

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

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# Agenda

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

# RttT Requirements for ISLE

## INDICATOR: IA06

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

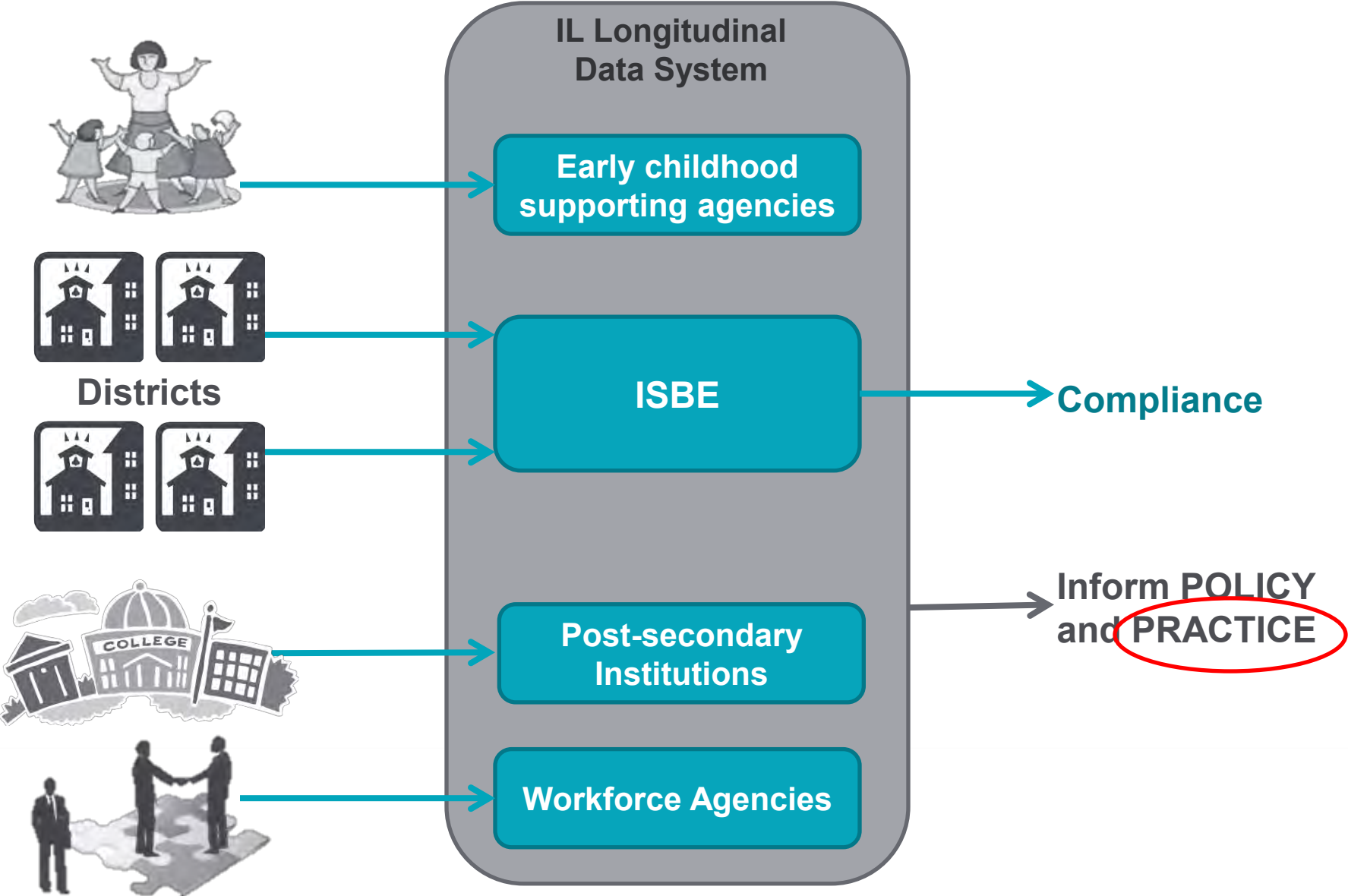
## INDICATOR: IA01, IA02, & IA03

- **RT3 EXPECTATION:** The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders

