Illinois State Board of Education

Curriculum Evaluation Tool (CET) Capacity Building Series

January 2022

Equity • Quality • Collaboration • Community

Housekeeping

- Link to slides in the chat
- Please register for the January CET Capacity Builders using this Link (also in chat)
    - All resources are located on the ROE 35 Capacity Builders Page and on ISBE's Learning Standards under the blue bar titled "Curriculum Evaluation Tool"

Welcome

- Thank you to: Anji Garza, Shay McCorkle, and Jaime Herron for their expertise with the CET Capacity Builders Series
- Thank you to you for all our continued participation
  - As we continue our deep dive into the Curriculum Evaluation Tool, I hope everyone is beginning to see that this tool can be used in a variety of ways. Many of the indicators in this tool can lead to meaningful conversations and learning opportunities which can lead to district level change.

Logistical Reminders Recap

- Workflow
  - ROE's work with 25% of *eligible* districts in their region
    - Work with district staff to complete the CET and determine what additional support they need. *Remember, the completed CET does NOT go to ISBE.
- Reporting back/Reimbursement

  1. ROE complete the Curriculum Evaluation Tool Certification of Use on behalf of the District.
  2. ROE complete CET Capacity Builders Program Data Collection includes: event participation data, expenditures spreadsheet, and proof of payment upload
- ISBE and ROE 35 will work together to review numbers in April to determine how to reallocate funds for ROE's who wish to work with more than 25% of their districts

Questions? E-mail: cwalker@isbe.net

From Last Month - Section B

B.2. Curriculum includes **multiple opportunities** for the collection of student **growth data**.

B.3. Guidance is provided on the use of assessment **data** to drive the development of **tiered supports**.

Breakout Room Activity

Groups of 5-6

5-8 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review the Guidance Document created based on conversations from last session. Note additional connections to the IQFSR and the Classroom Assessment Principles documents.
2. Discuss reflections and recommendations on the document: summaries, evidence & guiding questions.
3. What additional information could be added to this tool?

Be prepared to share.

*Are there any component or part of component that needs clarification or the need to go deeper on for future meetings?

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Curriculum Evaluation Tool: A Deeper Dive

Section B: Assessment

Components B1, B4, B5

Components B1, B4, B5

B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.

B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.

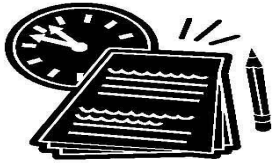
B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning standards and experiences.

What the Research Says

High Leverage Strategies Linked to Assessment	Effect Size	Rating
Student Involvement with Assessment & Assessment Data	1.44	1st
Formative Assessment to drive instructional decision-making	.9	3rd
Comprehensive Interventions	.77	7th
Teacher Clarity (Objectives, Expectations, Target for Learning, etc.)	.75	8th
Effective Feedback	.73	10th

Visible Learning, John Hattie

A Balanced and Coherent System of Assessment

Classroom Assessment	Common Assessments	District Level Assessments	External Assessments
			
Most Formative	**More Formative**	**More Summative**	**Most Summative**
Daily	**Weekly** **Unit**	**Monthly** **Semester**	**Annual**
On-going Student & Teacher Formative Assessment *Diagnostic & Prescriptive*	*Collaboratively Developed CFAs.* *Identify Students Eligible for Support in a Pyramid of Interventions (RtI)*	*Collaboratively Developed District Assessments* *Calibrate & Pace the Curriculum* *Identify Students Eligible for On-going Remedial & Programmatic Support*	*Annual State-Mandated Summative Assessments* *Ranks & Benchmarks Entrance & Exit Criteria*

Balanced Assessment Systems

"What happens after the test has been given will determine whether or not it is being used as a formative assessment. If the assessment is used to ensure that students who are experiencing difficulty are given additional time and support, as well as additional opportunities to demonstrate their learning, it is formative. If additional support is not forthcoming, the assessment is summative."

