Back-to-School Webinar for Parents

Illinois
State Board of Education
Today’s Speakers

Christopher Koch
State Superintendent of Education

Susan Morrison
Deputy Superintendent/Chief Education Officer

Reyna Hernandez
Assistant Superintendent of the Center for Language and Early Child Development

Julie Behme
Fifth-grade teacher at Carlinville Intermediate School

Pam Reilly
Second-grade teacher at Woodbury Elementary School and ISBE’s 2014 Illinois Teacher of the Year

Peg Staehlin
Illinois PTA President
Parental Resources to Learn About ILS

- PTA Common Core Video Series
- Illinois PTA Parent Guides for K-8 and high school
- Visit the Illinois PTA online at http://www.illinoispta.org/.
  The National PTA site is http://www.pta.org/.
New Illinois Learning Standards

- Transforming the way educators develop their English language arts (ELA) and mathematics curricula and lesson plans to **promote greater depth of knowledge and real world applications**.

- Besides ELA and Math standards, Illinois has worked collaboratively to update **science and physical education standards**. ISBE is also beginning a **review of social studies and arts standards**.
Educator Response to Standards

Surveys

- 2014 ISBE Illinois Teacher Survey of Standards Implementation
  - Nearly 85 percent of teachers feel prepared to implement the new standards
  - 49 percent of educators said the new standards are already reflected in their current lessons

- Scholastic’s Primary Sources Survey of teachers
  - Released fall 2013
  - Shows very strong support for the new Illinois Learning Standards
  - A large majority believe the new standards will have a positive impact on our students, especially on their ability to lead, focus and connect with ongoing initiatives to improve the quality of education in our state

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Do you feel prepared to implement the new Illinois Learning Standards?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel completely prepared.</td>
<td>17.5%</td>
</tr>
<tr>
<td>I feel somewhat prepared.</td>
<td>67.3%</td>
</tr>
<tr>
<td>I do not feel prepared at all.</td>
<td>11.3%</td>
</tr>
<tr>
<td>I do not know if I’m prepared.</td>
<td>3.7%</td>
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Educator Response to Standards

- **Illinois Teacher Voices**: Located on ISBE website: [http://www.ilteachervoices.org/](http://www.ilteachervoices.org/)

  **Teacher Voices**: How have the new standards changed student learning?
  
  *My students can go at their own pace. They’re making connections with their learning. They are making discoveries every day. They are making sense of how to learn and apply it!*  ~Erika, Mascoutah Middle School
  
  *In my classroom the amount of work we accomplish is so much more. In the beginning, I was worried we were taking so long but the mathematics analysis that is going on now is amazing!*  ~Jeanine, Okawville High School

  **Administrator Voice**:  
  I see a lot of discussion between teachers across grade levels and this has helped everyone. There’s much more discussion and higher order questioning going on in our classrooms. Our students need these skills of higher order thinking to be the change makers of the future.
  
  ~Becky, Carlinville Intermediate School
The New Math Standards

- The new math standards generate three major instructional shifts in focus, coherence and rigor.
- The standards are coherent both within a single grade and across grades.
- The standards also clearly progress in difficulty from one grade to the next.
- Finally, the standards are rigorous because they support conceptual understanding, procedural skill and fluency, and application with equal intensity.
- The new Illinois Learning Standards requires that students apply their math knowledge to real world situations.
Partial Quotient Model

\[
46 \bigg) \quad 14,766 \\
\quad - \quad 4,600 \\
\quad 46 \times 10 = 460 \\
\quad 46 \times 100 = 4,600 \\
\quad 46 \times 1,000 = 46,000 \\
\quad 46 \times 100 = 4,600 \\
\quad \text{Remainder: 100}
\]
Area Model

\[ \begin{array}{cccccc}
& & & 100 & & \\
46 & & & & & \\
4,600 & & & & & \\
\hline
\end{array} \]

\[ \quad + \quad + \quad + \quad + \quad + \quad = \quad \]

\[ \text{Result} \]
Standard Algorithm/Traditional Model

\[
\begin{array}{c}
\phantom{-}1,476.3 \\
\underline{- 138} \\
\phantom{-}956
\end{array}
\]
The New ELA Standards

The new standards in ELA encourage three major instructional shifts:

