Evaluation of the Implementation of the Illinois Learning Standards

2006 REPORT

Lizanne DeStefano
Principal Investigator

Victoria Hammer
Project Coordinator

Elisa Fiedler
Data Analyst

Holly Downs
Visiting Research Specialist

University of Illinois at Urbana Champaign
College of Education

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University of Illinois at Urbana-Champaign
College of Education
1310 South Sixth Street
Champaign IL 61820

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EXECUTIVE SUMMARY

The Evaluation of the Implementation of the Illinois Learning Standards (ILS) is a four-year study funded by the Illinois State Board of Education (ISBE). The study began in February 2005 and will continue through June 2008. It builds on the 1999–2002 ILS implementation study (see Appendix A for a summary of earlier findings) and serves the following purposes:

- To assess the extent to which local districts are implementing ILS,

- To identify factors which enhance or inhibit implementation, and

- To investigate the relationship between ILS implementation and student achievement.

This report contains the findings of data collected from March 2005 through May 2006.

Evaluation Activities

From February 2005 through June 2006, the evaluation team has conducted the following activities:

Prior to Data Collection

- March 2005—Held meeting with ISBE staff overseeing evaluation to review management plan and evaluation priorities;

- May 2005—Created database of Evaluation Advisory Committee members and potential participating Illinois schools;

- July 2005—Held Evaluation Advisory Committee meeting to present proposed survey revisions, solicit additional suggestions/revisions, and determine the focus of the 2005 case studies;

- August 2005—Selected a random, stratified sample of Illinois schools for participation in the evaluation, N = 763;

- August–September 2005—Recruited sampled schools for participation in study;

- August–September 2005—Based on input from ISBE program staff and other members of the Evaluation Advisory Committee, revised Teacher and Administrator Surveys used in 1999–2002 for current use;

- October 2005—Printed surveys for each school which had agreed to participate.

Data Collection

- October 2005—Sent each participating school a packet containing instructions, surveys, and return envelopes for the first survey administration;

- October–November 2005—Kept accurate records of returning surveys, contacting administrators by letter and telephone to encourage schools with low return rates to return teacher surveys;

- November 2005—Followed up with school principals to encourage them to return principal surveys;

- April 2006—Retrieved from ISBE database 2005 school report card files containing ISAT performance and demographic data for participating schools;

Data Analysis

- November 2005–March 2006—Scanned teacher and principal surveys returned from the first survey administration; entered open-ended teacher and principal survey items into database;

- January 2006–May 2006—Analyzed quantitative and qualitative 2005 teacher and principal survey data returned from the first survey administration;

- April–May 2006—Analyzed the relationship between 2005 Illinois Standards Achievement Test data and levels of ILS implementation

Data Reporting

- February–March 2006—Prepared and presented Powerpoint presentation of preliminary 2005 teacher survey findings to the Evaluation Advisory Committee; solicited input for recommendations based on preliminary findings and focus for the case studies to be conducted in 2006;

- March 2006—Prepared and submitted to ISBE program staff preliminary report based on the 2005 teacher surveys returned from the first survey administration; and

- June 2006—Prepared and submitted to ISBE program staff final Year One report based on the 2005 teacher and principal surveys returned from the first survey administration.

Findings

Evaluation data from the 2005 teacher and principal survey administration produced the following findings:

❖ **Teachers report ILS implementation has increased from 2002 to 2005.** In 2005, teachers in Illinois judged 81.5% of the schools to be in the third level of ILS implementation, a steady increase from 78.7% in 2002. Further, in 2005, teachers in Illinois judged 10.3% of the schools to be in the fourth level of ILS implementation, an increase from 3.3% in 2002. Schools at the third level, labeled as *Transition to a Standards Led System*, are likely to have the following characteristics:

  ▪ Plans, policies, and timelines for ILS implementation are in place and well known at the district, school, and classroom levels;

  ▪ Linkages exist between ILS and district curricula, and ILS are beginning to impact teaching, lesson planning, evaluation of student work, textbook selection, resource allocation, and professional development on a widespread basis;

  ▪ Efforts are being made to adapt ILS to fit school and district structures;

  ▪ University pre-service and continuing education programs incorporate ILS; and

  ▪ Students are beginning to gain awareness of ILS.

  Schools at the fourth level, labeled as *Emerging New Infrastructure to Support an ILS-Led System*, are likely to have the following characteristics:

  ▪ Support structures and resources for ongoing support of ILS implementation are put into place;

  ▪ Administrators, teachers, and other school staff make widespread references to the ILS when discussing academic issues;

  ▪ Students display widespread awareness of the ILS; and

  ▪ Parents and the media make widespread references to the ILS when discussing academic issues.

❖ **Teachers and principals view levels of ILS implementation in their schools differently, with principals reporting greater levels of ILS implementation.** For example, in a matched sample of teachers and principals, 85.6% and 5.6% of teachers reported their schools to be in the third and fourth levels of ILS implementation, respectively, while 48.4% and 45.6% of principals reported their schools to be in the third and fourth levels of ILS implementation, respectively.

❖ **Elementary teachers continue to report the highest levels of implementation when compared to middle and high school teachers.** While all three school types (elementary, middle, and high) exhibited increases in ILS implementation levels since 2002, elementary school teachers have consistently reported higher ILS implementation.

❖ **Across the seven dimensions of ILS implementation, Instruction appears to be the most strongly implemented dimension in 2005.** This dimension includes evidence of the ILS in classroom context (e.g., posters, bulletin boards, and verbal reinforcement), selection of teaching strategies and instructional practices, and teaching philosophy and beliefs.

❖ **Across the seven dimensions of ILS implementation, Community and Stakeholder Awareness remains the lowest implemented dimension, despite growth over time.** This dimension includes dissemination of information about ILS to the community and other stakeholders, and community and stakeholder involvement in implementing and using the ILS.

❖ **ILS implementation significantly predicted the percentages of students who met or exceeded ISAT reading and math standards at grades 5 and 8, but not at grade 3.** For example, ILS did not significantly predict the percentages of third graders who met or exceeded standards on the ISAT reading or math sections. However, the dimensions of ILS implementation (Affective Response, Community and Stakeholder Involvement, Instruction, Professional Development, and Student Learning and Assessment) that correlated with the percentages of fifth and eighth graders who met or exceeded standards on the ISAT reading and math sections were significant predictors. Regression analyses showed that these dimensions of ILS implementation accounted for a significant portion of variance beyond that explained by attendance rate and the percentage of low-income students. The amount of variance in ISAT performance attributable to ILS implementation ranged from 5.2% (fifth grade ISAT math) to 12.7% (eighth grade ISAT math).

❖ **Professional development and resources related to ILS implementation are readily available and widely used by Illinois teachers and principals.** Teachers and principals reported greatest awareness of and participation in ILS-related professional development activities offered locally (e.g., School Improvement Days, school- and district-sponsored in-services, and other in-house presentations).

❖ **Survey findings indicate variability in teacher and principal use of ILS resources (e.g., the *Illinois Assessment Frameworks*, *Rubrics for a Standards Implementation System*, and *Social and Emotional Standards*).** While principals consistently reported greater use of all resources, the pattern of use is the same. Both teachers and principals reported greatest use of the *Performance Descriptors, Classroom Assessments, and Student Exemplars*.

Recommendations

The evaluation team, with input from the Evaluation Advisory Committee, recommends the following based on 2005 teacher and principal survey findings:

1. **The vast majority of schools in the state are in the third level of ILS implementation. To increase implementation, ISBE should produce materials and professional development opportunities that describe how schools can reach higher levels of implementation. These resources should be targeted toward middle and high schools.**

2. **ISBE should facilitate Community and Stakeholder Awareness of ILS by providing schools with examples of ILS-based report cards, newsletters, and other parent-oriented information.**

3. **To facilitate use of ILS resources, ISBE should consolidate them into a streamlined and easily accessible package that would include the ILS and the variety of resources designed to help schools and districts implement them. Since a large percentage of teachers reported accessing ILS resources via the ISBE website, the agency should maximize use of the site for this purpose. Since over one half of principals reported accessing ILS resources via ISBE-provided CDs, ISBE should continue to distribute them to principals.**

4. **Both teachers and principals are most aware of and likely to participate in local ILS professional development activities. To help bring schools into higher levels of ILS implementation, ISBE should provide schools and Regional Offices of Education/ Intermediate Service Centers/Educational Service Centers with training modules or other similar resources for use during local professional development activities, including School Improvement Days, in-services, or workshops.**

The remainder of this report is organized into the following sections:

CHAPTER I: BACKGROUND AND METHODS

Background

Illinois adopted the Illinois Learning Standards (ILS) in 1997, and shortly thereafter, the Illinois State Board of Education (ISBE) began to disseminate them widely to schools across the state. The ILS articulate what K–12 students in Illinois should know and be able to do in content areas including English/language arts, mathematics, science, social science, physical development and health, fine arts, and the foreign languages. They are intended to guide curricula, instruction, and assessments in all Illinois classrooms. Since their distribution, ISBE has sought ways to facilitate these intended uses.

Since the distribution of the ILS, ISBE has also disseminated standards targeting special populations and content areas, including:

- World Class Instructional Design and Assessment English Language Proficiency Standards (WIDA)

- Social and Emotional Learning Standards

- Illinois Early Learning Standards

- Illinois Birth-to-3 Program Standards

- Distributed Occupational Skill Standards

In addition, ISBE has developed and disseminated resources to help schools and districts increase understanding and implementation of the ILS. These include the following:

- Rubrics for a Standards Implementation System

- Performance Descriptors, Classroom Assessments, and Student Exemplars

- Illinois Assessment Frameworks (IAF)

- Standards-Aligned Classroom Training

To better understand and gauge the extent of ILS implementation and its effects of implementation on teaching and learning, ISBE contracted for a longitudinal evaluation of ILS implementation in 1999. This study took place from 1999–2002. In 2004, ISBE contracted for a second evaluation to explore the status of ILS implementation since the first evaluation ended. The previous and current studies utilize a similar practitioner survey and stratified random sampling strategy, allowing for a longitudinal exploration of ILS implementation since their adoption in 1997. Both studies also use the following conceptual framework developed by the Education Commission of the States (1997[1]) and adapted to the Illinois context during the first

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[1]Linn, R. L., & Herman, J. L. (1997). *A policymaker's guide to standards-led assessment*. National Center for Research on Evaluation, Standards, and Student Testing. Los Angeles, CA: Education Commission of the States, Denver, CO: ERIC Document ED 408 680.

Table 1. Levels of Implementation of Standards-Led Education

Level of Implementation	Description
1. **Maintenance** of a Non-Standards-Led System	Education system is focused on teaching rather than learning. Improvements are made to what is already being done in hopes of getting more efficiency out of the existing system.
2. **Awareness** and Exploration of a Standards-Led System	People realize that incremental improvements won't improve learning for all students, and they begin to explore standards as a base for instruction and measuring student learning. Community dialogue, exploration of new approaches, and deepening understanding of what it will take to implement standards are characteristic of this stage.
3. **Transition** to a Standards-Led System	There is widespread community agreement to move to a standards-led system. Evidence has been collected that standards will raise student achievement. Existing programs and practices are evaluated in terms of their support for standards, and new practices and programs are put into place. The system (including curriculum, assessment, professional development, and higher education) begins to be realigned to support the achievement of high standards by all students.
4. **Emerging** New Infrastructure to Support a Standards-Led System	The focus is on creating ongoing support mechanisms for a standards-led system. This can include aligning all policy and practice; using accountability data for continuous improvement and resource allocation; aligning teacher and undergraduate education to support achievement standards, and aligning the work of external assistance providers and resources available in the system.
5. **Predominance** of a Standards-Led System	The on-going support mechanisms created in the previous stage are in place. A key characteristic of this stage is "high involvement planning and review of system results. This planning and review process provides the mechanism for an evolving vision and improvement of education that helps all students achieve high standards.

evaluation (DeStefano & Prestine, 2000[2]) to describe five stages or levels of increasing implementation (see Table 1).

To more fully describe standards implementation within the stages of development listed in Table 1, DeStefano and Prestine also delineated seven dimensions or areas of implementation. These dimensions are described in Table 2, which follows (2000[2]).

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[2] DeStefano, L., & Prestine, N. (2000). *Evaluating the implementation of Illinois Learning Standards, year two report*. Springfield, IL: Illinois State Board of Education.

Table 2. Dimensions of ILS Implementation

Dimension	Description of Dimension
Affective Response	▪ Attitudes and beliefs about the ILS ▪ Motivation to implement the ILS ▪ Confidence related to implementing the ILS
Community and Stakeholder Awareness	▪ Community involvement in the ILS implementation system ▪ Articulation and dissemination of the ILS, the ILS performance descriptors, and other information about the ILS-led system ▪ Community resources to facilitate ILS implementation
Curriculum	▪ Alignment of the curriculum to the ILS ▪ Selection, adoption, and use of curricular resources aligned with the ILS
District/School Infrastructure	▪ Effects of ILS implementation on district goals, policies, and practices ▪ Resources to implement the ILS ▪ Leadership facilitating implementation of the ILS
Instruction	▪ Classroom context, e.g., posters, bulletin boards, verbal reinforcement, etc. ▪ Selection of teaching strategies and instructional practices used ▪ Teaching philosophy and beliefs
Professional Development	▪ Alignment of activities to the ILS ▪ Sufficient and high quality activities to enhance understanding and implementation of the ILS
Student Learning and Assessment	▪ Achievement expectations ▪ Classroom assessment ▪ Student involvement ▪ Use of assessment information to inform instruction ▪ Planning and preparation for the Illinois Standards Achievement Test (ISAT), Prairie State Achievement Exam (PSAE), and other standardized tests ▪ Reporting of assessment information

Using the conceptual framework presented in Table 1 and the dimensions of ILS implementation presented in Table 2, the current study is designed to accomplish the following purposes:

- To assess the level of ILS implementation over time;

- To present a profile of ILS implementation across the seven dimensions over time to identify factors associated with implementation;

- To assess knowledge and use of local and state resources developed to support ILS implementation;

- To examine the relationship between ILS implementation and student achievement as measured by the Illinois Standards Achievement Test (ISAT).

To accomplish these purposes, the study employs both quantitative and qualitative methods, including a practitioner survey with parallel teacher and principal editions and case studies that serve to illustrate various aspects related to or exemplars of ILS implementation.

Methods

Instrumentation

Practitioner Survey: Teacher Edition

The teachers' survey contains forced-choice and open-ended items developed, piloted, and field-tested during the previous evaluation of ILS implementation (DeStefano & Prestine, 2000[2]). The forced-choice items were designed on a five-point Likert scale, with each point corresponding to one of the levels described above in Table 1. For example, item scores of 1 were interpreted as indicating Level One implementation; item scores of 2 were interpreted as indicating Level Two implementation, etc. The open-ended items allow respondents to elaborate on issues related to ILS implementation. For example, one item asks about barriers to ILS implementation, and another asks about supports for ILS implementation.

In July 2005, an advisory panel of both ISBE staff and practitioners from around the state validated the survey for use in the current study. Although core items which are used to determine levels of ILS implementation remained the same to allow for longitudinal comparisons, several items were added to gauge the effectiveness of resources developed as a result of the findings from the previous evaluation. The current survey first collects information on teacher/administrator demographics and then is divided into the following four sections (see Appendix B for a complete copy of the survey):

1) Teaching Method, Curriculum, Assessment, and Teacher Response to ILS;

2) School Environment;

3) School/District Environment and Community Awareness; and

4) Professional Development and Support Resources

Practitioner Survey: Principal Edition

The practitioner survey for principals parallels the practitioner survey for teachers and is designed to elicit principals' perspectives on ILS implementation for comparison with the perspectives of the teachers in their schools. Like the teacher survey, the principal survey was developed, piloted, and field tested during the previous study and approved by an advisory panel of both ISBE staff and practitioners from around the state for use in the current study.

Sample

Procedure

Representative Sample for Practitioner Survey: Teacher and Principal Editions. A stratified random sample of 763 schools was drawn from the 3884 eligible in Illinois in spring/fall 2005. Had a simple random sample been drawn (i.e., without stratification), although all schools would have had an equal probability of selection, the sample might, by chance, not have been representative in terms of three variables we deemed very important, namely, the distribution of schools across geographic location, enrollment size, and school level (elementary, middle/junior high, and high school). To guard against this, the drawn sample was stratified by the three school levels, by three enrollment categories (small, medium, and large), and by six broad geographic regions. The six regions in the state of Illinois are: 1) Northeast; 2) Northwest; 3) West Central; 4) East Central; 5) Southwest; and 6) Southeast. These categories are the same as those used in ISBE's annual teacher salary study. We also used ISBE's categories of school enrollment: small, medium, and large schools were defined as those whose enrollment, respectively, was in the bottom, middle, and top third of the state at the time the sample was drawn.

The sampling process entailed drawing a random sample of schools from each stratum (e.g., small elementary schools in northeastern Illinois). Thus, all schools within a stratum had an equal chance of being selected. We over-sampled schools in strata that are particularly small and from which we might have more difficulty retaining schools over time. For example, not only are there far fewer middle and high schools in the state (particularly in certain regions) relative to elementary schools, past experience suggests that we are likely to encounter higher dropout rates over time for middle and high schools. Consequently, they were over-sampled, thereby decreasing the number of school substitutions that will need to be made over time and saving future recruitment costs.

Data for schools were weighted to adjust for certain strata being over- or under-represented due to our deliberate over-sampling or to different rates of return. Post stratification weighting by the six regions and three school levels (for a total of 6 x 3 = 18 strata) statistically adjusted the sample so that the proportion of schools within each stratum in the sample matched the proportion of schools in that stratum in the state. For example, if the percentage of high schools in the southwest were twice as high in the sample as in the state, each of those high schools would be given a case weight of ½. This would make the percentage representation of those high schools the same in both the sample and the state, while retaining the benefits of having all of them participate in the study. The weighting procedure does not change the total sample size, but it does make our sample a better reflection of the state population of schools, enabling us to describe the state population more accurately.

The most recent statewide data available are from spring 2005. The number of Illinois schools eligible to participate in this study at the time our sample was drawn (i.e., the population) was 3884. The mean school enrollment across all 3884 schools is 531.08 (SD = 473.12; range = 29 – 4589). The mean school enrollment in our weighted sample (N = 177) is almost identical, though the standard deviation and range are smaller: the sample mean is 539.62 (SD = 355.716; range = 54 – 3016). In both the weighted sample and in the state, the percentage of schools in each of the geographic regions is: 1) 54% in the Northeast; 2) 11% in the Northwest; 3) 10% in the West Central; 4) 9% in the East Central; 5) 9% in the Southwest; and 6) 7% in the Southeast. In both the weighted sample and the state, 67% of schools are elementary schools; 16% are middle or junior high schools; and 17% are high schools.

Table 3, which follows, describes the schools in our sample in terms of characteristics of their students, teachers, and principals.

Recruitment

Respondents for the Practitioner Survey: Teacher and Principal Editions. During the second week of September 2005, we contacted by mail superintendents from the districts of the schools in the sample to request the participation of their selected schools. Enclosed with the superintendent letter was a consent form to be either faxed or mailed back informing us of whether or not the superintendent approved participation. We followed up with a second letter to superintendents who did not initially respond (see Appendix C for sample letters).

We began mailing the surveys during the first week of October 2005 to schools whose superintendents had approved participation. Each mailing contained Teacher Edition surveys for all teaching staff in the school, a Principal Edition survey for the principal, and a self-addressed stamped envelope for each respondent. We followed up once via mail and once via phone to increase our teacher return rate and additionally via mail once to increase our principal return rate. Data collection continued through March 2006.

Table 3. Characteristics of Sampled Schools, 2005 (N = 177)

Characteristic	Mean	SD
Percentage of Low Income Students	47.1%	32.02
Mobility Rate Percentage	19.3%	20.44
Teachers' Years of Experience	13.2	4.13
Teachers' Level of Education*	2.7	.54
Percentage of Teachers Certified in Primary Teaching Area	97.1%	6.99
Percentage of Teachers Who Received SAC Training	33.0%	26.56
Principals' Years of Experience	11.0	7.84
Principals' Level of Education*	3.9	.51
Percentage of Principals Who Received SAC Training	41.8%	49.53

* Levels of Education: 1 = Bachelor's degree; 2 = Bachelor's degree, plus; 3 = Master's degree; 4 = Master's degree, plus; 5 = Ed.D. or Ph.D.

<u>Response Rate</u>

Practitioner Survey: Teacher Edition. In the representative sample, we received permission from the district superintendents of 265 schools. Since we use schools as the unit of analysis for reporting survey findings (except where noted and explained), we report response rates by school. It should be noted as well that we included in our analysis of the Teacher Edition survey only data from schools from which at least 10% or five teachers returned surveys. Overall, we included in our Teacher Edition survey analysis 177 schools or 67% of the 265 schools that agreed to participate. The Teacher Edition survey response rates by school size are as follows:

1) small schools: 77.6% (n = 38)
2) medium sized schools: 66.9% (n = 83)
3) large schools: 60.9% (n = 56)

The Teacher Edition survey response rates by school grade levels are as follows:

1) elementary schools: 61.1% (n = 102)
2) middle schools: 78.6% (n = 33)
3) high schools: 75.0% (n = 42)

The Teacher Edition survey response rates by region are as follows:

1) Region 1— Northeast: 58.4% (n = 80)
2) Region 2— Northwest: 75.0% (n = 12)
3) Region 3—West Central: 76.9% (n = 20)
4) Region 4—East Central: 71.4% (n = 20)
5) Region 5—Southwest: 72.7% (n = 24)
6) Region 6—Southeast: 84.0% (n = 21)

The demographics of survey respondents were comparable to those of schools in the initial sample and the state as a whole. To maintain a longitudinal sample over the three-year course of the study, we will ask the same schools to participate each year; we will replace schools that decline participation with matched schools that will then become part of the longitudinal sample.

Practitioner Survey: Principal Edition. We received Principal Edition surveys from the principals of 146 schools, 55% of the 265 schools that agreed to participate. Of these 146, however, we analyzed only Principal Edition surveys (n = 122) from schools included in the Teacher Edition survey analysis. Following are Principal survey response rates by school size:

1) small schools: 20.5% (n = 30)
2) medium sized schools: 45.9% (n = 67)
3) large schools: 32.9% (n = 48)

The Principal Edition survey response rates by school grade levels are as follows:

1) elementary schools: 47% (n = 79)
2) middle schools: 76% (n = 32)
3) high schools: 61% (n = 34)

The Principal Edition survey response rates by region are as follows:

1) Region 1— Northeast: 42% (n = 57)
2) Region 2—Northwest: 63% (n = 10)
3) Region 3—West Central: 65% (n = 17)
4) Region 4—East Central: 79% (n = 22)
5) Region 5— Southwest: 67% (n = 22)
6) Region 6— Southeast: 84% (n = 21).

Analysis—Practitioner Survey: Teacher Edition

Assessing ILS Implementation at the State Level

The extent to which the ILS were implemented in each school was assessed according to the responses on the Teacher Edition survey. Each school was assigned a level of implementation by first using a two-stage averaging procedure. Recall that the survey was written with responses for each question scaled from "1" (no ILS implementation) to "5" (predominance of an ILS-led system). In the first stage, we used this scale to derive an implementation value reported by each of the 2041 teachers in our data set. To derive this value, we simply averaged all item responses for each teacher survey. We obtained a school average by averaging the implementation value for all teachers in a school. In the second stage of the averaging procedure, the school average was then calculated using a rounding procedure. In other words, the school ILS implementation level was rounded to determine levels.

Responses from the objective questions relating to factors associated with ILS implementation were summarized using descriptive statistics. Open-ended responses were transcribed and analyzed using major theme identification.

Presenting a Profile of ILS Implementation Across the Seven Dimensions Represented in the Conceptual Framework, and Factors Associated with Implementation

The seven dimensions of ILS implementation are described above in Table 2. Survey items were assigned to each of the seven dimensions on the basis of content and principal components analysis. The item responses provided information about the level of implementation teachers perceived for the seven dimensions.

An average for each of the seven dimensions was derived for each school using a two-stage averaging procedure. First, we derived a value for the seven dimensions for each of the 2041 teachers in our data set by averaging all item responses within the seven dimensions for each teacher. Next, we averaged the teacher values for each school, resulting in an average value for each of the seven dimensions for each school. The school dimension averages were used to derive a grand mean for each of the seven dimensions for the entire state representative sample.

In addition to profiling ILS implementation across the seven dimensions for the whole sample, we analyzed implementation disaggregated by various subgroups of teachers. These subgroups include teachers in schools with varying levels of will and capacity to implement the ILS (explained below), teachers in different instruction content areas, and teachers in different special

population groups (e.g., special education, Title 1). We used the same method to determine implementation across the seven dimensions by these disaggregated subgroups.

<u>Determining the Effect of Will and Capacity on ILS Implementation</u>

We also explored will and capacity issues regarding ILS implementation. The will to implement the ILS was defined by the questions attributed to the Affective Response dimension and the additional survey question asking the extent to which the respondent had heard of the ILS. The capacity to implement was defined by all other survey questions.

Averages for will and capacity issues were derived for each school using the same two-stage averaging procedure used to analyze the seven dimensions. We first derived two values for each of the 2041 teachers in our data set, one representing the will dimension for each teacher and the other representing the capacity dimension. To derive this value, we simply averaged all item responses within the will dimension and all the item responses within the capacity dimension for each teacher survey. We averaged the teacher will and capacity values for all teachers in a school to obtain school scores.

The averages for each school were used to derive grand means of will and capacity issues for the entire sample. High will and capacity was defined as scoring above the grand mean. Low will and capacity was defined as scoring below the grand mean.

<u>Exploring the Relationship between ILS Implementation and ISAT Performance</u>

To explore the relationship between ILS implementation and ISAT performance, we compared the percentage of students meeting or exceeding on ISAT to average ILS implementation scores at the school level using correlation and regression techniques controlling for poverty and attendance. Specifically, we used ILS implementation scores to predict reading, math, and writing meets/exceeds scores for Grades 3, 5, and 8.

Analysis—Practitioner Survey: Principal Edition

Procedures used to analyze data from the Principal Edition survey were the same as those used for the Teacher Edition survey (see preceding section). Comparisons were made across Teacher and Principal Edition survey results to assess similarities in perceptions of ILS implementation across the two groups and discuss the implications for technical assistance or other ISBE action.

As previously stated, we report findings of the Principal Edition survey only for a matched sample of teachers and principals who responded. The titles of the figures in the following two chapters indicate when data from the matched sample are presented. When not stated in the title, the findings in the figures represent data from the Teacher Edition survey only (teachers, N = 2041; schools, N = 177).

CHAPTER II: EXTENT OF ILS IMPLEMENTATION

This chapter presents the findings on the extent of ILS implementation based on survey data from both the previous and current study. Figures 1–8 and Tables 4–11 represent survey findings regarding teacher perceptions about ILS implementation; Figures 9 and 10 and Table 12 represent survey findings from a matched sample of teachers and principals regarding their perceptions about ILS implementation in 2005; Figure 11 represents survey findings regarding teacher perceptions of changes related to ILS implementation; and Tables 13–19 represent the relationship between survey findings regarding teacher perceptions about ILS implementation and student performance on the ISAT.

Teacher Perceptions of ILS Implementation

Figure 1 on page 12 displays the percentage of schools in each of the five levels of implementation over time from 1999 to 2005. The 1999 bars represent data on teacher perceptions of ILS implementation at the beginning of the previous evaluation of ILS implementation; the 2002 bars represent data at the end of the previous evaluation of ILS implementation; and the 2005 bars represent data at the beginning of the current study. The figure shows that in 2005, 81.5 % of the schools were judged by teachers to be in the third level of ILS implementation, an increase from 42.6% at the end of the first evaluation. Additionally, the percentage of schools in the fourth level of implementation has increased from 1.6% in 2002 to 10.3% in 2005. Thus, data from this first year of the current study indicate that teachers believe levels of implementation in their schools have increased substantially since 2002.

Figure 2 on page 13 displays average ILS implementation on a scale from 1 to 5 disaggregated by school type (elementary, middle, or high school) from 1999 to 2005. Table 4 on page 14 reports means and standard deviations represented in the table. Specifically, the figure shows data on teacher judgments of ILS implementation by type of school for 1999, 2002, and 2005. The figure shows that elementary, middle, and high school teachers all indicated that their schools' levels of ILS implementation have increased over time, with elementary school teachers consistently reporting the highest levels of implementation for each data point. For example, in 1999, the means of ILS implementation were 2.6, 2.4, and 2.1 for elementary, middle, and high schools respectively; in 2002 the means of ILS implementation were 3.0, 2.9, and 2.6 for elementary, middle, and high schools respectively; and in 2005 the means of ILS implementation were 3.1, 3.0, and 2.8 for elementary, middle, and high schools respectively.

In addition to analyzing and reporting overall levels of ILS implementation based on the five levels and the mean on a scale from 1 to 5, the external evaluation team also analyzed ILS implementation across seven dimensions. These dimensions and the indicators which they represent are as follows:

Figure 1. Percentage of Schools at Each Level of ILS Implementation, 1999, 2002, and 2005[3]

Level of ILS Implementation

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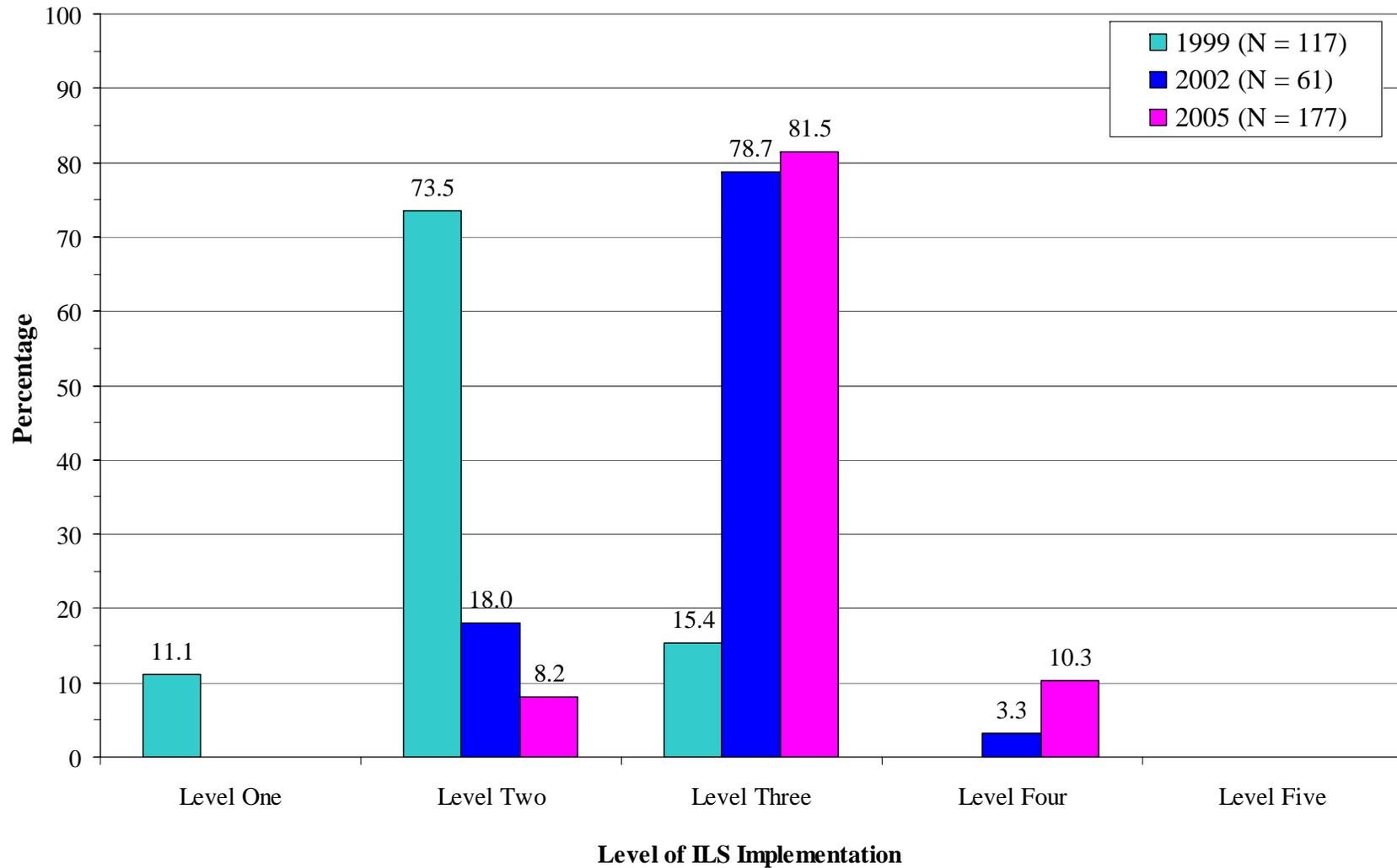
[3] Hochberg's GT2 and Gabriel's multiple comparison tests both found that mean ILS implementation levels in 1999, 2002, and 2005 all differed significantly from one another (alpha = .05). However, the mean percentage of schools at Level III was not significantly different in 2002 and 2005.

Figure 2. Average of Overall ILS Implementation by School Type, 1999, 2002, and 2005
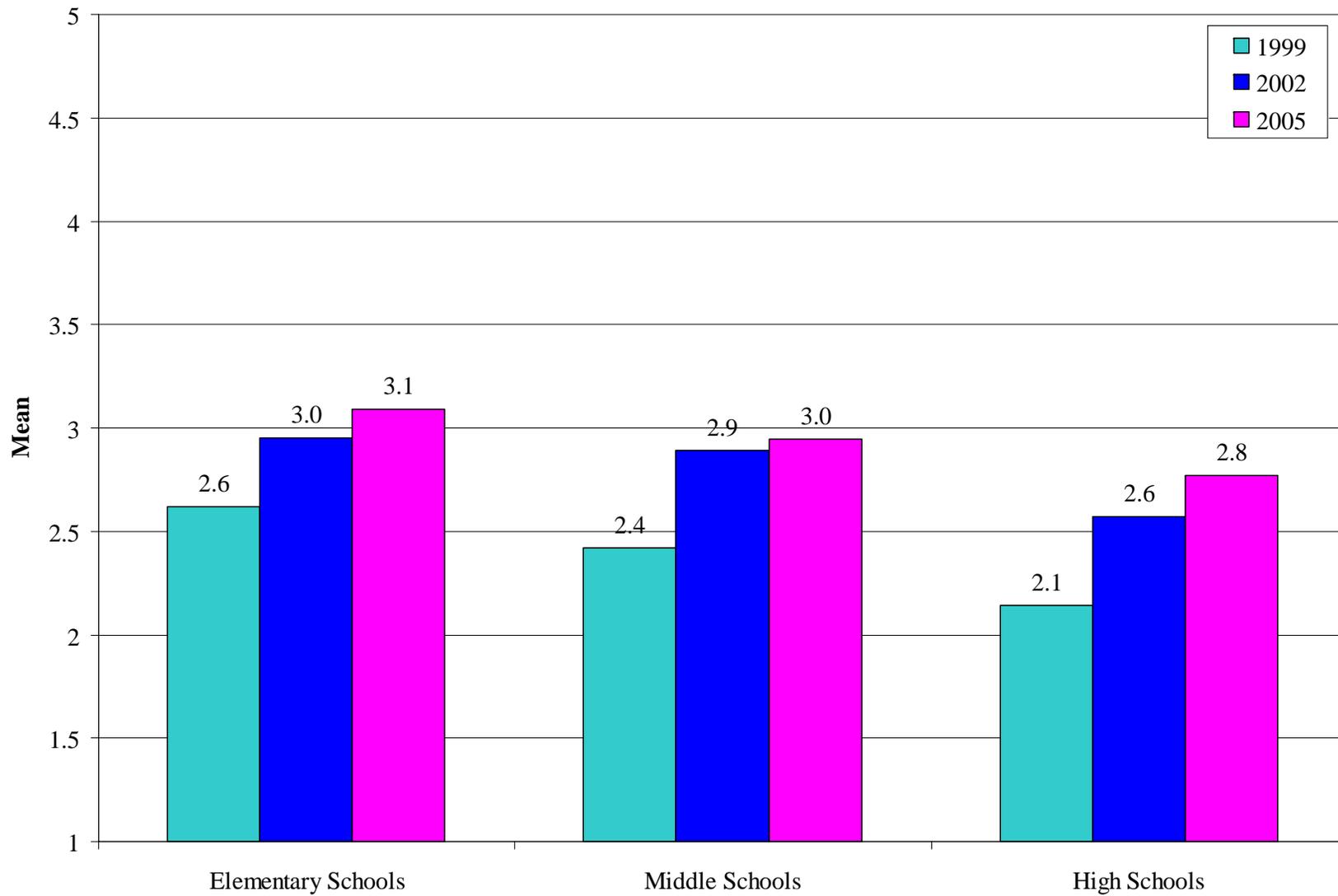
Table 4. Means and Standard Deviations of Overall ILS Implementation by School Type, 1999, 2002, and 2005

School Type	1999			2002			2005		
	n	Mean	SD	n	Mean	SD	n	Mean	SD
Elementary	50	**2.6**	.397	30	**3.0**	.415	118	**3.1**	.376
Middle	27	**2.4**	.400	15	**2.9**	.228	29	**3.0**	.228
High	34	**2.1**	.328	16	**2.6**	.191	30	**2.8**	.343

1) **Affective Response:** attitudes and beliefs about the ILS, motivation to implement the ILS, and confidence related to implementing the ILS;

2) **Community and Stakeholder Awareness:** community involvement in the ILS implementation system, articulation and dissemination of the ILS performance descriptors and other information about the ILS-led system, and community resources to facilitate ILS implementation;

3) **Curriculum Development:** alignment of curriculum to the ILS and selection and use of resources

4) **District Infrastructure:** the effects of ILS implementation on district goals, policies, and practices; resources to implement ILS; and leadership facilitating implementation of ILS;

5) **Instruction:** classroom context, selection of teaching strategies and instructional practices, and teaching philosophy and beliefs;

6) **Professional Development:** alignment to ILS, sufficiency and quality;

7) **Student Learning and Assessment:** achievement expectations, classroom assessment, student involvement, use of assessment information to inform instruction, standardized tests, and reporting of assessment information.

Figure 3 on page 15 displays the average of ILS implementation on a scale from 1 to 5 across each of these seven dimensions aggregated by school type (elementary, middle, or high school). Table 5 on page 16 shows the averages displayed graphically in Figure 3 and provides the standard deviations. The figure shows that teachers reported a similar pattern of ILS implementation across the seven dimensions for elementary (n = 118), middle (n = 29), and high schools (n = 30). Elementary school teachers consistently reported the highest levels of implementation across the seven dimensions. All teachers perceived Community and Stakeholder Awareness to be the least implemented dimension, with means of 1.9, 1.7, and 1.6, respectively, for elementary, middle school, and high school teachers. Conversely, elementary and middle school teachers judged Instruction to be the most highly implemented dimension, with a means of 3.7 and 3.6 respectively. High school teachers did judge Instruction to be a relatively highly implemented dimension with a mean of 3.3, but reported Professional Development to be the most strongly implemented dimension with a mean of 3.4.

Figure 3. Average Ratings of the Dimensions of ILS Implementation by School Type, 2005
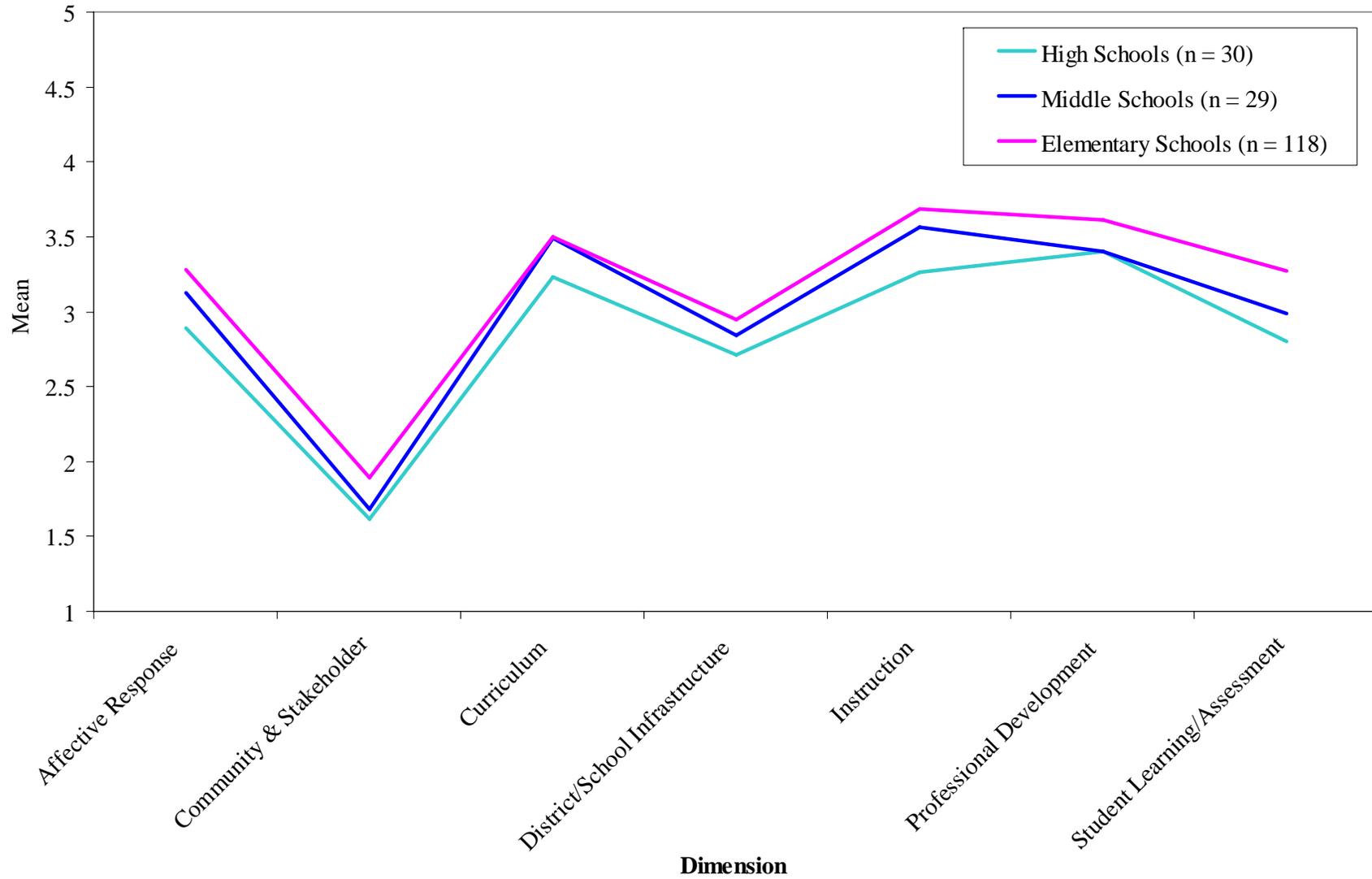
Table 5. Means and Standard Deviations of the Dimensions of ILS Implementation by School Type, 2005

Dimension	School Type							
	Elementary (n = 118)		Middle (n = 29)		High (n = 30)		All Schools (N = 177)	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Affective Response	3.3	.376	3.1	.351	2.9	.444	3.2	.409
Community & Stakeholder Involvement	1.9	.419	1.7	.371	1.6	.335	1.8	.413
Curriculum	3.5	.425	3.5	.318	3.2	.382	3.5	.41
District/School Infrastructure	2.9	.483	2.8	.499	2.7	.459	2.9	.487
Instruction	3.7	.417	3.6	.440	3.3	.489	3.6	.459
Professional Development	3.6	.497	3.4	.445	3.4	.426	3.5	.485
Student Learning & Assessment	3.3	.503	3.0	.381	2.8	.469	3.1	.512

Table 6 below shows which averages displayed graphically in Figure 3 do not significantly differ. Hochberg's GT2 test was used to create "homogenous subsets" of schools whose mean ratings of the dimensions of ILS implementation were not significantly different at the .05 level. Note that it is possible for a type of school to be in more than one subset, as occurred with respect to Community & Stakeholder Involvement. Elementary and middle school mean ratings were not significantly different; hence they form a subset. Nor were the mean ratings of middle schools and high schools different (hence they can be put together in a subset). But elementary and high school mean ratings did differ significantly, thus they do not share a subset.

