Traditional Roles to Integrated Comprehensive Services

Position Title	Traditional Responsibilities	Inclusive Education Responsibilities	Integrated Comprehensive Services
School Principal	Managers the general education program	Manages the educational programs for all students	Leads toward the merger of all services to wrap around all students based on needs
	Shifts responsibility for special programs to special education administrators, although special programs are "housed" within	Articulates the vision and provides emotional support to staff as they experience the change process	Builds the vision with the staff and provides emotional support to staff as their roles evolve to meet better the needs of all students
	general education facilities	Participates as a member of collaborative problem-solving teams that invent solutions to barriers inhibiting the successful inclusion and education of any student	Participates as a member of collaborative problem-solving teams that invent solutions from the ground up in support of all students; does not wait for students to fail
		Secures resources to enable staff to meet the needs of all students	Secures experienced staff to assist others in meeting the needs of all students
General Education Teacher	Refers students who do not "fit: into the traditional program for diagnosis, remediation, and possible	Shares responsibilities with special educators and other support personnel for teaching all assigned children	Shares responsibilities with teachers with expertise in a range of areas to support all learners
	removal Teachers students who "fit" within	Seeks support of special educators and other support personnel for students experiencing	Creates a proactive preventative curriculum within climates that ensure student success
	the standard curriculum	difficulty in learning	Works with educators who have a range of expertise to problem-solve around curriculum, climate, and social and
		Collaboratively plans ad teaches with other members of the staff and community to meet the needs of all learners	behavioral supports to meet the needs of students experiencing difficulty in learning
		Recruits and trains students to be tutors and social supports for one another	Collaboratively plans and teaches with other members of the staff and community to meet the needs of all learners
			Sets a classroom climate that assumes expectations of peer supports (students understand their role is to be supportive for each other in academic, social, and behavioral areas)

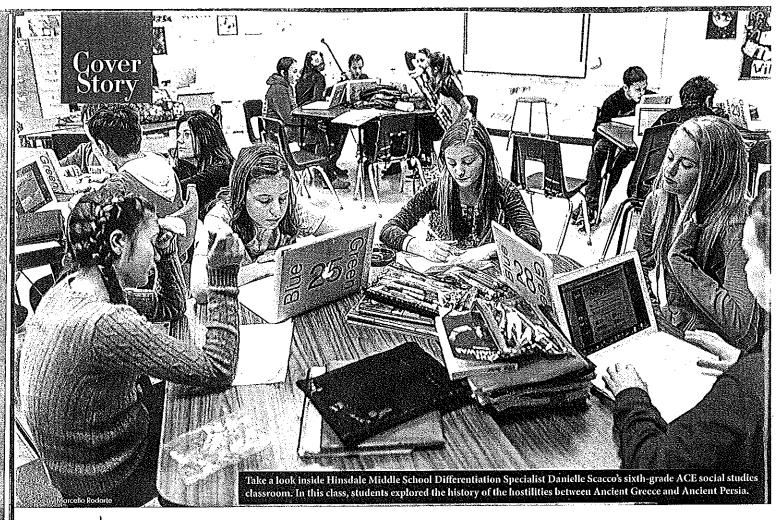
Position Title	Traditional Responsibilities	Inclusive Education Responsibilities	Integrated Comprehensive Services
Special	Provides instruction to students	Collaborates with general educators and other	No longer defined as a special educator, but a math, reading,
Educator	eligible for services in resource rooms, special classes, and special	support personnel to meet the needs of all learners	behavioral, instructional facilitator.
	schools	Team-teachers with regular educators n general education classrooms	Collaborates with all educators to develop curriculum and classroom climate to meet the needs of all learners
		Recruits and trains students to be peer tutors an social supports for one and another	Shares responsibility for all students through teaming, individualized instruction, small and large group instruction through heterogeneous flexible learning groups
			Continues to model and support peer, academic, social, and behavioral mentoring.
Psychologist	Test, diagnoses, assigns labels, and determines eligibility for students'	Collaborates with teachers to define problems	Collaborates with teachers to troubleshoot for the success of each student
	admission to special programs	Creatively designs interventions	
		Team teaches	Provides staff development for teachers to assist teachers in understanding human behavior and child development of even the students with the most significant needs.
		Provides social skills training to classes of	S
		students	Collaboratively and creatively designs integrated interventions based on heterogeneous flexible learning
		Conducts authentic assessments	groups.
		Trains students to be conflict mediators, peer tutors, and supports for one another	Shares teaching time in support of each student for psychological needs
		Offers counseling to students	Provides social skills training to classes of students
			Conducts authentic and individualized assessments
			Teaches students to be conflict mediators, peer tutors, and supports for one another
			Offers counseling to students

Position Title	Traditional Responsibilities	Inclusive Education Responsibilities	Integrated Comprehensive Services
Support staff (PT, OT, Orientation	Diagnosis , labels, and provides, direct services to students in settings other than the classroom	Diagnosis, labels, and provides direct services to students at times in the classroom, but most of the time in settings other than the	Is moving into grade-level support personnel for a specific percentage of time during the day
and Mobility)	Provides support only to students eligible for a particular special program	classroom Provides support only to students eligible for a particular special program	Is collaborating with other staff and exchanging information and teaching each other skills
Teaching Assistant	Works in segregated programs If working in general education classrooms, stays in close proximity to, and works only with, students eligible for special services	Provides services to a variety of students in general education settings Facilities natural peer supports within general education settings	Provides services to students in individualized, small-group, and large group instruction in a heterogeneous manner. Facilitates natural peer supports within all settings
Gifted and Talented Teacher	Assess and determines eligibility in the areas of academic, musical, arts, leadership, creativity, and so on for those students who excel in specific areas Provides pull-out instruction for only those students who meet eligibility	Usually has not been included in the inclusion of students with disabilities into general education environments Provides services for those students eligible for gifted services by mentoring the general education teacher	Moves into new roles that redefine her or his titles and responsibilities; staff become part of each educational team (e.g., grade-level support) either to provide services to a heterogeneous group of students or to work with teachers to build the curriculum from the ground up to meet better the range of learners in all educational situtuations
At risk	Assesses and determines eligibility in the areas of truancy, academic success, delinquency, parent status, and so on Provides pull-out instruction for only those students who meet eligibility	Services for at-risk at the elementary level have been recipients of inclusive services by teachers better able to assist those students prior to referral; however, at the secondary level services continue to be segregated by classrooms and/or buildings	Moves into redefined titles and roles that provide services to a heterogeneous group of students or works with teachers to build the curriculum from the ground up to meet better the range of learners in all educational situations
Reading specialist	Assesses and determines eligibility in reading Provides pull-out instruction for only those students who meet eligibility	Continues isolated services even when other students are receiving integrated reading support	Works with all teachers to assist in the teaching of reading, as well as to provide individualized, small-group, and large-group instruction in the classroom

Position Title	Traditional Responsibilities	Inclusive Education Responsibilities	Integrated Comprehensive Services	
Director of student services	Functions in isolation from other central office administration	Continues to function in isolation of other central office administration	Shares roles with other central office administrators in support of all students	
	Sets up categorical programs for students with disabilities and other needs	Works with building principals to develop collaborative relationships and supports between special and general educators	Works with building principals to move from a programbased model that separates and segregates to a service delivery model that unifies support for all students	
	Assists in developing at-risk programs and/or schools	Continues to develop programs according to category, legislation, and funding mechanisms	Continues to work with teams of educators to develop supports based on needs versus isolated funding mechanisms	
	Completes mandatory state and federal reports	Completes appropriate federal and state reports	Shares the responsibility across administrators in completing state and federal reports	
Speech and language pathologist	Assesses students for language and speech disorders Sets up individualized and small-group instruction for students meeting eligibility	Assesses students for language and speech disorders Continues to set up individualized and small-group instruction for students meeting eligibility	Moves into new roles that redefine her or his titles and responsibilities; may become part of a grade-level team for a specific amount of time each day to a heterogeneous group of students or work with teachers to build the curriculum from the bottom up to meet better the range of learners in all educational situations	
	Pulls students out of general education on the basis of teacher schedules to meet the needs of 35 to 40 students	Works within the general education classroom when appropriate to meet the language needs of a range of students		

Guidance counselor	Serves as a "gatekeeper to information about post-secondary and occupational opportunity"	Typically ignored in the inclusive literature Role virtually does not change	Assists families and teachers to provide services to students instead of slotting students into categorical programs
	(Smith-Maddox & Wheelock, 1995, p. 224)	Role virtually does not change	Works closely with building principal and other support staff to assist in synthesizing services to students
	Steers students into academic tracks		At the secondary level, orchestrates services and postsecondary options for all students
	Provides classroom guidance (often used by the general educator for prep time)		"helps all students develop the knowledge to take the advantage of future opportunities" (Smith-Maddox & Wheelock, 1995, p. 224)
			Communicates high expectations for each student
			Helps students link personal goals to high school plans
Comman 0 Function	(2000) Marking the Nords of Children of All	Abilities: How Leaders Go Reyand Inclusion (2nd Edition	Motivates all students to pursue challenging course work

 $Capper \& Frattura \ (2009). \ \textit{Meeting the Needs of Students of ALL Abilities: How Leaders Go Beyond Inclusion} \ (2^{nd}. \ Edition). \ Corwin Press \\$



ADVANCED LEARNING

The Future of Education at District 181

BY MIKE ELLIS

ifted education has been a popular topic for a number of years at District 181, as staff members, the Board of Education, parents and community members at-large have long discussed designing a program that most adequately addresses students' needs.

"Raise the Floor to Raise the Ceiling"

In 2011, the district contracted a program review with the University of Virginia under the leadership of Dr. Tonya Moon, a principal investigator for the National Research Center on the Gifted and Talented. Over a twoday period in December 2011, Dr. Moon and her colleagues visited 75 classrooms at eight of nine District 181 schools (Walker School excepted). Subsequently, they published a 61-page report assessing the state of current district programming, while providing a list of recommendations as to how to improve the curriculum and better align it with "best practices" nationwide. These recommendations included opening up "advanced" courses to a greater number of students, investigating the possibility of advancing all students at least one year in math district-wide, and the elimination or revision of the current ACE (Affective Cognitive Enrichment) program.

After receiving Dr. Moon's report, the Board of Education commissioned an Advanced Learning Task Force to look into implementing the recommendations. The 18-member Task Force was assembled in October 2012, and spent the next several months examining scholarly research and reaching out to other school districts such as District 86 and Butler, while formulating a plan to present to the Board of Education in early 2013. The Task Force was led by Assistant Superintendent of Pupil Services Dr. Kurt Schneider, Director of Curriculum, Assessment and Instruction Kevin Russell, and Director of Pupil Services Christine Igoe.

As presented to the Board of Education on Jan. 28, the Task Force plan involves the gradual acceleration of education for all District 181 students.

"Our goal is to create a culture of learning," Dr. Schneider said at the Jan. 28 Board meeting, "and when we improve the education of our advanced learners, we know we create a higher ceiling for everyone to accomplish more."

"This plan keeps the bar very high for our advanced learners," Director of Curriculum, Assessment and Instruction Kevin Russell said, "and at the same time, we're raising the expectations for all kids-which is exactly what Dr. Moon talked to us about, that our kids are capable of more."

Over the next half-decade, this proposal calls for changes to the language arts and mathematics curricula, and the ACE

"You don't just have a gifted program, you don't just have a special education program—you have a system, and everything needs to work together."

- Kevin Russell, Director of Curriculum, Assessment and Instruction

program, which could in turn allow more students to access honors and AP courses at the high-school level. Dr. Bruce Law, Assistant Superintendent for Instruction at District 86, noted in a letter to the district that the Task Force plan aligns with its goal to increase student participation in honors and AP courses.

"Prior to the [Moon report], there was controversy in our district surrounding identification for our gifted program—who gets in, who doesn't," Russell said. "I think it's fair to say you had parents who really liked the previous system and parents who—were—really against—the previous system. When Dr. Moon came in and looked at our gifted program, she made the point that you can't look at it in isolation, because you don't just have a special education program—you have a system, and everything needs to work together."

Overall, the curriculum will become more rigorous, as all State of Illinois schools will replace the current Illinois State Standard with the Common Core in 2014-15. The Common Core will challenge students to think at higher

levels than the state standard, placing greater emphasis on techniques such as analysis and synthesis, rather than merely assessing basic comprehension skills or solving particular problems.

"People have made the analogy that the Illinois standards 'take it a mile wide and an inch deep,' and the Common Core might 'take it a mile deep and an inch wide," Russell said. "The Common Core is really focused on diving deep into higher-level thinking skills, versus quick, recall-type facts. You may hit fewer [topics] with the Common Core, but it's definitely more rigorous in terms of the skillset it requires."

Curriculum Changes

The Advanced Learning Task Force has proposed gradual changes to the language arts, mathematics and ACE curricula, all of which would be completed by the 2018-19 school year. Each transition is designed to begin at the elementary-school level, before the ultimate objectives are achieved at the middle schools.

Language Arts

Across District 181, language arts is divided into two tiers: "regular" and ELA (Enriched Language Arts), a program

that follows a more rigorous curriculum designed by the College of William & Mary.

According to the Task Force

presentation, the two primary goals in Language Arts are:

I) All incoming sixth graders will meet the current performance-based criteria for ELA by 2016-17.

2) Áll graduating eighth graders will meet honors English criteria at District 86 by 2019.

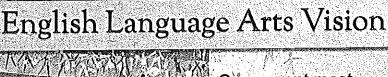
Nearly 400 students are currently enrolled in ELA at Hinsdale and Clarendon Hills Middle Schools.

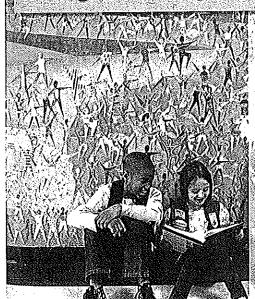
"One of our measures is increasing the number of students that qualify for Honors English at Hinsdale Central," CHMS Principal Griffin Sonntag said at the Feb. 11 Board meeting. "That number has been typically around 50 percent. I don't think that that's successful; I think we should have more students, and I believe that this program will allow more students to [rise] to the level that will qualify them for Honors English."

District 181 said it plans to gradually complete this transition, starting at elementary schools through the development of balanced literacy.

Task Force leaders said balanced literacy differs considerably from a traditional language arts setup. For

The Language Arts vision as presented by the Advanced Learning Task Force at the Jan. 28 Board of Education meeting





Our current most rigorous course offering becomes the standard for everyone.

By the 2019-2020 school year:

D181 Freshmen will meet Honors English criteria in District 86

By the 2016-2017 school year:

♣ D181.6th graders will meet the current performance based criteria for ELA. instance, instead of having all students in a classroom reading the same book at the same time, they might read a variety of texts according to their different reading levels.

"What balanced literacy does, is [it] takes communication skills [reading, writing, word analysis, listening and speaking skills], and integrates them into one process," Igoe said. "We look at it as a much more holistic approach."

At the March II Board meeting, Assistant Superintendent of Learning Dr. Janet Stutz proposed a curriculum called Reading Fundamentals (published by Schoolwide, Inc.), indicating that it is conducive with the balanced literacy model. This curriculum was piloted between January and March at select grades at all seven elementary schools, which was unanimously approved by the teachers that piloted it. The materials for Reading Fundamentals would cost about \$379,000.

At the Feb. 11 meeting, Board member Yvonne Mayer questioned the efficacy of replacing the tiers already in place at the middle-school level. "What is going to truly happen to the struggling learner who would never have been placed into ELA, and the advanced learner who is appropriately in ELA, if you now have everyone in that class together?" Mayer asked.

Task Force members said part of the solution is an approach called flexible grouping, which would involve the collaboration of MRC directors, reading specialists and differentiation specialists, in addition to classroom teachers.

"The entire grade-level [teaching staff] would come together," Igoe said, "and they would figure out, 'What are our learning targets?—What is it that we want students to be able to learn, and how do we go about getting these 90 students between the eight of us to that point?"

Russell said he does not believe the concept of flexible grouping is entirely novel at District 181, citing his own experience from his tenure as assistant principal at CHMS.

"The thought of bringing social studies teachers, language arts teachers [and] MRC directors together—that's been occurring in our school district," he said.

"If you walk into a primary classroom at Prospect School, you will see the reading specialist, the differentiation specialist, the MRC director [and] classroom teachers switching kids all the time.

"I don't think this is a complete '180' from what's currently happening in our school district; in fact, I see it as a natural continuation of what's going on [now]."

Mathematics

In Mathematics, the Task Force identified two primary goals:

- 1) All graduating eighth graders will place into at least high-school Geometry by 2019.
- 2) All incoming sixth graders will place into at least seventh grade Common Core Math by 2016-17.

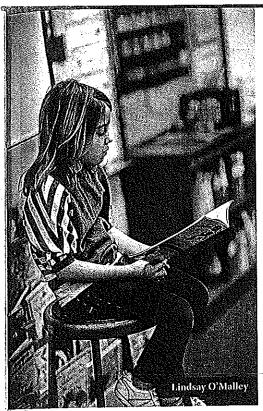
Stated another way, by 2018-19, the objective is to have all District 181 eighthgrade students taking Algebra.

Under the current curriculum, three tiers of math are offered at the middle

The Math plan as presented by the Advanced Learning Task Force at the Jan. 28 Board of Education meeting

Math Plan

2012-	2013	2013-2014	2014-2015 Implement CC	2015-2016 Assess Timeline	2016-2017	2017-2018	2018-2019
		MAP CC	PARCG Assessment				
	······································	Field Test New Materials	Implement New Materials			*	
Current IL	SS Curren	it ILSS	CC K/1	CC K/1	CC K/1	CC K/1	
	+2 stra	inds from CCK	+2 strands from CC1	+2 strands from CC1	+2 strands from CC1	+2 strands from CC1	
Current ILS	SS Currèn	itiLSS	CC 1/2	CC 1/2	CC 1/2	CC 1/2	
	+2 CC	from	+2 CC from	+2 CC from	+2 CC from	+2 CC from	
- Paragraphic	[CC1]		CC2	CC2	CC2	CC2	
Current ILS	SS Curren	it ILSS	CC 2/3° _	CC 2/3	CC 2/3	CC 2/3	
	+2 CC		42 GC from	+2 CC from	+2 CC from	+2 CC from	
	CC2	1941 1944 19	ICC3	CC3	ੁੇCC3	CC3	
GC 3/4	CC 3/4	1	CC 3/4	CC 3/4	CC 3/4	CC 3/4	year and a second
	+2 CC	from	+2 CC from	3+2.CC.from	+2 CC from	+2 CC from	·.
	CC4		CC4	CC4 5 CC 4/5	CC4 CC 4/5 -	CC4 CC 4/5	na Ca
Current ILS	AND THE SECOND OF THE SECOND SECOND	NOTES THE PROPERTY OF STREET,	CC 4/5		St-2 CC from	+2 CC from	vi J
Grade Lev Advanced	Control of the Contro	from	+2 CC from CC5	+2 CC from CC5	CC5	GC5	j
Current IL:	ACTION SHOWS SERVICE TO THE SERVICE OF	it ILSS	GC 5/6	CC 5/6	CC 5/6	CC.5/6	
Grade Lev	el/ Grade	Level	+2 CC from	+2 CC from	+2 CC from	F2.CC from	
Advanced		strands	CC6	CC6	CC6	CC6	
		C5/Advanced +2 CC str	ands .				
Grade-Lev	from C el 6 CC	.00	6.CC	6 CC*	∄7 CC	7 CC	ACCIA.
Advanced	\$0\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	• 0.6804	6/7 CC	7.CC	7/8 CC	7/8 CC	7/8CC
Accelerate	Part of the Control	Consensation of acceptance and the contraction of t	7/8 CC	7/8 CC			
Grade-Lev	CONTRACTOR OF STREET		17.CC	7 CC	7 CC	8 CC	8 CC
Advanced		CC	8.CG	8 CC	8 CC	Algebra 1	Algebra 1
Accelerate	CONTROL CONTROL OF THE CONTROL OF TH	** **	Algebra 1	Algebra 1	Algebra 1		
Grade-Liev	AND THE PROPERTY OF THE PARTY O	gebra/8 CC	la cc	8 CC	8 CC	18CC* A +	Algebra 1
Grade-Ley Algebra 1		AND THE RESERVE OF THE PARTY OF	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Geometry
Geometry	THE RESERVE OF THE PROPERTY OF THE PERSON OF		Geometry	Geometry	Geometry	Geometry	



schools: grade-level, advanced (one grade-level ahead) and accelerated (two grade-levels ahead). "Advanced" and 'accelerated" students are selected using tests taken at the end of second and fifth grades, which determine placement for the subsequent three years. More than half (835) of HMS and CHMS students

(1,458) are currently enrolled in advanced or accelerated math.

The current middle-school program will continue through 2015-16. The following year, the grade-level offering for sixth graders will become seventh-grade Common Core math, putting all students from this class on a track to complete Algebra in eighth grade. Meanwhile, the accelerated tier will continue unchanged, these students already being paced to take Geometry in eighth grade.

In order for all sixth-graders to be for seventh-grade math, prepared the transition must commence at the elementary-school level. Consequently, District 181 plans to add two Common Core units for kindergarten, first grade, second grade and fifth grade next year. As third grade already began implementing the new Common Core curriculum this year, this would afford all K-5 students the opportunity for advanced math by-2014-15.

Mary Sprengnether, who teaches Algebra at Clarendon Hills Middle School, said she is confident that students will be better prepared for a more demanding middle-school math curriculum after receiving five years of more rigorous instruction at the elementary schools.

"In that five years, I know their skills are going to be honed," Sprengnether said at the Feb. 11 Board meeting. "They will be much more successful advanced students, and be ready to take on the rigors of a high-school Algebra class."

The Common Core itself will also push students to think at a higher level than the current Illinois State Standard. For example, under the Common Core, students will be challenged to "assess the reasonableness of answers using mental computation and estimation."

"Ôur current Illinois standards are very focused on the operation portion of math—very much like you and I remember going to school," Igoe said. "Here's the equation, and we'll practice the equation; we'll do 30 problems, and maybe I'll take two or three story problems and apply that skill. The Common Core looks at it from a different perspective, and says that although [operational skills] are important, the bigger pieces are the conceptual pieces of math. It's so much more about understanding how numbers work, rather than coming up with the correct answer [to a particular problem]."

ACE Program

Cognitive ACE (Affective and Enrichment) is a pullout program in which select students currently participate

- Continued on page 14



Visit us at

www.benet.org

BENET ACADEMY

ACHIEVE MORE

CLASS OF 2012

- Composite ACT score of 28.8
- 31 National Merit Commended Scholars
- 10 National Merit Finalists
- 150 Illinois State Scholars
- Attending 101 colleges and universities
- Offered \$35 million in scholarships

CHALLENGING CURRICULUM

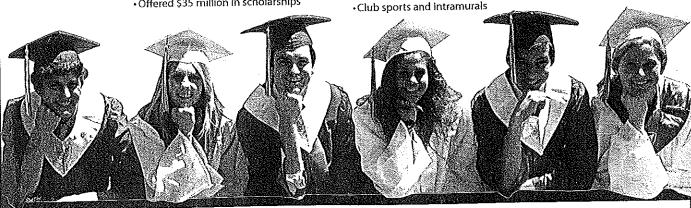
- 78 different course offerings
- 11 advanced placement courses

ATHLETICS

- East Suburban Catholic Conference
- 10 boys and 10 girls teams

ACTIVITIES

- · Band/Drama/Chorus
- National Honor Society
- Retreats & Service Projects
- Various clubs



BENET ACADEMY • 2200 MAPLE AVENUE • LISLE, IL 60532 For more information contact: mgaughan@benet.org or tnadolski@benet.org

once per week. ACE students are selected towards the end of second and fifth grade; those selected in second grade remain enrolled from third through fifth grade; those selected in fifth remain enrolled throughout middle school. About 150 students at HMS and CHMS collectively participate in ACE.

"If you qualified for the ACE program, one day a week you would be put on a bus and go to a different school," Russell said. "Let's say you're in fifth grade—you wouldn't go to your home school on Wednesday, you would go to Monroe."

"There was a conundrum over identification—who gets the service and who doesn't—," Dr. Schneider said, "versus saying, 'How do we provide high-quality instruction for all of our kids?'"

The Task Force plan strives to:

1) Integrate the essential components of ACE into the general curriculum, such as application of higher level thinking and inquiry- and problem-based learning.

2) Address the academic needs of current ACE students by developing individualized learning plans.

By 2016-17, the current ACE Social Studies course would be the standard for all middle-school students.

In order to gradually attain this goal, additional sections of ACE social studies will be devised in each of the next three school years—2013-14, 2014-15 and 2015-16.

"I think our social studies teachers at the middle-school level are already starting to get there," Russell said. "[They're] moving away from notecard-type instruction, and moving into higher-level thinking."

So how, you may ask, does ACE social

studies differ from a "traditional" social studies course?

"When you look at traditional social studies classes, you find that they're very textbook-driven," Russell said at the Feb. 11 meeting. "They're very fact based—memorize, take a multiple choice test at the end. ACE social studies is a little different; it is centered on themes. It's not so tied down to chronological order."

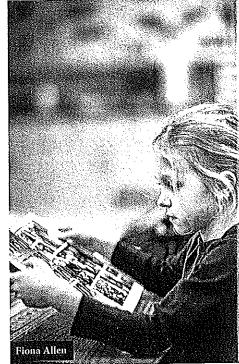
For example, Russell said that while a traditional social studies course may examine Napoleon Bonaparte's rise to power, an ACE social studies course, studying the same unit, might require students to write an essay evaluating the question, Was Napoleon a tyrant or a hero?

At the Feb. 11 meeting, Monroe School Principal Dawn Benaitis said the needs of advanced learners must be met every day—not just once a week, as the current ACE program does. The aforementioned Moon report also noted that ACE is essentially a "part time solution to a full time need for services."

"Dr. Moon identified that [ACE] is just a small percentage of [advanced learners'] school-week," Dr. Schneider said, "but they have that need every minute of every hour of every day."

The Task Force indicated that the differentiation specialist would essentially perform the role of a "case manager"—that is, constructing individualized learning plans to meet the academic needs of individual students.

"Once the capacity for our staff has been built, and all the social studies teachers are teaching social studies this way, it frees up the differentiation specialist to be more of a coach across all grade levels,"



Hinsdale Middle School Differentiation Specialist Danielle Scacco said at the Jan. 28 Board meeting.

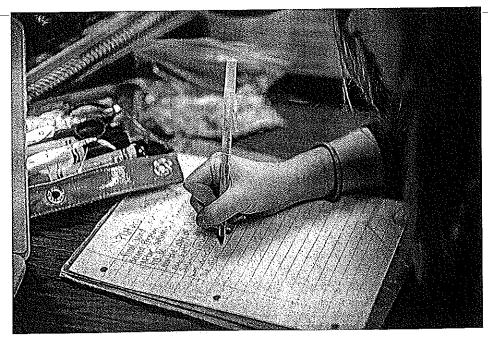
Questions & Feedback

The question every District 181 parent wants answered is, *Does this plan provide the best opportunity for my child to excel?*

According to a survey conducted by the Advanced Learning Task Force, District 181 teachers and staff members indicated they approve of the plan on the whole. 80 percent of staff members surveyed indicated they feel the Task Force proposal is likely to meet the needs of advanced learners—with 34 percent of respondents_awarding_the proposal_the highest score of "5". And 64 percent of staff surveyed indicated they believe the plan is likely to improve all students' educational experiences.

But some parents, teachers and staff members have expressed uncertainty about various aspects of the proposal. In the same survey, which requested comments and feedback, over 80 staff members presented questions as to how the plan would affect students currently performing below grade-level, or concerning the ability of students currently at grade-level to adjust to the proposed curriculum changes.

"All children should be given the opportunity to reach as much of their potential as possible," said Michele Kelly, a mother of two children at Monroe School and one at CHMS. "We need to foster these children who learn differently



[and] keep them motivated."

Igoe said she is confident that changing the manner of instruction will help teachers and staff better assist struggling learners.

"If we were talking about providing instruction in the same exact manner that we currently are, then [I would have] some concerns," she said; "but as we change the focus of our instruction, I think the flexible grouping model really addresses the needs of our struggling learners."

Dr. Schneider said the district will continue to employ Response to Intervention (RtI)—a framework designed to provide high-quality instruction to students in conjunction with ongoing data to determine whether students responded to instruction (Howard, 2009)—to accommodate struggling learners.

"You have to come with an asset-based or strength-based belief that kids can do it," Dr. Schneider said. "We know that the field and the research says that when you have that frame, kids rise to the challenge. That being said, there are times where a student may be performing off grade-level, either above or below. What the plan calls for is to individualize what [those students] need at those times. For a student who may be struggling, the

district has a strong depth of resources already."

In addition, nearly 30 staff members posed questions as to whether the needs of advanced learners would be met under the proposed curriculum.

"I completely agree with the [Task Force], that we need to open the door for as many students as can achieve," Yvonne Mayer said at the Feb. 11 Board meeting; "but if opening the door is going to result in watering down the top end, then we've completely defeated the purpose that we started out with. Not every child should be accelerated."

Dr. Nichole Dawson, a CHMS and Monroe parent and pediatric neuropsychologist who gives evaluations to both gifted and struggling learners, said advanced students learn differently, and thus their learning needs must be addressed in a different manner.

Task Force leaders said differentiation specialists will work to develop individualized learning plans to accommodate the needs of advanced learners, and they do not believe opening the door to more students will water down the curriculum.

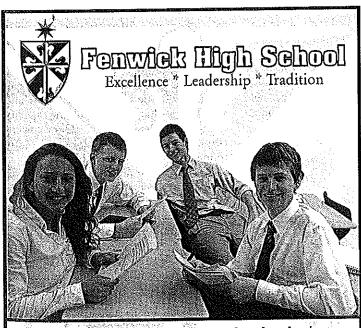
"Differentiated instruction is proactive," Dr. Schneider said. "It assumes that different learners have different needs. The teacher proactively lesson plans to 'get at' one's learning. It makes available different learning options for varied learners in the classroom. By using multiple approaches related to what students learn, how students make sense of information, and how students show us what they have learned, the needs of each student will be met."