- Balance the amount of literature and informational texts
- Use textual evidence to support reading and writing
- Expand academic vocabulary

**Instructional Shift**

Reading nonfiction and informational texts. - *Examples:*

- In K-5, students spend equal time reading informational texts and literature
- By grade 12, the ratio of informational text to literature during the course of an entire school day is 7:3

Using textual evidence to support reading and writing - *Examples:*

- Use of well-defended claims in writing
- Students must read texts in order to answer questions (rather than using prior knowledge or experience)

Expanding academic vocabulary - *Examples:*

- Texts increase in complexity across grade level
- Focus on academic vocabulary and words that appear across disciplines
English Language Arts in the Classroom

Charlotte's Web

Author: E.B. White
**Old Standards Expectations:**

Question: Who are the main characters in the story?

Answer:
The main characters are Wilbur, Charlotte, Templeton, Goose and Gander, Fern Amble, Avery Amble, Mr. and Mrs. Amble, Mr. and Mrs. Zuckerman and Lurry.

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**New Common Core Expectations:**

Question: Choose one of the characters from the story and write about how they have changed from the beginning of the story to the end of the story.

Answer:
In the beginning of the story Avery seemed to be interested in playing with his slingshot, frogs and fish while his sister Fern was taking care of Wilbur. He did not take care of Wilbur and he was not interested in saving him. However, when it came time for Wilbur to go to the fair and win a prize Avery became more interested in him. He helped to load and unload him into the crate and truck. He also helped get all of the items Wilbur needed at the fair. He even helped him up at the medal ceremony after he fainted.
Old Standards Expectations:

Question:
What was the last word Charlotte made in her web?

Answer:
The last word Charlotte made in her web was “humble”.

New Common Core Expectations:

Question:
What was the last word Charlotte made in her web? Do you think this is a good word for Wilbur according to Charlotte; provide evidence from the text.

Answer: The last word Charlotte made in her web was “humble”. Charlotte believes this is a good word to describe Wilbur. Charlotte said, “Humble has two meanings. It means ‘not proud’ and it means ‘near the ground’ That’s Wilbur all over. He’s not proud and he’s near to the ground.” (p.140)
Authors: Anastasia Suen and Benrei Huang
Old Standard Expectations:

Question:
Who was the first man to land on the moon? What did he say when he first stepped on the moon?

Answer:
The first man to land on the moon was Neil Armstrong. He said “One small step for man and one giant leap for mankind.”

New Common Core Expectations:

Question:
What did Neil Armstrong say when he first stepped on the moon? What did he mean by his statement?

Answer:
The first thing Neil Armstrong said when he landed on the moon was, “One small step for man and one giant leap for mankind.” I think he meant that he was just one man setting one foot down on the moon but it showed all mankind that the boundaries of our world were limitless.
PARCC is Here

- Third- through eighth-graders will take the Partnership for Assessment of Readiness for College and Careers (PARCC) this spring.

These assessments:

- Fully align to the K-12 Illinois Learning Standards in English language arts and mathematics.
- Emphasize academic rigor, critical thinking, problem-solving and college and career readiness for all students.
PARCC Field Testing

- 500 districts, 1,200 schools and 110,888 students in Illinois took part in PARCC field testing in spring 2014.
  - The field test was a “practice run” to gather input from teachers and students and to identify and correct problems.

- Students and test administrators completed a survey about the field test with preliminary results showing:
  - Two-thirds of students taking the ELA and math assessments reported that they prefer taking the tests on the computer.
  - 95 percent of students taking the ELA test and 88 percent of students taking the math test finished within the allotted time or early.
  - Only a third of students reported that the content on the ELA test was more difficult than what they are currently working on in school. For the math portion, 72 percent of students reported that the content was more difficult than what they are currently working on in school.
Two-part Assessment

- This PARCC assessment consists of two required components: a Performance-Based Assessment (PBA) and an End-of-Year assessment (EOY).

- The **PBA component** of the PARCC requires that students demonstrate their knowledge and skills through extended tasks and take the PBA at approximately when 75 percent of instruction has been completed.