DuFour, DuFour, Eaker & Many, *Learning by Doing* (2006)

Balanced Assessment Systems

Most Formative	Formative	Summative	Most Summative
• Exit Slips • Comments only marking • Observational Checklists • Think-Pair-Shares • Journal Entries • Two Stars and a Wish • Thumbs Up/Down • Bell Ringers • Student Interviews • Driving Question Boards • Play-based with checklists or rubrics	• Common Formative Assessments • Student Portfolios • Writing Pieces or Tasks with Rubrics • Rich Tasks • Performance Tasks • Exits Slips • Observational Checklists • Socratic Seminars • Benchmark Assessments • Progress Monitoring Assessments • Play-based with checklists or rubrics	• Unit Summatives • Semester Exams • Student Portfolios (final submissions) • Writing Pieces or Tasks with Rubrics (final draft) • Rich Tasks • Performance Tasks • Socratic Seminars • Benchmark Assessments	• SAT • PSAT • IAR

Assessment

Standards

- Standards communicate student learning expectations
- Standards can prescribe how students are expected to learn
- Standards can define how students can demonstrate what they have learned

Understanding Standards

1. Learning Targets (B1)
2. Success Criteria (B1)
3. Complexity (B5)
4. Learning Trajectories (B5)
5. Aligned Assessments (B4)

Students who can identify what they are learning significantly outscore those who cannot.

~ Robert Marzano

What is a learning target? (B1)

Describes what students are going to learn in developmentally appropriate language, connected to a specific performance of understanding

- –Deepens understanding
- –Aims for mastery

Learning targets guide the lesson design and formative assessment.

It’s only a learning target if… (B1)

- It is derived from the standard
- Students use it to aim for and assess their understanding
- Contains criteria that helps determine how close students have come to the target
- Provides the student and teacher with **evidence** of the student’s level of understanding

Learning Targets (B1)

Standard	Evidence Statements	"I can" Statement
RI 4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Provides a statement of the main idea of a text. (1)	I can provide a statement of the main idea of a text.
	Provides an explanation of how the main idea is supported by key details. (2)	I can provide an explanation of how the main idea is supported by key details.
	Provides a summary of the text. (3)	I can provide a summary of the text.

What are success criteria? (B1)

- Derived from Learning Goals, but are more specific.
- Explicitly describe student performances of understanding or skills—what students will say, do, make, or write—to demonstrate that they have met the Learning Goals.

4-PS4-1

Students develop a model (e.g., diagrams, analogies, examples, abstract representations, physical models) to make sense of a phenomenon that involves wave behavior. In the model, students identify the relevant components, including:

- Waves.
- Wave amplitude.
- Wavelength.
- Motion of objects.

Students identify and describe* the relevant relationships between components of the model, including:

- Waves can be described* in terms of patterns of repeating amplitude and wavelength.
- Waves can cause an object to move.
- The motion of objects varies with the amplitude and wavelength of the wave carrying it.

Kindergarten

Developing Conceptual Understanding	Dot images/cards • Ten frames • Rekenreks • Five Manipulatives

Major Standards Supporting Standards Additional Standards Required Fluency

Unit	Standard	Rigor	Prerequisites	Time Frame
UNIT 1- Numbers 0-5	K.CC.A.3-Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Procedural Application	None	10 Days
	K.CC.B.4-Understand the relationship between numbers and quantities; connect counting to cardinality.	Conceptual	None	
ISBE Livebinder Unit 1-Position Language	K.CC.B.5-Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Application	None	

K.CC.A.3-Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

About the Standard:

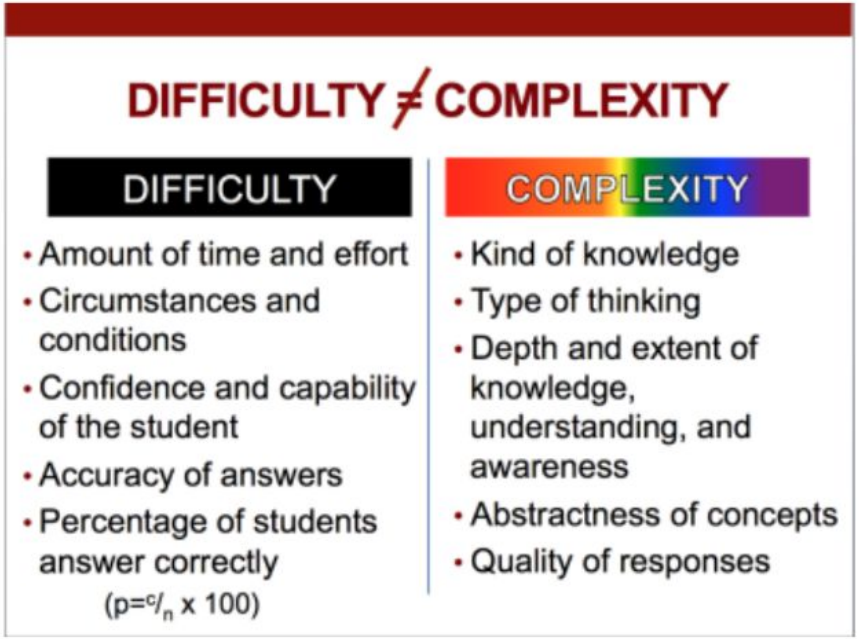
One way students can learn the left to right orientation of numbers is to use a finger to write numbers in air (sky writing), on their knee or hands, or on a partner's back. Children will see mathematics as something that is alive and that they are involved.