Another salient question posed is how increased rigor will balance with the social and emotional needs of the student. One staff member asked if the "whole child"—i.e., as an entire person—is being considered under the current plan.

Russell said District 181 always takes the social and emotional needs of students into consideration, and that no matter how learning is conducted, it always involves a delicate balance.

"I can't make a general statement that there are going to be huge social and emotional consequences from [our plan], just like I couldn't make a general statement that there are huge social and emotional consequences from what we're doing now," he said. "Every child is an individual, and we've got great structure

- Continued on page 16



Come be a Fenwick Friar for the day!

To schedule a Shadow Day, please contact Mrs. Kaszuba
708-386-0127 x109. Shadow Days are offered any Tuesday
through Friday for 7th graders after February 15th.

6th and 7th Grade Open House: Wednesday, April 17th from 7-9 p.m.

GO FRIARS! www.fenwickfriars.com

Life Not Coming Together? Call Us For A Game Plan.

DIVORCE
CHILD CUSTODY
CHILD SUPPORT
GUARDIANSHIP
PATERNITY
POST-DECREE DIVORCE
ADOPTION
PRE-NUPTIAL AGREEMENTS
COHABITATION AGREEMENTS
CIVIL UNION LAW

CONTACT US FOR A FREE CONSULTATION 630.655.6000



NEMEC AND HOFF, LTD.
INFO@GSRNHFAMILYLAW.COM
WWW.GSRNHFAMILYLAW.COM

ADVERTISING MATERIAL

in our school system, through our classroom teachers and our social workers, to handle students when they feel like

they're struggling."

The proposed budget calls for the hiring of a math coach and an elementary literary coach in 2013-14, as well as a science/inquiry coach in 2014-15. (A more detailed account of the budget can be found at http://www.d181. org/data/files/gallery/ContentGallery/BOE_Report_Budget_130211.pdf.) But some staff members and parents believe additional costs will have to be applied in order for the plan to be implemented—including Oak School parent Dr. Warren Schillingburg, Superintendent of La Grange School District 102.

"Having grand ideas is wonderful, but supporting them and making sure they work is a different story," said Dr. Schillingburg, who also holds a Master's degree in gifted education. "If this plan is approved and moves forward, I am quite certain there will be the need for more and more staff. You simply cannot do what [the District is] suggesting without a lot more staff to lead all of these various groups and these multiple RtI meetings."

"My biggest concern is, are the teachers going to be prepared for these flexible programs and this differentiated learning?" asked Suzanne Wychocki, an HMS and Madison School parent who has one child in ACE. "I don't think

The Task Force also included several slides concerning how the needs of students performing below grade-level would be addressed in its Jan. 28 presentation.



it's impossible; I think it's completely attainable if the teachers are open to it, and they're able to work with each other."

Task Force leaders acknowledged that it would take time to acclimate staff members with curriculum changes and prepare them to perform tasks such as in-class differentiation. The plan calls for the organization of District leadership, school leadership and grade-level teams to conduct regular meetings.

"We can't teach in isolation anymore," Dawn Benaitis said at the Jan. 28 meeting. "This has to be a team endeavor."

Task Force leaders said they are working to devise schedules that would enable grade-level meetings to be held without interrupting classes with frequent

substitute teachers.

"[In the past], the master schedule may have called for a teacher to have a planning period," Dr. Schneider said. "There wasn't necessarily thought as to whether it was first hour, third hour, seventh hour or sixth hour. Now we're going to focus on, 'What particular hour does this group of teachers need to have so they can naturally come together?'"

Also, the role of specialized staff such as reading and differentiation specialists would evolve, as they would no longer be conducting pullout programs.

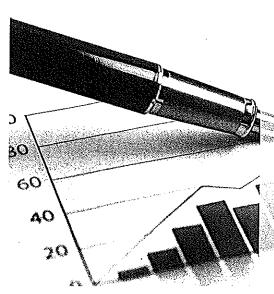
"If the reading specialist isn't pulling and seeing kids individually and in small groups, and she's in the classroom and 'coaching'—that's where building capacity [happens]," Igoe said. "[Our current employees] will do their jobs differently to meet the needs of our kids."

Wychocki said, at bottom, she believes parents, teachers and administrators all have the same goal, and just need to continue working towards the best possible solution for everyone.

"I view it as, we're all on the same team—the board, the administrators, the parents, the staff," Wychocki said. "So, what's the goal?—It's [making] the kids well-adjusted, good citizens and active learners."

Continue the conversation online in the Advanced Learning Discussion Group at Hinsdale60521.com. For more information about the Advanced Learning Plan, please visit www.d181.org > Academics > Advanced Learning.

What About Students Performing Below Grade Level in Math and ELA?



- The Common Core is the expectation for all students
- Through the RtI and IEP processes, additional support will continue to be provided.

Services may include:

 Rtl Support, Core Plus More, Summer School, IEP
 Services, etc.

To ensure Inclusion, Freedom, and Respect for people with disabilities, we must use

PEOPLE FIRST LANGUAGE

by Kathie Snow

The difference between the right word and the almost right word is the difference between lightning and the lightning bug.

Mark Twain

Who are "the handicapped" or "the disabled?"

According to stereotypical myths, they are:
People who suffer from the tragedy of birth defects.
Paraplegic heroes who struggle to become normal again.
Victims who fight to overcome their challenges.
Categorically, they are called retarded, autistic, blind, deaf, learning disabled, etc., etc., etc.,—ad naseum!

Who are they, really?

Moms & Dads . . . Sons & Daughters
Employees & Employers . . . Friends & Neighbors
Students & Teachers . . . Leaders & Followers
Scientists (Stephen Hawking)
Movie Stars (Marlee Matlin)
They are people.
They are people, first.

People with disabilities constitute our nation's largest minority group, which is simultaneously the most inclusive and the most diverse! Everyone's represented: people of both genders and of all ages, as well as individuals from all religions, ethnic backgrounds, and socioeconomic levels. Yet the only thing people with disabilities truly have in common with one another is dealing with societal misunderstanding, prejudice, and discrimination. Furthermore, the "disability community" is the only minority group which any one can join, at any time. Some join at

birth. Others join in the split second of an accident, through illness, or by the aging process. If and when it happens to you, will you have more in common with others who have disabilities or with family, friends, and co-workers? And how will you want to be described? How will you want to be treated? Disability issues affect all Americans!

Inaccurate Descriptors

"The handicapped" is an archaic term—it's no longer used in any federal legislation—that evokes negative images (pity, fear, and more). The origin of the word is from an "Old English" bartering game, in which the loser was left with his "hand in his cap," and he was thought to be at a disadvantage. A legendary origin refers to a person with a disability begging with his "cap in his hand." This antiquated, pejorative term perpetuates the stereotypical perception that people with disabilities are a homogenous group of pitiful, needy people! People who have brown hair (or those who share any other characteristic) are not all alike; similarly, individuals who have disabilities are not alike. In fact, people with disabilities are more like people without disabilities than different!

We've all seen parking spaces, hotel rooms, and other structures labeled "handicapped"—as a reference that something is useful to all people with disabilities. But these particular accommodations are designed to improve access for people with physical disabilities. In general, these modifications have no benefit for people with other types of disabilities. This

is just one example of the inaccuracy and misuse of the "H-word" as a generic descriptor. (The accurate term for modified parking spaces, hotel rooms, etc. is "accessible.")

"Disabled" is not an appropriate descriptor, either. Our society corrupts the meanings of words. Traffic reporters frequently use the term, "disabled vehicle." In that context, "disabled" means "broken down." People with disabilities are human beings and they're not broken!

If a new toaster doesn't work, we say, "It's defective!" and we return it for a new one! Shall we return babies who have "birth defects?" The respectful term is "congenital disability."

Many parents say, "I have a child with special needs." This frequently provokes pity, as demonstrated by an "Oh, I'm so sorry," response, a sad look, or a sympathetic pat on the arm. [Gag!] A person's needs aren't "special" to him—they're ordinary! I've never met an adult with a disability who wants to be known as "special." Will we learn from those with real experience and no longer inflict this pity-laden descriptor on children?

The Power of Language & Labels

Words are powerful. Old, inaccurate, and inappropriate descriptors perpetuate negative stereotypes and attitudinal barriers. When we describe people by their labels or medical diagnoses, we devalue and disrespect them as individuals. What is the purpose of a disability label? It's a sociopolitical passport for services! But we mistakenly use labels to determine how/ where people with disabilities will be educated, what type of job they will/won't have, where/how they'll live, and more. Worse, labels are frequently used to define a person's potential and value! In the process, we crush people's hopes and dreams and relegate them to the margins of society.

Disability is Not the "Problem"

Society tends to view disability as a "problem," so much so that "problem" seems to be the #1 word used about people with disabilities. People without disabilities, however, don't spend a lot of time talking about their "problems." They realize this would 2

be counterproductive to one's image, as well as inaccurate. A person who wears glasses doesn't say, "I have a problem seeing." She says, "I wear [or need] glasses."

Let's recognize that what we call a "problem" actually reflects a need. Thus, Susan doesn't "have a problem walking," she "needs/uses a wheelchair." Ryan doesn't "have behavior problems;" he "needs behavior supports." When will people without disabilities begin speaking about people with disabilities in the same respectful way they speak about themselves? Do you want to be known by your "problems" or by the multitude of positive characteristics which make you the unique individual you are?

Then there's the "something wrong" descriptor, as in, "We knew there was something wrong when..." What must it make a child feel like, to hear his parents repeat this over and over and over again, throughout his childhood? How would you feel?

The real problems are attitudinal and environmental barriers.

If educators held the attitude that children with disabilities are boys and girls who have the potential to learn, who need the same quality of education as their brothers and sisters, and who have a future in the adult world of work, we wouldn't need to advocate for inclusive education.

If employers held the attitude that adults with disabilities have valuable job skills and can contribute to the success of a business, we wouldn't need to advocate for real jobs for real pay in the community.

If business owners held the attitude that people with disabilities are consumers with money to spend, we wouldn't need to advocate for accessible entrances and other accommodations.

What Is a Disability?

Is there a universally-accepted definition of disability? No! What constitutes a disability depends on who you ask and what type of services a person receives. In its most basic form, a disability label is a medical diagnosis or a legal status. Beyond that, the definition is up for grabs! The disability criteria for early childhood services is different from vocational-rehabilitation services; these are different from special

ed or worker's compensation criteria, and on and on and on. Thus, disability is a *social construct*, created to identify people who may be the beneficiaries of services, entitlements, or legal protections.

A New Paradigm of Disability

"Disability is a natural part of the human condition..."

U.S. Developmental Disabilities Act
and The Bill of Rights Act, 1993

Yes, disability is natural, and it can be redefined as a "body part that works differently." A person with a physical disability has legs or arms that work differently, a person with a cognitive disability learns differently, a person with autism has a brain that works differently, and so forth. And when we recognize that the body parts of people without disabilities are different, we'll also recognize that it's the "degree of difference"—the way these differences affect them and/or the need for services, entitlements, or legal protections—which creates the need for labels.

A disability, like gender and ethnicity, is simply one of many natural characteristics of being human. One in five Americans is a person with a disability! People with disabilities cannot be defined by this one characteristic, any more than others can be defined by their gender, ethnicity, religion, sexual orientation, hair color, or anything else!

Additionally, a disability is often a consequence of the environment. It's interesting to observe how many kids with learning disabilities, attention deficit disorder, and other conditions aren't diagnosed until they enter public school! Life was fine when they were young children at home or in daycare settings. But within the structure of public school, they're deemed to have a disability. Is it possible that their learning styles simply don't mesh with the teaching style at school? Why do we "blame" the child and label him? Why don't we modify the environment by providing him with a variety of ways to learn that meet his needs?

When a person is in a welcoming, accessible environment, and when he has the appropriate supports, accommodations, and tools, does he still have a disability? I think not. *Disability is not a constant state;* the "medical condition" and how it affects a person at any given time is frequently more a consequence of the environment than how the person's "body parts" actually operate.

Using People First Language is Crucial!

People first language puts the person before the disability, and it describes what a person has, not what a person is.

Are you "myopic" or do you wear glasses? Are you "cancerous" or do you have cancer? Are you "freckled" or do you have freckles? Is a person "handicapped" or "disabled" or does she have a disability?

If people with disabilities are to be included in all aspects of our communities—in the ordinary, wonderful, and typical activities most people take for granted—we must use the ordinary, wonderful, typical language used about people who don't have disabilities.

Children with disabilities are children, first. The only labels they need are their names! Parents must not talk about their children in the clinical terms used by professionals. The parent of a child who wears glasses (medical diagnosis: myopia) doesn't say, "My daughter is myopic," so why does the parent of a child who has a medical diagnosis of autism say, "My daughter is autistic."?

Adults with disabilities are adults, first. The only labels they need are their names! They must not talk about themselves the way professionals talk about them. An adult with a medical diagnosis of cancer doesn't say, "I'm cancerous," so why does an adult with a diagnosis of cerebral palsy say, "I'm disabled."?

The only places where the use of disability labels is appropriate or relevant are in the service system (at those ubiquitous "I" team meetings) and in medical or legal settings. Labels have no place—and they should be irrelevant—within our families, among friends, and within the community.

We often use labels to convey information, as when a parent says, "My child has Down Syndrome," hoping others will realize her child needs certain accommodations or supports. But the outcome of sharing the label can be less than desirable! A label can scare people, generate pity, and/or set up exclusion ("We can't handle people *like that.*"). In these circumstances, and when it's appropriate, we can simply describe the person's needs in a respectful, dignified manner and omit the label.

Besides, the label is nobody's business! Have individuals with disabilities given us permission to share their personal information with others? If not, how dare we violate their trust! Do you routinely tell every Tom, Dick, and Harry about the boil on your spouse's behind? (I hope not!) And we also talk about people with disabilities in front of them, as if they're not there. We must stop this demeaning practice.

My son, Benjamin, is 16 years old. More important than his disability label are his interests, strengths, and dreams. He loves *Star Wars*, anything "Harry Potter," fish sticks with malt vinegar, writing plays and stories on the computer, and his Pez collection. He earned two karate belts and has been in four children's theater productions. Benj wants to be a movie critic when he grows up. He has blonde hair, blue eyes, and cerebral palsy. His disability is only one of many characteristics of his whole persona. He is not his diagnosis. His potential cannot be defined by his disability label.

When I meet new people, I don't tell them I'll never be a prima ballerina. I focus on my strengths,

not on what I cannot do. Don't you do the same? So when speaking about my son, I don't say, "Benj can't write with a pencil." I say, "Benj writes on a computer." I don't say, "He can't walk." I say, "He uses a power chair." It's a simple matter of perspective.

A person's self-image is strongly tied to the words used to describe him. For generations, people with disabilities have been described in negative, stereotypical language which has created harmful, mythical portrayals. We must stop believing (and perpetuating) the myths—the lies—of labels. We must believe children and adults with disabilities are unique individuals with unlimited potential to achieve their dreams, just like all Americans.

We have the power to create a new paradigm of disability. In doing so, we'll not only influence societal attitudes—we'll also be changing the lives of children and adults with disabilities, and our own lives, as well.

Isn't it time to make this change?
If not now, when? If not you, who?
People First Language is right.
Just do it—NOW!

Examples of People First Language

Say:

People with disabilities.

He has a cognitive disability.

She has autism.

He has Down Syndrome.

She has a learning disability.

He has a physical disability.

She's of short stature/she's a little person.

He has an emotional/mental health disability.

She uses a wheelchair/mobility chair.

He receives special ed services.

Typical kids or kids without disabilities.

Congenital disability.

Brain injury,

Accessible parking, hotel room, etc.

She needs . . . or she uses . . .

Instead of:

The handicapped or disabled.

He's mentally retarded.

She's autistic.

He's Down's.

She's learning disabled.

He's a quadriplegic/crippled.

She's a dwarf/midget.

He's emotionally disturbed.

She's wheelchair bound/confined to a wheelchair.

He's in special ed.

Normal or healthy kids.

Birth defect.

Brain damaged.

Handicapped parking, hotel room, etc.

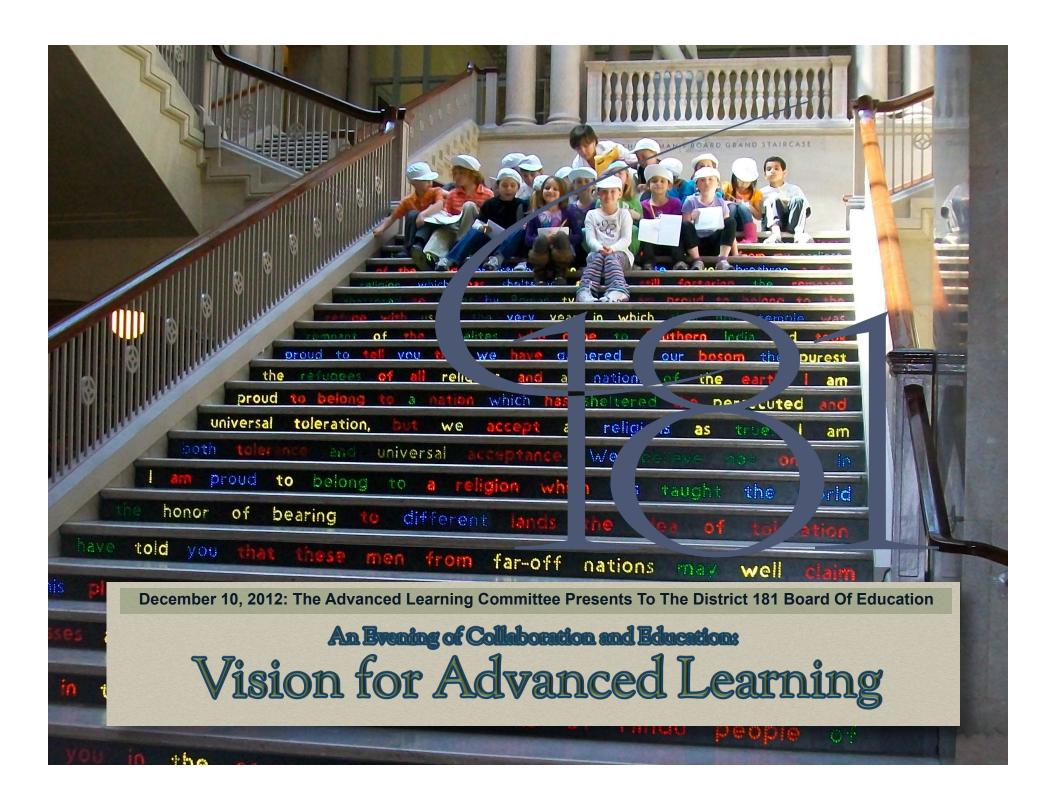
She has a problem with . . .

And no more "special needs!" That term evokes pity, and a person's needs aren't special to him, they're normal and ordinary! Keep thinking—there are many descriptors we need to change.

This document may be copied and shared with others. As a courtesy, please let me know you're using it. Kathie Snow, 250 Sunnywood Lane, Woodland Park, CO 80863 ~719-687-8194 ~ kathie@disabilityisnatural.com

Please visit www.disabilityisnatural.com for other new ways of thinking!

Rev. 02/03



Advanced Learning Committee Members

- Assistant Superintendent for Learning (Pupil Services)
- Director of Curriculum, Assessment and Instruction
- Director of Pupil Services
- Principals (2)
- General Education Teachers (6)
- Differentiation Specialists (2)
- MRC Director (1)
- Interventionists/ Psychologists (2)
- Early Childhood Special Education Teacher (1)
- Social Worker (1)

History

Defined advanced learning

Created transition plans

Created philosophy statement for teaching and learning

Completed program evaluation

Are we meeting the needs of our Advanced Learners?

Advanced Learning Committee

- To Date
 - 11 sessions
 - 32 hours

Time

Expertise

- Best Practice
- Instruction
- System Change

 Scholarly discussions based on articles

Research

Advanced Learning Committee's Charge

Understand the program evaluation completed by the University of Virginia

2

Dive Deeper into the Advanced Learning Research

as a result of the controversy and lack of acceptance of the feedback/evaluation

3

Develop Recommendations and Next Actions

(January 2013)

Program Evaluation Recommendations from the University of Virginia

General

- Increase rigor for all students
- Meet needs 5 days a week

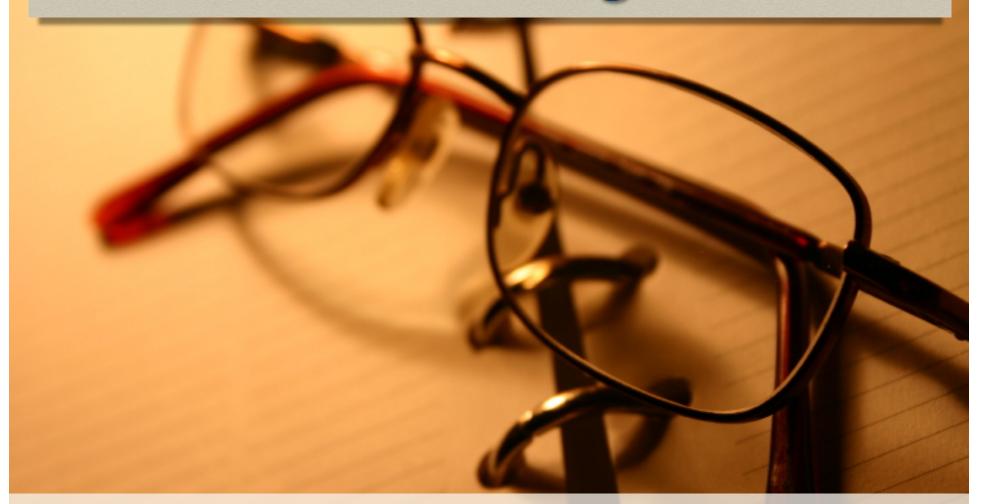
ACE

 Eliminate or revise program to align with best practices

Curriculum

- Implement a Balanced Literacy Model
- Accelerate math for all

Advanced Learning Research



What We Learned

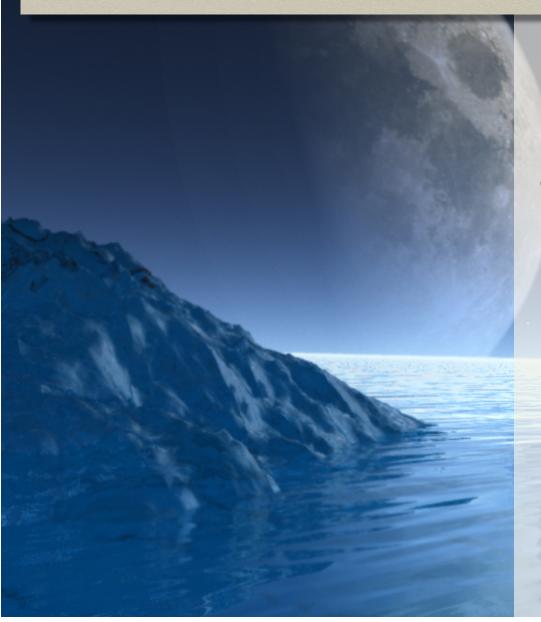
Align Our System



In order to be a school district that truly provides advanced learning, we must align our system with:

- 1. Our vision, mission and philosophy
- 2. Admission requirements for the most prestigious universities
- 3. Skill sets to be successful employees in the Fortune 500 Companies
- 4. Current research

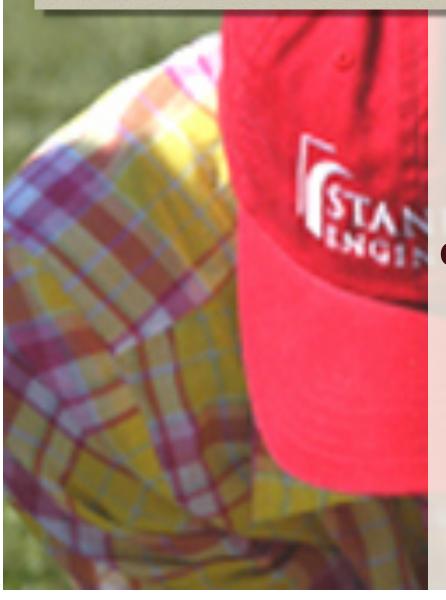
D181's Mission & Vision



To educate each child in an environment of excellence, that provides a foundation for contributing to a complex global society.

To be a school district
where all children
experience success and
grow in excellence.

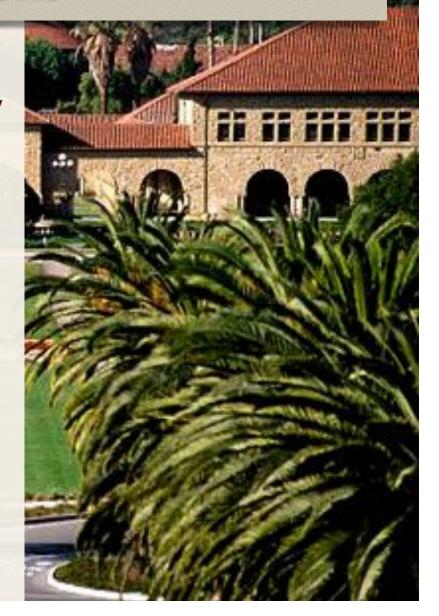
Stanford University Undergraduate Admissions



"We believe that the best education can develop only in a vibrant, diverse community that actively affirms both the differences among its members and the numerous points of connection." (Capper, 2012)

Stanford University Graduate School Admissions

"At the graduate level, a student body that is both highly qualified and diverse is essential to educational excellence. Diversity includes, but is not limited to... life experience. As a result, the Stanford community reaps the educational benefits of diversity, while preparing future generations of leaders for a global society." (Capper, 2012)



Harvard University Admissions Guidelines

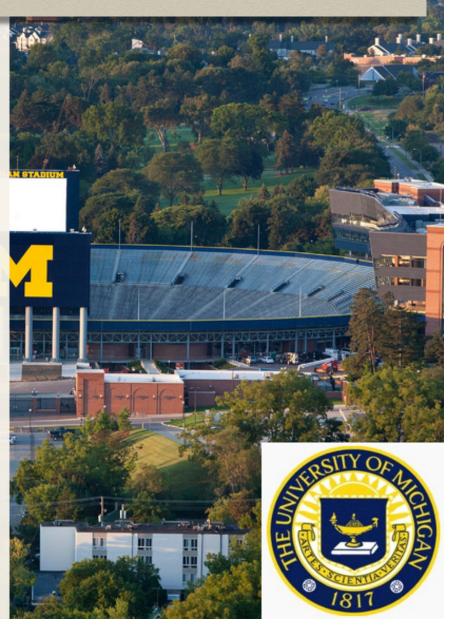
"Students' intellectual imagination, strength of character, and their ability to exercise good judgment — these are critical factors in the admissions process, and they are revealed not by test scores but by students' activities outside the classroom. ...



Personal qualities and character provide the foundation upon which each admission rests. . . . The admissions committee, therefore, takes great care to attempt to identify students who will be outstanding "educators," students who will inspire fellow classmates and professors..." (Capper, 2012)

University of Michigan Admissions

"What is your life like beyond your course of studies and how do you connect them? What you've done beyond simply taking AP courses is a very important consideration for admission. It speaks to what kind of person you are and how well you might do in a dynamic, multifaceted campus community." (Capper, 2012)



Fortune 500 Company

Employment @ Google

www.google.com/about/jobs/lifeatgoogle/working-at-google.html



Key Research Findings

1. Defining Advanced Learning

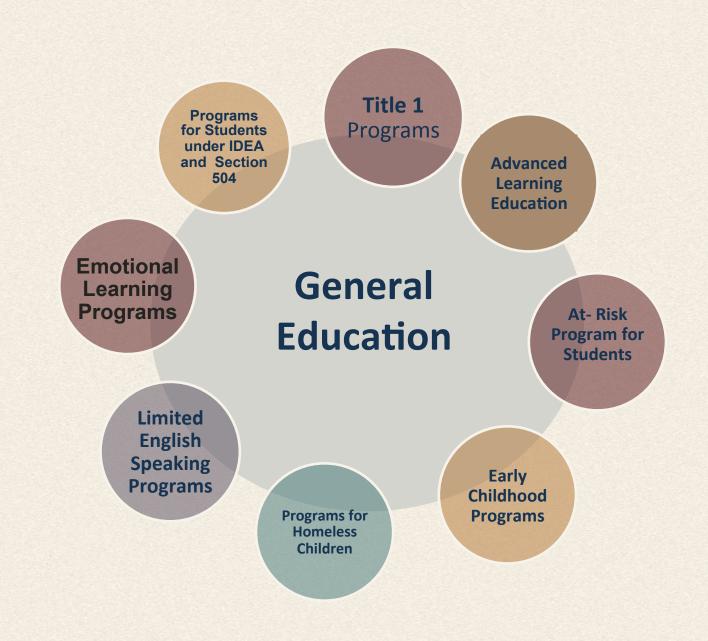
The definition of Advanced Learning is not agreed upon by the experts in the field.