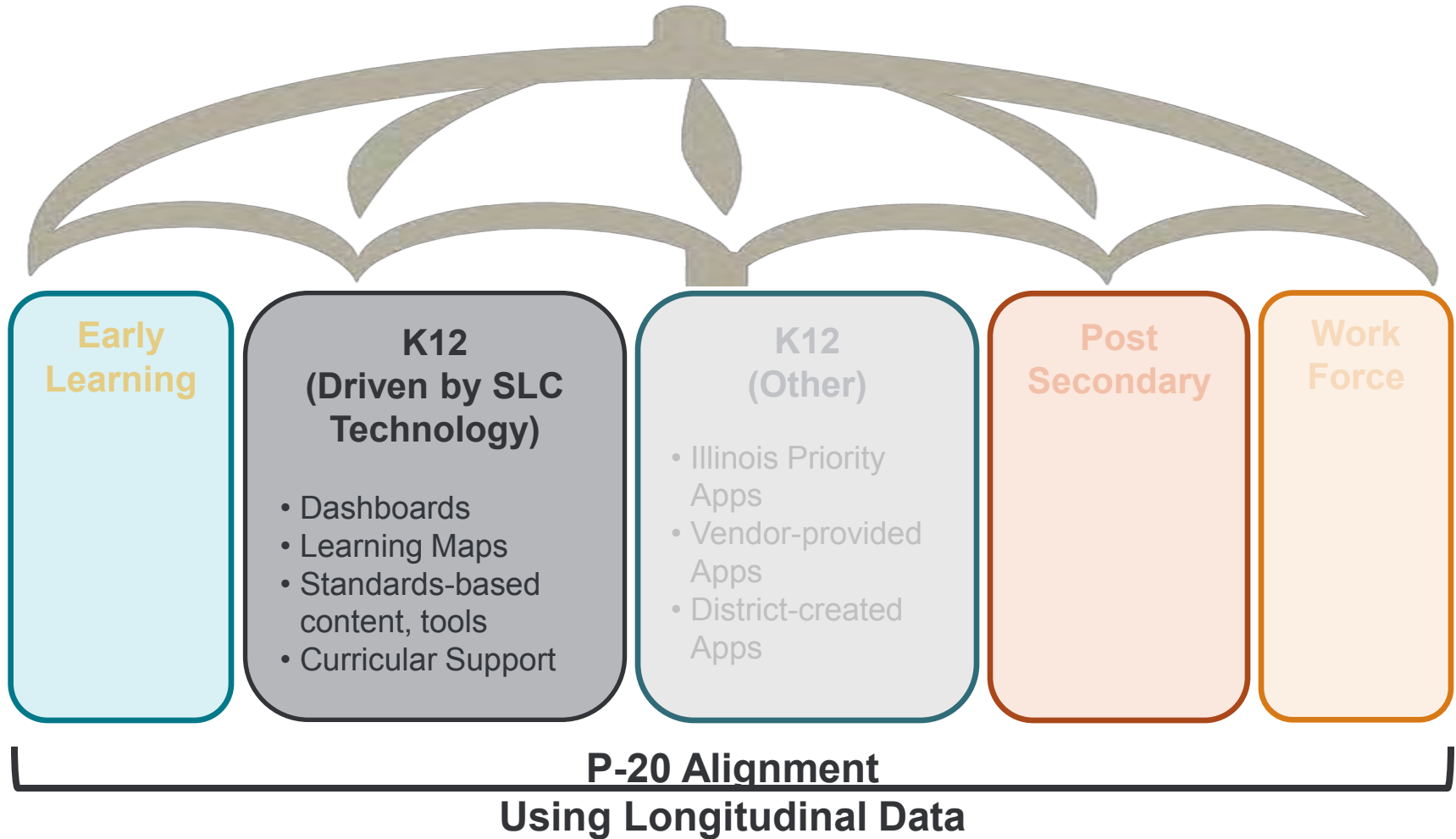
## INDICATOR: D11

- **RT3 EXPECTATIONS (when learning maps are available through ISLE):** The district embeds learning maps as a central part of instructional practices at all grade levels.

# Data is moving back to the classroom



# Illinois Shared Learning Environment



# Illinois Shared Learning Environment

## What is the Shared Learning Collaborative (SLC)?

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

Consortium of Nine States Organized by CCSSO

Shared Learning Collaborative, LLC (SLC)

- Temporary governing entity during development of the SLC technology
- Funded by Bill & Melinda Gates Foundation and Carnegie Corporation

# Illinois Shared Learning Environment

## What technology does the SLC provide?

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

The SLC is the foundation for the Illinois Shared Learning Environment (ISLE).

# Key Challenges Facing Educators

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

## Lack of Time

*“Just give us time to do some of the things we don’t have time to do”*

## Limited Opportunity for Collaboration

*“Any time we want to collaborate it’s after school on our own time.”*

## Changing Expectations

*“For new initiatives, you need to get teacher buy-in and involve them in the front line.”*

## Decreasing Resources

*“\$80 measly bucks for me to meet with other professionals and they won’t cover it?”*

## Increasing Data Demands

*“It’s frustrating trying to figure out how to take data and do something with it to help students advance.”*

## Limited capacity for personalized learning

*“What’s broken? The idea that ‘one size fits all.’ We aren’t meeting the learning needs of each student.”*



# Students Need Differentiated Curriculum

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

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

**“Not every kid is a round peg.”**

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

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

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

“Changes in curriculum will leave a big (4 to 5 year) gap for some kids...how will they catch up now?”