Table 6. Subsets of School Types Whose Averages of the Dimensions of ILS Implementation Do Not Significantly Differ

Dimension	Homogenous Subsets	
Affective Response	Elementary & Middle	HS
Community & Stakeholder Involvement	Elementary & Middle	Middle & HS
Curriculum	Elementary & Middle	HS
District/School Infrastructure	Elementary, Middle, & HS	
Instruction	Elementary & Middle	HS
Professional Development	Elementary, Middle, & HS	
Student Learning & Assessment	Elementary	Middle & HS
Overall Level of ILS Implementation	Elementary & Middle	Middle & HS

*These subsets were derived by both Hochberg's G2 and Gabriel's Test.

Table 7. Means and Standard Deviations of the Dimensions of ILS Implementation by Overall Level of Implementation, 2005

Dimension	Overall Level of ILS Implementation*					
	Level II Schools (n = 14)		Level III Schools (n = 144)		Level IV Schools (n = 18)	
	Mean	SD	Mean	SD	Mean	SD
Affective Response	**2.5**	.153	**3.2**	.335	**3.7**	.206
Community & Stakeholder Involvement	**1.4**	.242	**1.8**	.334	**2.5**	.404
Curriculum	**2.7**	.483	**3.4**	.284	**4.1**	.180
District/School Infrastructure	**2.2**	.407	**2.9**	.339	**3.8**	.280
Instruction	**2.7**	.376	**3.6**	.343	**4.1**	.235
Professional Development	**2.8**	.319	**3.5**	.375	**4.3**	.288
Student Learning & Assessment	**2.4**	.196	**3.1**	.420	**3.9**	.251

*There were no schools at levels I or V.

Figure 4 on page 18 displays the average of ILS implementation on a scale from 1 to 5 across each of the seven dimensions aggregated by overall level of ILS implementation. Table 7 above shows the averages displayed graphically in the figure and provides the standard deviations as well. Since we found no schools at either Level 1 or Level 5 for this first survey administration, we aggregated only by Level 2, 3, and 4 schools. Figure 4 shows the pattern of ILS implementation across the seven dimensions to be the same for Level 2 (n = 14), Level 3 (n = 144), and Level 4 (n = 180) schools. Schools at different implementation levels differed significantly from one another in terms of every dimension. Teachers in Level 4 schools consistently reported the highest levels of implementation across the seven dimensions. Teachers in schools at all three levels reported Community and Stakeholder Awareness to be the least implemented dimension, with means of 1.4, 1.8, and 2.5 for Levels 2, 3, and 4, respectively. Conversely, teachers in Level 2 and 4 schools reported Professional Development to be the most highly implemented dimension, with means of 2.8 and 4.3, respectively. Teachers in Level 3 schools did judge Professional Development to be a relatively highly implemented dimension with a mean of 3.5, but reported Instruction to be the most strongly implemented dimension with a mean of 3.6**.**

Figure 5 on page 19 displays the average of ILS implementation on a scale from 1 to 5 across each of the seven dimensions over time from 1999 to 2005. Table 8 on page 20 shows the averages displayed graphically in the figure and provides the standard deviations as well. The 1999 bars represent data on teacher perceptions of ILS implementation at the beginning of the previous evaluation of ILS implementation; the 2002 bars represent data at the end of the previous evaluation of ILS implementation; and the 2005 bars represent data at the beginning of the current study. The data indicate that teachers believe ILS implementation has increased over time from 1999 to 2005 for all dimensions except Affective Response and District Infrastructure.

Figure 4. Average Ratings of the Dimensions of ILS Implementation by Level of Implementation, 2005
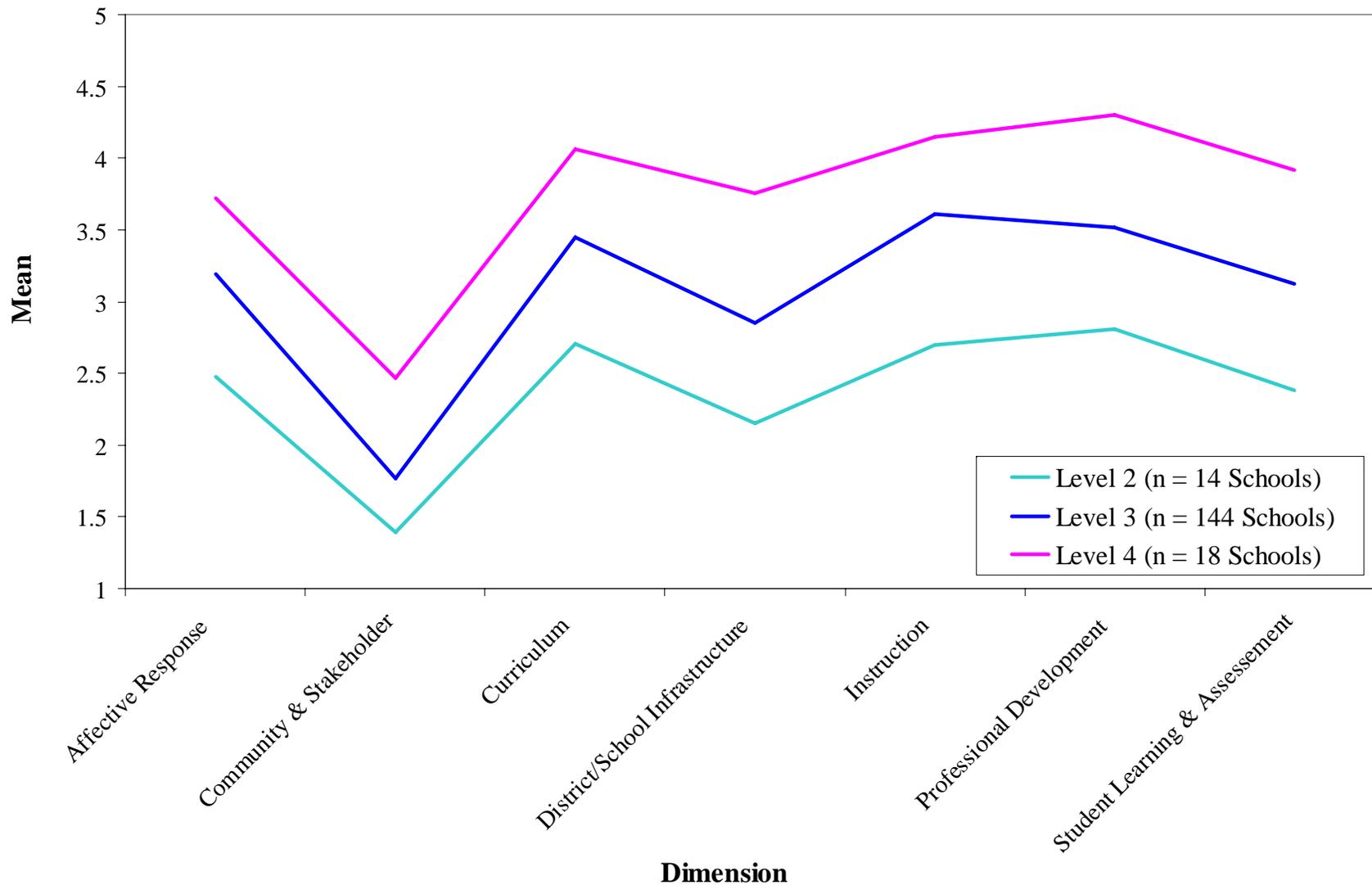
Figure 5. Average Ratings of the Dimensions of ILS Implementation, 1999, 2002, and 2005
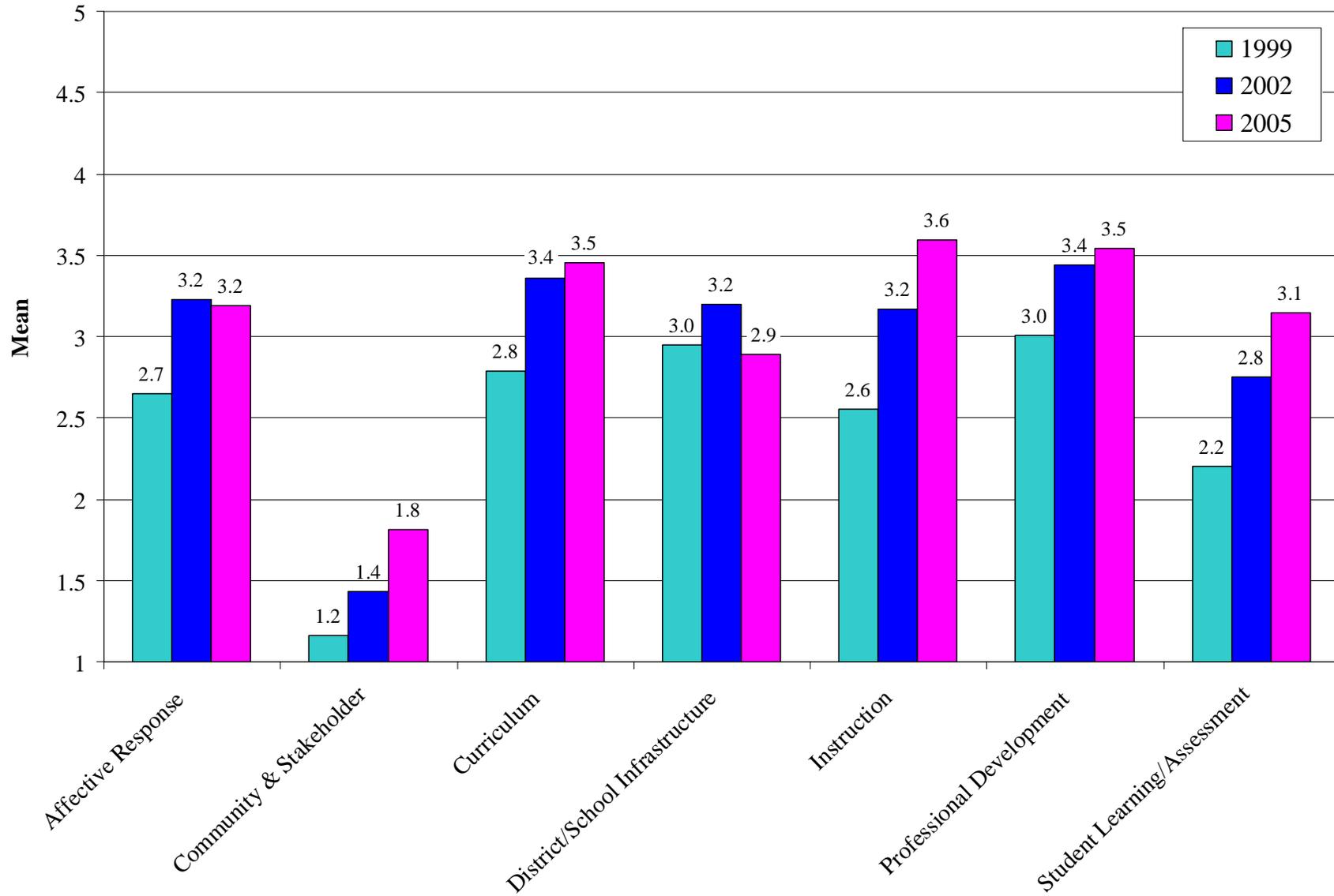
Table 8. Means and Standard Deviations of the Dimensions of ILS Implementation, 1999, 2002, and 2005

Dimension	Year					
	1999 (N = 117)		2002 (N = 61)		2005 (N = 177)	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**
Affective Response	**2.7**	.471	**3.2**	.387	**3.2**	.409
Community & Stakeholder Involvement	**1.2**	.411	**1.4**	.433	**1.8**	.413
Curriculum	**2.8**	.493	**3.4**	.357	**3.5**	.41
District/School Infrastructure	**2.9**	.523	**3.2**	.437	**2.9**	.487
Instruction	**2.5**	.505	**3.2**	.413	**3.6**	.459
Professional Development	**3.0**	.623	**3.4**	.465	**3.5**	.485
Student Learning & Assessment	**2.2**	.454	**2.7**	.392	**3.1**	.512
Overall Level of ILS Implementation	**2.4**	.437	**2.8**	.361	**3.0**	.384

For example, the mean on the Instruction dimension rose from 2.5 in 1999, to 3.2 in 2002, to 3.6 in 2005. However, the mean on the District Infrastructure dimension rose from 2.9 in 1999 to 3.2 in 2002, but fell back to 2.9 in 2005. This noteworthy dip may be related to district budget cuts statewide that have diminished district capacity to support school-level ILS implementation. Lastly, the mean on the Affective Response dimension rose from 2.7 in 1999 to 3.2 in 2002 and remained stable from 2002 to 2005.

ILS Implementation by Will and Capacity Designations

The evaluation team also explored will and capacity issues regarding ILS implementation. The will to implement the ILS was defined by the survey questions attributed to the Affective Response dimension. The capacity to implement was defined by all other survey questions. Based on these definitions, schools were designated as Low Will–Low Capacity, High Will–Low Capacity, Low Will–High Capacity, or High Will–High Capacity. Figure 6 on page 21 displays the average of ILS implementation on a scale from 1 to 5 aggregated by will and capacity designations over time from 1999 to 2005. The figure shows that teachers in schools in all four will and capacity designations believe their schools' levels of ILS implementation have increased over time; teachers in High Will–High Capacity schools consistently reported the highest levels of ILS implementation, with means ranging from 2.8 to 3.2 to 3.4 in 1999, 2002, and 2005 respectively. The means for Low Will–Low Capacity schools range from 2.0 to 2.5 to 2.6 in 1999, 2002, and 2005 respectively; the means for High Will–Low Capacity schools range from 2.4 to 2.8 to 3.0 in 1999, 2002, and 2005, respectively; and the means for Low Will–High Capacity schools range from 2.4 to 2.9 to 3.1 in 1999, 2002, and 2005 respectively.

Table 9 on page 22 shows the means and standard deviations of overall ILS implementation for each of the will and capacity designations over time displayed graphically in Figure 6. ILS implementation and all its dimensions were significantly different in Low Will–Low Capacity

Figure 6. Average Overall ILS Implementation by Will and Capacity Designation of Schools, 1999, 2002, and 2005
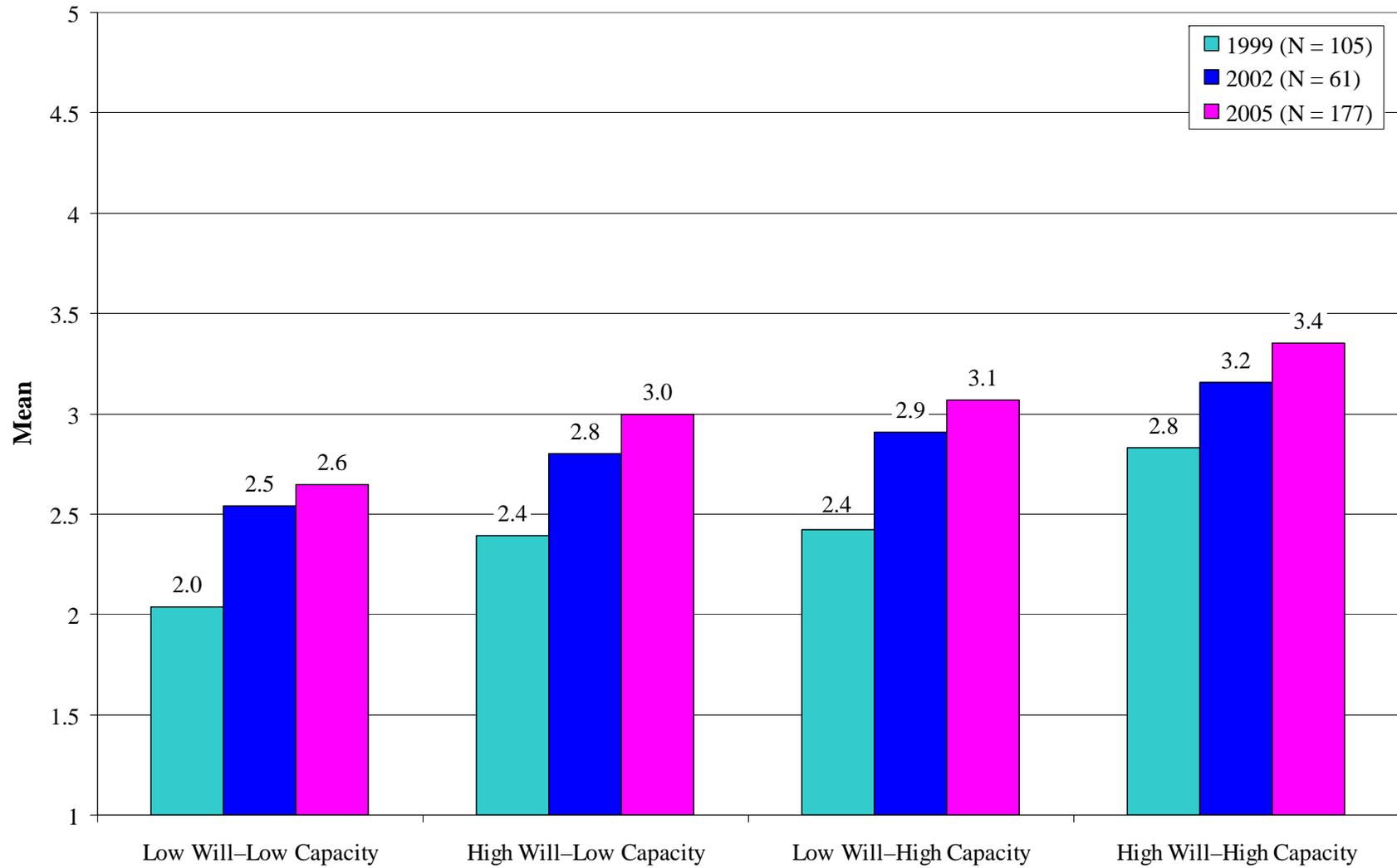
Table 9. Means and Standard Deviations of Overall ILS Implementation by Will and Capacity Designation of Schools, 1999, 2002, and 2005

Designation	1999			2002			2005		
	n	Mean	SD	n	Mean	SD	n	Mean	SD
Low Will–Low Capacity	46	**2.0**	.243	28	**2.5**	.185	72	**2.6**	.224
High Will–Low Capacity	7	**2.4**	.080	4	**2.8**	.045	10	**3.0**	.088
Low Will–High Capacity	7	**2.4**	.049	3	**2.9**	.141	21	**3.1**	.108
High Will–High Capacity	45	**2.8**	.209	26	**3.2**	.264	74	**3.4**	.225
All Schools	105	**2.4**	.431	61	**2.8**	.361	117	**3.0**	.384

schools as compared with High Will–High Capacity schools. Mean ratings generally did not differ significantly between schools in the two mixed will and capacity categories. Schools in those mixed categories sometimes did not consistently differ from the two extreme designations (i.e., from the Low Will–Low Capacity or the High Will–High Capacity groups).

ILS Implementation by Instructional Content Area and Special Population Group

To be able to explore potential variation of ILS implementation by instructional content area (English/language arts, math, science, and social science) or special population group (special education, early childhood, English language learner/bilingual [ELL], and "other[4]"), we asked teachers their primary teaching assignments at the beginning of the Teacher Edition survey. Figures 7–9, which follow, display the average of ILS implementation on a scale from 1 to 5 across each of the seven dimensions for elementary, middle school, and high school teachers across four instructional content areas: English/language arts, math, science, and social studies. Figure 10 on page 30 displays the same information aggregated by general and special population groups. Tables 10, 11, 12, and 13 on pages 24, 27, 29, and 31, respectively, show the averages displayed graphically in the figures and provide the standard deviations as well.

Figure 7 on page 23 shows that in elementary schools, across all dimensions except Professional Development, English/language arts teachers consistently reported the highest levels of implementation and math and science teachers generally reported the lowest levels of implementation. Teachers across content areas judged Community and Stakeholder Awareness to be the least implemented dimension, with means ranging from a low of 1.9 for math teachers (n = 51) to a high of 2.1 for English/language arts teachers (n = 82) . Conversely, teachers across content areas judged Instruction to be the most highly implemented dimension, with means ranging from a low of 3.6 for science teachers (n = 40) to a high of 3.8 for English/ language arts (n = 82) teachers.

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[4] Of the 351 respondents who marked "other," approximately 127 did not specify their primary teaching assignment. Of the 224 who did, following are the percentages according to content area: health/PE/Drivers' Ed/Study Skills, 27%; fine arts, arts, and/or music, 20%; technology, 13%; foreign language, 11%; literacy/reading coach, 9%; business ed/technology, home ec/family/consumerism, library/media, guidance counselor, voc ed, social worker, speech pathologist, 7% or less.

Figure 7. Average Teacher Ratings of the Dimensions of ILS Implementation in Elementary Schools by Content Area, 2005

Legend:
- General Elementary (n = 710)
- Eng/Language Arts Teachers (n = 82)
- Math Teachers (n = 51)
- Science Teachers (n = 40)
- Social Studies Teachers (n = 42)

Y-axis: Mean

X-axis categories: Affective Response, Community & Stakeholder, Curriculum, District/School Infrastructure, Instruction, Professional Development, Student Learning/Assessment
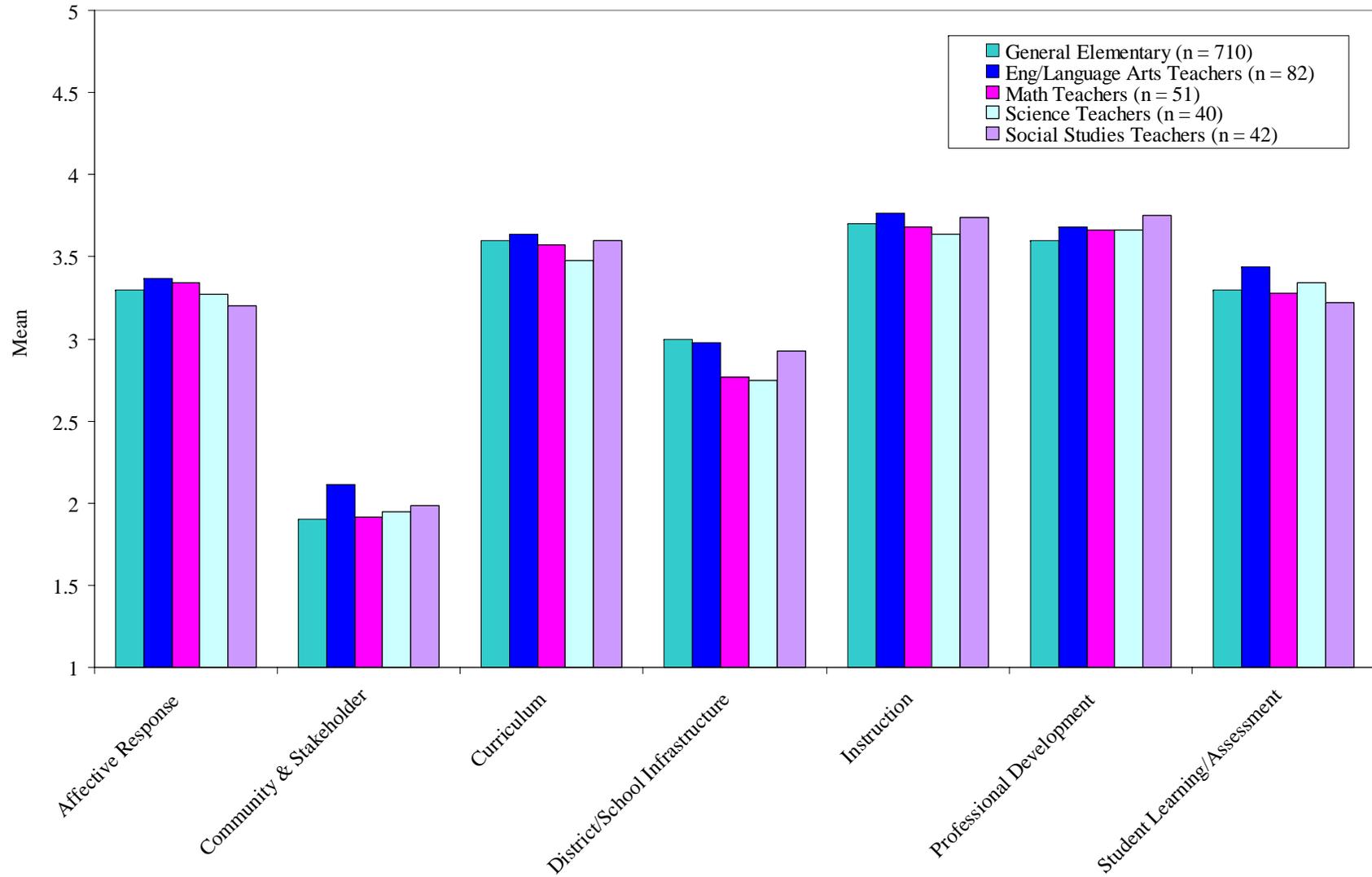
Table 10. Means and Standard Deviations of the Dimensions of ILS Implementation in Elementary Schools by Content Area, 2005

Dimension	Content Areas														
	General Elementary			English/ Language Arts			Math			Science			Social Studies		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Affective Response	752	**3.3**	.772	87	**3.4**	.743	55	**3.3**	.670	43	**3.2**	.825	44	**3.2**	.741
Community & Stakeholder Involvement	750	**1.9**	.871	87	**2.1**	1.008	55	**1.9**	1.014	43	**1.9**	.800	44	**2.0**	.896
Curriculum	753	**3.6**	.647	87	**3.6**	.656	55	**3.5**	.574	43	**3.4**	.823	44	**3.6**	.614
District/School Infrastructure	745	**3.0**	.979	87	**3.0**	1.037	54	**2.7**	.978	43	**2.7**	.918	44	**2.9**	.925
Instruction	752	**3.7**	.763	87	**3.8**	.770	55	**3.6**	.725	43	**3.6**	.913	44	**3.7**	.735
Professional Development	753	**3.6**	.861	87	**3.7**	.856	56	**3.6**	.826	43	**3.6**	.806	44	**3.7**	.832
Student Learning & Assessment	752	**3.3**	.830	87	**3.4**	.770	55	**3.2**	.784	43	**3.3**	.929	44	**3.2**	.765

Figure 8 on page 26 indicates that in middle schools, teachers reported a pattern of ILS implementation across the dimensions similar to that reported by elementary school teachers. For example, Figure 8 shows that across dimensions, English/language arts teachers reported the highest levels of implementation across dimensions except Curriculum, where math teachers reported the highest level of implementation. As with the elementary teachers, middle school teachers across content areas judged Community and Stakeholder Awareness to be the least implemented dimension, with means ranging from a low of 1.6 for math teachers (n = 68) to a high of 1.9 for science teachers (n = 70); they also considered District/School Infrastructure to be less well implemented, with means ranging from a low of 2.9 for math teachers (n = 68) to a high of 3.0 for social studies teachers (n = 56). Middle school teachers judged Instruction to be the most highly implemented dimension, with means ranging from a low of 3.6 for social studies teachers (n = 56) to a high of 3.8 for English/language arts (n = 96) teachers.

Figure 9 on page 28 shows that across dimensions, English/language arts and social studies teachers reported the highest levels of implementation across all seven dimensions and high school math teachers generally reported the lowest levels of implementation. As with the elementary and middle school teachers, high school teachers across content areas judged Community and Stakeholder Awareness to be the least implemented dimension, with means ranging from a low of 1.4 for math teachers (n = 68) to a high of 1.6 for English/language arts (n = 89) and social studies teachers (n = 60); as with elementary and middle school teachers, high school teachers also considered District/School Infrastructure to be less well implemented, with means ranging from a low of 2.5 for math teachers (n = 68) to a high of 2.8 for English/language arts (n = 89) and social studies teachers (n = 60). High school teachers judged Professional Development to be the most highly implemented dimension, with means ranging from a low of 3.2 for math teachers (n = 68) to a high of 3.7 for social studies teachers (n = 60).

Figure 10 on page 30 shows that across dimensions, ELL teachers (n = 69) generally reported the highest levels of implementation, and special education (n = 288) and "other"[2] teachers (n = 360) consistently reported the lowest levels of implementation. Teachers across both general and special population groups judged Community and Stakeholder Awareness to be the least implemented dimension, with means ranging from a low of 1.8 for general population (n = 1330), special education (n = 288), Title 1 (n = 32), and "other" teachers to a high of 2.3 for ELL teachers. Conversely, teachers across both general and special population groups judged Instruction and Professional Development to be the most highly implemented dimensions. Reported means for Instruction ranged from a low of 3.4 for "other" teachers to a high of 3.7 for both early childhood (n = 50) and ELL teachers; means for Professional Development ranged from a low of 3.5 for special education, Title 1, and "other" teachers to a high of 3.7 for early childhood and ELL teachers.

Comparison of Teacher and Principal Perceptions of ILS Implementation

As explained in the previous chapter, we surveyed principals to elicit their perspectives on ILS implementation for comparison with the perspectives of the teachers in their schools. This comparison is based on a smaller matched sample of schools from which we received a principal survey and the requisite number of teacher surveys. These findings differ slightly from findings based upon all usable teacher surveys. For example, in Figure 1, 10.3% of teachers indicated that

Figure 8. Average Teacher Ratings of the Dimensions of ILS Implementation in Middle Schools by Content Area, 2005
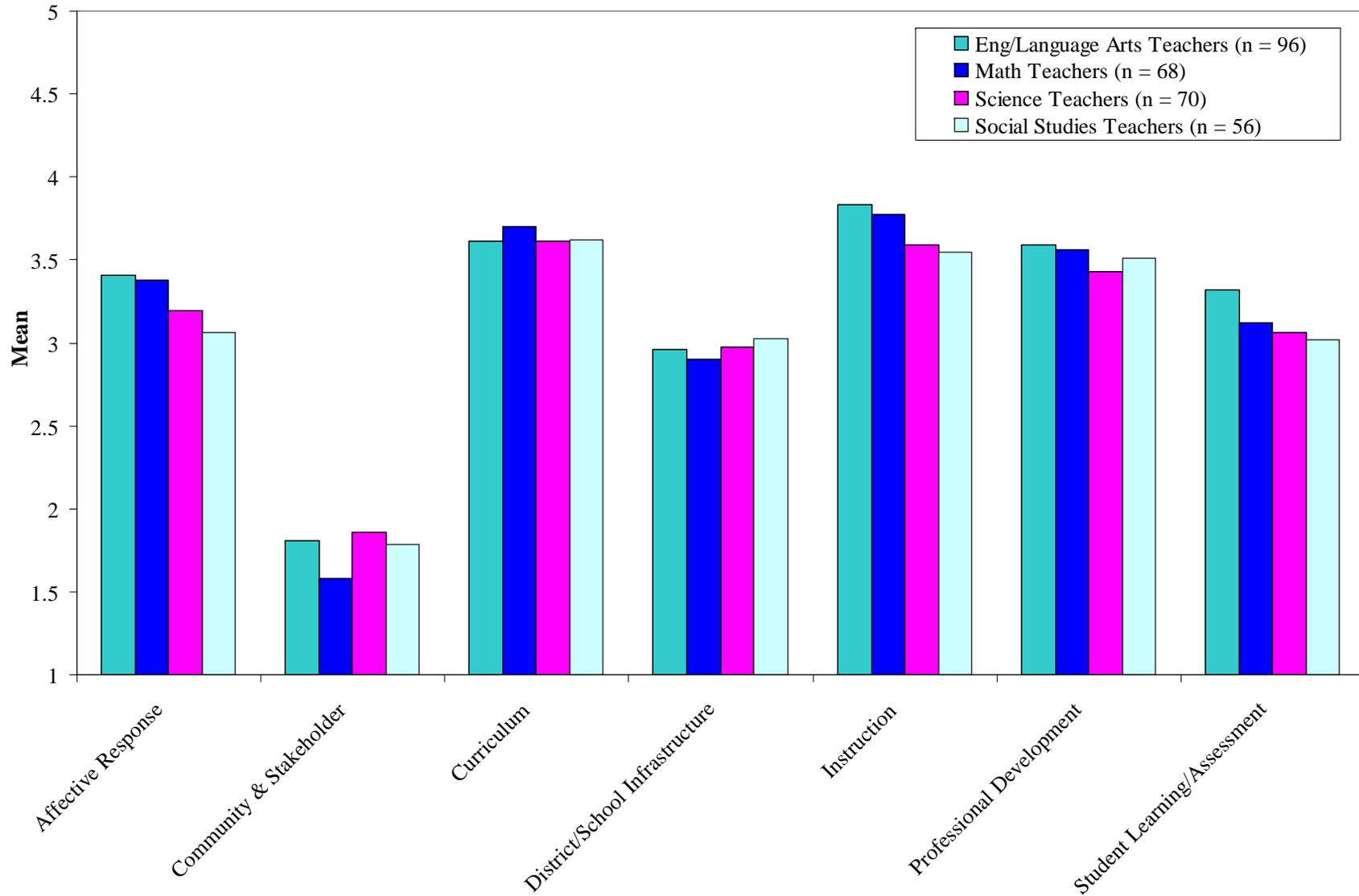
Table 11. Means and Standard Deviations of the Dimensions of ILS Implementation in Middle Schools by Content Area, 2005

Dimension	Content Areas											
	English/ Language Arts			Math			Science			Social Studies		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Affective Response	96	**3.4**	.729	70	**3.4**	.795	72	**3.2**	.797	58	**3.1**	.774
Community & Stakeholder Involvement	96	**1.8**	.864	70	**1.6**	.659	71	**1.9**	.899	57	**1.8**	.803
Curriculum	96	**3.6**	.649	70	**3.7**	.660	72	**3.6**	.744	58	**3.6**	.662
District/School Infrastructure	96	**3.0**	.952	70	**2.9**	.986	72	**3.0**	1.110	58	**3.0**	.990
Instruction	96	**3.8**	.727	70	**3.8**	.791	72	**3.6**	.924	58	**3.5**	.893
Professional Development	96	**3.6**	.890	70	**3.6**	.843	72	**3.4**	.983	58	**3.5**	.901
Student Learning & Assessment	96	**3.3**	.743	70	**3.1**	.662	72	**3.1**	.818	58	**3.0**	.812

Figure 9. Average Teacher Ratings of the Dimensions of ILS Implementation in High Schools by Content Area, 2005
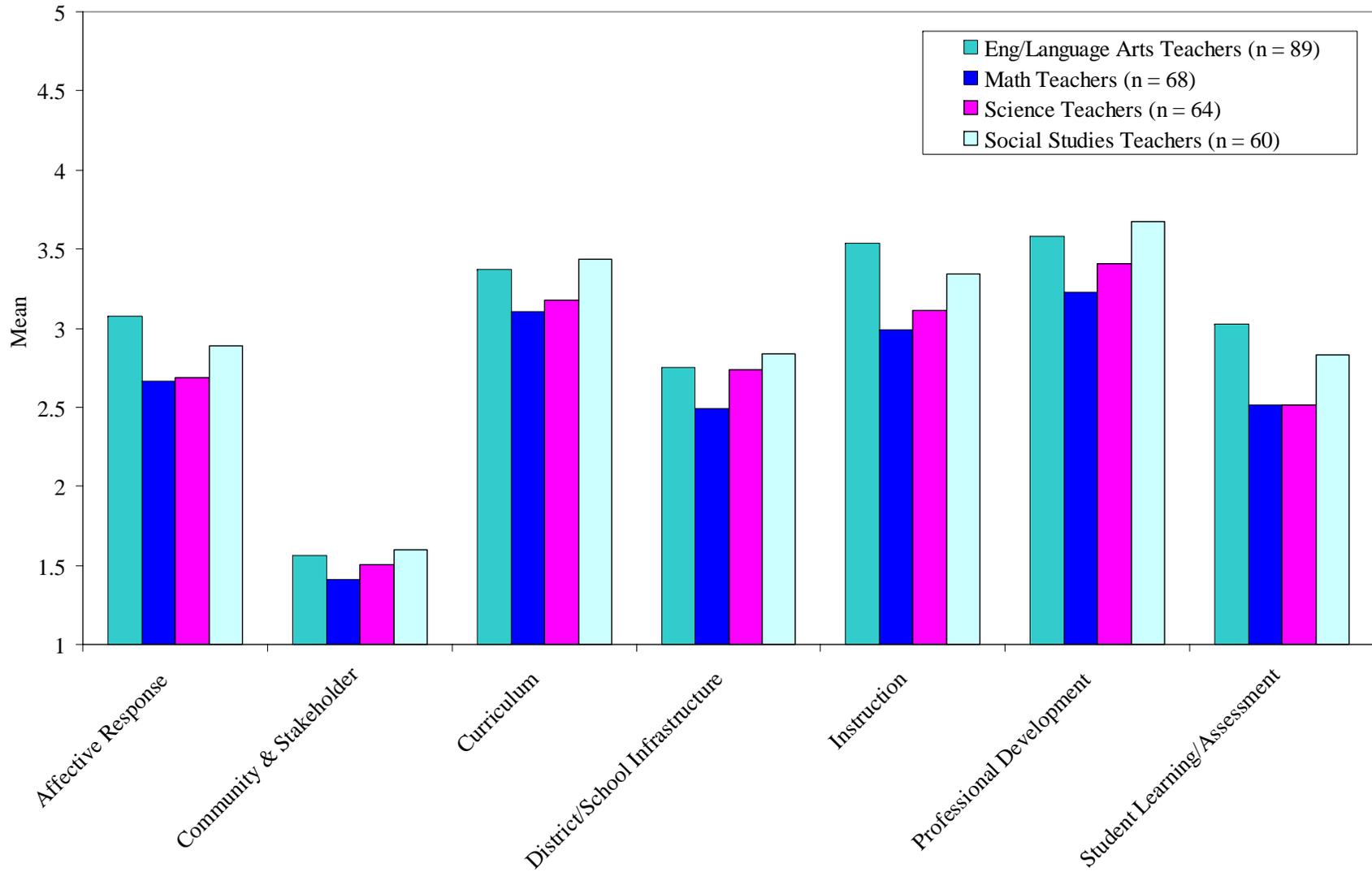
Table 12. Means and Standard Deviations of the Dimensions of ILS Implementation in High Schools by Content Area, 2005

Dimension	Content Areas											
	English/ Language Arts			Math			Science			Social Studies		
	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Affective Response	92	**3.1**	.888	72	**2.7**	.810	68	**2.7**	.881	63	**2.9**	.863
Community & Stakeholder Involvement	92	**1.6**	.671	72	**1.4**	.630	68	**1.5**	.675	63	**1.6**	.699
Curriculum	92	**3.4**	.648	72	**3.1**	.790	68	**3.2**	.757	63	**3.4**	.608
District/School Infrastructure	92	**2.8**	.861	72	**2.5**	.953	68	**2.8**	.944	61	**2.8**	.804
Instruction	92	**3.5**	.825	72	**3.0**	.948	68	**3.1**	.916	63	**3.3**	.905
Professional Development	92	**3.6**	.853	72	**3.2**	.846	68	**3.4**	.955	63	**3.7**	.831
Student Learning & Assessment	92	**3.0**	.813	72	**2.5**	.886	68	**2.5**	.822	63	**2.8**	.905

Figure 10. Average Teacher Ratings of the Dimensions of ILS Implementation by General and Special Population Group, 2005

Legend:
- General Population (n = 1330)
- Special Education Teachers (n = 288)
- Early Childhood Teachers (n = 50)
- ELL Teachers (n = 69)
- Title I Teachers (n = 32)
- "Other" (n = 360)
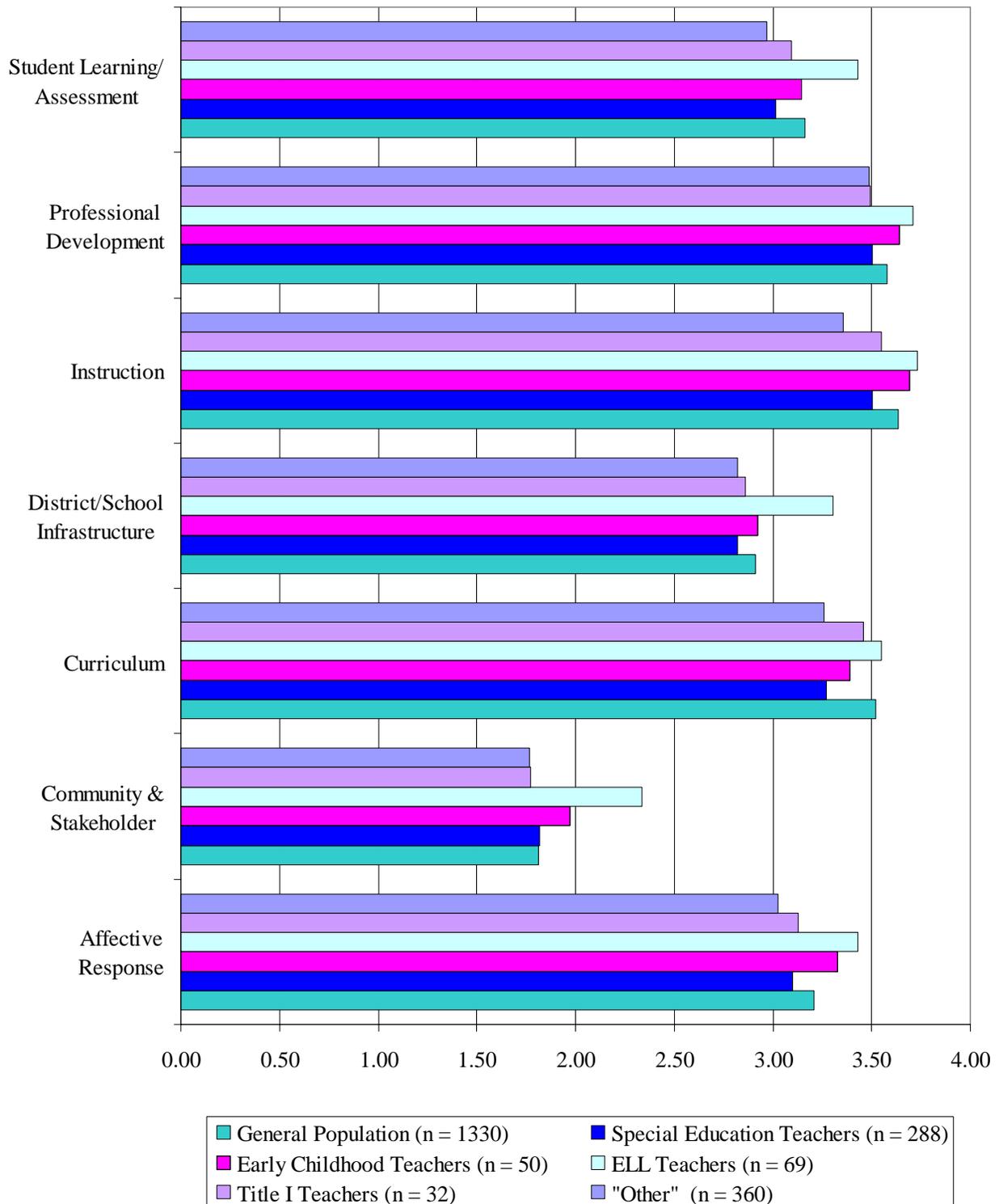
Table 13. Means and Standard Deviations of the Dimensions of ILS Implementation by General and Special Population Group, 2005

Dimension	General Population Group			Special Population Group														
				Special Education Teachers			Early Childhood Teachers			ELL Teachers			Title I Teachers			"Other" Primary Teaching Assignment[5]		
	N	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD	n	Mean	SD
Affective Response	1334	3.2	.802	290	3.1	.807	50	3.3	.914	70	3.4	.772	32	3.1	.771	364	3.0	.891
Community & Stakeholder Involvement	1330	1.8	.839	289	1.8	.799	50	2.0	.956	69	2.3	.975	32	1.8	.625	365	1.8	.881
Curriculum	1335	3.5	.672	290	3.3	.724	50	3.4	.720	70	3.5	.682	32	3.5	.619	368	3.3	.802
District/School Infrastructure	1324	2.9	.971	288	2.8	.906	50	2.9	1.03	69	3.3	.936	32	2.6	.704	363	2.8	.985
Instruction	1333	3.6	.823	290	3.5	.833	50	3.7	.823	70	3.7	.765	32	3.5	.825	366	3.4	.912
Professional Development	1336	3.6	.873	290	3.5	.857	50	3.7	.901	70	3.7	.850	32	3.5	.788	368	3.5	.908
Student Learning & Assessment	1334	3.2	.845	290	3.0	.852	50	3.2	.833	70	3.4	.769	32	3.1	.857	363	3.0	.891

[5] Of the 351 respondents who marked "other," approximately 127 did not specify their primary teaching assignment. Of the 224 who did, following are the percentages according to content area: health/PE/Drivers' Ed/Study Skills, 27%; fine arts, arts, and/or music, 20%; technology, 13%; foreign language, 11%; literacy/reading coach, 9%; business ed/technology, home ec/family/consumerism, library/media, guidance counselor, voc ed, social worker, speech pathologist, 7% or less.

