Illinois Shared Learning Environment:
Long-term Visions and Short-term Decisions for RttT Districts

Christi Chadwick – Director of Performance Management, RttT, ISBE
Brandon Williams – Projects Administrator, ISBE

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Agenda

• What does RttT require with respect to ISLE?
• What is ISLE anyway?
• Preparing for ISLE: Next Steps for RttT LEAs
• FAQs
RttT Requirements for ISLE

INDICATOR: IA06
• RT3 EXPECTATIONS: The district (a) performs requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and (b) implements a strategy to link student data across local systems to support the creation of integrated learner profiles.

INDICATOR: IA01, IA02, & IA03
• RT3 EXPECTATION: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.

INDICATOR: D11
• RT3 EXPECTATIONS (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.
Data is moving back to the classroom

IL Longitudinal Data System

- Early childhood supporting agencies
- ISBE
- Post-secondary Institutions
- Workforce Agencies

Compliance

Inform POLICY and PRACTICE
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Early Learning

K12 (Driven by SLC Technology)
- Dashboards
- Learning Maps
- Standards-based content, tools
- Curricular Support

K12 (Other)
- Illinois Priority Apps
- Vendor-provided Apps
- District-created Apps

Post Secondary

Work Force

P-20 Alignment
Using Longitudinal Data
What is the Shared Learning Collaborative (SLC)?

The SLC is working to make personalized learning a reality for every U.S. student by improving the usefulness, variety and affordability of education technology.

Consortium of Nine States Organized by CCSSO

Shared Learning Collaborative, LLC (SLC)
• Temporary governing entity during development of the SLC technology
• Funded by Bill & Melinda Gates Foundation and Carnegie Corporation
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What technology does the SLC provide?

A set of technology services that will allow districts to safely and securely provide teachers with the instructional data and tools they need to help make personalized learning a reality for all students.

The SLC is the foundation for the Illinois Shared Learning Environment (ISLE).
Key Challenges Facing Educators

With increasing external pressures and declining resources available, educators find themselves facing a number of challenges in the workplace.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Quote</th>
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</thead>
<tbody>
<tr>
<td>Lack of Time</td>
<td>&quot;Just give us time to do some of the things we don’t have time to do&quot;</td>
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<tr>
<td>Limited Opportunity for Collaboration</td>
<td>“Any time we want to collaborate it’s after school on our own time.”</td>
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<tr>
<td>Changing Expectations</td>
<td>“For new initiatives, you need to get teacher buy-in and involve them in the front line.”</td>
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<tr>
<td>Decreasing Resources</td>
<td>“$80 measly bucks for me to meet with other professionals and they won’t cover it?”</td>
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<tr>
<td>Increasing Data Demands</td>
<td>“It’s frustrating trying to figure out how to take data and do something with it to help students advance.”</td>
</tr>
<tr>
<td>Limited capacity for personalized learning</td>
<td>“What’s broken? The idea that ‘one size fits all.’ We aren’t meeting the learning needs of each student.”</td>
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</table>
Students Need Differentiated Curriculum

Teachers fear the implementation of a standard curriculum will not serve all students; teachers want to provide personalized learning to each student.

"The standards say every kid needs to be here, regardless of where they're starting from."

"Not every kid is a round peg."

"Why label a kid as a failure when it's unreasonable to have that expectation to begin with?"

"We're not focusing on where the kids currently are at and where they need to be."

"We can't address any students that are performing above grade level because the total focus is on remedial."

"Changes in curriculum will leave a big (4 to 5 year) gap for some kids...how will they catch up now?"
Students Need Differentiated Curriculum

Technology itself can’t personalize instruction but it can help teachers do so by addressing use cases like the following:

1. Interventions, flagging action, and measurement
2. Student view of individual learning maps
3. Training and professional development
4. See the whole student
5. Communication, collaboration, and sharing
6. Teacher view of individual and class learning maps
7. Teachers planning lessons and assessments
8. Teachers grading student work
9. Teacher-directed student learning
10. Course, college, and career planning

“Not every kid is a round peg.”
Common Core Standards

Create specific needs...

Greater differentiation in instruction to ensure all students demonstrate proficiency regardless of where they start from
Common Core Standards

... and present new opportunities

Common standards provide a foundation for a common platform for delivering content, resources & tools

• States & districts benefit from economies of scale & scope

• Content & application providers can shift from **BREADTH** to **DEPTH**

• Teachers & students have simplified access to a world of resources based on their specific needs
The Learning Map

A Key to Personalization
700 Teachers

175 Students

Ms. Harrison

John
Ms. Harrison chooses the best option

Learning Map

John does the assignment
Vendor app sends data to the SLC technology

John’s experience becomes one more useful data point to inform learning for students like him.
The SLC technology collects and enables data from millions of Ms. Harrisons and Johns across districts... states... and most importantly, multi-state.
What the technology will enable

What the technology will include

- 3rd Party Grading App
- 3rd Party Data Management App
- SLC Sponsored App TBD
- SLC Sponsored App TBD

LRMI metadata schema

Application Programming Interface (API)

Secure multi-tenant data store

Source systems data
(classroom, schools, districts, state)

Vendor Data
What the technology will enable

Third Party Apps and Content

- **Vendor** community being engaged to develop “SLC-compatible” offerings
- Universe of **content and resources** being connected to SLC using based on needs of students or groups as identified through learning maps through common Metadata language
- Application Programming Interface (API) controls access by 3rd party applications to student data

Illinois-specific Priority Apps

ISLE will include Illinois-specific apps that go deeper for K12 and broader for P20, apps that may include:

- Collaboration tools
- IIRC/myIIRC
- Career planning & development
- Principal and teacher evaluation web-based supports
- Learning content repository
- STEM applications
- Assessment item bank
Metadata is “Data about Data”

Metadata schema
Aspiration: Faster discovery of relevant, Common Core-aligned resources

Data
It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light…

Metadata
Title: A Tale of Two Cities
Author: Charles Dickens
Publication Date: 1859
Pages: 400
Metadata is “Data about Data”

Aligning Content to Competencies

Learning Resource Metadata Initiative (LRMI) addresses those metadata properties that distinguish content deliberately used for learning.