# Students Need Differentiated Curriculum

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

**“Not every kid is a round peg.”**

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

# Common Core Standards

Create specific needs...



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

# Common Core Standards

## ... and present new opportunities

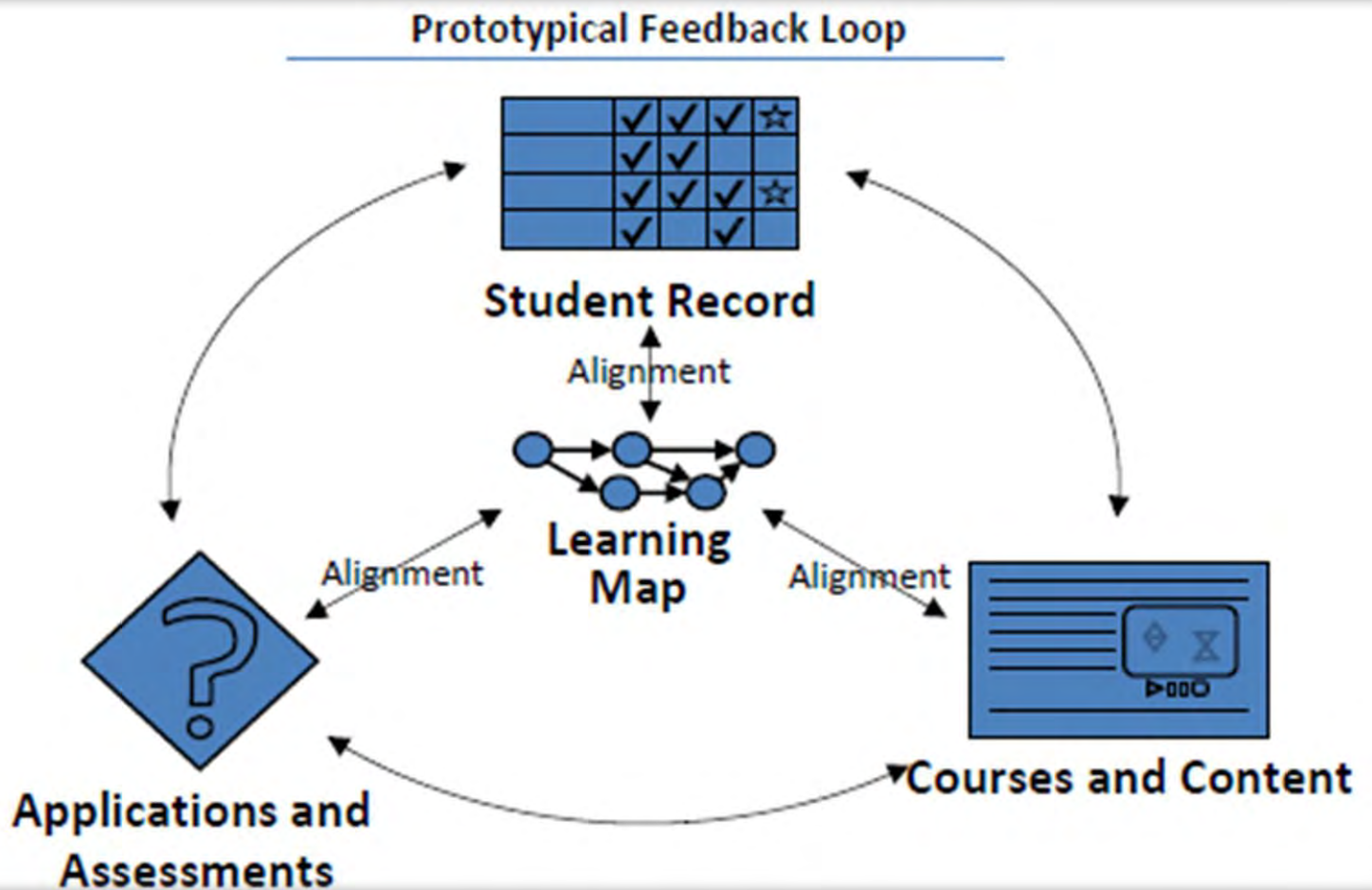


Common standards provide a foundation for a common platform for delivering content, resources & tools

- States & districts benefit from economies of scale & scope
- Content & application providers can shift from **BREADTH** to **DEPTH**
- Teachers & students have simplified access to a world of resources based on their specific needs