Table 14. Means and Standard Deviations of the Dimensions of ILS Implementation by a Matched Sample of Teachers and Principals, 2005 (N = 122 Schools)*

Dimension	Teachers' Ratings		Principals' Ratings	
	Mean	SD	Mean	SD
Affective Response	3.2	.401	3.6	.608
Community & Stakeholder Involvement	1.8	.371	2.2	.780
Curriculum	3.4	.4057	4.0	.517
District/School Infrastructure	2.9	.450	3.4	.791
Instruction	3.5	.461	3.9	.658
Professional Development	3.5	.45	3.8	.738
Student Learning & Assessment	3.1	.470	3.4	.662
Overall Level of ILS Implementation	3.0	.380	3.4	.608

* All differences between principals and teachers were significant according to paired samples t-tests.

their schools were at Level Four implementation; however, in our matched sample, 5.6% of teachers reported their schools were at Level Four implementation. The data in Figures 11, 12, and 14, which follow, and Table 14 above reflect analysis of this matched sample.

Figure 11 on page 33 displays the percentage of schools in each of the five levels of implementation based on the 2005 survey findings from the matched sample of teachers and principals (n = 122). The figure shows that principals believe the ILS to be more highly implemented than teachers in their schools. For example, 45.6 % of the principals in our sample reported their schools to be in the fourth level of ILS implementation versus 5.6% of the teachers in their schools. The majority of the teachers in this matched sample, 85.6%, reported their schools to be in the third level of ILS implementation.

We also considered the perceptions of our matched sample of teachers and principals on ILS implementation across the seven dimensions. Figure 12 on page 34 displays the average of ILS implementation on a scale from 1 to 5 across each of these seven dimensions based on the 2005 survey findings from our matched sample of teachers and principals (n = 122). Table 14 above shows the averages displayed graphically in the figure and provides the standard deviations as well. The figure shows that principals consistently reported higher levels of implementation across the seven dimensions. Both teachers and principals reported Community and Stakeholder Awareness to be the least implemented dimension, with means of 1.8 and 2.2 respectively. Conversely, teachers in this sample reported Instruction and Professional Development to be the most strongly implemented dimensions, with means of 3.5 for both dimensions, and principals reported Curriculum and Instruction to be the most strongly implemented dimensions with means of 4.0 and 3.9, respectively.

Figure 11. Percentage of Schools at Each Level of ILS Implementation According to a Matched Sample of Teachers and Principals, 2005 (N = 122)
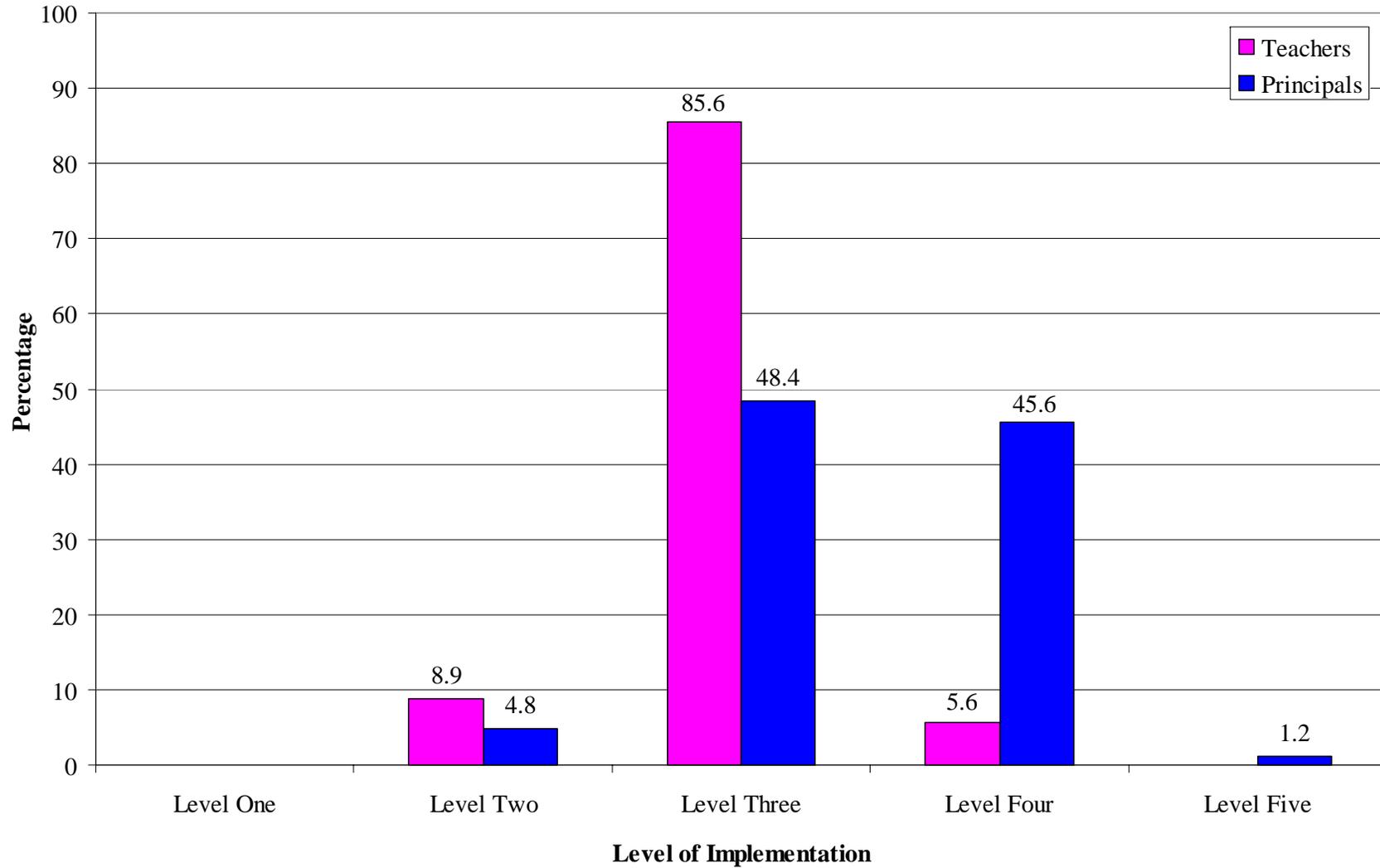
Figure 12. Average Ratings of the Dimensions of ILS Implementation by a Matched Sample of Teachers and Principals, 2005 (N = 122 Schools)
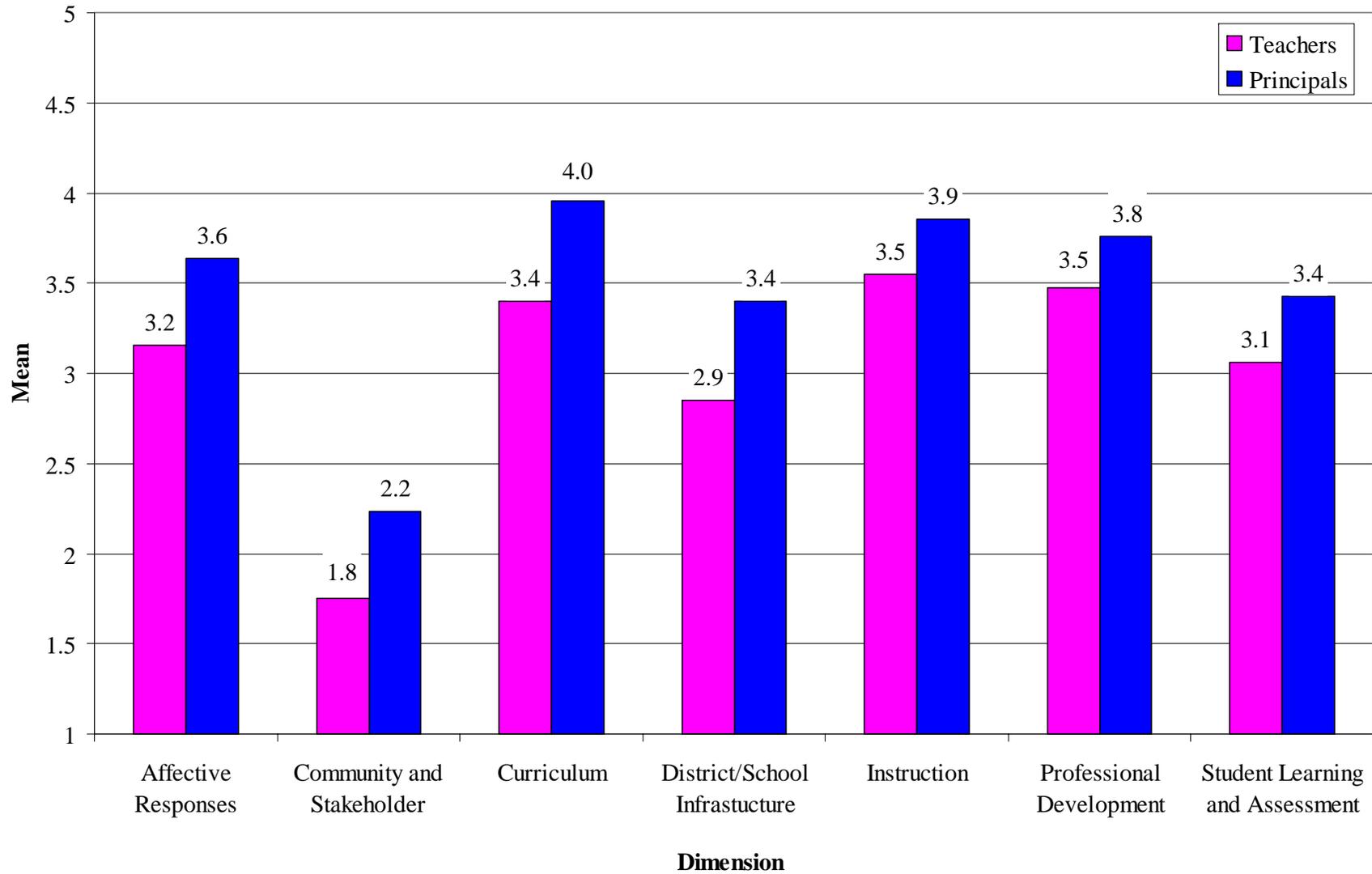
Teacher and Principal Perceptions of Changes Related to ILS Implementation

Figure 13 on page 36 displays the percentages of teachers reporting various instructional changes related to ILS implementation that have occurred in their schools over time. The figure shows a generally consistent pattern of instructional changes over time, with Alignment of the Curriculum to ILS consistently being the most frequently reported change. Reponses to the open-ended items on the Teacher Edition survey confirm this finding, with teachers most frequently citing curriculum alignment as a best practice related to implementation of the ILS. Variation exists in the frequency of instructional changes over time. For example, the greatest percentage of teachers, 72.0%, reported aligning their curriculum to the ILS in 2002, versus 60.7% and 50.1% in 1999 and 2005, respectively. The dip in 2005 may be due to the relatively strong frequency of this change prior to 2005. In terms of consistent increase in instructional change over time, the greatest percentage of teachers in 2005, 31.7%, reported expanding after-school tutoring, versus 25.4% and 26.2% in 1999 and 2002, respectively.

Figure 14 on page 37 shows the percentages of teachers and principals in our matched sample reporting various instructional changes related to ILS implementation that occurred in their schools in 2005. The figure, which indicates instructional change options added to the survey used in the current study, shows that in 2005, teachers and principals most frequently reported changes regarding Alignment of the Curriculum to ILS, with 52.1% and 55.4%, respectively, and Implementation of Teacher Mentoring Programs, with 43.2% and 57.6%, respectively.

The Relationship of ILS Implementation and ISAT Performance

Before conducting regression analyses, which would determine the extent to which ILS implementation predicted ISAT achievement, we examined correlations, which are measures of association, among potential predictors and ISAT achievement. Anything that did not correlate significantly with an ISAT variable could not play a role in predicting it, and could therefore be omitted from the relevant regression analysis.

ILS implementation in the fall of 2005 was associated with lower spring 2005 ISAT scores. Table 15 on page 38 shows that overall ILS implementation in the fall of 2005 had significant negative correlations with all of the reading and math ISAT scores (expressed as the percentage of students who met or exceeded requirements) from the spring of 2005. The same was true of three of the dimensions: Community& Stakeholder Involvement, Professional Development, and Student Learning and Assessment. The Affective Response and Instruction dimensions correlated significantly (and negatively) with reading and math ISAT scores in the fifth and eighth grades but not the third. Because the Curriculum and District/School Infrastructure dimensions did not correlate significantly with reading or math ISAT scores in any grade, we omitted them from all regression analyses.

Correlations between schools' ISAT achievement and ILS implementation variables may have been negative due to the fact that overall ILS implementation and all its dimensions were positively associated with having a greater percentage of low-income students; having more low-income students was strongly and negatively associated with ISAT achievement (see Table 15).

Figure 13. Percentage of Teachers Indicating Changes in Past Year Related to ILS Implementation, 1999, 2002 and 2005
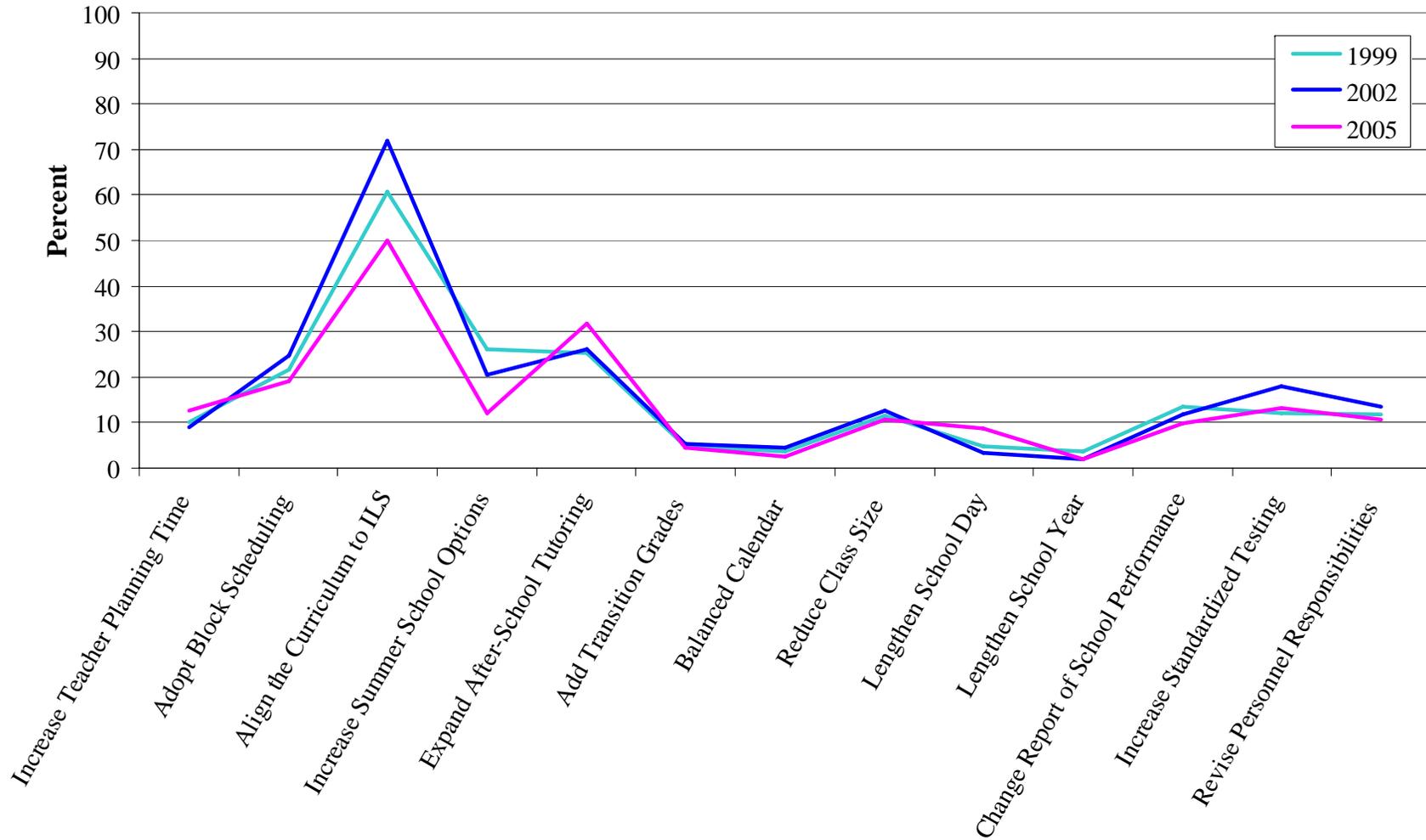
Figure 14. Percentage of Teachers and Principals Indicating Changes in Activities Related to ILS Implementation, 2005 (N = 122 Schools)
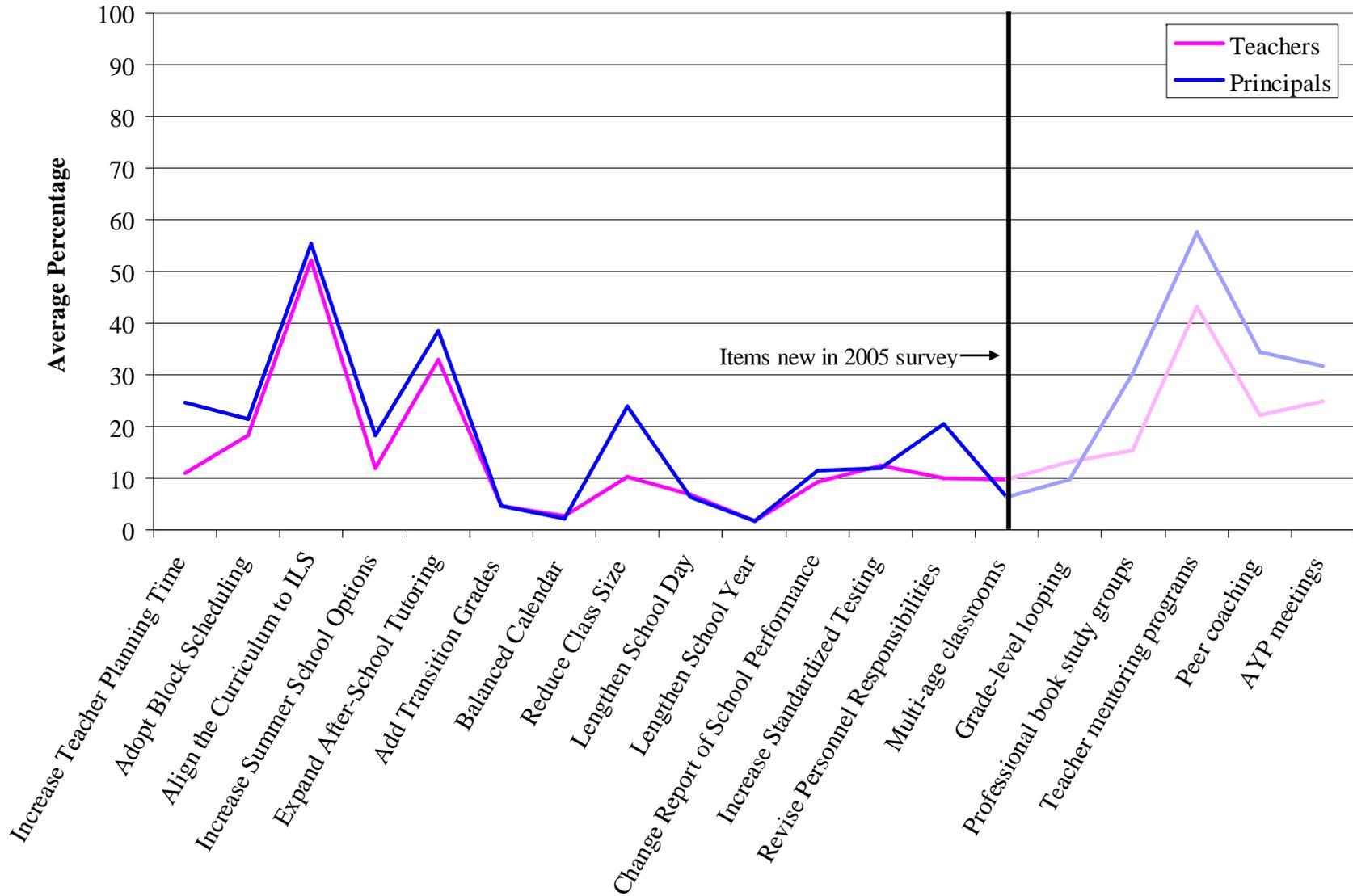
Table 15. Correlations Between the Percentages of Students Who Met or Exceeded ISAT Reading and Math Requirements and Potential Predictors

	3rd Grade		5th Grade		8th Grade		% Low-Income Students
	Reading (n = 108)	Math (n = 108)	Reading (n = 103)	Math (n = 103)	Reading (n = 73)	Math (n = 73)	
Affective Responses	-.154	-.118	-.224(*)	-.218(*)	-.303(**)	-.361(**)	.232(**)
Community & Stakeholder Involvement	-.327(**)	-.313(**)	-.316(**)	-.300(**)	-.319(**)	-.320(**)	.449(**)
Curriculum	-.093	-.077	-.072	-.121	-.073	-.161	.124
District/School Infrastructure	-.150	-.150	-.115	-.103	-.149	-.193	.195(**)
Instruction	-.142	-.084	-.208(*)	-.200(*)	-.248(*)	-.327(**)	.199(**)
Professional Development	-.296(**)	-.240(*)	-.221(*)	-.292(**)	-.299(*)	-.387(**)	.311(**)
Student Learning & Assessment	-.29(**)	-.249(**)	-.199(*)	-.217(*)	-.365(**)	-.456(**)	.344(**)
Overall ILS Implementation	-.247(*)	-.214(*)	-.229(*)	-.244(*)	-.284(*)	-.360(**)	.303(**)
% of Low-Income Students	-.738(**)	-.687(**)	-.641(**)	-.625(**)	-.705(**)	-.755(**)	1.00
% Attendance Rate	.591(**)	.608(**)	.613(**)	.634(**)	.630(**)	.601(**)	-.317(**)

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Attendance rate had relatively strong (but positive) correlations with ISAT achievement. Attendance had a negative, or inverse, correlation with the percentage of low-income students ($r = -.317$; $p < .001$; $N = 177$), meaning that attendance tended to decrease as the percentage of low-income students rose. But attendance rate did not correlate significantly with overall ILS implementation or any of its dimensions, thus correlations between attendance and ILS implementation variables were not included in the table.

All inter-correlations among the ILS implementation dimensions were highly significant ($p < .001$); they ranged from .514 (between Curriculum and Community/Stakeholder Involvement) to .822 (between Affective Response and District/School Infrastructure). Consequently, the dimensions that correlated with a particular ISAT variable were entered into its regression analysis as a single block.

The results of the regressions on ISAT performance are reported in Tables 16–21 on pages 40–41. To be specific, the regression analyses assessed the extent to which schools' percentages of third, fifth, and eighth graders who met or exceeded ISAT reading and math requirements could be predicted from the ILS implementation dimensions that correlated with those percentages. The regressions controlled for the effects of the percentage of low-income students and attendance rate by entering them into each analysis before the relevant set of dimensions.

If all observed values of an ISAT variable (e.g., every elementary school's percentage of third graders who met or exceeded the ISAT reading requirement) could be accurately predicted, it would mean that the predictors could explain, or account for, all of the fluctuations in that ISAT variable. In other words, the predictors would account for 100% of its variance. The amount of variance in ISAT performance that was actually attributable to predictors is indicated in a regression analysis by the R^2 statistic. R^2 is the *proportion* of variance explained, so to convert it to a percentage, the decimal point needs to be moved two places to the right. The "Change in R^2" is the proportion of variance attributable to whatever predictor(s) were entered in that step.

For example, the R^2 (proportion of variance) associated solely with attendance rate in Table 16 is .349, meaning that attendance accounted for 34.9% of the variance in the percentage of third graders who met or exceeded the required ISAT reading score. A school's percentage of low-income students explained an additional 33.7% of the variance. Those two predictors jointly explained a total of 70.3% of the variance (converting the cumulative R^2 to a percentage). The three ILS implementation dimensions that correlated with the third grade ISAT variables explained only an additional 1.7% of the variance, which was not a significant increment. Nor did the dimensions account for a significant amount of variance in the percentage of third graders who met or exceeded the required ISAT math score (see Table 17).

However, the ILS implementation dimensions that correlated with the percentages of fifth and eighth graders who met or exceeded the required ISAT reading and math scores did account for a significant portion of variance beyond that explained by attendance rate and the percentage of low-income students. The relevant set of dimensions for all of these ISAT variables included every ILS implementation dimension except Curriculum and District/School Infrastructure. Table 18 shows that the ILS implementation dimensions explained 6.1% of the variance in fifth grade ISAT reading performance. Table 19 shows that they accounted for 5.2% of the variance in fifth grade ISAT math performance. As seen in Table 20, the dimensions accounted for 6.4%

Table 16. Regression on the Percentage of Third Graders Who Met or Exceeded the Required ISAT Reading Score, 2005 (N = 108)

Step	Predictors	Cumulative R^2	Change		
			R^2	F stat	Sig.
1	Attendance Rate	.349	.349	56.754	.000
2	% of Low-Income Students	.686	.337	112.673	.000
3	Community & Stakeholder Involvement Professional Development Student Learning & Assessment	.703	.017	1.935	.129

Table 17. Regression on the Percentage of Third Graders Who Met or Exceeded the Required ISAT Math Score, 2005 (N = 108)

Step	Predictors	Cumulative R^2	Change		
			R^2	F stat	Sig.
1	Attendance Rate	.370	.370	62.277	.000
2	% of Low-Income Students	.642	.271	79.475	.000
3	Community & Stakeholder Involvement Professional Development Student Learning & Assessment	.649	.007	.680	.567

Table 18. Regression on the Percentage of Fifth Graders Who Met or Exceeded the Required ISAT Reading Score, 2005 (N = 103)

Step	Predictors	Cumulative R^2	Change		
			R^2	F stat	Sig.
1	Attendance Rate	.376	.376	60.600	.000
2	% of Low-Income Students	.597	.222	54.930	.000
3	Affective Response Community & Stakeholder Involvement Instruction Professional Development Student Learning & Assessment	.659	.061	3.402	.007

Table 19. Regression on the Percentage of Fifth Graders Who Met or Exceeded the Required ISAT Math Score, 2005 (N = 103)

Step	Predictors	Cumulative R^2	Change		
			R^2	F stat	Sig.
1	Attendance Rate	.402	.402	67.757	.000
2	% of Low-Income Students	.602	.200	50.090	.000
3	Affective Response Community & Stakeholder Involvement Instruction Professional Development Student Learning & Assessment	.654	.052	2.877	.018

Table 20. Regression on the Percentage of Eighth Graders Who Met or Exceeded the Required ISAT Reading Score, 2005 (N = 73)

Step	Predictors	Cumulative R^2	Change		
			R^2	F stat	Sig.
1	Attendance Rate	.397	.397	46.941	.000
2	% of Low-Income Students	.680	.283	62.272	.000
3	Affective Response Community & Stakeholder Involvement Instruction Professional Development Student Learning & Assessment	.744	.064	3.271	.011

Table 21. Regression on the Percentage of Eighth Graders Who Met or Exceeded the Required ISAT Math Score, 2005 (N = 73)

Step	Predictors	Cumulative R^2	Change		
			R^2	F stat	Sig.
1	Attendance Rate	.361	.361	40.327	.000
2	% of Low-Income Students	.715	.354	87.310	.000
3	Affective Response Community & Stakeholder Involvement Instruction Professional Development Student Learning & Assessment	.842	.127	10.441	.000

of the variance in eighth grade ISAT reading performance. ILS implementation's greatest predictive ability was with respect to eighth grade ISAT math performance; 12.7% of its variance was attributable to the dimensions (see Table 21).

Summary

Year 1 Teacher survey findings indicate that teachers perceive ILS implementation to have increased over time, both overall and by dimension. For example, in 2005, a greater percentage of teachers in Illinois judged their schools to be in the third and fourth levels of ILS implementation than in 2002 and 1999. Further, teachers reported increases in levels of ILS implementation across each dimension except Affective Response, which remained constant from 2002 to 2005, and District/School Infrastructure, which dropped slightly from 2002 to 2005. Teachers reported the greatest consistent increase over time for the Instruction and Student Learning/Assessment dimensions. In 2005, teachers reported Instruction, Curriculum, and Professional Development to be the most highly implemented dimensions of ILS implementation. Conversely, teachers reported the Community and Stakeholder Awareness and District/School Infrastructure dimensions to be the least implemented dimensions.

Similar trends emerge when considering ILS implementation by various subgroups. Teachers in elementary, middle, and high schools all reported increases in overall ILS implementation over time, with elementary teachers consistently reporting the highest level of ILS implementation. As

with the aggregate of all teachers, in 2005 teachers by school level reported Curriculum, Instruction, and Professional Development to be the most highly implemented dimensions of ILS implementation, and Community and Stakeholder Awareness District/School Infrastructure to be the least implemented dimension. Teachers in each of the four will and capacity designations (Low Will-Low Capacity, High Will-Low Capacity, Low Will-High Capacity, and High Will-High Capacity) all reported increases over time in the levels of ILS implementation, with teachers in High Will-High Capacity schools consistently reporting the highest levels.

When considering ILS implementation in 2005 across dimensions by content area (English/language arts, math, science, social science) and grade level taught, English/language arts teachers in elementary, middle, and high school consistently reported the greatest levels of ILS implementation. Variation exits by school level and within school level by dimension in regard to teachers in the content areas reporting the lowest levels of ILS implementation. For example, in elementary schools, where teachers across content areas reported the least amount of variation in ILS implementation, math teachers reported the lowest levels of implementation for Community and Stakeholder Awareness and science teachers for Curriculum and Instruction. In middle school, math teachers reported the lowest levels of implementation for Community and Stakeholder Awareness and District/School Infrastructure; science teachers for Professional Development; and social science teachers for Affective Response, Instruction, and Student Learning/Assessment. In high school, where teachers across content areas reported the greatest amount of variation in ILS implementation, math teachers consistently reported the lowest levels of ILS implementation. Across school level and content area, teachers consistently reported Community and Stakeholder Awareness to be the least implemented dimension.

When considering ILS implementation in 2005 across dimensions by special population group taught (special education, early childhood, ELL, Title 1, "other"[4]), ELL teachers consistently reported the highest levels of ILS implementation when compared to both the general population and other special population groups. Special education and "other" teachers consistently reported the lowest levels of ILS implementation. Again, across all groups, teachers consistently reported Community and Stakeholder Awareness to be the least implemented dimension.

When considering ILS implementation in 2005 for the matched sample of teachers and principals, both groups reported over two thirds of their schools to be at the third level of ILS implementation or higher. However, principals in this matched sample reported higher levels of ILS implementation overall and across dimensions. Both teachers and principals reported Community and Stakeholder Awareness to be the least implemented dimension.

Finally, whether or not ILS implementation significantly predicted the percentages of students who met or exceeded ISAT reading and math standards varied by grade. For example, ILS did not significantly predict the percentages of third graders who met or exceeded standards on the ISAT reading or math sections. However, the dimensions of ILS implementation (Affective Response, Community and Stakeholder Involvement, Instruction, Professional Development, and Student Learning and Assessment) that correlated with the percentages of fifth and eighth graders who met or exceeded standards on ISAT reading and math were significant predictors. Regression analyses showed that these dimensions n accounted for a significant portion of variance beyond that explained by attendance rate and the percentage of low-income students.

CHAPTER III: AVAILABILITY AND USE OF PROFESSIONAL DEVELOPMENT SUPPORTS AND RESOURCES

In addition to survey items related to the extent of ILS implementation, teachers and principals responded to forced-choice and open-ended survey items intended to assess the extent of their knowledge about and use of various support resources related to the ILS. Specifically, they were asked to:

1. Identify resources and professional development providers available in their area;
2. Specify resources and professional development providers that they had used;
3. List the best practices in and biggest supports for ILS implementation; and
4. Indicate the barriers to implementation.

This chapter presents the findings related to these topics, including data from both the forced-choice and open-ended items. Of the 2041 teachers who submitted surveys and whose responses are included in the analysis of the forced-choice items, 1010 responded to the open-ended items. Of the 146 principals who submitted surveys, 72 responded to the open-ended items.

Perceived Availability and Use of ILS-Related Professional Development and Resources

Figure 15 on page 44 shows 1) the percentage of teachers who indicated "Yes" to recognizing the availability of various ILS in-services/professional development activities in their area, and 2) the percentage of teachers who reported participating in various ILS in-services/professional development activities. The greatest percentage of teachers, 75.5%, recognized the availability of ILS training during School Improvement (SIP) Days. Other highly recognized ILS-related activities include in-house presentations, in-services sponsored by the district, school-sponsored in-services, and activities offered by Regional Offices of Education/Intermediate Service Centers/Educational Service Centers (ROEs/ISCs/ESCs), with 68.2%, 64.6%, 64.2%, and 60.7%, respectively. These findings suggest that teachers are more aware of local ILS in-services/ professional development activities than those provided at external venues.

In addition to teachers recognizing the availability of ILS professional development during SIP days, the greatest percentage of teachers, 72.9%, also reported participating in ILS professional development during SIP days. Other professional development activities with high percentages of teachers reporting participation included school-sponsored activities, other in-house presentations, and district-sponsored in-services, with 72.3%, 69.6%, and 66.1%, respectively. Similar to the availability findings previously described, the participation findings suggest that teachers participate most in local ILS in-services/professional development activities.

In comparison with teacher's reported recognition of and participation in professional development activities, Figure 16 on page 45 shows the percentage of principals who indicated "Yes" to recognizing the availability of these activities, as well as indicating their participation in them. As similarly reported by teachers, the greatest percentage of principals, 90.8%, recognized that ILS-related professional development activities were available during SIP days. Other available activities include professional conferences, other in-house presentations, and activities offered by ROEs/ISCs/ESCs, with 88.9%, 84.1%, and 83.5%, respectively. These findings

Figure 15. Teachers' Report of the Availability of and Their Participation in ILS In-Service Activities, 2005 (N = 177 Schools)

Average Percentage of Teachers
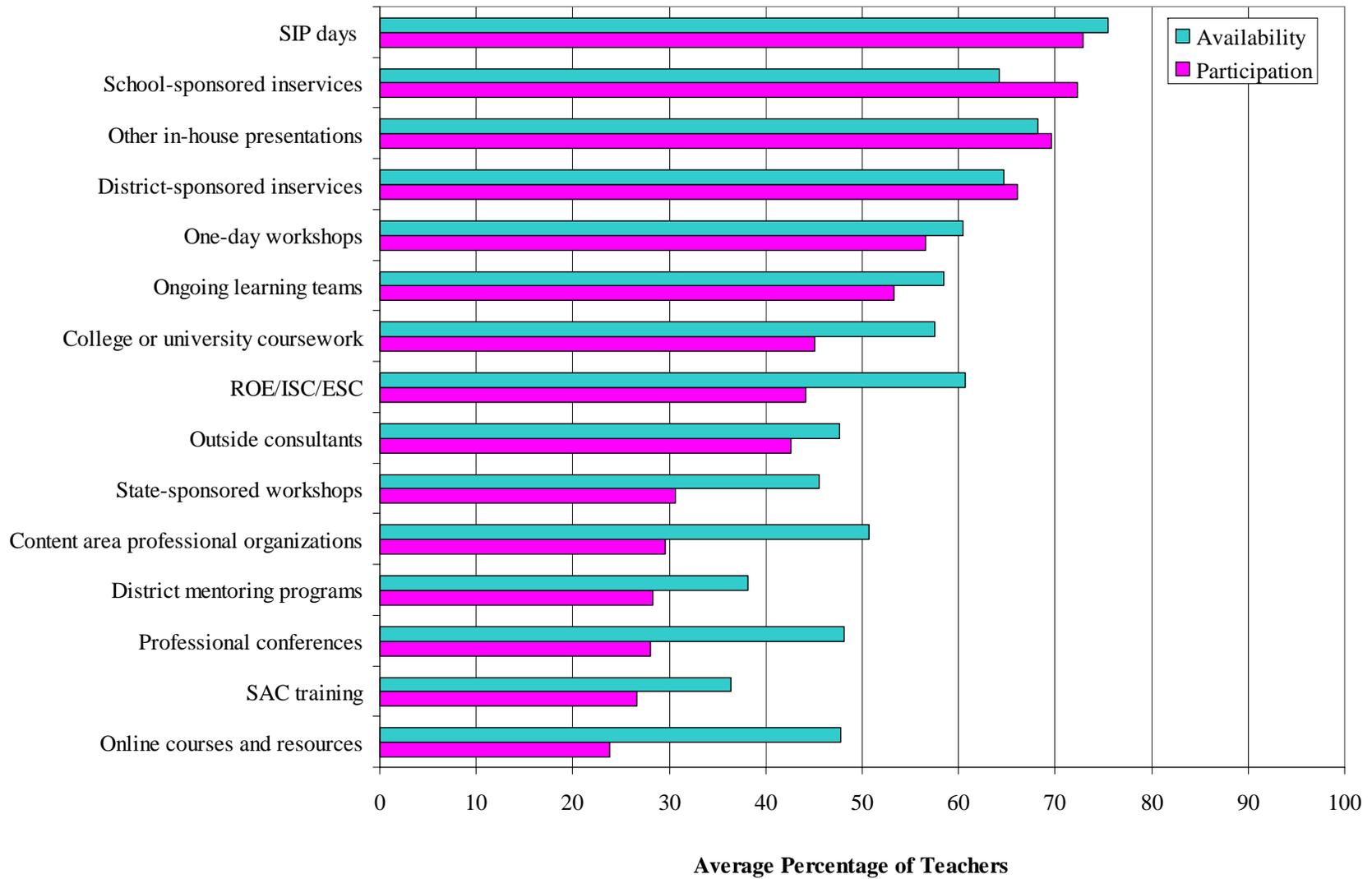
Figure 16. Principals' Report of the Availability of and Their Participation in ILS In-Service Activities, 2005 (Sorted by Participation)

Percentage of Principals (N = 122 Schools)
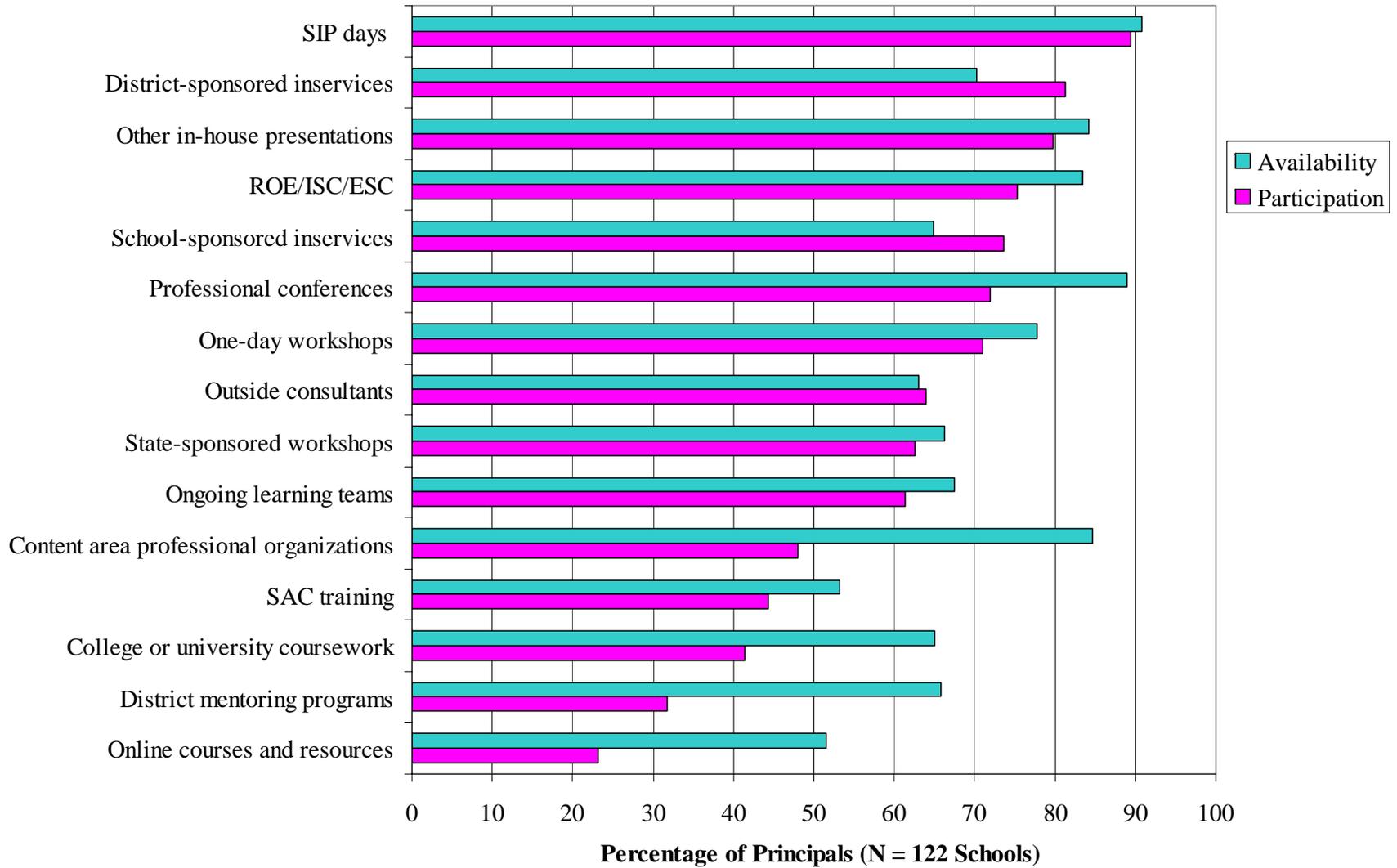
suggest that principals, as well as teachers, are highly aware of local ILS in-services/professional development activities.

