

Leadership Matters

February 2018



Black History Month: Teaching Black History



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Circles as a Tool**

**Illinois CSI: Making
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**Message From the
Executive Director**

The New Legislative Session is Off and Running

Dr. Brent Clark

This past Wednesday, we intently listened to Governor Rauner give his fourth State of the State (SOTS) address. Many, if not all, of his themes and points were familiar as they had been previously listed in other addresses. What was notable in this particular address was the Governor's overall tone. It was more collaborative and more inclusive than any other address he's given to this date. While I welcomed the new tone of possibly working together, it was mostly dismissed as "too little too late" by several legislators. After all, the Legislature has had to override the Governor's vetoes to get budget, budget implementation and revenue bills as well as the evidence-based school funding bill. So, the bitter taste still exists.

The Governor has reiterated his call for a property tax freeze, an issue that polls extremely well among likely voters but will directly reduce the amount of dollars available for schools, municipalities, police, fire, etc. Last spring, we estimated a PTAX freeze would cost Illinois schools nearly \$450 million in lost revenue. That would be after we had fought so hard to have \$350 million injected into a new formula. This is the proverbial 3 steps forward and 4 steps back approach. He also touched on having a talented and skilled workforce to attract new businesses. I wholeheartedly agree with this and it's not complicated to make this happen. A reigniting of our vocational programs, on-the-job mentoring partnerships with industry, and business entrepreneurial opportunities for kids is the key on this item. Much of this is happening now across Illinois to benefit our kids, parents and economy. We simply need to expand these types of programs further where possible.

The Governor's amendatory veto of SB 444, the bill needed to implement the evidence-based funding law, was overwhelmingly overridden by the Legislature, shortly before the State of the State address. The bill needed a 3/5ths majority to become law and it passed 90-17 in the House and 28-17 in the Senate. However, the State Board of Education

(ISBE) discovered a new glitch in the funding law, which will require additional legislation to correct. As of February 5th, no legislation has been filed, but we are hopeful our supporters in the General Assembly will act swiftly to ensure there will be no additional delays in issuing the new tier funding. As of now, ISBE says the new tier funding should still be distributed in April.

Just around the corner is the 2018 National Conference on Education hosted by the American Association of School Administrators (AASA) in Nashville. At this year's conference, Illinois will play a significant role. First, the 2018 Illinois Superintendent of the Year (SOY), Dr. David Schuler is in the final four for National Superintendent of the Year. We are excited for and with him as we await the final announcement during the conference. Secondly, the voting for the next AASA president will begin at the conference and Illinois' Dr. Gary Kelly, superintendent at DuQuoin, is one of three candidates on the ballot. The other candidates are superintendents from Pennsylvania and Wisconsin. As the Executive Director of IASA, I am expressly prohibited by AASA's election guidelines for campaigning or endorsing any particular candidate. Finally, the Illinois reception honoring the 2018 IL Superintendent of the Year (SOY) will be Friday, February 16 from 5:30 to 7:00pm at the George Jones Museum on 2nd St in downtown Nashville. Hope to see many of you there!

Punxsutawney Phil saw his shadow on Groundhog Day so it's going to stay cool in Illinois for a few more weeks but spring is just around the corner!

Brent Clark



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Questions?

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Friday, March 16, 2018**

Three Superintendents Vying for AASA Presidency

by Jay P. Goldman
 Editor, *Conference Daily Online*

AASA members who serve as superintendents in Illinois, Pennsylvania and Wisconsin are contending this winter for the presidency of AASA. The winner will become president-elect on July 1 and start his or her presidency one year later.

The three candidates are Eric C. Eshbach, superintendent, Northern York County School District in Dillsburg, Pa.; Gary L. Kelly, superintendent, DuQuoin Community Unit School

District, DuQuoin, Ill.; and Deborah L. Kerr, superintendent, Brown Deer School District, Brown Deer, Wis.

The election will be conducted via e-mail. Ballots will be distributed to eligible voting members of association beginning the morning of Friday, Feb. 16, the same day all three will address the 2nd General Session at AASA's national conference in Nashville. Voting will end at midnight on March 9.

Meet the Candidates:



Dr. Eric Eshbach

AASA member since 2003. AASA Executive Committee member since 2015; AASA Governing Board member, 2009–2015

Current superintendency since 2012; previously, superintendent, Upper Adams School District, Biglerville, Pa.

Ed.D., educational leadership, Duquesne University; M.S. education administration, Western Maryland College (now McDaniel College); B.S. elementary education, Elizabethtown College



Dr. Gary Kelly

AASA member since 1994; AASA Executive Committee member since 2016; AASA Governing Board member, 2010–2016

Current superintendency since 1997; previously, assistant superintendent, DuQuoin, IL.

Ph.D., educational administration, Southern Illinois University; M.S., educational administration, Southern Illinois University; B.S., secondary education, University of Illinois



Dr. Deborah Kerr

AASA member since 2000; AASA Governing Board member since 2017

Current superintendency since 2007; previously, superintendent, Trevor-Wilmot Consolidated School District, Trevor, Wis., and Wilmot Graded, Wilmot, Wis.

Ed.D., educational leadership, National Louis University; M.S., educational leadership, University of Alaska-Fairbanks; B.A., K–12 education, Valparaiso University



Teaching Black History

By Lauren M. Davis
IASA Communications Associate

African American history is required by law to be taught in schools in Illinois and most districts choose February, African American History Month, to do so. Students learn the accomplishments of Dr. Martin Luther King Jr., Rosa Parks, Malcolm X and many others in the fight for equality for all people. Since February was adopted as Black History Month by President Gerald Ford in 1976, many schools respectfully highlight the impact African Americans have had on this country since its inception. However, with today's ideological divide amongst Americans, black history can now be a difficult subject to teach in schools. Racially charged events like the Charlottesville protests and the church massacre in Charleston, SC have caused some educators to be leery of any topic that could cause controversy.

To honor the history, while still being mindful of potential backlash, districts throughout the state have found a way to infuse African American history into all disciplines. In Thornton Fractional High School District 215, "U.S. history classes have a Roaring 20's Project in which students create a digital magazine about a famous black person during this time period. English classes focus on the Harlem Renaissance and incorporate writing activities/lessons. Media analysis class focuses on black directors and advancements in film." Superintendent Dr. Creg Williams



believes a holistic approach is the best way to teach history. He says, "these events/individuals/experiences should be integrated throughout our curriculum and should also be taught throughout the school year. We want to celebrate not only the worthwhile accomplishments that these figures contributed to our society

but also promote the perseverance and struggle that many had to endure in order to achieve their success". Often times, black history is watered down in order to not offend anyone. The struggles of Dr. Martin Luther King Jr. are marginalized to only include his hope for the future of America without recognizing the hatred and hardship he endured. In order for students to truly understand the plight of African Americans, they must understand the segregation and institutional racism many faced.

