FINDINGS

- Implementation Has Increased from a Year Ago, and as a State, Illinois Is Entering Level Three Implementation.
CHARACTERISTICS OF LEVEL 3: TRANSITION TO AN ILS-LED SYSTEM

- Established plans, policies, and timelines for ILS implementation that are well known at district, school, and classroom levels;
- Apparent linkages between district curriculum and ILS;
- Teachers and administrators who are convinced that ILS are the “way to go” to improve student learning;
CHARACTERISTICS OF LEVEL 3: TRANSITION TO AN ILS-LED SYSTEM

(Continued)

- Widespread ILS impact on teaching, lesson planning, evaluation of student work, textbook selection, resource allocation, and professional development;
- University preservice and continuing education programs that incorporate ILS;
- Evidence that new academic programs and policies are shaped by ILS;
- Beginning student awareness of ILS; and
- Beginning community awareness of ILS.
FINDINGS

- Professional Development, Curriculum Development, and District/School Infrastructure Are the Most Highly Implemented Dimensions. Instruction and Affective Response Also Reflect Level Three Implementation.
FINDINGS

- Community and Stakeholder Involvement Is Low at All Levels, Though It Has Increased from 1999.
FINDINGS

- At This Time, No Significant, Statistical Relationship Can Be Detected Between Changes in ISAT Performance and Changes in ILS.
FINDINGS

- Advanced Implementers of ILS Can Be Characterized by Ten Themes.
  1. High levels of teacher involvement in implementation.
  2. Ownership of the learning standards.
  3. Strong professional development activities focused on aligning the learning standards, curriculum, assessment, and instruction.
FINDINGS

- Advanced Implementers of ILS Can Be Characterized by Ten Themes (continued).

4. Development of assessments to evaluate student progress
5. System-wide alignment to the learning standards.
6. Reinterpretation of the learning standards as a school-wide vision of student learning.
FINDINGS

Advanced Implementers of ILS Can Be Characterized by Ten Themes (continued).
7. Changes in classroom instruction.
8. Emphasis on continuous improvement.
9. Administrative support.
10. Building on what’s there.
RECOMMENDATIONS

- The State Should Foster and Support Capacity Building at the District Level for Effective Standards Implementation.
- The State Should Use the Levels of Implementation and the Themes Developed from the Best Practice Schools to Illustrate Specifics of Advanced Implementation at the District, School, and Classroom Levels.
RECOMMENDATIONS

- Model Stakeholder and Community Involvement
- Continue to Study the Progress and Impact of Standards Implementation