In addition to the highest percentage of principals recognizing that ILS-related professional development activities were available during SIP days, the greatest percentage of principals, 89.4%, also reported participating in ILS-related professional development activities during SIP days. Other ILS-related professional development activities with high percentages of principals reporting participation included district-sponsored in-services, other in-house presentations, and activities offered by ROEs/ISCs/ESCs, with 81.3%, 79.8%, and 75.3%, respectively. These findings suggest that principals as well as teachers participate most in local ILS-related professional development activities.

Figure 17 on page 47 shows the average ratings on a scale from 1 (not at all) to 5 (a great deal) of teacher and principal use of various ISBE-developed ILS resources. The overall pattern of responses from both teachers and principals was similar for all resources, with principals consistently reporting greater use. The figure shows that teachers and principals reported the most use of the *Performance Descriptors, Classroom Assessments, and Student Exemplars*, with means of 3.4 and 3.7, respectively. Teachers and principals also reported relatively strong use of the *Rubrics for a Standards Implementation System*, with means of 3.1 and 3.3, respectively, and the *Illinois Assessment Frameworks*, with means of 2.9 and 3.6, respectively. Teachers and principals reported the least use of the *Distributed Occupational Skills*, with means of 1.2 and 1.5, respectively and the *Illinois Birth-to-3 Program Standards*, with means of 1.3 and 1.7, respectively.

Figure 18 on page 48 shows the percentage of teachers and principals reporting the ways they access ISBE-developed ILS resources. Teachers reported that they accessed these resources most often via hard copies provided by school administration, electronically from the ISBE website, and via hard copies provided at in-service/professional development activities, with 53.1%, 47.9%, and 46.0%, respectively. Conversely, 56.4% of the principals reported that they most often accessed ILS-related resources electronically through CD-ROMs provided by ISBE.

Figure 19 on page 49 shows teachers' and principals' mean ratings of the extent to which they perceive various groups were offered ILS in-service activities in 2005. The figure shows a similar pattern for teachers and principals, with principals consistently reporting that groups were offered ILS in-service activities to a greater degree. General education teachers reported that they were targeted for ILS in-service activities the most, with a mean of 3.7, followed by special education teachers and administrators with means of 3.1 and 2.8, respectively. Principals reported that both they and general education teachers were targeted for ILS in-service activities the most with a mean of 4.1 for both groups, followed by special education teachers with a mean of 4.0. Principals perceived themselves to be targeted for ILS in-service activities to a greater degree than teachers perceived principals to be targeted for such activities. Both teachers and principals reported parents and families, and paraprofessionals to be among the groups least targeted for ILS in-service activities, with teacher means of 1.3 and 1.9, respectively, and principal means of 1.8 and 2.4, respectively.

Figure 17. Teachers' and Principals' Report of Their Average Use of ILS Resources, 2005 (N = 122 Schools)
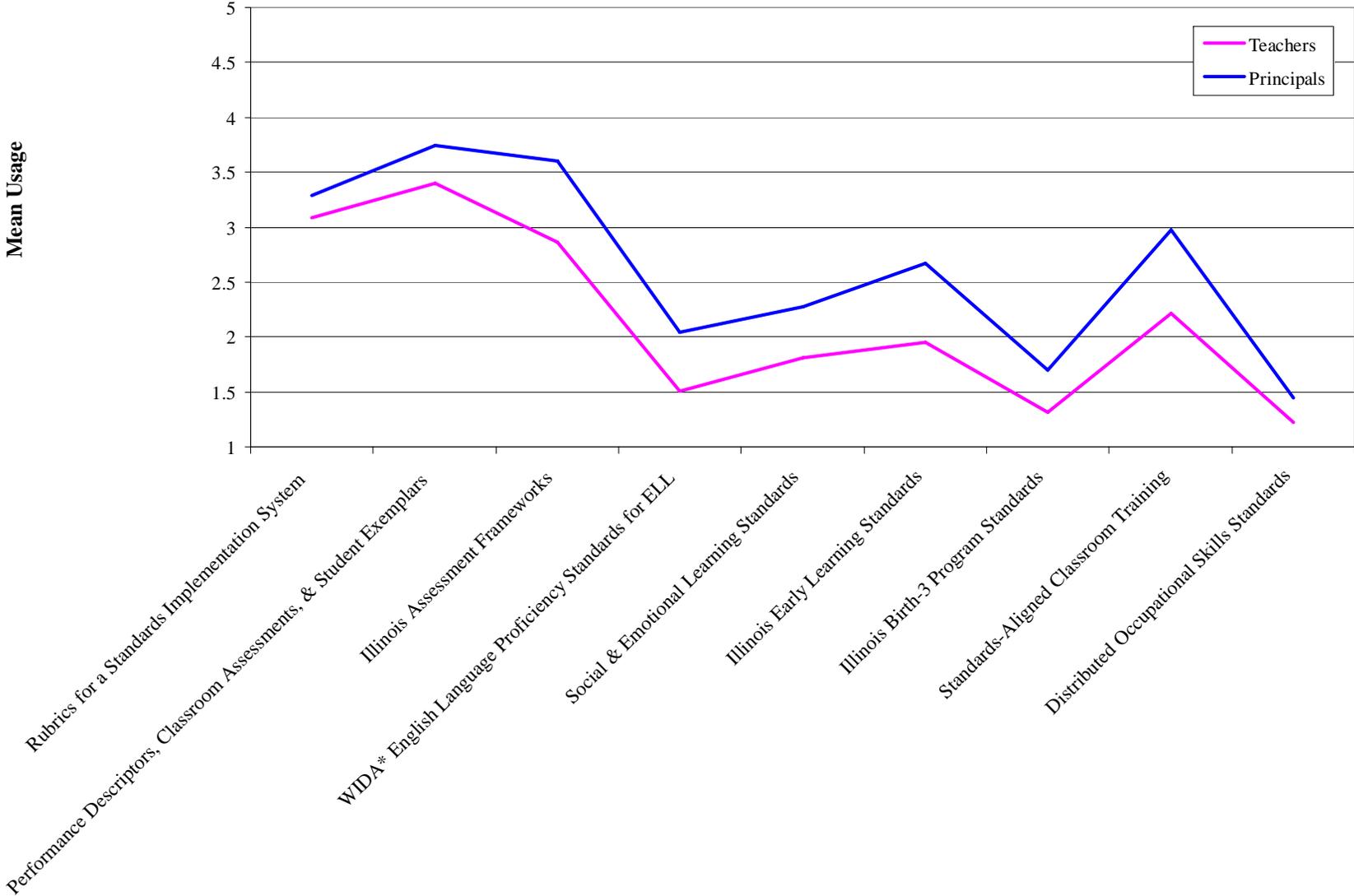
*World-Class Instructional Design & Assessment

Figure 18. Percentage of Teachers and Principals Who Obtained ILS Information via Various Sources, 2005 (N = 122 Schools)
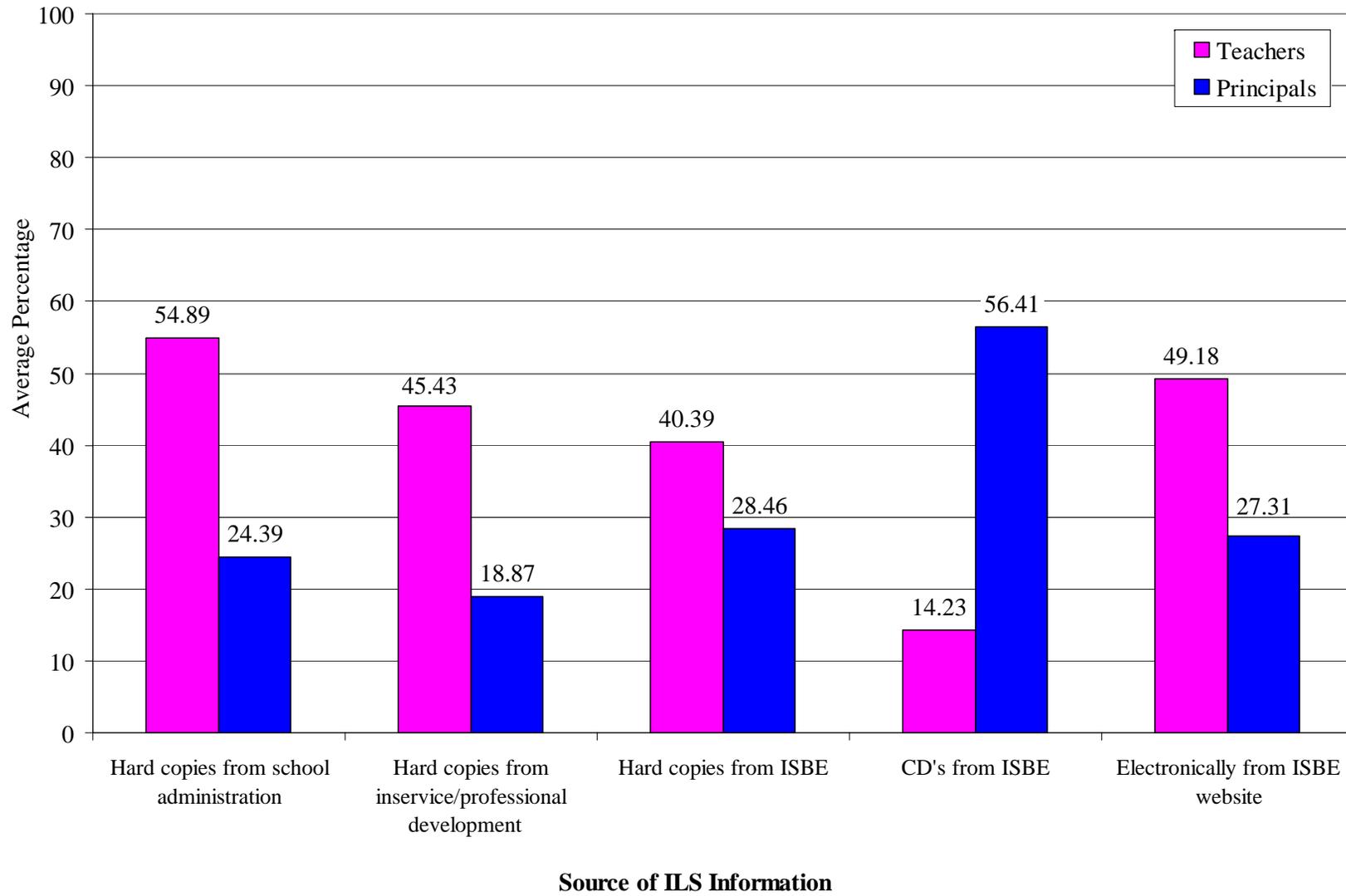
Figure 19. Teachers' and Principals' Mean Ratings of the Extent to Which Various Groups Were Offered ILS In-Service Activities, 2005 (N = 122 Schools)
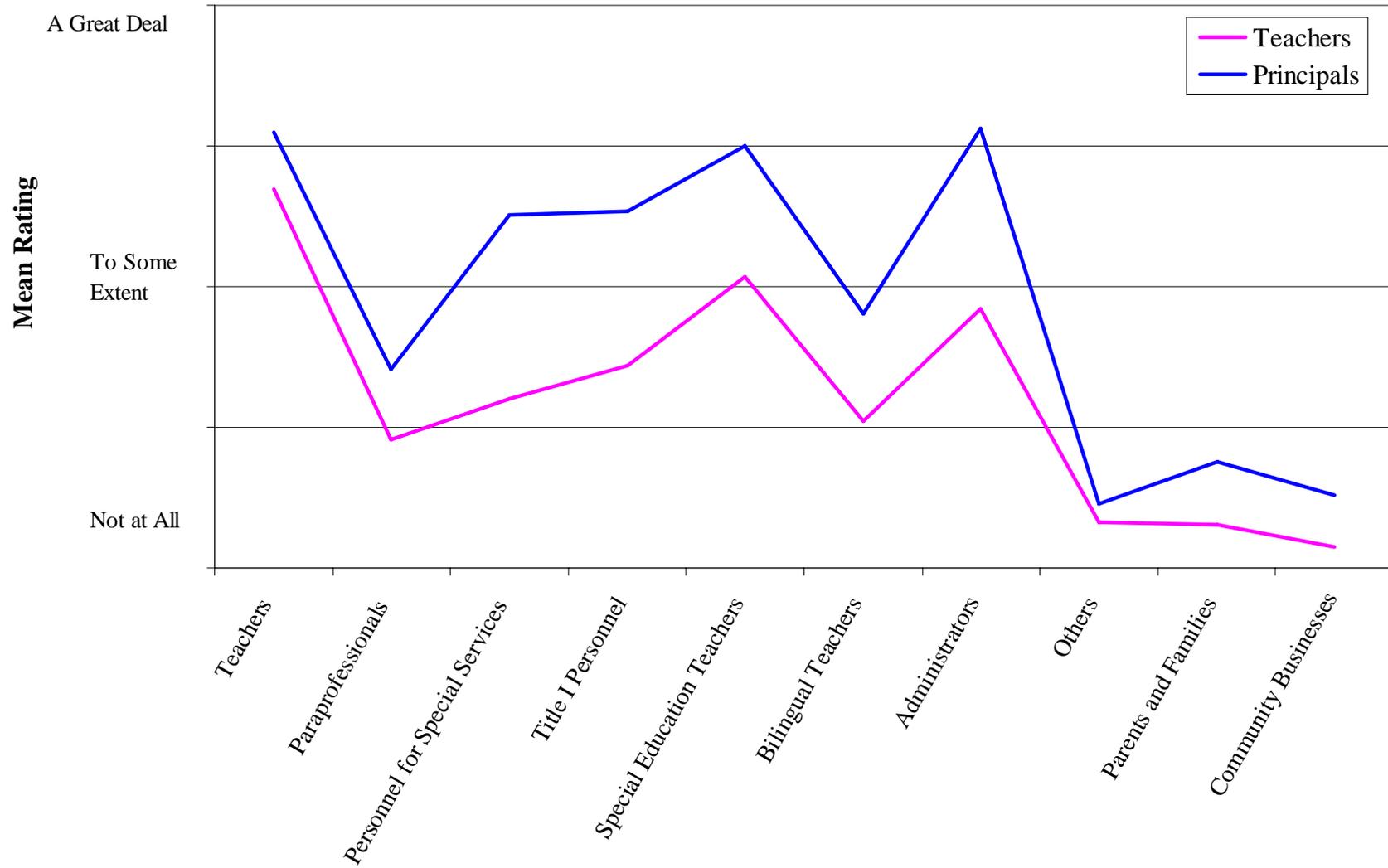
Figure 20 on page 51 shows the percentage of teachers that perceive their ILS-related needs have been met by their district's professional development activities. The figure shows that 70% of the teachers reported that their ILS-related needs have been met, at least to some extent. Additionally, 37% of the teachers reported that their ILS-related needs have been met by their district's professional development activities to a great extent.

Supports for, Barriers to, and Best Practice Regarding ILS Implementation

Open-ended survey items offered teachers and principals the opportunity to elaborate on factors that they perceive might help or hinder ILS implementation in their classrooms, schools, and districts.

Supports for Implementing the ILS

Teacher Edition Survey Item # 102/Principal Edition Survey Item #103: What are some of the supports for implementing the ILS in your school/district?

Table 22, which follows on page 52, shows the results of teacher and principal responses to the open-ended item regarding supports for implementing the ILS in their school/district. While the table contains the full range of responses, teachers most frequently cited professional development (39.3%, n = 247), administration support (25.8%, n = 162), and collaborative teams (21.3%, n = 134) as supports to implementing the ILS. Principals most frequently cited professional development (53.8%, n = 28), the ROE's/ISCs/ESCs (23.1%, n = 12), and certain personnel (21.2%, n = 11) as supports to implementing the ILS. The responses below illustrate these support categories teachers and principals reported.

<u>Teachers</u>

Professional Development

- "There are constant references to the ILS when we are having meetings."

- "The district provides training for new teachers concerning learning targets and assessment for learning."

- "Institute days are often used for discussing and making goals in relation to the ILS. Faculty meetings are used in the same way."

- "SAC training gives time for teachers to work together."

Administrative Support

- "A new middle school principal who is very interested and up-to-date on ILS."

- "Our superintendent has been very supportive, as well as assistant superintendent of curriculum. They are very supportive of our efforts to improve using ILS!"

- "Administration is great, always willing to work with staff in regards to ILS."

- "Administrators willing to work with teachers to implement these standards on a timely basis."

Figure 20. Extent to Which Teachers' ILS-Related Needs Have Been Met by Their District's Professional Development Activities, 2005 (Percentage of Teachers Who Chose Each Response)

Legend:
- 1 Not at All
- 2
- 3 to Some Extent
- 4
- 5 a Great Deal
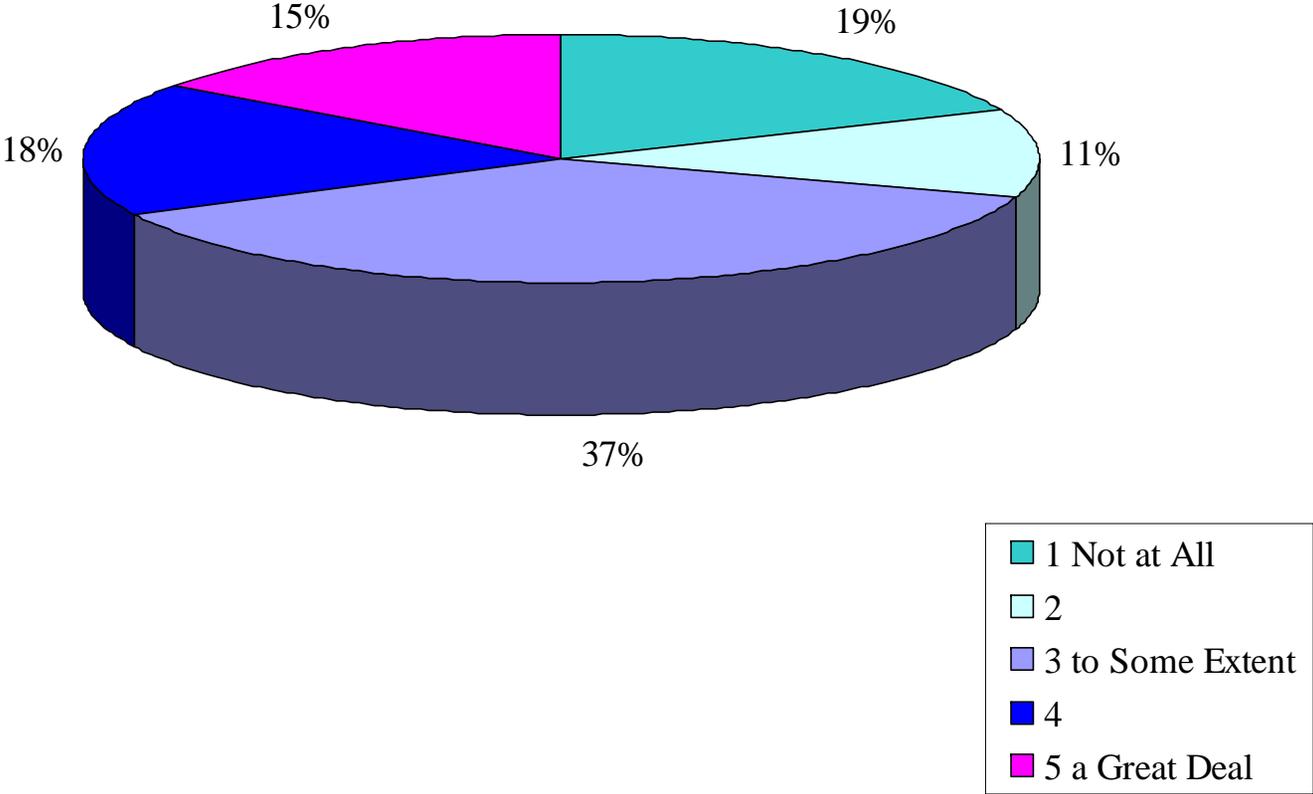
Table 22. School/District Supports for Implementing ILS

Supports	Teachers (N = 628)		Principals (N = 52)	
	#	%	#	%
1. Professional development, in-services, SIP Days, meetings, teacher institute days; SAC training	247	39.3%	28	53.8%
2. Administration Support: Superintendent, Principal	162	25.8%	7	13.5%
3. Teams; peer collaboration; grade-level, subject-area planning; school leadership team; curriculum committee, mentoring	134	21.3%	6	11.5%
4. Align curriculum, lesson plans to ILS; curriculum mapping, curriculum mapping template, framework	119	18.9%	8	15.4%
5. Materials: Binders, hard copies of ILS, other materials, i.e. manipulatives	97	15.4%	3	5.8%
6. Personnel: enthusiastic teachers, curriculum coordinator, lead literacy teacher, reading coaches, department heads, consultants, substitute teachers for training, mentoring	86	13.7%	11	21.2%
7. Technology: websites, database, on-line lessons, curriculum mapping software	62	9.9%	4	7.7%
8. ROE, ISC, Regional offices	29	4.6%	12	23.1%
9. Time	24	3.8%	1	1.9%
10. Rubrics, testing, assessments, interactive tests	9	1.4%	N/A	N/A
11. Instruction, Block scheduling, I-Can statements	8	1.3%	N/A	N/A
12. Funds	7	1.1%	6	11.5%
13. Standards: provide uniform education, guides, goals to work toward	7	1.1%	1	1.9%

- "Our superintendent is very supportive and helpful with staff on making meeting times for ISAT discussions, grade-level meetings, and vertical team meetings. She also has given us information from ISBE on ISAT, Illinois Framework, and the ILS.

Collaborative Teams

- "We have grade-level meetings to discuss ILS. Curriculum committees are also dedicated to analysis of standards."

- "I have great support from my principal and within my subject area (7th grade science). The district is working on implementing alignment throughout the grade levels."

- "We have weekly grade-level meetings with the teachers and together we make sure that we have covered all the necessary ILS."

Principals

Professional Development

- "In-service training; school improvement meetings; [are supports for ILS implementation]."

- "A great deal of staff development and the resources [are] necessary for a successful implementation."

ROE's/ISCs/ESCs

- "Excellent support from ROE #40, excellent presenter and resource."

- "Workshops sponsored by ROE."

Certain Personnel

- "Newer teachers are trained already in ILS from college."

- "Excellent Title 1 coordinators that train."

Barriers to Implementing the ILS

Teacher Edition Survey Item # 101/Principal Edition Survey Item #102: What are some of the barriers to implementing the ILS in your school/ district?

Table 23, which follows on page 54, shows the results of teacher and principal responses to the open-ended item regarding barriers to implementing the ILS in their school/district. While the table contains the full range of responses, teachers most frequently cited lack of time (41.7%, n = 345), lack of funds (19.3%, n = 160), and large class sizes/inadequate facilities (8.6%, n = 71) as barriers to implementing the ILS. Principals most frequently cited lack of time (40.6%, n = 26), teacher resistance (32.8%, n = 21), and lack of funds (28.1%, n = 18) as barriers to implementing the ILS. The responses below illustrate these support categories that teachers and principals reported.

Table 23. Barriers to Implementing ILS

Barrier	Teachers (N = 827)		Principals (N = 64)	
	#	%	#	%
1. Time	345	41.7%	26	40.6%
▪ Lack of time-general	198	23.9%	12	18.8%
▪ Inadequate training/lack of training/training time	111	13.4%	10	15.6%
▪ Lack of planning time	108	13.1%	8	12.5%
▪ Lack of collaboration/collaboration time	75	9.1%	3	4.7%
2. Lack of funds	160	19.3%	18	28.1%
3. Large class size/inadequate facilities and resources	71	8.6%	3	4.7%
4. Student abilities/attitudes/diversity	70	8.5%	2	3.1%
5. Standards	65	7.9%	N/A	N/A
6. Teacher resistance	65	7.9%	21	32.8%
7. Lack of materials	62	7.5%	N/A	N/A
8. Lack of support/resources	62	7.5%	4	6.3%
9. Curriculum	61	7.4%	6	9.4%
10. Lack of instruction time	37	4.5%	N/A	N/A
11. Lack of parent/community involvement	35	4.2%	3	4.7%
12. None	35	4.2%	2	3.1%
13. Lack of administration/district support	31	3.7%	4	6.3%
14. Lack of personnel	30	3.6%	2	3.1%
15. Too much testing/problems with tests	27	3.3%	3	4.7%
16. Special education issues	26	3.1%	N/A	N/A
17. Lack of technology	22	2.7%	2	3.1%
18. Too much paperwork	18	2.2%	2	3.1%
19. Poor instruction	13	1.6%	N/A	N/A
20. ISBE	12	1.5%	N/A	N/A
21. Scheduling	12	1.5%	N/A	N/A
22. Programs (lack/too many)	10	1.2%	N/A	N/A

<u>Teachers</u>

Lack of Time

- "Barriers to implementation include the amount of information that needs to be disseminated about different curriculum, programs, etc., versus the in-service time available."

- "We need time (mandated) to align our school curriculum with city and state standards. They are not at all aligned now."

- "Teachers get more and more piled on and no more hours in the day. When the district chooses good curriculum, this should keep the teacher from needing to always check if lessons are aligned to state standards. I'm thankful we do not have to specifically write this into lesson plans. Teachers never or rarely have enough planning time by the time papers are graded, discipline issues resolved, etc. Good planning time makes a big difference.

- "Our only plan period has been reduced from forty minutes to thirty minutes."

- "We need time made available during the school day for cross-grade-level teachers to meet to discuss problems and to share positives, ideas, and strategies that are working."

Lack of Funds

- "Funding is the primary issue. Please provide us with funding to comply with standards."

- "Planning time and funding are the two major barriers in implementing the ILS. Without enough time or the proper materials, it is very hard to change a curriculum."

- "Those schools who in the past have not received any monetary help should receive it in order to better implement the ILS within the school and then across the district. I believe the district does a poor job of implementing the ILS because they're too worried about charter schools who are not mandated to use the ILS."

Large Class Sizes/Inadequate Facilities and Resources

- "We don't have space to adequately house students. I don't understand why [our district] is spending millions to start new charter schools when good schools like [our school] cannot put its students adequately in a classroom. [Our school] should be allotted extra money to add four to five new classrooms."

- "The large class sizes prevent teachers from giving individual attention to students who need it most."

- "One of the barriers of implementing the ILS in my school/district is lack of resources. Changes are expected, for example, to do guided reading groups, but we lack leveled readers. Workbooks are taken away without anything to replace them."

- "Teachers are missing resources, like textbooks, to help them implement ILS."

Principals

Lack of Time

- "Not enough time for staff development."

- "Lack of release time to work on ILS in a comprehensive manner."

Teacher Resistance

- "Getting veteran teachers to identify ILS and teach to them rather than take what they already teach and search for standards that fit."

- "Lack of enthusiasm and commitment from faculty."

- "Teacher reluctance to change; lack of experience with ILS."

Lack of Funds

- "Having money for planning/training release time would be ideal!"

- "Lack of funding to provide support."

Perceived Best Practices Regarding the Implementation of ILS

Teacher Edition Survey Item # 100/Principal Edition Survey Item #101: What are considered best practices at your school regarding the implementation of ILS?

Table 24, which follows on page 57, presents both teacher and principal responses to survey items regarding best ILS implementation practices. While the table contains the full range of responses, both teachers (56.1%, n = 403) and principals (64.3%, n = 36) most frequently cited curriculum alignment as a best ILS implementation practice. The responses below illustrate this best practice category.

Teachers

Curriculum Alignment

- "Aligning our curriculum (mapping) to the standards. Meeting with grades above and below to make sure we cover every area and no duplicates are being made."

- "Aligning standards into curriculum and writ[ing] weekly lesson plans with standards listed and implemented. Also in classroom newsletters parents are informed about standards as reasons to why we are learning and doing certain activities."

- "Our district is currently developing a curriculum map, aligned to the ILS, which will help all district teachers teach content based on the standards within our existing curriculum. Weekly team planning helps us communicate and share ideas and methods to meet ILS."

Table 24. Best Practices Regarding the Implementation of ILS

Best Practice	Teachers (N = 719)		Principals (N = 56)	
	#	%	#	%
1. Align curriculum, lesson plans to ILS; curriculum mapping, curriculum mapping template, framework	403	56.1%	36	64.3%
2. Variety of Instructional practices, block scheduling, I-Can statements	122	17.0%	10	17.9%
3. Teams; peer collaboration; grade-level, subject-area planning; school leadership team; curriculum committee, mentoring	107	14.9%	8	14.3%
4. Rubrics, testing, assessments, interactive tests, student needs identified via testing, standards-based assessments	106	14.7%	13	23.2%
5. Professional development, inservices, SIP Days, meetings, teacher institute days; SAC training	72	10.0%	11	19.6%
6. Personnel: enthusiastic teachers, curriculum coordinator, lead literacy teacher, reading coaches, department heads, consultants, substitute teachers for training, peer mentoring/coaching	27	3.8%	2	3.7%
7. Materials: Binders, hard copies of ILS, other materials, i.e. manipulatives; display standards in classrooms	24	3.3%	7	13.0%
8. Special Education: IEP goals aligned to standards; ILS often don't relate (toileting, eating, motor skills, following directions); inclusion of SpEd students	19	2.7%	1	1.8%
9. Administration Support: Superintendent, Principal, ROE, ISC	16	2.2%	1	1.8%
10. Time allotted for curriculum alignment	10	1.4%	N/A	N/A
11. Technology: websites, database, on-line lessons, curriculum mapping software	10	1.4%	1	1.8%
12. Programs: after-school, summer school, tutoring, Modern Red Schoolhouse, pullout	9	1.3%	2	3.6%
13. Parent Involvement	7	1.0%	2	3.7%

Principals

Curriculum Alignment

- "Align curriculum; stating expectation; quarter mapping, year mapping goals; mentoring and partnering with peers."

- "Each quarter, we do quarterly mapping of five subjects using the ILS. Lesson plans are developed/aligned to the mapping."

- "Having professional people come in and meet with the teachers/administration to align curriculum to the ILS."

Summary

Year One Teacher and Principal Edition survey findings indicate that teachers and principals are most aware of and participate in ILS-related professional development activities offered locally. Both groups to some degree use the variety of ILS resources ISBE has made available since the previous study of ILS implementation; however, principals consistently reported greater use than teachers. Both groups reported most use of the *Performance Descriptors, Classroom Assessments, and Student Exemplars*. In terms of how teachers and principals access these resources, teachers reported they access them most via the ISBE website, while principals reported that they access them most via ISBE-provided CD's. The pattern of teacher and principal perceptions of the extent to which various groups are offered ILS in-service activities is generally the same, with both teachers and principals reporting that teachers are most offered ILS in-service activities. Teachers and principals reported that paraprofessionals, parents and families, and businesses are among the groups offered the fewest ILS in-service activities.

The open-ended items on the Teacher and Principal Editions of the survey allowed respondents the opportunity to report their perceptions of the greatest supports for, barriers to, and best practices regarding ILS implementation. The highest percentage of teachers reported professional development, administrative support, and collaborative teams among the greatest supports for ILS implementation. The highest percentage of principals reported professional development, the ROE's/ISC's/ESC's, and certain school staff among the greatest supports for ILS implementation. Conversely, the highest percentage of both teachers and principals reported lack of time and funds as two of the greatest barriers to ILS implementation. Finally, the greatest percentage of both teachers and principals reported alignment of curriculum and lesson plans and variety of instructional practices among the best practices regarding ILS implementation.

CHAPTER IV. FINDINGS AND RECOMMENDATIONS

Findings

The first year of the current study of ILS implementation generated findings that represent:

- Teacher perceptions of ILS implementation over time, both overall and across the seven dimensions described in Chapter II of this report,

- Teacher perceptions of ILS implementation by subgroups including: teachers in elementary, middle and high schools; teachers in schools assigned to one of four will and capacity designations; teachers in the content areas of English/language arts, math, science, and social science; and teachers of special education, ELL, Title 1, and early childhood students;

- Changes in instructional practices related to the ILS;

- The perceptions of ILS implementation of a matched sample of teachers and principals;

- The relationship of ILS implementation to student achievement based on the 2005 ISAT; and

- Teacher and principal perceptions of supports for, barriers to, and best practices regarding ILS implementation.

This chapter presents the main findings from this first year, as well as recommendations based on these findings.

- ❖ **Teachers report ILS implementation has increased from 2002 to 2005.** In 2005, teachers in Illinois judged 81.5% of the schools to be in the third level of ILS implementation, a significant increase from 78.7% in 2002. Further, in 2005, teachers in Illinois judged 10.3% of the schools to be in the fourth level of ILS implementation, an increase from 3.3% in 2002. Schools at the third level, labeled as *Transition to a Standards Led System*, are likely to have the following characteristics:

  - Plans, policies, and timelines for ILS implementation are in place and well known at the district, school, and classroom levels;

  - Linkages exist between ILS and district curricula, and ILS are beginning to impact teaching, lesson planning, evaluation of student work, textbook selection, resource allocation, and professional development on a widespread basis;

  - Efforts are made to adapt ILS to fit school and district structures;

  - University pre-service and continuing education programs incorporate ILS; and

  - Students are beginning to gain awareness of ILS.

Schools at the fourth level, labeled as *Emerging New Infrastructure to Support an ILS-Led System*, are likely to have the following characteristics:

- Support structures and resources for ongoing support of ILS implementation are put into place;

- Administrators, teachers, and other school staff make widespread references to the ILS when discussing academic issues;

- Students display widespread awareness of the ILS; and

- Parents and the media make widespread references to the ILS when discussing academic issues.

❖ **Teachers and principals view levels of ILS implementation in their schools differently, with principals reporting greater levels of ILS implementation.** For example, in a matched sample of teachers and principals, 85.6% and 5.6% of teachers reported their schools to be in the third and fourth levels of ILS implementation, respectively, while 48.4% and 45.6% of principals reported their schools to be in the third and fourth levels of ILS implementation, respectively.

❖ **Elementary teachers continue to report the highest levels of implementation when compared to middle and high school teachers.** While all three school types (elementary, middle, and high) exhibited increases in ILS implementation levels since 2002, elementary school teachers have consistently reported higher ILS implementation.

❖ **Across the seven dimensions of ILS implementation, Instruction appears to be the most strongly implemented dimension in 2005.** This dimension includes evidence of the ILS in classroom context (e.g., posters, bulletin boards, and verbal reinforcement), selection of teaching strategies and instructional practices, and teaching philosophy and beliefs.

❖ **Across the seven dimensions of ILS implementation, Community and Stakeholder Awareness remains the lowest implemented dimension in 2005, despite growth over time.** This dimension includes dissemination of information about ILS to the community and other stakeholders, and community and stakeholder involvement in implementing and using the ILS.

❖ **ILS Implementation across all seven dimensions except Affective Response and District/School Infrastructure has increased over time from 1999 to 2005.** The mean for Affective Response remained constant from 2002 to 2005, and the mean for District/School Infrastructure fell slightly from 2002 to 2005.

❖ **ILS implementation significantly predicted the percentages of students who met or exceeded ISAT reading and math standards at grades 5 and 8, but not at grade 3.** For example, ILS implementation did not significantly predict the percentages of third graders who met or exceeded standards on the ISAT reading or math sections. However, the dimensions of ILS implementation (Affective Response, Community and Stakeholder

Involvement, Instruction, Professional Development, and Student Learning and Assessment) that correlated with the percentages of fifth and eighth graders who met or exceeded standards on the ISAT reading and math sections were significant predictors. Regression analyses showed that these dimensions of ILS implementation accounted for a significant portion of variance beyond that explained by attendance rate and the percentage of low-income students. The amount of variance in ISAT performance attributable to ILS implementation ranged from 5.2% (fifth grade ISAT math) to 12.7% (eighth grade ISAT math).

❖ **Professional development and resources related to ILS implementation are readily available and widely used by Illinois teachers and principals.** Teachers and principals reported greatest awareness of and participation in ILS-related professional development activities offered locally (e.g., School Improvement Days, school- and district-sponsored in-services, and other in-house presentations).

❖ **Survey findings indicate variability in teacher and principal use of ILS resources (e.g., the *Illinois Assessment Frameworks*, *Rubrics for a Standards Implementation System*, and *Social and Emotional Standards*).** While principals consistently reported greater use of all resources, the pattern of use is the same. Both teachers and principals reported greatest use of the *Performance Descriptors, Classroom Assessments, and Student Exemplars*.

Recommendations

The evaluation team, with input from the Evaluation Advisory Committee, recommends the following based on 2005 teacher and principal survey findings:

1. **The vast majority of schools in the state are in the third level of ILS implementation. To increase implementation, ISBE should produce materials and professional development opportunities that describe how schools can reach higher levels of implementation. These resources should be targeted toward middle and high schools.**

2. **ISBE should facilitate Community and Stakeholder Awareness of ILS by providing schools with examples of ILS-based report cards, newsletters, and other parent-oriented information.**

3. **To facilitate use of ILS resources, ISBE should consolidate them into a streamlined and easily accessible package that would include the ILS and the variety of resources designed to help schools and districts implement them. Since a large percentage of teachers reported accessing ILS resources via the ISBE website, the agency should maximize use of the site for this purpose. Since over one half of principals reported accessing ILS resources via ISBE-provided CDs, ISBE should continue to distribute them to principals.**

4. **Both teachers and principals are aware of and likely to participate in local ILS professional development activities. To help bring schools into higher levels of ILS implementation, ISBE should provide schools and Regional Offices of Education/**

Intermediate Service Centers/Educational Service Centers with training modules or other similar resources for use during local professional development activities, including School Improvement Days, in-services, or workshops.

APPENDICES

APPENDIX A

**REVIEW OF FINDINGS AND RECOMMENDATIONS FROM
THE 1999–2002 EVALUATION OF ILS IMPLEMENTATION**

**Review of Findings and Recommendations from the 1999–2002
Evaluation of ILS Implementation**

Findings from the final report of the previous evaluation of ILS implementation included the following:

❖ **Implementation has remained steady during the final year of the study.**

❖ **Professional development, curriculum development, and district/school infrastructure are the most highly implemented dimensions. Instruction and affective response also reflect Level Three Implementation.**

❖ **Community and stakeholder involvement is low at all levels, though it has increased from 1999.**

❖ **Relationships between ISAT performance and ILS implementation are beginning to emerge.**

❖ **Stakeholders identify four effects of standards implementation:**

❖ **The standards have brought a new focus and clarity to school improvement efforts.**

❖ **ILS implementation has promoted more meaningful involvement and engagement of teachers' and administrators' work toward the goal of student learning.**

❖ **Respondents associated ILS implementation with a growing acceptance and understanding of standards-based reform.**

❖ **Local educators report that ILS provide a means of assuring a more equitable education for all students by asserting that schools are accountable for certain levels of content mastery for all their students.**

Based on these findings, recommendations from the final report of the previous evaluation of ILS implementation included the following:

❖ **Continue to promote the central role of the standards in state accountability and assessment.**

❖ **Set expectations for local standards implementation.**

❖ **Foster and support capacity building at the local level for effective standards implementation, focusing on data-based decision making and instructional change.**

❖ **Clarify the relationship between state assessments and the standards.**

APPENDIX B

ILS TEACHER SURVEY

**SURVEY FOR EVALUATING THE
IMPLEMENTATION OF THE ILLINOIS LEARNING STANDARDS
TEACHER EDITION (v1.1)**

DISTRICT   **SCHOOL**

This survey explores the extent to which teachers and administrators are implementing the Illinois Learning Standards (ILS). The Standards were adopted and distributed by the Illinois State Board of Education during the 1997–98 school year. They include:

1. State Goals for Learning in seven learning areas (English & Language Arts, Mathematics, Science, Social Studies, Physical Development & Health, Fine Arts, and Foreign Languages).
2. Learning Standards for each of the State Goals.
3. Learning Benchmarks, which define progress at five developmental levels (early elementary, late elementary, middle or junior high, early high, and late high school) for each Standard.
4. Performance Descriptors (www.isbe.net/ils/html/descriptors.htmand). These resources are intended to help teachers align their curricula to the Standards and to help students meet performance expectations at ten stages of educational development.
5. Assessment Frameworks (http://www.isbe.net/assessment/IAFIndex.htm). These documents define the content that will be assessed on the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Exam (PSAE) beginning with the 2005–2006 school year.

This survey will be used to derive: 1) the extent to which the ILS are being implemented, 2) effective strategies for implementation, 3) factors that inhibit or facilitate implementation, and 4) the relation between implementation and student achievement as measured by ISAT and PSAE.

You have been randomly selected to participate in this survey, which should take approximately 25 minutes to complete. Your superintendent has given permission for your district to participate. Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. You are also free to decline to answer any questions. The results of the individual surveys will be kept strictly confidential, and your name will never be associated with the survey results. A general summary of the results will be sent to the Illinois State Board of Education for use at the state level. A summary of school results that strictly maintains teacher confidentiality will be sent to principals.

If you have questions or need forms, please contact Lizanne DeStefano (destefan@uiuc.edu), Victoria Hammer (vhammer@uiuc.edu), or Holly Downs (hadowns@uiuc.edu) at the University of Illinois (217-244-7348). Thank you for your cooperation.

FOR SCHOOL ID PURPOSES, **PLEASE DO NOT REMOVE THIS PAGE.**

DO NOT XEROX   **THANK YOU**

Teacher Demographics

Your answers to the following questions will support our analysis of the ILS implementation process. Your responses are completely confidential. Please fill in the appropriate circle(s).
Like this: ●   NOT like this: ⊗   ⊙   ⊘   Using a pen works well (or dark pencil marks).

TD0. How many years of teaching experience do you have?   ⓪

                                                                  ① ①

<u>Examples</u>   ② ②

For 10 yrs, fill in '1' in the left-hand column & '0'   ③ ③
        in the right-hand column   ④ ④

For 2 yrs, fill in '2' in the right-hand column   ⑤ ⑤

                                                                    ⑥

                                                                    ⑦

                                                                    ⑧

                                                                    ⑨

TD1. What is the highest level of education you have
      attained? Please fill in only one circle.   Bachelor's Degree   ○

                                                          Bachelor's Degree,   ○
                                                                          plus

                                                                Master's Degree   ○

                                                        Master's Degree, plus   ○

                                                                Ed.D. or Ph.D.   ○

TD2. What grade level(s) do you presently teach?

Pre-K   ○   1   ○   4   ○   7   ○   10   ○

   K   ○   2   ○   5   ○   8   ○   11   ○

                  3   ○   6   ○   9   ○   12   ○

TD3. My primary teaching assignment(s) for this year is (are):

General Elementary School class	○	Special Education	○
English/Language Arts	○	Early Childhood	○
Mathematics	○	English Language Learner/Bilingual	○
Science	○	Title I	○
Social Studies	○	Other	○

If your teaching assignment is "Other," please specify.
NOTE: Please make sure your responses are inside the box so the scanner can read them.