Dr. Williams' advice for teaching black history:

- Offer students and school community members a multiple platform approach when it comes to teaching black history.
- Incorporate black history accomplishments throughout the monthly February school calendar.
- Promote events/activities which highlight famous individuals: essay writing contests, leadership forums, trivia nights, and school assemblies
- Provide students with classroom activities/lessons/projects which provide meaningful learning opportunities for our students to conduct research and share their knowledge about black history events and/or people.

Kankakee School District 111 Superintendent Dr. Genevra Walters, echoes the sentiments of an integrated approach saying, "Some classroom teachers infuse African American history throughout several content areas and throughout the school year", including social studies, science, english and mathematics. In social studies, high school students in Kankakee learn the Middle Passage, Slavery, Abolition, Growth of African American Culture, Civil Rights Movements and recent/current events. In science, students learn of the inventions patented by Madam C.J. Walker and George Washington Carver. Dr. Walters believes the best way to honor black history is by acknowledging how African Americans have made an impact on society. While this is important every day, she believes "there should be more of a focus in terms of activities, projects and experiences during the month of February".



Dr. Walters' advice for teaching black history:

- Every teacher, across content areas, should infuse aspects of African American history within the lessons throughout the school year.
- Many teachers focus on African American history during the month of February, which is good, but more is needed.
- All districts should include the voices of all ethnic groups within ELA, social studies, science and math as a natural part of the classroom experience.



“ These events/individuals/experiences should be integrated throughout our curriculum and... taught throughout the school year. We want to celebrate not only the worthwhile accomplishments that these figures contributed to our society, but also promote the perseverance and struggle that many had to endure in order to achieve their success. ”

—Dr. Greg Williams, Superintendent,
Thornton Fractional HSD 215



In Hazel Crest School District 152½, “African American history is taught throughout the year as part of the English language arts and social studies curriculum.” Superintendent Dr. Sheila Harrison-Williams believes African American history is an integral part of American history and should be treated as

such. In February, however, District 152½ specifically focuses on African American history. Each school hosts an African American history program and every grade level participates. Students present what they learned via plays, skits, songs and poetry. This allows students to use their own creative flair while paying homage to the history.

Dr. Harrison-Williams’ advice for teaching black history:

- Teaching African American history should not be limited to the month of February.
- African American history should be integrated into lessons throughout the school year using a variety of resources.
- When teaching African American history, make it relevant by utilizing and connecting current events with historical events.

Overall, the best way to teach students tolerance, is to teach them history. They need to know the struggles of those who came before them, so that we will not digress as a society. Our goal is when students leave our classroom, they will be functioning, positive members of society and it’s our responsibility, as administrators, to show them how. In the words of Dr. Martin Luther King Jr., “The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education.”



Additional Resources:

The Illinois State Board of Education also gives [resources](#) to help teachers with black history lessons.

Black History Month: Everything You Need

Meet African American icons, leaders, activists, and inventors with these teaching resources.

Library of Congress: African American History Month

National African American History Month in February celebrates the contributions that African Americans have made to American history in their struggles for freedom and equality and deepens our understanding of our nation’s history.

African American History Month for Teachers

Put the power of primary sources to work in the classroom. Browse ready-to-use lesson plans, student activities, collection guides and research aids.

Oxford African American Studies Center

This website houses a comprehensive collection of scholarship documenting the many and varied experiences that make up African and African American history and culture.

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Circle Up: Restorative Circles as a Tool for Teaching, Supporting, and Engaging

Building a System of Support

Students attending schools in Illinois and throughout the US are coming to school with unprecedented rates of social and emotional barriers that impact student emotional growth and achievement. To address this need, Community Consolidated School District 59 is building and implementing a comprehensive [PK-8 framework](#) to provide awareness, prevention and intervention supports so that all students will have the opportunity to be successful in school and in life. Included in the framework are strategies, supports and information that are designed to address and support students academically, socially, and emotionally. Through the implementation of these support systems, students will be best equipped with the social skills, academic skill and knowledge, and a sense of confidence that will allow them to pursue their hopes and dreams as they develop into contributing global citizens.

Social Emotional Learning as Skill Acquisition

The term Social Emotional Learning (SEL) has recently taken on many meanings. The Collaborative for Academic, Social, and Emotional Learning (2015) defines SEL as, “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (p. 4). SEL promotes skill acquisition and skill application, much like any other content area. Yet, in education, we often assume students have the skills and ability to apply them appropriately that result in positive school behavior. We find educators often *telling* students to behave, rather than *teaching* students why and how to manage their behavior. A successful educator would not tell a child to add and expect them to be able to add

independently without instruction. He would demonstrate, facilitate exploration, and give opportunities for purposeful practice. Similarly, a successful teacher would not tell a child to solve conflict. He would demonstrate decision making, collaboratively explore options, and give opportunities for practice; he would *teach* conflict resolution skills and strategies. Social and emotional skills are no different from mathematical skills; all require purposeful instruction. In education, restorative practices, restorative justice, and mindfulness have become hot topics because they are routes to practicing and demonstrating essential life skills.

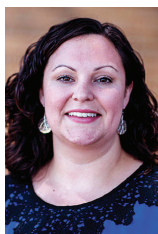
Supporting Emotions Versus Social Emotional Learning

A focus on social and emotional skills does not lessen a focus on meeting basic needs. Ensuring a student has a nutritious breakfast is supporting a basic need. Using a gesture to keep a student on track in class is supporting a need. However, these are not examples of teaching a skill. Social emotional learning takes place when instruction and practice of a specific skill occur. The relationship between meeting needs and teaching skills is demonstrated by the saying, “Maslow before Bloom.” Students are most likely to learn efficiently when their basic needs have first been met. There are practices that provide support, practices that provide SEL instruction, and practices that do both. Recently, a particular set of practices that provide emotional support and SEL simultaneously have become increasingly popular. These are restorative practices.

continued next page...



Dr. Art Fessler
Superintendent
Community Consolidated
School District 59
Arlington Heights, IL



Dr. Katie Ahsell
Director of SEL and Student Equity
Community Consolidated School District 59
Arlington Heights, IL

Circle...cont'd.