# The Learning Map

## A Key to Personalization





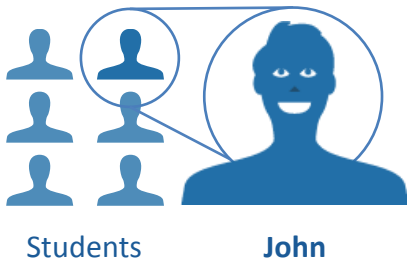


700 Teachers



175 Students

Ms. Harrison



SLC technology

Vendor Data  
Source Systems

**Student Data**

**Dashboard**

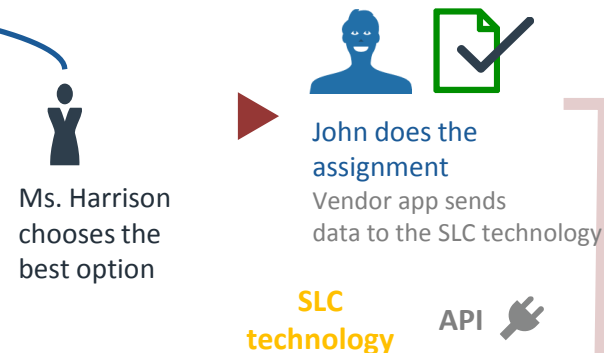
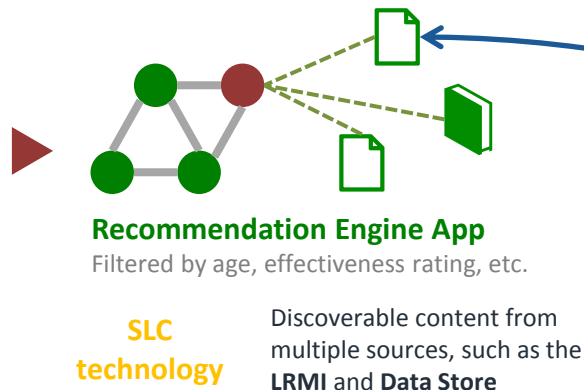
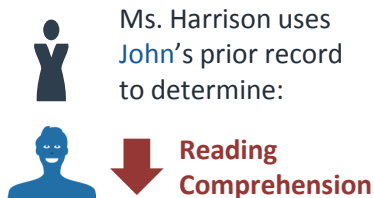
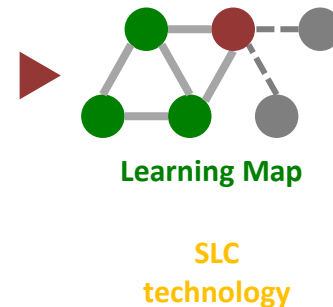
John

English

Social Studies

Math

Viewing all classes



**Dashboard**

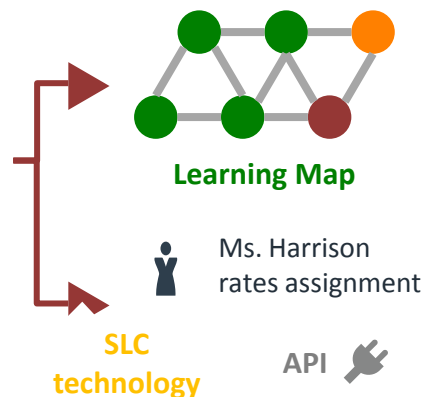
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Viewing all classes