TD4. Is (are) your primary teaching assignment(s) in an area where you hold certification?

yes ○
no ○

TD5. Have you participated in the Standards-Aligned Classroom Training?

yes ○
no ○

If yes, when did you attend the training (mo. & yr.)?

Jan	○	May	○	Sep	○	2000	○	2004	○
Feb	○	June	○	Oct	○	2001	○	2005	○
Mar	○	July	○	Nov	○	2002	○	2006	○
Apr	○	Aug	○	Dec	○	2003	○		

TD6. If it were available, would you complete this survey online?

yes ○
no ○

Part I: Teaching Method, Curriculum, Assessment, and Teacher Responses to ILS

For each of the following statements, please fill in the circle that best represents your answer.

	Not at all		To some extent		A great deal
1. I have heard of the Illinois Learning Standards (ILS).	①	②	③	④	⑤
2. I have read the ILS subject content for my primary teaching assignment(s).	①	②	③	④	⑤
3. I am involved in our curriculum alignment efforts.	①	②	③	④	⑤
4. I consider the ILS when selecting curriculum materials for my classroom.	①	②	③	④	⑤
5. I have made changes in the way I teach as a result of implementing the ILS.	①	②	③	④	⑤
6. I have made changes in the way I test students as a result of implementing the ILS.	①	②	③	④	⑤
7. I have made changes in the way I evaluate students' overall performance as a result of implementing the ILS.	①	②	③	④	⑤
8. I have made changes in the materials I use as a result of implementing the ILS.	①	②	③	④	⑤
9. I have made changes in the way I give feedback to students as a result of implementing the ILS.	①	②	③	④	⑤
10. I have made changes in the way I give feedback to parents as a result of implementing the ILS.	①	②	③	④	⑤
11. I have eliminated activities and units previously taught in the classroom because they are not aligned with the ILS.	①	②	③	④	⑤
12. All grade-level/content area curriculums are aligned with ILS.	①	②	③	④	⑤
13. I have materials that help me implement the ILS in the classroom.	①	②	③	④	⑤
14. Aligning the curriculum to the ILS has changed the instructional materials I use in the classroom.	①	②	③	④	⑤
15. My students are aware of the expectations of the ILS for the subjects and classes I teach.	①	②	③	④	⑤
16. I have reduced the redundancy within the curriculum as a result of implementing the ILS.	①	②	③	④	⑤
17. I consider the ILS when grading the students.	①	②	③	④	⑤
18. I consider the ILS when developing classroom assessments.	①	②	③	④	⑤
19. The ILS have caused me to change teaching methods.	①	②	③	④	⑤

Part I: continued	Not at all		To some extent		A great deal
20. I believe the ILS promote a higher level of student learning than previous State Goals for Learning.	①	②	③	④	⑤
21. I consider the ILS when choosing teaching methods.	①	②	③	④	⑤
22. I use a greater variety of teaching methods as a result of implementing the ILS.	①	②	③	④	⑤
23. I align my class lessons with the ILS.	①	②	③	④	⑤
24. I am in agreement with the content of the ILS for my primary teaching assignment(s).	①	②	③	④	⑤
25. I discuss the ILS at parent-teacher meetings and conferences.	①	②	③	④	⑤
26. I am more confident in teaching as a result of implementing the ILS.	①	②	③	④	⑤
27. I am eager to implement the ILS in my classroom.	①	②	③	④	⑤
28. I take every advantage to learn more about the use of the ILS.	①	②	③	④	⑤
29. I have personal goals for implementing the ILS in my school/district.	①	②	③	④	⑤
30. I have been involved in implementing the ILS in my school/district.	①	②	③	④	⑤
31. I believe that implementing the ILS has had a positive effect on the teaching and learning at my school.	①	②	③	④	⑤
32. I am satisfied with the content of the ILS for the grade levels and subjects I teach.	①	②	③	④	⑤
33. I use data from the following sources to make instructional decisions in my classroom.					
a. Classroom work	①	②	③	④	⑤
b. Classroom tests	①	②	③	④	⑤
c. District-developed tests	①	②	③	④	⑤
d. Standardized tests (not including state testing)	①	②	③	④	⑤
e. ISAT tests	①	②	③	④	⑤
f. PSAE tests	①	②	③	④	⑤
g. Illinois Alternate Assessment (IAA) tests	①	②	③	④	⑤
h. Illinois Measure of Annual Growth in English (IMAGE) tests	①	②	③	④	⑤

Part I: continued	Not at all		To some extent		A great deal
i. Student input	①	②	③	④	⑤
j. Parental input	①	②	③	④	⑤
k. Other:	①	②	③	④	⑤
34. I use the ILS to develop IEPs for students in Special Education.	①	②	③	④	⑤
35. The ILS are relevant for instructors of students who are in Special Education.	①	②	③	④	⑤
36. The ILS are relevant for instructors of students who are English language learners (ELL).	①	②	③	④	⑤
37. I use available technology to help me integrate the ILS into my classroom (e.g., Internet, PowerPoint, etc.).	①	②	③	④	⑤
38. I use available technology to help me monitor and manage the ILS in my classroom (i.e., performance reporting and data management).	①	②	③	④	⑤
39. I am aware of the Illinois Assessment Frameworks.	①	②	③	④	⑤
40. I use the Illinois Assessment Frameworks to inform instructional planning.	①	②	③	④	⑤

Part II: School Environment

	Not at all		To some extent		A great deal	Do not know
41. At my school, the ILS influence decision making about how we teach.	①	②	③	④	⑤	○
42. Our school improvement plan is aligned with the ILS.	①	②	③	④	⑤	○
43. ILS are discussed at faculty meetings.	①	②	③	④	⑤	○
44. My school is making progress in its efforts to implement the ILS.	①	②	③	④	⑤	○
45. ILS are used as one dimension of our teacher evaluation plan.	①	②	③	④	⑤	○
46. Our district curriculum is aligned to the ILS.	①	②	③	④	⑤	○
47. Data from the ISAT/PSAE/IMAGE/IAA testing and the School Report Card are used to make school improvement decisions at my school.	①	②	③	④	⑤	○

Part II: continued	Not at all		To some extent		A great deal	Do not know
48. My school is stalled in efforts to implement the ILS.	①	②	③	④	⑤	◯
49. The teachers at my school have been directed to align their curriculum content area to the ILS.	①	②	③	④	⑤	◯
50. My students are more prepared for the ISAT/ PSAE as a result of implementing the ILS.	①	②	③	④	⑤	◯
51. **If you teach students who participate in the IAA:** My students are more prepared for the IAA as a result of implementing the ILS.	①	②	③	④	⑤	◯
52. **If you teach students who participate in the IMAGE:** My students are more prepared for the IMAGE as a result of implementing the ILS.	①	②	③	④	⑤	◯
53. Our school uses a standards-based report card.	①	②	③	④	⑤	◯
54. Student report cards reference the ILS when reporting performance information to parents.	①	②	③	④	⑤	◯
55. My school has seen increases in student achievement as a result of implementing the ILS.	①	②	③	④	⑤	◯
56. Parents are aware of the expectations of the ILS for their child's performance.	①	②	③	④	⑤	◯
57. There are in-service opportunities on the content and use of the ILS at my school.	①	②	③	④	⑤	◯
58. Faculty meetings are used to discuss implementation of the ILS.	①	②	③	④	⑤	◯
59. My school concentrates on creating a vision and defining goals for student learning.	①	②	③	④	⑤	◯
60. My school uses measurable feedback to track student progress toward learning outcomes.	①	②	③	④	⑤	◯
61. My school reflects on where we are now compared to our vision and student learning goals.	①	②	③	④	⑤	◯
62. My school has determined what actions are needed to reach our vision and student learning goals.	①	②	③	④	⑤	◯
63. My school is implementing the actions needed to reach our vision and student learning goals	①	②	③	④	⑤	◯
64. My school continuously scans the environment for change (community, legislation, educational trends).	①	②	③	④	⑤	◯
65. Our principal considers the use of the ILS in personnel evaluations.	①	②	③	④	⑤	◯
66. My school/district has a timeline for implementing the ILS.	①	②	③	④	⑤	◯

Part III: School/District Environment and Community Awareness

	Not at all		To some extent		A great deal	Do not know
67. Faculty at my school/district know the timeline for implementing the ILS.	①	②	③	④	⑤	○
68. My school/district has a committee for implementing the ILS.	①	②	③	④	⑤	○
69. My district is making progress in its efforts to implement the ILS.	①	②	③	④	⑤	○
70. Results from ISAT/PSAE/IMAGE/IAA testing and the School Report Card are used at the district level to plan and make policy and administrative decisions.	①	②	③	④	⑤	○
71. The implementation of the ILS affects funding for instructional materials in my school.	①	②	③	④	⑤	○
72. Our locally selected standardized testing instruments are consistent with the ILS.	①	②	③	④	⑤	○
73. Our district has seen increases in student achievement as a result of implementing the ILS.	①	②	③	④	⑤	○
74. My school/district requires all teachers to receive training in the use of the ILS.	①	②	③	④	⑤	○
75. Parents have been involved in aligning the curriculum to the ILS.	①	②	③	④	⑤	○
76. Information sessions on the ILS have been offered to parents and community members at the school/district level.	①	②	③	④	⑤	○
77. Training sessions about the ILS are provided for parents and community members in my school.	①	②	③	④	⑤	○
78. Our school/district newsletter to parents contains details about the ILS.	①	②	③	④	⑤	○
79. Our school/district website contains details about the ILS.	①	②	③	④	⑤	○
80. Information sessions on the ILS have been offered to parents and community members at the district level.	①	②	③	④	⑤	○
81. The ILS have changed parents' expectations of classroom activities.	①	②	③	④	⑤	○
82. The ILS have changed parents' expectations of student learning.	①	②	③	④	⑤	○
83. Our school board is involved in implementing the ILS.	①	②	③	④	⑤	○
84. Our school board makes decisions for educational policy based on the ILS.	①	②	③	④	⑤	○

Part III: continued	Not at all		To some extent		A great deal	Do not know
85. Our school board has allocated resources to implement the ILS.	①	②	③	④	⑤	○
86. Members of the business community are involved in implementing the ILS.	①	②	③	④	⑤	○
87. Implementation of the ILS has changed the community's expectations of student performance.	①	②	③	④	⑤	○
88. Our district is stalled in its efforts to implement the ILS.	①	②	③	④	⑤	○
89. Our school has developed a plan to disseminate the ILS, Performance Descriptors, and the Illinois Assessment Frameworks materials to parents.	①	②	③	④	⑤	○

Part IV: Professional Development and Support Resources

	Yes	No	Do not know
90. ILS in-services/professional development activities are available in my area through:			
a. State-sponsored workshops	Ⓨ	Ⓝ	○
b. The Regional Office of Education (ROE)/Intermediate Service Center (ISC)/Educational Service Center (ESC)	Ⓨ	Ⓝ	○
c. District-sponsored in-services	Ⓨ	Ⓝ	○
d. School-sponsored in-services	Ⓨ	Ⓝ	○
e. Outside consultants	Ⓨ	Ⓝ	○
f. College or University Coursework	Ⓨ	Ⓝ	○
g. Other in-house staff/faculty presentations (during staff meetings, planning time, etc.)	Ⓨ	Ⓝ	○
h. Online courses and resources	Ⓨ	Ⓝ	○
i. Ongoing Learning Teams (e.g., grade-level teams, professional book discussion groups, etc.)	Ⓨ	Ⓝ	○
j. District mentoring programs	Ⓨ	Ⓝ	○
k. One-day workshops	Ⓨ	Ⓝ	○
l. Professional conferences (e.g., Association for Supervision and Curriculum Development, National Middle School Association, etc.)	Ⓨ	Ⓝ	○

Part IV: continued	Yes	No	Do not know
m. Content area professional organizations (e.g., National Council of Teachers of Mathematics, National Council of Teachers of English, Illinois Reading Council, etc.)	Ⓨ	Ⓝ	○
n. School Improvement (SIP) days	Ⓨ	Ⓝ	○
o. Standards-Aligned Classroom (SAC) training	Ⓨ	Ⓝ	○
91. I have participated in ILS in-services/professional development activities through:			
a. State-sponsored workshops	Ⓨ	Ⓝ	○
b. My Regional Office of Education (ROE)/Intermediate Service Center (ISC)/Educational Service Center (ESC)	Ⓨ	Ⓝ	○
c. District-sponsored in-services	Ⓨ	Ⓝ	○
d. School-sponsored in-services	Ⓨ	Ⓝ	○
e. Outside consultants	Ⓨ	Ⓝ	○
f. College or university coursework	Ⓨ	Ⓝ	○
g. Other in-house staff/faculty presentations (during staff meetings, planning time, etc.)	Ⓨ	Ⓝ	○
h. Online courses and resources	Ⓨ	Ⓝ	○
i. Ongoing Learning Teams (e.g., grade-level teams, professional book discussion groups, etc.)	Ⓨ	Ⓝ	○
j. District mentoring programs	Ⓨ	Ⓝ	○
k. One-day workshops	Ⓨ	Ⓝ	○
l. Professional conferences (e.g., Association for Supervision and Curriculum Development, National Middle School Association, etc.)	Ⓨ	Ⓝ	○
m. Content area professional organizations (e.g., National Council of Teachers of Mathematics, National Council of Teachers of English, Illinois Reading Council, etc.)	Ⓨ	Ⓝ	○
n. School Improvement (SIP) days	Ⓨ	Ⓝ	○
o. Standards-Aligned Classroom (SAC) training	Ⓨ	Ⓝ	○

Part IV: continued	Not at all		To some extent		A great deal	Do not know
92. In general, the above professional development includes information on using the Illinois Assessment Frameworks and assessment data to improve curriculum and instruction.	①	②	③	④	⑤	○

93. List any other sources of available in-service/professional development activities relevant to ILS implementation. **NOTE: Please make sure your responses stay inside the box so the scanner can read them.**

94. Please indicate the degree to which these activities are occurring in your school and district **as a result of ILS implementation**:	Not considering this change	Considering this change	Currently making this change	Already made this change	Do not know
a. Increasing teacher planning time	①	②	③	④	○
b. Adopting block scheduling	①	②	③	④	○
c. Aligning the curriculum with the ILS	①	②	③	④	○
d. Increasing summer school options	①	②	③	④	○
e. Adopting/expanding after-school tutoring	①	②	③	④	○
f. Adding transition grades	①	②	③	④	○
g. Changing to a balanced calendar (year round)	①	②	③	④	○
h. Reducing class sizes	①	②	③	④	○
i. Lengthening the school day	①	②	③	④	○
j. Lengthening the school year	①	②	③	④	○
k. Changing the way we report school performance	①	②	③	④	○
l. Increasing standardized testing	①	②	③	④	○

Part IV: continued	Not considering this change	Considering this change	Currently making this change	Already made this change	Do not know
m. Revising personnel responsibilities	①	②	③	④	○
n. Multi-age classrooms	①	②	③	④	○
o. Grade-level looping	①	②	③	④	○
p. Professional book discussion/lesson study groups	①	②	③	④	○
q. Teacher mentoring programs	①	②	③	④	○
r. Peer coaching	①	②	③	④	○
s. Adequate Yearly Progress (AYP) meetings	①	②	③	④	○

95. List any other changes that you have made in response to implementation of ILS.

	Not at all		To some extent		A great deal	Do not know
96. The professional development provided by my district addressed my needs and questions regarding the ILS.	①	②	③	④	⑤	○
97. To what extent have you used the following resources:	①	②	③	④	⑤	○
a. Rubrics for a Standards Implementation System	①	②	③	④	⑤	○
b. Performance Descriptors, Classroom Assessments, and Student Exemplars	①	②	③	④	⑤	○
c. The Illinois Assessment Frameworks	①	②	③	④	⑤	○
d. World-class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for English Language Learners	①	②	③	④	⑤	○

Part IV: continued	Not at all		To some extent		A great deal	Do not know
e. Social and Emotional Learning Standards	①	②	③	④	⑤	◯
f. Illinois Early Learning Standards	①	②	③	④	⑤	◯
g. Illinois Birth-to-3 Program Standards	①	②	③	④	⑤	◯
h. Standards-Aligned Classroom Training	①	②	③	④	⑤	◯
i. Distributed Occupational Skills Standards	①	②	③	④	⑤	◯

98. I have accessed the above resources by the following means: (Fill in all that apply)

a. Hard copies provided by my school administration	◯
b. Hard copies from an in-service/professional development activity	◯
c. Hard copies from the Illinois State Board of Education	◯
d. CDs from the Illinois State Board of Education	◯
e. Electronically via the Illinois State Board of Education website	◯

99. In-services/professional development activities related to ILS were offered to:	Not at all		To some extent		A great deal	Do not know
a. Teachers	①	②	③	④	⑤	◯
b. Aides	①	②	③	④	⑤	◯
c. Personnel for special services	①	②	③	④	⑤	◯
d. Title I personnel	①	②	③	④	⑤	◯
e. Special Education teachers	①	②	③	④	⑤	◯
f. Bilingual teachers	①	②	③	④	⑤	◯
g. Administrators	①	②	③	④	⑤	◯
h. Other	①	②	③	④	⑤	◯
i. Parents and families	①	②	③	④	⑤	◯
j. Community businesses	①	②	③	④	⑤	◯

NOTE: Please make sure your responses stay inside the box so the scanner can read them.

100.   What are considered best practices at your school regarding the implementation of the ILS?

101.   What are some of the barriers to implementing the ILS in your school/district?

102. What are some of the supports for implementing the ILS in your school/district?

103. Please use the space below to discuss other issues and additional information about the ILS within your school or your district

Thank you for completing this survey.

1401614902006

APPENDIX C

ILS PRINCIPAL SURVEY

**SURVEY FOR EVALUATING THE
IMPLEMENTATION OF THE ILLINOIS LEARNING STANDARDS
ADMINISTRATOR EDITION (v1.1)**

DISTRICT   **SCHOOL**

This survey explores the extent to which teachers and administrators are implementing the Illinois Learning Standards (ILS). The Standards were adopted and distributed by the Illinois State Board of Education during the 1997–98 school year. They include:

1. State Goals for Learning in seven learning areas (English & Language Arts, Mathematics, Science, Social Studies, Physical Development & Health, Fine Arts, and Foreign Languages).
2. Learning Standards for each of the State Goals.
3. Learning Benchmarks, which define progress at five developmental levels (early elementary, late elementary, middle or junior high, early high, and late high school) for each Standard.
4. Performance Descriptors (www.isbe.net/ils/html/descriptors.htmand). These resources are intended to help teachers align their curricula to the Standards and to help students meet performance expectations at ten stages of educational development.
5. Assessment Frameworks (http://www.isbe.net/assessment/IAFIndex.htm). These documents define the content that will be assessed on the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Exam (PSAE) beginning with the 2005–2006 school year.

This survey will be used to derive: 1) the extent to which the ILS are being implemented, 2) effective strategies for implementation, 3) factors that inhibit or facilitate implementation, and 4) the relationship between implementation of the ILS and student achievement as measured by ISAT and PSAE.

You have been randomly selected to participate in this survey, which should take approximately 25 minutes to complete. Your superintendent has given permission for your district to participate. Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. You are also free to decline to answer any questions. The results of the individual surveys will be kept strictly confidential, and your name will never be associated with the survey results. A general summary of the results will be sent to the Illinois State Board of Education for use at the state level.

If you have questions or need forms, please contact Lizanne DeStefano (destefan@uiuc.edu), Victoria Hammer (vhammer@uiuc.edu), or Holly Downs (hadowns@uiuc.edu) at the University of Illinois (217-244-7348). Thank you for your cooperation.

FOR SCHOOL ID PURPOSES, **PLEASE DO NOT REMOVE THIS PAGE.**

DO NOT XEROX   **THANK YOU**

Administrator Demographics

Your answers will support our analysis of the ILS implementation process. Your responses are completely confidential. Please fill in the appropriate circle(s). Like this: ● NOT like this: ⊗ ⊙ ⊘
Using a pen works well (or dark pencil marks).

AD0. How many years of administrative experience have you had?

⓪

① ①

<u>Examples</u>

② ②

③ ③

For 10 yrs, fill in '1' in the left-hand column
& '0' in the right-hand column

④ ④

For 2 yrs, fill in '2' in the right-hand column

⑤ ⑤

⑥

⑦

⑧

⑨

AD1. What is the highest level of education you have attained?

Please fill in only one circle.

Bachelor's Degree	○
Bachelor's Degree, plus	○
Master's Degree	○
Master's Degree, plus	○
Ed.D. or Ph.D.	○

AD2. Have you participated in the Standards-Aligned Classroom Training?

yes ○
no ○

If yes, when did you attend the training (mo. & yr.)?

Jan	○	May	○	Sep	○	2000	○	2004	○
Feb	○	June	○	Oct	○	2001	○	2005	○
Mar	○	July	○	Nov	○	2002	○	2006	○
Apr	○	Aug	○	Dec	○	2003	○		

AD3. If it were available, would you complete this survey online?

yes ○
no ○

Part I: Teaching Method, Curriculum, Assessment, and Teacher/Administrator Responses to ILS

For each of the following statements, fill in the circle that best represents your answer.

	Not at all		To some extent		A great deal
1. I have heard of the Illinois Learning Standards (ILS).	①	②	③	④	⑤
2. I have read the ILS.	①	②	③	④	⑤
3. I am involved in our curriculum alignment efforts.	①	②	③	④	⑤
4. The ILS are considered when selecting curriculum materials for the classrooms.	①	②	③	④	⑤
5. Teachers have made changes in the way they teach as a result of implementing the ILS.	①	②	③	④	⑤
6. Teachers have made changes in the way they test students as a result of implementing the ILS.	①	②	③	④	⑤
7. Teachers have made changes in the way they evaluate student overall performance as a result of implementing the ILS.	①	②	③	④	⑤
8. Teachers have made changes in the materials they use as a result of implementing the ILS.	①	②	③	④	⑤
9. Teachers have made changes in the way they give feedback to students as a result of implementing the ILS.	①	②	③	④	⑤
10. Teachers have made changes in the way they give feedback to parents as a result of implementing the ILS.	①	②	③	④	⑤
11. Teachers have eliminated activities and units previously taught in the classroom because they are not aligned with the ILS.	①	②	③	④	⑤
12. All grade level/content area curriculums are aligned with the ILS.	①	②	③	④	⑤
13. Teachers have materials that help them implement the ILS in the classroom.	①	②	③	④	⑤
14. Aligning the curriculum to the ILS has changed the instructional materials that teachers use in the classroom.	①	②	③	④	⑤
15. Students are aware of the expectations of the ILS.	①	②	③	④	⑤
16. Teachers have reduced the redundancy within the curriculum as a result of implementing the ILS.	①	②	③	④	⑤

Part I: continued	Not at all		To some extent		A great deal
17. Teachers consider the ILS when grading the students.	①	②	③	④	⑤
18. Teachers consider the ILS when developing classroom assessments.	①	②	③	④	⑤
19. The ILS have caused teachers to change teaching methods.	①	②	③	④	⑤
20. I believe the ILS promote a higher level of student learning than previous State Goals for Learning.	①	②	③	④	⑤
21. Teachers consider the ILS when choosing teaching methods.	①	②	③	④	⑤
22. Teachers use a greater variety of teaching methods as a result of implementing the ILS.	①	②	③	④	⑤
23. Teachers align their class lessons with the ILS.	①	②	③	④	⑤
24. I am in agreement with the content of the ILS.	①	②	③	④	⑤
25. The ILS are discussed at parent-teacher meetings and conferences.	①	②	③	④	⑤
26. Teachers are more confident in teaching as a result of implementing the ILS.	①	②	③	④	⑤
27. Teachers are eager to implement the ILS in their classrooms.	①	②	③	④	⑤
28. I take every advantage to learn more about the use of the ILS.	①	②	③	④	⑤
29. I have personal goals for implementing the ILS in my school/district.	①	②	③	④	⑤
30. I have been involved in implementing the ILS in my school/district.	①	②	③	④	⑤
31. I believe that implementing the ILS has had a positive effect on the teaching and learning at my school.	①	②	③	④	⑤
32. Teachers are satisfied with the content of the ILS for the grade levels and subjects they teach.	①	②	③	④	⑤
33. I use data from the following sources to make administrative decisions in my school.					
a. School budget	①	②	③	④	⑤
b. District budget	①	②	③	④	⑤
c. Classroom observations	①	②	③	④	⑤
d. District-developed tests	①	②	③	④	⑤
e. Standardized tests (not including state testing)	①	②	③	④	⑤

Part I: continued	Not at all		To some extent		A great deal
f. ISAT tests	①	②	③	④	⑤
g. PSAE tests	①	②	③	④	⑤
h. Teacher input	①	②	③	④	⑤
i. Student input	①	②	③	④	⑤
j. Parental input	①	②	③	④	⑤
k. Other:	①	②	③	④	⑤
34. Teachers use the ILS to develop IEPs for students in Special Education.	①	②	③	④	⑤
35. The ILS are relevant for instructors of students who are in Special Education.	①	②	③	④	⑤
36. The ILS are relevant for instructors of students who are English language learners (ELL).	①	②	③	④	⑤
37. Teachers use available technology to help integrate the ILS into their classrooms (e.g., Internet, PowerPoint, etc.).	①	②	③	④	⑤
38. Teachers use available technology to help them monitor and manage the ILS in their classrooms (i.e., performance reporting and data management).	①	②	③	④	⑤
39. I am aware of the Illinois Assessment Frameworks.	①	②	③	④	⑤
40. Teachers are aware of the Illinois Assessment Frameworks.	①	②	③	④	⑤
41. Teachers use the Illinois Assessment Frameworks to inform instructional planning.	①	②	③	④	⑤

Part II: School Environment

	Not at all		To some extent		A great deal	Don't know
42. At my school/district, the ILS influence decision making about how teachers teach.	①	②	③	④	⑤	○
43. Our school improvement plan is aligned with ILS.	①	②	③	④	⑤	○

Part II: continued	Not at all		To some extent		A great deal	Don't know
44. The ILS are discussed at faculty meetings.	①	②	③	④	⑤	○
45. My school is making progress in its efforts to implement the ILS.	①	②	③	④	⑤	○
46. The ILS are used as one dimension of our teacher evaluation plan.	①	②	③	④	⑤	○
47. Our district curriculum is aligned to the ILS.	①	②	③	④	⑤	○
48. Data from ISAT/PSAE testing and the School Report Card are used to make school improvement decisions at my school.	①	②	③	④	⑤	○
49. My school is stalled in its efforts to implement the ILS.	①	②	③	④	⑤	○
50. The teachers at my school have been directed to align their curriculum content area to the ILS.	①	②	③	④	⑤	○
51. Students are more prepared for the ISAT/PSAE as a result of implementing the ILS.	①	②	③	④	⑤	○
52. **If you have students who participate in the IAA:** Students are more prepared for the IAA as a result of implementing the ILS.	①	②	③	④	⑤	○
53. **If you have students who participate in the IMAGE:** Students are more prepared for the IMAGE as a result of implementing the ILS.	①	②	③	④	⑤	○
54. Our school uses a standards-based report card.	①	②	③	④	⑤	○
55. Student report cards reference the ILS when reporting performance information to parents.	①	②	③	④	⑤	○
56. My school has seen increases in student achievement as a result of implementing the ILS.	①	②	③	④	⑤	○
57. Parents are aware of the expectations of the ILS for their child's performance.	①	②	③	④	⑤	○
58. There are in-service opportunities on the content and use of the ILS.	①	②	③	④	⑤	○
59. Faculty meetings are used to discuss implementation of the ILS.	①	②	③	④	⑤	○
60. My school concentrates on creating a vision and defining goals for student learning.	①	②	③	④	⑤	○
61. My school uses measurable feedback to track student progress toward learning outcomes.	①	②	③	④	⑤	○
62. My school reflects on where we are now compared to our vision and student learning goals.	①	②	③	④	⑤	○

Part II: continued	Not at all		To some extent		A great deal	Don't know
63. My school has determined what actions are needed to reach our vision and student learning goals.	①	②	③	④	⑤	○
64. My school is implementing the actions needed to reach our vision and student learning goals	①	②	③	④	⑤	○
65. My school continuously scans the environment for change (community, legislation, educational trends).	①	②	③	④	⑤	○
66. I consider the use of the ILS in personnel evaluations.	①	②	③	④	⑤	○

Part III: School/District Environment and Community Awareness

	Not at all		To some extent		A great deal	Don't know
67. My school/district has a timeline for implementing the ILS.	①	②	③	④	⑤	○
68. Faculty at my school/district know the timeline for implementing the ILS.	①	②	③	④	⑤	○
69. My school/district has a committee for implementing the ILS.	①	②	③	④	⑤	○
70. My district is making progress in its efforts to implement the ILS.	①	②	③	④	⑤	○
71. Results from ISAT/PSAE testing and the School Report Card are used at the district level to plan and make policy and administrative decisions.	①	②	③	④	⑤	○
72. The implementation of the ILS affects funding for curricular materials in my school/district.	①	②	③	④	⑤	○
73. Our locally selected standardized testing instruments are consistent with the ILS.	①	②	③	④	⑤	○
74. Our district has seen increases in student achievement as a result of implementing the ILS.	①	②	③	④	⑤	○
75. My school/district requires all teachers to receive training in the use of the ILS.	①	②	③	④	⑤	○
76. Parents have been involved in aligning the curriculum to the ILS.	①	②	③	④	⑤	○
77. Information sessions on the ILS have been offered to parents and community members at the school/district level.	①	②	③	④	⑤	○
78. Training sessions are provided for parents and community members about the ILS in my school.	①	②	③	④	⑤	○

Part III: continued	Not at all		To some extent		A great deal	Don't know
79. Our school/district newsletter to parents contains details about the ILS.	①	②	③	④	⑤	○
80. Our school/district web site contains details about the ILS.	①	②	③	④	⑤	○
81. Information sessions on the ILS have been offered to parents and community members at the district level.	①	②	③	④	⑤	○
82. The ILS have changed parents' expectations of classroom activities.	①	②	③	④	⑤	○
83. The ILS have changed parents' expectations of student learning.	①	②	③	④	⑤	○
84. Our school board is involved in implementing the ILS.	①	②	③	④	⑤	○
85. Our school board makes decisions for educational policy based on the ILS.	①	②	③	④	⑤	○
86. Our school board has allocated resources to implement the ILS.	①	②	③	④	⑤	○
87. Members of the business community are involved in implementing the ILS.	①	②	③	④	⑤	○
88. Implementation of the ILS has changed the community's expectations of student performance.	①	②	③	④	⑤	○
89. Our district is stalled in its efforts to implement the ILS.	①	②	③	④	⑤	○
90. Our school has developed a plan to disseminate the ILS, Performance Descriptors, and the Illinois Assessment Frameworks materials to parents.	①	②	③	④	⑤	○

Part IV: Professional Development and Support Resources

	Yes	No	Don't know
91. ILS in-service and technical assistance programs and courses are available in my area through:			
a. State-sponsored workshops	Ⓨ	Ⓝ	○
b. The Regional Office of Education (ROE)/Intermediate Service Center (ISC)/Educational Service Center (ESC)	Ⓨ	Ⓝ	○
c. District-sponsored in-services	Ⓨ	Ⓝ	○
d. School-sponsored in-services	Ⓨ	Ⓝ	○
e. Outside consultants	Ⓨ	Ⓝ	○

Part IV: continued	Yes	No	Don't know
f. College or University Coursework	Ⓨ	Ⓝ	○
g. Other in-house staff/faculty presentations (during staff meetings, planning time, etc.)	Ⓨ	Ⓝ	○
h. Online courses and resources	Ⓨ	Ⓝ	○
i. Ongoing Learning Teams (e.g., grade-level teams, professional book discussion groups, etc.)	Ⓨ	Ⓝ	○
j. District mentoring programs	Ⓨ	Ⓝ	○
k. One-day workshops	Ⓨ	Ⓝ	○
l. Professional conferences (e.g., Association for Supervision and Curriculum Development, National Middle School Association, etc.)	Ⓨ	Ⓝ	○
m. Content area professional organizations (e.g., National Council of Teachers of Mathematics, National Council of Teachers of English, Illinois Reading Council, etc.)	Ⓨ	Ⓝ	○
n. School Improvement (SIP) days	Ⓨ	Ⓝ	○
o. Standards-Aligned Classroom (SAC) training	Ⓨ	Ⓝ	○
92. I have participated in ILS in-services/professional development activities through:			
a. State-sponsored workshops	Ⓨ	Ⓝ	○
b. My Regional Office of Education (ROE)/Intermediate Service Center (ISC)/Educational Service Center (ESC)	Ⓨ	Ⓝ	○
c. District-sponsored in-services	Ⓨ	Ⓝ	○
d. School-sponsored in-services	Ⓨ	Ⓝ	○
e. Outside consultants	Ⓨ	Ⓝ	○
f. College or university coursework	Ⓨ	Ⓝ	○
g. Other in-house staff/faculty presentations (during staff meetings, planning time, etc.)	Ⓨ	Ⓝ	○
h. Online courses and resources	Ⓨ	Ⓝ	○
i. Ongoing learning teams (e.g., grade-level teams, professional book discussion groups, etc.)	Ⓨ	Ⓝ	○
j. District mentoring programs	Ⓨ	Ⓝ	○
k. One-day workshops	Ⓨ	Ⓝ	○

Part IV: continued	Yes	No	Don't know
l. Professional conferences (e.g., Association for Supervision and Curriculum Development, National Middle School Association, etc.)	Ⓨ	Ⓝ	◯
m. Content area professional organizations (e.g., National Council of Teachers of Mathematics, National Council of Teachers of English, Illinois Reading Council, etc.)	Ⓨ	Ⓝ	◯
n. School Improvement (SIP) days	Ⓨ	Ⓝ	◯
o. Standards-Aligned Classroom (SAC) Training	Ⓨ	Ⓝ	◯

	Not at all		To some extent		A great deal	Don't know
93. In general, the above professional development includes information on using the Illinois Assessment Frameworks and assessment data to improve curriculum and instruction.	①	②	③	④	⑤	◯

94. List any other sources of available in-service/professional development activities relevant to ILS implementation. **NOTE: Please make sure your responses stay inside the box so the scanner can read them.**

95. Please indicate the degree to which these activities are occurring in your school and district **as a result of ILS implementation**:	Not considering this change	Considering this change	Currently making this change	Already made this change	Do not know
a. Increasing teacher planning time	①	②	③	④	○
b. Adopting block scheduling	①	②	③	④	○
c. Aligning the curriculum with the ILS	①	②	③	④	○
d. Increasing summer school options	①	②	③	④	○
e. Adopting/expanding after-school tutoring	①	②	③	④	○
f. Adding transition grades	①	②	③	④	○
g. Changing to a balanced calendar (year round)	①	②	③	④	○
h. Reducing class sizes	①	②	③	④	○
i. Lengthening the school day	①	②	③	④	○
j. Lengthening the school year	①	②	③	④	○
k. Changing the way we report school performance	①	②	③	④	○
l. Increasing standardized testing	①	②	③	④	○
m. Revising personnel responsibilities	①	②	③	④	○
n. Multi-age classrooms	①	②	③	④	○
o. Grade-level looping	①	②	③	④	○
p. Professional book discussion/lesson study groups	①	②	③	④	○
q. Teacher mentoring programs	①	②	③	④	○
r. Peer coaching	①	②	③	④	○
s. Adequate Yearly Progress (AYP) meetings	①	②	③	④	○

96. List any other changes that you have made in response to implementation of ILS.

	Not at all		To some extent		A great deal	Do not know
97. The professional development provided by my district addressed my needs and questions regarding the ILS.	①	②	③	④	⑤	○
98. To what extent have you used the following resources:	①	②	③	④	⑤	○
a. Rubrics for a Standards Implementation System	①	②	③	④	⑤	○
b. Performance Descriptors, Classroom Assessments, and Student Exemplars	①	②	③	④	⑤	○
c. The Illinois Assessment Frameworks	①	②	③	④	⑤	○
d. World-class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for English Language Learners	①	②	③	④	⑤	○
e. Social and Emotional Learning Standards	①	②	③	④	⑤	○
f. Illinois Early Learning Standards	①	②	③	④	⑤	○
g. Illinois Birth-to-3 Program Standards	①	②	③	④	⑤	○
h. Standards-Aligned Classroom Training	①	②	③	④	⑤	○
i. Distributed Occupational Skills Standards	①	②	③	④	⑤	○

99. I have accessed the above resources by the following means: (Fill in all that apply)

a. Hard copies provided by my school administration	○
b. Hard copies from an in-service/professional development activity	○
c. Hard copies from the Illinois State Board of Education	○
d. CDs from the Illinois State Board of Education	○
e. Electronically via the Illinois State Board of Education website	○

100. In-services/professional development activities related to ILS were offered to:	Not at all		To some extent		A great deal	Do not know
a. Teachers	①	②	③	④	⑤	○
b. Aides	①	②	③	④	⑤	○
c. Personnel for special services	①	②	③	④	⑤	○
d. Title I personnel	①	②	③	④	⑤	○
e. Special Education teachers	①	②	③	④	⑤	○
f. Bilingual teachers	①	②	③	④	⑤	○
g. Administrators	①	②	③	④	⑤	○
h. Other	①	②	③	④	⑤	○
i. Parents and families	①	②	③	④	⑤	○
j. Community businesses	①	②	③	④	⑤	○

Please continue to the next page.

NOTE: Please make sure your responses stay inside the box so the scanner can read them.

101.   What are considered best practices at your school regarding the implementation of the ILS?

102.   What are some of the barriers to implementing the ILS in your school/district?

103. What are some of the supports for implementing the ILS in your school/district?

104. Please use the space below to discuss other issues and additional information about the Illinois
      Learning Standards within your school or your district.

Thank you for completing this survey.

APPENDIX D

SAMPLE RECRUITMENT AND FOLLOW-UP LETTERS

1. Initial Letter to District Superintendents

2. Follow-up Letter to District Superintendents, September 30, 2005

3. Survey Cover Letter to Principals

4. First Follow-Up Letter to Principals, December 1, 2005

5. Second Follow-Up Letter to Principals, January 25, 2006

Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Rod Blagojevich
Governor

Jesse H. Ruiz
Chairman

Dr. Randy J. Dunn
State Superintendent of Education (Interim)

Dear Superintendent:

We are asking for your assistance in an important study focusing on the implementation of the Illinois Learning Standards (ILS) for the Illinois State Board of Education. Your district has been chosen in a random selection of districts across Illinois to participate in the study, which explores the extent to which teachers and administrators are implementing the ILS and using various resources designed to help schools and districts strengthen ILS implementation. As part of the study, we will implement a yearly teacher and administrator survey used to derive: 1) the extent to which the ILS are being implemented, 2) effective strategies for implementation, 3) factors that inhibit or facilitate implementation, and 4) the relationship between implementation of the ILS and student achievement as measured by the ISAT/PSAE.

This study will take place over the next three years, and we hope to be able to include you in the study for that period of time. Your participation in this project is completely voluntary, and your district is under no obligation to participate. Further, there are no negative consequences if you do not participate or end your participation before the study is over. The results of the individual surveys will be kept strictly confidential, and your name will never be associated with the survey results. A general summary of the results will be sent to the Illinois State Board of Education for use at the state level. A summary of district and school results that strictly maintains teacher confidentiality may be sent to you and your principals upon request.

The rights of all subjects to end participation at any time in the study and the guarantee of confidentiality minimize any risks or discomforts to participating subjects. Subjects may encounter minimal discomfort allotting time in their schedules to complete the survey. This discomfort will be alleviated if it would be possible to allow them to complete the survey during a preplanned school or district meeting.

If you agree to participate and anticipate that you will be able to continue participation over the next three years, please check the appropriate line below and either fax or mail this document to Victoria Hammer, fax 217-244-5234 or 184 Children's Research Center, 51 Gerty Drive, Champaign, IL 61820. Thank you for your consideration, and we hope to work with you. If you have further questions about this study, please feel free to call us collect at 217-244-7348. If you have any questions about the rights of research subjects, you can contact the Institutional Review Board at 217-333-2670; if you live outside the local calling area, you may contact them collect.

Sincerely,

Randy J. Dunn
State Superintendent of Education

Lizanne DeStefano
University of Illinois at Urbana-Champaign

Please check the appropriate boxes below if you would be willing to participate in the study.

_____   I would like my district to participate in the study of ILS implementation.

_____   I would not like my district to participate in the study of ILS implementation.

Which version of the survey would you prefer?

_____ paper   _____web-based

If you have agreed to participate, please review and update as appropriate the following contact information we retrieved from the Illinois State Board of Education databases:

DISTRICT

Superintendent: MR FIRSTNAME MI LASTNAME

We have randomly selected the following schools for participation in the ILS implementation study. Please review and update the names of principals as appropriate. No substitutions can be made to the schools listed below.

School	Principal	Number of Teachers
School	Principal	8

Please fax this page to Victoria Hammer at 217-244-3949 or 7348, or mail it to:

Victoria Hammer
ILS Implementation Evaluation
184 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

Please keep a copy of this form for your records.

Thank you for your consideration.

Illinois Learning Standards Implementation Evaluation
184 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

September 30, 2005

Dear Superintendent:

We recently sent you a letter requesting your assistance in an important study focusing on the implementation of the Illinois Learning Standards (ILS) for the Illinois State Board of Education. Your district has been chosen in a random selection of districts across Illinois to participate in the three-year study, which explores the extent to which teachers and administrators are implementing the ILS and using various resources designed to help schools and districts strengthen ILS implementation. As part of the study, we will implement a yearly teacher and administrator survey used to derive: 1) the extent to which the ILS are being implemented, 2) effective strategies for implementation, 3) factors that inhibit or facilitate implementation, and 4) the relationship between implementation of the ILS and student achievement as measured by the ISAT/PSAE.

To date, a number of districts have responded and either agreed to be a part of the study or declined at this time. While your participation in this project is completely voluntary and your district is under no obligation to participate, we wanted to give you one last opportunity to respond.

We intend to begin administering the survey in early October. If you agree to participate and anticipate that you will be able to continue participation over the next three years, please check the appropriate line below and either fax or mail this document to Victoria Hammer, fax 217-244-3949 or 5234 or 184 Children's Research Center, 51 Gerty Drive, Champaign, IL 61820. Thank you for your consideration, and we hope to work with you. If you have further questions about this study, please feel free to call us collect at 217-244-7348. If you have any questions about the rights of research subjects, you can contact the Institutional Review Board at 217-333-2670; if you live outside the local calling area, you may contact them collect.

Sincerely,

Victoria Hammer   Holly Downs
Project Coordinator   Research Associate
University of Illinois at Urbana-Champaign   University of Illinois at Urbana-Champaign

Illinois Learning Standards Implementation Evaluation
184 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

Dear Principal:

Your superintendent has agreed to allow your school to participate in an important study focusing on the implementation of the Illinois Learning Standards (ILS) for the Illinois State Board of Education (ISBE). In a random selection of Illinois schools, your school has been chosen to participate in the study, which explores the extent to which teachers and administrators are implementing the ILS and using various resources designed to help schools and districts strengthen ILS implementation. As part of the study, we will administer a yearly teacher and administrator survey used to derive: 1) the extent to which the ILS are being implemented, 2) effective strategies for implementation, 3) factors that inhibit or facilitate implementation, and 4) the relationship between implementation of the ILS and student achievement as measured by the ISAT/PSAE.