Restorative Practices

Restorative circles are part of a continuum of restorative practices that range from less time intensive, informal actions to very time intensive, formal approaches to conflict. According to Costello, Wachtel, & Wachtel (2009), “restorative” represents a school of thought that, “decisions are best made and conflicts are best resolved by those most directly involved in them” (p. 7). With student voice and choice taking center stage, this philosophy is not only timely, but best practice. Restorative circles are symbolic gestures. They represent equity of voice, wholeness, and inclusion. Circles are discussions in which participants have equal opportunity to speak about themselves. No one is more important than the next, and all people take ownership and responsibility for themselves. Often circles are facilitated by a “circle keeper” who poses a question and passes a talking piece. The participants choose to hear each other, seek to understand each other, and solve problems together. Circles are unlimited in topics and purpose. In District 59, circles have helped make daily connections and resulted in increased learning and decreased office referrals in many settings. Next, we will explore three purposes of circles in the school setting: emotional support and connection, social and emotional skill instruction, and improved instructional practice across environments.

Circle Up to Support

Circles help students prepare their minds and emotions for learning, and reflect upon their behaviors and beliefs. Circles foster strong relationships, which are the foundation of effective learning environments. District 59 has a high number of students who are experiencing poverty, major societal stressors and fears, and trauma. Those experiences often bring concerns about safety, cause students to see the world in a very different way, and make transitions to and from school increasingly difficult. The act of participating in a circle at the beginning and end of the day in our schools allows students to gain a sense of safety and presence in their learning process, as well as successfully transition in and out of potentially different settings and cultures.

Another barrier to learning in diverse settings can be demographic divides. With both very serious and very silly questions being asked in circles, students and teachers uncover unexpected similarities that bring them together as humans. The practice of student and teacher having equal voice breaks down barriers caused by stereotypes, by fear, and by society. Students safely learn about the experiences of those who don't look or sound like themselves. They find that they hold common values with unexpected classmates. Those shared values are the backbone upon which a community is built. Outcomes of frequent circle discussion are empathy, understanding, and respectful relationships. In countless classrooms in District 59, teachers give testimony to classroom climate and culture change as a result of implementing circles. It becomes the norm for learners to respect each other and function as a family, because a high level of respect has been fostered purposefully each day.

Circle Up to Teach

Regardless of which methodology an educator subscribes to, (peace circles, talking circles, restorative circles, community circles, etc.) circles are rooted in the major emotional skill competencies of self-awareness and social awareness. Sharing about oneself demands use of self-awareness skills such as identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy. Listening to others allows for practicing social awareness skills such as empathy, perspective-taking, appreciating diversity, and respect for others. Each time a circle is held a group is practicing, discussing, and/or reinforcing these essential skills, giving opportunity to not only develop relationship and community, but learn and refine social and emotional skills. The benefits of regularly using circles to increase social and emotional skill acquisition is astounding, and that growth pervades all areas of education.

Circle Up to Improve Instruction

Circles have strong potential to build social and emotional skills and support the emotional needs of learners, but



Framework of SEL in D59



circles are capable of much more. When used purposefully, the information gleaned from circle discussion is applied to instruction in precise ways, at precise times to make learning magical. A student may express a seemingly trivial thought, but the astute teacher finds that comment to be a hidden treasure. At the right time, the teacher will expose the gem. It looks like a child sharing their favorite movie character during circle and that character making a special appearance in a math problem. This simple gesture communicates complex messages: *I heard you, you matter, I value our relationship, and this learning is important for you.* Using the hidden treasures spoken in circle to engage learners is both powerful and successful.

Use of a student's circle response gem can also be more complex; such as a resourceful educator remembering a child sharing about the hard work of his uncle. At the exact moment when that child is about to give up, the teacher expresses, "I remember how important hard work is to you because of what you said about your uncle in circle. What do you need to keep trying right now? How can I help you persevere through this tough spot?" It may not be a magic bullet, but it sure beats, "Don't give up!" It's also a way to reinforce great character concepts such as hard work, perseverance, and perspective. The reason this approach is often successful is that it is centered around the student's goals, not the teacher's. For students who harbor distrust toward the educational system, or have become oppositional to authority, this student-centered approach is far more successful than traditional approaches. The difficulty in being significantly student-centered is the time it takes to get to know each student at a deep level. Circles systematically provide that opportunity in 10–15 minutes a day.

If you are thinking, "there is no way to spare 10–15 minutes of instructional time a day," keep in mind that circles can vastly increase instructional minutes by decreasing time dedicated to addressing problem behavior. We are far less likely to act inappropriate around those we respect. When circles develop positive relationships, often respectful behavior increases and in turn, there are less disrespectful incidents. Circles are not panaceas for all behavior issues; however, they do give educators excellent material for

responding effectively to inappropriate behavior. When responding to misbehavior in a restorative classroom, teachers appeal to intrinsic motivation and values of the student. For example, an educator may state, "you shared in circle that you want to be more compassionate. How is your behavior right now working toward your goal?" rather than, "be nice." When students own and voice their goals, the educator's disciplinary approach becomes less teacher-centered, more student-centered, and more effective.

A District's Journey

In District 59, elementary students participate in opening and closing circles daily, giving 10 opportunities a week to put essential social skills into play. Middle level students experience circles at the beginning and end of each week, allowing them to center themselves to prepare for learning and synthesize their learning experiences over the course of the week. Circle keeping enhances all four components of our Social Emotional Learning and Equity Framework.

In our D59 journey, we have had both successes and setbacks. The following are suggestions and considerations for starting out with restorative practices in your setting.

1. Start with understanding the basic concepts of restorative justice rather than the format of a circle.
2. Allow staff to explore restorative practices through research.
 - a. Book studies can be a great way to allow staff to become invested and excited on their own. The following books are excellent sources of information.
 - i. *Circle in the Square: Building Community and Repairing Harm in School* by Christine Riestenberg
 - ii. *The Restorative Practices Handbook: for Teachers, Disciplinarians, and Administrators* by Bob Costello, Joshua Wachtel, and Ted Wachtel
 - iii. *Restorative Circles In Schools: Building Community and Enhancing Learning* by Bob Costello, Joshua Wachtel, and Ted Wachtel
 - b. San Francisco Unified School District is a leader in restorative practices. Take a look at the responsive

continued next page...

Circle...cont'd.

documents and tools created for their staff at www.healthiersf.org/RestorativePractices.