Metadata schema
Aspiration: Faster discovery of relevant, Common Core-aligned resources
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Metadata is “Data about Data”

Metadata schema
Aspiration: Faster discovery of relevant, Common Core-aligned resources

Potato Salad
# Illinois Shared Learning Environment

## Value for Key Stakeholders

<table>
<thead>
<tr>
<th>Category</th>
<th>Students</th>
<th>Teachers</th>
<th>Education leadership</th>
<th>Ed tech and content providers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>• Better understand own academic needs</td>
<td>• Clearer understanding of each student</td>
<td>• Better visibility to good programs &amp; content</td>
<td>• Common needs to help go deep, not wide</td>
</tr>
<tr>
<td></td>
<td>• Easily find content that meets their needs</td>
<td>• Easy access to content that is relevant, aligned to standards</td>
<td>• More efficient use of resources</td>
<td>• Decreased integration costs</td>
</tr>
<tr>
<td></td>
<td>• More personalized support from teachers</td>
<td>• Presentation of information in ways that are useful and actionable</td>
<td>• Collaboration across states &amp; districts</td>
<td>• More robust marketplace that lowers barriers for application developers and publishers of all sizes</td>
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Who is ISLE?

- State Agencies: ISBE, DCEO, ICCB, IBHE
- IlliniCloud
- National Center for Supercomputing Applications (NCSA); Illinois Interactive Report Card (IIRC); Illinois workNet
- Representatives of districts of all sizes
- Regional offices of education/LTCs
- P-20 Council
- Early Learning Council
- Representatives of workforce development interests
Illinois Shared Learning Environment

What comes next?

• Pilot in Bloomington (D87) and McLean County (U5)
  – SLC Technology Alpha Release – Present
• Define expanded scope of ISLE – Fall 2012
• On-boarding of RttT Districts – Starting late 2012
• Statewide Implementation – 2014-15 and beyond
ISLE Onboarding Process

Landscape analysis and charter development activities are the first phases of adoption. From there, activities break off into three general work streams.

0. Begin Engagement

Set Expectations → Landscape Analysis → Charter Development

1. Data Integration & Technology Operations

Data Model Mapping → Implementation Planning → Testing → Support Planning → Go Live

2. Instruction & Applications Strategy

Roadmap → Enterprise Architecture → Planning → Development → Enable

3. Communications & Adoption

SEA Planning → LEA Planning → Community Outreach → Support
0. Begin Engagement

These foundational steps are designed to level set project goals across district’s stakeholders. This phase ends once district plans are documented and agreed upon.

- Introduce ISLE and discuss benefits
- Level set understanding of ISLE
- Establish high-level district project plans

Who’s Involved?
State ISLE team; District Superintendent, Curriculum and Instruction Lead, Data Manager, Technical Lead, Program Managers
1. Data Integration & Technology Operations

This stream of work is centered on how data will be exchanged with ISLE, how identity information is managed, and how to prepare support teams.

- Map out district data to the ISLE data model
- Identify any necessary modifications for data ingestion and identity management
- Test data uploads and error processing
- Assess support needs and develop support plan
- Go live: integrate district data with ISLE

Who’s Involved?
State ISLE Team, Program Managers, Data Managers, IT Lead, Database Administrators, Network Teams, Quality Assurance, Trainers
2. Instruction & Applications Strategy

This stream of work is centered on how participating districts can approach their overall education strategy with ISLE and how to translate the strategy into a well architected plan.

- Identify instructional processes with improvement goals
- Create a plan to jointly solve process & system gaps
- Prioritize and customize ISLE apps to meet district needs
- Identify, prioritize and tag learning content with metadata
- Develop district implementation plan for ISLE

Who’s Involved?
State ISLE Team, Program Managers, Curriculum & Instruction Leads, Assessment Leads, Professional Development Leads, Educators, Technology Leads, Communications Leads, Trainers
3. Communications

This stream of work concerns the general change management, professional development, and communications needed to support the impact ISLE adoption may have on instruction.

- Establish local communications strategies
- Customize ISLE toolkits and messaging guides
- Engage broader communities of stakeholders
- Customize and conduct professional development and support materials

Who’s Involved?
Public Information Officers, Communications Leads, Media Liaisons, Union Representatives, Educators, Trainers
Next Steps for RttT Districts

1. Identify your local ISLE team
   - Data Management Lead
   - IT Lead and Technicians
   - Curriculum & Instruction Lead
   - Assessment Lead
   - Instructional Technology Lead
   - Training / PD Lead
   - Communications Lead
   - Project Managers

2. Begin Mapping Local Data

3. Assess Instructional Technology Infrastructure
Frequently Asked Questions

• I’m still confused: what’s the difference between ISLE and “SLC”?
• With all these third parties plugged into ISLE how do you ensure data security and protect privacy?
• Since this technology starts out based on Common Core will the tools and resources be limited to Math and ELA?
For more information:

• www.isbe.net/racetothetop
• www.slcedu.org
• Brandon Williams – bwilliam@isbe.net
Thank you!