SLC technology API

SLC technology

SLC technology API



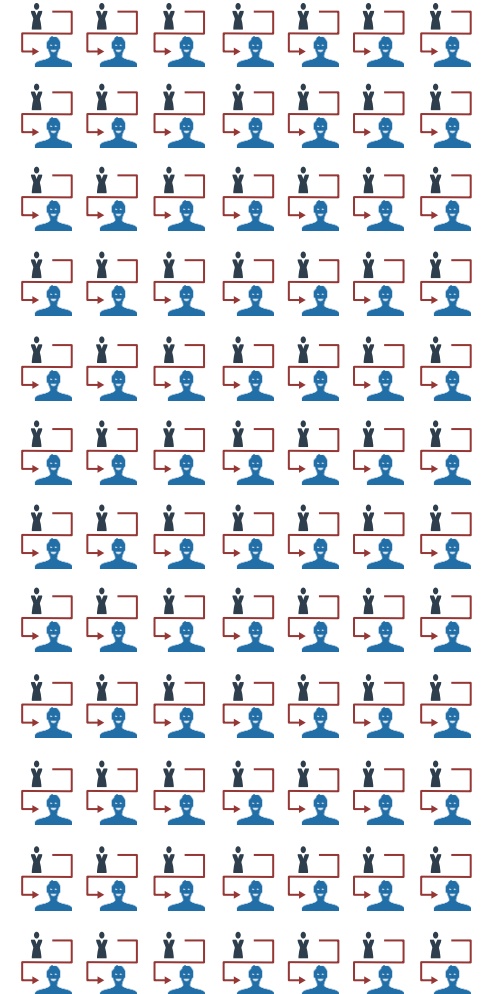
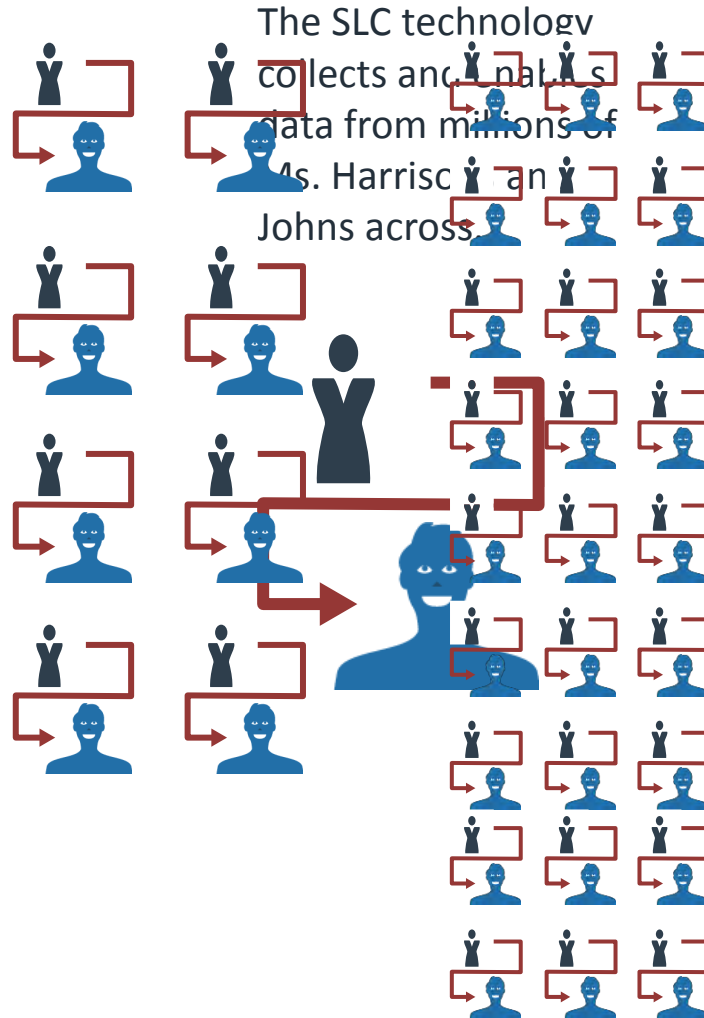
...districts...



...states...