3. Allow staff to explore circles through participation.
 - a. There is often high anxiety among those who have not participated in a circle because it can be misinterpreted as a therapy session. However, circles are about similarities, differences, and shared vision, not mental health needs. Almost always, when staff participated in circles in our district, anxiety was instantly eliminated. Many administrators in D59 have been successful implementing staff circles during professional learning to introduce a topic, problem solve, or reflect on a session together.
4. Explore circles through professional development.
 - i. The International Institute of Restorative Practices Basic Restorative Practices two-day course is an excellent exploratory introduction offered several times each year in Illinois.
5. When possible, do not force staff to “do” circles. The implementation of community or classroom circles is about a shift in mindset and overall practice. It’s a change from teacher-centered to student-centered instruction in all realms, especially SEL and behavior. When forced to implement without first adopting a restorative mindset, staff often resort to basic getting to know you questions and the magic of circles quickly dissipates. Don’t let circles become “just another thing” by rushing them.
6. Once you have buy-in, carve out the time for circles in the day and commit. Once implemented, educators see how 10-20 minutes a day can save them double the time

in addressing behavior issues. However, until it becomes habit, it will be essential to have a consistent time set and explain the benefit of dedicating time to this practice.

Advancing the Goal

The growing need for social-emotional support has placed additional emphasis on educating the whole child and effectively addressing emotional needs so that teachers can better support the academic needs of students (Maslow before Blooms). Focused efforts to seamlessly integrate best-practice instruction in the area of social-emotional learning through the integration of circle keeping and restorative practices in every PreK-8th grade classroom has had a significant impact on our students’ behavior as well as the learning environment. The goal of building a community of learners with an emphasis on relationship is advancing in District 59. Skilled staff who effectively work with students to model and demonstrate decision making, collaboratively explore options, and give opportunities for practice are creating more effective learning environments and learners. In education, restorative practices, restorative justice, and mindfulness have become hot topics because they are routes to practicing and demonstrating essential life skills; we believe that these are critical elements necessary to increase a student’s chances to be successful in life.

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Illinois CSI: Making Equity a Core Value

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

EQUALITY  EQUITY
“ some students need
more to get there. ”

According to the Center on Great Teachers and Leaders (2014) at American Institutes for Research, America has:

- “23.5 million public school students living in poverty;
- 24.5 million students of color;
- 4.7 million students who are English language learners;
- 6.4 million students with disabilities; and
- 11.9 million students in rural schools” (2014, p. 1).

As educators, our job is to ensure that each of these students has access to great teachers and principals who can help them achieve in every classroom, every day. Equity is not lip service—it is part of the American dream.

How do we do accomplish this dream? District and school leaders need to ensure that all students have access to opportunities that will allow them to succeed in school. But first, they need to examine their beliefs, values, and practices. Trudy Arriaga, the author of *Leading Into the Future: Opening Doors for Diversity, Equity and Access* (2017), would ask the following questions: What are your (your school’s) and the board’s core values, and do they support equitable learning outcomes for all students? What standards does your district (or school) use to ensure equitable learning outcomes for all students? What barriers to student learning exist within the district, our schools, and us?

Your answers to these questions may be that you have equal access to resources for all students. So then I ask you, is equal access enough for all students? “There is a common misconception that equity and equality mean the same thing—and that the words can be used interchangeably, especially when talking about education. But the truth is they do not—and cannot. Yes, the two words are similar, but the difference between them is crucial” (Mann, 2014, para. 1). Mann emphasizes, and I agree, that making sure all students have equal access to resources is an important goal. Some students, however, need more to get there. This is where equity enters the discussion.

Do your core values support equitable learning outcomes for all students? Do you have opportunities that provide

more access for some students than others, ensuring those who are furthest behind will succeed so that you will close the achievement gap? Do you maintain high standards for all students and ensure resources, including fiscal and human, are allocated in accordance to need? Do the barriers to student learning that exist in your school transcend equality and focus on equity?

I encourage you to put equity into action. The Center on Great Teachers and Leaders at American Institutes for Research recommends the following steps to make the dream of equity a reality:

- set priorities by examining the root causes of inequality in your district;
- take action on those priorities;
- pull the right lever by examining the data that correlate to the priorities;
- align policy changes needed to implement your priorities and make the change!

In our work, the Illinois Center for School Improvement supports districts and schools in putting equity into action. The educator community can lead the charge in changing societal inequities. Equity is important to the future of our state, our nation, and our world.

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General Session at the 2018 IASA Annual Conference



Do you have an innovative educational message that your school district would like to share with your colleagues? Then Ignite! is for you!

- 20 slides that auto advance every 15 seconds
- Presenters will host a panel question/answer session from the audience
- 5 to 7 presenters are needed to participate in our Ignite! session

If you are interested in telling your district's story in the Ignite! format please contact Dr. Richard J. Voltz, Associate Director for Professional Development, at rvoltz@iasaedu.org.

**click here
for
more info**

CALL FOR PRESENTATIONS

**click
here for
more info**

Key Dates:

Submission Deadline: April 4, 2018

Presenters Notified: Mid-June, 2018

Share Your District's
Best Practices by
Presenting a
Break-Out Session

Take Advantage
of Excellent

**MARKETING
OPPORTUNITIES**

at the Conference

- Reserve a Booth
- Host a Hospitality Suite for Attendees
- Sponsor an Event, Meal or Speaker

**click here
for
more info**

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

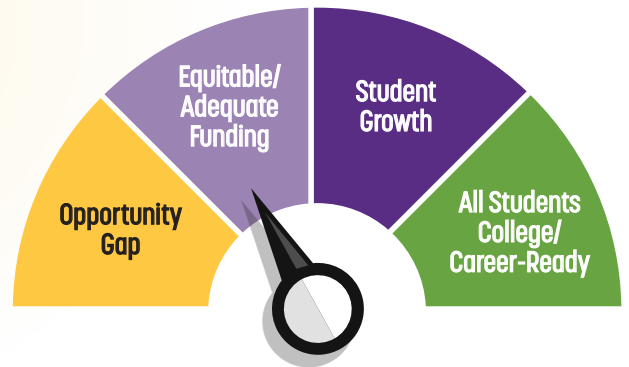


with



ESSA
Every Student Succeeds Act

It's Time to Move the Needle



IASA is holding workshops around the state regarding the relationship between the Evidence Based Model (EBM=Funding) and the Every Student Succeeds Act (ESSA=Accountability). The Cost is \$45 per person and the 6-hr workshop includes Lunch.

