Majority of Illinois Schools to Receive 5Essentials Report

Illinois 5Essentials Survey

From February 1 through April 12, the Illinois State Board of Education asked schools to provide teachers, students, and parents the opportunity to participate in the Illinois 5Essentials Survey to weigh in on their school climate and learning conditions. Following a staggeringly successful administration, more than 85 percent of schools will receive an Illinois 5Essentials School Report.

The 5Essentials Report

The 5Essentials Reports are online, interactive tools that offer a comprehensive picture of a school's environment, identifying its strengths and areas where that school can improve. Districts will receive similar reports that present an aggregated view of their schools' 5Essential Reports as well as give access to the individual reports of those schools. The 5Essentials Reports and parent reports will first be made available to districts and schools in June.

Essential → Measure → Question

Superintendents and principals will receive an email notifying them that they may view their 5Essentials Report, and with their administrator credentials they will log into the reporting site and gain access to an overview of their school(s)'(s') results from the survey.

Following a stoplight analogy, each Essential will be color-coded with a shade of green, yellow, or red that indicates how well organized schools perceive themselves to be in each area (see Figure 1). Users simply click on an Essential and can drill-down two more levels, examining the Measures that make up each Essential and the Questions that inform those Measures. Ultimately users can see how each question was answered by percent of response types.

Once the state school report cards – which will include a summary of information from the Illinois 5Essentials – are released in October, the 5Essential Reports will be accessible to the public and will not require login credentials to be viewed. The parent reports will not be on the state report cards or available publicly. The dissemination of the parent reports will be left to the discretion of superintendents and principals.

Resources for Report Readiness

There are steps you can take to prepare for your Illinois 5Essentials Report. Participate in Webinar III: Using Your Results and learn about ways to incorporate your 5Essentials data into your school improvement plan. Register for Webinar III on the Illinois 5Essentials Survey page at https://illinois.5-essentials.org. After you’ve participated in the webinar, print the Pre-Data Reflection Worksheet and begin discussion with your leadership about your 5Essentials Report. Finally, view a sample 5Essentials Report to gain familiarity with the reporting tool.

Questions

Questions or concerns? Contact 5Essentials Client Services at 5Essentials@uchicago.edu or by phone at (866) 440-1874.
The Illinois State Board of Education's adoption of new, more rigorous learning standards for Math and English Language Arts, known as the Common Core State Standards (CCSS), creates a need for changes to the goals section of students' Individualized Education Programs (IEPs).

The Special Education Division has created a guidance document to assist districts and cooperatives in aligning to the CCSS, ensuring that students have access to the grade-level general education curriculum and thereby facilitating appropriate instruction and learning of grade-level content as measured through state and district-wide assessments.


Illinois Web-based IEP and Special Education Data System

The Illinois State Board of Education has developed a new web-based database system for Individualized Education Programs (IEPs).

The system includes easy to use wizards to assist in developing an IEP, allows for draft and official forms, and integrates with other systems at ISBE, such as the Student Information System (SIS), in order to reduce duplicate data entries.

The web-based IEP system will also be integrated with the new personnel and pupil reporting systems that are in development.

The web-based IEP system is currently in the “pilot phase,” but will be available to school districts, free of charge, beginning in the 2013-2014 school year.

If you would like to begin using the database system immediately, please contact Cindy Ward at (217) 782-5589 or cward@isbe.net.

To assist individuals with general information about the new database system, a short training video is available.

For more information, please email iepoint@isbe.net

Accommodations Manual

An accommodations manual has been created to assist districts in selection, administration, and evaluation of the use of accommodations for instruction and assessment of students with disabilities. It can be located on the Special Education Services web site, under Topics A to Z and Accommodations.
The Common Core State Standards for English Learners

In order for English Language Learners (ELLs) to master the rigorous academic content required by the Common Core State Standards, all teachers who work with ELLs will need to be well-versed in both the Common Core State Standards and English Language Development (ELD) Standards.

Teachers must determine the academic language required to access content. This requires instruction to be designed with both sets of standards in mind. As Dr. Diane Staehr Fenner (2013) states, “beyond understanding both kinds of standards, all teachers who work with ELLs will also need to be trained so that they have the skills needed to implement both sets of standards for the ELLs they work with.”

Under this new paradigm, effective instruction for ELLs requires development of a system depending on three critical components: teaching, standards, and assessment. These components must be equally developed or else academic achievement for ELLs will not flourish (Staehr Fenner & Segota, 2012). Content area, bilingual, and ESL teachers must work together in this system to share their expertise, interact, and influence each other.