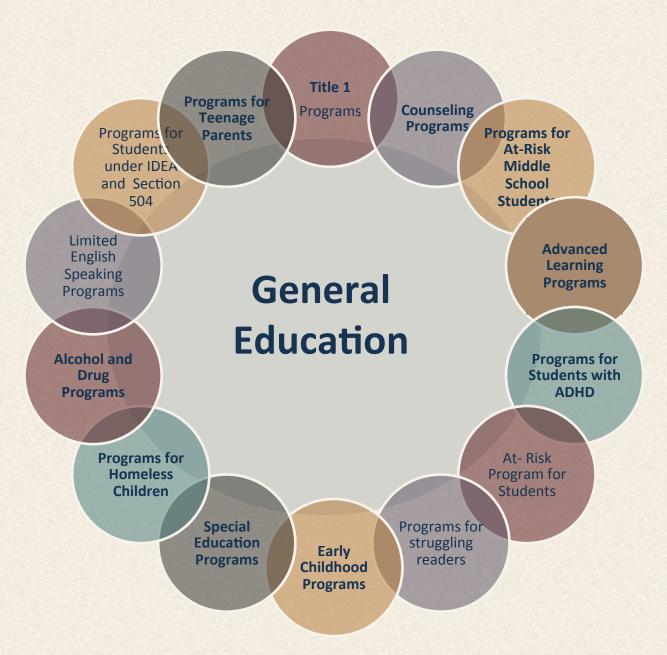
2. American schools have not met Advanced Learners needs, and other diverse students

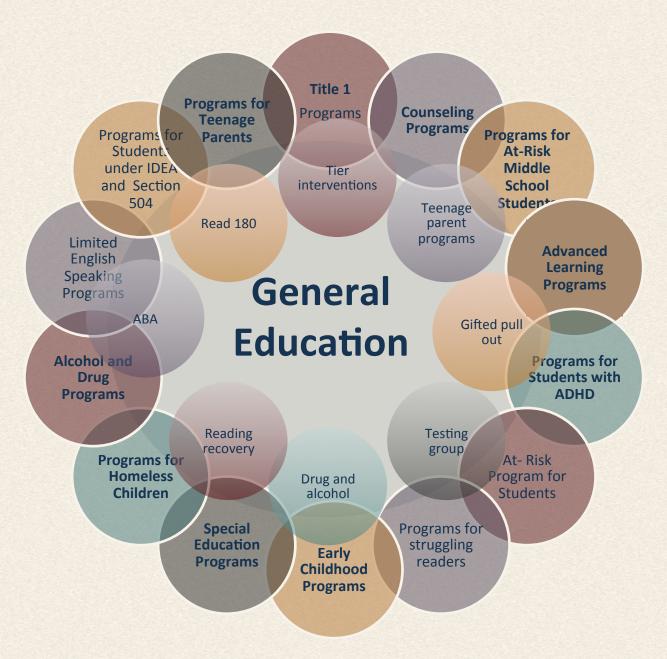


Short-Term Fixes

American schools are not meeting advanced learner needs, and other diverse students







More Circles

In schools across the country, including D181, we have not changed our norms, or built our teacher capacity to meet the needs of Advanced Learners, and all other students.

We just continued to build reactive programs – more "circles!"



The Outcomes of Separate Programs

Curriculum

Can Lead to a
Lack of
Cohesive
Curriculum

Unable to Maximize Student Growth

Services

Tracks Students

Labels

Structure

More Costly

Stagnates Growth

3. Advanced Learners & All Students Benefit From Heterogeneous Groupings

Permanent ability grouping has a minimal positive effect on learning outcomes but a profound negative effect

In most cases ability grouping fails to achieve the desired outcomes



Heterogeneous Grouping

More services overall, and delivered in the classroom by more than one provider

Higher Expectations

for Advanced Learners and All Students

Concept for Advanced Learners and All Students

Higher Self

Increased Student Achievement

for Advanced Learners and All Students

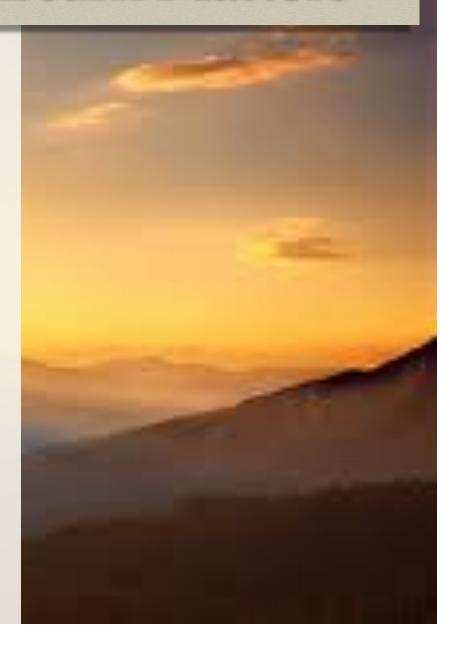
Ability Grouping for Advanced Learners & All Students

Dr. Jeanne Oaks, UCLA

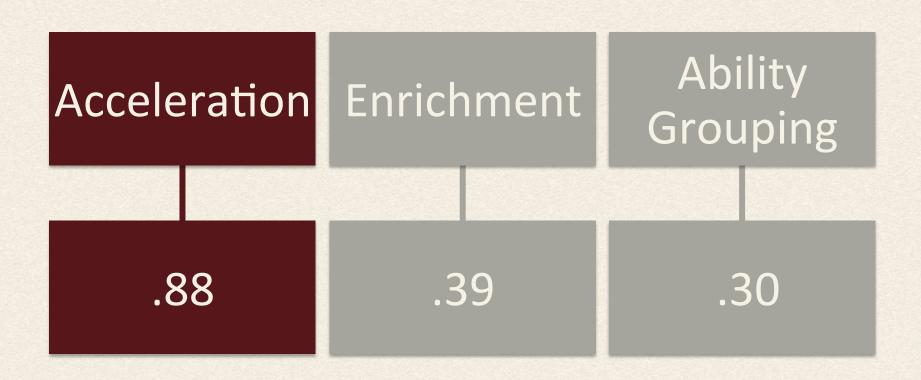
www.tolerance.org/tdsi/asset/ ability-grouping-theories

Where Students Learn Matters

- Advanced Learners succeed academically in heterogeneous classrooms
- Lower achieving students learn more when they learn with Advanced Learners



4. Acceleration Has The Greatest Impact On Student Achievement



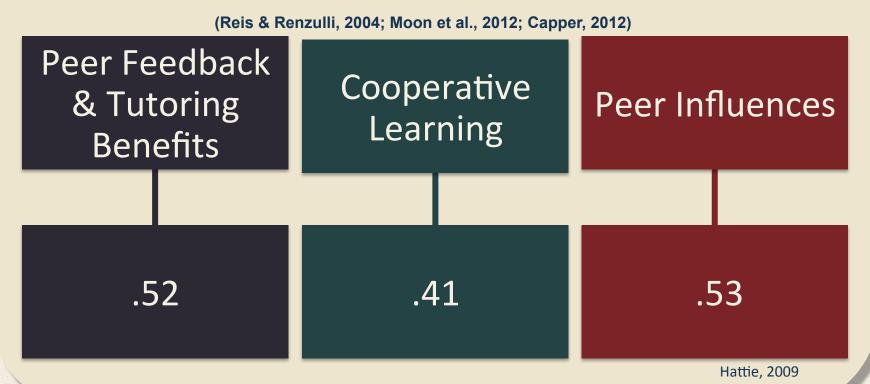
5. Labels Rarely Lead To Better Instructional Outcomes For Students

 A label does not guarantee that a student's needs are met (Borland, 2005)

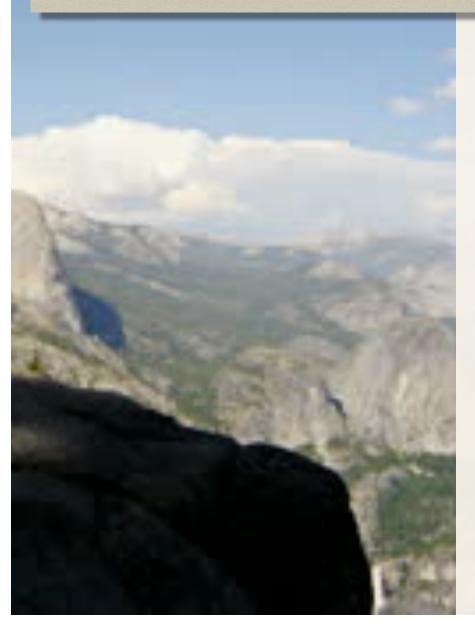
 Not labeling students has a .61 effect size on achievement (Hattie, 2009)

6. Advanced learners have the same affective needs as their peers

Students with high cognition have similar affective needs as their general education peers.

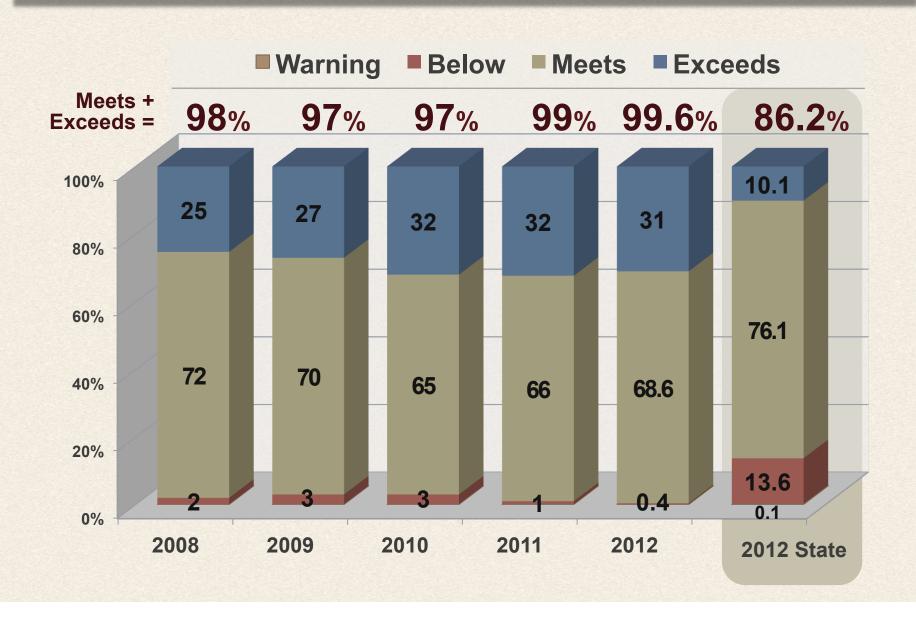


High Achieving

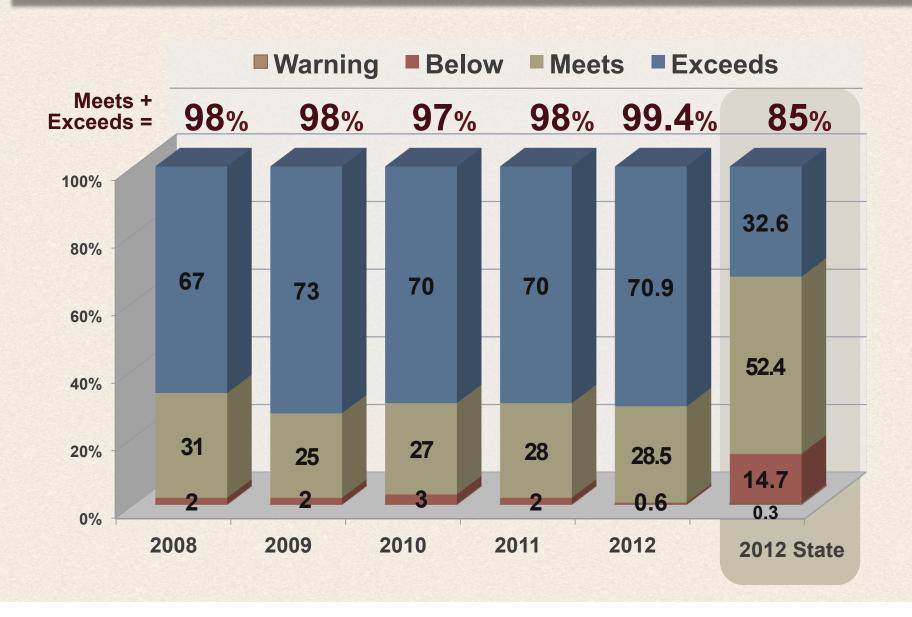


- Even though our scores are very high as measured by ISATs, we could do even better.
- We need more students to exceed state standards rather than simply meeting the standards.

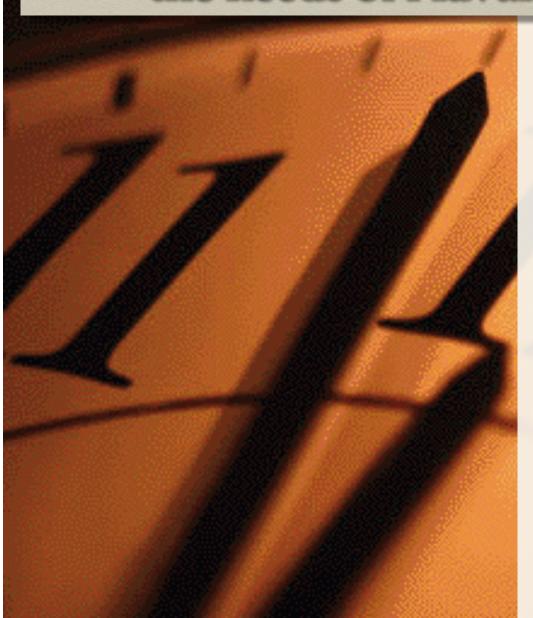
Grade 8 ISAT Reading 2008-12



Grade 8 ISAT Math 2008-12



What next steps need to be taken to meet the needs of Advanced Learners?

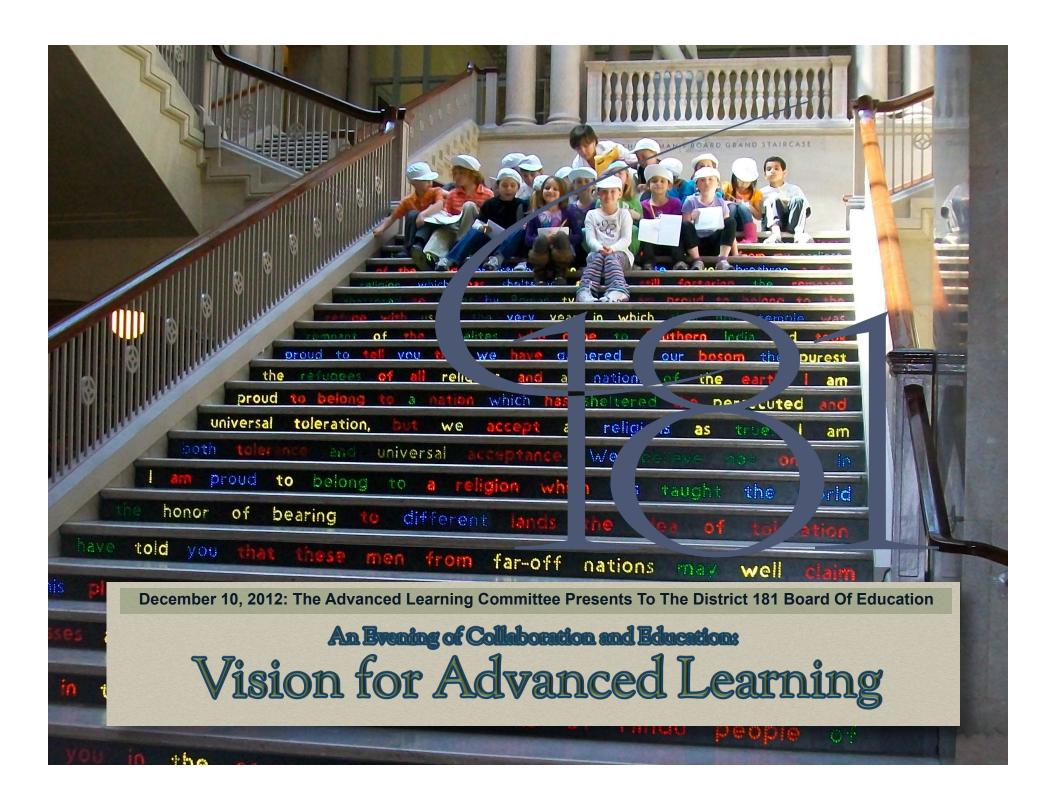


Develop services that recognize the needs of students every minute, of every hour, of every day

Build the capacity of all staff, so that everyone can meet the needs of Advanced Learners

Modernize the System

The system needs to modernize in order to build teacher capacity, gradually shift to becoming more "proactive" and less reactive for Advanced Learners, while implementing strategies linked to improving the learning of all other students!



Inquiry-Based (ACE) Social Studies (Middle School)

Strategic Initiative Served:	The application of higher level thinking, student engagement, rigor, research, inquiry and problem based learning, hands-on/minds-on learning, and facilitated learning (i.e. former cornerstones of ACE curriculum) will be embedded into all social studies classrooms.	Target Completion Date:	Spring 2017
Critical Success Indicator:			
Committee Leaders:		Committee Members:	

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By August 2013, each middle school will offer at least two sections of 6th Grade ACE Social Studies.

Strategies/Action Steps	Responsibility	Timeline	Evidence
INCREASE ACE SECTIONS			
Select 6th grade teachers.	Middle School Administration	Spring 2013	Two teachers will be identified for 2013-2014.

Create Parent Communications Fifth Grade Parent Night (Middle School Night in May) website PTO newsletters PTO meetings Written communication	Director of Communications Principals Teachers	On-going	Evidence of communications will be collected.
Facilitate Grade 6 Collaboration Day - The two middle school differentiation specialists will meet with the two teachers selected to plan (lesson and unit design) for the upcoming school year.	Differentiation Specialists 6th Grade SS Teachers	Spring 2013	Completed lesson and unit design for 2013-2014 school year.
Design summer school course to include problem-based learning activities. Design evaluation rubric for student completing the summer school course. Identify staff for summer school course. Implement summer school course and evaluation rubric for 2013 Summer of Learning.	Summer School Admin Differentiation Specialists	Spring 2013	Summer school course and evaluation rubric designed. Summer school course utilizes rubric for student evaluation at the completion of the course.
Create master schedule to ensure common plan time between the differentiation specialist and classroom teacher.	Middle School Administration	Summer 2013	Master schedule reflects two classes scheduled concurrently and with common plan time.
Evaluate ACE Social Studies classes. • Student performance	Middle School Administration	Ongoing	Student performance (report card grades) will be used to determine the success of the course. Report card grades will be based on the following criteria: 1. Projects and Writing 2. Tests and Quizzes 3. Speaking and Listening 4. Homework 5. Personal Student Learning Objectives
Advanced Learning Consultant to review classroom effectiveness.	Assistant Superintendents for Learning Advanced Learning Consultant	Ongoing Cummulative Review - Spring	Ongoing progress reports. Cummulative report - Spring 2014.

		2014	
 Subsequent Years The same process will be applied incorporating a 7th grade social studies teacher at each middle school. The same process will be applied incorporating a different 6th grade social studies teacher at each middle school. Course review and refinement. Supports/scaffolding needed to support all learners. Starting in 2014-2015, the term ACE Social Studies will be replaced with "Inquiry-Based Social Studies." 		Fall, Winter, & Spring, 2014	Master schedule.
Implementation of higher-level instructional methods in ALL social studies courses (Inquiry Based Social Studies).	Middle School Administration Director of Learning (CAI)	On-going	Lesson plans, observations.
Develop a PD plan and schedule for 2013-2014. Topics to include:	Middle School Social Studies Committee	Summer 2013	PD plan/schedule and completed training.
Develop a collaboration plan and schedule. Include opportunities for collaboration between HMS & CHMS, by grade-level and across grade-levels.	Middle School Social Studies Committee	Summer 2013	Collaboration plan/schedule.
Evaluate implementation of higher level instructional methods within all social studies courses.	Middle School Administration Advanced Learning Consultant	Spring 2013	Teacher evaluations. Advanced Learning Consultant evaluation.

Rtl Process

Strategic Initiative Served:	,	Target Completion Date:	Summer 2014
Critical Success Indicator:	, ,		
Committee Leaders:		Committee Members:	Principals PS Administrators Interventionists Differentiation Specialists Representation from all schools.

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By Summer 2014, the district will have reviewed, updated, and communicated to staff, Board of Education, and parents the revisions regarding the Response to Intervention (RtI) process.

Strategies/Action Steps	Responsibility	Timeline	Evidence
Develop Individual Learning Plans (ILP) document.	Differentiation Specialists	Spring 2013	ILP form.
Establish District Rtl Steering Committee.	Assistant Superintendent for Learning (Pupil Services)	Fall 2013	Meeting schedule and agendas. Defined purpose. District process/procedure manual. Established common language. Parent communications.
Develop Rtl framework to be consistently implemented	Assistant Superintendent for	Winter 2013	District process/procedure manual.

 across all schools. Incorporate: benchmark meetings focus on instruction and address learning of all. target review meetings evaluate effectiveness of interventions. individual problem solving meetings address individual learning needs and create plans to address those needs. research and develop menu of interventions research and establish progress monitoring for advanced learners. SELAS/climate. 	Learning (Pupil Services)		Meetings schedules and note. Participation of specialists.
Restructure building Rtl committees.	Principals Pupil Services Administrators	Spring 2014	Meeting schedule and agendas. Defined purpose.
Present and train building committees on district Rtl framework.	Pupil Services Administrators Interventionists	Spring 2014	Training Materials. Agendas.
Review and revise parent Rtl communication materials.	District Rtl Committee Communications Dept	Summer 2013	Materials.
Building committees to implement Rtl framework. • Establish meeting schedule.	Principals Pupil Service Administrators	Winter 2014	Agendas.
 Establish staff PD plan, including: retrieving, reviewing and using data to guide instruction. intervention strategies and how to implement with fidelity. Rtl process (i.e. personnel, instructional practices/strategies). communication with parents. grade level Rtl meetings (purpose, procedures, focus on instruction). Rtl tutor training. 	Principals Pupil Service Administrators	Spring 2014	Staff PD plan/schedule.
Provide parent education on RtI.	Director of Communications FRN	Winter 2014	2013-2014 parent education plan.
Review of Rtl process, structure, time, use of staff, scheduling, supporting materials, etc. by AL consultant.	Assistant Superintendent for Learning (Pupil Services)	Ongoing	Endorsed plan.

Advanced Learning Consultant	Cumulative review - Spring 2014
---------------------------------	---------------------------------

Balanced Literacy - Elementary & Middle School

Strategic Initiative Served:	Implement Balanced Literacy.	Target Completion Date:	Fall 2016
	All aspects of Balanced Literacy are in place during ELA instruction.		
Committee Leaders:		Committee Members:	Representation from all schools.

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By Fall 2016, Balanced Literacy will be the instructional model implemented for English Language Arts instruction.

Strategies/Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Write the Curriculum Framework, including: units of study scope and sequence materials common rubrics	Assistant Superintendent for Learning (CAI) Director for Learning (CAI) ELA Committee	Fall 2013 Summer 2014	Initial framework ready for teachers. Completed framework.
Develop multi-year professional development and coaching plans for staff, that includes: Curriculum Common Core Balanced Literacy	Assistant Superintendent for Learning (CAI)	Develop initial plan: Summer 2013 Fall 2013: Focus on	Successful implementation with fidelity of Reader's and Writer's Workshop as seen through teacher observations.

 D181 Curriculum Framework Instructional Practices Writer's Workshop Reading Workshop Guided Reading Shared Reading 		Writer's Workshop and Reading Workshop integration and PD	
 Material Usage Fountas and Pinnell for all K-5 teachers Reading Fundamentals - (focus on shared and guided reading) Jolly Phonics K-2 Writing Fundamentals, Words Their Way training for 3rd grade teacher Word Study (Words Their Way, Write Source) Etymology (Vocabulary Their Way) Assessments Running records for all teachers Formative and summative assessments Understanding the new MAP test and DesCartes Develop common rubric for grades (consistent across buildings) 			
Monitor Implementation of Balanced Literacy • Teacher evaluations	Principals Pupil Service Admins	Ongoing	Staff evaluations include evidence.
Progress review by AL consultant.	Assistant Superintendent for Learning (CAI) Advanced Learning Consultant	Ongoing Cummulative review - Spring 2014 Cummulative internal review - Spring 2015 Cummulative internal review - Internal review - Spring 2016	Endorsed progress.

Refine Units of Study. ELA Con	Spring 2015 Spring 2016
--------------------------------	----------------------------

Accelerated Math - Elementary & Middle School

Strategic Initiative Served:	Advanced Math opportunities for all.	Target Completion Date:	Spring 2018
	Increase in number of students qualifying for Geometry as freshmen.		
Committee Leaders:		Committee Members:	Math Committee

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By June 2014, the year one components of the Advanced Learning Plan in the area of math will be implemented.

Strategies/Action Steps	Responsibility	Timeline	Evidence of Effectiveness
2013-14 - (3rd/4th grade)			
Compact EM for 3rd/4th grade.	Director of Learning (Pupil Services) Writing Team	Summer 2013	Compact guide completed.
Develop resource guide for 3rd and 4th grade teachers that indicate enrichment opportunities.	Director of Learning (Pupil Services) Writing Team	Summer 2013	Resource guide completed.
Professional development for teachers on EM 2012 and E-suites K-5.	Director of Learning (Pupil Services) Writing Team	Summer 2013	Training completed.
2013-14 Middle School			

Complete unit assessments.	Math Committee	Spring 2014	Completed assessments.
Review data for year and refine process:	Director of Learning (Pupil Services) MS teachers	Summer 2013	Analysis completed and recommendations made.
Curriculum Development			
Write the Curriculum Framework, including: K-8 scope and sequence benchmark assessments recommendations for pilot materials 	Director of Learning (Pupil Services)	Summer 2014	Completed framework, assessments, units of study, and pilot recommendations.
Refine Curriculum Framework	Director of Learning (Pupil Services)	Summer 2015	Revised scope and sequence completed Revised units of study.
Summer School			
Develop summer school courses to provide acceleration opportunities.	Director of Learning (CAI)	Spring 2013	Courses offered.
Professional Development			
Provide common core training K-8 instructional shifts vocabulary development	Director of Learning (Pupil Services) Math committee	Summer 2014	Professional development completed.
Curriculum framework: K-8 • scope and sequence • assessments	Director of Learning (Pupil Services) Math committee	Summer 2014	Professional development completed.
Training on pilot materials dependent upon published.	Director of Learning (Pupil Services)	Spring 2014	Professional development completed.

Structural Supports

Strategic Initiative Served:	Advanced Learning	Target Completion Date:	Spring 2018
Critical Success Indicator:	Increased student achievement for all learners.		
Committee Leaders:		Committee Members:	District Leadership Team CAS

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By June 2014, the Year One components of the Advanced Learning Plan will be implemented.

By June 2015, the Year Two components of the Advanced Learning Plan will be implemented.

By June 2016, the Year Three components of the Advanced Learning Plan will be implemented.

By June 2017, the Year Four components of the Advanced Learning Plan will be implemented.

By June 2018, the Advanced Learning Plan will be fully implemented.

Strategies/Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Develop comprehensive plan for professional development, including: PD for ELA, Math, Rtl advanced learner characteristics differentiation instructional methods utilizing assessment data	Assistant Superintendents for Learning	Fall 2013	Completed plan.

	1		1
Form committee to research and present plan for teacher collaboration.	Assistant Superintendent of Learning (CAI) Principals Teacher Leaders	Summer 2013	
Identify and implement collaborative and common plan time for teaching staff.	Superintendent Assistant Superintendent (CAI) Asst. Supt. of Human Resources Principals	Summer 2013	Building master schedules.
Establish District Leadership Team to oversee the implementation of the AL Plan.	Superintendent Assistant Superintendents for Learning	Summer 2013	Membership. August Organizational Meeting. Schedule of 2013-2014 Monthly Meetings. Agendas.
Establish Building Leadership Teams to implement and oversee: • master scheduling • flexible learning spaces • instructional technology	Principals Pupil Services Administrators	Summer 2014	Membership. Meetings. Agendas.
Form teacher collaborative teams.	Principals Pupil Service Administrators	Fall 2013	Agendas.
Develop job description and hire instructional coaches.	Asst. Superintendent Human Resources	Spring 2013	Board minutes.
Implement Danielson Model.	Assistant Superintendent of Human Resources Principals Pupil Service Administrators	Ongoing	Board Report - Fall 2013.
Conduct annual survey (re: effectiveness of advanced learning services).	Dir. of Communications	Spring 2014	Survey results included in the Spring 2014 end-of-year report.
Quarterly BOE reports.	Assistant Superintendents for Learning Advanced Learning Consultant	Fall 2013 Winter 2014 Spring 2014 Summer 2014	Board of Education report presentations.

Progress review by Advanced Learning Consultant	Assistant Superintendents for Learning Advanced Learning Consultant	Ongoing Spring 2014	Cumulative review BOE presentation.
Create marketing materials:	Director of Communications	Fall 2013 Quarterly Updates	Materials created and posted.
Conduct Parent Education Series Math Balanced Literacy Rtl	Assistant Superintendent for Learning (Pupil Services) DIR of Communications	Spring/ Summer 2014	Promotional materials, presentations and handouts, sign-in sheets, parent feedback.

Goal 1 - Learning for All

The Board and District will collaboratively support improvement in student achievement and growth.

Structural Supports

The Advanced Learning Plan has been implemented with needed structural supports.	Target Completion Date:	Spring 2018
There is increased student achievement for all learners.	Lead	Dr. Kurt Schneider

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By June 2014, the Year One components of the Advanced Learning Plan will be implemented.

By June 2015, the Year Two components of the Advanced Learning Plan will be implemented.

By June 2016, the Year Three components of the Advanced Learning Plan will be implemented.

By June 2017, the Year Four components of the Advanced Learning Plan will be implemented.

By June 2018, the Advanced Learning Plan will be fully implemented.