[CLICK HERE FOR TO REGISTER FOR FEB. WORKSHOPS](#)

FEBRUARY WORKSHOP: All things ESSA



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

CARTERVILLE*	Thursday, Feb. 1
EFFINGHAM*	Tuesday, Feb. 6
BELLEVILLE	Wednesday, Feb. 7
MACOMB	Tuesday, Feb. 13
PEORIA*	Thursday, Feb. 8
SPRINGFIELD*	Tuesday, Feb. 20
EAST MOLINE	Wednesday, Feb. 21
GRAYSLAKE	Thursday, Feb. 22
CHICAGO HEIGHTS*	Monday, Feb. 26
FRANKLIN PARK*	Tuesday, Feb. 27
DES PLAINES	Wednesday, Feb. 28
DEKALB	Friday, March 2

* Nearing capacity, but there is still room

MARCH WORKSHOP: Connecting and Communicating EBM and ESSA



The third workshop, Connecting and Communicating EBM and ESSA, will be hosted by each of IASA's 21 regions. It will focus on assisting district teams make the connection between the *EBM and ESSA. The workshop will include ways to communicate information on how the changes will impact their district directly with their stakeholders. Teams will be led in facilitated conversations in order to review their strengths, weaknesses, opportunities and threats in understanding the 26 elements identified in the EBM and key pieces of the ESSA plan—most notably the Quality Framework, and the Academic and School Quality/Student Success indicators. Tools from the January and February workshops will be essential pieces of the March Workshops.

More information will be sent via email from the Regional Facilitators.





From humble beginnings, ISDLAF+ becomes go-to investment service for school districts



They gathered in a Rosemont hotel meeting room on March 26, 1984, two school district administrators and two Cook County township school treasurers. Each brought a \$100 check to establish the Illinois School District Liquid Asset Fund Plus (ISDLAF+). From those humble beginnings was born one of the foremost investment funds that now includes more than 500 Illinois school districts and community colleges.

A state law passed in 1983 paved the way for school districts to pool their investment resources. Dr. Harold Seaman, then executive director of the Illinois Association of School Boards (IASB), had approached the executive directors of IASA, Dr. John Wargo, and the Illinois Association of School Business Officials (IASBO), Dr. Ronald Everett, to discuss a possible partnership built around the new law.

The rationale was that in most school districts the boards established policies and terms of investing, but the day-to-day investment decisions were made by school business officials and superintendents. In Cook County, those decisions were handled by the Township School Treasurer. The Boards of Directors for IASA and IASBO agreed to create an investment pool, setting the stage for the birth of ISDLAF+.

“IASB, IASA and IASBO are to be commended for having the foresight in 1984 to create ISDLAF+ as an investment alternative for Illinois school districts and community colleges,” said James O. Davis, the CEO of PMA Financial Network, Inc., which has provided administrative services to the fund since 2002. “The PMA companies are proud of their affiliation with ISDLAF+ and the services it provides fund participants.”

The 2017–18 ISDLAF+ Board of Trustees includes:

- Dr. Brent Clark, executive director, IASA
- Linda Dothard, board member, Rock Island-Milan School District 41
- Roger Eddy, executive director, IASB
- Dr. Robert Grossi, treasurer, Bloom Township Board of School Trustees
- Susan Harkin, CFO, Community Unit School District 300
- Jennifer Hermes, COO, Lake Forest School Districts 67 & 115
- Dr. Michael Jacoby, executive director, IASBO
- Susan Kerr, board member, Elgin Area School District U-46
- Stacey Mallek, assistant superintendent of business, Arlington Heights School District 25
- Joseph McDonnel, treasurer, Bremen Township Board of School Trustees
- Dr. Barry Reilly, superintendent, Bloomington School District 87
- Dr. David Schuler, superintendent, High School District 214
- Robert Sterkowitz, treasurer, Moraine Valley Community College

Originally, the notion of a large investment pool for school districts came from the National Association of School Boards (NSBA), but the challenges of a national pool were too daunting given the differences in banking and investment laws from state to state. NSBA then identified several large states to begin the process of establishing Local Government Investment Pools (LGIPs). Pennsylvania was the first state to do so in 1982. Two years later, Illinois became the second state to do so.

The four ISDLAF+ “settlers” who each contributed \$100 back in 1984 were: David Allen, then treasurer of the New Trier Township Board of School Trustees; Lawrence Hupe, then treasurer of the Worth Township Board of School

“...it really has provided school districts...good investment opportunities by casting a wider net...[and] oftentimes outpaced local market conditions.”

—Dr. Brent Clark, ISDLAF+ Board of Trustees;
executive director, IASA

Trustees; Harvey Jenkins, then treasurer of Peoria Unit School District 150; and Paul Swinford, then treasurer of Valley View School District 365U. All four were part of the original ISDLAF+ Board of Trustees. David Ransom, then a board member from Libertyville High School, was elected to be the first chairman. Allen was elected vice-chairman, Seamon secretary, and Allan Gogo, then superintendent of the Lake Park High School District, was elected treasurer.

The long-term goals were to establish a large financial footprint over financial markets to increase earnings of school districts’ reserve funds and to make it quick and easy for school districts to access their funds.

Today, ISDLAF+ offers two premium pooled investment products: the Liquid Class, which allows for unlimited check writing privileges coupled with competitive yields, and the Max Class, which offers higher potential yields with no minimum balance required. Each portfolio is rated AAAM by Standard & Poor’s. The fund also includes Term Series Pools, an unlimited number of investment pools with a designated maturity of between 30 days and three years, as well as fixed investments such as Certificates of Deposit, U.S. Government Treasury securities, U.S. Government Agency & Instrumentality securities, Bankers’ Acceptances, Commercial Paper and Repurchase Agreements.

“Looking back over ISDLAF+ nearly 35 years of existence, it really has provided school districts large and small all over the state good investment opportunities by casting a wider net over the financial markets,” said IASA Executive Director Clark. “It expands those opportunities to earn interest on available reserves that oftentimes has outpaced local market conditions.”

If interested in receiving information on ISDLAF+, please be in contact with Dr. Donald E. Weber, Statewide Marketing Director at 630–657–6435 or dweber@pmanetwork.com.



Leveraging myON Projects for Instructional Clarity

By Billy Spicer

Technology Integration Coach, Lake Zurich CUSD 95

Sometimes the cues that seem so obvious to us as educators can be lost on students. The result is sometimes an effect of relying a little too much on hope—hope that students will learn what we’re teaching. Instead, we need to be ultra-clear about the purpose of every lesson. We need to communicate that the work we’re asking students to engage with is important, we believe in them, and they can be successful. Researchers Mabel Okojie, Anthony Olinzock, and Tinukwa Okojie-Boulder (2006) argue that “the degree of success teachers have in using technology for instruction could depend in part on their ability to explore the relationship between pedagogy and technology.” In other words, simply dropping in iPads and a personalized literacy ecosystem into students’ hands will not automatically produce high achievement. Rather, a clear sense of purpose is needed so that we are not leaving learning to chance.