Students should study and write numbers 0 to 20 in this order: numbers 1 to 9, the number 0, then numbers 10 to 20. They need to know that 0 is the number of items left after all items in a set are taken away. Do not accept "none" as the answer to "How many items are left?" for this situation.

Learning Target	Success Criteria	Mathematical Model or Strategy Manipulatives	Aligned Resources & Examples
• Write numbers 0-10. **(0-5)** • Write numbers 11-20. (0-5) • Represent a group of objects, in any arrangement, with a written numeral 0-20. (0-5)	Students will represent a given number 0-5 using objects and symbolic representation of the number when the teacher mentions the number verbally.	Five frame Small manipulatives	Task 5a: K.CC.A.3, K.CC.B.4, K.CC.B.5 K.CC.A.3 Formative Assessment 1 K.CC.A.3 Formative Assessment 2 K.CC.A.3 Formative Assessment 3

Understanding Complexity (B5)

- Bloom's Taxonomy
- Webb's Depth of Knowledge *(note: in this framework, it is NOT about the verb, rather the context)*
- Conceptual, Procedural, Application
- The Solo Taxonomy



Difficulty vs. Complexity (B5)

"How many of you know the definition of exaggerate?"
DOK 1 – recall
If all of you know the definition, this question is an easy question.

"How many of you know the definition of prescient?"
DOK 1 – recall
If most of you do not know the definition, this is a difficult question.

Difficulty is a reference to how many students answer a question correctly.

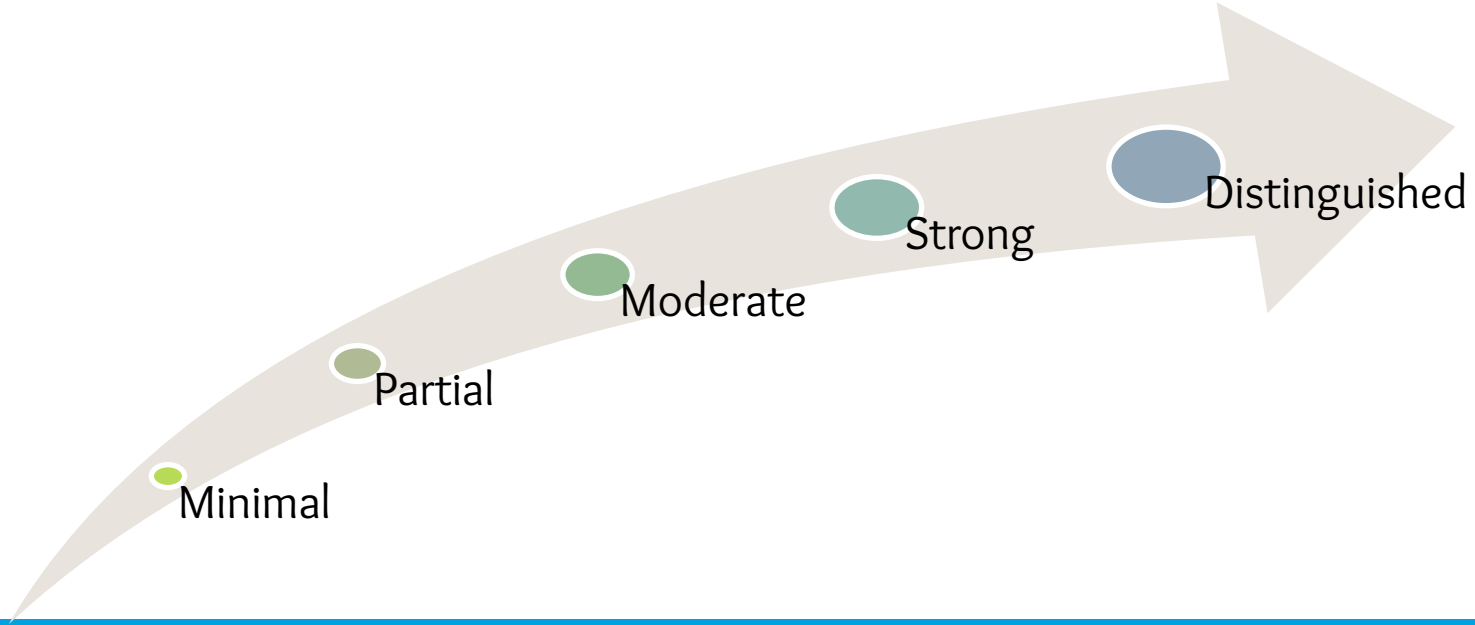
Difficulty indicates the amount of effort required to complete a task, while **complexity** indicates the level of thought required to complete a task.