...an most importantly,  
**multi-state.**

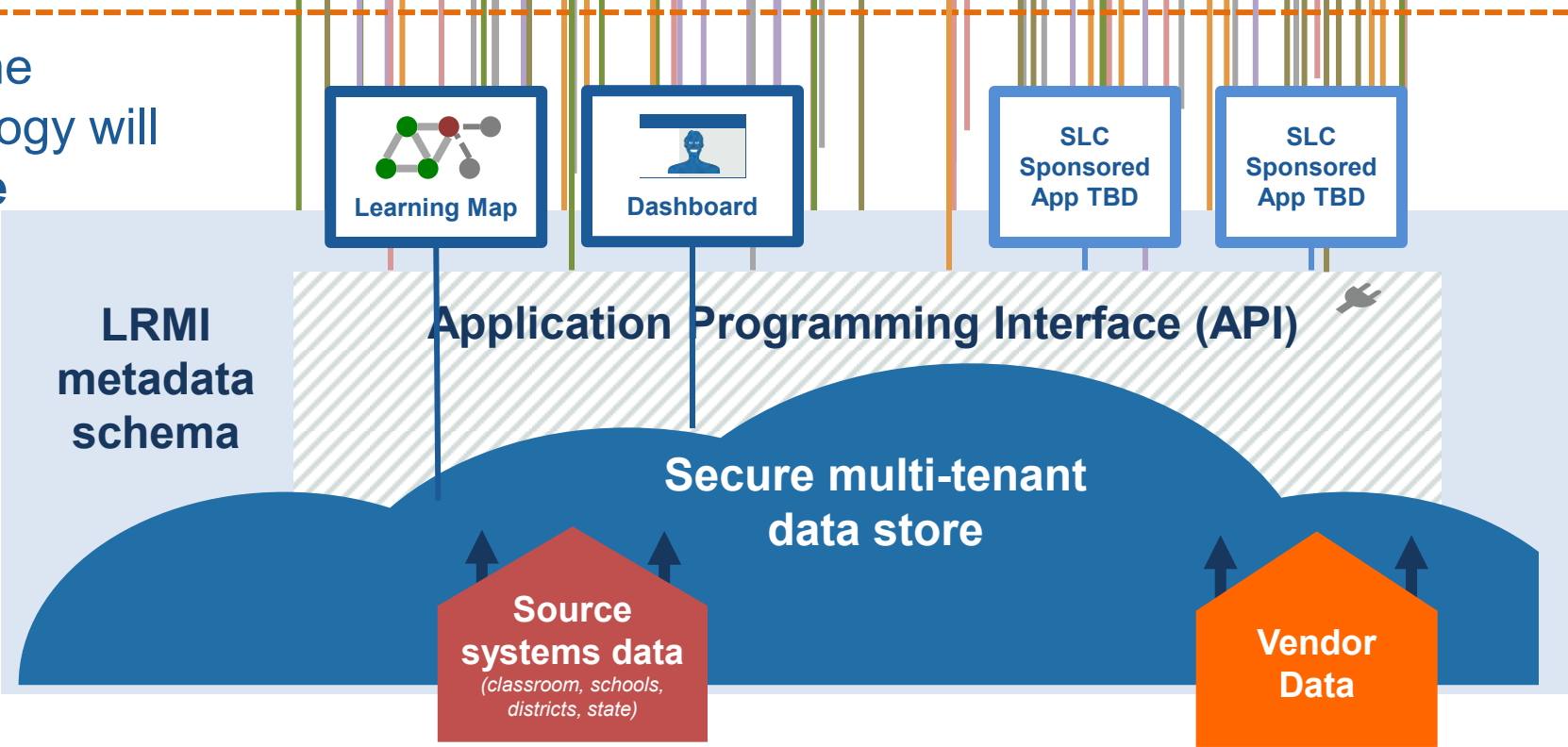




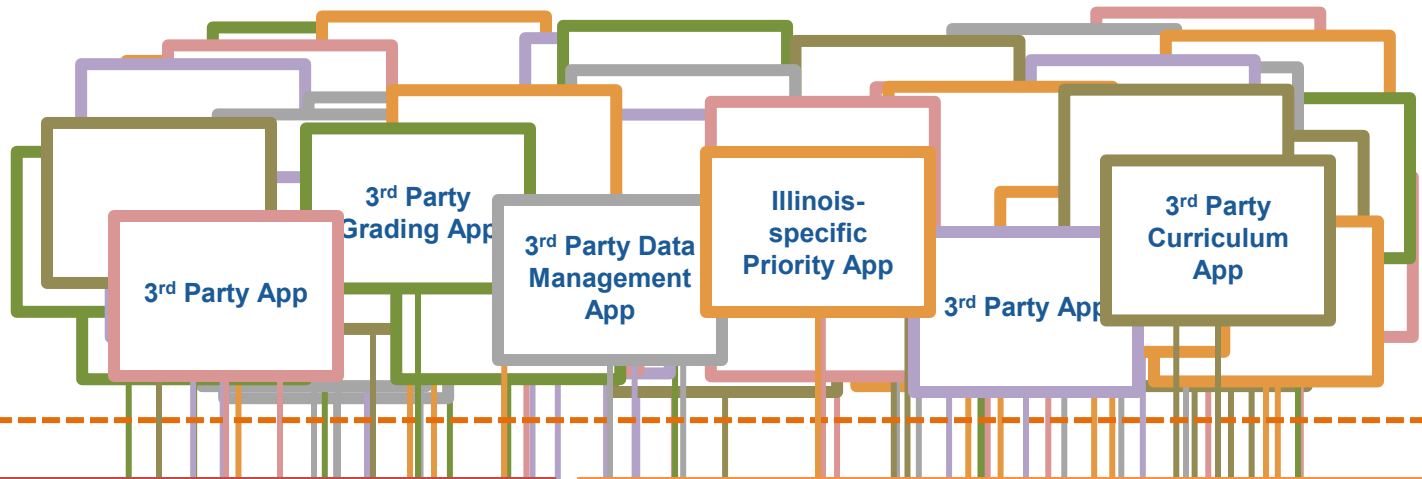
What the technology will enable



What the technology will include



What the technology will enable



What the  
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### Third Party Apps and Content