Establishing a clear purpose for learning serves as a necessary catalyst for new learning to occur and results in increased student understanding of the content (Gagné & Briggs, 1974; Hunter, 1976; Mager, 1962). When students understand the purpose of a lesson, they learn more (Fraser, Walberg, Welch, & Hattie, 1987). Along with establishing a clear purpose, teacher clarity continues to be a high-impact influence on learners. According to John Hattie, teacher clarity is the “organization, explanation, examples and guided practice, and assessment of student learning.”

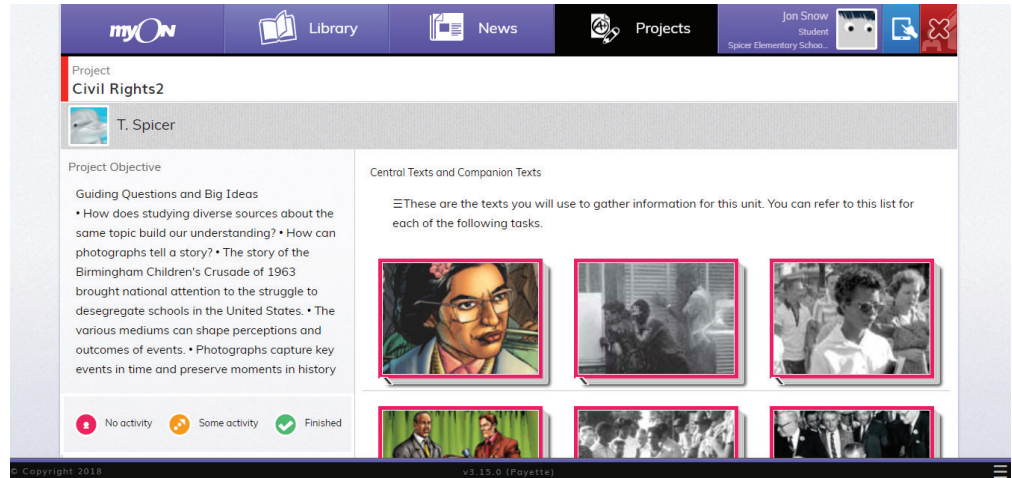
Leveraging Projects in myON has proved to be a powerful mechanism to empower student learning with clarity. In Projects, students can quickly see any book sets or activities that a teacher has assigned to them. Students can quickly dive into a book or activity through the Project section in their dashboard to track progress. It is here in Projects where educators can be crystal clear with their readers what the learning target is. Learning targets, criteria for success, and differentiated activities can all be structured and communicate to students within Projects. The suggestions that Okojie and her peers put forth when designing learning experiences for students with integrated technology has helped provide my own clarity from an standpoint of instructional design:

- LEARNER TARGETS**
- CRITERIA FOR SUCCESS**
- LEARNING PATHWAY**

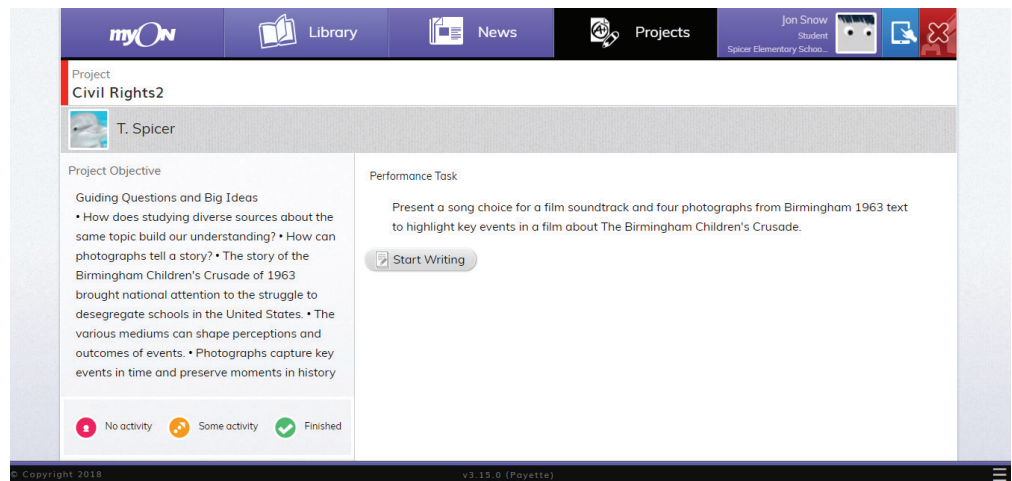
**TEACHER
CLARITY
TO-DOS**

1. Identify learning objectives and students’ needs so that technology tools match the objectives and needs
2. Choose the methods around the technology tools that are relevant to the objectives, the technology selected, learning styles, and modes and pace of learning
3. Design a rich and authentic context around the use of the technology that is dynamic and meaningful to the students
4. Design instruction with the technology tools that provides students with opportunities for problem-solving, inquiry, and analysis

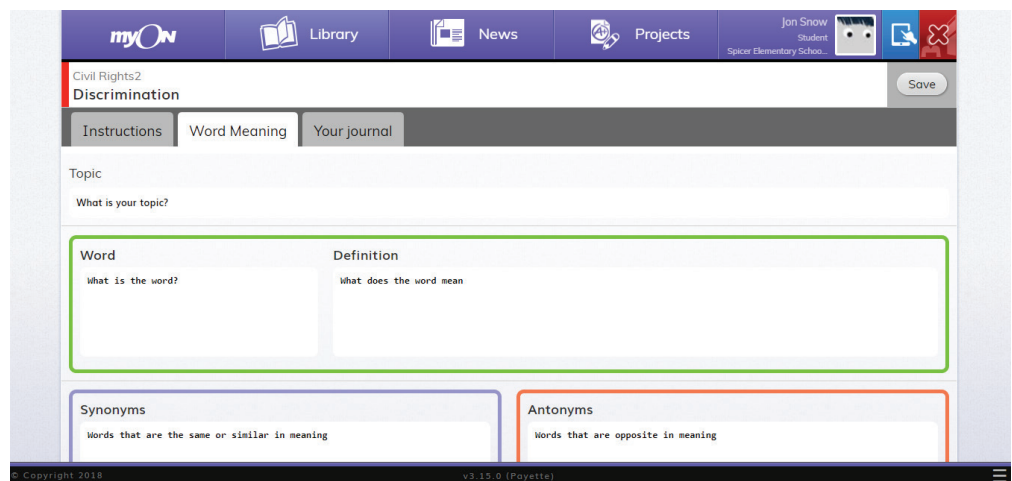
In this civil rights Project, students are never unable to view and revisit the Project Objective which can include some of the teacher clarity elements such as guiding questions and big ideas.