Learning Goal	Difficult	Complex
[With limited guidance,] I can use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	Students record rhythms using notation or recording technology.	Students create their own line of music using notation or recording technology .
I can fluently add and subtract within 100 using strategies based on place value.	Students subtract to solve several problems involving two-digit numbers where some problems require regrouping and other problems do not.	Students justify processes for subtraction of two two-digit numbers using manipulatives, diagrams, or language.
I can identify similarities and differences in order to sort and classify natural objects and designed products.	Students sort rocks based on characteristics and explain how they have sorted.	Students examine how other students have classified plants and animals based on traits inherited from parents and discern how the sort represents the similar and different traits.
I can trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Given the claim from an informational text, students highlight the reasons and evidence that support that claim. Then determine if the argument is sound or not.	Given different claims and support statements from an informational, students will match each claim with their correct support statements. Then determine which claim is stronger and explain why.
I can explain environmental implications of conservation, care, and cleanup of art materials, tools, and equipment.	Students describe situations in which art materials, tools, and equipment have been inappropriately handled and have adversely impacted the environment.	Students match cause and effect situations regarding the conservation, care, and cleanup of art materials, explaining why each match is appropriate and identifying any patterns in the cause and effect relationships.
I can analyze costs and benefits of different credit and payment options for goods and services, the role of lenders, and interest.	Given graphs of different credit and payment options, students identify different characteristics represented in each graph. Students ask and answer questions about graphs	Students evaluate different credit and payment options to determine which is the best choice for a given situation. Students explain why that choice is best.

Learning Trajectories:
A Progression of Complexity (B5)

Performance Levels	Performance Level Descriptors
a continuum of performances indicating progressively more understanding, skill, and depth of thinking	describe what students at each performance level know, understand, and do relative to grade & content standards

Learning Trajectories:
A Progression of Complexity (B5)



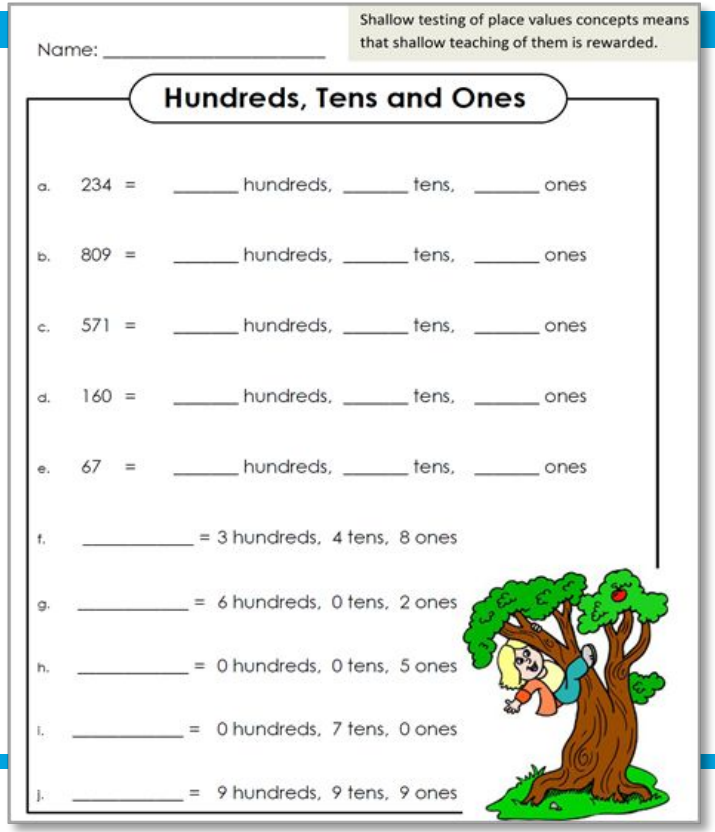
Performance Levels – Reading Information Text Grade 5