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

### Illinois-specific Priority Apps

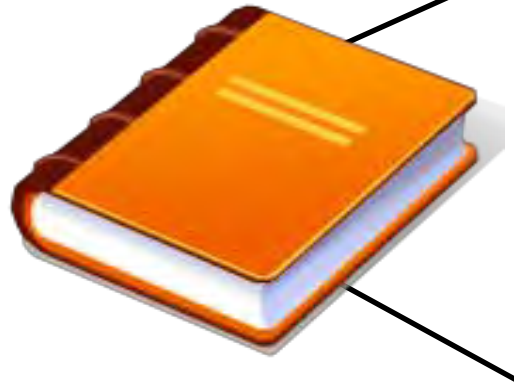
- ISLE will include Illinois-specific apps that go deeper for K12 and broader for P20, apps that may include:
- Collaboration tools
  - IIRC/myIIRC
  - Career planning & development
  - Principal and teacher evaluation web-based supports
  - Learning content repository
  - STEM applications
  - Assessment item bank

# Illinois Shared Learning Environment

## Metadata is “Data about Data”

### Metadata schema

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



### Data

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

### Metadata

Title: A Tale of Two Cities  
Author: Charles Dickens  
Publication Date: 1859  
Pages: 400

# Illinois Shared Learning Environment

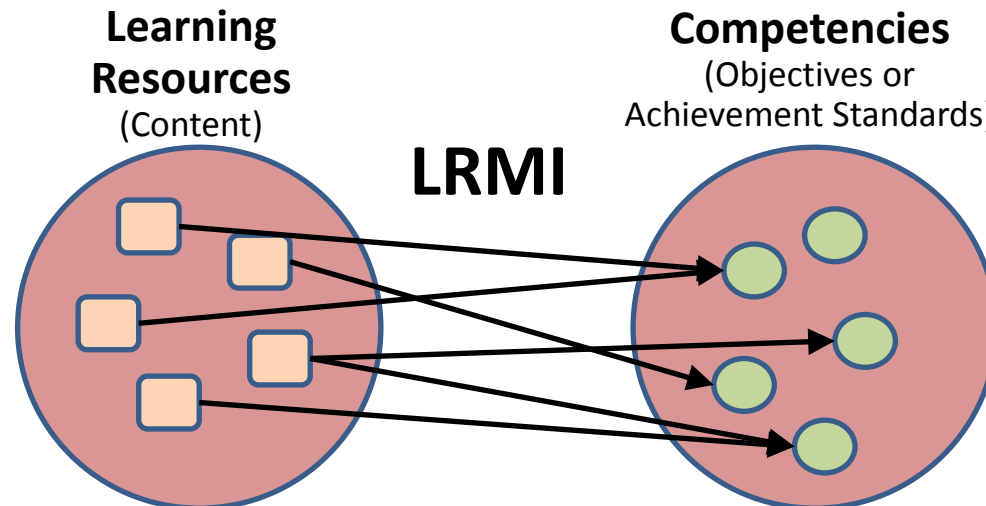
Metadata is “Data about Data”

## Metadata schema

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

## Aligning Content to Competencies

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



# Illinois Shared Learning Environment

Metadata is “Data about Data”

## Potato Salad

### Metadata schema

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

The screenshot shows a Google search for "potato salad" with approximately 3,380,000 results. The search results include several recipe links from various websites like Food Network, Kraft Recipes, and Pillsbury. A magnifying glass highlights a specific recipe's ingredients list, which includes mayonnaise, mustard, celery, dill, and horseradish, each with a "Yes" or "No" checkbox for selection.

Ingredients	Yes	No
mayonnaise	<input type="checkbox"/>	<input type="checkbox"/>
mustard	<input type="checkbox"/>	<input type="checkbox"/>
celery	<input type="checkbox"/>	<input type="checkbox"/>
dill	<input type="checkbox"/>	<input type="checkbox"/>
horseradish	<input type="checkbox"/>	<input type="checkbox"/>

# Illinois Shared Learning Environment

## Value for Key Stakeholders

### *Students*

- Better understand own academic needs
- Easily find content that meets their needs
- More personalized support from teachers

### *Teachers*

- Clearer understanding of each student
- Easy access to content that is relevant, aligned to standards
- Presentation of information in ways that are useful and actionable

### *Education leadership*

- Better visibility to good programs & content
- More efficient use of resources
- Collaboration across states & districts

### *Ed tech and content providers*

- Common needs to help go deep, not wide
- Decreased integration costs
- More robust marketplace that lowers barriers for application developers and publishers of all sizes

# Illinois Shared Learning Environment

## Who is ISLE?

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

# Illinois Shared Learning Environment

## What comes next?

- Pilot in Bloomington (D87) and McLean County (U5)
  - SLC Technology Alpha Release – Present
  - SLC Technology Version 1 Release – Dec 2012
- Define expanded scope of ISLE – Fall 2012
- On-boarding of RttT Districts – Starting late 2012
- Statewide Implementation – 2014-15 and beyond