Your participation in this project is completely voluntary, and your school is under no obligation to participate. Further, there are no negative consequences if you do not participate or end your participation before the study is over. The results of the individual surveys will be kept strictly confidential, and your teachers' names will never be associated with the survey results. A general summary of the results will be sent to the ISBE for use at the state level. A summary of district results that strictly maintains teacher confidentiality may be sent to you upon request.

The rights of all subjects to end participation at any time in the study and the guarantee of confidentiality minimize any risks or discomforts to participating subjects. Subjects may encounter minimal discomfort allotting time in their schedules to complete the survey. We hope that you will allow teachers to complete the survey during a preplanned school or district meeting.

Based upon data retrieved from ISBE databases, we have estimated the number of teachers in your school. Enclosed are your school's copies of the 2005 ILS Teacher Survey and one business reply envelope per survey. Each teacher should complete the survey following the instructions printed on it, place it in the business reply envelope **without folding**, and return it to us in the self-addressed, stamped envelope. Because we are using specialized equipment to scan in survey responses, if you should need additional surveys, please do not photocopy the survey, but contact us, and we will send you more.

We look forward to working with you. If you have further questions about this study, please feel free to call us collect at 217-244-7348. If you have any questions about the rights of research subjects, you can contact the Institutional Review Board at 217-333-2670; if you live outside the local calling area, you may contact them collect.

Sincerely,

Victoria Hammer   Holly Downs
Project Coordinator   Research Associate
University of Illinois at Urbana-Champaign   University of Illinois at Urbana-Champaign

ILS Implementation Evaluation
184 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

December 1, 2005

Dear Principal:

We appreciate very much you agreeing to participate in the Illinois Learning Standards (ILS) Implementation study we are conducting for the Illinois State Board of Education. A few weeks ago, you should have received a package (or packages) containing enough of the ILS Implementation study surveys and return envelopes for the teachers in your school to complete and send back to us. To date, we have not received any surveys and want to make sure your teachers do not have any questions or concerns about completing the survey.

Although you and your teachers are under no obligation to participate, and there are no negative consequences if you or they choose not to participate, your and their input is crucial to the study and greatly valued by us and the Illinois State Board of Education. Please do not hesitate to contact me via phone at 217-244-7348 or email at vhammer@uiuc.edu if you have questions or concerns.

Thank you again.

Victoria Hammer
ILS Implementation Study
Project Coordinator

ILS Implementation Evaluation
184 Children's Research Center
51 Gerty Drive
Champaign, IL 61820

January 25, 2006

Dear Principal:

We appreciate very much you agreeing to participate in the Illinois Learning Standards (ILS) Implementation study we are conducting for the Illinois State Board of Education (ISBE). Several weeks ago, you should have received an envelope containing the administrator version of the ILS survey that your teachers completed. We have not yet received your completed survey, and for your convenience we have included another copy along with a self-addressed stamped envelope with this letter. We greatly value your input in our study, and hope you can complete the survey and mail it back to us. We completely recognize the many responsibilities and time commitments of principals, but your perceptions about implementation of the ILS are crucial to better understanding implementation statewide.

Thank you so much for your time. Again, although you are under no obligation to participate, and there are no negative consequences if you choose not to participate, your input is crucial to the study and greatly valued by us and the ISBE. Please do not hesitate to contact me via phone at 217-244-7348 or email at vhammer@uiuc.edu if you have questions or concerns.

Thank you again.

Victoria Hammer
ILS Implementation Study
Project Coordinator

APPENDIX E

TEACHER SURVEY
OPEN-ENDED ITEMS REPORT

TEACHER SURVEY OPEN-ENDED ITEMS REPORT

The ILS Teacher Survey contains six open-ended survey items. Of the 2241 Teacher Surveys returned, a total of 1010 teachers responded to the open-ended survey items.

In-Service/Professional Development Activities

Survey Item # 93: List any other sources of available in-service/professional development activities relevant to ILS implementation.

A total of 56 of the teachers surveyed responded to Survey Item #93. Four respondents mentioned the Modern Red Schoolhouse training. Three mentioned National Board certification. Two respondents indicated that department meetings, curriculum committees, and the ISBE website were sources of professional development activities. At least two respondents also mentioned book publishers, outside workshops, and WIDA. Two respondents indicated that there were no funds for professional development. Following are a number of responses representative of the types of responses we received for Survey Item #93.

- Alternate Assessment Training
- American Federation of Teachers/Illinois Federation of Teachers training in ER & D programs for AFT-Local 604 and for the Illinois Federation of Teachers (union)
- An ISAT course touched upon the ILS briefly.
- AP College Board programs for teachers
- Chicago Public School Teacher Professional Development Catalog
- Child Service Center/Special Ed
- Curriculum committees
- Department meetings
- DIBELS training
- ENTICE workshops sponsored by the DNR are extremely beneficial! And they are free and offer goodies! Fermilab also has great programs.
- IAA in-service
- IB-MYP
- Illinois Board of Education website; no specific ILS for Business Education classes
- Illinois Federation of Teachers workshops
- Illinois Principals Association (IPA)
- Kindergarten Learning Standards focus group in Illinois.
- Modern Red Schoolhouse training
- Music education workshops for music teachers
- National Board certification
- NCSS (National Council for the Social Studies)
- NWEA Map Testing workshops
- Our school is an Education Connection LRE Grant program. One of our inservices is to align IEP goals with the Illinois Learning Standards.

- Outside college courses on ILS and WIDA
- Outside workshops
- Phi Delta Kappa meetings
- PLC
- Private/Nonprofit organizations, e.g.; Facing History and Ourselves; curriculum developers, e.g., Teachers' Curriculum Institute (History Alive!)
- Regional superintendent's office
- School Improvement Plan days have been based on ILS.
- Special Education In-Service
- Starnet
- Textbook publishers
- TIMS
- Websites

Changes Made in Response to Implementation of ILS

Survey Item # 95: List any other changes that you have made in response to implementation of ILS.

Seventy-four teachers responded to Survey Item #95, reporting on changes their school has made to implement ILS. Thirty-two of the respondents mentioned changes to their curriculum or indicated that they align lesson plans or are involved in curriculum mapping to align their curriculum with ILS; two indicated that they are aligning IEP goals to the ILS. Ten indicated that their school has incorporated collaborative grade-level/content area team planning time/ curriculum alignment. Five respondents discussed professional development; two indicated that individuals in their school have received SAC training; two of the respondents indicated that they feel being pulled out of class to attend professional development is detrimental to student instruction. Following are a number of responses representative of the types of responses we received for Survey Item #95.

Collaboration

- Collaborated in content areas to align curriculum to ILS framework.
- Comparing ILS to Assessment Framework and finding the gaps (especially in Everyday Math Curriculum).
- I have a peer mentor.
- Leadership groups
- More grade-level meetings on implementing ILS into curriculum and assessment (4).
- Some of us have tried to coordinate what we teach at the various levels, but not having necessary materials inhibits progress.
- Training a team of teachers as literacy coaches to work with individual teachers, and to present after-school workshops.

- We are looking into professional learning communities to help with our writing.

Curriculum Changes/Alignment

- Curriculum changes in reading and math.

- Obtained new curriculum materials

- Possible new textbooks aligned

- Revised curriculum development

- Selection of curricular materials for science K–12

Standards on Lesson Plans

- Added [ILS] to my lesson goals. Looking for areas that I have not covered and trying to meet the goals.

- Adding standards addressed to lesson plans, although I always keep them in mind for planning.

- After-school has decreased; we have to put all these funny letters and numbers on our lesson plans. It's not enough that we follow the ILS but we have to prove it with funny letter number combinations.

- There has been more focus on aligning IEP goals with ILS standards (2).

- All ILS goals and Benchmarks must be written on lesson plans weekly (2).

- Collected materials not in my textbook so I could implement ILS.

- Curriculum mapping

- Grade-level aligning of the curriculum with ILS

- I have a list of ILS in lesson plan book and consult it daily when planning objectives.

- I am aligning the curriculum with the ILS. I am planning all lessons based on the ILS.

- I have personally begun to read the ILS and implement them in my own room.

- Lesson plans aligned to ILS

- Many more responsibilities have been given to teachers such as backward design. Curriculum mapping, analyzing data, coaching peer teachers, extra teaching and preparations with no extra time given to do all of this.

- We have had our lesson plans monitored to make sure we are implementing the Illinois Learning Standards.

- We have hired a consultant to see if our curriculum is aligned with state standards and to eliminate…

Instructional Changes

- Across-grade guided reading groups

- Doing away with block scheduling

- Extended responses; use of rubrics in all subjects; independent reading; balanced reading; use of graphic organizers; integrating technology into classroom; DIBLES; conferencing; read alouds; running records

- I got rid of desks and am currently using tables. It's easier to do group work.

- I tried different teaching strategies.

- I use the ILS to inform what my students should know at their grade level, and I also implement lessons that use performance descriptors and I-Can statements.

- I've created more hands on activities and have stopped doing some because they were not in the standards.

- Individual scheduling for students in grades 6–8 in a departmentalized, content-specific setting.

- Teach the materials properly and learning will occur. I do not worry about standards that are pigeon-holed.

- Teaching to the test instead of for content. Way too much importance on making standard cookie-cutter kids rather than informed, intelligent citizens!

Posting/Disseminating Standards

- All students have copy of ILS

- All bulletin boards have ILS attached to work.

- Providing checklists of ILS to classroom teachers and parents.

- Posting ILS in the classroom (3)

Testing

- I have made changes to many of my evaluations and use student input.

- Methods standardized tests given

- New math textbooks that are better aligned with the ILS; new graphing calculators

- No Terra Nova testing. Remedial reading in every grade level. Special Ed. resource teacher in every grade level.

- SIP-ILS Pretest & Semester ILS post tests

- There is much more test anxiety due to the state's testing.

Miscellaneous

- Being a newer teacher I am unaware of whether or not these activities would have changed as a result of ILS.

- Being repeatedly pulled out of our classrooms for days at a time, to attend inservices. During this time my students are missing out on productive work days and new instruction.

- Currently trying to become a Reading First school.

- Drastically increased paperwork leading to less planning time leading to less innovative instruction

- School-wide SAC training

- Smaller team sizes; Direct Teaching strategies; increased time in minutes

- Students' activities; feedback

- We may qualify for a federal reading program next year (Reading First)

- We talked about where we are at with the curriculum.

- We used to have 3 multi-age primary classrooms; district no longer has them.

Perceived Best Practices Regarding the Implementation of ILS

Survey Item # 100: What are considered best practices at your school regarding the implementation of ILS?

Of the 1010 teachers who completed open-ended survey items, 719 responded to Survey Item #100 regarding best practices in their schools. A large number of respondents (n = 403; 56.1%) indicated that they perceive best practice to be aligning their curriculum/lesson plans to ILS and conducting curriculum mapping; 122 (17%) indicated that using a variety of instructional practices, including block scheduling and I-Can statements, is considered to be best practice.

One hundred seven teachers (14.9%) responded that they consider teams, peer collaboration, and grade-level or subject-area planning teams to be best practice. A total of 106 (14.7%) teachers responded that the ways they are addressing assessments in their schools are best practice, mentioning using assessment to guide teaching, using a variety of assessment strategies, and standards-based assessments which are aligned to the ILS. A number of teachers (72, 10%) responded that professional development/inservices/workshops are best practice; those responding cited a number of professional development opportunities, such as SIP Days, meetings, teacher institute days, and SAC training. Table 1 below presents the teacher responses to Survey Item #100.

Table 1. Best Practices Regarding the Implementation of ILS

Best Practice	#	%
Align curriculum, lesson plans to ILS; curriculum mapping, curriculum mapping template, framework	403	56.1%
Variety of Instructional practices, block scheduling, I-Can statements	122	17.0%
Teams; peer collaboration; grade-level, subject-area planning; school leadership team; curriculum committee, mentoring	107	14.9%
Rubrics, testing, assessments, interactive tests, student needs identified via testing, standards-based assessments	106	14.7%
Professional development, inservices, SIP Days, meetings, teacher institute days; SAC training	72	10.0%
Personnel: enthusiastic teachers, curriculum coordinator, lead literacy teacher, reading coaches, department heads, consultants, substitute teachers for training, peer mentoring/coaching	27	3.8%
Materials: Binders, hard copies of ILS, other materials, i.e. manipulatives; display standards in classrooms	24	3.3%
Special Education: IEP goals aligned to standards; ILS often don't relate (toileting, eating, motor skills, following directions); inclusion of SpEd students	19	2.7%
Administration Support: Superintendent, Principal, ROE, ISC	16	2.2%
Time allotted for curriculum alignment	10	1.4%
Technology: websites, database, on-line lessons, curriculum mapping software	10	1.4%
Programs: after-school, summer school, tutoring, Modern Red Schoolhouse, pullout	9	1.3%
Parent Involvement	7	1.0%

Following is a listing of responses that best exemplify the themes we identified; the examples of the types of responses teachers gave for Survey Item #100 are grouped by the best practice categories listed above. This is not an exhaustive listing of every response we received, as many were practically identical.

Align Curriculum/Lesson Plans to ILS

▪ [Our school's] administration requires the Illinois Standards within lesson plans for each subject taught. Lesson plans are expected in the assistant principal's office each Monday or first day of a week no later than 8:30 AM. It's expected that teacher's lesson plans align and support the state's standards. These standards are to drive the curriculum.

▪ Aligning our curriculum (mapping) to the standards. Meeting with grades above and below to make sure we cover every area and no duplicates are being made.

▪ Aligning standards into curriculum and write weekly lesson plans with standards listed and implemented. Also in classroom newsletters parents are informed about standards as reasons to why we are learning and doing certain activities.

▪ Authentic learning; standard-based learning; authentic assessment; continuums based on whole-school inputs in the major subject areas; increased testing skills as a result of aligned teaching practices; more engaging and higher level thinking activities and skills are evident in teacher performance observations.

- Basically, teaching to the standards regarding curriculum. On the other hand, instructions should be data driven. Students should be in cooperation groups and exposed to a variety of strategies. Assessments should be based upon the standards and at time include a rubric.

- Bell ringers; quizzes; labs; tests as per ILS; activities as per ILS; T-charts; graphic organizers; data interpretation, graphs, concept maps; construction, designing, defining, classifying concepts

- Every lesson that we teach must be aligned with the ILS; we are to indicate this on all lesson plans.

- Identify ILS I wish to cover and align local learning objective with the standard. Determine how I am going to assess the ILS. Establish criteria for assessment and develop rubric. Determine meets and exceeds. Create instructional strategies to link ILS and assessment. Distribute an assignment sheet for the students listing the ILS and defining objective using descriptors, the criteria for assessment, the step-by-step instruction, and the scoring rubric. This is clearly articulated to the students from the beginning.

- ILS should be implemented into daily lesson plans and activities, especially in Reading and Language Arts. Math curriculum was adopted about four years ago. New curriculum is in alignment with state standards. Test scores have gone up as a result of this rigorous program.

- Our best practices are teaching what we got our degrees in. We all have education classes based on Piaget, Kohlberg, Erickson, Skinner, and Dewey. We know what students need to learn. I think most, if not all, go beyond the ILS. Every teacher knows the standards and most teach more than they require. Some teachers get lazy and only cover the standards and that hurts education. We align our lesson plans to the standards.

- Our building has worked with district guidance to implement ILS for many years. We've used awareness of ILS, tying curriculum to ILS and choosing texts around the ILS. Currently, our entire staff is involved in SAC training.

- Our district aligned the goals to our curriculum in 2000-2001. It is completely goal-based including report card and permanent record card. Thanks to our superintendent Nick Osborne.

- Our district is currently developing a curriculum map, aligned to the ILS, which will help all district teachers teach content based on the standards within our existing curriculum. Weekly team planning helps us communicate and share ideas and methods to meet ILS.

- Our school recently revamped our math and science curriculum to better align with the ILS. We worked with an outside consultant to accomplish this.

- Planning with ILS goals in mind. While we do not need to state a particular goal for daily lesson planning, we do have a general framework of goals in mind when creating plans for instructional materials.

- Posting ILS in all of our classrooms; making students aware of ILS before lessons begin

- Revised report card and curriculum to align w/ standards as to what to include and when.

- Rubrics, standard identified in plan book, student generated rubrics and test, student friendly standards and benchmarks, clear targets.

- The district is developing a curriculum map to align the district's practices to those of the ILS. Team planning allows teachers in the district to better plan to meet the Illinois Learning Standards.

- Using Backward Design to ensure coverage of topics covered.

- Using the performance descriptors to guide and implement student work.

- We believe that the standards are a guide to help teachers make sure they are teaching the correct content for each grade level. This will ensure that the student leaves our elementary school with the skills necessary to do well in high school, college, and in the workforce.

- We have been told that we are to show evidence that we are using the standards for our evaluations. We have mapped curriculum in writing and reading and compared those to ILS.

- We start with the goals and standards and design lessons to reach them. We test for understanding and collect data to see if we met objectives; redesign to increase aptitude.

Teams, Peer Collaboration, Grade-Level/Subject Area Planning

- All teachers at our school teach to the ILS. We use the standards to direct our lesson planning. Discussions with grade-level teachers have helped this process.

- Block scheduling; mutual planning time; grade-level meetings

- Content-area teams collaborating on understanding and implementation with peer observations.

- Co-teaching; grade-level planning

- Curriculum alignment between grade levels

- Curriculum mapping has provided the opportunity to meet with grade-level teachers to align our curriculum to ILS.

- Focus on reading content and implementing/blocks and common grade-level meeting times.

- Getting together with team members on a daily basis and filling out weekly curriculum maps

- Grade-level meetings and carrying the curriculum across the grade levels and subject area.

- Grade-level meetings where we discuss what works and doesn't work in our classrooms.

- Grade-level planning; curriculum committees

- Grade-level planning; professional development/study groups; literacy coaching

- Grade-level standardized curriculum; Incorporation into lesson/unit plans

- Grade-level team meetings quarterly; vertical team meetings quarterly

- Grade-level teams and peer coaching are used in conjunction with using the ILS to help plan instruction.

- Grade-level teams work together to develop plans and assessments.

- Grade-level teams; mentoring programs.

- Half-day meetings (the grade level or the department level).

- I am a first year teacher. This has been a very overwhelming year. Therefore, I have noticed that my grade-level teachers, in the very brief and infrequent meetings, make reference to the standards. Also, during our professional development days, they are referred to.

- Meetings of many grade levels; departmental meetings.

- Ongoing communication across grade levels.

- Our district is developing a curriculum map aligned to the ILS. Team planning allows teachers to develop lessons that fit the map and teach toward the ILS.

- Our grade-level team has devised assessments quarterly that directly relate to the ILS.

- Our team works well together.

- Participate with peers in alignment planning when multiple teachers are teaching same classes

- Plan time made available for grade-level teams to meet. School improvement release time available throughout the year.

- SIP days (more than one) that allow grade levels to work by themselves.

- SIP days to work with other grade levels to align curriculum throughout district.

- Staff cooperation and team effort to get the job done is most outstanding.

- Teacher collaboration teams; curriculum planning sessions.

- Teacher teaming; time for mentoring and collaboration.

- Teachers work as a team in their grade level to assist each other in making their teachings better to serve ILS.

- Team-level planning by grade.

- Team planning allows teachers in the district to better plan to meet the Illinois Learning Standards.

- Teamwork areas gather together to put together a curriculum that works for our district.

- The best practices at [our school] regarding the implementation of the ILS would be aligning classroom curriculum with the ILS according to grade level and content area.

- The best practices at my school for implementing the ILS have been that the teachers at each grade level are working together more. There is more cooperative lesson planning and sharing of ideas.

- The practice of teaming with the other Kindergarten teachers is so helpful.

- The team planning that focuses on our curriculum that is based on the standards.

- Uniformity across all grade levels.

- Unit and staff meetings to align standards. Grade-level meeting to work on grade-level implementation.

- Use them in deciding appropriately leveled lesson plans.; Discuss during grade-level meetings; use them to decide on quarterly benchmarks.

- Vertical team meetings quarterly.

- We are mentoring new teachers. Our grade-level team has devised assessments quarterly that directly relate to the ILS.

- We are using curriculum mapping and also working together to make reliable state assessments at each grade level.

- Weekly team planning helps us communicate and share ideas and methods to meet ILS.

- Working together at grade level with the Reading Teacher.

Assessments/Rubrics

- 5-233k assessments (classroom driven) given across grade levels; Learning First assessments

- A supportive outcome-based learning environment in which high standards are promoted and strived for; an outcome-based environment in which curriculum assessment and staff development are mutually reinforcing. An outcome-based environment in which resources for learning are planned and where communication is an integral component of the school community.

- Action plans are developed, as well as local assessments that address action plan goals.

- Aligning curriculum and assessments to the ILS.

- Aligning curriculum/content area with the standards; assessment based on ILS.

- Aligning goals and state standards to material taught has made us more aware of assessment needs and how any assessment should reflect state goals. Identifying ILS helps teachers keep goals in front of them, especially as they begin new units.

- Aligning the math curriculum to the ILS, and giving monthly assessments. We are currently working on giving an assessment for reading also.

- Assessing students' work and examining it using rubrics as a scoring guide.

- Assessment mapping with course outlines; SAC, Standards Aligned Curriculum.

- Assessment mapping, final exams.

- Authentic learning; standard-based learning; authentic assessment; continuums based on whole-school inputs in the major subject areas; increased testing skills as a result of aligned teaching practices; more engaging and higher level thinking activities and skills are evident in teacher performance observations.

- Basically, teaching to the standards regarding curriculum. On the other hand, instructions should be data driven. Students should be in cooperation groups and exposed to a variety of strategies. Assessments should be based upon the standards and at time include a rubric.

- Curriculum Alignment; local assessments; after-school program.

- Curriculum mapping to align standards to curriculum; local teacher made-assessments for us as a comparison to ISAT for each state goal.

- Different measures of assessment ex. portfolios, rubrics.

- Differentiated learning grouping; accurate assessments.

- Differentiation of Instruction for heterogeneous groups of students; cooperative learning experiences; assessments provided by ISBE.

- Each subject area changes curriculum every 5 years. The committees always start with the ILS and make sure everything we implement is aligned with them. WE use standards-based assessments, unit questions, and performance descriptors.

- Each teacher is expected to have his or her lessons aligned with ILS. Assessments must also be aligned.

- Encourage all teachers to become National Board certified.
  Finding and monitoring students' progress who are at risk, using DIBLES.
  Planning using quarterly maps which includes literacy components: word knowledge, fluency, comprehension, writing and other components. The focus includes: standards, benchmarks, performance descriptors, assessments, I-Can statements, common focus kills, strategies and common learning activities.
  Assessing students' work and examining it using rubrics as a scoring guide.

- Flexible groupings for math; focus on problem solving in math. Standards based assessments and report cards; guided reading.

- Grade-level teams work together to develop plans and assessments.

- Authentic assessment, graphic organizers.

- Identify ILS I wish to cover and align local learning objective with the standard. Determine how I am going to assess the ILS. Establish criteria for assessment and develop rubric. Determine meets and exceeds. Create instructional strategies to link ILS and assessment. Distribute an assignment sheet for the students listing the ILS and defining objective using descriptors, the criteria for assessment, the step-by-step instruction, and the scoring rubric. This is clearly articulated to the students from the beginning.

- In regular education, curriculum and assessment are designed with a combination of school targets and improvement plans, along with alignment to ILS standards in Special Education, IEP goals are designed with individual student needs in mind within the framework of ILS. Special educators do their best to align IEP and ILS goals.

- Informing students of target goals and involving them in the assessment of their achievement. Use of rubrics and self-evaluation.

- Inservice training; staff development; superintendent's leadership; time to work with other staff members; involvement in staff development activities; evaluation/assessment staff development; involvement in curriculum projects.

- Lesson plans aligned with ILS; test aligned with ILS; less paper and pencil assessments.

- Making sure that students are aware of learning targets (objectives) every day and having students assess their progress in meeting standards; creating assessment blueprints to ensure that what we are teaching aligns with our objectives and standards; identifying Illinois State Standards for lessons taught

- Matching ILS with all assessments; using rubrics

- Monthly ISAT-like assessments; groups established from the data.

- Ongoing assessments; extended response reading/writing; extended response math; poetry; fluency

- Our grade-level team has devised assessments quarterly that directly relate to the ILS. Using the performance descriptors to guide and implement student work.

- Performance assessments; authentic work; Differentiated Instruction; Brain-Based Learning.

- Purchasing materials aligned to standards. Team-level meetings. Different measures of assessment ex. portfolios, rubrics.

- Quarterly assessments in math and reading; predictor tests; Gates-MacGinitie Reading Tests; student journals; rubric designed classroom assessments.

- Reviewing scores; base assessments on low scores; 4 quarters of assessments for each low score (all meeting ILS Standards); action plans written around this; scores tabulated and assessments reviewed at end of each year.

- Rubrics; effective forms of assessment.

- Setting curriculum and grading/assessments using the ILS.

- Standards posted in each classroom; goals for lessons/units are tied to standards and presented to students; assessment tied to standards.

- Students should know the purpose of each lesson and should demonstrate their learning through both summative and formative assessment.

- Students should know the purpose of each lesson and should demonstrate their learning through both summative and formative assessment.

- Targets within the classroom; assessments developed aligned to standards.

- Teachers should follow the IL assessment frameworks. Teachers should use the IL state writer's rubrics. ILS should be used when planning lessons and assessments.

- Test what you teach; reevaluate your teaching; use assessment to help teaching the students

- Testing, assessments.

- Following assessment, ILS helps to focus areas of need for students.

- The subjects are aligned to the ILS; assessment is test-driven; The PSAE results are used to write lesson plans and focus on instructional needs of the students; The skills students need to master are repeated taught to students at all grade levels and subject [areas].

- The use of ILS performance descriptors to generate new forms of assessment.

- Tying the assessments, objectives, and student activities to the ILS.

- Understanding by Design by Wiggins and McTighe; mosaic of thought terminology; 6 + 1 traits of writing assessment; real-world connections for lesson design and motivation; 4-mat model; assessment of learning; modeling; assessment for learning.

- Using 10 question tests to assess students' knowledge; using ISAT coach books to review before the tests; using previous scores to target the students that may be at risk; quartiling students using ISAT scores.

- Using assessment to guide teaching; assessing the standards.

- Using rubrics and exemplars, using targets to communicate and assess the goals of the day, reflect on progress towards goal/assessment.

- Using rubrics and other assessment sources; progress monitoring for all students

- Using the ILS for planning and assessments.

- Variety in assessment strategies; continuous dialogue with students and colleagues about what is working; college proficiency tests are important to foreign language instructors for informing instruction.

- Variety of assessment types/methods.

- We are working together to make reliable state assessments at each grade level.

- We use a combination approach to assessment utilizing state, district, classroom, and alternate/informal assessments.

- When all lessons are aligned with the ILS and assessments.

- Rubrics, student-generated rubrics and test.

Professional Development

- In-service training seems to appeal to the majority of teachers as a way to learn about ILS implementation methods.

- On-going staff development; inservices on effective instructional strategies.

- Our building has worked with district guidance to implement ILS for many years. We've used awareness of ILS, tying curriculum to ILS and choosing texts around the ILS. Currently, our entire staff is involved in SAC training.

- SAC training w/3 levels of proficiency. This is ongoing on a regular basis.

- Send teachers to ROE etc., workshops occasionally.

- Teachers had extensive use through the use of Turning Points and its coaches. Balanced literacy training was provided to all teachers.

- Teaching through reading strategies such as CRISS and methods learned through ILS trainings.

- That all teachers participate in professional development; that teachers work collaboratively; sufficient time is provided for meaningful staff development.

- To provide ongoing, high-quality professional development opportunities; to make standards and expectations clear to students, staff and families; to provide peer mentoring and coaching to help staff provide excellent teaching.

Barriers to Implementing the ILS

Survey Item # 101: What are some of the barriers to implementing the ILS in your school/ district?

Survey Item #101 addressed barriers to implementing the ILS. Of the 1010 teachers who responded to open-ended survey items, 827 responded to Survey Item #101, including one or more barriers that they perceived were hindering the implementation of ILS in their school or district. Analysis of the data revealed numerous trends, which are shown in Table 2 below, sorted in descending order by number of occurrences.

In the sections which follow Table 2, we discuss several of the barriers teachers most often cited as hindering their school's implementation of ILS. Following the discussion of each barrier is a list of responses that best exemplify the themes we identified. This is not an exhaustive listing of every response we received, as many were very similar.

Table 2. Barriers to the Implementation of ILS

Barrier	#	%	Barrier	#	%
Time	345	41.7%	Lack of parent/community involvement	35	4.2%
Lack of time-general	198	23.9%	Lack of administration/district support	31	3.7%
Lack of funds	160	19.3%	Lack of personnel	30	3.6%
Inadequate training/lack of training/training time	111	13.4%	Too much testing/problems with tests	27	3.3%
Lack of planning time	108	13.1%	Special education issues	26	3.1%
Lack of collaboration/ collaboration time	75	9.1%	Lack of technology	22	2.7%
Large class size/inadequate facilities	71	8.6%	Too much paperwork	18	2.2%
Student abilities/attitudes/ diversity	70	8.5%	Poor instruction	13	1.6%
Teacher resistance	65	7.9%	Scheduling	12	1.5%
Standards	65	7.9%	ISBE	12	1.5%
Lack of support/resources	62	7.5%	Programs (lack/too many)	10	1.2%
Lack of materials	62	7.5%	Don't know	7	0.8%
Curriculum	61	7.4%	High mobility	6	0.7%
Lack of instruction time	37	4.5%	Lack of mentoring	4	0.5%
None	35	4.2%	Don't implement ILS	2	0.2%

Lack of Time

Of the 827 teachers who responded to Survey Item #101, a total of 345 (41.7%) indicated that lack of time is a barrier to implementing the ILS. In fact, many respondents (198; 23.9%) reported that lack of time in general is a barrier, some replying only "time," while others gave an equally general response regarding time, such as time constraints or not enough time in the day. Many elaborated that teachers must deal with numerous programs and mandates, each with new requirements, meetings, and training. Some tied the problem of extra work load to the expectation that in order to complete these programs, they are to attend additional meetings without pay. Further examination of the responses breaks down the lack-of-time responses into several areas: lack planning time and lack of instructional time. Respondents also cited a lack of collaboration time and lack of time for training, which will be discussed later under Lack of Collaboration and Lack of Training, respectively.

One hundred and eight respondents (13.1%) specifically cited lack of planning time as a barrier. Many indicated that they personally lack the time to plan. A few indicated that while their school/district talks about goals, teachers are never actually given the time to create the lessons. Others indicated that they do the lesson planning on their own personal time. One respondent reported creating a computerized database of the ILS in order to streamline the alignment process. Many indicated that giving individual students the specialized attention they need often comes from planning time. Thirty-seven (4.5%) reported a lack of instructional time, indicating that there are too many standards to cover in a short length of time. Many cited too much paperwork, or that time spent meeting, discussing, and planning is cutting into their instructional time. Others responded that testing and pre-test preparation of students is cutting into the instructional time. Following are a number of comments respondents made regarding lack of time.

Time in General

- Although administrators do not want to hear this, "time" is a major barrier. There is not enough time in the day or evening to do everything expected. This has become ridiculous. If they don't plan to pay teachers to do the extra work then don't implement it.
- Incredible demands on teacher time
- Lack of time with so many other responsibilities
- So much to do, so little time.
- Time constraints both on a daily basis and on a yearly basis—just not enough time.
- Time. We do not have the time to handle all of the changes and the daily work required of us.
- Time; there just never seems to be enough.
- Time factor, time to prepare, meet with staff and implement.
- The barriers are not enough time to implement the enormous amount of programs and mandates given.

- There are so many aspects of teaching that teachers are required to do, there's not enough time in the day /week to do everything. Not to mention integrate new concepts and ideas into already proven methods.

- There is only so much time to implement them while trying to focus on other issues

- There's not time to make all the meetings needed and time required to make the changes.

- There is never any extra time given to adjust to the continuous flow of new requirements for teachers. In-services tell us what we should do.

Planning Time

- A major barrier is no plan time within the grade level to implement the ILS as a whole level.

- Common planning time often gets sucked up with other more day-to-day concerns. Good planning intentions often don't get converted to concrete actions.

- I feel we have moved away from our middle school concept because of the highly qualified concept from "No Child Left Behind." We no longer have our team plan time; no longer have the opportunity to integrate concepts across the curriculum; no longer have the opportunity to align curriculum across grade levels; our only plan period has been reduced from forty minutes to thirty minutes; very few teachers have a common plan period.; our team plan now consists of a block of twenty minutes before and after school, but this is useless because of the fact that we all have been assigned playground duty at this time each day of the week; we have no time during the day to discuss these things.

- I need planning time. We talk about our goals but are never given time to create lessons.

- I think the biggest barrier to implementing the ILS is time. The teachers need more time for planning and more time on the clock for professional development.

- Lack of planning time individually, across grade levels, and within grade levels.

- Limited time for lesson planning; the majority of lesson planning is done on my own personal time; I have developed computerized data banks for the ILS which helps to make the process more streamlined. Why doesn't ILS develop something similar for teachers to use. Why do we always have to create our own?

- Need more time to plan and prepare together as teachers.

- No time is given during the work day to increase our knowledge of how to implement the ILS. We are given a 30-minute planning period, which goes way too fast. We also need outside training to help implement the ILS.

- Not enough plan time to always create and implement lessons that are aligned to the standards and very engaging to the students (a lot of skill levels to account for so every student is engaged).

- Not enough time and preparation time to work both individually and together with other teachers.

- Not enough time to get together and work on. School doesn't give us time to do this. Not enough planning time to even attempt it on my own.

▪ Not enough time to write and align plans.

▪ Planning time was allotted to plan as a time how to implement the ILS goals but no time was provided to discuss how goals are affecting student learning after they were implemented.

▪ Planning time; not enough of it; too short of a school day

▪ Release time to actually have time to work on this.

▪ Requirements of ILS/NCLB/AYP present great challenges to teachers. There is not enough support for classroom teachers, not enough time for planning, analyzing assessments, and determining instructional needs.

▪ Scheduling; planning time: not long enough;

▪ Standard-based lesson plan forms are time consuming to complete correctly

▪ Teachers have been given no extra planning time to complete all the extra work involved with aligning curriculum and all the other jobs as described above; there is no money to hire the extra help needed to ensure student success; class sizes have not decreased so targeting students for extra help is very difficult; it comes from teachers'' planning time.

▪ The overwhelming amount of time to state the ILS on all assessments/activities; lack of time (School Improvement days) to work on this.

▪ The time it takes to write the standard in our lesson plan books according to our lessons.

▪ This causes too much time to be spent on planning and making rubrics and assess. (Although I don't mind doing it with the ILS). I barely have time to prepare for each day because I am always busy planning aligned with the ILS.

▪ Time to sit down and plan and really check to make sure what I'm doing meets a standard. In a Kindergarten classroom, even with the generous amount of planning time, there are so many "housekeeping" things to do and preparations to make for lessons. Time is always "short" for me.

▪ Time to work on units, projects, alignment, etc.

▪ We are given no extra time to align the standards or plan district-wide changes. We must meet outside of school or during planning time in addition to regular duties.

Instructional Time

▪ Assessment time vs. teaching time. We spend a great amount of time assessing our students when we could be engaging them in more instruction.

▪ Class periods are too short.

▪ Constructive class time is being sacrificed.

▪ I am in the physical education position. My barrier is not having adequate time to implement the Standards. We teach some students once a week. We are co-teaching with another class in the gymnasium. If they want the Standards implemented, provide the correct environment.

▪ Interruptions to instructional time.

▪ Length of time with students; incredible demands on teacher time.

- Limited student contact time; too many other obligations, more and more paperwork; less time to teach.

- Lots of busy work. We need to spend more time teaching.

- Need to address behavior problems and taking care of "social emergencies" (dealing and helping students deal with home life), beginning to take larger and larger amounts of teaching time away from school day.

- No time given to instructors for implementing

- Not being able to spend more time on teaching students social/life skills they may not get at home.

- Not enough plan time to always create and implement lessons that are aligned to the standards and very engaging to the students (a lot of skill levels to account for so every student is engaged).

- Slow process. Having teachers being involved with curriculum alignment is quite a bit of lost classroom time.

- Sometimes feel like we are just trying to teach to them. Feel pressure to reach all goals but it's a struggle to do so with a heterogeneous group of students.

- Taking away from constructive class time and instructional time.

- There is so little time to do everything the standards suggest.

- There's not enough time to be sure all students are getting all standards and achieving. Is it better to cover more material or achieve more mastery of skills?

- Time constraints are another barrier. We see social studies and science going by the wayside because so much testing is on math and language. There's not enough time to be sure all students are getting all standards and achieving. Is it better to cover more material or achieve more mastery of skills?

- Time. Not enough time in the day to implement all that is demanded of teachers. A teacher must pick and choose how and what they teach.

- Time: I have 2 1/2 day kindergartens. I see them for 2 1/2 hours. They also have gym, music, art, library. I'm expected to test each student individually in January with DIBLES and Access. I have 25 in one class and 26 in the other. It seems that I will spend January testing not teaching!

- Too many functions. The students are out of class so much I don't have the time I need to teach them.

- Too much burden placed on teachers to do red-tape paperwork instead of being able to focus on teaching students

- Too much paperwork, too little time to teach! We spend so much time meeting, discussing, and planning that we are significantly impacting instructional time. This year we will lose over six full days of instruction just to meetings, and these are in excess of the four regular workshop days.

Lack of Funding

One hundred sixty respondents (19.3%) reported that lack of funding is a barrier to ILS implementation. They reported that this lack of funding has impacted staff development, both in the ability to pay for the training and/or to hire substitutes which would release teachers during class time. Many respondents indicated that money is needed to hire additional personnel, such as a curriculum director or teachers in order to implement smaller class sizes, thus improving the teacher-to-student ratio. Others indicated their school/district needs new textbooks that better address the standards and other materials, such as manipulatives. A number of respondents indicated that funding is needed for improving the school's technology. In addition, several indicated that their school/district requires funding for infrastructure, such as additional classrooms. Following are examples of the types of comments we received from respondents regarding lack of funding.

- Barriers in implementing the ILS in our school are lack of funds for more workshops and classes at the school. Training on a continuous timeline would help to keep up with the ever changing trends of ILS.

- Curriculum alignment with quality resources is not funded; valid assessments aligned with ILS are not readily available or funded

- Financial resources for supplemental faculty.

- Funding for meaningful in-services

- Funding has increased class sizes so teacher time for preps is reduced. Limited funding reduces the committee that work on alignment.

- Funding to bring materials up to speed.

- Funds, resources (not enough money for the materials and technology available

- If any barrier: funding to move forward as fast as we'd like any all areas and provide books and materials to stretch the areas.

- Lack of funds and lack of knowledge as to how best to use those funds.

- Lack of state funding has continued to reduce money available for professional development, conferences, workshops, etc.

- Major lack of funds—building facilities are awful!

- Money to pay us over the summer to develop more assessment tools, district assessments, etc.

- Money to purchase supportive materials; lack of money to attend in-services offered.

- Money. Not enough money allocated to ILS education.

- Resources. Standards are set, yet government has not invested in the necessary resources.

- The biggest barrier, in my opinion, is lack of materials to align the science curriculum. Different grade levels use different texts. Also, those who are not comfortable with teaching science skip areas that should be taught at that level. These teachers need the same series throughout the levels. There is a definite lack of resources to obtain these. The state should provide these funds.

- The lack of funds. Funds are not distributed equally among the school district. Some high-achieving and low-achieving schools receive more money, leaving the other schools without resources.

- We are to learn all of this (a lot on our own) with no financial help from our district. Our superintendent has tight reigns.

- True implementation of the standards should result in smaller class size, a lower teacher/student ratio in all services. Economic considerations bar these things from happening.

Lack of Professional Development/Inservices/Training Time

Another barrier to the implantation of ILS mentioned by 111 respondents (13.4%) was the lack of adequate professional development, while 13 (1.6%) reported a lack of release time for inservice training. Many of those responding indicated that they are unsure how to implement the ILS, nor have they received any training on how to do so. Others indicated that teachers in their school had initially received training on ILS implementation when the Standards were first developed, but that the training has not been ongoing, thus many new teachers are unsure how to proceed. Many respondents indicated that they are interested in attending a workshop or conference on implementing the ILS, but that funds are not available to do so. Others posed questions/problems they have regarding ILS implementation which could possibly be answered if they were able to attend a workshop. Following are several examples of the types of responses we received regarding lack of professional development.

- All (very few) teachers have not had professional development in implementing the strategies at my school.

- Barriers to implementation include the amount of information that needs to be disseminated about different curriculum, programs, etc., versus the in-service time available.

- I don't know of professional development opportunities regarding ILS.

- Little knowledge available about ILS given to staff in past; lack of ongoing training available due to budget constraints and cuts.

- Need more clarification as to where kindergarten falls on standards

- Not enough inservice on instructional standards; too much focus on assessment inservices.

- Not having inservice provided related to ILS or by presenters who are knowledgeable in ILS.

- Some of the barriers could be time, lack of training, and supervision. There needs to be compensation and consistent training and feedback/support for the teachers.

- Teachers are not given adequate institute, SIP, or other days/meetings (i.e., staff meetings) to do this.

- The school day is a long one with not a lot of time for training and implementation; we could use extra time (days/hours)
- There are not enough inservice programs or workshops offered. Teachers are lacking knowledge to implement efficiently.

- There has not been enough if any, real training on how we should be implementing the ILS into our curriculum.
- Training on a continuous timeline would help to keep up with the ever-changing trends of ILS.
- Understanding what [the ILS] include; knowing exactly which goal my lesson falls under.

Lack of Collaboration/Collaboration Time

Seventy-five teachers (9.1%) indicated that lack of collaboration is a barrier to implementing ILS. In the above section on lack of time, we indicated that 44 teachers reported that there is a lack of time for collaboration in their school. An additional 33 (4.1%) reported that there is a lack of collaboration, not necessarily blaming it on a lack of time, but more that their school does not foster communication or collaboration. Forty-four (5.4%) respondents reported that there is inadequate time for collaborative planning. Some reported no time for grade-level collaboration or aligning the curriculum to the ILS; others reported small amounts of time for grade-level collaboration, but little planning time for vertical sharing among grade levels.

- Across-disciplines implementation; making teachers in all disciplines be knowledgeable and accountable.
- Different views of faculty on educating.
- I am in a PreK-3rd grade building. The teachers that are not in third grade aren't very supportive in learning the Reading and Math Framework and use these for helping to plan lessons and assessments. Additionally, many of these teachers aren't working to help support the third grade teachers in extended response questions and increasing time for additional reading.
- I feel we have moved away from our middle school concept because of the highly qualified concept from "No Child Left Behind." We no longer have our team plan time, no longer have the opportunity to integrate concepts across the curriculum, no longer have the opportunity to align curriculum across grade levels; our only plan period has been reduced from forty minutes to thirty minutes; very few teachers have a common plan period. Our team plan now consists of a block of twenty minutes before and after school, but this is useless because of the fact that we all have been assigned playground duty at this time each day of the week; we have no time during the day to discuss these things.
- Lack of cross-school communication
- Lack of grade-level communication; lack of SIP time to discuss issues; lack of school-wide educational focus goal.
- Lack of planning time individually and with grade-level team.
- Lack of teaming time—during the first semester, our team has been able to meet three times for 30 minutes each time.
- Lack of time to plan together.
- Need time made available during the school day for cross-grade-level teachers to meet to discuss problems and to share positives, ideas, and strategies that are working.

- No one knows what anyone else is doing. Departments need to articulate, and even vertically, but there is no "whole" picture.