In February 2013, the TESOL (Teachers of English to Speakers of Other Languages) organization convened a group of teachers, administrators, leaders, and policy makers in a discussion guided by the following questions:

- What are ESL teachers’ current roles in implementing the CCSS for ELLs?
- What should ESL teachers’ most effective roles be so that ELLs achieve with the CCSS?
- What are the most promising strategies to support ESL teachers as they teach the CCSS?

The discussion led to the following conclusions:

1. ESL and Bilingual expertise and training must be both acknowledged and valued. Different program models (such as push-in, pull-out, and co-teaching) require teachers to use different sets of skills, and school leaders should be aware of these skills. Also, pre-service preparation to work with ELLs varies widely among teacher preparation programs.

2. CCSS places much importance on academic language for all students, including ELLs. Therefore ESL and Bilingual teachers bring a deep level of expertise in this area that can certainly be used in those committees or groups planning the implementation of CCSS at the district level.

3. Administrators must recognize ESL and Bilingual teachers as experts and consultants as the CCSS are implemented. They must also create a school culture in which the entire staff shares responsibility for ELLs’ success with the CCSS.

4. ESL and Bilingual educators must participate fully in policy discussions at the school, district, and state levels when it comes to teaching the CCSS to ELLs.

5. Teacher education programs for content, bilingual, and ESL teachers must evolve to prepare all teachers to teach the complexities of the CCSS for a heterogeneous population of ELLs.

6. Bilingual and ESL teachers must incorporate new instructional strategies adapted to the rigor of the CCSS and also revamped ESL curricula based on the language needs of the CCSS and English Language Development Standards.

The Division of English Language Learners at ISBE will bring Dr. Staehr Fenner to Illinois to speak at the Bilingual Directors’ meeting in September. Dr. Staehr Fenner will address these issues and more related to advocacy for ELL students.

To access the full report of the TESOL discussion visit:

http://blog.colorincolorado.org/2013/05/07/tesol-report-the-changing-role-of-the-esl-teacher/
Comprehensive System of Learning Supports

Cultivating thriving learning environments that promote the growth and foster the dignity and well-being of students, educators, and communities.

Learning Conditions for Teachers

Student growth relies on educator efforts to foster learning conditions in which students feel valued and are challenged to engage in their learning. Equally important and intrinsically connected to this goal is the cultivation of a professional environment where educators also feel valued, supported, and challenged to grow.

School administrators can actively cultivate this climate. Likewise, teachers are also leaders who can choose to reinforce positive school norms and model an example for students and families.

Research shows relational trust is foundational for school professionals, families, and communities to initiate and sustain school improvement efforts (Bryk et al. 2010; Marzano, 2003). Collegial staff collaboration is further encouraged by educator leadership practices that are learning-focused.

Consider the significance of relational trust and a collective learning focus in the implementation of Common Core State Standards. Meeting these enhanced learning goals and employing the instructional strategies they require depend on a shared vision, as well as teachers’ willingness to share their challenges, mistakes, and successes.

A collegial environment can increase achievement by facilitating school improvement initiatives, while also contributing to the well-being of educators.

Teacher Well-Being

To maintain both health and effectiveness, teachers must attend to their own social, emotional, physical, and cognitive wellness. This is a challenge in light of the demands of teaching.

Wellness programming that emphasizes physical health and stress management can contribute to teacher well-being (“School Employee Wellness”). Educators can also help each other take the idea of self-care seriously by developing authentic relationships that are supportive and therefore alleviate stress. In this way, formal or informal mentor relationships can also be invaluable.

Last, modeling collegial relationships can, over time, make working with students easier. When adults interact respectfully and productively, they model for children the same interpersonal skills that can enhance the classroom climate for all.

Helpful Resources

http://www.isbe.net/learningsupports/climate/teachinglearning.htm – more on relational trust, part of the ISBE Learning Supports A-Z index


http://blog.colorincolorado.org/2013/05/07/tesol-report-the-changing-role-of-the-esl-teacher/ - Full TESOL report on ESL

http://cdn.e2ma.net/userdata/1716387/assets/docs/Pre-Data_Reflection_Guide.pdf – 5 Essentials Pre-Data reflection Guide for Administration

Visit http://www.isbe.state.il.us/common_core/htmls/news.htm to download this newsletter.