# ISLE Onboarding Process

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

## 0. Begin Engagement



## 1. Data Integration & Technology Operations



## 2. Instruction & Applications Strategy



## 3. Communications & Adoption



# 0. Begin Engagement

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

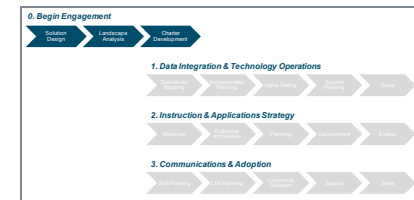


- *Introduce ISLE and discuss benefits*
- *Level set understanding of ISLE*
- *Establish high-level district project plans*



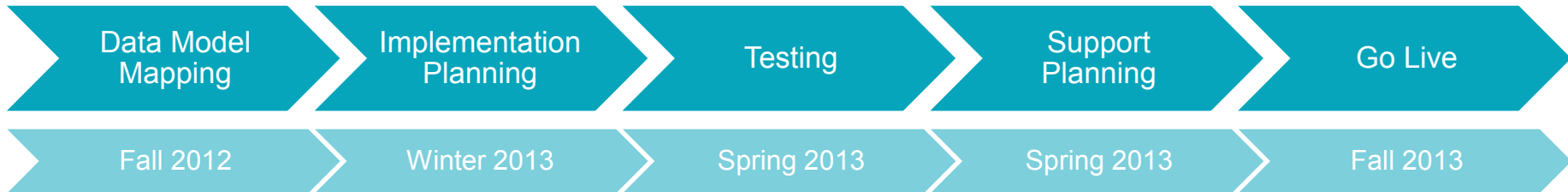
## ***Who's Involved?***

State ISLE team; District Superintendent, Curriculum and Instruction Lead, Data Manager, Technical Lead, Program Managers



# 1. Data Integration & Technology Operations

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

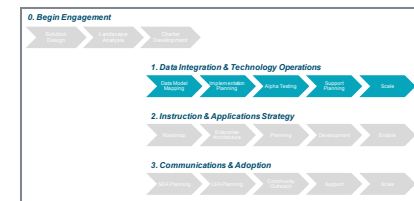


- *Map out district data to the ISLE data model*
- *Identify any necessary modifications for data ingestion and identity management*
- *Test data uploads and error processing*
- *Assess support needs and develop support plan*
- *Go live: integrate district data with ISLE*



## **Who's Involved?**

State ISLE Team, Program Managers, Data Managers, IT Lead, Database Administrators, Network Teams, Quality Assurance, Trainers



## 2. Instruction & Applications Strategy

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

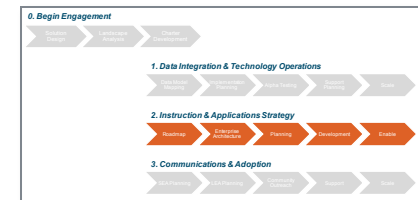


- *Identify instructional processes with improvement goals*
- *Create a plan to jointly solve process & system gaps*
- *Prioritize and customize ISLE apps to meet district needs*
- *Identify, prioritize and tag learning content with metadata*
- *Develop district implementation plan for ISLE*



### **Who's Involved?**

State ISLE Team, Program Managers, Curriculum & Instruction Leads, Assessment Leads, Professional Development Leads, Educators, Technology Leads, Communications Leads, Trainers



# 3. Communications

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

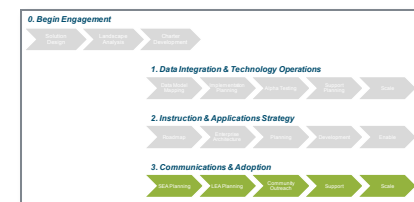


- *Establish local communications strategies*
- *Customize ISLE toolkits and messaging guides*
- *Engage broader communities of stakeholders*
- *Customize and conduct professional development and support materials*



## ***Who's Involved?***

Public Information Officers, Communications Leads, Media Liaisons, Union Representatives, Educators, Trainers



# Next Steps for RttT Districts

1. Identify your local ISLE team
  - **Data Management Lead**
  - **IT Lead and Technicians**
  - Curriculum & Instruction Lead
  - Assessment Lead
  - Instructional Technology Lead
  - Training / PD Lead
  - Communications Lead
  - Project Managers
2. Begin Mapping Local Data
3. Assess Instructional Technology Infrastructure

# Frequently Asked Questions

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

# For more information:

- [www.isbe.net/racetothetop](http://www.isbe.net/racetothetop)
- [www.slcedu.org](http://www.slcedu.org)
- Brandon Williams – [bwilliam@isbe.net](mailto:bwilliam@isbe.net)



**Thank you!**