- No time for sharing from teachers who attend workshops. Only time for grade-level sharing, not vertical sharing among grade levels.

- No time set aside to meet with others in same subject area or grade level.

- Not enough time and preparation time to work both individually and together with other teachers.

- Not enough time to meet with other teachers.

- Planning time was allotted to plan as a time how to implement the ILS goals but no time was provided to discuss how goals are affecting student learning after they were implemented.

- Planning times with grade-level teams are hard to schedule.

- Teachers are cowboys, wrangling on their own.

- The occasional lack of team planning time that is allotted within the school year.

- There is no extra planning time provided for collaboration across grade levels or within grade levels for implementation.

- Time for planning and working together.

- Time for teachers to work cooperatively, aligning and implementing standards.

- Time to work in departments to coordinate Standards and curriculum.

- To effectively implement the ILS, I believe it would be helpful to meet with grade-level teachers once a week for a meeting after school (so it is not rushed). To effectively implement, teachers must develop good lesson plans. Working as a team would make this easier and better (four heads are better than one).

- We no longer have our team plan time; no longer have the opportunity to integrate concepts across the curriculum; no longer have the opportunity to align curriculum across grade levels. Our only plan period has been reduced from forty minutes to thirty minutes; very few teachers have a common plan period. Our team plan now consists of a block of twenty minutes before and after school but this is useless because of the fact that we all have been assigned playground duty at this time each day of the week. We have no time during the day to discuss these things.

- We're not provided with time to work together to implement the curriculum so it really works. It's on paper but it's not always possible to do everything.

- You complete all research and implementation of ILS on your own. If you want other teachers who have your students to participate, you must research and provide it.

Large Class Size/Lack of Space/Inadequate Facilities

A total of 71 respondents (8.6%) reported that large class size is a barrier, some suggesting that learning gaps and the disparate ability levels/ages of students currently in a class require smaller class sizes in order to allow teachers to spend more quality time with individual students. Others responded that school growth or a decrease of funding has caused their class sizes to increase,

and combined with the lack of funding for additional personnel, a corresponding increase in the student-to-teacher ratio has occurred. Some of those reporting an increase in their school's student population indicated that their school lacks the funding to build additional classrooms to house the students and alleviate over crowding.

- Class size has not been reduced to help to individually reach needy learners; difficult for all students to have access to technology due to constraints of tech system and room.

- Classrooms are over crowded.

- Different levels of students in the same class.

- District funds are low. Student-to-teacher ratio has increased.

- Growing class sizes and demands create a very difficult situation to try to implement ILS.

- Have various abilities/levels in class from pre-Kindergarten to above grade level and all different language abilities.

- Lack of space to adequately house students. I don't understand why CPS is spending millions to start new charter schools when good schools like [our school] cannot put its students adequately in a classroom. [Our school] should be allotted extra money to add four to five new classrooms.

- Large class sizes impede individual contact time between pupils and teachers and also greatly determine the activities teachers are able to use.

- Large class sizes prevent teachers from giving individual attention to students who need it most.

- Large classes with a wide range of abilities in each class.

- Large classrooms; difficulty in individualizing instruction and meeting needs of all students.

- Major lack of funds—building facilities are awful!

- Multi ages in classrooms.

- Multi-learning level classes.

- Our school because of financial problems has cut staff. The remaining staff are overloaded with students.

- Rapid growth, overcrowding

- Student-to-teacher ratio has increased.

- Too many students in a classroom of 32; too many different [needs/abilities].

- True implementation of the standards should result in smaller class size, a lower teacher/student ratio in all services. Economic considerations bar these things from happening.

Student Abilities/Attitudes/Needs/Demographics

Somewhat related to the barrier above, large class size, where respondents indicated that they perceive learning gaps and the disparate ability levels/ages of students in a given classroom to be

a barrier, 70 respondents (8.5%) indicated that they perceive students having varying levels of abilities, attitudes, and needs to be a barrier. Many indicated that students in their classes were several years below grade level, making it difficult to teach grade-level standards. Others cited classes with large numbers of limited-English-proficient students as being a barrier to ILS implementation. Many respondents reported that students with poor attitudes and who neglect to do homework or are unmotivated can be a barrier. Some of those surveyed indicated that children with low socio-economic status, behavior problems, or troubled home life are a barrier. Following are some examples of the types of responses we received regarding student abilities, attitudes, and needs.

- Apathetic attitude of some students.

- As a bilingual resource teacher, [many] of the standards are used as goals with the realization that many of the students may not be able to achieve them according to the state's timeline due to level of language acquisition.

- Barriers would include many limitations and the tracking of our students. They are put into homogeneous groups of high, average, and below average in some of our schools. The one primary school that does not group or track students has the best scores. The district preaches best practices to teachers but doesn't implement best practices district-wide.

- Behaviors in class.

- Being realistic in what all students can and cannot achieve.

- Children that are behind by 3+ years by 4th grade. Hard to teach grade-level standards when that happens.

- Demographic includes large poverty and ESL population.

- Different levels of students in the same class.

- Difficult aligning standards to IEP students who are learning at or below on ISAT. These students are typically three or more years below their grade level. It would be beneficial to track their progress to have ILS for special needs.

- Disregard of students' IEPs/or IQ and family environment.

- Distractions such as untimely student school absences.

- Does not take into account the following: intelligence, social/emotion disturbances, environmental factors, teacher personality, needs of specific populations/communities. Does not recognize individual student growth.

- Each incoming class has a personality of its own that may not accurately reflect the effort/work of the teacher or District. I don't have a problem with the philosophy behind "NCLB." Where I do have a concern is "What are students doing not to be left behind?"

- English as a second language.

- Every year we are faced with a new group of students with different strengths and weaknesses.

- Extreme diversity of student population (special educational needs, ESL learners) without enough support in the classroom; lack of full parental involvement due to cultural/language differences.

- Getting children who are reading 2 to 3 years below grade level to meet or exceed the standards; getting students and parents to take pride in education; behavior management, learning disabilities, and external influences that keep even the most prepared, enthusiastic teacher from achieving.

- Human forces, contributors to negative school climate; educational forces, implementation premised on appropriate skill set and ability; cultural forces, traditions, milieu, and condition of school towards change for the better.

- Increasing ELL students with limited or no English. Limited success with Special Ed population due to severity of disabilities.

- It's hard when our students have a very low incentive to study.

- Lack of interest regarding education/conduct among students and their parents.

- Lack of student motivation.

- Language; dual language program; having mono-lingual with bilingual students is a task.

- Large incidences of students who receive free and reduced lunches.

- [Limited] language/ability for all students to perform at grade level.

- Low economic children that have limited experiences for building on their education. 70% of my school is at the poverty level.

- Low level and poverty of students.

- Many different populations of students. Socio-economic factors.

- More students with special needs.

- Most students are ESL. Their home life limits what progress they make because what we teach in school can't be reinforced at home due to language barriers or lack of parental involvement. Our children have been redistricted so our school has more students who come in at a disadvantage.

- Multi-learning level classes; students without background skills or prior knowledge.

- Need to address behavior problems and taking care of "social emergencies" (dealing and helping students deal with home life) are beginning to take larger and larger amounts of "teaching time" away from school day.

- Need to provide social/emotional support to students before they are ready to learn academics.

- No homework done; no projects on time; less motivated students.

- Not all children are able to achieve all ILS, especially Sp. Ed. students and bilingual students. Our population is so diverse and mobile, implementing ILS to all in a thorough consistent manner is truly a difficult task!

- Not all students can make same goals.

- Not being able to spend more time on teaching students social/life skills they may not get at home.

- Number of students with behavior problems.

- Only the low economic status of a significant segment of our school population and their ability to acquire English language and reading skills.

- Poverty, entrenched belief systems; socio-economic limits; apathy within both the parents, administration, and to some extent even the teachers.

- Second language learners; poverty issues, need to work second shifts, illness; illiterate parents; low-functioning parents (skills and intelligence or lack of parenting skills).

- Student ability levels.

- Student apathy. Parent apathy.

- Students not willing to do their homework; poor student reading abilities.

- Students who are learning English as a second language cannot be expected to meet all grade-level standards.

- Students who are not functioning at grade level.

- Students without background skills or prior knowledge.

- Teachers work hard to do this among a myriad of other activities we're expected to be involved in and still nurture more and more because kids have more problems at home: parent in jail, alcoholism, drugs, etc.

- The ability of the students.

- The demographics of our student population and therefore communication with parents/families.

- The existence of standards dos nothing to change the barriers that exist in poor neighborhoods. Content-level standards usually are not met because students lack basic reading skills. Unless this is addressed it is unrealistic to expect anything to improve.

- The students meeting standards prior to coming to my school. I think the ILS are unrealistic. I have found it very hard to implement because the children are not on level.

- There aren't really barriers from the district. My barriers have more to do with student ability.

- There is not enough time in the school day, especially for academically challenged students.

- Too many expectations for the lower students. It causes them to just quit trying.

- We have a high percentage of students from poverty. When a school has a high percentage it can be a problem.

- We have too many issues in our school that need to be dealt with, such as drugs and teenage pregnancy.

- We still need more support if you want this to work for students that have horrible home lives.

- What do we do when the students are lacking necessary skills to implement ILS in our personal classroom?

- When students don't come with supposed pre-learned skills, it is hard to show gain and teach at the appropriate standards (i.e., students have difficulty constructing sentences but need to write 3-paragraph essays to hit the standards; not actually feasible in an efficient, effective manner).

- With my program, I have some children that are lower than what the ILS goes. Some of my lessons are less academically challenging where it is a big stretch to fit the lesson with a goal.

Teacher Resistance/Poor Instruction

Similar to poor student attitudes, poor teacher attitudes and teacher resistance to change were reported by 65 respondents (7.9%) as a barrier to ILS implementation. Fine-grained analysis revealed a number of themes within the larger issue of teacher resistance. A number indicated that some teachers do not necessarily believe that adopting the standards will improve the level of education of their students. Several reported that many older teachers who have been in the district for many years are having difficulty adopting new teaching methods. Others indicated that many teachers believe that the ILS are temporary and will be replaced by another program in the near future, therefore they are reluctant to embrace them. Still other teachers reported that they feel the ILS stymie their creativity. Others indicated that differing teacher views regarding the Standards was a barrier Following are several examples showing the types of responses we received regarding teacher resistance, following the order in which they were just presented above.

Resistant to Change in General

- Cooperation of faculty in any change.

- Many people do not like change.

Veteran Teacher Resistance

Lack of Belief That Standards Will Improve Education

- [Lack of] belief in standards, lack of knowledge, opinions, communication.

- Distrust that there will be improvement after change.

Differing Faculty Views

- Differing faculty views on education and educational philosophy.

- Diversity: of teachers, methods, students, interest levels, goals, etc.

- A few teachers still don't understand the process.

- Across-disciplines implementation; making teachers in all disciplines be knowledgeable and accountable.

- All teachers working with the same goal.

- Ensuring all team members are on the same page and willing to try new ideals.

- Everyone not going through the training.

- Failure to make the ILS a priority.

- Fear of change.

- Getting all to buy into new practices and use them daily.

- Human forces, contributors to negative school climate; educational forces, implementation premised on appropriate skill set and ability; cultural forces, traditions, milieu, and condition of school towards change for the better.

- I am in a PreK-3rd grade building. The teachers that are not in third grade aren't very supportive in learning the Reading and Math Framework and using these for helping to plan lessons and assessments. Additionally, many of these teachers aren't working to help support the third grade teachers in extended response questions and increasing time for additional reading.

- I've only worked at [my school] for two years. Since I started, it has been an expectation for teachers to use the standards. I know non-tenured teachers must abide by these expectations. I believe that the implementation barriers exist because tenured teachers may not necessarily abide by or fulfill the expectation because of their tenure status.

- Lack of enthusiasm among veteran faculty members.

- Lack of full participation by all faculty.

- Lack of interest and lack of training.

- Many older teachers who are stuck in their way of teaching.

- Many people see it as "another program" soon to leave and don't take it seriously. Many veteran teachers won't change the way they have "always done it." This is a huge roadblock and defeats those who attempt to implement, especially if one class at a grade level implements, but others don't.

- Negative teacher attitudes about having "one more thing to do" was a problem in the beginning. As time has passed, not much is said about the standards, but the spoken expectation is there.

- Old teachers who do it very well without state intervention.

- Probably teachers who think ILS are a waste of time.

- Resistance from some teachers for different types of training and technology.

- Some of the teachers who have been in the district for many years are not willing to make changes in their curriculum (in their class). They think what they are doing works (even if it is not best practice). Also many do not know the ILS.

- Some teachers are comfortable with curriculum they have developed over years and are reluctant to change.

- Some teachers don't want change in their classrooms.

- Some teachers may feel they can't be as creative. I personally feel that using ILS won't impede one's creativity. This is when adaptation comes into play.

- Some teachers ready to retire don't care and aren't interested.

- Staff flexibility (willingness).

- Teacher buy-in.

- Teacher rejection.

- Teachers "pulling their weight."

- Teachers are too young and inexperienced in teaching skills. They need to become involved with students and curriculum in order to apply changes.

- Teachers do not want to deviate from their good old curriculum. Teachers are not educated on the ILS.

- Teachers not following the curriculum.

- Teachers that have developed curriculum refuse to change it for the better; to be aligned with state standards.

- Teachers unwilling to change the way they teach.

- Teachers who are unwilling to take the time and make the effort to work with the Standards.

- Teachers who don't use direct teaching/instruction; teachers who will not attend in-services outside of class time.

- There are older teachers who seem afraid [of] or antagonistic towards the ILS.

- There is not a strong commitment among the entire faculty at the high school. I'm not even sure how strongly the administrators feel.

- Trying to get the older teachers to buy into the system.

- Various district-wide implementations of non-educational instruction.

- We are stuck in a battle that leaves many saying that "No matter what you do, it will meet an ILS."

Support/Resources

A total of 62 teachers (7.7%) reported perceived barriers of "resources" or "support," sometimes with a rather cryptic one-word response, or as part of a response which might have included any number of differing categories which we have analyzed separately. Because the terms support and resources are rather ambiguous and could mean funding, materials, personnel, professional development, mentoring or administrative support, etc., we created a separate category to analyze responses indicating that lack of support or resources is a barrier to implementing ILS. Following are some examples of the types of responses we received regarding support and resources.

- A board who does not place a priority on education.

- Emphasis on sports instead of academics from the board and superintendent.

- Lack of administration support (especially observations).

- No productive involvement of school board.

- Not enough resources, such as instructional materials and group teacher planning time. Not enough inservice on instructional standards; too much focus on assessment inservices.

- Some of the barriers of implementing the ILS in my school/district is lack of resources. Changes are expected for example to do guided reading groups but we lack leveled readers. Workbooks are taken away without anything to replace them.

- Teachers are missing resources, like textbooks, to help them implement ILS.

- The district is very small which limits our resources. Very poor state funding.

- We have a very small school, and a smaller administration, most of whom are spread too thin. This makes supervision and mentoring/support re implementing the ILS challenging.

- We still need more support if you want this to work for students that have horrible home lives.

Standards

Of the 827 teachers who responded to Survey Item #101, 65 (7.9%) indicated that they feel the Standards themselves are a barrier. Many pointed out that there are no Standards for their subject area. Others suggested that the Standards are vague, too broad and general; others reported just the opposite, that they feel the standards are too specific, cumbersome, and unwieldy. Many indicated that they feel the Standards are unclear, change too often, or they are not reader friendly. Many feel there are too many Standards and too much material to cover, indicating that they are unable to teach the material in-depth and must leave a given subject area before students have a grasp of the material in order to address all of the Standards for the year. Others perceive that there are gaps in what the Standards cover, which will leave students missing important facets of their education. One teacher reported creating a database of the standards to facilitate alignment to lesson plans, suggesting that something of this nature should be supplied to all districts to facilitate alignment to ILS.

- By trying to teach to the standards other important things must be left out.

- Conflicting info; different versions of ILS. We all need the same exact versions, formats, and all-inclusive information. We have too many different versions. It all needs to be clear, complete, and consistent.

- Confusing website.

- Currently my frustration is that I, as a vocational instructor, cover standards from a variety of disciplines, but yet are not included in the state's plan. We are forced to work in content areas that sometimes apply, but don't have our own set of standards to follow.

- [Do] not align with ISAT testing in content

- Do not take into account the following: intelligence, social/emotion disturbances, environmental factors, teacher personality, needs of specific populations/communities. Do not recognize individual student growth.

- For my classroom, it is so time consuming to align because I have to go through all areas of learning. Business Education has different set of standards than ILS.

- I think the ILS are too broad and content is not specified. Therefore, content can be repeated/omitted when students go from grade to grade, creating gaps in most cases.

- ILS that are not productive for overall student achievement. In other words, teaching to a test is good, if it is a good test. Your job is to make sure the test is good.

- I'm not always sure what ILS are being met with the material that I'm teaching. I follow the teacher's manual in every subject but I have a hard time figuring out what standards are being met in each lesson.

- Inability to be creative with lessons/units because framework indicates specific skill vs. a rounded experience/education.

- Limited time for lesson planning; the majority of lesson planning is done on my own personal time; I have developed computerized data banks for the ILS which helps to make the process more streamlined. Why doesn't ILS develop something similar for teachers to use. Why do we always have to create our own?

- Many ILS are vague and obviously written by people that have not seen a school-age child in years, thus have no bearing in reality.

- Not all the goals are realistic in a PE setting.

- Not laid out in a user friendly way; hard to read and comprehend without going back to reread. Too cumbersome; too bulky; too much to read; moving tests up too soon.

- Particularly in the English or Language Arts curriculum, many of the ILS are addressed recursively throughout a unit; therefore identifying a focus ILS or isolating the ILS becomes somewhat contrary to best practices in pedagogy.

- Perhaps, despite all the discussion and training I am missing something, but the ILS basically say that students should leave high school with the ability to write well, speak well, and read well. What English teacher entered the field without having these goals in mind?

- Some ILS are very broad. Difficult to cover all of them in a year.

- Some of the standards are difficult to interpret.

- Special Education students may need to achieve goals under their grade level but we still need to use grade-level goals.

- Standards changing yearly and without notice (wrote a math curriculum only to find standards changed); a lot of hard-to-get-to, very broad standards and/or lots depending on the area or grade level.

- Standards in foreign language are generalized among languages and non-specific

- Standards that are clear and reader friendly.

- Students are not fully learning one standard well because we have to move on to others to be sure to get through all of them in the year. Science standards are so rigorous, and we must focus on reading, writing, and math.

- The descriptors are so vague anyone can meet the standards. Many teachers believe they are meeting standards when they barely touch on a topic.

- The format of the ILS are not teacher/user friendly. They are difficult to lay out, especially to older textbooks. The format is cumbersome and often confusing.

- The ILS regarding speech are difficult to integrate into English classes because we already have a wealth of skills and goals to cover in those classes.

- The Social Science Standards do not completely align with Chicago Standards/Curriculum. Example: 6th grade curriculum is Ancient Civilizations, but Standards include American history and government topics.

- The standards are unwieldy. They are far too long, wordy, repetitive, and unorganized to be used effectively...particularly the CPS version. Should be available electronically in a format that can be easily cut and pasted to fit/move into monthly/quarterly plans.

- The standards sometimes can make it seem to others that we have too much to teach and too little time. The more we have to teach puts more stress and pressure on the students.

- The way they are written, organized, and presented. I used California's a whole lot more because they were more user-friendly.

- There are so many it is hard to get a group on what is really expected.

- They are not practical.

- They're either too vague or too specific and the wording ranges from odd to inaccessible. The existence of standards does nothing to change the barriers that exist in poor neighborhoods. Content-level standards usually are not met because students lack basic reading skills. Unless this is addressed it is unrealistic to expect anything to improve.

- Too many to focus on.

Lack of Materials

Sixty-two teachers (7.5 %) indicated that they lack the materials necessary to implement the ILS. Many responded that their materials are outdated and do not address the standards, requiring teachers to search for materials to supplement their textbooks.

- Funding is a major problem in our school. There are many research standards that I cannot meet without access to a library or reference materials.

- Lack of material that addresses the goals/standards required. Example: 3rd grade is to teach economics, but we have no books/magazines or other material. We've scrounged around and made up our own from resources we've gleaned but it is not "quite right" and doesn't address all the objectives.

- Manipulatives and resources are needed to implement ILS.

- Materials, outdated or not at all.

- More resources are needed. More manipulatives for math, science, reading, are needed.

- Not enough materials/supplies; not enough books; no science text books; 80% of my classroom library I have purchased

- Some of the barriers of implementing the ILS in my school/district is lack of resources. Changes are expected for example to do guided reading groups but we lack leveled readers. Workbooks are taken away without anything to replace them.

- Teachers are missing resources, like textbooks, to help them implement ILS.

- The biggest barrier, in my opinion, is lack of materials to align the science curriculum. Different grade levels use different texts. Also, those who are not comfortable with teaching science skip areas that should be taught at that level. These teachers need the same series throughout the levels. There is a definite lack of resources to obtain these. The state should provide these funds.

- We don't have many of the supplies we need.

Curriculum

Sixty-one (7.4%) teachers specifically addressed their school's curriculum, some reporting that it is new or aligned to the ILS, others stating that it is old or not aligned to the ILS. Several cited lack of curriculum mapping. Others reported that their curriculum is not coordinated within a grade level or across the school/grade levels in subject areas. Several maintained that their curriculum is inadequate in their subject area.

- All of our textbooks (social studies and science most recently adopted) are aligned to the ILS. This makes planning and implementation easy.

- Changing mindset from textbook-driven curriculum to standards-driven.

- Curriculum decisions made at the district level without input from teachers.

- Curriculum in reading/language arts that is vague, hard to implement.

- Curriculum that has not changed for many years.

- Many of our textbooks are old and out of date, and therefore do not align with the ILS. Therefore, it is up to the teacher to go way outside of the provided materials to include all of the ILS.

- Not having the curriculum or text books that meet the standards for the grade level being taught.

- Older curriculum that isn't aligned

- Our curriculum doesn't match the state goals at various levels/grades;

- Reading series that is outdated and without software to more easily align activities to ILS.

- Textbooks aren't aligned and we end up creating all of our own lessons.

- The curriculum that is supposed to be aligned to the standards is terrible. Basically we have been told we need to be teaching with a district-written curriculum that has huge holes. The materials we have been given are not appropriate and are not enough.

- Unaligned textbooks and not utilizing some texts grade-to-grade.

Lack of Parental Involvement/Community Support

Of the teachers who responded to Survey Item #101, 37 (4.5%) reported a lack of parent involvement or community support. Teachers reported that parent apathy is a major barrier and perceive parents as failing to provide support to their children, such as encouraging attendance or ensuring that their child/children have completed their homework. They responded that parents do not understand the ILS and mistakenly believe that the Standards interfere with student success. Several teachers indicated that parents need to be informed and inserviced on the ILS. Several indicated that language/cultural barriers hinder parent involvement.

- It is a challenge to educate and inform parents and to involve them in the process.
- Lack of … parental/community support
- Lack of full parental involvement due to cultural/language differences.
- Lack of interest regarding education/conduct among students and their parents.
- Lack of parental knowledge [regarding] the importance of state testing to our school. Parents see ILS as time taken away from what is really important to their education.
- Lack of parental support of their children (poor parenting skills).
- Lack of support from parents (inconsistent attendance; failure to monitor homework).
- One barrier is that parents should be informed and inserviced on the ILS.
- Parents' lack of understanding ILS. Parents who mistakenly believe the ILS interfere with student success.
- The parents do not always want to understand what is important to teach. They often want activities to be "fun" and "cute" as opposed to being useful and aligned to standards.

Lack of District/Administrator Support

Thirty-one teachers (3.7%) responded that they perceive the lack of administrator or district support to be a barrier to ILS implementation. They indicated that there is a lack of communication with the district and that they receive little support from their district administrators, who often neglect to solicit their input regarding curriculum decisions and ignore their recommendations or new ideas. They also indicated that there is little or no support in the form of staff development or inservices regarding ILS.

- Discipline in classrooms is not sufficient; the students have too much of a voice; little/no intervention/support by administration; administration (principal) supports student opinion over teachers' training
- Emphasis on sports instead of academics from the board and superintendent.
- Little support in past from administration.
- No follow-through by state or local officials.
- Our administration is not willing to hear new ideas at the teacher and area level on how to implement the ILS.

- Superintendent makes decisions without discussing information with teachers. Superintendent. ignores recommendations made by teachers, often doing opposite of recommendations. Parents talk to superintendent and dictate curriculum without parents having any background in subject.

- The district is always making changes and creating new policies that the teachers are getting overwhelmed. Nothing is put in place long enough to evaluate the true outcome. Every year it is something new. CPS needs to do research and collect sufficient data before making changes.

- The horribly dysfunctional bureaucracy of CPS, poor management of schools by administration, lack of funds, and lack of knowledge as to how best to use those funds.

- Too much red tape from state board; our curriculum doesn't match the state goals at various levels/grades; no follow-through by state or local officials.

- We are to learn all of this (a lot on our own) with no financial help from our district. Our superintendent has tight reigns.

Lack of Personnel

Thirty teachers (3.6%) indicated that lack of personnel is a barrier to ILS implementation. Most indicated that this is due to lack of funds. Some indicated that because of an inadequate number of personnel, duties, which must be spread among fewer staff, have increased for everyone; this has also increased class size. They also indicated that their districts are unable to hire additional personnel to serve as substitutes in order to free up the regular classroom teachers to take advantage of staff development and workshops and to engage in planning activities in collaboration with other teachers. Many indicated that their schools need additional personnel because of the high numbers of Special Education, special needs, and English-as-a-second-language students. Some teachers indicated their district needs additional personnel, such as teachers, teacher's aides, and curriculum directors.

- Extreme diversity of student population (Special Educational needs, ESL learners) without enough support in the classroom.

- Need more Special Education faculty hired to replace those who have left or transferred from their teaching position to a different position.

- Our class sizes are too large and we have excessive numbers of IEP students in single classrooms with no team teacher or aide.

- Our school because of financial problems has cut staff. The remaining staff [are] overloaded with students.

- Science lab but no science lab teacher.

- Size of district; i.e., reducing class sizes, transition grades, after-school tutoring, increasing teacher planning; this could be helped by having aides to assist w/grading, copying, etc.

- Small faculty size = multiple duties.

Testing/Assessments

Twenty-seven teachers (3.3%) indicated that they perceived testing to be a barrier. Many responded that they feel they are required to do too much testing, which infringes upon their instructional time in the classroom. Others indicated that they more heavily emphasize math and language arts because these are the subjects that are most heavily addressed in the tests, and that they do not have the time to address other subjects as much.

- Currently no standardized test to compare learning of students outside of ISAT.

- Curriculum alignment with quality resources is not funded; valid assessments aligned with ILS are not readily available or funded.

- I'm expected to test each student individually in January with DIBELS and Access. I have 25 in one class and 26 in the other. It seems that I will spend January testing not teaching!

- Inconsistent assessments...some focus on formative assessments and have little cumulative assessment. Others value student participation in activities and overlook student achievement.

- It seems like all that we are doing is testing, testing, and more testing. Wow. This seems like so much fun. I wish I were in school again. In teaching math, it's hard to move on when a concept is not understood or mastered.

- Time constraints are the worst. Also, ISATs are given in late February or early March. That is not enough time to squash a year's worth of ILS into.

- Testing Science Standards on standardized tests. Not testing a student's reading ability.

- The assessments and such expected of teachers is unrealistic and time consuming. Standardized tests at an early level are absurd.

- We see social studies and science going by the wayside because so much testing is on math and language.

- We're inundated with paperwork and are having difficulty staying on top of all the ways we are to assess students.

Special Education

A number of teachers (26; 3.2%) stated that Special Education issues are a barrier to implementing the ILS. They brought up student abilities, which are often several grade levels below that of the students' grade levels. Teachers also reported that they spend and inordinate amount of time dealing with their students about life skills. A number of respondents who are Special Education teachers indicated that their students are tested at the same level as regular education students.

- As a Special Education teacher, we may not be able to implement ILS goals at the appropriate grade level. Sometimes we have to implement goals that are several grades below the student's actual grade level. All students do not learn at the same time, and ILS really doesn't take this into consideration.

- I teach Special Education and regardless of the goals I set, the standardized tests test above my children's abilities. I understand why standards are set, but politicians have to realize why they are not met.

- I think it is outrageous to expect Special Education students to be tested with the exact same test as their grade-level peers. They are in Special Education because they have not [met] (and cannot) meet grade-level standards! ISAT would be more meaningful if Special Education students could be given out-of-grade-level tests. As it is now, educators are spending a huge amount of time preparing for ISAT, not preparing students for life. We are doing a major disservice to our students. NCLB is the worst educational plan I have experienced in my 31 years of teaching. You may be fooling the public but you are not fooling educators.

- ILS Standards and Descriptors were not designed with students with severe special needs in mind. Most of the standards are academically based and do not include functional life skills. If descriptors do match, they are often in the wrong age group. Skills that are vital to students with significant needs are very difficult, if not impossible to align with ILS.

- In Special Education, determining appropriate standards; once standards are matched to tests/projects it is difficult to change the test/project.

- None. Even within Special Education, the ILS are easily implemented, even if the ILS is at a lower level than the student's assigned grade.

- Special education students are grossly mistreated by the expectations on state grade-level testing (see other note #103).

- Special Education students being tested at the same level as regular education students and having them try to score at the same level as regular education students.

- Too many laws that mandate the inclusion of Special Education students in the regular classroom. No wonder private schools are growing in popularity. Let's get back to teaching our average and above average students.

Lack of Technology

Twenty-two teachers (2.7%) reported lack of technology to be a barrier to implementing ILS. Several reported that their computers were old or out-of-date; they reported a need for new or additional computers; others indicated that computer labs were not always available when needed. Other teachers indicated that their district/school lacked technology support. Following are several comments which serve as examples for the types of responses we received regarding technology.

- Accessibility of technology; computers/labs not always available when wanted/needed.

- Computers are slow/old; takes time to work on curriculum mapping.

- Difficult for all students to have access to technology due to constraints of tech system and room.

- Lack of viable technology structure; lack of reliable technology.

- Our technology budget does not include funds to update computers often enough. Currently at least seven classrooms do not have working computers, and our lab of 30 computers only has 23 working while we have 27 or 28 students.

- The technology resources in our district are terrible!

Too Much Paperwork

Eighteen teachers (2.2%) reported too much paperwork to be a barrier to implementing ILS. Several reported that paperwork related to ILS or other programs was taking away from instruction time spent with students. Following are several examples which show the types of responses we received.

- Limited student contact time; too many other obligations, more and more paperwork; less time to teach

- The mountains of work and materials involved in the Comprehensive School Reform Programs.

- Not enough time allotted to teachers for planning and records (paperwork).

- Students lose because of paperwork and trivial agendas.

- The overwhelming amount of time to state the ILS on all assessments/activities; lack of time (School Improvement days) to work on this.

- Too much burden placed on teachers to do red-tape paperwork instead of being able to focus on teaching students

- Too much paperwork! We can implement these without writing the Standards on plans, boards, paper, etc. Let us teach!

- Too much paperwork. Let me align my goals and teach my students. Leave us alone. You used up our meeting. No professional development for us.

- We re inundated with paperwork and are having difficulty staying on top of all the ways we are to assess students.

Scheduling

Twelve teachers (1.5%) indicated that scheduling is a barrier. In addition to reporting general scheduling problems, they specified a difficulty scheduling planning meetings and block scheduling. Following are a few examples of scheduling problems.

- Amount of time in the school day and the way the schedule breaks up the time.

- Planning times with grade-level teams are hard to schedule.

- Year-round has made it difficult to give student services to those that need to be pulled out.

ISBE

Twelve teachers (1.5%) reported perceived difficulties with the state to be a barrier. Following are several comments which serve as examples for the types of responses we received.

- I have developed computerized data banks for the ILS which helps to make the process more streamlined. Why doesn't ILS develop something similar for teachers to use. Why do we always have to create our own?

- Lack of decision-making consistency from the state.

- Teachers need to teach to students, not to state.

- Lack of consistency from the state.

- Lack of mandated early childhood education (preschool, kindergarten).

Programs

Ten teachers (1.2%) reported that either too many programs or a lack of them was a barrier to implementing ILS. Following are several examples which show the types of responses we received.

- Also, the school and the district want to implement too many new programs and techniques. This is not always productive.

- Cancellation of studies cross-curriculum in world education involving 6 to 8 teachers in art, Spanish, geography, history, and literature.

- I think some teachers and administrators need to be aware of I.A.A. and that more students could possibly benefit from its implementation.

- Lack of after-school tutoring

High Mobility

Six teachers (.07%) indicated that high mobility in their district was a barrier to implementing the ILS. Following are three responses concerning high mobility.

- Having students from other schools who have not been exposed to the ILS.

- Our population is so diverse and mobile, implementing ILS to all in a thorough, consistent manner is truly a difficult task!

- Transition in district is high.

Supports

Survey Item # 102: What are some of the supports for implementing the ILS in your school/district?

A total of 628 teachers responded to Survey Item #102 regarding supports for implementing the ILS in their school/district. Two hundred forty-seven teachers (39.3%) responded that professional development opportunities, such as inservices, institute days, workshops, school improvement days, staff meetings, and SAC training, are supports in implementing the ILS. One hundred sixty-two teachers (25.8%) reported that their administration, superintendent, principal, school board, or curriculum director has been a support. One hundred thirty-four teachers (21.8%) responded that teaming/peer collaboration in the form of vertical, grade-level, and

subject-area planning; their school leadership team; curriculum committee; or mentoring has been a support in implementing ILS. One hundred nineteen teachers (18.9%) reported that curriculum alignment and mapping, lesson plan alignment, curriculum mapping template, and frameworks, and are supports to implementing ILS. Closely related to curriculum alignment, materials, such as hard copes of the ILS, curriculum binders and other materials were cited by many teachers (97, 15.4%) as being supports in implementing ILS. In addition, many mentioned posting copies in their classrooms. Many teachers stated that personnel (86, 13.7%) are supports to ILS implementation; responses included enthusiastic, hard-working teachers, and individual personnel such as curriculum coordinators, lead literacy teachers, reading coaches, and other support staff; quite a few teachers mentioned mentoring as a support; others indicated that the district had brought in outside consultants to assist with training or alignment. Table 3 which follows shows the response categories for Survey Item #102, and the number and percentage of responses for each. Also included in the table are other supports which were mentioned by less than 10% of the respondents. Following Table 3 are several of the most often cited support categories and a number of responses which best illustrate the types/breadth of the responses we received.

Table 3. Supports to the Implementation of ILS

Support Categories	#	%
Professional development, inservices, SIP Days, meetings, teacher institute days; SAC training	247	39.3%
Administration Support: Superintendent, Principal	162	25.8%
Teams; peer collaboration; grade-level, subject-area planning; school leadership team; curriculum committee, mentoring	134	21.3%
Align curriculum, lesson plans to ILS; curriculum mapping, curriculum mapping template, framework	119	18.9%
Materials: Binders, hard copies of ILS, other materials, i.e. manipulatives	97	15.4%
Personnel: enthusiastic teachers, curriculum coordinator, lead literacy teacher, reading coaches, department heads, consultants, substitute teachers for training, mentoring	86	13.7%
Technology: websites, database, on-line lessons, curriculum mapping software	62	9.9%
ROE, ISC, Regional offices	29	4.6%
Time	24	3.8%
Rubrics, testing, assessments, interactive tests	9	1.4%
Instruction, Block scheduling, I-Can statements	8	1.3%
Funds	7	1.1%
Standards: provide uniform education, guides, goals to work toward,	7	1.1%

Professional Development

- 1) Encouraged to attend meetings related to ILS.
  2) Given release time for curricular development around the ILS.

- Being a first-year teacher in the district, I am unaware of all the supports for implementing the ILS in this school. However, I have seen workshop information and ROE class offerings that would accentuate the practice of the ILS in my classroom.

- Constant referred to the ILS when we are having meetings. Inservices always have paper referring to what standards are being supported. Plenty of educational opportunities. College coursework certainly supports information base.

- District provides training for new teachers concerning learning targets and assessment for learning

- District/regional workshops that offer new ways (lessons) on implementing the standards;

- During staff development sessions, we learn new and better ways of teaching. I assume these are aligned to the standards.

- Everyone from our grade level has been attending workshops this year. Basically because 4th grade will be tested on new material this year.

- In the beginning, inservices were held and were met to align the curriculum. It's like many other things, "lip service" is paid, but when the door closes, some teachers don't participate.

- Inservice days to work with departments in order to identify strengths and weaknesses in each learning area. Using this data we target areas for improvement.

- Institute days are often used for discussing and making goals in relation to the ILS. Faculty meetings are used in the same way.

- Many inservice opportunities are provided to educate school personnel.

- Release time; NCA (North Central Association); During that time he [NCA trainer] informed us of the ISBE page and mentioned the assessments, ISAT, PSAE, ACT, IMAGE, IAA, & Rubrics Interactive tests performance Descriptors. Also, the Illinois Assessment Framework. However, I am really not aware of all. As you can see which our school puts emphasis on.

- SAC training gives time for teachers to work together

- School and district professional development; encouragement to go to outside workshops and share the content with other staff members; book clubs to help explore new methods of improving student performance;

- School improvement days that are set aside specifically for articulation meetings are a big help.

- Some teachers have been through SAC training on a voluntary basis only.

- Support from my school/district has been to keep the teachers up-to-date on standards and how to implement them. Various materials are made available, website connections, and opportunity to send at least some of our staff to workshops has helped to keep our school on track, following the standards successfully.

- Support is also gained both in and out of the school (i.e., conferences/workshops).

Administrative Support

- A new middle school principal who is very interested and up-to-date on ILS.

- Administration checking that the ILS is posted and included in all lesson plans. The REO giving all the teachers the ILS for specific subject areas.

- Administration is great, always willing to work with staff in regards to ILS.

- Administration's involvement in keeping us informed of latest ILS news.

- Administrators are available to help discuss and provide materials.

- Administrators provided lists for standards, instructed staff to implement in curriculum.

- Administrators willing to work with teachers to implement these standards on a timely basis.

- Both our district personnel and principal have been highly supportive of implementing ILS and SAC.

- Every teacher has a copy of the standards. We have to write the standards in our plan books for each lesson. Any administrator is willing to help. The principal does check to make teachers are following through.

- Great administration always lending support and resources.

- Our administration is helpful and always wants to make sure that we are teaching according to state and national standards.

- Our administrators try to pass on information whenever they receive it.

- Our principals are very, very supportive. Our principals listen to the needs we present and work towards finding funds for purchasing needed materials, sending people to workshops/conferences on current topics, and bringing leading educators, i.e., Dr. Michael Heggerty, to our school for the most current research/data.

- Our superintendent has been very supportive, as well as assistant superintendent of curriculum. They are very supportive of our efforts to improve using ILS!

- Our superintendent is very supportive and helpful with staff on making meeting times for ISAT discussions, grade-level meetings, and vertical team meetings. She also has given us information from ISBE on ISAT, Illinois Framework, and the ILS.

- Our superintendent will help us in any way feasible. For example, she saw to it that a trainer was provided to the three of us needing it for the math.

- Proactive curriculum director/superintendent.

- Superintendent, administrators are currently working diligently on updating vital changes necessary to the success of our student body.

- The administration is very interested in aligning and implementing the standards.

- The principal and the school board have been looking over our lesson plans on a regular basis. They are checking for the learning standards being applied in all subject areas. The principal also meets with each grade level on a regular basis to discuss and review our lesson plans.

- The principal is very supportive of creative and instructional models that promote student learning. He provides all the resources (instructional) that teachers request.

- Very few. There have been professional developments, but there is no support towards implementing the ILS into our classrooms. They hand you the material, briefly go over it, and then you're swimming in the deep end, metaphorically speaking.

- We have a wonderful support system from our superintendent, curriculum director, and principal. They allow us to be creative and innovative with teaching the standards.

Teams/Peer Collaboration

- A few SAC-trained teachers at time share information.

- Enthusiastic, dedicated, energetic, creative, hard-working teachers; building vision and support within school teams

- Grade-level meetings discuss ILS. Curriculum committees are also dedicated to analysis of standards.

- I have great support from my principal and within my subject area (7th grade science teacher)O. The district is working on implementing alignment throughout the grade levels.

- Teachers that support one another; common planning time among grade levels; literacy teams, writing teams, and mathematics consultants that help provide focus to teachers.

- Teachers that support one another; common planning time among grade levels; literacy teams, writing teams, and mathematics consultants that help provide focus to teachers.

- Team planning time gives us some time to discuss these areas of need.

- We have a team that works on implementing plans for school improvement.

- We have weekly grade-level meetings with the teachers and together we make sure that we have covered all the necessary ILS.

- We support each other and meet periodically to assess our benchmarks.

Align Curriculum/Lesson Plans to ILS

- Alignment has created more consistency from school to school, district to district. Expectations help create better goal-setting.

- Curriculum binders that tell what to teach and where to find additional resources.

- Every teacher has a copy of the standards. We have to write the standards in our plan books for each lesson. Any administrator is willing to help. The principal does check to make teachers are following through.

- Every teacher is provided a copy of the ILS to have at their fingertips. When choosing a new curriculum for a subject, ILS are always considered.

- Horizontal and vertical alignment of curriculum maps throughout district;

- Our district has mapped our curricula so that they are directly correlated with the ILS. Moreover, our teachers have input their data into a district-wide database for quick reference.

- The language arts and math curriculums that we use are aligned to the ILS. There are sections in our teaching manuals that outline each lesson and its corresponding standards.

- We have been given the website to the Illinois Board of Education. We were told to put the Standards in our lesson plans. She (the principal) gives feedback on the lesson plans. A bilingual auditor came to check if we were putting the standards for ELL students.

Materials: Binders/Hard Copies of ILS

- A new curriculum mapping framework has been designed to facilitate Standards-aligned coursework in almost all areas of study. (Core and other courses).

- All sorts of hard copies, administrator sermons, meetings, workshops, and department directives, also teacher discussion.

- Creation of departmental binders for curriculum alignment. Each teacher has a copy of his/her department's alignment. Our school has been involved with the ILS from the very beginning.

- Every teacher is provided a copy of the ILS to have at their fingertips. When choosing a new curriculum for a subject, ILS are always considered.

- Hard copy of ILS distributed to staff; CD ROM of ILS distributed to staff.

- Holds teachers accountable and also gives a framework to help with curriculum planning.

- Materials books/software to implement goals.

- Peer teachers are there to help, if you ask them. We have been given a book about Standards as a resource. I use ISBE site mostly.

- We have a new reading series with lots of books.

- We have been working on curriculum mapping and have copies of the Illinois Learning Standards

- We have books which list the standards and the standards are available online.

- We teachers are required to post the learning standards in our classrooms and discuss with the students how they pertain to their education. Teachers are also required to write the standards covered in our plan books.

Personnel

- Curriculum coordinators are well-versed in the standards and help align curriculum.

- Reading specialist and bilingual coordinator have been excellent resources and coaches!

- School leadership team and our outside consultant are outstanding.

- Supportive administration. Teachers who do want to provide students with the best education possible.

- Teacher instructional leaders in reading and math; school improvement coaches; reading coaches/Reading First grant.

- Technical support person for curriculum mapped needs and trains teachers in using tech support systems in classrooms that match ILS.

- We have a great curriculum director that is involved at the state level in many areas. We have ad a lot of exposure to and education on the standards.

Other Issues and Additional Information about ILS

Survey Item # 103: Please use the space below to discuss other issues and additional information about the ILS within your school or your district.