Standards	Level 1 *Minimal* Student demonstrates a lack of understanding of prerequisite content for this unit.	Level 2 *Partial* Student demonstrates understanding of prerequisite content for this unit.	Level 3 *Moderate* Student demonstrates understanding of the simple grade level expectations.	Level 4 *Strong* Student demonstrates understanding of the complex grade level expectations.	Level 5 *Distinguished* Student demonstrates understanding of content that goes beyond graded level expectations.
RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students cannot yet refer to details and examples when explaining what the text says explicitly and when drawing inferences from the on or above grade-level text.	Students can refer to details and examples when explaining what the text says explicitly and when drawing inferences from the on or above grade-level text.	Students can quote accurately when explaining what the on or above grade-level text says explicitly.	Students can quote accurately when drawing inferences from the on or above grade-level text.	Students can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the on or above grade-level text.
RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Students cannot yet determine the main idea from a on or above grade-level text and explain how it is supported by key details. Students can summarize the below grade-level text.	Students can determine the main idea from a on or above grade-level text and explain how it is supported by key details. Students can summarize the below grade-level text.	Students can determine two or more main ideas of a text. Students can summarize the on or above grade-level text.	Students can explain how two or more main ideas are supported by key details from the on or above grade-level text.	Students can determine the central idea of an on or above grade-level text and how it is conveyed through particular details. Students can provide a summary of an on or above grade level text distinct from personal opinions or judgments.
RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Students cannot yet explain events, procedures, events or concepts in an on or above grade-level historical, scientific, or technical text including what happened and why based on specific information in the text.	Students can explain events, procedures, events or concepts in an on or above grade-level historical, scientific, or technical text including what happened and why based on specific information in the text.	*Students can quote accurately when explaining what the on or above grade-level text says explicitly. (RI 5.1)*	Students can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an on or above grade-level historical, scientific, or technical text based on specific information in the text.	Students can analyze in detail how a key individual, even tor idea is introduced, illustrated and elaborated in an on or above grade-level text.

Is it aligned? (B4)

CCSS.MATH.CONTENT.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.



Name: _____

Shallow testing of place values concepts means that shallow teaching of them is rewarded.