Strategies/Action Steps	Timeline	Evidence of Effectiveness	Status
Develop job descriptions for, and hire, instructional coaches.	Spring 2013	Board minutes taken	
Form committee to research and present plan for teacher	Summer	Plan completed	

collaboration.	2013	
Identify and implement collaborative and common plan time for teaching staff.	Summer 2013	Building master schedules developed
Establish a District Leadership Team to oversee the implementation of the Advanced Learning Plan.	Summer 2013	Membership established August Organizational Meeting hosted Schedule of 2013-2014 monthly meetings developed Agendas developed
Form teacher collaborative teams.	Fall 2013	Agendas developed
Develop a comprehensive plan for professional development, including: • PD for ELA, Math, Rtl; • Advanced learner characteristics; • Differentiation; • Instructional methods; and • Utilizing assessment data.	Fall 2013	Plan completed
Create marketing materials related to:	Fall 2013	Materials created and posted
Implement the Danielson Model.	Ongoing / Fall 2013	Board Report presented (Fall 2013)
Present quarterly Board of Education reports.	Fall 2013 Winter 2014 Spring 2014 Summer 2014	Board of Education report presentations given
Conduct annual survey regarding the effectiveness of advanced learning services.	Spring 2014	Survey results included in the Spring 2014 End-of-Year Report
Conduct a parent education series related to:	Spring /	Promotional materials, presentations

Math;Balanced Literacy; andRtl.	Summer 2014	and handouts, sign-in sheets and parent feedback available	
Complete progress review by the Advanced Learning consultant, to including: • ACE/Social Studies; • Balanced Literacy; • Math; and • Rtl.	Ongoing Spring 2014	Board of Education presentation includes cumulative review	
Establish Building Leadership Teams to implement and oversee master scheduling, flexible learning spaces and instructional technology.	Summer 2014	Membership established Meetings hosted Agendas developed	
Collaborate with District 86 to monitor District 181 graduates longitudinal data	Summer 2014, 2015, 2016, 2017, 2018		

Rtl Process

Strategic Initiative Served:	The Rtl process will identify the needs of learners.	Target Completion Date:	Summer 2014
	IEPs and ILPs will be generated through the process for students performing off grade level.	Lead	Dr. Kurt Schneider

GOAL

(Specific, Measurable, Attainable, Relevant, Time-Bound)

By Summer 2014, the District will have reviewed, updated, and communicated to staff, the Board of Education, and parents the revisions regarding the Response to Intervention (RtI) process.

Strategies/Action Steps	Timeline	Evidence	Status
Develop Individual Learning Plans (ILP) document.	Spring 2013	ILP form developed	
Establish District Rtl Steering Committee.	Fall 2013	Meeting schedule and agendas created Purpose defined District process/procedure manual completed Common language established Parent communications created	
Develop Rtl framework to be consistently implemented across all schools, incorporating: • Benchmark meetings that focus on instruction and address learning of all; • Target review meetings evaluating effectiveness of interventions; • Individual problem-solving meetings addressing	Winter 2013	District process/procedure manual completed Meeting schedules and note developed Participation of specialists recorded	

 individual learning needs and creation of plans to address those needs; Research and menu of interventions; Research and establishment of progress monitoring for advanced learners; and SELAS/climate considerations. 			
Restructure building Rtl committees.	Spring 2014	Meeting schedule and agendas developed Purpose defined	
Present and train building committees on District RtI framework.	Spring 2014	Training materials developed Agendas developed	
Review Rtl process, structure, time, use of staff, scheduling, supporting materials, etc. by Advanced Learning consultant.	Ongoing / Spring 2014	Plan endorsed	
 Establish staff PD plan, including: Retrieving, reviewing and using data to guide instruction; Intervention strategies and how to implement with fidelity; Rtl process (i.e. personnel, instructional practices/strategies); Communication with parents; Grade level Rtl meetings (purpose, procedures, focus on instruction); and Rtl tutor training. 	Spring 2014	PD plan/schedule completed	
Review and revise parent Rtl communication materials.	Summer 2014	Materials developed	
Build committees to implement Rtl framework. • Establish meeting schedule.	Fall 2014	Agendas developed	
Provide parent education on Rtl.	Fall 2014	Parent education plan completed	

English Language Arts - Elementary & Middle School

Strategic Initiative Served:	Balanced literacy will be implemented.	Target Completion Date:	Fall 2016
	All aspects of balanced literacy are in place during ELA instruction.	Lead	Kevin Russell Dawn Benaitis

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By Fall 2016, balanced literacy will be the instructional model implemented for English Language Arts instruction.

Strategies/Action Steps	Timeline	Evidence of Effectiveness	Status
Write the Curriculum Framework, including: Units of study; Scope and sequence;	Fall 2013	Initial framework ready for teachers	
 Materials; and Common rubrics. 	Summer 2014	Completed framework	
Develop multi-year professional development and coaching plans for staff that include the following:	Initial plan: Summer 2013	Successful implementation with fidelity of Reader's and Writer's Workshop as seen through teacher observations	
Curriculum	Fall 2013:	anough todonor occorrations	
Common Core	Focus on		
Balanced Literacy Balanced Literacy Balanced Literacy	Writer's		
D181 Curriculum Framework	Workshop and Reading		
Instructional Practices	Workshop		
Writer's Workshop	integration		
Reading Workshop	and PD		
Guided Reading			
Shared Reading			

 Material Usage Fountas and Pinnell for all K-5 teachers Reading Fundamentals (focus on shared and guided reading) Jolly Phonics K-2 Writing Fundamentals, Words Their Way training for 3rd grade teacher Word Study (Words Their Way, Write Source) Etymology (Vocabulary Their Way) Assessments Running records for all teachers Formative and summative assessments Understanding the new MAP test and DesCartes Common rubric for grades (consistent across buildings) 			
Monitor implementation of balanced literacy.	Ongoing	Staff evaluations include evidence	
Refine Units of Study.	Spring 2015 Spring 2016		
Complete progress review by Advanced Learning consultant.	Ongoing Annual review - Spring 2014 Annual internal review - Spring 2015 Annual internal review - Spring 2016	Progress endorsed	

Accelerated Math - Elementary & Middle School

Strategic Initiative Served:	Create advanced math opportunities for all.	Target Completion Date:	Spring 2018
	There is an increase in the number of students qualifying for Geometry as freshmen.	Lead	Kevin Russell Christine Igoe

GOAL

(Specific, Measurable, Attainable, Relevant, Time-Bound)

By June 2014, the Year One components of the Advanced Learning Plan in the area of math will be implemented.

Strategies/Action Steps	Timeline	Evidence of Effectiveness	Status
2013-14 (3rd/4th grade)			
Compact Everyday Math for 3rd and 4th grade.	Summer 2013	Compact guide completed	
Develop resource guides for 3rd and 4th grade teachers that indicate enrichment opportunities.	Summer 2013	Resource guide completed	
Create professional development for teachers on Everyday Math 2012 and E-Suites K-5.	Summer 2013	Training completed	
2013-14 Middle School			
Review data for year and refine process, including:	Summer 2013	Analysis completed Recommendations made	

Complete unit assessments.	Spring 2014	Assessments completed	
Curriculum Development			
Write the Curriculum Framework, including: K-8 scope and sequence; Benchmark assessments; and Recommendations for pilot materials. 	Summer 2014	Completed framework, assessments, units of study, and pilot recommendations	
Refine Curriculum Framework, including:	Summer 2015	Revised scope and sequence completed Revised units of study	
Summer School			
Develop summer school courses to provide acceleration opportunities.	Spring 2013	Courses offered	
Professional Development			
Hold training on pilot materials (dependent upon published materials).	Spring 2014	Professional development completed	
Provide Common Core training K-8, including: Instructional shifts; and Vocabulary development.	Summer 2014	Professional development completed	
Review Curriculum Framework K-8, including: Scope and sequence; and Assessments.	Summer 2014	Professional development completed	

Inquiry-Based (ACE) Social Studies (Middle School)

Strategic Initiative Served:	Target Completion Date:	Spring 2017
Critical Success Indicator:	Lead	Kevin Russell

GOAL (Specific, Measurable, Attainable, Relevant, Time-Bound)

By August 2013, each middle school will offer at least two sections of 6th Grade ACE Social Studies.

Strategies/Action Steps	Timeline	Evidence	Status
INCREASE ACE SECTIONS			
Select 6th grade teachers.	Spring 2013	Two teachers identified for 2013-2014	
Adjust Summer School by: Including problem-based learning activities in course; Creating evaluation rubric for student completing the course; Identifying staff for summer school course; and	Spring 2013	Summer school course and evaluation rubric completed Summer school course utilizes rubric for student evaluation at the completion of the course	

Implementing course and evaluation rubric for 2013 Summer of Learning.			
Facilitate Grade 6 Collaboration Day. The two middle school differentiation specialists will meet with the two teachers selected to plan (lesson and unit design) for the upcoming school year.	Spring 2013	Lesson and unit design for 2013-2014 school year completed	
Develop a collaboration plan and schedule to include opportunities for collaboration between HMS and CHMS, by grade level and across grade levels.	Summer 2013	Collaboration plan/schedule developed	
Develop a PD plan and schedule for 2013-2014, with topics to include: Curriculum compacting; Inquiry-based learning; and Instructional coaching and differentiation.	Summer 2013	PD plan/schedule developed Training completed	
Create master schedule to ensure common plan time between the differentiation specialist and classroom teacher.	Summer 2013	Master schedule reflects two classes scheduled concurrently and with common plan time	
Establish Advanced Learning Consultant to review classroom effectiveness.	Ongoing Cummulative Review - Spring 2014	Ongoing progress reports developed Cummulative report made	
Create parent communications, including: • Fifth Grade Parent Night (Middle School Night in May); • Website; • PTO/A newsletters; • PTO/A meetings; and • Written communication.	Ongoing	Communications collected	
Evaluate ACE Social Studies classes using student performance.	Ongoing	Student performance (report card grades) used to determine success of the course Report card grades based on the following criteria:	

		 Projects and Writing Tests and Quizzes Speaking and Listening Homework Personal Student Learning Objectives 	
 Establish plan for subsequent years, to include the following: The same process will be applied incorporating a 7th grade social studies teacher at each middle school; The same process will be applied incorporating a different 6th grade social studies teacher at each middle school; Course review and refinement; Supports/scaffolding needed to support all learners; and Starting in 2014-2015, replace the term "ACE Social Studies" with "Inquiry-Based Social Studies." 	Spring 2014	Master schedule developed	
Implement higher-level instructional methods in ALL social studies courses (Inquiry-Based Social Studies).	Fall 2016	Lesson plans completed Observations completed	
Evaluate implementation of higher level instructional methods within all social studies courses.	Summer 2017	Teacher evaluations completed Advanced Learning consultant evaluation completed	



School of Education

Office of Education Outreach

July 8, 2013

Amiee Dagenais CCSD 181 6010 South Elm Street Burr Rldge, IL 60527 630-887-1070 x251 Susan Butkovic Program Manager 579 Enderis Hall PO Box 413

Milwaukee, WI 53201-0413 414 229-4728 phone 414 229-3633 fax

www.eduoutreach.soe.uwm.edu

susanb1@uwm.edu

INVOICE

Registration fees for the National Leadership for Social Justice Institute, July 28-August 2, 2013. (7) District 181 team members:

- 1. Kevin Russell
- 2. Dawn Benaitis
- 3. Casey Godfrey
- 4. Griffin Sonntag
- 5. Eric Chisausky
- 6. Justin Horne
- 7. Christine Igoe

Group rate: \$460 per person

In order to complete your team registration, you must mail in this printed invoice with payment of \$3220.00. *Please make the check payable to*: UW-Milwaukee

Send payment to:

Susan Butkovic SOE-Outreach Office, 579 Enderis Hall UW-Milwaukee P.O. Box 413 Milwaukee, WI 53201-0413

Payment due upon receipt of invoice

Goal Action Plan

Strategic Initiative Served:	Target Completion Date:	
Critical Success Indicator:		
Committee Leaders:	Committee Members:	

GOAL	
(Specific, Measurable, Attainable, Relevant, Time-Bound)	

Strategies/Action Steps	Responsibility	Timeline	Evidence

Theory and philosophy - what's that

got to do with our discipline data and policies?

Presenters:

Decoteau J. Irby

Cindy Clough

- 1:00 1:40 Introduction
- 1:50 2:20 Small Group Work: Exploring, Identifying, and Understanding disciplinary problems and patterns
- Break
- 2:30 3:30 Small Group Work: Exploring policies, programs, personnel, and places
- o 3:40 4:00 Debrief and discussion

Objectives

- Conceptually understand school discipline systems (on a relational and rules-based spectrum)
- Operationally understand various key aspects of school discipline systems
- Understand how different aspects include or exclude student groups
- Understand how to gather and analyze school and district data to inform systems change
- Use discipline framework and relational philosophy to guide decision-making based on the values of social justice, equity, and educational success for all

National Problem

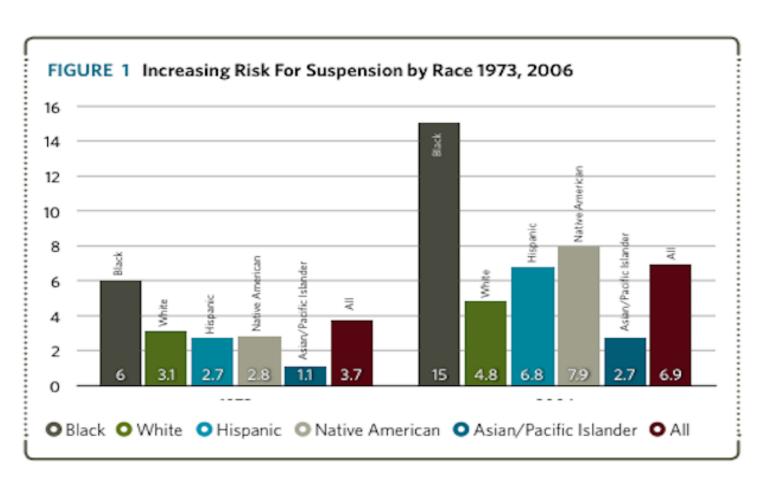
http://www.takepart.com/photos/8-disturbing-truths-school-suspensions-america/?cmpid=wfs-fb

- Why are so many students being excluded?
- Student behavior is relatively constant.
 Society and societal values change more rapidly than do behaviors.
- For students, discipline experiences either teach and restore educational opportunities or diminish their educational opportunities
- New federal legislation targets overrepresentation and disproportionality

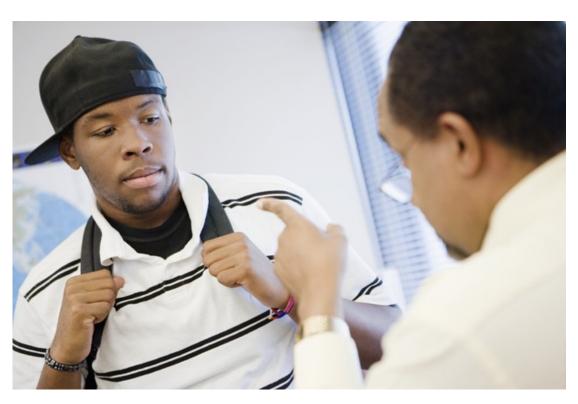
The Social Curriculum

All schools have a social curriculum. Discipline policies and practices constitute a major component of the social curriculum. Many urban school districts and schools are failing with regards to the social curriculum. The "discipline gap" reveals this failure.

School discipline has become...



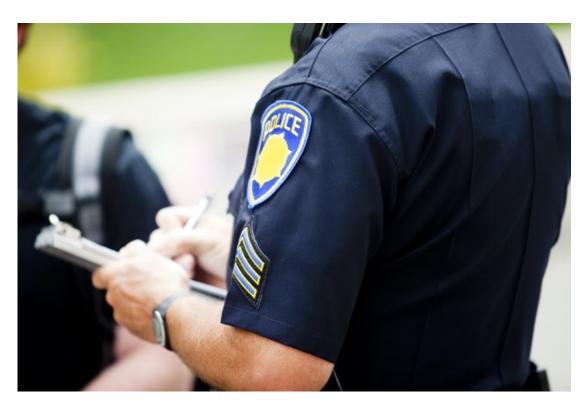
Black boys are disproportionately punished



Black girls are punished more than all other racial groups



Police involvement makes punishment more severe



Wrongheaded Discipline is Costly (for districts)



Wrongheaded Discipline is Costly (for everyone)



Where are we going?

- U.S Department of Education's Race to the Top grant program for local education agencies:
 - Requires districts to report discipline data by subgroups. The new requirement stems from a groundbreaking Texas study concerning 7th grade discipline patterns
 - Carries a new focus on Civil Rights violations.
 - Creates accountability for the equal treatment of students in schools
 - Promotes "the policy and systems infrastructure, capacity, and culture to enable teachers, teacher teams and school leaders to continuously focus on improving individual student achievement"

How did we get here?

- Understanding how we got to this point is critical to understanding how to improve school discipline:
 - Student behavior is relatively constant
 - Society and societal values change
 - Technology and new media intensify our perceptions of behavior
 - These factors contribute to how we go about administering school discipline

Policy analysis research

School Discipline Net Framework

A School Discipline Net is a 'conceptual space of trouble.' Different groups of students display different behaviors that are likely to get them into trouble at school:





Discipline Net

The compositions and dimensions of nets shape if and how students experience discipline.



Upper SD Net Characteristics

Personnel: Teachers, Parents, Community Volunteers, & Peers Authority: Relational (moral) authority Perspective: Academic Learning

Middle SD Net Characteristics

Personnel: Counselors, Discipline Deans, School Psychologists & Resource Officers, etc. Authority: Professional Authority Perspective: Behavior, Social-Emotional Learning

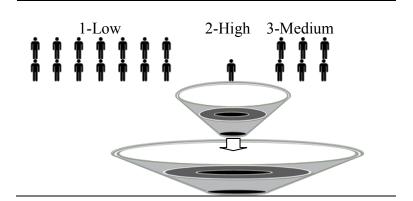
Lower SD Net Characteristics

Personnel: School Police Officers, Local
Law Enforcement, Legal Counsel,
District Boards, & Outside Agencies, etc.
Authority: Legal/Law Authority
Perspective: Control, Safety, and Order

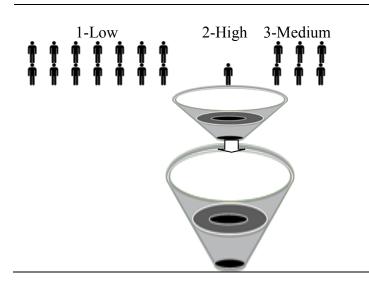
Bottom of the SD Net

Non-educational oriented out of school settings leading to school-to-prison pipeline

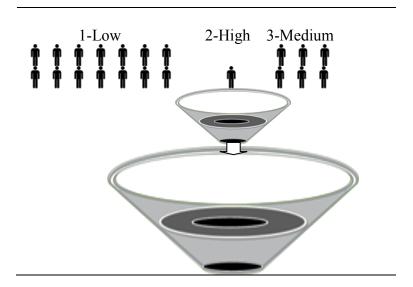
Net-Widening



Net-deepening



Net-widening and Netdeepening



School Discipline Ps Handout

- Pedagogy
- People-to-People Interactions
- Perceptions
- Perspectives
- Personnel
- Philosophies
- Places

- Policies
- Politics
- Procedures
- Practices
- Programs
- Privilege
- Punishment Patterns
- Problems

Break Out: Data Exploration & Discussion

40 Minutes (10 min. break) 50 minutes

Introduction

Two years ago a critical review of WKCE data generated a hypothesis that students with disabilities demonstrate decreased achievement the longer they were in special education programming. This prompted the need for a thorough look at the programming practices in special education. The Administrative Team called upon the work of Dr. Elise Frattura, a Professor at the University of Wisconsin Milwaukee; Dr. Kurt Schneider, Director of Student Services for the Stoughton Area School District and Adjunct Professor at Cardinal Stritch University; and Dr. Patrick Schwarz, Professor at National-Louis University in Chicago. All three of these individuals are working with the best practice model of Integrated Comprehensive Services.

Dr. Elise Frattura conducted a review of the special education programs and services offered students with disabilities in the Oconomowoc Area School District. This review occurred during the spring of the 10/11 school year. The results were received in the fall of 2011, and were used to develop a comprehensive direction and focus for special education programs and services. A Focus Group was formed consisting of over 40 parents, staff and administrators working together to develop the beliefs, mission and goals, based upon the recommendations. The expectation was to continue bringing Oconomowoc the best practices in the field and to facilitate better outcomes for our students. Additionally, Dr. Patrick Schwarz worked with small teams from both Park Lawn and Silver Lake to address the specific recommendations related to students with severe disabilities during the 2011/12 school year.

Conversations occurred simultaneously across the entire district to ensure consideration of options from all perspectives. Input from various groups helped develop the following action plan.

Special thanks to all those who gave of their time and shared their passion!

Respectfully,

Lisa M. Dawes
Director of Student Services/Special Education

We Believe....

- In considering the whole child before the disability
- In integrated comprehensive services in the least restrictive environment for each individual
- All children have the right to access all school opportunities and learning
- Every school community provides a positive environment to help foster a sense of belonging, safety, a feeling of self worth and respect for all students
- In helping each individual reach their fullest potential
- We share the responsibility for the success of all of our students
- All children deserve the opportunity to learn with their peers in their neighborhood schools and get what they need to be successful
- We can learn from each other to build capacity as part of a diverse community
- In high expectations
- That hopes and dreams for the future are important
- In the value of family and school relationships for the success of the child
- All children have a right to a personalized education
- · Diverse populations provide valuable learning opportunities for all members of the school community

Mission

To provide a continuum of services dedicated to ensuring all children achieve success based on their individual needs in the least restrictive environment by supporting and nurturing each student to reach their fullest potential to become valued members of their community.

TEACHING STUDENTS, CHANGING LIVES

Action Plan

2/1/12

Developed by: Focus Group (under the recommendations of Dr. Elise Frattura and facilitated by Director of Student Services), RTI Think Tank (under the facilitation of District Leadership in C & I and Student Services), CD Programming Ambassador Study Groups of Silver Lake Intermediate School and Park Lawn Elementary School (under the facilitation of Dr. Patrick Schwarz)

MEMBERS OF ACTION PLANNING FOCUS GROUP: Koni Adams, Elizabeth Anderson, Robbie Barrette, Teresa Bularz, Deb Clouthier, Tracy Cavanna, Keri Cridelich, Andrea Daniels, Melanie Derge, Kris Flanagan, John Flannery, Deb Fowler, Nicole Hammer, Kris Harper, Diane Herro, Meg Hyland, Alicia Hedrick, Jessica Kluth, Lesley Kountz, Michelle Krueger, Loree Kramar, Stephanie Leonard-Witte, Jennifer Looser, Amy Lugo, Emily Mariano, Joan Marley, Lisa Middleton, Paul Haney, Lona Piber, Molly Raduka, Kerry Robbins, Jodi Schlender, Lydia Schleicher, Laura Shea, Cindy Sisulak, Kristin Staus, Kari Stern, Carol Transon, Jodi Tweeden, Mary Lou Wille, Robin Wilson, Linda Wink, Diane Zastrow, and Natalie Zellmer,

INFRASTRUCTURE

Unified Vision				
RECOMMENDATION	OBJECTIVES	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
All students with and without disabilities will attend the schools they would attend if they did	At least 98% of all students will attend neighborhood schools or will have transition plan of	Move incoming 4K/5K to neighborhood schools	EC Team/Director of SE, PST, GE staff, site administrators	September, 2012
not have a disability	how to return/have their service base as their neighborhood school	Teams at the 5 elementary schools will be involved in the transition of students out of early childhood to 4K-5K and capacity	Director of Student Services, Site administrators, GE and SE teachers, EC staff	February 2012-June 2012

building activities will be developed that will support a comprehensive service learning model that will meet the needs of these students in their neighborhood school		
Move current 4 th to 5 th grade students who are in special education programs that are in a district school to their neighborhood intermediate school	PKL Team/Director of SE, PST, GE staff, Site Administrators	September, 2012
Current 5K-3 rd grade students will remain at their current school placement and they will cycle out to their neighborhood intermediate school as they reach 5 th grade	Site Administrators	2012-2016
Create Competency Based program at the HS for students with severe behavioral challenges that will allow some students to return to OHS	HS SE Team, HS Administrator, Director of SE	September, 2013

		Identify students in out of district placements and develop transition plans to return to district neighborhood school	PST, School Teams	Fall 2012/2013
		Survey families of 1 st -8 th grade students regarding their interest in attending their neighborhood school	Director of SE, Site Administrators PKL Team/Director of SE, PST	April 2012
		Evaluate and reestablish criteria for parent preference procedures related to in-district transfers	OASD Administrators and School Board	March 2012
		Establish criteria for grandfathering student in current school placements	OASD Administrators and School Board	March 2012
All students will be based in the classrooms they would attend if they did not have a disability	100% of learning spaces in schools will be redefined without labels of SE and RE environments	Pilot an inclusive environment in two schools to include redefining SE and RE environments and learning spaces while still addressing individual needs	Director of Student Services, Site Administrators	Two Schools by September 2013; All schools by 2017

T	T	T	T
100% of schools will utilize a program of Universal Design in preparation for moving students out of magnet schools and off site locations at natural transition points	Pilot a comprehensive service learning model environment at Park Lawn and Silver Lake to incorporate current population of special education magnet and neighborhood students	Director of Student Services, Site Administrators	PKL/ SLI September 2012; All schools by 2015
	A special education teacher with a cognitive disabilities area of expertise will become a part of the team of special education staff at Nature Hill to effectively collaborate and deliver a comprehensive service learning model to meet the needs of students who are at a natural transition to their neighborhood school of Nature Hill	Director of Student Services, Site Administrators, Human Resources	September 2012
	Determine Common planning times for RE and SE co-teaching teams	Site Administrators	2013/14
	Provide time and resources for staff (including paras) to work together to build capacity in the new model	Teachers, Site Administrators and PST	Beginning September 2012

		Teachers of SE will observe each other and will discuss their observations through district wide collaboration meetings	Teachers, Site Administrators, PST	Begin September 2012
All students will be afforded large group, small group, and individual instruction based on their own individual learning needs from a general education classroom	There is an effective intervention model in place which provides double dosing of content to students needing additional teaching time	Master schedule needs to support an intervention block model so that students can get the double dose they need in order to stay within and make gains within the classroom environment "front load" learning	RE and SE teachers, Site Administrators, Director of SE, PST, Interventionists	Reading, literacy 2013/14 Math: Timeline 2014/15
	All students will be a part of a regular education classroom that works collaboratively in a comprehensive service learning model that is flexible in the sizes of groups that is based on	Staff need to utilize coplanning and the UDL template/and or UDL principles to meet the needs of all learners as a proactive approach to teaching and learning	Site Administrators, SE and RE teachers	2014/2015
	the needs of the child	Co-teaching and co- planning for RE/SE needs to have dedicated time in order to meet the needs and plan for the needs of all learners (grade level or common planning time)	Site Administrators	2012/13 and on-going

All students will receive universal access to curriculum through use of differentiated instruction	All staff will be familiar with individual learning styles and can match student learning needs to instruction	Training related to learning styles and preferences and this will be updated as needed	GE and SE teachers, Site Administrators, Director of SE, PST, Interventionists	RTI training – Date TBD by RTI Committee
	As curriculum cycle continues, the cycle of differentiation/UDL is also reviewed	UDL/Differentiation training for all staff	GE and SE teachers, Site Administrators, Director of SE, PST, Interventionists	UDL training to be completed Camp Cooney II, 2012
	All staff demonstrate proficiency in assessment and differentiation	Staff are trained and well versed in formative, summative and alternative assessment procedures and know when to use them	RE and SE teachers, site administrators, Director of C & I, PST, Interventionists	Timeline for standards based report cards depends on the CCC committee's work
		Investigate alternate ways to make our student information system less cumbersome for reporting student data	Director of Technology, IT Team, Tech Cabinet	2012/2013 school year
		Programs that are research based that meet the specific learner needs that provides for skill development will be accessible and/or purchased based on learner needs and RtI tiered instruction and staff will be trained in their use	Director of C & I	September 2013

All students will receive culturally relevant instruction and curriculum from content licensed teachers	Staff will teach from a variety of cultural perspectives and understanding of individual differences	Have varied peer supports and mentors to acclimate students to new environments	Classroom teachers	Fall of 2012
	Diagnostic Teams will be accountable for the proper identification of ELL	Determine how different cultural perspectives fits into the daily curriculum, use current events, etc	Classroom teachers	Fall of 2012
	students and services to meet their needs	Fundraisers and activities are developed to facilitate an understanding of different cultures	Classroom teacher, clubs, parent groups, schoolwide initiatives	Fall of 2012
		Classroom presentations on personality/learning differences – teaching positive language skills and person first language	Student Services personnel -school counselors, social workers, psychologists - classroom teachers, and all school personnel	Fall of 2012
		Parent letter to encourage positive talk and person first language at home to support acceptance of all individuals	Classroom teacher responsible for monthly newsletters emphasizing positive verbal communication. At the high school level, this would be included in each teacher's syllabus and on the website	Fall of 2012

Teacher modeling and peer role-playing examples of positive verbal communication	Classroom teachers	Fall of 2012
Develop an ELL program Hire an ELL Coordinator Develop district contracted resources	Director of Student Services, ELL Coordinator	Fall 2012

INFRASTRUCTURE

Organization				
RECOMMENDATION	OBJECTIVES	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
Alignment of special and general education needs through a comprehensive service delivery system	100% reciprocal training for general and special education related to reading, math, new curriculum, UDL, new initiatives, etc	Identify the roles of team members and work together to learn skills and build capacity	Site Administrators, RE and SE teachers, Director of C & I, Director of SE, PST, Superintendent, Business Office	Begin summer 2012 (admin team and leadership teams), Camp Cooney II - August, 2012 prior to the start of school (admin team needs to define the "non- negotiable trainings")
	All staff will read and understand the Frattura report along with the related research articles and what a comprehensive	Open all trainings and committees to both GE and SE	C & I, Student Services, Site Administrators	Summer 2012
	service learning model is and its meaning and expectations	Have a team of staff attend Syracuse Inclusion Institute or other Inclusion Institutes that will help	C & I, Student Services, Site Administrators	Summer 2013

