



# Illinois Priority Learning Standards for the 2020-21 School Year

August 2020

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## Agenda

- Welcome & Acknowledgements
- Purpose
- Overview of Process
- SEL Deep Dive
- Implementation Suggestions
- Preview of additional resources to support ILPS implementation
- Preview of statewide support plan with ROEs and Partners
- Review of Next Steps

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## Purpose of Priority Standards



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*“To maximize learning and help students recover, we need to engage in deep and meaningful learning, not shallow remediation... Thus, these standards are meant to be a starting point for collaborative planning and discourse in every local district and learning community, and will be used to keep students and their learning at the center of all our plans for fall.”*



## Purpose of Priority Standards

### Are NOT

- Designed to limit or prevent teachers to teaching to the full extent of the Illinois Learning Standards.

### Are

- A starting point for collaborative vertical planning at the local level.
- To be used to help focus instruction.
- The most foundational knowledge and skills for all students.
- Best suited for interdisciplinary and or project-based learning.
- To help determine what to emphasize, and then adjust to meet the needs of your students.



## Development of Priority Standards

### Advisory Group Members

70 Illinois PK-12 stakeholders representing the diversity of our state including:

- Teachers
- School Leaders
- Administrators
- Curriculum Directors
- District Superintendents
- Association Members
- Agency Staff

### Working Groups

- Social Emotional Learning (SEL)/ Physical Education (PE)/ Health
- English Language Arts (ELA)
- English Language Learning
- Math
- Science
- Social Science
- Fine Arts



## Assessment Alignment

- Math and ELA priority evidence statements for grades 3-8 were selected for direct alignment to the appropriate state assessments (Updated Assessment Blueprint).
- The evidence statements can be found at the Illinois Assessment for Readiness website: <https://www.isbe.net/iar>
- The evidence statements that are linked to the state assessments were grouped according to construct and an available point value and percentage of the total score were provided.
- This format will allow districts to decide at the local level where priority should be placed. It is recommended that districts consider the following when determining priority:
  - Data on student performance and growth, and
  - Emphasis of the evidence statements and constructs in relation to the overall assessment.



## SEL Deep Dive

- The group approached the work of identify priority standards with an understanding that safety, connection, and emotional health were going to be vital to any academic growth in the 2020-21 school year.
  - “We also firmly believe that SEL standards need to be embedded in every content area as they apply for students to find relevant and meaningful applications to real-world situations.”
- Unity from the group to not identify priority Social Emotional Learning Standards, because all three SEL Goals are at the core of all learning and growth.
  - Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
  - Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  - Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.



## SEL Deep Dive

- The PE, Health, and SEL Priority Standards were set up with details about the critical concepts and instructional guidance.
- There was specific attention given to mapping the SEL Standards to the Priority Health and PE Priority Standards.

SEL Priority Standard	<u>Goal 3:</u> Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. (IELDS 32)
HEALTH Priority Standards	<u>State Goal 22:</u> Understand principles of health promotion and the prevention and treatment of illness and injury. (K-12) IELDS 22 (EC) <u>State Goal 23:</u> Understand human body systems and factors that influence growth and development. (K-12)
PE Priority Standards	<u>STATE GOAL 19:</u> Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. (K-12) IELDS 19A (EC)



## Lessons Learned from Spring

- Teachers need help with strategies for keeping students engaged and motivated to learn remotely.
- Most digital instructional resources used in spring remote learning were not curriculum but supplements to curriculum, providing students the opportunity to practice already-introduced content.
- To ensure equity of access to learning, all students need access to technology and the Internet.
- Clear explanations, scaffolding, and feedback are critical in remote learning.
- Peer interactions can be a powerful engagement strategy.



## Best Practices for Administrators to Support

- Prioritize the **social-emotional wellbeing** of students and educators as a foundation for learning.
- Provide all students **grade-level learning**, regardless of their starting points.
- Implement **high-quality curricula** to ensure all students have a coherent academic experience.
- Use **assessments** that are sensitive to subject and grade band, and provide teachers with the information **to help students access priority grade-level work**.
  - Ensure alignment to local instructional plans, performance tasks and assessments
- Organize teacher and principal **professional learning**, time, and resources to support their new needs.
  - Use/develop PLC structures to support unpacking in teacher teams



## Guiding Questions

- How will you identify and triage the need for supports among your districts?
- What ideas do you have for the support of implementation of the IL Priority Learning Standards that might be helpful to others?
- What systems and structures, such as Professional Learning Communities (PLCs), might support this work in your regions?