Each task can also include a specific and unique objective so that students are hyper focused on the task at hand while remaining in the platform and not venturing too far from the book they are reading.

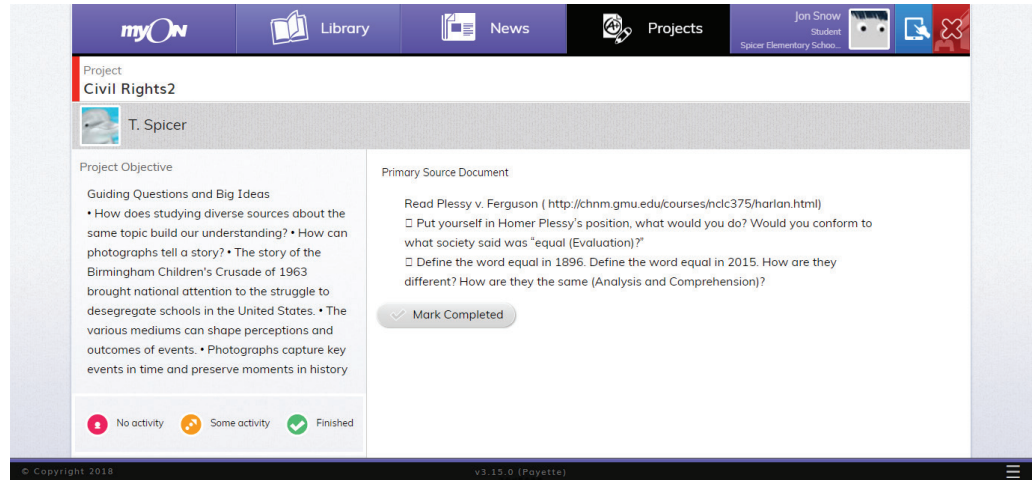


Embedding a graphic organizer in a Project also allows students the ability to leverage their Journal while completing an activity. All journal entries are readily available and accessible while completing a graphic organizer or a writing task. Additionally, students have access to any graphic organizers within a Project when completing an open-ended response as a writing task.

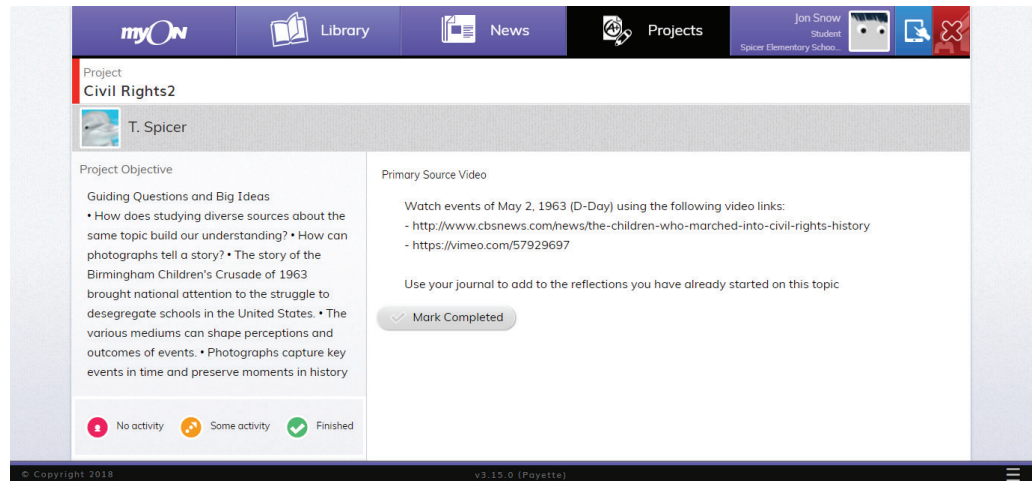


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Using All Purpose Tasks allows educators a blank slate to assign students explicit directions or complete an activity outside of myON. This can include journal entries in a reader's notebook, collaborative discussion practices in a partnerships or small group, and exploring web links on the web. In this civil rights project, the teacher inserted an All Purpose Task that asks students to read up on the Plessy v. Ferguson case in the Supreme Court-a primary source document.



Just a few tasks later, the teacher inserted yet another All Purpose Task-this time asking readers to take a field trip outside the myON ecosystem to view a few video clips. However, students are not simply viewing videos without any guidance or structure. In the directions for this task the teacher is able to clearly hold the students accountable by directing them to use their Journal in myON to add a reflection.



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



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

February 2018

Thurs. Feb. 1 Cornbelt, Senate Session
(CLOSED) Teacher/Administrator Evaluator...
Student Growth

Fri. Feb. 2 House Perfunctory

Mon. Feb. 5 House Perfunctory

Tues.–Thurs. Feb. 6–8 GA Session

Wed. Feb. 7 Shawnee, Cook West
IASA-ISBE Advisory Meeting

Thurs. Feb. 8 Cook South
Fri. Feb. 9 Southwestern, Kaskaskia

Tues.–Thurs. Feb. 13–15 GA Session

Wed. Feb. 14 Illini, (CLOSED) Principal Evaluator Skill Building
Governor's Budget Address

Thurs. Feb. 15 Central IL Valley

Fri. Feb. 16 Lake, Western
House Perfunctory

Tues. Feb. 20 IASA Professional Development Meeting

Wed. Feb. 21 (CLOSED) Adaptive Leadership for School
Administrators
Gathering Evidence...

Principal Evaluator Skill Building

Thurs. Feb. 22 Principal Evaluator Skill Building...

Mon. Feb. 26 Gathering Evidence...

Tues.–Wed. Feb. 27–28 GA Session

Tues. Feb. 27 IASA Budget Meeting
Moving From Vision to Action...Become an
Essentialist

Wed. Feb. 28 Wabash Valley, Egyptian
IASA Board of Directors Meeting

March 2018

Thurs. Mar. 1 Corn Belt, GA Session

Tues.–Thurs. Mar. 6–8 House Session

Tues. Mar. 6 Shawnee, Starved Rock

Wed. Mar. 7 Northwest

Fri. Mar. 9 Lake, Kaskaskia
Teacher/Administrator Evaluator...
Student Growth


Mon. Mar. 12 Blackhawk

Tues.–Thurs. Mar. 13–15 Senate Session

Wed. Mar. 14 Du Page, Illini, Wabash Valley

Thurs. Mar. 15 Central IL Valley

Fri. Mar. 16 Western

Tues. Mar. 20 Primary Election 
(CLOSED) Gathering Evidence...