	Increase reciprocal and consistent communication efforts from District Administration to proactively support both general and special educators at the school	plan and implement the in service needs Develop Process for obtaining feedback from staff after implementation "what do you need" – often, staff does not know what to ask for when first getting into this process	PST, Site Administrators	September 2012
		Develop a staff survey where staff rate themselves in relation to comfort levels and topics (UDL, differentiation, etc), and them come back to revisit after being in the process	PST	Before September, 2012
Current Program Support Staff should be reassigned as Educational Facilitators	100% of program support staff will be reassigned as Educational Facilitators with specific roles descriptions that support Teaching and Learning	Develop Job descriptions for : PST, Diagnosticians, Behavioral Support Define district level time vs. building level time and accountability plan	Director of Student Services	September, 2012

INFRASTRUCTURE

Identification of Disability	Identification of Disability				
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE	
Develop a RTI Model that is proactive and meets individual needs without the need for identification	OASD will reduce the eligibility rate to 10-11%	Establish a 3 tiered RTI plan	School Teams, SE Director, Site Administrators; RTI teams, Reading specialists/PST	To begin this as of 9/1/13 December 1, 2013	
	Reduce percentage of students labeled with OHI by 10%	Re-evaluate current students who receive SE services and determine if ICS are still needed.	IEP teams	June, 2013	
		Provide professional development to all staff in addressing student needs in Tiers 1,2,3	C & I	Begin 2012/13	
Use of person first language by all staff	100% of the staff will use person first language 100% of the time	Staff meetings and parent training (PTA meetings) Staff accountability check	All District Staff	September 2012	
		Collegial reminders naturally occurring inservice opportunities	All District Staff	On going	
		Eliminate use of labels when referring to students, classrooms, teachers, and programs	All District Staff	On going	

		Remove labels from doorways and walls that identify SE staff	Site Administrators	By 2014
All leadership and teachers must hold high expectations and share in the problem solving and success of all students	100% of staff will develop common understandings of high expectations Building Teams will collaborate to analyze	Identify common planning time at each level between GE and SE	All District Staff, Site Administrators	September 2012
	data and progress monitoring for both RE and SE students	Part of collaboration time is devoted to analysis of student assessment data and making instructional decisions based on this data	RTI teams	September 2012
		Identify common planning time for departments (ex. Art, Music) consider technology for planning time (Face time, Elluminate, Google Docs)	Site Administrators	September 2012

SERVICE DELIVERY

Neighborhood School and Clustered Programs					
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE	
Students should be placed	100% of students will have	Develop a vocational	District C & I, School to	2016/17 School Year	
in the schools they would	the opportunity to have	training alternatives by the	Work Coordinator, in		
attend if not disabled	their neighborhood school	high school SE team	conjunction with CCC and		
	considered as the FIRST		HS Site Administrators and		
	environment as the least		staff.		
	restrictive environment				
		Develop hands-on	District C & I, School to	2013/14	
		opportunities to expose	Work Coordinator, with		
		students to beginning skills	CCC and HS Site		
		in the trades, culinary arts,	Administrators		
		etc. through transcripted			
		credit course audits or			
		WCTC partnerships			
		Davidan jab sitas within	District School-to-Work	Fall 2013	
		Develop job sites within the community to provide	Coordinator	Fall 2013	
		employment experience	Coordinator		
		for special education			
		students			
		students			
		Train all staff in PBIS.	Behavioral Interventionist,	Fall 2013	
		Train identified teams in	Director of Student	1 4.11 20 23	
		CPI	Services		
		_			
		Providing options for	Site Administrators,	April 2012	
		movement to	Director of Student		

		neighborhood school (see Infrastructure Rec. #1 strategies) Students who are currently served in a school other than their neighborhood school will be transitioned to their neighborhood school at a naturally occurring time (ie. Between intermediate school and high school)	Site Administrators, Director of Student Services, Teachers	Spring 2012 and on-going
		Students can move to their neighborhood school at a time earlier than the transition to a new school level if staff capacity is determined and transition plan is created	Site Administrators, Director of Student Services, PST, Teachers	Spring 2012 and on-going
Return the students currently tuitioned-out and reallocate the funds to support a range of learners in the schools and classrooms they would	100% of students tuitioned-out to alternative programs will be re-assessed regarding the appropriateness of placement as the LRE	Provide opportunities for school staff to visit current sites Create re-integration and safety plans	OASD Administrators, PST, Special Educators PST and Teachers	On-going February 2012 and on- going
attend if not disabled	100% of students tuitioned-out will have a reintegration plan that brings them back to the district within 3 years.	salety plans		gomg
The percent of students with disabilities attending	The percentage of special education students in any	Building level teams will monitor proportionate	Site level teams	Spring 2012 and annually

any one school or classroom should mirror the natural percentage of students within the community or demographic pool	classroom shall not exceed 30%	representation in classrooms based on needs of students and teacher capacity		
Learning opportunities must be offered to a range of students as part of the instructional practices	Differentiation and UDL practices will be used to allow 100% of students the opportunity to engage	Looping models will be considered at elementary level	Site Administrators, PST, Director of Student Services	2014
within a school	in essential learning outcomes in any classes offered in our schools	SE teachers will be assigned cross categorical staffing/caseloads based on skill areas	Director of Student Services, Site Administrators	2013 and on-going
		Core Standards and Alternative learning standards will be implemented and shared with all staff to use as planning	C & I and Student Services Directors	2013/2014
		UDL lesson plan template will be shared with all staff for planning purposes for individual students	C & I and Student Services Directors	September 2012

SERVICE DELIVERY

Least Restrictive Environment				
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
Develop service delivery	The District will identify	Develop a Vision	Director of Student	June 2012
teams to move from a	members of a District		Services, C & I Director,	

deficit-based model to a proactive model: District Wide Service Delivery Team	Wide Service Delivery Team that will meet 2x/year	Set a process to return to neighborhood school Define roles for SE, GE and para Develop hiring practices and evaluation practices	Site Administrators, PST	
Develop service delivery teams to move from a deficit-based model to a proactive model : School- Based Service Delivery Team	Each school will identify members for a School Based Service Delivery team that meets 1x/year	Each school will: Develop a design team to facilitate training and resources to support change Delineate current structure for service delivery Define how to move from reactive to proactive services Determine Professional Development needs	Site Administrators	June 2013
Develop service delivery teams to move from a	Each Grade Level will identify a Grade Based	-Adhere to RTI -Develop Co-teaching opp.	Grade level teachers	June 2014
deficit-based model to a	Service Delivery Team that	-Build pedagogy UDL		
proactive model : Grade	will meet quarterly	-Use flexible grouping		
Based Service Delivery		-Align all instruction with		
Team		core content		

Develop flexible learning	Support students in	Train all staff in UDL	Director of Student	August 2012 and On-going
environments that allow	General Education through		Services, C & I, Site	
students to receive large	practices of Universal		Administrators	
group, small group, and	Design demonstrated in			
individualized instruction	100% of all classrooms			
without being self				
contained or segregated in	100% of SE teachers will	Develop goals of Co-	Site Administrators,	Summer 2012
order to provide cohesive	be co-teaching , co-	teaching	Director of Student	
instructional practices that	planning and co-assessing		Services, PST	
do not marginalize or	for a minimum of 2 subject			
fragment a schedule.	areas or classes			

SERVICE DELIVERY

Staffing and Caseloads				
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
Special Educators should	100% of SE teachers will	Professional development	C & I, Site Administrators,	On-going
be realigned in a cross	be assigned a cross	for teachers to develop	Student Services	
categorical manner	categorical caseload with	competencies		
	an emphasis on area of			
	specialty or training			
Case loads for Special	At the elementary level,	Add SE staffing	Administrators, Human	Begin February 2012
Educators should be	special educators will be		Resources	
realigned in ratios of: EC	responsible for 2 grade			
1:8; Elementary 1:10;	levels and or 10-12	Reexamine caseloads for	Site Administrators, PST,	Begin February 2012
Middle School 1:12; High	students per case load as a	efficiencies in current	Director of Student	
School 1:14; Transition 1:8	guideline	staffing	Services	
	At the intermediate level a			
	SE teacher will be	Reexamine assignments of	Site Administrators, PST,	Begin February 2012
	responsible for 2 grade	SE paraprofessionals;	Director of Student	
	levels and/or 12-14	assigned to grade level or	Services	
	students per caseload as a	subject area, rather than		

	guideline	assigned to assist SE teacher		
	At the HS level a special educator will be responsible for 1 cotaught subject area and/or 14-16 students per case load as a guideline At the transition level services will be provided in the natural environments with a caseload of 8-10			
	students as a guideline.			
Students eligible for Speech Language only should be returned to SLP caseloads	The IEP needs to accurately reflect the severity of the language need and services need to be directly linked to the qualifying disability area. This should occur in the naturally occurring annual IEP process	IEP audit	Director of Student Services, PST	2013 school year

TEACHING AND LEARNING

Achievement				
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
All supports are seamlessly	100% of SE teachers shall	Develop comprehensive	C & I and Student Services	On-going
tied in core teaching and	have access to GE	Professional development	Directors; Site	
learning	curriculum and instruction	Plan for 3-5 years to	Administrators	
		include SE/RE		

	100% of SE teachers shall have access to curriculum materials for the grade levels they serve 100% of SE teachers shall be included in professional	Directors will assess current curriculum needs through survey and develop plan to fill gaps within 3 years Professional development plan will be developed to		
	development opportunities provided for regular education staff	include summer academies, SIT, and offerings during contracted time (nonnegotiables)		
Build teacher capacity to serve a wide range of learners	All teachers will believe that they have the ability to teacher all students as demonstrated through a survey	Observation of other staff members, other buildings, other school districts Develop a capacity Survey	C&I and Student Services Directors	On-going
Close achievement gap for SWD in the areas of reading and math specifically for students with SLD and S/L	Achievement gap between SWD and non-disabled will decrease by 2% each year on district measures until gap is less than 10%	Progress monitoring, data collection, small group instruction, use of (assistive) technology	RTI Teams, teachers	Begin September 2012, On-going
		Provide alternate curriculum as needed, use RTI strategies via special education	Director of Student Services, PST	Implement 2013/2014 after curriculum selections
		Train SE teachers in RTI practices	Director of Student Services, PST	Summer 2013

		Provide SE teachers with training in other strategies/approaches		
Close achievement gap for students of low SES	Achievement gap between low SES and non-SES will decrease by 3% per year on district measures until no gap exists	Progress monitoring, data collection, small group instruction, use of (assistive) technology	RTI Teams	Fall 2012
		Provide necessary tools (i.e. computers, library access, etc) for student access	Technology Dept.	On-going as part of technology plan
		Provide intervention opportunities through RTI	Site Administrators, teachers	On-going
All staff must assist in the development of each other's capacity to work with a range of students	100% of staff understand the roles and norms, and expectations of each staff member	Provide time and resources for staff to work together to build capacity	Site Administrators	On-going
	IEPs are reviewed and executed by all teachers for those students they teach	Build in time for review and collaboration Build in time at the beginning/end of the year for needed professional development	C& I, Site Administrators, Student Services	2013/2014
All staff must hold high expectations and work to understand how	100% of staff will be trained in core standards	Professional development plan will include core standards theme	C& I, Site Administrators, Student Services	2013 and ongoing
perceptions of low expectations may marginalize the performance of some students (SWD, Low SES)	100% of staff will be familiar with the UDL lesson plan format that defines essential goals of the lesson	Professional development plan will include UDL and differentiation	C& I, Site Administrators, Student Services	2012 and on-going

TEACHING AND LEARNING

RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
Implementation of RTI	A 3 Tiered model will be implemented in all schools	Identify strategies at Tier 2 and 3 for K-12 Identify progress	RTI Think Tank, Director of Curriculum, Director of Student Services	December 1, 2013
		monitoring tools for math and writing		
		Identify screening assessment for Math and Writing		
		Redefine roles and responsibilities of I-Teams		
		Develop RTI Handbook		
Identify the right intervention for each struggling student at the right time	Identify interventions in Reading, Math and Writing at K-12 levels with data rules to move from level to level in process	Develop comprehensive, data based intervention structure at each building	RTI Committee	September 2013
	All schools will implement PBIS strategies with 80% fidelity	Train schools for PBIS	Director of Student Services, Behavior Specialist	Elementary Schools 2012 Intermediate Schools 2013 High School 2015
Develop tool kits to meet	100% of schools will have	Identify RTI Coaches at	RTI Committee, C & I	September 2013
the needs of each child	materials and training to implement identified interventions	Intermediate and Secondary levels	Director	
		Purchase needed		
		curriculum for		

	interventions	
	Provide necessary training to staff implementation interventions	
	Identify intervention times within K-12	

Teaching and Learning

Pedagogy and Co-Teaching	Pedagogy and Co-Teaching					
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE		
Develop consistent manner of addressing instructional practices for students with disabilities with a wide range of needs	Each student will receive core instruction and additional booster instruction aligned and specifically designed to	Place each child in a RE home room first and modify instruction as needed	Building leadership teams, Site Administrators	September 2012		
	their area of disability through research based curriculum K-12	Train RE and SE staff in differentiation	C &I and Student Services	August 2012 and on-going		
	Teach all students on 1) disability awareness and 2) how to be a peer mentor throughout the district	Train teachers in specific, targeted, research based interventions Identify best practice curriculum for intensive interventions K-12 in reading, math and writing	C&I and Student Services	2013		
		Expand use of assistive technology for students (SOLO, Kurzweil) Increase student access to	Assistive Technology Team, SE teachers	2013		

		technology and assistive technology by providing more computer access in resource areas		
		Develop independent skills curriculum for CMC at OHS Consider CMC model in smaller groups with 2 teachers/resource	HS SE Team, HS Admin Team, Director of Student Services	2012/13
		Monthly meetings with PST	PST	2012
		Develop disability awareness groups/mentor clubs in each school	Teachers	2014
Establish co teaching configurations based on individual needs and instructional mechanisms	Each school will identify co-teaching teams for SE teacher each spring for planning	Provide common planning time for RE and SE	Site Administrators	2012
to build teacher capacity	Each school will identify new co-teaching teams every 3 years to build capacity of staff to work with all students	Develop an IEP at a Glance form to promote understanding of each child with appropriate staff and train how to use and access	Teachers	2013
	Develop a rubric for grade level teams to use as a planning guide for student placement and coteaching team annually	Training in co-teaching for regular and special educators	Director of Student Services, PST	August 2012 and on-going

		Use teachers who have done successful coteaching opportunities as mentors	Site administrators, PST	On going
Teaming arrangements should be based on individual needs of students who make up	All teachers have the capacity to meet a broad range of learners	Strategic placement of students in initial years	Site Administrators and Building Level Teams	2012 and on-going
each SE caseload and the GE teacher's capacity to meet a broad range of learners	Hire or develop SE teaching staff that balance the expertise in all areas of disabilities (EBD, SLD, CD, Autism)	Provide Mentor teachers with release time to coach other staff	Site Administrators, PST, C&I, Student Services	2014

TEACHING AND LEARNING

Students with Severe Disabilities				
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE
Develop proactive service	Increase student access to	Provide Transition	Director of Student	2013
delivery relative to school	vocational level classes	Coordinator/Vocational	Services, HS Site	
to work practices that	through partnerships with	Coordinator	Administrators	
could be accessed by any	WCTC			
student				
	Expand in school authentic	Expand School Store to	SE Teachers, DECCA	2014
	work opportunities	offer school supplies and		
	through partnerships with	operate between classes		
	non-disabled clubs/peers			
Students with more	Expand authentic	Access an apartment	SE teachers at OHS,	2014
significant needs 18-21	community based	setting to develop daily	Vocational Coordinator	
should receive the	experiences for every	living skills in the natural		
majority, if not all, of their	student in areas of	setting		
instruction in community	independent living and			
environments	Recreation/leisure			

	Provide all related services in the community setting Create additional	Expand and update banking and other experiences in the community	SE teachers at OHS, Vocational Coordinator	2014
	volunteer/paid vocational opportunities in the community	Use of technology to support independence in the community Provided daily/regular access to health/wellness environments	SE teachers at OHS, Vocational Coordinator	2014
		Purchase a van for transportation in community environments	Director of Student Services	2014
Balance instruction for functional skills in dyads during natural transitions	Integrate functional skills into natural parts of the school day	Embed skills in activities that occur in school environments	Teachers	2012
		Participate in activities in natural proportions	Teachers	2012
Avoid retention as a means of 'catching up'	Create a policy for retention that discourages retention as a means to	Revise retention Policy	Student Services Student	2013
	catch up	Use Retention Rating Scale	Services/Psychologists	2013

TEACHING AND LEARNING

Professional Development					
RECOMMENDATION	OBJECTIVE	STRATEGIES	PERSONS RESPONSIBLE	TIMELINE	
Develop a comprehensive	Train 100% staff in ICS	Provide Training :	C & I, Student Services,	June 2013	
professional development	model	UDL	Site Administrators		
process for both SE and GE		PBIS			

aligned to district vision and non-negotiables regarding 'how' SWD will be served	Train at least 50% of staff in CPI Dedicate at least two SIT days to education staff on specific disabilities	Co-teaching Functional Skill development Specific Disability Training Provide mandatory training during building hours (8) or 2 SIT times Provide Summer Academies through Camp Cooney II		
Community awareness	Continue to increase membership (from baseline in Discrimination Report) and availability of peer mentoring/disability awareness clubs throughout the district in all schools; and be	Develop communication plan to share information with entire staff as plans are fully developed Hold a parent meeting about inclusive practices within the school year	Director of Student Services, Site Administrators, PTA Director of Student Services, OPEN Parent Network	2012/13 school year 2012/13 school year
	inclusive to all students with any disabilities (not just students with CD) 85% of staff and parents surveyed will indicate understanding of the ICS model components	Education of parents through "parent nights" (meetings scheduled at interesting, comfortable venues – offer incentives) Develop family, student friendships/relationships with neighborhood schools	Site Administrators, PST, Teachers, Director of SE	2012/2013
		Develop a parent buddy network using a parent liaison model	Director of SE	2014/15

	Develop communication plan to share information with entire staff as plans are fully developed	Director of SE, Site Administrators	2012/13
	Monitor SWD in club participation using Skyward field	Site Administrators, Director of Technology	2013/14 and on-going

APPENDIX

Universal Design for Learning (UDL): A set of principles for curriculum development that gives all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Integrated Comprehensive Services (ICS): A model that organizes professional staff by the needs of each learner rather than clustering learners by label. In an ICS model, staff are not assigned to a unit or program and placed in a separate classroom. Conversely, support staff and general education teachers work collaboratively to bring appropriate instructional supports to each child in integrated school and community environments. In this manner, an integrated home base for all learners in support of belonging is established.

Differentiation: The adaptation of classroom learning to suit each student's individual needs, strengths, preferences, and pace by either splitting the class into small groups, giving individual learning activities, or otherwise modifying the material.

Response to Intervention (RTI): Schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness. Students are identified and monitored using systematic and specific assessment strategies.

Positive Behavioral Interventions and Supports (PBIS): A systematic approach to proactive, school wide discipline based on a Response to Intervention Model. PBIS applies evidence based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Data based decision making is a key component, allowing successes to be easily shared with all relevant stakeholders.

Crisis Prevention and Intervention (CPI): An international training committed to best practices and safe behavior management methods that focus on prevention. The cornerstone is the Non-Violent Crisis Intervention Program which is considered the worldwide standard for crisis prevention and intervention training. The core philosophy is providing for the care, welfare, safety and security of everyone involved in a crisis situation with proven strategies to give educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.

Looping: The practice in which a teacher moves with his or her students to the next grade level—some loops are two consecutive years with the same group of students, while others may be three or more years with the same group.

Progress Monitoring: A systematic approach to student assessment. To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning or behavior that will take place over time. It is an ongoing process that involves collecting and analyzing data to determine student progress toward specific skills or outcomes. The data is used for making instructional decisions and monitoring student response to interventions based on the review and analysis.

Abbreviations:

SE: Special Education GE: General Education

PST: Program Support Teacher

EC: Early Childhood

SWD: Students with Disabilities SES: Socio Economic Status

Focus Group Comments on Assets Supporting the Plan:

- Research based change to an integrated service delivery model
- Supports "education for all" and the prevention of student failure
- Willingness of both regular education and special education staff to work together for the good of all students
- Exciting time to be in education
- Dedicated teachers/staff
- Shift in attitude
- Parents as partners
- Realistic timelines
- Continued training to ensure success
- All members have the best interest of the students as the top priority
- Many objectives and strategies are already in place and just need further training and adjustments
- The plan is evolutionary so as to produce as little anxiety as possible
- Staff are willing to work and change
- A director who realizes what we will need to take time to do this
- Some great teaching models are in place
- Strong, well trained staff



A Follow Up "How To" Conversation with the Board of Education



Summary Notes from Board Meetings

- Implement Recommendations from the University of Virginia Evaluation (8/11/11)
- Inclusive Service Delivery (1/23/12)
- Increase Rigor (2/27/12)
- The gifted label is not necessary for gifted education (2/27/12)
- Increase differentiation in the classroom (2/27/12)

Guiding Questions

- 1) Are we meeting the needs of Advanced Learners?
- 2) Are we improving the educational experience of ALL students?
- 3) How do we live in the present while building the future?



Parent Feedback

Please indicate your level of support for the following options:

	Strongly Support	Somewhat Support	Do Not Support	Strongly Against	Response Count
Above Grade Level Math	82.1% (468)	13.7% (78)	3.5% (20)	0.7% (4)	570
Above Grade Level L.A.	77.5% (441)	17.4% (99)	4.2% (24)	0.9% (5)	569
Differentiation i the Classroom	60.2% (337)	28.0% (157)	8.4% (47)	3.4% (19)	560
Enrichment Activities	75.2% (425)	21.6% (122)	2.5% (14)	0.7% (4)	565
Electives (Global Chal.)	57.6% (313)	33.1% (180)	7.0% (38)	2.2% (12)	543
No Services for Adv. Learning	1.4% (7)	6.6% (32)	24.6% (119)	67.4% (326)	484
Program for Excptly. Adv	49.3% (265)	30.7% (165)	12.5% (67)	7.4% (40)	537

Math Vision

All exiting 8th graders will place into at least High School Geometry.

All exiting 5th graders will place into at least 7th grade Common Core Math.



Increased Math Rigor for All

			Math Tra	nsition			
	2012-2013	2013-2014	2014-2015 Implement CC	2015-2016 Assess Timeline	2016-2017	2017-2018	2018-2019
		MAP CC Field Test New Materials	PARCC Assessment Implement New Materials				
<	Current ILSS	Current ILSS	CC K/1	CC K/1	CC K/1	CC K/1	
		+2 strands from CCK	+2 strands from CC1	+2 strands from CC1	+2 strands from CC1	+2 strands from CC1	
1	Current ILSS	Current ILSS	CC 1/2	CC 1/2	CC 1/2	CC 1/2	
		+2 CC from CC1	+2 CC from CC2	+2 CC from CC2	+2 CC from CC2	+2 CC from CC2	
,	Current ILSS	Current ILSS	CC 2/3	CC 2/3	CC 2/3	CC 2/3	
		+2 CC from CC2	+2 CC from CC3	+2 CC from CC3	+2 CC from CC3	+2 CC from CC3	
	CC 3/4	CC 3/4	CC 3/4	CC 3/4	CC 3/4	CC 3/4	
		+2 CC from CC4	+2 CC from CC4	+2 CC from CC4	+2 CC from CC4	+2 CC from CC4	
	Current ILSS	CC 4/5	CC 4/5	CC 4/5	CC 4/5	CC 4/5	
	Grade Level/ Advanced	+2 CC from CC5	+2 CC from CC5	+2 CC from CC5	+2 CC from CC5	+2 CC from CC5	
	Current ILSS	Current ILSS	CC 5/6	CC 5/6	CC 5/6	CC 5/6	
	Grade Level/ Advanced	Grade Level +2 CC strands from CC5/Advanced +2 CC strands from CC6	+2 CC from CC6	+2 CC from CC6	+2 CC from CC6	+2 CC from CC6	
	Grade-Level	6 CC	6 CC	6 CC*	7 CC	7 CC	7CC
	Advanced	6/7 CC	6/7 CC	7 CC	7/8 CC	7/8 CC	7/8CC
	Accelerated	7/8 CC	7/8 CC	7/8 CC			
	Grade-Level	7 CC	7 CC	7 CC	7 CC*	8 CC	8 CC
	Advanced	Pre/8 CC	8 CC	8 CC	8 CC	Algebra 1	Algebra 1
	Accelerated	Algebra 1	Algebra 1	Algebra 1	Algebra 1		
	Grade-Level	Pre Algebra/8 CC	8 CC	8 CC	8 CC	8CC*	Algebra 1
	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Geometry
	Geometry	Geometry	Geometry	Geometry	Geometry	Geometry	

- By 18-19, all students take at least Algebra in 8th Grade.
- By 14-15, the Common Core will be implemented across all grade levels.
- By 14-15, all K-5 students have the opportunity for Advanced Math

Math Plan

	2012-2013	2013-2014	2014-2015 Implement CC	2015-2016 Assess Timeline	2016-2017	2017-2018	2018-2019
		MAP CC Field Test New Materials	PARCC Assessment Implement New Materials				
K	Current ILSS	Current ILSS	CC K/1	CC K/1	CC K/1	CC K/1	
		+2 strands from CCK	+2 strands from CC1	+2 strands from CC1	+2 strands from CC1	+2 strands from CC1	
1	Current ILSS	Current ILSS	CC 1/2	CC 1/2	CC 1/2	CC 1/2	
		+2 CC from CC1	+2 CC from CC2	+2 CC from CC2	+2 CC from CC2	+2 CC from CC2	
2	Current ILSS	Current ILSS	CC 2/3	CC 2/3	CC 2/3	CC 2/3	
		+2 CC from CC2	+2 CC from CC3	+2 CC from CC3	+2 CC from CC3	+2 CC from CC3	
3	CC 3/4	CC 3/4	CC 3/4	CC 3/4	CC 3/4	CC 3/4	
		+2 CC from CC4	+2 CC from CC4	+2 CC from CC4	+2 CC from CC4	+2 CC from CC4	
4	Current ILSS	CC 4/5	CC 4/5	CC 4/5	CC 4/5	CC 4/5	
	Grade Level/ Advanced	+2 CC from CC5	+2 CC from CC5	+2 CC from CC5	+2 CC from CC5	+2 CC from CC5	
5	Current ILSS	Current ILSS	CC 5/6	CC 5/6	CC 5/6	CC 5/6	
	Grade Level/ Advanced	Grade Level +2 CC strands from CC5/Advanced +2 CC strands from CC6	+2 CC from CC6	+2 CC from CC6	+2 CC from CC6	+2 CC from CC6	
6	Grade-Level	6 CC	6 CC	6 CC*	7 CC	7 CC	700
	Advanced	6/7 CC	6/7 CC	7 CC	7/8 CC	7/8 CC	7/8CC
	Accelerated	7/8 CC	7/8 CC	7/8 CC			
7	Grade-Level	7 CC	7 CC	7 CC	7 CC*	8 CC	8 CC
	Advanced	Pre/8 CC	8 CC	8 CC	8 CC	Algebra 1	Algebra 1
	Accelerated	Algebra 1	Algebra 1	Algebra 1	Algebra 1		
8	Grade-Level	Pre Algebra/8 CC	8 CC	8 CC	8 CC	8CC*	Algebra 1
	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Algebra 1	Geometry

Geometry

Geometry

Geometry

Geometry

Geometry

Geometry

Math Increased Rigor

Illinois State Standard (97)

- Use Algebraic and analytical methods to identify & describe patterns and relationships in data, solving problems and predict results
 - Use algebraic concepts and procedures to represent and solve equations
 - Solve linear equations using whole numbers

Common Core

- Operations and algebraic thinking
- Use 4 operations to solve problems
- Solve multi-step problems with whole numbers using the 4 operations; use a letter to identify an unknown quantity, and assess the reasonableness of answers using mental computation and estimation

Math Evaluation Plan

Increase the

number of

successfully

complete

better in

Calculus or

high school

students

who

Increase the number of students who meet the requirements for Geometry or better

Increase the number of students in **Advanced Math** and Accelerated Math





Our current most rigorous course offering becomes the standard for everyone.

By the 2019-2020 school year:

 D181 Freshmen will meet Honors English criteria in District 86.

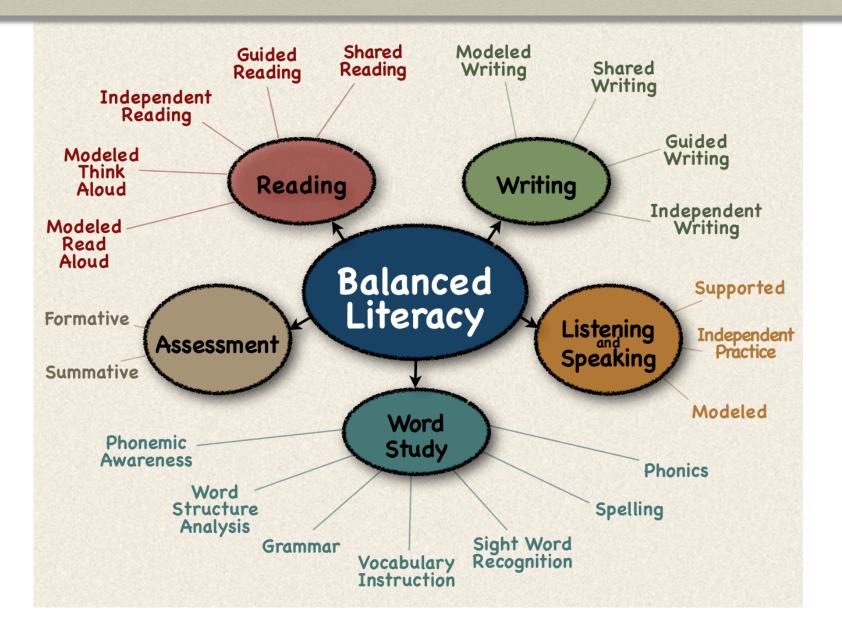
By the 2016-2017 school year:

 D181 6th graders will meet the current performance based criteria for ELA.