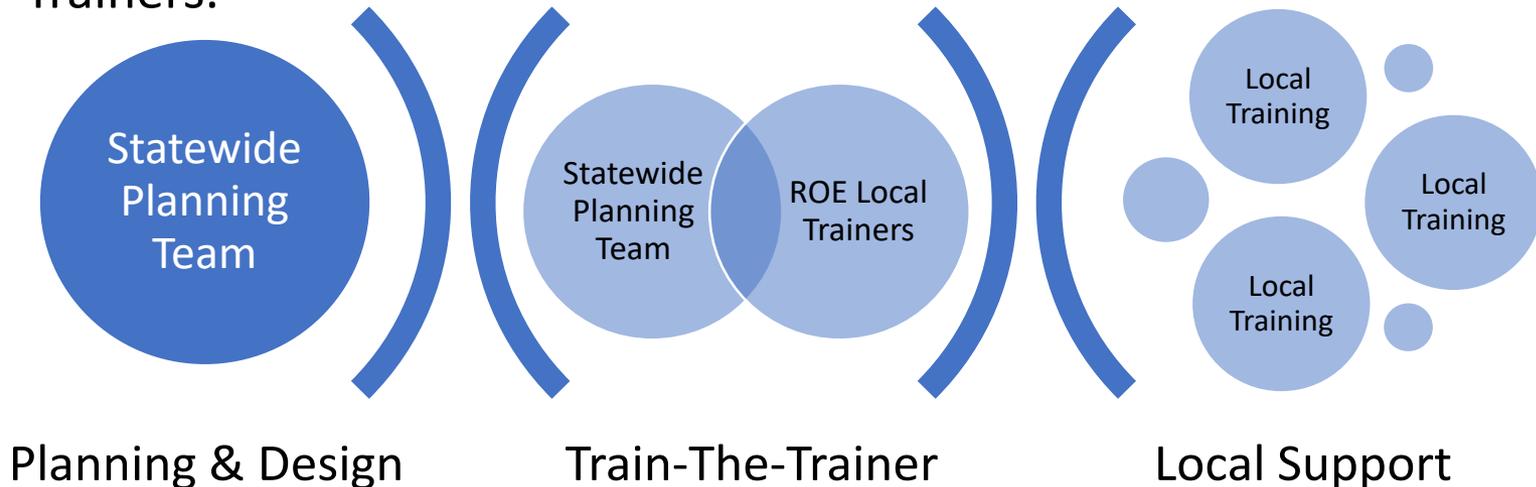
## Upcoming Additional Resources to Support IPLS

- **Professional Learning Guide:** Brief document providing strategies for design and delivery of research-informed professional learning (i.e. relevant, ongoing, job-embedded, data-driven) and ideas for how to conduct effective professional learning focused on the IPLS
- **Sample Unpacking Protocols:** Tools for districts to consider using as they “dig in” to the IPLS
- **High Quality Instructional Materials Rubric:** Tool for districts to consider using to evaluate their own curriculum/instructional materials for quality indicators, including aligned to IPLS (this tool is in development currently)
- **iOER (Illinois Open Educational Resources) Folders:** Organized digital space for districts to store and share ILPS related resources as they discover and develop them
- **ELN Course:** Online learning opportunity for educators to further explore the ILPS



## Ongoing Training & Support

- Statewide Planning Team consisting of 6 ROE representatives and C&I staff will support ongoing professional learning related to the implementation of the IPLS.
- Train the trainer sessions with ROE local trainers facilitated by members of Statewide Planning Team.
- Local trainings for school district staff who facilitate/support implementation in districts and schools, facilitated by ROE Local Trainers.





## Q&A

Type Questions into Webinar Portal.

Frequent questions will be compiled and added to our FAQ.

Please email [ilteachtalklearn@isbe.net](mailto:ilteachtalklearn@isbe.net) with any remaining unanswered questions.

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