Of the 1010 teachers who responded to the open-ended survey items, 279 responded to Survey Item #103. Sixteen teachers indicated that they are

Already Implement/Making Progress

- All teachers who were here 3 years ago are familiar with ILS and incorporating/correlating ILS to student work.

- The ILS gives our students the opportunity to incorporate real-world experiences into their learning. Since the Goals 2000 program was launched, I have been writing modules and aligning them to the ILS, making changes to keep the modules updated. The ILS keeps us focused on what our students should know and be able to do.

- The ILS is just another acronym. I don't know about the other teachers, but I adapt and use what works in my classroom. The ILS is just a complicated set of educational jargon. Teachers teach. Students learn. Simplify things.

- The ILS provide a reason for teaching particular topics and using particular methods and materials.

- The more we are aligning with the standards the better we are in sync with each other across grade levels and the more synchronized we are, the scores seem to be improving.

- When I first started teaching, the ILS just came out. My principal handed them to me and I read them. I said to myself, Oh, that's what I do and believe already. My entire career, I have taught aligned to the ILS instinctively.

- We do not need any assistance with the ILS. They are self explanatory. You look at the standard, decide which lesson to teach, and try to make sure you use as many teaching strategies, materials, and activities as you can to continually teach all the standards. The goal is to have covered all of the standards several times throughout the year.

- We are beginning the process and making strides to integrate them into our curriculum.

- We are expanding in this area every year. Our administration is looking at statistics. counselors are looking at PSAE's and trying to give teacher some directional help to advance academic achievement for our students. Our School Improvement Plan basically: Year 1: goals data driven; 2: develop plan; 3: implement Plan. This is where we are.

- We are working to improve or curriculum correlation to ILS. We are developing a consistency of implementation among educators

Lack of Funds

- Funding is the primary issue. Please provide us with funding to comply with standards.

- Planning time and funding are the two major barriers in implementing the ILS. Without enough time or the proper materials, it is very hard to change a curriculum.

- Since funding cuts, we are no longer participating in enriching, necessary training to keep our district enthused, interested, and in the know on the subject. New teachers have not been trained or had opportunity to have the quality training programs provided by the ROE's state's offices in the past. We need the trainings and incentives to keep our passion in this area.

- Those schools who in the past have not received any monetary help should receive it in order to better implement the ILS within the school and then across the district. I believe the district does a poor job of implementing the ILS because they're too worried about charter schools who are not mandated to use the ILS.

Lack of Materials

- There is no school-wide curriculum in place. Many text books are outdated and not aligned to state standards.

Lack of Time

- The state gives demands to school districts. The teachers are to fulfill these mandates. Teachers get more an more piled on an no more hours in the day. When the district chooses good curriculum this should keep the teacher from needing to always check if lessons are aligned to state standards. I'm thankful we do not have to specifically write this into lesson plans. Teachers never or rarely have enough planning time by the time papers are graded, discipline issues resolved, etc. Good planning time makes a big difference.

- We have more curriculum and assessments to test our students, but not enough time to teach, plan, grade, and gather our data to report to the district office and try to keep a balance so we can balance and enjoy our own family; I see a lot of good teachers leaving the field because there's not enough time to make a family balance.

- We need time (mandated) to align our school curriculum with city and state standards. They are not at all aligned now.

- We need time (mandated) to align our school curriculum with city and state standards. They are not at all aligned now.

- This is a great idea for teachers to become more focused. But, there is too much time being spent on planning, rubrics, and assessments. This takes away from preparing the lessons effectively. (Unless I stay past 5:00 every night.) Also, we no longer have time to do fun things for the kids. If they work hard, they should be compensated too!

State Inconsistency

- Educators are accustomed to the government implementing something new and in a few years making a change. I believe there is a real credibility issue.

- Same red tape. When will this pass as in other educational goals and planning cycles.

- The ISBE constantly reinventing the wheel is a total waste of taxpayers' money.

- There always seems to be a better way—standards based curriculum; how come these curriculums are constantly thrown at us without proper explanation or affordable training?

- These change every other year. It seems like when we get some paperwork done, the State Board changes its mind and wants something different.

- We bounce from new reform to new reform.

- We may be aware of this, but every year or two the on-going process has a new name and it is difficult to keep up. Instead of no child left behind maybe no teacher left behind would be a good program.

Parent Involvement

- Parents do not understand or see the relevance of the ILS.

- Parents need to be involve more fully in their child's education. Teachers can't do it alone.

- When you complete questions regarding parental involvement, it makes you realize how little most administrative facilities realize about the average parent or family unit! Teachers can't even get parents to become involved in completing short homework lessons or daily concepts, let alone any abstract learning standards for their child's classroom curriculum!

Special Education

- It is terribly difficult for students with special needs to meet ILS Standards at their grade level since they have disabilities.

- While we are expected to parallel regular ed curriculum and standards, our focus on Special Education is on life skills. We don't feel very connected.

- Why are school districts penalized by having Special Education students who read at a second-to-fourth grade level having to take tests on the eighth grade level. This practice is unjust to both the students and the district that has to report these scores on the school report card. Why not have eighth graders take the ACT tests. It makes as much sense.

- Why are we giving a test (Prairie State) ACT test that doesn't measure the Illinois Learning Standards? We need a test that measures the ability of all students not just the students that are going to college. Get over the politics and get rid of the Prairie State ACT Test.

- With NCLB, a lot of pressure has been placed upon schools and their staffs. Accountability, standards, and student assessment are good practices if society is truly concerned about students. However, it's doing more injustices for all children rather than benefiting their learning. The whole system doesn't work! Each individual child is different; one's a test-taker; one's not. ILS are supposed to cover all necessary materials needed to do well on those tests. Teachers are then held accountable. But in reality, the tests are not valid or reliable. Ask any employer. The ILS will not help teach the individual child in all our students. I don't believe we'll see any success until we start teaching to people, not to meet state standards.

Standards Inadequate/Unrealistic

- Don't always agree with them. They could be improved.

- I have serious concerns about the expectations that are being set for the students. In the state's rush to reach the highest scores and look wonderful in the paper, it has lost sight of the real reason for education. We are here for the children, not test scores. Expectations placed on the students are not developmentally correct. We are not allowing our children to be children; they have become lab rats.

- It is my opinion the ISBE needs to stop dumbing down our standards. We should expect more from our students.

- Do not feel ILS are a valuable tool in the classroom.

- It is very difficult at this time to use the ILS in the area of speech-language development. The ILS have not been developed with related services in mind. They do not appear to be sensitive to diagnostic information related to speech and language development.

- Standards do not address appropriate goals and benchmarks for students who are significantly functioning below grade level.

- The ILS is not really geared for at-risk, Pre-K students in impoverished.

- The ILS tends to assume all children can learn at an equivalent rate. This survey tends to be offensive to me. My teaching methods, materials, assessments, are driven by the needs and levels of my students. ILS are simply my ultimate goal. Realistically, I know not every child will attain grade level expectations. I will do whatever I have to do to help them maximize their individual learning potential.

- The ILS do not give any clear expectations as to what students should know and be able to do. They are much too vague to be on any real value.

- There are so many performance descriptors for History that sometimes it seems almost impossible to teach all of them in one school year.

- There are too many standards and not enough time. Our school day is too short to cover all of the material. The ISAT is given too early in the school year.

- Using the ILS in the way it is mandated does nothing to improve my instruction. They are a colossal waste of time as was this heinous survey.

- These implementations cause the children to lose out on many creative activities that nurture not only their minds but spirits. Teachers are angry and frustrated. The atmosphere is negative because of it.

- We are pushing down on the children in early childhood and expecting them to know too much too early. Unrealistic goals for children and teachers to meet.

Survey Problematic

- Regarding this specific survey, it would be beneficial to have some terminology defined as educators new to the profession may not understand some of the questions. Example: Illinois Assessment Framework.

- This survey is quite lengthy. Perhaps a shorter or online version should be developed.

- This survey was just placed in our mailbox; no personal note from the principal, and was done on our own time.

- This survey was tedious to do.

- This survey was very redundant.

Testing

- Too much standardized testing and decisions based on this.

- Trying not to teach to the test!

- We need to teach more, assess less.

- Enough assessing! Can we please go back to teaching?

- Teaching to the test has increased, but creativity in the classrooms has decreased.

- The emphasis is way too much on testing. We have taken too much valuable time from meaningful instruction because we have to focus on ISAT too much. Teachers don't have the time or freedom to do fun educational activities. There's less joy in school.

- The emphasis on test-taking seems like putting cart before horse. If emphasis was placed on learning standards, test success should follow. (as long as test are aligned to standards.

- The ILS are definitely significant guideposts in teaching. I hope that one day state assessment recognizes that one test does not always capture students' accomplishments and capabilities.

Training

- I wish I had more training on ILS at professional development workshops.

- I would like a workshop on ILS at McNair for the teachers and materials for all the teachers, including Special Education, in order to perform the best instruction!

- I would like more information on using ILS for Special Education students.

- I would like to learn more about it.

- So far it's all numbers; ILS numbers entered on plan books and ISAT scores. No training provided on implementing in classroom. Basically, go to the ISBE website and figure it out for yourself.

- The standards do need to be followed and used as ultimate goals for this district, but the most important issue is how to teach the standards.

- There needs to be more information that is consistent and help with implementation. There are many new initiatives introduced without the backup information that is needed.

- We have not had training in our subject matter and we have been told to align without the proper training.

- We need more training on ILS in our building. I would love to have the opportunity to categorize lesson plan ideas into their appropriate goal.

- We waste unbelievable amounts of money on outside providers who are pathetic.

- Would be beneficial to do our school's population for teachers to have training and information on WIDA standards.

- All students in Illinois should use a state-sponsored Reading/Math program text that is aligned with ILS.

- Allow good teachers to teach. If you are concerned about the quality of instruction, do something to assure this before students become teachers (like at the college level). Don't prevent the rest of us from being effective by making us send half of our time filling out forms and writing assurances that we are doing what we are supposed to be doing. Excessive paperwork is driving good people out of the profession!

- As a charter school, we operate independent of CPS as far as training, inservice, and so on. We are not included in district initiatives.

- As a special educator who works with TMH or severe ID students. Many of the Science goals are not as functional for my students.

- As far as I know, there is no discussion on implementing the ILS in my school. We do not even discuss them at school.

- Both hard copy and website links that provide standard information.

- Changing community demographics-poverty, financial realities.
  Not enough to really implement good classroom size decisions, particularly in English Department; not enough to provide technology at a level commensurate with student needs.

- class sizes too large

- Concerns about high poverty, high mobility of students. We have a lot Section 8 housing units; our district is really hurting money-wise.

- Constant change; unknown how well they match to tests, though they claim to, even distribution doesn't seem to occur

- Cooperative group activities and projects are almost non-existent in my classroom due to time constraints. I feel that the students are missing out on meaningful real-world applications; the emphasis is on whether they can pass a test. How can one test measure what a student has learned.

- Crowded school; large classes; crowded hallways; old equipment; sharing books; copier broken a lot; constantly having to cover other teachers' classes

- Curriculum chosen by district directly related to ILS.

- curriculum mapping; committees for curriculum

- Demographics, apathy, overloading teachers are all obstacles to meeting standards.

- District curriculum committees are looking at this as new programs are being considered for adoption.

- Everything is contained in the ILS. One needs to run a good academics program. But the program cannot achieve anything, when there is no room to house all the students. Please a lot of extra money to add or build four or five additional rooms.

- Everything is covered above.

- Finding ways to make this more interesting for teachers, students, and people.

- Funding is the primary issue. Please provide us with funding to comply with standards.

- Grammar should be 1 goal in and of itself.

- Hands-on; differentiated learning

- Have colleges prepare students in Teacher Preparation classes with IL Standards and Benchmarks as part of requirement for teaching certificates.

- Having standards is good; however, the students are tested way too much. Time to teach is getting less and less. Students need to be taught in a way that prepares them for life in the real world. They also need personal time with their teacher.

- How can we compare ISAT test scores for 7th graders this year to 7th graders last year? They are different people. NCLB says our percentage on meet and exceed needs to continue to get better. Do they really look at how they are comparing and disaggregating data?

- I am a counselor and cannot answer most of the questions.

- I am not aware of any.

- I am number 1 a new teacher and second I am originally from Iowa, so this is all new. Am I wrong in stating that Ag. does not have their own standards but rather have to take from other curriculums?

- I am proud that our school seems to be working on implementing the ILS from a top-down method.

- I am so busy dealing with daily classroom concerns: LD students; low IQ students; students w/ADHD and other behavioral and emotional problems that ILS takes a back seat to more pressing day-to-day concerns!

- I believe it would help to have further training so that everyone knew exactly what the expectations are in using the ILS.

- I believe the ISAT test is a waste of time and taxpayer's money. When teachers are told in advance the test questions will not change for the next five years, how valid is the test? People are teaching to the test!

- I cannot emphasize enough money and time.

- I can't think of any other than the ones mentioned throughout the survey

- I did not answer some questions because they implied or assumed something existed or exists which is not true (e.g., Questions 16 = redundancy)
  I am tired of being blamed for low test scores.
  The ILS and other requirements are based on the false premise that some highly paid expert(s) can dictate top down learning for every individual student while making the classroom teacher responsible and accountable for actual implementation and success.
  I work in the real world. This means I deal with students of differing abilities every year and adapt requirements to move them to a new level of scholarship even if they exceed or fail to meet an established standard.

- I did what I could in 45 minutes on this survey. Doesn't research say to spend 5-7 minutes surveying people? Our plates are overloaded. I'm overwhelmed! Keep ILS simple and realistic please.

- I do believe it's important that subjects have a similar curriculum throughout the state. What we've been lacking is the time to work on that. Hopefully the new template we've just been given will make it easier to do.

- I do not have any current issues.

- I do not let ILS drive what I do in the classroom. It is the students' needs I am specifically concerned about and interested in meeting. The ILS kind of fall into place or are achieved as I teach to the best of my abilities. The ILS give me a means of assessing what I teach, how I teach, and how I evaluate. It helps me realize that I have met curriculum, teaching methods, multiple learning styles, and individual student needs.

- I feel Kindergarten is left out at times.

- I feel like our district/school is way behind!

- I feel that ILS are a good idea. It does ensure that every student will know the same thing; however, not every student will be able to use the knowledge nor will they learn it at the same rate. It may take more than a year to make a year's growth in learning. Special education student do not always learn at the rate we as educators would like. Sometimes there are also emotional issues that keep a student from learning.

- I feel that many of the learning standards are applicable to what I do on a daily basis. and I could apply them if I need to but am not required to by administration. Too much emphasis in other schools have prevented teachers from being able to reward students for hard work at times.

- I feel that the ILS take away from a teacher's creativity to get students to really learn. Not all students are good test takers. The ILS is setting us up to get our students to become better test takers, not necessarily better learners. Thanks, Mr. Bush, Texas here we come!

- I feel that through 29 years of teaching we keep rehashing these same issues and reinventing the wheel over and over. While I see extreme value in the ILS, the amount of time required to complete state requirements from teachers is taking valuable teaching/learning time away from students.

- I feel we already teach concepts that are part of the ILS that they have not made a difference to my teaching strategies. I do it on my own.

- I find them to be of little to no assistance. I go through the motions of including them in my unit plans but the truth is that I have no way of knowing which standards students have mastered. I can say with near certainty that this is true throughout Chicago.

- I have a complaint about the Learning First Assessment that will be given two more times this year. The fifth grade test data from the first assessment was not aligned properly to the standards. This provided unreliable data. This is why I did not use the data provided from this test to make informed decisions about my students.

- I have four Special Education students in my classroom, two more unserved students with low IQ's that I must make accommodations for. Two behavior problems. One student that

plays all day and another whose parent is always in the classroom complaining. I do not have time for this survey! ILS has made many little units go by the wayside: handwriting, making change, etc. I understand the reasoning but it's not all that it is supposed to be!

- I have just started teaching this year. I feel that a majority of these questions are worded as if I have been teaching for years. The ILS has not changed the way I teach. In fact, it is guiding and shaping the way I teach.

- I have researched and studied the ILS on my own. I have implemented the ILS in my own classroom. However, I have received no training at my school or by my district.

- I love the ISAT as it is. We can teach to the standards without worry that children are too immature as they were when 3rd grade had to assess writing as a stand alone. They are easy to teach writing to by spring but not earlier in the year.

- I might be more aware of the ILS because I provide professional development opportunities within my district and for my ROE.

- I really don't know much about the ILS within my school or district, because I'm a new teacher and have only been with CPS for 3 months.

- I signed up to attend a workshop on ILS training. The info was sent out four days in advance. The only training offered south of Champaign. It was in Mt. Vernon and was cancelled due to lack of #s. Nine signed up to go.

- I think in general there is too much talk about ILS and not enough emphasis on teaching kids in creative ways that will grab them into learning.

- I think it is ridiculous that you even ask if the ILS have made me better or changed the way I teach. Good teachers are good teachers and I hold myself to high standards. I don't think you can make better teachers with your Standards. I'm tired of having every last thing managed by the State. I am a good teacher and teach my students what they need to know. ILS has not changed that.

- I think that often the ILS pushes students to work at levels that are very difficult for their grade level.

- I think that this survey makes it seem like it is a lot harder than it is to implement the Standards into the curriculum.

- I think the ILS are great; they provide a goal and roadmap that every student should obtain. They provide uniformity across the state.

- I think the ILS is good by principle but will take time to implement. The diversity of school districts state-wide makes it difficult for those with fewer resources and lower income students.

- I think there is a great need to standardize and specify content to be covered by grade/subject area to avoid repeated/omitted topics or concepts.

- I think they are a terrific guideline, but it is almost impossible to fully teach all of them as adequate as you'd like. Not enough hours in the day.

- I use the ILS exclusively when planning my lessons.

▪ If a Special Education student could work at grade level, they would not be in my class. IF I told a first grade teacher to work on 8th grade material they would laugh, but my students are at K or 1st grade level and that is what I am asked to do.

▪ If the state is wanting to dictate curriculum, send us the textbooks that match these throughout. Then make sure the state testing matches the textbooks. If the state wants to have a state test required for passing HS, just send the tests and textbooks to match tests.

▪ If visual arts is not taught by a qualified instructor K-5, how can the ILS force a foundation of learning that can not be obtained in the sort period of time given to the instructor by the district?

▪ Illinois Learning Standards are narrow in scope. Don't target specific years well enough. Often are nebulous. ILS have overall not increased student achievement on national tests: IOWA, CAT, ACT, SAT

▪ ILS are better addressed in subject specific classrooms. Students have less class time for learning due to excessive testing and the best type of teaching (IBL, hands-on) are being eliminated in response to testing teaching.

▪ ILS are supposed to be written on our lesson plans. I use them for the IEPs. I printed a copy of the ILS off the Internet and put it in a notebook for myself. I think that some teachers are still using CPS Framework or don't understand about the ILS.

▪ ILS are very general and take too much time to learn to what amounts to fluff that has no impact on a good curriculum. For a good curriculum directed to meaningful education, ILS only distracts from much needed prep time.

▪ ILS creates more paperwork for teachers that are currently excellent teachers. In the process it decreases their productivity and creates serious disruptions to learning. I am a supporter of standards but am extremely tired of the endless paperwork associated with the proof of their implementation.

▪ ILS forms need to be more teacher-friendly; otherwise time spent filling out these forms becomes cumbersome and real lesson planning time is lost.

▪ ILS implementation is overwhelming, challenging, and at times unrealistic!

▪ ILS make the rate at which we teach rigid. If we make any adjustments to our curriculum there is so much paperwork to be done that we are discouraged to make those needed adjustments.

▪ I'm interested in the ILS training.

▪ I'm not sure I can comment due to insufficient knowledge.

▪ In my opinion, the national standards for world language are logical and legitimate but the ILS standards for world language are silly. There has been no training in the past 3 years to train teachers other than core/testing areas.

▪ Information not shared thoroughly

▪ Inservices; workshops

▪ Issues about the ILS that I have are not my districts doing the constant revisions of the state gets tiring trying to stay up to date. My district does the best it can, but these constant

changes in grades taking which test causes constant revision in the district. Because of our school's excellent standards achievement at all grade levels, we have been able to adjust. However, it is tiresome.

- It helped me as a new teacher to the district develop a curricula that corresponded with the ISL.

- It is very difficult to test on the material for the ILS for a grade level in the beginning of the seventh month of the school year. I.E. 4th graders should take the ISAT at the end of the grade, not with 2 more months of instructional time left.

- It takes a lot of time to have to look up the standards for each lesson. Also, making sure we teach to the Illinois standards.

- It takes a lot of time to thoroughly develop concepts in math. The ILS has forced me to spend less time on concepts so that I can get more concepts into the curriculum. March is too early to teach everything students need for the ISAT test.

- It wasn't until I received the IL Science Assessment framework in October 2005 that I began to know what was expected of me and my students.; An on-line archive of past PSAE exams would be beneficial for my students. The current practice science questions in the 2004-2005 Teacher Handbook is limited in scope. It appears to focus on ecology/earth science.

- It's tough to be assessed on the five hours we have the kids when what goes on outside the school doesn't back us up. Many of our students lack English skills to truly meet the ILS.

- Just because a student meets a set Standard does not mean that the student is learning a skill that they will use in college or the workplace.

- K-2 standards are fluff and have never been tested (ISAT). I teach third grade where the amount and content of standards are, in my opinion, too many and too hard. We cope and meet the Standards, but many students become too stressed and end up not liking school.

- Lack of an adequate technology component within the school; Lack of discipline within the school which lead to ongoing classroom disruptions and deterioration of the learning environment.

- Lack of training and planning time.

- Last year it was impossible to access updated reading on the IAF. It was not updated until August.

- Let the teachers teach. ILS = stupid.

- Math curriculum (K-12) has been revised. The English curriculum is being worked on currently.

- Meetings to inform and ask questions which some of the teachers are afraid to talk openly about.

- More adult help in every classroom would be greatly appreciated.

- More information out for parents and community.

- More inservice is needed on the ILS.

- My principal has disconnected Head Start classrooms from his focus. He sees our class as Head Start responsibility and therefore it is hard to stay inline with ILS and the school.

- Need for money for material and aid for slower students; plan time for teachers in the same subject levels to discuss and align ILS; more parent involvement; superintendent who is in touch with the needs of our low income students needs and fairness to support all instructors classroom.

- Need more funding

- Need more time to do all your paperwork and then you change your minds and come up with something else.

- No other issues at this time.

- None with our school; some with our state: How to cover all before testing? State give more advice on how to implement all of these and at what age level. Still, have to maintain many selections of classes!

- Not enough prep time to do all this work. Let us teach!

- Not enough time for planning or implementing the program; with slower students in the school move, move class time is needed.

- One must memorize the standards to use properly.

- One really needs to use their imagination as to how to apply some of these standards when working with the severely handicapped.

- Only those involved in the committee in my district know about ILS. They do not share with the rest of us. I know about the ILS because I keep a copy behind my desk and reference it.

- Other areas of learning/knowledge are being sacrificed to focus on them. Money is only being given to improve those test scores and being taken away from helping students in other areas. Have we lost sight of teaching them to be well rounded?

- Other than more on the clock training needed I cannot think of any other issues.

- Our administrators are limited on time as to heading committees and rewriting curriculum guides.

- Our classroom computers are inadequate. Utilizing anything on line is not possible.

- Our curriculum and local assessment are aligned with ILS. We have completed an assessment mapping of all semester exams to ensure that each question is aligned with an ILS.

- Our curriculum is completely aligned to the Illinois Assessment Framework

- Our curriculum is the ILS as far as I am aware. I think the Early Learning Standards are excellent!

- Our district has been using them for a long time, since they came out in 1997.

- Our school has already aligned our entire curriculum to the ILS. Our report card is ILS based. ILS are discussed with parents and how they apply to their children at conferences.

- Our school is attempting to implement ILS into our curriculum. As a matter of act, that seems to be the greatest issue these days.

- Our school is slow to provide information. One teacher seems to be on top of ISBE changes and provides info to other teachers. Our administration is supportive but does not offer timely leadership.

- Our school teaches things at grade levels after ISAT assesses them. Social studies was a perfect example.

- Our standards have been in plan for 5-6 years; are the standards being met? Can they be assessed more often?

- Our Summer Bridges Program extends all of these concepts.

- Parents do not care about ILS and students could care less if you tell them what standard you are going.

- Perhaps it is time to consider a state-wide curriculum.

- Planning time and funding are the two major barriers in implementing the ILS. Without enough time or the proper materials, it is very hard to change a curriculum.

- Professional development opportunities; administrative.

- Re #97e: I like Piaget Kohlberg & Erickson
  I have said all I want to. The standards are below what most teachers teach. If the only way to measure our success is through standardized tests, we will never know if the ILS are being met. Some students do not take tests well and some could care less.

- Really long survey!

- Reed-Custer Unit dist 255U is a model district for the ILS. You should plan on visiting this district. Contact Paul Weller at 815-458-2307

- Right now, we have at least one day set aside for departments to meet and make sure individual classes are aligned with the standards.

- School should provide and keep filed a check-list of ILS as a running record for each student.

- See #102.

- See comments for 101.

- Some of the other factors that would affect the school would be school environment and the community.

- Some of the standards are unrealistic for certain populations and/or grade levels. When a standards is developmentally inappropriate, no amount of best practice strategies can justify teaching or assessing it. Setting standards have not improved opportunities for all students in state.

- Some schools are ahead of others in implementing ILS.

- Some students with special needs have too much a difficult time doing homework assignments independently.

- Special Ed students are not being tested fairly or accurately based on grade level yet their scores are recorded--if they read at a 4th grade level and you give them a 6th grade test--hello! You're setting them up for failure again!

- Staff development; Teacher training in math

- Standards are too generalized and there is too much emphasis on it. Other areas of learning are suffering because of this. What good is an education if a child's basic needs are not being met?

- Student mobility between schools.

- Teachers need training and time at school to really implement the Standards.

- The Standards are too vague. My students know what to expect on a test, but the Illinois Learning Standards are so vague teachers do not know the points of emphasis on state tests. Shouldn't teachers know what to teach their students for the PSAEs?. I do not understand what the state wants; you want us to give a state standardized test, but you won't tell us what is on it. There is too much guesswork.

- The state must increase educational funding to better implement ILS.

- The textbooks we buy are aligned with the ILS. I try and use several different teaching methods. We as a department look at the school report card and PSAE test results to see if we need to improve in certain areas.

- The way this questionnaire is designed, it makes it seem as though teachers had no clue how to teach or what to teach until the state put it in writing.

- There are hardly ever any workshops, inservices, classes, seminars, etc., geared towards the fine arts.

- There is a top down lack of communication regarding the consistent implementation of the ILS

- Too much paperwork and other stresses on teachers; lack of respect, discipline and work ethic by the students; lack of parental support; ineffective discipline by schools leads to apathy among the teachers; poor leadership among the ranks of CPS; too many consultants and overseers; too little support of good teachers.

- Vocational education needs to be included.

- We already do so much of this; it didn't apply.

- We are working toward better awareness and implementation for the ILS in our school.

- We do not keep our momentum with the ILS. It seems we start working on them, but there is no follow-up to continue the process. There should be a gradual ongoing effort to implement and maintain the ILS into our curriculum.

- We don't discuss ILS as a group.

- we don't have the money to keep curriculum materials such as textbooks current

- We found the workshops not that helpful, basically because information could not be given as examples for our grade level. I could care less about the 3rd grade tests. If it were up to me 4th grade shouldn't be tested until material can be provided.

- We have had opportunities to attend area conferences to aid with PSAE.

- We have never been offered any materials aside from posters displaying Learning Standards to State Goals...mine are from '98.

- We might try to do what is done in Chicago! The teachers have to write what learning standards they are using in classroom lesson plans. This is a way to make sure teachers are implementing the Illinois Learning Standards.

- We need a clear policy.

- We need consistency, consistency, consistency! Consistency in info and implementation.

- We share ideas within our district.

- What gets accomplished in this district is attributable to a core minority of dedicated, competent, and conscientious set of teachers and aides.

- What looks good on paper does not work as expected when implemented in reality.

APPENDIX F

PRINCIPAL SURVEY
OPEN-ENDED ITEMS REPORT

PRINCIPAL SURVEY: OPEN-ENDED ITEMS REPORT

The ILS Principal Survey contains six open-ended survey items. Of the 146 Principal Surveys returned, a total of 72 principals responded to the open-ended survey items.

In-Service/Professional Development Activities

Survey Item # 94: List any other sources of available in-service/professional development activities relevant to ILS implementation.

A total of eight (11.6%) of the principals surveyed responded to Survey Item #94. Three respondents mentioned specific workshops or seminars, and their presenters. Two others mentioned professional associations or journals. See Appendix ? for a complete listing of the responses for Survey Item #94. Following are a number of responses representative of the types of responses we received for Survey Item #94.

- Inservice on Reading Strategies (Debbie Miller); b & l traits of writing (Ruth Culhanm); PLC (Rick du Rour); Effective Schools (Lezotte)

- Much of what I am exposed to regarding assessment frameworks and data to improve instruction has been read in professional journals such as Educational Leadership form ASCD. I rarely see workshops on ILS. There were district-level trainings when ILS started, but it has dropped off.

- Professional administrator associations

- We have used workshops and seminars by mcTighe (UBD). We have had him come to our school and we have gone to numerous workshops. Our curriculum directors are trained then we use the UBD model for all of our academic areas.

Changes Made in Response to Implementation of ILS

Survey Item # 96: List any other changes that you have made in response to implementation of ILS.

Eleven (15%) principals responded to Survey Item #96, reporting on changes their school has made to implement ILS. Five responses were related to curriculum mapping/aligning lesson plans with the ILS. Five indicated that their school has incorporated grade-level/cross-grade-level planning time. Following is a complete list of the responses for Survey Item #96.

- 1) Developed a literacy team;
  2) Created grade-level visions;
  3) Adopted school-wide focus (vocabulary & fluency) for 2005-2006.

- All standards posted in classroom

- Building specific lesson plan template

- Common planning periods for grade levels.

- Created 43 learning communities to work on assessments; the K-12 UBD work is mandatory in all curricular areas; textbooks are purchased after UBD work is completed; enduring understandings and targets are used daily.

- Cross-grade-level meetings; transitional 1st grade classes for K students not yet ready for 1st grade

- Curriculum mapping of each department; increased release time to map each department; new and non-tenure mentoring sessions to implement ILS.

- Looking at teacher grading practices; requiring four or more Criterion Reference Tests per class

- School-wide and district-wide curriculum mapping has begun for all grade levels. We will be finished at the HS level at the end of the 2006-2007 school year.

- Teacher lesson plans must include ILS. ILS must be visibly posted in classroom.

- Weekly reflection of standards coverage; use of frameworks for daily planning; curriculum enrichment for area identified as limited in curriculum alignment activities

Perceived Best Practices Regarding the Implementation of ILS

Survey Item # 101: What are considered best practices at your school regarding the implementation of ILS?

Of the 72 principals who completed open-ended survey items, 56 (78.2%) responded to Survey Item #101 regarding best practices in their schools. Thirty-five respondents (64.8%) indicated that they perceive best practice to be aligning their curriculum/lesson plans to ILS and conducting curriculum mapping; Twelve (22.2%) principals responded that the ways they are addressing assessments in their schools are best practice, mentioning using assessment to guide teaching, using a variety of assessment strategies, and implementing standards-based assessments which are aligned to the ILS. Ten principals (18.5%) responded that professional development/inservices/workshops are best practice; those responding cited a number of professional development opportunities, such as SIP Days, ILS-related workshops, teacher institute days, and SAC training; nine (16.7%) also indicated that using a variety of research-based instructional practices is considered to be best practice. Seven principals (13%) responded that they consider teams (peer collaboration and grade-level or subject-area planning teams) to be best practice. Seven (13%) also reported that they consider the use of a variety of materials to be best practice, i.e., five mentioned posting ILS in the classrooms; two mentioned purchasing materials aligned to the ILS. Table 1, which follows, presents the teacher responses to Survey Item #101.

Following are examples of the types of responses principals gave for Survey Item #101 and are grouped by the best practice categories listed above. A listing of responses that best exemplify the themes we identified are shown in Appendix ? This is not an exhaustive listing of every response we received, as many were practically identical.

Table 1. Best Practices Regarding the Implementation of ILS

Best Practice	Number	Percentage
Align curriculum, lesson plans to ILS; curriculum mapping, curriculum mapping template, framework	36	64.3%
Rubrics, testing, assessments, interactive tests, student needs identified via testing, standards-based assessments	13	23.2%
Professional development, inservices, SIP Days, meetings, teacher institute days; SAC training	11	19.6%
Variety of instructional practices, block scheduling, I-Can statements	10	17.9%
Teams; peer collaboration; grade-level, subject-area planning; school leadership team; curriculum committee, mentoring	8	14.3%
Materials: Binders, hard copies of ILS, other materials, i.e. manipulatives; display standards in classrooms	7	13.0%
Personnel: enthusiastic teachers, curriculum coordinator, lead literacy teacher, reading coaches, department heads, consultants, substitute teachers for training, peer mentoring/coaching	2	3.7%
Parent Involvement	2	3.7%
Programs (i.e., after-school, summer school, tutoring, Modern Red Schoolhouse, pullout, SMART)	2	3.6%

Align Curriculum/Lesson Plans to ILS

- Align curriculum; stating expectation; quarter mapping, year mapping goals; mentoring and partnering with peers

- Each quarter, we do quarterly mapping of five subjects using the ISL. Lesson plans are developed/aligned to the mapping

- Having professional people come in and meet with the teachers/administration to align curriculum to the ILS.

- Mapping of curriculum to ensure there are no holes or too much overlap

- Our school uses the ILS to backward map from, chunk, and plan daily instruction that is differentiated, research-based, and data-driven

Assessments

- Aligning assessments and planning to specific ILS. Review of how well students perform on CRTs in conjunction to ILS. Articulation both vertically/horizontally with regards to ILS.

- Classroom evaluations that measure progress toward ILS; after-school tutoring

- Teachers align curriculum to ILS and determine essential outcomes, common assessments, best learning activities; rubric assessments (teachers assess/share, etc.)

- Understanding by Design, UBD where the first step is aligning your curriculum K-12; using data to improve learning which is 2nd step in UBD; using assessment for learning; using rubric for self assessment
- Using pacing and correlation charts involving students in use of rubrics/self-assessment

Variety of Instructional Methods
- Establishment of I-Can statement, word walls, learning centers, and a print rich environment
- We look at standards and Frameworks to drive instruction. Teachers try to meet individual needs through Guided Reading and reteaching skills that students didn't succeeds in the first time around

Professional Development
- Professional Development for teachers, administrators. On-going discussion at workshops on SIP days and Institute Days.
- SAC has been great!
- Teachers-training-teachers after receiving Best Practices training themselves; training building administrators on Best Practices and ILS.
- We are currently studying and implementing Marzano's 9 research-based Best Practices. The staff probably best utilized similarities and differences.

Teams
- Clear communication between grade-level teams
- Grade-level and cross-grade teams that discuss curriculum alignment to the ILS.
- Professional Learning Community Teams meet weekly.

Materials
- Having ILS posted in room
- Materials and textbooks are purchased to assist implementation of the standards.
- Purchase of materials aligned to ILS

Barriers to Implementing the ILS

Survey Item # 102: What are some of the barriers to implementing the ILS in your school/ district?

Survey Item #102 addressed barriers to implementing the ILS. Of the 72 principals who responded to open-ended survey items, 64 (89 %) responded to Survey Item #102, including one or more barriers that they perceived were hindering the implementation of ILS in their schools or districts. Analysis of the data revealed numerous trends, which are shown in Table 2 below, sorted in descending order by number and percentage of occurrences.

Table 2. Barriers to the Implementation of ILS

Barrier	#	%
Time	26	40.6%
Teacher resistance	21	32.8%
Lack of funds	18	28.1%
Lack of time-general	12	18.8%
Lack of training time/inadequate training	10	15.6%
Lack of planning time	8	12.5%
Curriculum	6	9.4%
Lack of support/resources	4	6.3%
Lack of administration/district support	4	6.3%
Large class size/inadequate facilities	3	4.7%
Lack of standards-aligned assessment	3	4.7%
Lack of collaboration/collaboration time	3	4.7%
Lack of parent involvement	3	4.7%
Too much paperwork	2	3.1%
Technology problems/discomfort with	2	3.1%
Student discipline/mobility	2	3.1%
None	2	3.1%
Lack of personnel	2	3.1%

In the following sections we discuss several of the barriers principals most often cited as hindering their school's implementation of ILS. Following the discussion of each barrier are examples of the types of responses principals gave for Survey Item #102. A listing of responses that best exemplify the themes we identified are shown in Appendix ?, grouped by category. This is not an exhaustive listing of every response we received, as many were very similar.

Lack of Time

Of the 64 principals who responded to Survey Item #102, a total of 26 (40.6%) indicated that lack of time is a barrier to implementing the ILS. Many respondents (12; 18.8%) reported that lack of time in general is a barrier, some replying only "time," or "time to make changes" while others gave more specific responses, such as time to align their curriculum with ILS. Eight respondents (12.5%) specifically cited lack of planning time as a barrier.

- We don't have a lot of planning time as a school community.

- Adequate planning time for teachers and staff. Due to after-school tutorial programs, sports programs, family/personal responsibilities, graduate study, etc. time is a barrier. Not enough time.

- Lack of release time to work on ILS in a comprehensive manner.

Teacher Resistance

A large number of respondents (21; 32.8%) cited teacher resistance as a barrier to implementing the ILS. The responses in this category ranged from difficulty getting veteran teachers to buy in

to the ILS, to differences in teachers' philosophies, to teachers believing that the ILS take away their control of the classroom and how/what they teach.

- Getting veteran teachers to identify ILS and teach to them rather than take what they already teach and search for standards that fit.

- Lack of enthusiasm and commitment from faculty

- Teacher reluctance to change; lack of experience with ILS.

- Teachers believing that this takes away their control of the classroom and how/what they teach.

- Teachers not devoting time to know what ILS should mean.

- Teachers not wanting to work toward the new goals set by the superintendent.

- Veteran teachers with no interest in coming to the 21st Century instructionally (There are fewer now than before PLCs)

Lack of Funding

Eighteen (28.1%) respondents reported that lack of funding is a barrier to ILS implementation. Most respondents responded with one- or two-word responses: "money," "funds," or "budget concerns." Following are examples of the types of comments we received from respondents regarding lack of funding.

- Lack of funding to provide support.

- Feel state is just sending one more thing without money to back it.

Lack of Training Time/Inadequate Training

Ten respondents (15.6%) reported that lack of training time or inadequate training in their schools/districts were real barriers to implementing ILS. Some indicated a lack of training regarding ILS; others wrote that there was not enough time for professional development; others indicated specific training needed, such as in the area of technology; still others reported inconsistency in the amount of training across staff, such as new teachers who were unfamiliar with the ILS and how to implement them.

- New teachers aren't all that sure of what they are and how to implement them

- Not all staff have the same training.

- Not enough time for staff development

- The only real barrier is the use of technology. Some have more of a comfort level than others. You may need to provide training.

Supports

Survey Item # 103: What are some of the supports for implementing the ILS in your school/district?

A total of 52 principals (72.2%) responded to Survey Item #103 regarding supports for implementing the ILS in their school/district. Twenty-eight principals (53.8%) responded that professional development opportunities, such as inservices, institute days, workshops, school improvement days, staff meetings, and SAC training, are supports in implementing the ILS. Almost one fourth (12, 23.1%) of the principals responding to Survey Item #103 indicated that regional offices, such as ROEs or ISCs were a support in implementing ILS. Eleven principals (21.2%) stated that personnel are supports to ILS implementation; responses included a few principals mentioned mentoring as a support. Seven principals (13.5%) reported that their administration (i.e., superintendent, CPS Central Office, ROE staff, and ISBE have been supports. Six principals (11.5%) responded that teaming/peer collaboration in the form of grade-level and subject-area planning, their school leadership team, or curriculum committee, as well as funding have been supports in implementing ILS. Table 3 which follows shows the response categories for Survey Item #103, and the number and percentage of responses for each. Following Table 3 are several of the most often cited support categories and a number of responses which best illustrate the types/breadth of the responses we received.

Table 3. Supports to the Implementation of ILS

Support Categories	Number	Percentage
Professional development, inservices, SIP Days, meetings, teacher institute days; SAC training	28	53.8%
ROE, ISC, Regional offices	12	23.1%
Personnel: ROE personnel, curriculum director, knowledgeable teachers, mentoring	11	21.2%
Support, resources	9	17.3%
Align curriculum, lesson plans to ILS; curriculum mapping, curriculum mapping template, framework	8	15.4%
Administration Support: Superintendent, Principal	7	13.5%
Teams; peer collaboration; grade-level, subject-area planning; school leadership team; curriculum committee, mentoring	6	11.5%
Funds	6	11.5%
Technology: websites, database, on-line lessons, curriculum mapping software	4	7.7%
Rubrics, testing, assessments, interactive tests	4	7.7%
Materials: Binders, hard copies of ILS, other materials, i.e. manipulatives	3	5.8%
Time	1	1.9%
Standards: provide uniform education, guides, goals to work toward,	1	1.9%

Professional Development
- Four inservice days/year; curriculum mapping workshop; local workshops/ROE workshops; SAC training made available; regular discussion in department meetings/faculty meetings;
- Increased training and inservices;
- Inservice training; school improvement meetings;
- Local SAC training;
- Ongoing new teacher training;
- Workshops sponsored by ROE or IP

Personnel
- Excellent support from ROE #40, excellent presenter and resource.
- Excellent Title 1 coordinators that train
- Newer teachers are trained already in ILS from college.
- Once into the process (after the 1st year) staff believe in the UBD process.

Resources
- A great deal of staff development and the resources necessary for a successful implementation.
- Onsite resources and curriculum director.

Align Curriculum/Lesson Plans to ILS
- Aligning district curricular materials to standards
- Mapping of curriculum using assessment frameworks

Administrative Support
- Administrative persistency.
- District created power standards based on ILS
- Superintendent with a vision and drive

Teams/Peer Collaboration
- Grade-level meetings
- Leadership teams
- SAC team

Other Issues and Additional Information about ILS

Survey Item # 104: Please use the space below to discuss other issues and additional information about the ILS within your school or your district.

Of the 72 principals who responded to the open-ended survey items, 15 (10.8%) responded to Survey Item #104.

Already Implement/Making Progress
- We have really seen an improvement with our student performance and interest in school. Teachers are also benefiting from the implementation.

Lack of Funds
- Having money for planning/training release time would be ideal!

- Funding is always a problem for PD and subs in order to make it totally logical in the building from grades K to 8.

- need to do more and more with less and less.

Lack of Materials
- There is no school-wide curriculum in place. Many text books are outdated and not aligned to state standards.

Lack of Time
- Time for staff development on ISL and other required programs is an issue; a longer school day or school year would allow the teachers more time to implement the ILS. Instead of spending large amounts on tutoring or summer school programs, pay the teachers for extended hours for everyone.

Professional Development
- Need more local training.

Standards
- Do not always apply to district/school/community

- The ILS will help with curriculum mapping at the school.

Survey Problematic
- Regarding this specific survey, it would be beneficial to have some terminology defined as educators new to the profession may not understand some of the questions. Example: Illinois Assessment Framework.

Testing
- Too much standardized testing and decisions based on this.

- There is too much time spent on test prep and test taking skills.

<u>Time</u>
- Time for staff development on ISL and other required programs is an issue; a longer school day or school year would allow the teachers more time to implement the ILS. Instead of spending large amounts on tutoring or summer school programs, pay the teachers for extended hours for everyone.