Long Range Plan 6-8

	2012-13	2013-2014 -New MAP	2014-15 -CC -PARCC Assessment	2015-16 -Schedule Change (Block/Grade Level)	2016-17	2017-18	2018-19
•	Grade Level ELA	Grade Level ELA	Grade Level ELA	(Grade Level)	ELA	ELA	ELA
7	Grade Level ELA	Grade Level ELA	Grade Level ELA	Grade Level ELA	(Grade Level)	ELA	ELA
8	Grade Level ELA	Grade Level ELA	Grade Level ELA	Grade Level ELA	Grade Level ELA	(Grade Level)	ELA

Di8i Balanced Literacy (K-8)



Language Arts Increased Rigor

ILSS (97)

Common Core



Read and understand literature from a variety of societies, era and ideas

Analyze the structure of texts explaining how specific sentences, paragraphs, and larger portions of the text and how they relate to the whole





Identify features of different types of literature

Explain major differences between poems, prose and drama and refer to the structure when speaking and writing about a text

Professional Development to Build Teacher Capacity

Direct Instruction **Application** Modeling Supported Coaching Application

English Language Arts Evaluation Plan

Increase the number of students in ELA

Increase number of students who meet the criteria for Honors English at D86.

What About Students Performing Below Grade Level in Math and ELA?

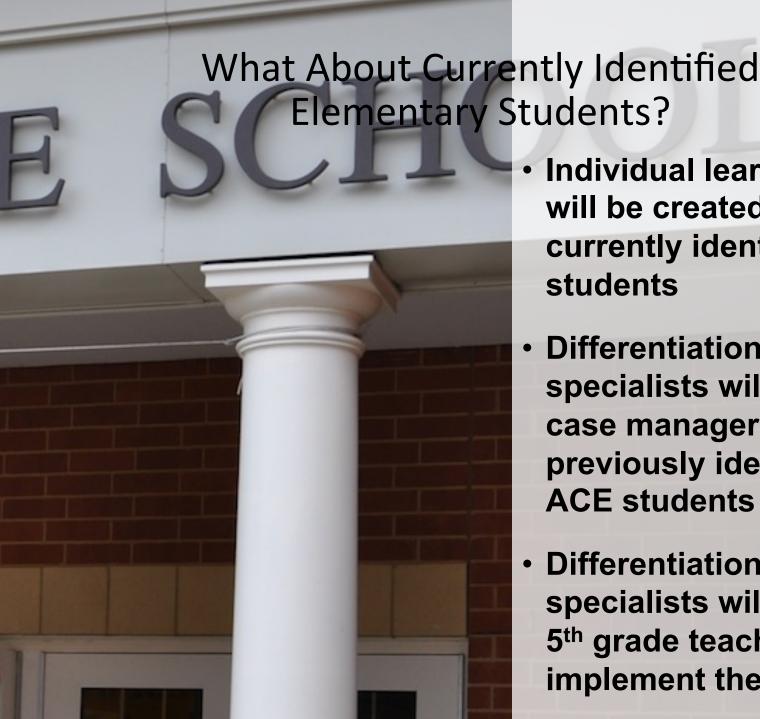


- The Common Core is the expectation for all students
- Through the RtI and IEP processes, additional support will continue to be provided.

Rtl and Gifted Education

"It is the position of The Association for the Gifted of the Council for Exceptional Children that the RTI model be expanded in its implementation to include the needs of gifted children. The use of the RTI framework for gifted students would support advanced learning needs of children in terms of a faster paced, more complex, greater depth and/or breadth with respect to their curriculum and instruction."

"...is committed to working with general and special educators in developing RTI models that are inclusive and responsive to students with gifts and talents."



 Individual learning plans will be created for all currently identified students

- Differentiation specialists will be the case manager for previously identified **ACE** students
- Differentiation specialists will work with 5th grade teachers to implement the plan

What About Middle School ACE Students?

	2012-13	2013-14	2014-15	2015-16	2016-17 *New Curriculum
6	 ACE Social Studies (placement) Advisory Class World Challenges (for all) 	ACE Social Studies with another additional section	ACE Social Studies with another additional section	ACE Social Studies with another additional section	ACE Social Studies is the standard for all
7	 ACE Social Studies (placement) World Challenges (for all) 	1. ACE Social Studies (Placement)	ACE Social Studies with another additional section	ACE Social Studies with another additional section	ACE Social Studies is the standard for all
8	 Ace Social Studies (placement) World Challenges (for all) 	1. ACE Social Studies (Placement)	ACE Social Studies (Placement)	ACE Social Studies with another additional section	ACE Social Studies is the standard for all



rning Future

- High Quality Core Curricula
- Rtl Process and individual plans

Services may include:

- Compacting
- · One-on-One Support
- Consultation
- Community Based Mentoring
- School Sponsored Activities
- Additional Subject/Grade Level Acceleration
- Etc.
- Increase the integration of the essential components of ACE programming into the general education environment
- Curriculum Renewal Cycles

Evaluation Plan

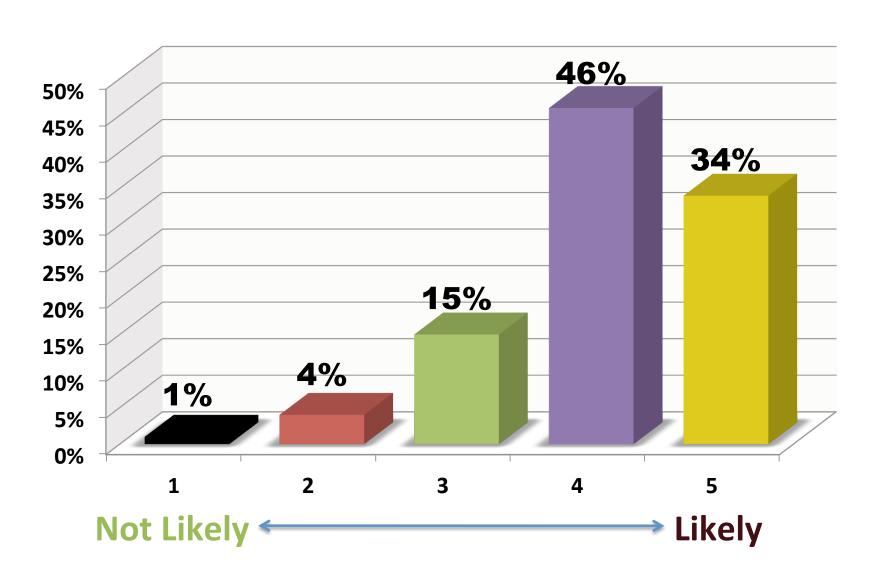
- District review of the RtI process, procedures, and learning plans for students whose needs extend beyond our advanced learning expectations
- Increase the number of students enrolled in ACE Social Studies
- Increase the integration of the essential components of ACE programming which include:
 - Application of higher level thinking
 - Student engagement
 - Rigor
 - Research
 - Inquiry and problem based learning
 - Hands-on/minds-on learning
 - Facilitated learning

Structural Supports

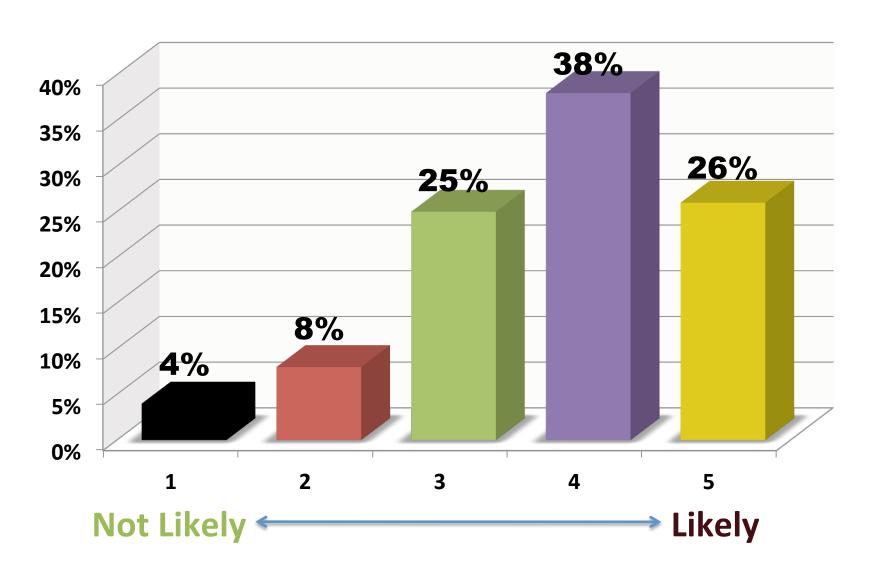
- District Leadership Team
- School Leadership Teams
- Grade Level Teams
- Implementation of the Danielson Model
- New PD Structure (e.g. early release/late start, after-school meetings, calendar, etc.)
- Specific PD Plan on Advanced Learning Characteristics
- Revised School Master Schedules
- Flexible Learning Commons Spaces
- Enhanced Instructional Technology
- Annual Survey of Parents, Students, and Staff Regarding Adv. Learning Services



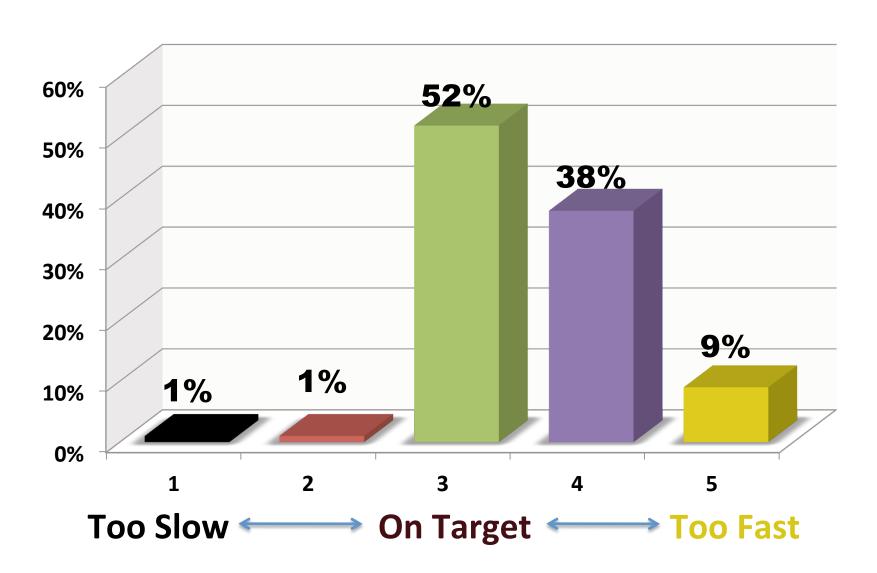
Staff Survey: Will This Plan Meet The Needs of Our Advanced Learners?



Staff Survey: Will This Plan Improve the Educational Experience for All Students?



Staff Survey: How Do You Feel About the Pace of This Plan?





 1) Are you meeting the needs of Advanced Learners?

 2) Are you improving the educational experience of ALL your students?

 3) How do you live in the present while building the new America?

2013-2014

ALLI

Equity Spotlight Social Class and Language

Colleen A. Capper and Kurt A. Schneider

Myths/Assumptions of Social Class

•In a small group, write a list of myths, assumptions, or stereotypes of lower, middle, and upper social class.

Deficit versus assets based perspective (Valencia, 2012)

Deficit Perspective –

Assets based perspective -

Video

Draw a line down your paper, on one side, write a list of stereotypes of lower social class that you see in the video, taking a DEFICIT perspective.

On the other side, view the video from an ASSETS PERSPECTIVE, and list all the assets you see.

Youtube Tammy's Story People Like Us

Social Class Data

- % Free/Reduced
- % of students with disabilities who receive free/reduced
- » % students labeled gifted or something similar who receive free/reduced
- Reading Achievement
 Proficient/Advanced free/reduced lunch
 Proficient/Advanced not free/reduced

Viewing your data - equity lens

- What inequities do you see in the data?
- What should the data be? (proportional representation)
- From a deficit lens, how would you explain these data?
- From an assets lens, how would you explain these data?

How Schools Perpetuate Poverty

- Students from low income families schools low expectations, blame families, tracked/segregated to "help,", perpetuates low achievement
- 2. Middle and high income families hoard privilege (Diamond & Lewis, in press), push to maintain or elevate their status at the expense of others, educators complicit and collude in this.
- Low achievement continues through school, and cycle continues
- 4. Fewer graduate, and those who do, low proportion attend and graduate college
- 5. Results in lower income associated with poorer health, opportunities, etc.,
- Their children attend our schools and the cycle continues

Language and Leading for Social Justice

Kurt A. Schneider, Ph.D. Assistant Superintendent for Learning (Pupil Services) Community Consolidated School District 181, IL

Turning Lead into Gold

- -Skim the Language and Leading Socially Just Schools handout
- -Cooperative groups at your tables select: -Reader
- -Recorder, -Spokesperson, -"but-watcher"
- Discuss and re-write the paragraph applying the principles of
- -Person First Language
- -Asset-based language
- -Best practices of Integrated Comprehensive Services using the information provided. (You will need to "ad lib" when necessary given incomplete information).

Scenario #1

John is an elementary age autistic boy who is reading three grade levels below. He receives his academic instruction in special education away from his peers because of his handicap, as that is what he needs. During this time he can be loud and a behavioral problem. However, John is mainstreamed for specials but with the help of an aide. All the other children like John also go to the same school as that is their LRE.

Scenario #2

Tameka is an at-risk middle school student. She knows only simple math facts. As a result, she requires intervention outside of the classroom with others at her level. She will need this class the rest of the year because she is not making progress and not doing her homework. School personnel have tried to talk with her parents about the homework, and are doing the best they can to support her, but now feel she needs an IEP.

Scenario #3

Rico is an LGBT student in the twelfth grade. He is in our gifted program with other above level students like him, as his reading and math scores are 2 standard deviations higher than the mean. He is regularly progress monitored and is shown to be doing well. He is also in our ESL program and receives pullout support 300 minutes per week with other Spanish speakers to help him learn English.

Your Feedback for the Day

No names

On the front:

What worked? What do you want us to continue?

On the back:

Any questions, concerns, changes you want us to make?

References

- Valencia, R. (Ed.) (2012). The evolution of deficit thinking: Educational thought and practice. New York, NY: Routledge.
- Diamond, John B.. and Amanda E. Lewis (in press) Despite the best Intentions: How racial inequality thrives in good schools. Oxford University Press.



TASH Board Nominations Application

Name of Nominee:	
Address:	
Email:	Phone:

Attach as many additional pages as necessary to answer the following questions:

- I. Please explain specific background and expertise in any of the areas of organizational need below:
 - A. Fundraising Bringing financial resources to non-profits
 - B. Financial Management
 - C. Marketing and Public Relations
 - D. Human Resources
 - E. Legal (non-profit law, contracts, intellectual property, etc.)
 - F. Strategy and Planning
 - G. Expertise in TASH Programs (Inclusive Education, Human Rights, Cultural Competency, Employment, Supported Living)
 - H. Technology
 - I. Publications Editing, Production, Marketing and Sales
 - J. Other Please be specific
- II. What is your experience with disability personally? Professionally?
- III. What unique strengths, skills, attributes and/or perspective do you have that you believe will be of value to TASH if you should become a member of the Board, and that will help you succeed in making a contribution?
- IV. Please provide a current bio, and a 300 word statement TASH has your permission to use to share with TASH members about yourself and what you hope to contribute to TASH and its mission as a member of the Board of Directors, and a recent head shot photograph, 300 dpi, JPG or PNG format.

Thank you for your interest in TASH and your commitment to opportunity and social justice.

Becoming a Member of the TASH Board of Directors

TASH's Mission and History

For more than 35 years TASH has supported equity, opportunity, and inclusion for people with disabilities. It has served as a source of information and support for professionals, parents and families, and individuals with disabilities who advocate on their own behalf.

TASH is a small organization that delivers an over-sized punch in influencing legislation and policy at the federal and state level. We are a values based organization with a principled stand on human rights and full participation in every aspect of life for ALL people, no matter the extent of their support needs. We focus on practices which meet the needs of all people, particularly those with the most significant and complicated support needs. TASH promotes policies and practices that reflect a cross-section of perspectives, ensuring the likelihood they will work.

TASH's added value for all members and partners is connection to experts in education, employment and community living who share the same values. TASH members work closely together to debate issues, learn, identify research needs and share innovations. TASH is a dynamic incubator of new ways of being, where members and partners draw inspiration from people who have successfully lived with disability who are eager to share their stories.

The track record of TASH is one filled with breakthroughs that have improved the lives of countless children and young adults, those who would have otherwise been institutionalized, segregated and excluded from typical life experiences. We have been champions of a number of life-changing practices, including positive behavior supports customized employment, personalized supports for life in the community, and inclusive education practices.

Board Service

Serving on the Board of Directors of TASH is a great honor that carries two important responsibilities with it: actively supporting the values upon which the organization was built and actively participating in maintaining a fiscally sound organization. Because we are a not-for-profit, 501 (c)(3) corporation, our board members are responsible for achieving our mission and values by:

- Enhancing TASH's public standing
- Reflecting TASH values in their Board service
- Ensuring adequate resources to act on TASH's mission in two ways:
 - Committing to an annual financial donation. The final decision for an annual contribution is a personal one for each board member based on their own comfort level and individual circumstance. TASH suggests considering 1% of one's gross annual income as a target
 - 2. Participating in fund development efforts throughout their board tenure
- Determining, monitoring, and strengthening TASH's programs and services
- Ensuring effective organizational planning
- Managing resources effectively
- Ensuring ethical and legal integrity and accountability
- Committing to travel to two board meetings per year at their own expense

TASH seeks to achieve a balance in the composition of experiences and skills of the Board by encouraging nominations of people who are self-advocates, family members, educators, researchers, community support providers, related service therapists, people of color, or combinations thereof. Most of all, we encourage nominations of people passionate about our mission. Those with experience and skills in fund development, general law (such as contracts, intellectual property and non-profit law), marketing, publishing, media relations and legislative advocacy are also encouraged to apply. This list is neither exclusionary nor exhaustive. It is a call to the membership to offer your talents and resources to the organization.

Tribes Activity

That's Me – That's Us

Instruction: Tell the individuals that you will call out a series of questions, and those who identify or agree are to jump up and say, "That's me!"

Start with a few simple topics that are appropriate to the individual levels and interests.

- 1. How many people have moved in the last two years?
- 2. How many people have brown eyes?
- 3. Have many people are not from Wisconsin?
- 4. How many people have: Central office positions?

Building principal positions?

Regional/State department positions?

Teacher positions?
University positions?
School Board positions?

- 5. How many people know their school and/or district equity data? How many people have achievement gaps in their data?
- 6. How many people have segregated programs for students with significant disabilities? Advanced learners?
- 7. How many people have alternative education programs?
- 8. How many people have tracked classes?
- 9. How many people cluster students based upon ability?
- 10. How many people have active policies that address sexual orientation and gender identity?
- 11. How many people believe they don't see a person's color?
- 12. How many people speak English as their second language?
- 13. How many people are ready to learn and challenge their present way of thinking?

Reflection Ouestions:

Find another person you do not know and discuss with them your reflections to the questions and how you answered them, what patterns you noticed amongst the group, and how you felt about jumping and saying, "That's Me!"

How could this activity include someone with a physical disability unable to jump? What higher level questioning could be used to advance the learning of those individuals performing at the highest levels?

Appreciation:

Invite statements of appreciation:

"It helped me when..."
"Thanks for..."

Tribes Activity

That's Me – That's Us

Instruction: Tell the individuals that you will call out a series of questions, and those who identify or agree are to jump up and say, "That's me!"

Start with a few simple topics that are appropriate to the individual levels and interests.

- 1. How many people have moved in the last two years?
- 2. How many people have brown eyes?
- 3. Have many people are not from Wisconsin?
- 4. How many people have: Central office positions?

Building principal positions?

Regional/State department positions?

Teacher positions?
University positions?
School Board positions?

- 5. How many people know their school and/or district equity data? How many people have achievement gaps in their data?
- 6. How many people have segregated programs for students with significant disabilities? Advanced learners?
- 7. How many people have alternative education programs?
- 8. How many people have tracked classes?
- 9. How many people cluster students based upon ability?
- 10. How many people have active policies that address sexual orientation and gender identity?
- 11. How many people believe they don't see a person's color?
- 12. How many people speak English as their second language?
- 13. How many people are ready to learn and challenge their present way of thinking?

Reflection Ouestions:

Find another person you do not know and discuss with them your reflections to the questions and how you answered them, what patterns you noticed amongst the group, and how you felt about jumping and saying, "That's Me!"

How could this activity include someone with a physical disability unable to jump? What higher level questioning could be used to advance the learning of those individuals performing at the highest levels?

Appreciation:

Invite statements of appreciation:

"It helped me when..."
"Thanks for..."

Board Member Yvonne Mayer's Questions regarding The Advanced Learning Committee's Proposal

February 3, 2013

- 1. **BUDGET PROJECTIONS**: Please provide a projected budget of the costs of this proposal **for each year** of the proposal. Please include projections for the following expenditures:
 - Additional permanent staff (and identify by subject area and type (i.e. staff teacher, differentiation specialist, resource, aid, administrative, etc.)
 - Substitute teachers
 - Professional development (and identify if is part of 13 hours of currently contracted paid PD time or in addition to it, if it is district wide or individual staff development)
 - Late start or early release time (i.e. on-sight child care services or any other category of costs related to early release/late start options)
 - Technology (and identify type –i.e. Software [by subject], hardware [I-pads, laptops, any other assistive technology], any other.)
 - Curriculum materials text books, supplemental materials (and break out by subject area).
 - Testing materials and related expenses (include cost of tests, cost of substitutes for teachers grading these tests during school hours e.g. the writing prompts, extra hourly pay for teachers grading any of these tests after school, etc.)
 - Any other expenses related to implementing each year of the proposal.
- 2. **TRANSITION YEAR EVALUATION**: This year the board heard from parents who complained that the 3rd/4th grade compacted math curriculum was not ready at the start of school and that teachers were not receiving sufficient teaching materials. These concerns have not been addressed by the administration with the board, however, parents who collaborated with the Advanced Learning Committee have apparently reported that the administrators admitted to them that the transition year has been a mess. Further, the teacher SURVEY comments included the following: "I have questions about the access to and development of math curricular materials. As 3rd grade has implemented the compacted math curriculum, one thing I've heard often is the fact that they're having to completely depart from U of C math and develop their own. Will resources be provided to empower teachers to focus more on the instructional approach rather than the development/location of materials?"
 - a. Please address this concern, but more importantly, explain to the board why we should approve ANY new proposal for the future until the administration presents the board with an comprehensive evaluation of this year's compacted math transition curriculum and explains to us what worked, what didn't, what needs to be improved and the detailed plans for how things will be improved.

- b. This would also apply to language arts where, in the elementary schools, the "tiers" were eliminated at the lower grades.
- c. Under Dr. Moon's contract, she is to be paid over \$7500 to return to the district during the 2012-2013 school year and evaluate any changes that were made. Has this taken place? If so, when will we see her report? If not, when will she be completing this contractual obligation? It would seem that since the board already spent over \$50,000 on her assessments, and the Advanced Learning Committee relied on portions of her report to guide their work, that the board should be presented with her latest findings before it votes on further curriculum changes.
- 3. **EXPERTS THE COMMITTEE RELIED UPON**: At the board meeting, a couple of board members requested that the committee provide the board with citations or articles written by the experts they relied on that reflect their work in school districts similar to D181's and data that supports that their areas of research and conclusions reached can apply to a high achieving, socially demographic district like D181's. Please provide the names of these experts (since only a couple are included in the power point presentation) and a list of their "works" that support the committee's conclusions and recommendations, in order that any board member who is interested, can read these materials before the 2/11 meeting.

4. EXPERT EVALUATION OF THE PROPOSAL:

- a. Did the committee have a Nationally Recognized GIFTED expert review the completed proposal (before it was presented to the board) and confirm that it can work and is best practice? If so, please identify the expert and provide the board with all written reports and comments received by this expert prior to the 1/28 board meeting.
- b. Did the committee have Dr. Moon review the completed proposal and confirm that it can work and is best practice? If so, please provide the board with all written reports and comments received by this expert dated prior to the 1/28 board meeting.
- c. In 2011, NAGC (The National Association for Gifted Children) put out a position paper on the future of gifted education saying that the field should move to promoting eminence, not just school success. The following are quotes from that paper: "Giftedness is the manifestation of performance or production that is clearly at the upper end of the distribution in a talent domain even relative to that of other high-functioning individuals in that domain. Further, giftedness can be viewed as developmental, in that in the beginning stages, potential is the key variable; in later stages, achievement is the measure of giftedness; and in fully developed talents, eminence is the basis on which this label is granted. Psychosocial variables play an essential role in the manifestation of giftedness at every developmental stage. Both cognitive and psychosocial variables are malleable and need to be deliberately cultivated." and "Finally, outstanding achievement or eminence ought to be the chief goal of gifted education." QUESTIONS:

- *i.* Did the Advanced Learning Committee review this report (and if so, please provide all board members with a copy)?
- *ii.* If yes, what aspects of the recommendations made by NAGC were incorporated into the Advanced Learning Committee's proposal?
- iii. If not, why not?
- *iv.* If yes, does this model fit the committee's proposal, including providing an RTI for all advanced learners?
- 5. PARENT INVOLVEMENT IN THE PROCESS: The directive given by the board was that there were not to be any parents on the Advanced Learning Committee. There were good reasons for this, including (but not limited to) complaints about the method of selecting parents for past task forces, the bias that these parents might bring to the process and their expertise (or lack thereof) in this educational area. During the 1/28 presentation, Kurt Schneider indicated that input had been received from some parents who reached out to the committee and made connections. Please provide the board with the following information regarding these parents:
 - a. Their names.
 - b. Who on the committee did the parents meet with? Were any meetings initiated by the committee members rather than by the parents?
 - c. On what dates and how many hours were spent meeting with the parents.
 - d. What role did the parents play in the process? For example, did they participate in the development of the plan? Did they review the draft proposal before the teachers or board members saw it? If so, did they participate in editing the proposal or suggesting changes or additions? Did they review the TEACHER SURVEY results and comments prior to the board being given this information? Will they be involved in responding to the questions posed by the board members?
- 6. MATH CURRICULUM: Current sophomore parents of students in HCHS's Algebra 2 Trig Honors class, whose students took Algebra in D181 as Advanced Math students. have concerns that their students are struggling and disadvantaged as a result of the Integrated Algebra Geometry Honors course that Accelerated Students (who completed 8th grade Geometry at HMS or CHMS) are able to take as Freshman prior to taking Algebra 2 Trig Honors as sophomores. The concern is that students who took the Integrated class that includes an algebra review component are doing better (receiving higher grades) than their peers who only took the Algebra 1 Class in middle school, and that as a result of mixing these students together, the pace is accelerated to keep up with the Integrated students and too fast for those who only took middle school algebra. Please advise whether the Advanced Learning Committee has spoken with the Hinsdale Central Math Chair – Mr. Vonnahme – about whether such impacts are being observed and asked him if accelerating all students to complete algebra in 8th grade is going to put the "lowest achievers" at a disadvantage in high school when compared to the truly "advanced" math students and students from the other feeder districts.

- 7. **MATH CURRICULUM**: Do all of the teachers at HMS and CHMS who currently teach algebra or geometry have a "high school" math certification/endorsement? Should they? As this math plan rolls out, will all math teachers be required to obtain the high school math certification, will this require additional coursework, and will the district be pay for it? If so, what will it cost?
- 8. **MATH CURRICULUM**: If students are only required to maintain an 80% to remain in the math class, as these lowest performers advance through the math curriculum, will they fall further and further behind when compared to their peers who are achieving performance in the upper 90 percentiles? What impact could this have both on the pace at which the "integrated" math class will be taught and on the self-esteem of the lowest performers?
- 9. **LANGUAGE ARTS CURRICULUM**: Same question as # 4 above.
- 10. **LANGUAGE ARTS CURRICULUM**: Currently, ELA is taught with different books than standard math. For example, 8th grade ELA teaches from Thoreau's Walden Pond, and this is a "stretch" even for our highest achievers. Will the same books, or those of equal "rigor," continue to be used once all students are in ELA, or will there be a "watering down" effect whereby "easier, less complex" reading materials are used and the teachers are then expected to simply provide differentiated instruction that results in higher achievers doing more "complex" assignments? If this is the result, are these higher achievers going to be at a disadvantage when they begin Honors English at HCHS and compete against students from other feeder districts that have tiered language arts and continue to use more complex texts such as Thoreau's Walden Pond in their highest LA tier?
- 11. **LANGUAGE ARTS CURRICULUM**: At the elementary levels, a complaint heard this year from parents was that as a result of the elimination of tiers, teachers took far too much time at the beginning of school to figure out what "level" their students were reading at. What processes will be in place to ensure that each fall, teachers are apprised of the various "levels" their students are coming in at, in order that effective, appropriate and correct differentiated instruction begins on DAY ONE of the new school year?
- 12. **ACE CURRICULUM**: Currently, Middle School ACE is taught through the Social Studies Curriculum. The ACE program was intended (per Janet Stutz's past presentations) to address the cognitive needs of the "gifted" students whose needs could not otherwise be met in the regular classroom.
 - a. If this program was developed to meet those "unmet" needs, how can it be used as a program for all in just a few years?
 - b. What impact will putting all students into this class have, both on the curriculum (will it be "watered down" or "changed" into something different that the way it is currently taught), and the pace at which it is taught?
 - c. ACE has always been praised because it provides gifted students the opportunity to have higher level substantive discussions with students at

their intellectual level, whereas some of these same students were often deemed "weird" by their peers in the regular classroom when they would participate/dominate or contribute deeper level observations to the discussions. What will the social and emotional impact be on all these students once mixed together into what was previously deemed to be a class designed only for the "gifted" student?