- Students take the second part, or the **EOY assessment**, at approximately the point when 90 percent of instruction has been completed. The EOY is comprised of shorter, machine-scored questions.
PARCC in High School

- At the high school level, three PARCC tests will be available:
  - Algebra II, or Integrated Math III, English Language Arts III.
  - Unlike previous tests, these PARCC exams are not tied to a specific grade level but to specific courses and the standards aligned to those courses. Students from any grade in high school may take one or both of these PARCC End of Course (EOC) exams this year.
ACT and WorkKeys

- The state will offer the ACT alongside the PARCC at no cost to schools or districts for 2014-15.

- The state will provide all of the WorkKeys subtests that comprise the National Career Readiness Certificate (NCRC).
Family Engagement

Research indicates that when parents are engaged with their children’s education, whether in school or at home, students do better academically.

When families, schools and communities partner to promote learning and healthy development for all children, schools thrive and student outcomes increase.
Families Matter

Family Engagement is:

- A shared responsibility for the academic, physical, social, emotional and behavioral development of youth
- Fostered through a deliberate process
- Empowers adults to work together to support student growth, addresses any barriers to learning and ensures college and career readiness.
Principles of Family Engagement

- Develop systems that support family engagement.
- Build welcoming and supportive environments.
- Enhance communication with parents.
- Include parents in decision-making.

Read ISBE’s draft Family Engagement Framework Guide and provide feedback through an online survey at www.illinoisparents.org/ISBE.aspx.
<table>
<thead>
<tr>
<th>Elements of Effective Education</th>
<th>Questions for Parents to Consider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Planning</td>
<td>What services are available for children and families? How are school resources being allocated?</td>
</tr>
<tr>
<td>Curriculum</td>
<td>What are the learning expectations for my child? What lessons and materials are going to be used?</td>
</tr>
<tr>
<td>Instruction</td>
<td>How will my child be taught? What can I do to support my child’s learning?</td>
</tr>
<tr>
<td>Assessment</td>
<td>What does my child know and how is my child doing? What areas should we focus on for improvement?</td>
</tr>
<tr>
<td>Professional Development</td>
<td>How are teachers and leaders prepared to serve my child? How can I support their development with what I know?</td>
</tr>
<tr>
<td>Leadership</td>
<td>What leadership roles can I play to support education? Do I know who the school leaders are and what decisions they’re making?</td>
</tr>
<tr>
<td>Family &amp; Community</td>
<td>What opportunities exist for me to get involved in different ways and at different levels in the school?</td>
</tr>
<tr>
<td>Conditions for Learning</td>
<td>How does the school environment support my child and how can it be improved to support all aspects of my child, including language and culture?</td>
</tr>
</tbody>
</table>
Elements of School Improvement

We engage families as partners in all aspects of building effective schools.
Family Resources

- **IllinoisParents.org** - A variety of family engagement research and resources on numerous topics in English and Spanish as well as a draft of the Family Engagement Framework Guide.


- More resources are available on the Hot Topics page of ISBE’s website at [www.isbe.net/hot-topics.htm](http://www.isbe.net/hot-topics.htm).
The Illinois 5 Essentials Survey identifies five indicators that lead to important student outcomes, including improved attendance and larger test score gains. The five indicators that positively affect school success are:

- Effective Leaders
- Collaborative Teachers
- Involved Families
- Supportive Environments
- Ambitious Instruction
ISBE’s School Report Card, which was unveiled last fall, was ranked No. 1 in the nation by the Education Commission of the States. Both parents and experts put Illinois at the top.

The State, District and School Report Cards now provide multiple measures of student and school performance for better informed discussions about the unique qualities of public schools and school improvement efforts.

The Report Card will have some new features and metrics included in 2014.

www.illinoisreportcard.com
School Report Card

- The report card provides at-a-glance information about performance, school conditions and learning environment.
- New metrics include Student Academic Growth by elementary school and district according to a new growth model using value tables that shows how much academic progress students have demonstrated from one year to the next in reading and math.
- The growth model approach will improve our understanding of student learning and provide a more nuanced accountability system than simply the percentage of students meeting or exceeding standards on one state test.
New features and metrics include:

- Ability to compare schools
- Number of freshmen on track for college readiness
- College enrollment
- Teacher retention
- Principal turnover
- Learning environment based on the 5Essentials survey
- Spanish translation
Questions?