Hundreds, Tens and Ones

a. 234 = _____ hundreds, _____ tens, _____ ones

b. 809 = _____ hundreds, _____ tens, _____ ones

c. 571 = _____ hundreds, _____ tens, _____ ones

d. 160 = _____ hundreds, _____ tens, _____ ones

e. 67 = _____ hundreds, _____ tens, _____ ones

f. _____ = 3 hundreds, 4 tens, 8 ones

g. _____ = 6 hundreds, 0 tens, 2 ones

h. _____ = 0 hundreds, 0 tens, 5 ones

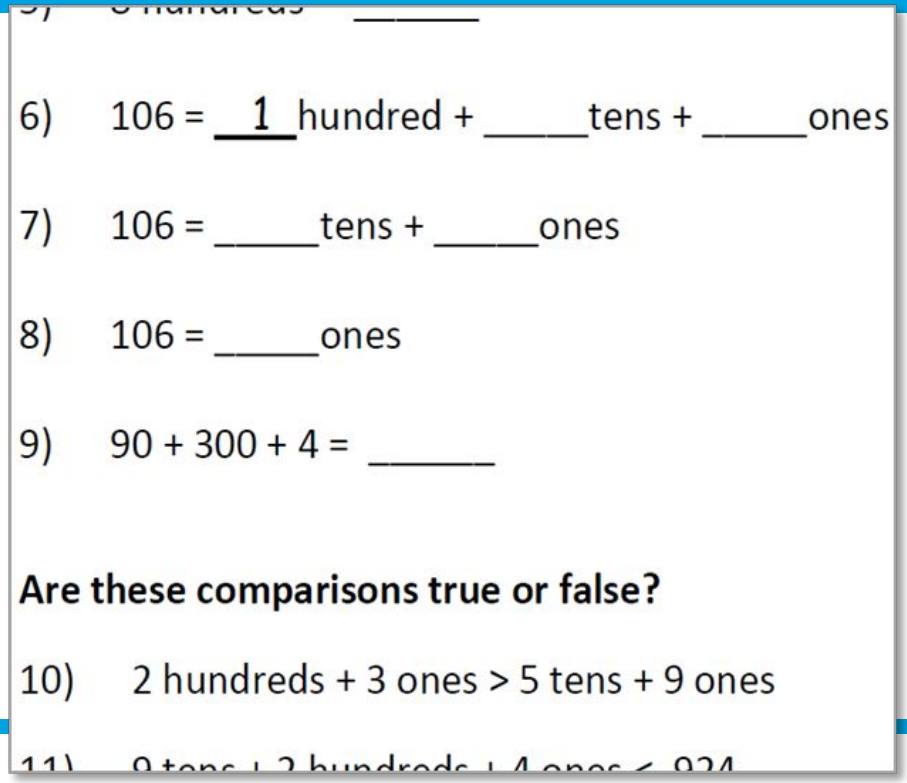
i. _____ = 0 hundreds, 7 tens, 0 ones

j. _____ = 9 hundreds, 9 tens, 9 ones

Is it aligned? (B4)

CCSS.MATH.CONTENT.2.NBT.A.1

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.



6) 106 = 1 hundred + _____tens + _____ones

7) 106 = _____tens + _____ones

8) 106 = _____ones

9) 90 + 300 + 4 = _____

Are these comparisons true or false?

10) 2 hundreds + 3 ones > 5 tens + 9 ones

Source: Achieve the Core. http://achievethecore.org/page/253/thinking-about-place-value-in-grade-2

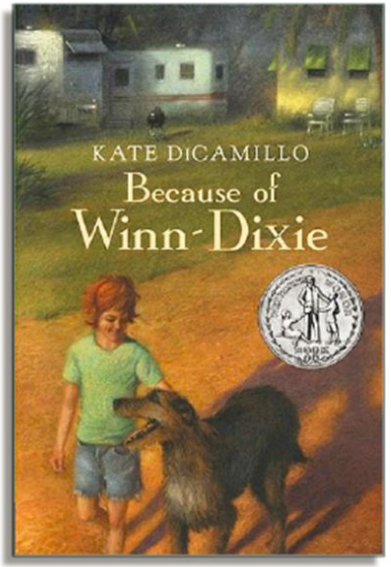
Is it aligned? (B4)

CCSS.ELA-LITERACY.RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

1. **Was there ever a time where an animal scared you?**
2. **This author has won prizes for her books. Why? Write an opinion column about why this author deserved such recognition.**
3. **Why was Miss Franny sitting on the floor when Opal met her?**

Chapters 6 & 7 of Kate Dicamillo's *Because of Winn-Dixie*



Lexile Score:	610
Grade Band:	2-3 (420-820)

CHAPTER 6

I spent a lot of time that summer at the Herman W. Block Memorial Library. The Herman W. Block Memorial Library sounds like it would be a big fancy place, but it's not. It's just a little old house full of books, and Miss Franny Block is in charge of them all. She is a very small, very old woman with short gray hair, and she was the first friend I made in Naomi.

It all started with Winn-Dixie not liking it when I went into the library, because he couldn't go inside, too. But I showed him how he could stand up on his hind legs and look in the window and see me in there, selecting my books; and he was okay, as long as he could see me. But the thing was, the first time Miss Franny Block saw Winn-Dixie standing up on his hind legs like that, looking in the window, she didn't think he was a dog. She thought he was a bear.

This is what happened: I was picking out my books and kind of humming to myself, and all of a sudden, there was a loud and scary scream. I went running up to the front of the library, and there was Miss Franny Block, sitting on the floor behind her desk.

Miss Franny sat there trembling and shaking.