- 13. **ACE SOCIAL STUDIES FOR ALL**: Please address the following teacher comments made in the survey:
 - a. "I am concerned that placing students of all achievement levels in one class would create a range that could not be met by a single teacher. With this range, it would require more one-on-one attention that would be nearly impossible to give in a regular classroom setting."
 - b. "Social Studies always has different teachers, so I don't know how this gradual education of ACE curriculum is going to work."
 - c. "I do not have a clue what the Social Studies ACE course looks like, so I have no feedback on what that would look like for all students."
 - d. "There are still lots of 'how' questions for me regarding differentiation and PD in what that means for this vision."
 - e. "ACE should not be chosen. It is for the top 3% of students academically."
 - f. "I have seen the social-emotional benefit of this program and don't see how we are addressing those needs when we phase the program out."
- 14. <u>ACE SOCIAL STUDIES</u>: In order that we can have a fuller understanding of the long term goal of having everyone participate in ACE Social Studies, can the committee provide the board with more information about the differences between the current middle school social studies curriculum and the middle school ACE social studies curriculum. Provide us select one of the 3 grades with a sampling of some "Units" and how they are taught in Regular Social Studies, versus ACE social studies. If possible, also include the methodology currently used in Non ACE versus ACE social studies to prepare the 7th graders for the "Constitution Test" since this board member has heard that ACE students actually struggle with this unit which requires rote memorization (which is taught to regular students with a "note card" method).
- 15. **ACE SOCIAL STUDIES**: Were the middle school NON ACE social studies teachers specifically consulted about the radical changes being proposed to the way they have been teaching social studies (this does not include the SURVEY)? Can you provide the board with their "feedback."
- 16. **CONTINUED PERPETUATION OF ACE MIS-IDENTIFICATION**: Is it fair to the students who are currently in 6th and 7th grade, missed the ACE cut-off with scores that were HIGHER than those of students who were grandfathered into the program, to continue to be left out of the ACE program, while incoming sixth grade students will be allowed starting this fall to "opt" in regardless of their placement scores? Did the committee look at exactly HOW MANY students fall into this category (i.e. had scores higher than the LOWEST student score currently participating in this year's

6th or 7th grade ACE class) and consider the actual costs of allowing these students (if they chose to) to take 7th or 8th grade Social Studies ACE next year? How many students actually fall into that category and what would the actual cost to the district be of allowing them to take Social Studies ACE over the next two years?

17. MEETING THE NEEDS OF ADVANCED STUDENTS: How will the needs of the truly gifted or highest achievers be met in the regular classroom without evolving back to what we currently have in place today? The plan speaks to individualized plans for these students, small group instruction with possible pull-outs, possible mentoring, possible more rapid acceleration to higher grades. Please provide the board with MORE SPECIFICITY about what these services will include and look like. Then, please address the following concern: If we start down the path of these "exclusive" services for only "some," then won't we wind our way right back to where we were at the start of this process – complaints of how are we **properly** identifying these kids, is it fair to spend extra \$\$ on a small sub-group, etc.?

18. INDIVIDUALIZED LEARNING PLANS (ILP):

- a. By grade, how many ACE students have currently been identified in the district? Will each one of them be given an ILP starting next year? What projections has the committee made as to the number of students who will have an ILP each year of this roll out (exclude IEP's for Special Educatin students)?
- b. How often will the Case Managers for these ILP's meet with the students and parents, and which teachers and building staff will be pulled out to participate in the ILP meetings, will the meetings take place during school and if so, will substitute teachers be brought in during those meetings?
- c. What impact will there be on the NON-ILP students' daily educational experiences as a result of the gifted students' ILP meetings being held periodically throughout the year? (My understanding is that the RTIs that took place this year took place during school hours and the Regular Ed teachers participated in the meetings, necessitating substitute teachers instructing the rest of the class.)

19. **RTIs/ILPs**: Please address the following SURVEY comments:

- a. "What are the legal or contractual issues teachers and administrators will face as we marry ACE to current RTI process? Middle School level RTI process this is not locked down tight. How do we push a new piece of the puzzle into place when we do not have all levels of current RTI locked down? How will all this be funded? Will funding be appropriate?"
- b. "STAFFING how will you do more with less as the differentiation coaches will be managing plans and not working with students such as the third grade this year, and all other grade levels this year."
- 20. **RAISING THE FLOOR TO RAISE THE CEILING**: This started off as a directive by the board to address the ACE and Tiered programs currently in place. The initial task was to identify if students' needs were being met, if proper identification tools and

tests were being used and make suggestions for improved instruction for Advanced Learners. Dr. Moon rightfully concluded that past programs did not allow enough students into the programs and that unless you could show that students would not be successful, to exclude them because they "missed a cut-off" was educational malpractice. She did not, however, advocate that ALL students who missed the cut-off would be properly served or be academically and socially/emotionally successful in the advanced learning classes. This committee has now chosen to focus on ALL learners at Advanced levels and said it will "Raise the floor to Raise the Ceiling." Please address the following teacher comment made in the SURVEY: "I am concerned that teachers will end up spending a lot of time differentiating for students who are struggling in a more advanced class that they have opted in against our professional recommendation. This in the end waters down the advanced curriculum when there is already an appropriate spot for these learners. We will be torn between maintaining the rigor of our advanced courses and not wanting the students who have opted in, but are not being...(comment cut-off)." QUESTIONS:

- a. If the teacher is concerned that allowing students to OPT in to higher levels will have a WATERING DOWN effect, what impact will bringing "the floor up" for ALL levels of learners have?
- b. Isn't it true that rather than Raising the Ceiling, as the committee predicts, the real impact will be to lower it?
- c. How do you respond to the teachers' concerns that to accelerate all and treat all students as gifted will destroy the self-esteem of students at the low who struggle to keep up with the highest achievers and have a negative social and emotional effect?
- 21. THE TEACHER SURVEY: I am concerned about the validity of the "bar graph" results shown in the presentation. The teachers were not asked to identify if they were elementary vs. middle school, core curriculum versus encore teachers, math versus language arts versus social studies teachers. Wouldn't the results have been more meaningful if these identifiers were requested (without asking for the teachers' names)? As an example, isn't the answer about the math curriculum both numerical rating and comment -- more relevant if made by a math teacher versus a gym teacher. While the bar graphs tend to show teacher support for this proposal, would the results be different if properly segregated?

22. THE TEACHER SURVEY:

- a. Will the teachers be provided the written comments made by their colleagues in the survey and then offered an opportunity (paid or non-paid) to meet as a group with the Advanced Learning Committee and discuss these comments? If so, when will this take place?
- b. In the interest of transparency, please post the comments on the district website and send an E-blast out to the parents, press and keycommunicators alerting them to its availability.

- 23. **PROFESSIONAL DEVELOPMENT** In the SURVEY COMMENTS, a large number of teachers expressed concern about "TIME or lack thereof" to implement, manage and balance all of this initiative. Teachers expressed concern with being told the "how" to do the "what" that the administration is telling them to do. Please provide the board with more specifics as to the types of Professional Development that will be offered to the teachers.
- 24. <u>TESTS</u>: How many hours of evaluative testing per year are projected? Also, a teacher made the following comment: "New assessments MUST start to be shared in terms of what classes are missed to administer them LA cannot continue to bear the burden." Please address this comment and report to the board if, in fact, most testing takes place during LA time.

Community Consolidated School District 181

Administrative Opportunity 2013-2014

Walker School Principal

Community Consolidated School District 181, an elementary district with 4000 students approximately 20 miles southwest of Chicago, is seeking an outstanding candidate to provide leadership as the principal of Walker School. We are seeking a strong, positive administrator with prior elementary administrative experience preferred. The candidate should exhibit superior communication skills, and a collaborative, empowering leadership style.

The position is an 11.5-month (250 days) position, to begin August 1, 2013. The Board of Education will offer a salary and fringe benefits package regionally competitive based on qualifications and experience. Application deadline is April 15, 2013. Applicants are encouraged to apply early. Screening will begin as applications are received.

Please complete an online application at www.d181.org which should include a letter of interest, resume, three letters of reference, transcripts, a written description of your two most significant educational accomplishments in the past year and a copy of your Illinois Type 75 general administrative/supervisory certificate.

Doug Eccarius Executive Director of Human Resources Community Consolidated School District 181 630-887-1070 x 222

For further information regarding District 181 visit our website at:

www.d181.org
Email questions regarding the vacancy to:

deccarius@d181.org

Getting into Trouble at School: Conceptualizing school discipline systems as nets of social control

(Unpublished Manuscript)

Decoteau J. Irby, Ph.D.

Abstract

In this manuscript, I introduce the school discipline net framework. The framework is a conceptual and analytical heuristic for understanding and thinking about school discipline systems. I conceptualize school discipline systems as multi-layered nets of social control that students fall into if they break school rules. Drawing on the concept of net-widening, I theorize how moral entrepreneurs create and enforce rules that have the effect of increasing the likelihood that more students get into trouble at school even if their behaviors remain constant across time. I also describe net-deepening policy effects, which refers to how changes in school discipline policies foster the likelihood that students will be punished with increasing severity over time even if their behaviors remain constant. Together net-widening and net-deepening of the school discipline net helps us conceptualize and interrogate if and how school policy changes make disciplinary experiences both more likely and potentially more punitive for students. I argue that understanding the malleability of school discipline systems is a critical part of encouraging social justice-oriented scholars, teachers, activists, and cultural workers to think creatively about how to stem the flow students into school-to-prison pipelines.

Keywords: school discipline, zero tolerance, punishment, school safety, urban education

Getting into Trouble at School: Conceptualizing school discipline systems as nets of social control

Morrison and Vaandering (2012), in their article in support of restorative justice-based disciplinary alternatives, argue that North American public school districts rely too heavily on punitive regulatory frameworks to maintain a sense of school order. Punitive frameworks are based on law-and-order and militaristic philosophies and practices including zero-tolerance, metal detecting school entry procedures, closed circuit surveillance, increased reliance on uniformed officers, and random drug searches and screenings. Traditions such as office referrals, in-school and out-of-school suspensions, expulsions, alternative school placements, and a host of punitive behavioral modification efforts represent longstanding discipline norms in U.S. public schools. While some tout these strategies as necessary to ensure the safety of students and school property, these practices have come under increased scrutiny for their exclusionary and discriminatory tendencies (Fenning, Pulaski, Gomez, Morello, Maciel, Maroney, Schmidt, Dahlvig, McArdle, Morello, Wison, Horwitz, & Maltese, 2012). Over two decades of research document the adverse effects school discipline policies and practices have on student's educational prospects (Duncan, 2000; Noguera, 2003; Kupchick, 2009, 2012). The disproportionality in punishment (e.g. discipline gap) literature underscores how students' likelihoods and experiences of punishment differ based on two central factors: their identities as a marginalized 'other' and where they live.

Punitive punishment is especially pronounced in urban schools serving low SES and racial minority student populations. Black males (Gregory & Mosley, 2004; Monroe, 2005) and special education students (Krezmien, Leone, & Achelles, 2006; Morrison & D'Incau, 1997) are

those that are most affected by punitive discipline. These student groups are overrepresented in receiving reprimands from teachers, more likely to be suspended, expelled, and placed into alternative learning spaces (Mendez & Knoff, 1997; Monroe, 2005; Morrison & D'Incau, 1997; Skiba, Michael, Nardo, & Peterson, 2002; Skiba & Peterson, 1997). The risk of facing harsh disciplinary regimes is also higher for students attending urban schools with large percentages of racial and ethnic minorities (Gregory, Cornell, & Fan, 2011). A critical point in the ongoing critique of harsh disciplinary responses is the consistent finding that many students get into trouble, not because of their involvement in violent incidents, but because of actions labeled by administrators as disobedience and insubordination (Mendez & Knoff, 2003) or disruptive behavior/other (Skiba et. al., 2002).

Realizing the problems associated with punitive and unfair punishment, many schools have begun adopting positive behavior supports. Changes toward more positive discipline outcomes have occurred in schools where positive behavioral and proactive approaches have been adopted (Sharkey & Fenning, 2012, Sugai & Horner, 2002). In most instances, these approaches, where implemented with high fidelity, have met with success in improving the behavioral culture in elementary school settings. While PBIS has a record of success of reducing suspensions and referrals in elementary school settings, secondary school settings remain a challenge. Yet even in a climate of increasing adoption of positive school-wide behavioral interventions and supports, numerous schools and districts continue to subject students to discipline policies and practices that do not align to students' educational best interests (Ayers, Dohrn, & Ayers, 2001; Casella, 2005; Duncan, 2000; Lewis, 2003; Lipman, 2003; Saltman & Gabbard, 2010; Simmons, 2009).

The disproportionate treatment of Black and Latino secondary school students is so well documented and persistent that the federal government has taken notice. In light of these ongoing problems, the U.S Department of Education's forthcoming Race to the Top grant program for local education agencies will require districts to report discipline data by subgroups. The new requirement stems from a groundbreaking Texas study "Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement" (2011) concerning 7th grade discipline patterns. It carries with it a new focus on civil rights violations and seeks to create accountability for the equal treatment of students in schools and to promote "the policy and systems infrastructure, capacity, and culture to enable teachers, teacher teams and school leaders to continuously focus on improving individual student achievement" (http://www.ed.gov/sites/default/files/rttd-executive-summary.pdf). This requirement will undoubtedly reveal, on a broader scale, the overrepresentation of minority students in disciplinary incidents. If a district is shown to disproportionately report and discipline select student groups, district officials will be required to complete a needs assessment of the school and establish a clear plan for change. Although Race to the Top outlines a clear mandate for reducing disproportionality in discipline that ensure all students have access to school environments that foster academic achievement, the initiative provides little evidence on how such assessment and change initiatives might be accomplished. Herein lays the need for exploratory research that will assist school leaders in assessing and altering discipline systems toward educative ends.

While a wealth of information is available about discipline-related outcomes such as student suspensions, expulsions, and arrests, characteristics of students impacted by the

discipline policies, general school characteristics, and so on, very little research accounts theorize or reveal the specific dimensions and characteristics of discipline systems that are assumed to contribute to (or do not contribute to) problematic outcomes, including disproportionality or the expansion of school-to-prison pipelines. Extant literature focusing on institutional change and reorganization overwhelmingly addresses how school discipline policy diminishes school culture and academic success. This includes research on exclusionary practices, the school-to-prison pipeline(s), disciplinary technology and the post-Columbine economy of public schools (Lewis, 2003), school militarization (Saltman & Gabbard, 2010), increased use of disciplinary personnel, and alternative disciplinary schools (Simmons, 2007, 2009).

The framework I present in this manuscript attends to the fact that in the same way criminal justice systems are *systems* (Whitman, 2005) school discipline systems too are *systems*. They should be studied as such. Conceding this point begs the immediate question of what these systems look like and how we can best conceptualize the development of such systems. More broadly, knowing how these systems shape students' educational opportunities and experiences takes on importance. The project supplements the extant literature that examines and critiques disciplinary outcomes (e.g. incidents data, disproportionality, etc.) and populations. I explore what comprises school discipline systems and how policy modifications resource the systems to give a school a mild or harsh disciplinary character. Understanding how the likelihood and quality of getting into trouble is shaped by the school's discipline system is critical first step for stemming the flow of students into school-to-prison pipelines.

Theoretical Underpinnings of School Discipline Net Framework

The SDN framework draws from an integrated theory of symbolic interactionism and the sociological labeling theory of deviance (Becker, 1973, 1995). Within the constructionist criminological tradition, also referred to as the "labeling tradition" in sociology (Becker, 1973) and criminology (Sheldon, 2004) changes in deviance are considered the result of philosophical changes in society. Rises in violence and crime are thus viewed primarily as social constructions. Deviance is deviance because it is labeled as such (Becker, 1973). By drawing form this sociological tradition, school violence, crime, and student misbehavior can be partially understood through examining discourse, policy creation, and ongoing attempts at policy enforcement.

Because values do not translate well into action, societies and groups rely on deducing values to specific rules that can be applied to concrete situations in their lives. Groups of people perceive some area of their existence as troublesome or difficult, requiring action. After considering the various values to which they subscribe, they select one of more of them as relevant to their difficulties. From here, a rule is deduced from the concern, framed to be consistent with the value. These rules articulate with relative precision which actions are approved and which forbidden, the situation to which the rule is applicable, and the sanctions attached to breaking it (Becker, 1973). Rulemaking occurs in contexts where unequal power relations exist. For example, what constitutes violence and deviance in schools is determined for students without careful consideration of the values held by students and families, especially in urban schools. As additional stakeholders from outside of schools contribute their knowledge (or are invited to) to the discussion, the possibility that school discipline problems will be relocated

from the educational context to elsewhere becomes more plausible. The entrepreneurial contributions of outsiders reinforce one another to heighten further the anxiety around the school safety problem. The result is that an ongoing re-labeling process emerges.

The preoccupation with understanding and developing innovations – creating rules and enforcing rules – to discipline and manage students fosters professionalization, job creation, and institutional development, adds additional layers to the bureaucratization and specialization of student behavior management. While some disciplinary infractions remain attended to by teachers, school-based personnel, and parents, many infractions considered more serious become the responsibility of new professionals and agencies which have traditionally operated on the far periphery of schools (e.g. law enforcement). In this way, they become central functionaries in the business of managing student behavior and ensuring school safety. In addition to new personnel, new industry and organizational structures emerge (Hawkins & Tiedeman, 1975) to manage the populations of students who will and who have fallen into trouble. Teachers evolve away from their role as disciplinarians and come to rely on expert knowledge of new professionals and law enforcement personnel. Teachers are required, encouraged, and eventually may prefer to leave the disciplining that teachers used to do to the new specialists and professionals – school social workers, security guards, hall monitors, and the like (Lewis, 2003; Lipman, 2003). Removal as a strategy for disciplining students ensues and isolation from peers, social activities, traditional classrooms, and mainstream schools develops as a normal and natural course of action for correcting misbehavior. This new professionalization of student behavior management presents a contradiction that requires disciplinary personnel to work towards eliminating the very behaviors that provide them with their professional livelihood and hence their interests.

What is a School Discipline Net?

Drawing from the preceding theories, I conceptualize trouble at school as an adultdominated socially constructed, contested, and symbolic space that a student falls into when she or he breaks a school rule. In Visions of Social Control (1985), Stanley Cohen explores societal shifts in ideas and practices in crime control and deviance. In the text, he argues that throughout the 1960s 'decriminalization' efforts paradoxically bred new forms of state control and coercion. The new social control was carried out by new professionals who exercised a nuanced and in some ways more extensive kind of control over criminals and delinquents (e.g. think probation system). He evokes the metaphor of a widening net of social control to characterize the complex web of institutional policies, practices, and professionals who comprise this new system. Social control nets are malleable and adaptable, and can be reshaped to align with shifting societal perceptions on crime and delinquency. For example, if a society's ideology shifts such that popular sentiment is that incarceration for marijuana possession is too harsh a penalty, then the punishment systems adjust by creating non-institutional forms of punishment for this particular offense. I apply and extend the social control net metaphor in two ways which complicate changes to school discipline policy and practice. First, I apply the net of social control concept to school discipline systems. I frame them as "school discipline nets" of social control.

A School Discipline Net (SDN) is a 'space of trouble' that students find themselves if they break school rules. In terms of research and practice, it is a valuable resource for understanding schools as discipline systems. For the sake of illustration, consider Figure 1.

A School Discipline Net is a 'conceptual space of trouble.' When students attend school, they are subjected to school discipline nets, comprised of SDN-Ps (i.e. policies, procedures, personnel, etc.). Different groups of students display different behaviors that are likely to get them into trouble. The compositions and dimensions of nets shape if and how students experience discipline.

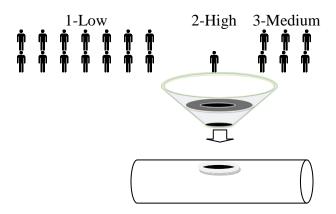


Figure 1. School Discipline Net

Figure 1's three clusters represent hypothetical student populations and their respective propensities to get into trouble. The sizes of the clusters reflect the size of the student population. Cluster 1-Low represents the vast majority of students. These students are disinclined to get into trouble. Students in Cluster 3-Medium are students that operate on the fringes. They are neither serious troublemakers nor threats to the learning environment, but may occasionally misbehave or break school rules. Students who get into trouble comprise a smaller segment of the school population. The final and smallest Cluster 2-High contains the relatively small number of youth who do habitually interrupt the learning and safety goals of the school.

Below the students is the conceptual space of trouble that they can find themselves in for breaking school rules. Each cluster is positioned above the discipline net according to the potential likelihood that they will get into trouble. Since the students in Cluster 1-Low are unlikely t get into trouble, Cluster 1-Low does not hover above the discipline net. The students in the Cluster 3-Medium category are somewhat likely to get into trouble. Hence, Cluster 3-Medium is positioned partly over the discipline net. Cluster 2-High is centered to illustrate the high likelihood that these students will get into trouble. In school settings, SDNs are comprised

of interrelated components that form the structure of a discipline system, which I refer to as School Discipline Net Ps (SDN-Ps) (see Table 1). As interrelated parts of a whole system, when one SDN-P is modified within the discipline net, the modification holds the potential to impact the entire system, making it more or less punitive and more or less aligned with the educational mission of schools.

Table 1. School Discipline Net Ps

School Discipline Net Ps (SDN-Ps) – the components of a school discipline net.

SDN-Pedagogy - The methods and strategies employed in the school setting that foster teaching and learning. E.g. Critical pedagogy, project-based learning, culturally relevant pedagogy, Online learning, Socio-emotional learning, etc.

SDN-People-to-People Interactions - Interactions, connectedness, and the quality of relationships that emanate from interactions between members of a school community. E.g. Student-teacher, teacher- principal, peer-to-peer, etc.

SDN-Perceptions - Societal and community perceptions that shape the culture and climate of disciplinary systems. E.g. Racial threat, perceived gender differences, youth as 'out of control', suburban youth, urban as dangerous, sexual orientation bias, class biases, etc.

SDN-Personnel - Social actors who act as rule enforcement agents and disciplinarians by monitoring and responding to behavioral infractions within the school community. E.g. Parents, peers, teachers, school-based counselors, psychologists, school resource officers, local law enforcement, etc.

SDN-Perspectives - The ways that social actors understand problems, view behaviors, and see students, based in their social locations. E.g. Security perspective, counseling perspective, student perspective, teacher perspective, parent perspective, race, gender, etc.

SDN-Philosophies - The beliefs and values social actors hold about what discipline is and the role that discipline *should* play in schools. E.g. Restorative, militaristic, zero tolerance-based, humanist, behaviorist, driven by internal vs. external locus of control, etc.

SDN-Places - Physical locations where youth are assigned after getting into trouble and the conditions related to these places. E.g. Detention hall, in-school suspension room, the principal's

office, students' homes in the case of expulsion, alternative disciplinary schools, etc.

SDN-Policies - Official school discipline policies as codified in school documents. Policy documents contain statements of intended goals, rules, and consequences for violating rules. E.g. Code of student conduct, official school rules, school safety plan, athletic code, technology use code, etc.

SDN-Population - Characteristics of the school populations. E.g. SES, racial composition, ethnicity, language minorities, English as second language learners, special education students, at multiple scales (school, district, catchment area, city).

SDN-Practices - The actions that school personnel use to administer school discipline that may or may not be aligned with official policies and procedures. E.g. Lock door after bell rings, assigning time out, calling parents, writing referrals, ignoring unwanted behaviors, rewarding positive behaviors, etc.

SDN-Privilege - The differential treatment of student populations within a discipline net. E.g. Discipline gap, referrals, access to extra-curricular activities and programs, access to advanced instruction, etc.

SDN-Problems - Specific safety or behavior-related conditions, issues, or problems identified by school communities as warranting attention. Tardiness, offensive language, bullying, cheating, hitting, drug use, etc.

SDN-Procedures - Established systematic protocol for documenting and managing the process of disciplining students. E.g. Behavioral evaluations, office referrals, incidents reporting, etc.

SDN-Programs - Interventions and structured activities designed with the intent of modifying or correcting behavioral problems. E.g. Behavior modification program, curricular interventions, behavioral modification models, incentives for good behaviors, extracurricular involvement opportunities

SDN-Punishment Patterns - Disciplinary incidents by type and consequence, includes the type of behavioral infraction and the official response.

Different SDNs have different SDN-P compositions which give them their unique cultures and climates. By way of example, let us consider disciplinary philosophies. Some

schools rely on strict regimented military-style discipline approaches (Bartlett & Lutz, 1998; Saltman & Gabbard, 2010). Some rely on restorative justice discipline approaches (Morrison & Vaandering, 2012). Others rely on behaviorist approaches (Sugai & Horner, 2002). Specific types of policies, procedures, and practices extend from the different philosophical positions and behavioral programs. A school that draws from a militaristic brand of discipline would welcome school personnel with military backgrounds and therefore specific philosophies of discipline and methods for instilling it. In a school where restorative justice philosophies guide discipline, respected community members and elders would find the school more welcoming than local law enforcement officers. In these ways, SDN-Philosophies relate to SDN-Personnel.

When a student gets into trouble at school, her or his disciplinary experience is shaped by two factors: SDN-Ps and the width and depth of the SDN which they fall into. A School Discipline Net's depth is determined by a contiguous series of 'authorities' that exist in a school setting. Figure 2: Depths of SDNs illustrates different layers of disciplinary authority that shapes the experience of trouble. Teachers, parents, and peers who are able to exercise moral authority occupy the upper net, where traditional academic learning is the central focus. Moral authority in this sphere is derived from personal credibility with a target group or individual. In school settings, moral authorities personally know the students and are best able instill discipline through persuasion, compassion, and guidance (Arum, 2003). A student who falls into the shallow upper sections of his or her SDN is most likely to be disciplined by a moral authority figure that knows his or her name and background, academic challenges, and has a prior or developing relationship with the student.

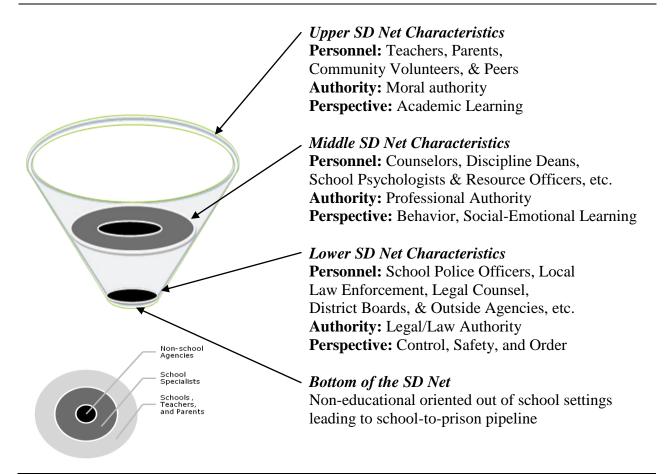


Figure 2: Depth of SDNs

The middle section of the SDN contains school specialists, many of whom could be considered new professionals (Apple, 2000) whose primary purpose for being in the school setting is to correct and manage student behavior. Students who break rules and subsequently fall into this section of the net will encounter adults who they are less likely to know and that approach the disciplinary practice in terms of case management. Personnel who work at this Decoteau J. Irby © Copyright 2013

depth of the net derive their authority not from personal relationships, but from professional credentials. As behavioral management and/or safety experts, these individuals bring with them into the school setting an arsenal of behavior strategies and techniques, authorities to diagnose behavioral disorders, select curricular programs (e.g. bullying interventions), and so on in an effort correct individual and group misbehaviors. This section of the net is relatively narrow to represent the fact that, the personnel who exercise this type of authority, behavioral modification professionals, are fewer in numbers than traditional moral authorities such as classroom teachers.

At the lowest (i.e. deepest) level of the net School police officers (under district contracts) are local law enforcement agents, legal counsel, disciplinary hearing boards, and outside safety and security agencies. These personnel derive their authority to enforce discipline from national, state, and district-level policies and laws. They have legal authority. Students who fall into the deepest parts of their respective SDNs are likely to encounter these individuals who do not know their personal histories or names and are very unlikely to attempt to get to know the students or their families in meaningful ways. The individuals who occupy this section of the net rely on disciplinary perspectives informed by legal and law enforcement theories. They therefore tend to focus primarily on punishment, control, and safety rather than educational achievement or changing problematic student behaviors as the primary goal of school disciplinary efforts.

The framework accounts for the school-to-prison pipeline through its idea of children falling though the bottom of the school discipline net. If students fall completely through the net of discipline at their respective school, they are often relegated to out-of-school spaces that have no educational mission whatsoever. Such spaces, given the difficulty of accessing them, can be "black holes" for educational researchers (Simmons, 2007, 2009). Often, personnel at the bottom

of the net facilitate the process of removing students from the school environment and into 'black hole settings' such as alternative disciplinary schools, juvenile justice facilities, or day treatment programs. It is difficult to obtain trustworthy or sufficient information about educational or social outcomes and/or high quality data in such spaces that provides insight to student experiences (Simmons, 2009).

The Malleability of School Discipline Nets: Net-widening and Net-Deepening

The School Discipline Net Framework conceptualizes a school discipline system as a malleable factor comprised of school and district-specific variables outlined in Table 1. The configurations, qualities, and resourcing of School Discipline Net Ps (SDN-Ps) shape the nature and extent of School Discipline Nets (SDNs) in terms of the school community's reliance on rules and the nature of consequences for breaking rules. Schools with relatively more rules and enforcement strategies reflect wider SDNs. Students who attend schools with wider SDNs are more likely to get into trouble at school as a result of more encompassing rules and enforcement practices. Schools with more punitive consequences for violating rules reflect deeper SDNs. Students who attend schools with deeper SDNs are more likely to face severe disciplinary consequences for breaking school rules that push them away from education-oriented school spaces and, therefore, undermines their educational opportunities. Schools with wider and deeper SDNs foster the tendency for more students to get into deeper trouble. Recent school discipline scholarship suggests that discipline nets of the past have been small relative to the discipline nets of today. This is in large part because of the net-widening (Cohen, 1985; Sheldon, 2004) and netdeepening effects of zero tolerance era disciplinary reform and policy making that funnel more students into school-to-prison pipelines.

