Illinois regarding a recent carbon monoxide incident. While the legislature may have continued interest in improving schools indoor environments, it's valuable for districts



to recognize the importance of indoor air quality planning and the value of prevention.

Through a combination of low cost preventions, an IAQ Program, with options and financing through programs such as the tort immunity levy. These current and future environmental issues make indoor air quality programs an important part of regular schools operations.



DAILY ROUTINE: 1. Coffee 2. IASA Website.
www.iasaedu.org



LEADING
OUR SCHOOLS
IN OUR
COMMUNITIES

The Alliance Leadership Summit scheduled for February 17-18 in Springfield will focus on the future of public education in Illinois and will revolve around Vision 20/20, the Statewide School Management Alliance's ambitious and comprehensive blueprint for public education.

The timing of the Summit offers a perfect opportunity for superintendents, school board members, principals, school business officials and other stakeholders in public education to come together as a unified team to learn and also to engage legislators at this critical time in the history of public education.

Dr. Joseph Scherer, Executive Director of the Superintendents' National Dialogue:

A former teacher, adjunct professor, and Associate Executive Director of the American Association of School Administrators (AASA), Dr. Scherer is a passionate advocate for public education. His presentation is titled "School Leaders: Strong Minds Creating a Vision."



Governor-elect Bruce Rauner: Mr. Rauner is scheduled to be sworn in as Illinois' new governor on January 12 and is scheduled to give his first Budget Address on the second day of the Summit. We have invited Mr. Rauner to address the summit regarding his plan for public education.



LEADING
OUR SCHOOLS
IN OUR
COMMUNITIES

Vision 20/20 presentation: This will be an engaging presentation regarding the four pillars of Vision 20/20 -- Highly Effective Educators, 21st Century Learning, Shared Accountability, and Equitable and Adequate Funding.

Political Analyst Panel: This panel, which will discuss the implications of Illinois having a new governor and the upcoming spring legislative session, includes:

Bernie Schoenburg,
political columnist
for the capital's
newspaper, The
State Journal-Register



Jamey Dunn,
Executive
Editor of
Illinois Issues
magazine



Dave McKinney, who
for 19 years
covered politics
as Statehouse
Bureau Chief of the Sun-Times



Dr. Brent Clark
IASA



Roger Eddy
IASB



Jason Leahy
IPA



Dr. Michael Jacoby
IASBO

Hot Topics: The Executive Directors of IASA, IASB, IPA and IASBO will participate in a panel discussion regarding items such as Senate Bill 16, the education budget, pension reform and the cost shift.

Legislative Meetings & Reception: Time is set aside for legislative visits to the Capitol and the Alliance will host a legislative reception the night of February 17.

Click on the link below to register for the event:

<http://www.cvent.com/d/q4qywd>

December 2014

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Blackhawk Region Meeting	2 Egyptian, Shawnee Region Mtg.	3	4 Corn Belt Region Meeting	5	6
			Fall Veto Session			
7	8	9	10	11 Western Region Meeting	12 Kaskaskia Region Meeting	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Click on a color-coded date to open a link for more information about the event.

**IASA
Event**

**Professional
Development
Event**

**Legislative
Event**

**Region
Meeting
(Contact your
Region President
for details)**

January 2015

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6 Shawnee Region meeting	7	8 Corn Belt Region meeting	9 Kaskaskia Region meeting	10
11	12	13 Abe Lincoln Region meeting	14 DuPage, Illini Region meeting	15 Kishwaukee Region meeting	16	17
18	19	20	21	22 Cook South Region meeting	23 Three Rivers, Western Region meeting	24
25	26	27	28	29	30 Egyptian Region meeting	31

Click on a color-coded date to open a link for more information about the event.

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2014-2015 Senate Bill 7 Performance Rankings File is now available!

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.

This software was originally reviewed by the Senate Bill 7 teams from the Illinois Federation of Teachers (IFT) and the Illinois Education Association (IEA). This version builds on the knowledge gained from these users. This includes the inclusion of many suggested improvements that were submitted by these users. Examples of new features include:

- ◆ Sorting data within the program
- ◆ Listing teachers not only in their current position but also for other positions they are eligible to hold in the district
- ◆ Filtering reports to display only current employees

The cost of using this software remains the same as last year. The annual licensing fee will be \$275 for IASA members and \$550 for non-members.

Several podcasts on how to use the software and well as the access request form can be found [here!](#)

Please note that previous versions of the IASA Senate Bill 7 Performance Rankings File are no longer supported as there have been legal changes which are not included in the previous versions of this software. Also, the service method for the 2014 software will be via email only.

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Assurant Employee Benefits in conjunction with American Central Insurance Services are pleased to offer an ancillary benefit offering* for board paid life insurance, supplemental voluntary life insurance, and voluntary or contributory vision insurance for the Illinois Schools Employee Benefits Consortium.

Contact Jeremy Travelstead or Stan Travelstead at 877-698-2247
jeremy@iasaedu.org or stan@iasaedu.org

Board Paid Life Insurance:

- Offer 10% under currently charged rate with a three year rate lock as long as sold with voluntary life.
- Offer to match current rate if sold without voluntary life with a three year rate lock.
- Allow the school to have varying schedule of benefits to mirror current features as closely as possible.

Supplemental Voluntary Life Insurance:

- Offer consortium block pricing to schools not currently offering voluntary life to employees.
- Benefits include options for \$10,000 units of insurance from \$20,000 to \$500,000; not to exceed five times employee's annual earnings. Additional coverage is available for spouses and children.
- Offer to match current voluntary life rates upon underwriting review for schools that currently offer voluntary life to employees

Eligible Lives	Elevated School Employee Guarantee Issue Amount
10-99	\$120,000
100-249	\$150,000
250-499	\$180,000

Voluntary or Contributory Vision Insurance:

- Offer 5% under currently charged rates with a two year rate lock.
- Offer consortium block pricing to schools not currently offering vision insurance.
- Allow the school to have varying schedule of benefits to mirror current features as closely as possible.





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Oct. 6-7: Northern Illinois

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Oct. 13-15: Springfield Area

Locations TBD

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Membership includes:

◆ Legal Support Program

IASA's in-house attorney provides legal counsel regarding superintendent contracts and legal assistance in job-related legal actions or proceedings.

◆ Return of Dues Program

A payment proportionate to the amount of dues paid during the past 10 consecutive years is made to a member's beneficiary upon an active member's death.

◆ Mentoring

Whether it is through one-on-one contact with the IASA Executive Director or through one of the Field Services Directors, members have quick access to experienced school administrators.

◆ Legislative Advocacy

IASA's governmental relations director tracks legislation that affects public education, lobbies on behalf of IASA's positions and keeps members informed with *Capitol Watch* updates and analysis.

◆ Professional Development

IASA's professional development director offers timely academies, workshops and blogs that provide helpful instruction to deal with emerging issues facing school leaders.

◆ Communications Services

IASA's communications director assists superintendents in the development of talking points, media statements or letters to parents regarding issues that arise in a school district.

◆ Conference Opportunities

IASA's Annual Conference in the fall and its biennial Alliance Leadership Summit in the spring offer members the opportunity to hear from nationally known speakers and to network with colleagues from throughout the state.

Renew your membership or join IASA today

For more information or to join or renew online, go to the IASA website at www.iasaedu.org and click on the Membership Tab at the top of the page.

If you have any questions, please contact Misti at 217.753.2213 or mmurphy@iasaedu.org.