"Come on," I said. "Let me help you up. It's okay." I stuck out my hand and Miss Franny took hold of it, and I pulled her up off the floor. She didn't weigh hardly anything at all. Once she was standing on her feet, she started acting all embarrassed, saying how I must think she was a silly old lady, mistaking a dog for a bear, but that she had a bad experience with a bear coming into the Herman W. Block Memorial Library a long time ago, and she never had quite gotten over it.

Is it aligned? (B4)

CCSS.ELA-LITERACY.RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Does Gloria Dump seem like a possible friend for Opal?

Use text evidence to support your thinking.

"She was old with crinkly brown skin. She had on a big floppy hat with flowers all over it, and she didn't have any teeth, but she didn't look like a witch. **She looked nice**. And **Winn-Dixie liked her**. I could tell."

"And because **Winn-Dixie was looking up at her like the best thing he had ever seen**, and because the peanut-butter sandwich had been so good, and because **I had been waiting a long time to tell some person everything about me**, I did.

Additional Considerations (B4)

Target Method Match

Key for Descriptions of Matches

Strong: The method works for all learning targets of this type.
Good: The method works for many of the learning targets of this type.
Partial: The method works in some instances for learning targets of this type
Poor: The method never works for learning targets of this type.

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	**Good** Can assess isolated elements of knowledge and some relationships among them	**Strong** Can assess elements of knowledge and relationships among them	**Partial** Can assess elements of knowledge and relationships among them in certain contexts	**Strong** Can assess elements of knowledge and relationships among them
Reasoning	**Good** Can assess many but not all reasoning targets	**Strong** Can assess all reasoning targets	**Partial** Can assess reasoning targets in the context of certain tasks in certain contexts	**Strong** Can assess all reasoning targets
Skill	**Partial** Good match for some measurement skill targets; not a good match otherwise	**Poor** Cannot assess skill level; can only assess prerequisite knowledge and reasoning	**Strong** Can observe and assess skills as they are being performed	**Partial** Strong match for some oral communication proficiencies,; not a good match otherwise
Product	**Poor** Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	**Poor** Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	**Strong** Can directly assess the attributes of quality of products	**Poor** Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning

Source: Adapted from An Introduction to Student-Involved Assessment FOR Learning, 6th ed. (p. 78), by R.J. Stiggins & J. Chappuis, 2011, Upper Saddle River, NJ: Pearson Education. Adapted by permission.
Chappuis, Stiggins, Chappuis and Arter, **Classroom Assessment for Student Learning – Doing It Right – Using It Well,** Second Edition. p. 9.4

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Resources for B1, B4, B5

Articles & Websites

Solo Taxonomy
Bloom's Taxonomy Graphic

Guiding Principles for Classroom Assessment

Achieve the Core Assessment Quality Checklist ELA (3-12)

Achieve the Core Assessment Quality Checklist Math (3-12)

Samples

Learning Goals & Success Criteria Examples

Sample proficiency scales

ND Sample Proficiency Scales

Breakout Room Activity

Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components B1, B4, B5
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts.
Be prepared to share.

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Indicator	Summary	Evidence	Guiding Questions
B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.	Assessments measure grade level standards and match what curriculum learning targets	Questions mirror state assessments	Are learning targets vertically aligned across grade levels?
B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	Standards are the focus of assessments. Assessments measure skills over content.	Questions mirror state assessments questions.	Do assessments show transfering the learning of the skills?
B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning standards and experiences.	WE need to use either Blooms or DOK to assure that learning is progressive and meets the level of complexity warranted at grade level as seen through the standards	Beyond recall Diversity of assessments- formative AND summative. Assessments take on new meaning- not an END but a progress monitoring tool Application to show depth	How can assessments be used beyond simply grades? (Measure competencies) Is there a progression of complexity seen and used?

Indicator	Summary	Evidence	Guiding Questions
B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.	Should match the standard; what do you want students to be able to show and do	Assessments questions are aligned to the standards;	Are your assessment questions aligned to the standards?
B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	Assessments should focus on the standards;	Assessment questions should reflect the state assessment which should be reflecting the standards	Do the questions mirror the level of rigor within the IAR?
B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning standards and experiences.		Questions reflect a range of DOK levels	Does the assessment reflect a range of levels (DOK/Webb)?