Wed. Mar. 21 (CLOSED) Teacher/Administrator
Evaluator...Student Growth
Egyptian

Tues. Mar. 27 Teacher/Administrator Evaluator...
Student Growth

Wed. Mar. 28 Abe Lincoln

NOTE: See Page 26 for listings of all PMA School Finance Seminars being held in March 2018.

 NOTE: See Page 15 for listings of all ESSA Workshops being held in February 2018.



Winter/Spring Academy/ Workshop 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 June 2018.

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

Click on date to register:

Gathering Evidence During Observations & Conferencing Using Danielson (AA #1801)

February 21, 2018	Macomb Jr./Sr. High School, 1525 S. Johnson St., Macomb, IL 61455
February 26, 2018	Diamond Lake SD 76 Office, 500 Acorn Lane, Mundelein, IL 60060

Teacher/Administrator Evaluator Retraining: Student Growth (AA #3000/3001/3002)

March 9, 2018	MVTHS, 11101 N. Wells Bypass, Mount Vernon, IL 62864
March 27, 2018	Macomb Jr./Sr. High School, 1525 S. Johnson St., Macomb, IL 61455
June 7, 2018	Mundelein High School Annex, 1500 W. Hawley, Mundelein, IL 60060
June 13, 2018	Lake Bluff Middle School, 121 E. Sheridan Place, Lake Bluff, IL 60044

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

February 21, 2018	Diamond Lake SD 76 Office, 500 Acorn Lane, Mundelein, IL 60060
February 22, 2018	Streator HS Library, 202 W. Lincoln Ave., Streator, IL 61364
April 18, 2018	Elwood CCSD #203, 409 N. Chicago, Elwood, IL 60421
April 25, 2018	Mount Vernon Elks Lodge, 1107 Jordan St., Mount Vernon, IL 62864

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

February 27, 2018	BHS Reg. Office of Education, 107 S. State St., Atkinson, IL 61235
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Please check our [Professional Development Calendar](#) for frequent updates

www.iasaedu.org



Scan here with your phone's QR code reader to get the IASA APP—
Don't have a QR reader? Go to Google Play or App Store
and search for IllinoisASA.



Long time IASA member passed away at the age of 72



Dr. Lawrence T. Jacobsen of Downers Grove passed away December 27, 2017 at the age of 72 after a six-year battle with lung cancer.

Dr. Jacobsen was born on February 23, 1945 in Storm Lake, IA, the son of Thorwald and

Margaret Delbridge Jacobsen. He earned a bachelor's degree from Northern Illinois University in 1967, a Master's Degree from Eastern Illinois University and his Doctorate from Illinois State University. Dr. Jacobsen began teaching in 1967 in Georgetown, IL. In 1974, he became superintendent for schools in Sparland, IL. In 1986, he was named the superintendent of schools in Herscher, IL where he remained until his retirement in 2000. In his retirement, he enjoyed traveling and golfing with family and friends. He also enjoyed reading and wintering in Mexico. He was an avid Cubs and Illini fan. He was a retired member of the Illinois Association of School Administrators.

Reception Honoring:

Dr. David R. Schuler
Township HSD #214

2018 Illinois Superintendent of the Year

Friday, Feb. 16, 2018 • 5:30-7pm
The George Jones—The Window Up Above
(Third Floor)
128 2nd Avenue N, Nashville, TN

Co-Sponsored by:
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Environmental Consultants, LLC and Navigate Prepared

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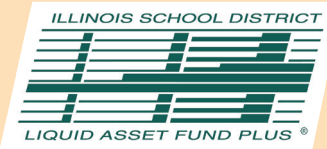
JOIN US

PMA & FORECAST5

will host a private reception featuring cocktails and casual Caribbean fare during the 2018 AASA National Conference on Education.

Wednesday, Feb. 14 • 5-7pm

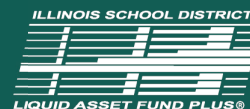
Jimmy Buffet's Margaritaville
322 Broadway, Nashville TN

ISDLAF+ Monthly Update

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

SAVE THE DATE



THE ISDLAF+ TEAM CORDIALLY INVITES CURRENT AND PROSPECTIVE ISDLAF+ FUND PARTICIPANTS TO ATTEND THE 2017-2018 USER GROUP INFORMATIONAL SEMINAR SERIES FREE OF CHARGE.

SCHOOL FINANCE SEMINARS

TIMELY TOPICS FOR SUPERINTENDENTS AND SCHOOL BUSINESS OFFICIALS

JULY SEMINAR (9:00am – 12:00pm)

Tuesday, July 18, 2017 – Naperville

Wednesday, July 19, 2017 – East Peoria

Thursday, July 20, 2017 – O'Fallon

Topics for July will include:

- Basic Overview of School Finance and Operations
- Annual School Finance Calendar
- Legislative Issues

OCTOBER SEMINAR (9:00am – 2:00pm)

Tuesday, October 3, 2017 – Naperville

Wednesday, October 11, 2017 – Rock Falls

Tuesday, October 17, 2017 – Effingham

Wednesday, October 18, 2017 – O'Fallon

Thursday, October 19, 2017 – East Peoria

Topics for October will include:

- Tax Levy: Truth-in-Taxation
- Long Range Planning

JANUARY SEMINAR (9:00am – 12:00pm)

Wednesday, January 17, 2018 – East Peoria

Thursday, January 18, 2018 – O'Fallon

Tuesday, January 23, 2018 – Naperville

Topics for January will include:

- 2018 Legislative Initiatives
- Mid-Year Budget Review
- Salary & Contract Issues

MARCH SEMINAR (9:00am – 12:00pm)

Tuesday, March 13, 2018 – Naperville

Wednesday, March 14, 2018 – East Peoria

Thursday, March 15, 2018 – O'Fallon

Topics for March will include:

- Legislative Update
- Symposium on Collective Bargaining
- Current Hot Topics

CONTACT INFORMATION

Contact Don Weber at dweber@pmanetwork.com or (630) 657-6435 with questions about any of the seminars.

CALL TOLL FREE AT (866) 747-4477,
OR (630) 657-6400, OR VISIT
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