Indicator	Summary	Evidence	Guiding Questions
B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.	What students need to know and be able to do based on the standards	“I can” statements that match the expectations of the standards (in student friendly language)	What do we need students to do? What do students need to know in order to show learning growth?
B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.			
B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning			

Indicator	Summary	Evidence	Guiding Questions
B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.	Discussion about how IAR is potentially just as "formative" as other assessments when it gives details about specific students and specific skills. (That realization is sometimes lost for teachers and administrators.)	Assessment system that traces a standard across classroom, district, and IAR assessment *items* (not entire assessment). Classroom assessments that reveal multiple (and diverse) opportunities to assess these items.	How are teachers using "formative" data released for IAR to inform instruction? How well are district assessments identifying whether or not students "appear" to still be "struggling" (or not) with specific skills assessed in IAR?
B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.	Discussed potential need to help teachers with "crosswalk" to see how IAR items (aligned with CCSS) can also align with IL content standards, depending on the text and task in test item.	In collaboration/conversation with teachers (PLC work)...artifacts of student learning often expose the gaps in teachers' true understanding of the standards. Formative assessments lack the type of complexities that would be necessary to repeatedly engage students in learning aligned to IAR	What classroom and district assessment *items* (not whole assessment) align with individual standards?
B.5. Assessments are reflective of the **depth** and **complexity** of engagement	Discussion around "rigor" and the previous idea that it may have been	Perseverance vs. degrees of thinking	Does the assessment item invite students to preserve through

Indicator	Summary	Evidence	Guiding Questions
B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.			
B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.			
B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning standards and experiences.			

Student Care Department

Molly Uhe-Edmonds, Director

Kim Barnes-Cummins, Supervisor

Student Care Department

- Created August 2020
- Focused on ensuring that the collective and individual needs of students are met and that districts are responsive to the needs of children and families.
- Reducing or eliminating practices deemed harmful to students
- Provides technical assistance and investigations as specified in School Code

Department Oversight

- Bullying Prevention
- Jett Hawkins Law
- Restraint, Time-out, Isolated Time-Out (RTO)
- School Discipline
- Student Voices
- Supporting Transgender, Nonbinary and Gender Nonconforming Students

STRATEGIC PLAN 2.1.2

Strategic Plan 2.1.2: Support district implementation of policy and guidance to promote students' safety and wellbeing, including non-discrimination and inclusion. The Illinois State Board of Education (ISBE) aims to better prepare schools to meet the needs of their dynamic populations, leading to reduced numbers of suspensions and expulsions and to students feeling safer, mentally healthier, and more welcomed at school.

Model policy toolkit was created to provide schools/districts, charter schools, and non-public entities with related guidance and model policy checklists to assist with policy development in alignment with the requirements set forth in School Code and other state and federal legislation to create inclusive, non-discriminatory polices, administrative procedures, and handbook notices.

Strategic Plan 2.1.2: Inclusive Practices Model Policy, Administrative Procedures, and Handbook Notices Toolkit is Now Available.

STRATEGIC PLAN 2.1.4

Support implicit bias training through professional development in schools and classrooms.

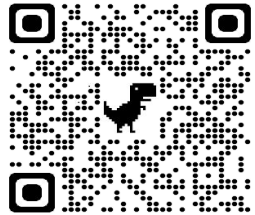
- Pilot with top 20% of districts (103 total) on the exclusionary discipline list.

ADDITIONAL INFORMATION

studentcare@isbe.net

217/785-5585

www.isbe.net/student-care



Resources

Curriculum Evaluation Tool

State Strategic Plan

EdReports

Meeting Dates & Times

Upcoming Zoom Meetings
10:00 - 11:30 a.m.

Mark your calendars!

February 28
March 28
May 2
June 6

Monthly Outline for Capacity Building

November 22	CET Tool Deep Dive: Curriculum Component
December 20	CET Tool Deep Dive: Assessment Component
January 31	CET Tool Deep Dive: Implementation & Supports Component
February 28	CET Tool Deep Dive: Implementation & Supports Component
March 28	Networking & Problem Solving, Implementation of CET, Data Review
May 2	• Supports for identified gaps in process/policy • Wrap-up and feedback • Next steps • Preview for next year's sessions

Virtual Parking Lot

ask your questions, answer questions, give advise and add new slides for more room.

- Questions?