Net-widening of School Discipline. The concept of net-widening, also referred to as widening the net, is used widely within the study of criminology and the field of youth justice. Within these fields, net-widening describes the phenomena of increasing the number of youths subject to official control that result from more far reaching efforts (rules, procedures, enforcement, and implementation) to deter and manage delinquency (Van Dusen, 1981). Within criminology, net-widening is understood to arise in two ways. First net-widening can result when status offenses and youth engaged in sub-categories of criminal activity (e.g. "anti-social" behaviors, low level offenses such as loitering and noise violations, also known a nuisance laws) are targeted by social service agencies and law enforcement in an attempt to deter more serious criminal activities and minimize youth delinquency. Bullying is an example of such targeting in schools. Once thought to be a low-level every day school offense, bullying is now targeted to prevent escalating acts of violence as a common strategy in schools. It requires a different type of surveillance of student behaviors. The increased scrutiny and enforcement means that students are watched more closely. Second, net-widening can result when juvenile disciplinary systems become strained and attempt to reduce the number of youth in state institutions by introducing "alternatives" to adjudication.

Within schools, net-widening reflects changes in disciplinary policies that yield increases in the number of possible disciplinary infractions, scope of rules, and commitment to enforcing rules that increase the number of students likely to fall into the discipline net. An example of a zero tolerance era policy that widens the discipline net is the introduction of school uniforms. Without a uniform policy, fewer students are likely to get into trouble for violating dress-related rules. The uniform requirement triggers more expansive surveillance of student bodies, making

disciplinary personnel pay closer attention to student dress and behavior (Morris, 2005). Students who otherwise would not engage in misbehavior may violate the dress code purposefully or mistakenly. A visual representation of net-widening is illustrated in Figure 3. Take note that the depth of top SDN and the depth of bottom SDN are the same. Only the width of the discipline net has changed, resulting in a more voluminous net that more of the children above can potentially be caught in.

Wide x Shallow Net: Philosophically, students are disciplined through surveillance. In practice, schools target low-level misbehaviors. With wider school discipline nets, more students are likely to be punished more often.

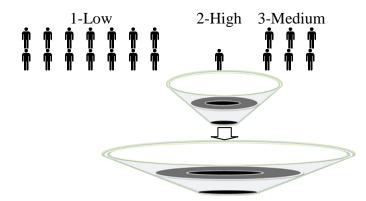


Figure 3: Net-widening effects

Figure 3 and the student dress example provide a hypothetical case in point of how a discipline net expands as a consequence of targeting behaviors (dress). The conundrum of the widening phenomena is that if low-level misbehaviors are targeted, it decreases disorder and deters the likelihood of crime and violence (Chen, 2008). But it also means that more youth – students in Clusters, 1 and 3 – are more likely to get into trouble. Of course, this logic assumes that student behavior is constant. The cluster 2-high misbehavior students' likelihood of falling into the net remains unchanged. The net-widening then impacts students who would have otherwise not fallen into trouble, while having no effect on the students who are most prone to falling into trouble at school. Within schools, net-widening can also result from expanding

existing categories of misbehavior such as fighting to assault and simple assault and also by the addition of new categories such as bullying and threats against society. An example is that in many states, zero tolerance stances against guns and weapons have expanded to include nail clippers, nail files, pocket knives (Casella, 2003) and a host of other objects, such as certain types of pencil sharpeners (Kajs, 2006).

Net-deepening of School Discipline. Net-deepening refers to the likelihood that disciplinary policies absorb changing perceptions of the "quality" of student behavior that result in more severe consequences – in terms of immediacy, duration, and intensity of punishment – for disciplinary infractions, even if students' behaviors remain constant. Philosophically, net-deepening reflects a tendency for schools to target high level misbehaviors and incidents that pose serious threats to the school environment such as weapons possessions, fighting, vandalism, and drug use and possession. The underlying idea is that the spectacle of highly visible, swift, harsh punishment of offenders sends a message to the school community that such infractions will not be tolerated. The application of such a philosophy is based on disciplining the student body through spectacle rather than surveillance. In schools, net-deepening trends are reflected in zero-tolerance discipline approaches, and the centralization of authority away from teachers and schools to professionals and districts respectively.

Such policy changes redefine, alter, and legitimate the new more severe consequences for responding to reconceptualized student misbehaviors. When and if a school changes its policies to make punishment more severe, it creates the likelihood that students who break rules fall deeper into the school discipline net. Figure 4 below illustrates net-deepening. In the process, the SDN that students encounter for violating school rules is reconstructed to make getting out of

trouble more difficult and less likely. The width of the bottom SDN is the same as the width in the top SDN. The depth has changed in a way that works to punish high trouble youth more severely but does not punish a larger number of youth (i.e. does not net-widen).

Narrow x Deep Net: Philosophically, students are disciplined through spectacle. In practices, schools target high-level behaviors. With deeper school discipline nets, students are likely to be punished more severely.

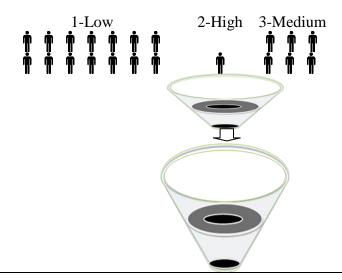


Figure 4: Net-deepening effects

Net-deepening effects are associated with the net-depth described earlier. A School Discipline Net's depth is determined by authorities that exist in a school setting (see Figure 2). Different SDN-Ps exists in different parts of the SDN. Figure 2 illustrates the different disciplinary *P*ersonnel who are at various depths within the net. In schools, the trend is reflected in the centralization of disciplinary decision-making (Kafka, 2008) which depersonalizes discipline. Another way of understanding the depersonalization of school discipline is framing the process as reconstructing malleable SDNs to make them deeper.

By way of example, re-defining a fight as an assault characterizes the act as more criminal and elicits more severe disciplinary responses. Policy decisions such as add prohibitions of assault, simple assault, and aggravated assault to official rules not only creates new infractions (net-widening), but instead it conceptually deepens the seriousness of the act of fighting. The re-

Decoteau J. Irby © Copyright 2013

labeling of 'fighting' holds the potential to trigger numerous SDN-P¹ modifications. School resource officers or police eventually become the personnel who *should be* responsible for responding to an assault (using specific procedures). Official policies (i.e. SDN-Policies) may be modified so that physical altercations labeled assaults warrant local law enforcement (SDN-Personnel) intervention. These new responses push students deeper into the discipline net, farther from academically oriented (i.e. SDN-Pedagogy) school settings (i.e. SDN-Place) and from the moral authorities (i.e. SDN-Personnel) who are capable of disciplining students through moral suasion using restorative and reflective means. The experiences make the disciplinary experience more severe. Falling deeper into a SDN also make *getting out* of the net (getting out of trouble) more cumbersome and difficult since the process poses professional labeling and surveillance (i.e. SDN-Procedures) and potential legal hurdles that trouble at the upper rims of the net do not.

Net-widening and Net-deepening of School Discipline Nets. For some, net-widening and net-deepening might make sense as mechanisms for deterring unwanted behaviors. In most schools, both philosophical Behaviorist theories that dominate school behavior management suggest that Net-widening makes sense. Net-widening policy modifications target low-level misbehaviors by adopting new rules and enforcing existing rules to deter students from engaging in more serious acts of misbehavior. Net-deepening is reflected in controversial but never-the-less widely adopted zero-tolerance approaches to discipline. Net-deepening policy modifications use resources to target high levels of misbehavior to deter repeat occurrences. The potential for more problems arises when the two policy effects interact to undermine the other's possible

¹ Throughout this paragraph, I inserted SDN-Ps to illustrate the interrelatedness of these components of school discipline. Where I do not use the specific word, I indicate the related SDN-Ps in parentheses.

effectiveness. If more rules foster a tendency for more students to get into trouble and more severe consequences provide the procedural and policy framework for increasing the duration, swiftness, and intensity of punishment, the result is that students are both more likely to be punished and punished more severely. Figure 5 illustrates the increased volume of discipline that results from the construction of wider and deeper SDNs.

Wide x Deep SDN: Philosophically, students are disciplined through surveillance *and* spectacle. In practice, schools' discipline efforts target high *and* low level incidents. With wider and deeper discipline nets, students are likely to be punished more often and more severely.

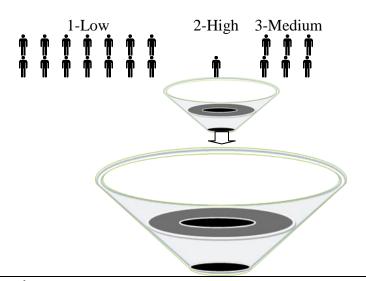


Figure 5: Net-widening and Net-deepening

Students in Cluster 1-Low are not only more likely to get into trouble, but more likely to fall deeper into the discipline net. The same holds for students in Cluster 3-Medium, whose propensity to fall into trouble increases substantially. Finally, students in Cluster 2-High are no more likely to be punished, but are more certain to be punished more severely and more immediately ushered to the bottom of the school discipline net. This more severe punishment essentially pushes students out of mainstream schooling environments, limiting their educational opportunities and placing them on trajectories leading into school-to-prison pipelines. The SDN Framework illuminates the potential for all students – the 'good' and 'bad' students – to be

adversely affected in some way by wider and deeper discipline nets. In sum, three central assumptions are embedded within the SDN Framework:

- 1. The more expansive and punitive disciplinary frameworks in today's schools are as much a reflection of societal perceptions (esp. those of adults) than of actual changes in how students behave. For example, technological innovations exacerbate enduring school misbehaviors (e.g. cyber-bullying). More emphasis should be placed on adults and the types of discipline systems (SDNs) they construct, maintain, and legitimate.
- 2. The upper net is where academics matter. Successful school discipline systems are designed and resourced to push students who fall into trouble up and out of SDNs (e.g. remediate and get student out of trouble and refocused on learning) or are capable of creating academically oriented middle nets. Lower nets have very little to no educational value as relates to academics.
- 3. There is not a one-size fits all SDN. Different net-types work in different schools, based on the values and conditions of the specific school context. Different combinations of SDN-Ps can work. SDN-Ps are of equal importance.

Consequences of more expansive SDNs

In the era of zero tolerance, authority to exercise discipline has shifted away from teachers, administrators, and school personnel (Arum, 2003). Student discipline now rests in large part in the hands of new professionals trained specifically to enforce discipline – school psychologists, school counselors, school security officers, probation officers, and local law enforcement. In terms of the school discipline net framework, the net has been deepened. As these additional personnel have become stewards of behavior management and school discipline,

moral entrepreneurship (Becker, 1973, 1995) becomes paramount in schools as additional school safety personnel, both rule creators and rule enforcers with quasi-education-based perspectives enter into the "business" of student discipline.

The consequence of moral entrepreneurship and professionalization of student behavior management is that as discipline nets deepen, students become increasingly likely to encounter adults who operate from deeper within the school discipline net. Adults who work from deeper depths of the school discipline net are less likely to know the student and less likely to approach discipline with the dual goals of student safety and education in mind; however, it is not out of the question that adults working from deeper in the discipline net cannot get to know the student or be trained to approach school discipline from an educational perspective. The problem is that the adults most probable to turn disciplinary moments into teachable ones hold diminished roles to exercise authority when operating in school systems where discipline nets are deeper.

Teachers, parents, coaches and the like are more likely to have greater levels of moral authority with students than that of discipline-specific personnel such as school security guards. Yet, students, in addition to finding themselves in conferences with the assistant principal, teacher, and parents, are increasingly likely to find themselves in front of a hearing committee of local school board or juvenile court.

Bolstering School to Prison Pipelines

The uncritical increased reliance on new professionals and alternative disciplinary educational settings contributes to the funneling of students into school-to-prison pipelines (Brown, 2003; Christle, et. al., 2005). Exclusion and removal provide an immediate (short term) cure to classroom and school disturbances and violence, but without remediation does little if

anything to help the students punished (Casella, 2005; Mendez & Knoff, 2003; Noguera, 2003; Skiba, 2000). Nor does it ensure the learning environment will be safer immediately or in the long run. Research suggests such practices may exacerbate behavioral problems or reward students who wish to avoid school (Henderson & Freidland, 1996; Vavrus & Cole, 2002). Exclusionary disciplinary policies have created new problems for educational systems, juvenile justice, and society at large as students are pushed deeper into school discipline nets and often out of school nets into the educational black hole referenced earlier in the article. Net-deepening policy processes have failed to fix the problems associated with school discipline including disproportionality (Mendez & Knoff, 2003) and have like exacerbated them. Students experiencing suspension are at greater risk of dropping out of school (Bodwitch, 1993). Students with a history of school suspension are more likely to carry a gun (O'Donnell, 2001). In core metropolitan areas, exclusion practices push students out of schools and into high-risk lifestyles (O'Donnell, 2001).

The school to prison track epitomizes the increased reliance on educational places of increased surveillance and control that resemble prison-like conditions as relate to rules, structures, and oversight. These include tracking into non-academic oriented sites in traditional schooling environments. Surveillance and monitoring, in such places, is imposed with the purpose of control rather than education or seeking solutions to help troubled youth. Surveillance and control in such contexts involves a process of watching individuals to ensure that they do something or do not do something. The careful documentation of students' behavior infractions and difficulties for the purpose of "helping" students in such spaces often play out as case-

building that is used against students to justify medicalization and/or school exclusion (Lewis, 2003).

Strengthening SDNs to reduce the flow of students into the school-to-prison pipeline

Deeper SDNs create the likelihood that disciplinary problems will be dealt with more severely, resembling law enforcement approaches. Net-deepening of school discipline is reflected in the increasing reliance on uniformed school police, the increased use of metal detectors, school identification cards, use of cameras, preference for designing schools in a panoptical fashion, and heightened documentation of student performance and behavior (data collection) as surveillance strategies (Astor, Meyer, & Behre, 1999; Hess & Leal, 2003; Lewis, 2003; Noguera, 1995). These net-widening and net-deepening changes transform and enhance the significance of traditional disciplinary policies and practices and shore up the "schoolhouse to jailhouse track" (Advancement Project, 2005; Brown, 2003; Christle, Jolivette, & Nelson, 2005; Lipman, 2004; Noguera, 2003). The school discipline net is heuristic and conceptual resource for thinking and talking about the protracted criminalization of youth, militarization and corporatization of schools, erosion of school-based authority) and considers the critiques within the literature, such as race, gender, and place-based disproportionality, and inequitable treatment of poor urban students of color.

Employing the school discipline net framework and the net-widening and net-deepening concepts allows for new possibilities and ways of discoursing to emerge that encourage a comingling of scholarship and policy, especially as relates to educational quality. Questions can

shift from student behaviors to how much more likely children are to get into trouble and how much more difficult it may be for them to get out of trouble if certain disciplinary policies and practices are in place. Students who are deep in trouble are systematically pushed away from high quality educational spaces. And while Black males are disproportionately overrepresented in receiving reprimands from teachers and being issued punishments resulting in suspension, expulsion, and placement into alternative learning spaces, a widening and deepening discipline net adversely impacts entire districts serving poor youth of color. In response, it is important to not only commit to dismantling school-to-prison pipelines but to also curb the widening and deepening of school discipline nets.

References

- Author. (2013).
- Apple, M. (2000). Official knowledge: Democratic education in a conservative age, (2nd ed.)

 New York: Routledge.
- Arum, R. (2003). *Judging school discipline: The crisis of moral authority*. Harvard University Press: Cambridge, Mass.
- Ayers, W., Dohrn, B., & Ayers, R. (Eds.). (2001). Zero tolerance: Resisting the drive for punishment in schools. The New Press; NY.
- Bartlett, L. & Lutz, C. (1998). Disciplining Social Difference: Some cultural politics of military training in public schools. *The Urban Review*, 30(2), 119 136.
- Becker, H. (1995). *Moral Entrepreneurs: The creation and enforcement of deviant categories*. In Herman, N. (1995). Deviance: A symbolic interactionist approach. Lanham, MD:

 Rowman and Littlefield Publishers.
- Becker, H. (1973). Outsiders: Studies in the sociology of deviance. The Free Press: London.
- Bowditch, C. (1993). Getting rid of troublemakers: High school disciplinary procedures and the production of dropouts. *Social Problems*, 40(4), p. 493-509.
- Brown, J. (2003). Derailed. The schoolhouse to jailhouse track. A Report by the Advancement Project, sponsored by Rockerfeller Foundation.
- Casella, R. (2003). Zero tolerance policy in schools: Rationale, consequences, and alternatives.

 *Teachers College Record, 105(5), 872-893.
- Casella, R. (2005). The uses of rules for strategies of containment and self-regulation in a global economy. *Curriculum Inquiry*, *35*(2), 183-211.

- Chen, G. (2008). Communities, students, schools, and school crime: A confirmatory study of crime in U.S. high schools. *Urban Education*, 43(3), 301-318.
- Christle, C., Jolivette, K., & Nelson, C. (2005). Breaking the school to prison pipeline:

 Identifying school risk and protective factors for youth delinquency. *Exceptionality*, 13(2), 69-88.
- Cohen, S. (1985). Visions of social control: Crime, punishment, and classification. Cambridge, MA: Polity Press.
- Duncan, G.A. (2000). Urban pedagogies and the celling of adolescents of color. *Social Justice*, 27, 29-42.
- Fenning, P., Pulaski, S., Gomez, M., Morello, M., Maciel, L., Maroney, E., Schmidt, A.,
 Dahlvig, K., McArdle, T., Morello, T., Wison, R., Horwitz, A., & Maltese, R. (2012).
 Call to action: A critical need for designing alternatives to suspension and expulsion.
 Journal of School Violence, 11(2), 105-117.
- Gregory, A., Cornell, D., & Fan, X. (2011). The relationship of school structure and support to suspension rates for Black and White high school students. *American Educational Research Journal*, 48(4), 904-934. doi: 10.3102/0002831211398531.
- Gregory, A., & Mosley, P. (2004). The discipline gap: Teacher's views on the overrepresentation of African American students in the discipline system. *Equity and Excellence in Education*, 37, 18-30
- Hawkins, R. & Tiedeman, G. (1975). *The creation of deviance: Interpersonal and organizational determinants*. Merrill Pub.: Columbus, OH.

- Henderson, J., & Friedland, D. (1996). Suspension, A eake up vall: Rural educators attitudes toward suspension. Technical Report in Rural Goals 2000. West Virginia Department of Education.
- Justice Center Council of State Governments (2011). Breaking Schools' Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement.
- Kafka, J. (2008). Sitting on a tinderbox: Racial conflict, teacher discretion, and the centralization of disciplinary authority. *American Journal of Education*, 144(3), 247-270.
- Kajs, L. (2006). Reforming the discipline management process in schools: An alternative approach to zero tolerance. *Educational Research Quarterly*, 29(4), 16-27.
- Krezmien, M., Leone, P., & Achelles, G. (2006). Suspension, race, and disability: Analysis of statewide practices and reporting. *Journal of Emotional and Behavioral Disorders*, *14*(4), 217-26.
- Kupchik, A. (2009). Things are tough all over: Race, ethnicity, class and school discipline.

 Punishment and Society, 11(3), 291-317.
- Lewis, T. (2003). The surveillance economy of post-Columbine schools. *Review of Education / Pedagogy / Cultural Studies*, 25(4), 335-355.
- Lipman, P. (2003). Chicago school policy: Regulating Black and Latino youth in the global city.

 *Race, Ethnicity & Education, 6(4), 331-355.
- Mendez, L., & Knoff, H. (2003). Who gets suspended from school and why: A demographic analysis of schools and disciplinary infractions in a large school district. *Education & Treatment of Children*, 26(1), 30.

- Monroe, C. (2005). Why are "bad boys" always Black? Causes of disproportionality in school discipline and recommendations for change. *The Clearing House*, 79(1), 45-50.
- Morris, E. (2005). Tuck that shirt in! Race, class, gender, and discipline in an urban school. Sociological Perspectives, 48(1), 25-48.
- Morrison, B., & Vaandering, D. (2012). Restorative justice: Pedagogy, praxis, and discipline. *Journal of School Violence*, 11(2), 138-155.
- Morrison, G., & D'Incau, B. (1997). The web of zero-tolerance: Characteristics of students who are recommended for expulsion from school. *Education & Treatment of Children*, 20(3), 316.
- Noguera, P. (2003). Schools, prisons, and social implications of punishment: Rethinking disciplinary practices. *Theory into Practice*, 42, 341-50.
- O'Donnell, C. (2001). School violence: trends, risk factors, prevention, and recommendations. *Law and Policy*, 23(3).
- Saltman, D., & Gabbard, S. (Eds.). (2010). Education as enforcement: The militarization and corporatization of schools (second edition). Routledge: NY.
- Sharkey, J., & Fenning, P. (2012). Rationale for designing school contexts in support of proactive discipline. *Journal of School Violence*, *11*(2), 95-104.
- Sheldon, R. (2004). Resurrecting radical non-intervention: Stop the war on kids. *Western Society of Criminology*. San Francisco, CA: Center on Juvenile and Criminal Justice.
- Simmons, L. (2007). Research off limits and underground: Street corner methods for finding invisible students. *The Urban Review*, *39*(3), 319-347.

- Simmons, L. (2009). End of the line: Tracing racial inequality from school to prison.

 *Race/Ethnicity: Multidisciplinary Global Perspectives, 2(2), 215-241.
- Skiba, R. (2000). Zero tolerance, zero evidence: An analysis of school disciplinary practice.

 Indiana Education Policy Center Policy Research Report # SRS2.
- Skiba, R., Michael, R., Nardo, A., & Peterson, R. (2002). The color of discipline: sources of racial and gender disproportionality in school punishment. *The Urban Review*, 34(4), 317-42.
- Skiba, R. & Peterson, R. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 20, 295-315.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: School-wide positive behavior supports. *Child and Family Behavior Therapy*, 24(1), 23-50.
- Van Dusen, K. T. (1981). Net-widening and relabeling: Some consequences of deinstitutionalization. *American Behavioral Scientist*, 24(6), 801-10.
- Vavrus, F., & Cole, K. (2002). "I didn't do nothin'": The discursive construction of school suspension. *Urban Review*, *34*(2), 87.
- Whitman, J. (2005). Harsh justice: Criminal justice and the widening divide between America and Europe. Oxford University Press.

Author Details

Dr. Decoteau J. Irby Assistant Professor University of Wisconsin-Milwaukee Administrative Leadership PO Box 413 Milwaukee, WI 53201-0143

Email: <u>irbyd@uwm.edu</u> Phone: (414) 229-4580

Decoteau J. Irby is an Assistant Professor in the Department of Administrative Leadership at University of Wisconsin-Milwaukee. Dr. Irby teaches courses focused on educational politics and policy making in the K-12 Leadership program and research courses in UW-Milwaukee's Urban Education doctoral program. He attended College of Charleston where he earned a B.S. in Economics and also holds a Master's degree in Geography and Urban Studies and a Ph.D. in Urban Education from Temple University in Philadelphia, PA.

1

The Importance of Language when Leading Integrated Socially Just Schools

Colleen A. Capper, Professor
Melodie Wyttenbach, PhD student
Department of Educational Leadership and Policy Analysis
University of Wisconsin-Madison

<u>capper@education.wisc.edu</u>
(unpublished manuscript, July 2013)

"Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry, or savor their songs."

- Nelson Mandela, Long Walk to Freedom

"Language is very powerful. Language does not just describe reality. Language creates the reality it describes."

- Desmond Tutu

Leaders of integrated, socially just schools must be conscious about the language they use in their work. Our language should be 1) assets based and 2) align with principles of Integrated Comprehensive Services (ICS). Our language confers the nature of power relations between individuals. Thinking about language in this way is not about being "politically correct." If we think that the only reason to think about language and how we use language is to be "politically correct," that is, that we are only doing so to pacify others around us, and that the language we use really does not matter, then we are being quite limited in our thinking. The language we use can perpetuate stereotypes and assumptions about individuals, and can position individuals or groups of individuals as inferior or superior to another group. Alternatively, the language we use can be proactive, assets based, and aligned with integrated, socially just schools. This guide is a start toward language suggestions that support this goal. We want to use this language in all our communications: written, and formal and informal conversations.

Language in General

- -Use person first language (see the details in the disability section below). For example, use individuals with disabilities instead of disabled students; use students who are culturally and linguistically diverse, rather than ELL students.
- -Do not refer to students who are typically marginalized in schools (such as students from low income families, students with disabilities, etc), as "Subgroups." Federal and state policy language perpetuates the use of the term "subgroups" but leaders for integrated, socially just schools should not use this term. The term "subgroup" is negative, deficit-based. The term "subgroup" sets up a binary between "subgroups" and students who are not in a "subgroup" and those who are not are typically white, middle/upper class, without disabilities, and heterosexual. Using the term in this way perpetuates power differences between students and reinforces oppression and stereotypes of students

labeled "subgroup." Thus, while working hard to raise academic achievement and provide the best educational opportunities for students, when we use the term "subgroup" we are working against ourselves.

Instead, refer to students as students who are low income, or students of color, or as students who are typically marginalized, or students who typically struggle.

Students Labeled with Disabilities (see Snow, 2008 attached article)

- Use person first language use students with disabilities, not disabled students; use students with disabilities, not special ed. students;
- We often use "students labeled with disabilities" to show that disability is socially
 constructed, and that some students are labeled with disabilities in some schools,
 but these same students are not labeled in others; students are labeled with a
 disability in schools, but do not have such a label in other settings (home,
 community, etc.).
- Avoid using words that imply victimization or create negative stereotypes about those with a disability. e.g., don't use descriptors such as "victim" or "sufferer"
- Avoid using words such as "Poor," "unfortunate," or "afflicted."
- Focus on the person's abilities rather than their disability. Talk about what the student CAN do, and their unique interests and abilities.

Language, Race and Ethnicity and Culture

Do not refer to individuals of color, as "minorities" because in many places in the U.S., White students/individuals are the "minority." Also, the term "minorities" is negative, and is positioned against White and then White is viewed as superior, normal, better.

When discussing race/ethnicity of groups, typically use person first language (see disability below) and use:

Students who are Native American/American Indian/ Indigenous American Students who are Asian-American/Asian Pacific Islander/ (Ethnic background specific: Japanese American, Taiwanese-American, Korean-American, etc.)

Students who are African American/ Black

Students who are Latino/Hispanic

Students who are Muslim American

* Refer to groups based on their preferences. Over time, and geographic regions in the U.S., the preferences may differ.

Students who are Lingustically Diverse

When discussing this population of learners, avoid using English Language Learner (ELL) and Limited English Proficient (LEP), these terms focus defining the student based on their acquisition of English. To demonstrate a value of multilingualism, use the term students who are bilingual or students who are culturally and linguistically diverse

(CLD). These terms emphasize a growth in both English and the native language of the individual.

Language and Gender

Language often conveys the hierarchical power relations between members of different genders. Often this dichotomy acknowledges only the existence of a binary perspective of gender as male/female. Such language reinforces the dominant view of males and male-identified characteristics as superior and /or the normative.

Gender neutral language, gender-inclusive language, or gender neutrality
Use language that eliminates references to gender. Gender-specific language can bias.

Some guidelines:

- **De**gender words, but don't **Re**gender them (e.g., degender **chairman** to **chair**, don't regender it to **chairwoman**; **freshman to first year student**).
- Replace occupational terms containing man and boy, if possible, with terms that include members of either gender. (e.g. fireman to firefighter, manpower to personnel, businessman to business person)
- When referring to a group, do not assume the gender of the group/ or individuals in the group.
- Use plural pronouns to reference a group when the gender/s of the individuals is unknown.
- Avoid occupational designations having derogatory **-ette** and **-ess** endings (e.g. don't' use **stewardess**, **use flight attendant**)

Language and Social Class

When referencing individual's social class, inappropriate language can lead to characterizing individuals with a temporary and /or social condition as if it were an inherent trait. Avoid the following:

Poor student, economically disadvantaged youth, or marginalized student.

Use: Student/s from low social class. For schools, students on free/reduced lunch or students with free/reduced lunch status. For families, use families who are low income.

Language and the Status of Immigrants

Language can also convey a sense of belonging, especially when discussing immigrants that do not have the necessary documents that allow them to reside legally in the U.S. citizen. Widely used terms include "illegals," "illegal immigrants," "wetbacks," "unauthorized," and "illegal alien." These terms are exclusionary and suggest that these individuals are criminals or not human, as suggested with the use of "aliens."

Use: Undocumented Immigrant, Undocumented Student.

Language and Sexual Orientation

Typically refer to students who are LGBTIQ (lesbian, gay, bisexual, transgender, intersexual, questioning).

You can use sexual identity in place of sexual orientation

Do not use the term "sexual preference" because this suggests sexual orientation is a choice, that a person simply chooses whether to be LGBTIQ or not, or simply prefers one gender over another. Research supports and APA confirms that sexual orientation is not a choice but biologically determined.

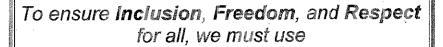
Do not use the term "gay lifestyle" or the phrase "lifestyle" in reference to LGBTIQ identity as this makes the presumption that the lives of LGBTIQ individuals are inherently different than heterosexuals, and the subtext of "lifestyle" is that LGBTIQ individuals are sexually focused when this is not the case. In contrast, individuals who are LGBTIQ typically live typical lives, paying taxes, holding jobs, sending their kids off to school, buying groceries like everyone else, though doing so in a context of heterosexism and homophobia. (For an interesting counter to this point, see Dan Savage's latest book, 2013).

Do not use the word "homosexuals" when referring to LGBTIQ individuals as this historically referred only to males and is dated.









PEOPLE FIRST LANGUAGE

A commentary by Kathie Snow

Who are the so-called "handicapped" or "disabled"?

According to stereotypical perceptions, they are:

People who suffer from the tragedy of birth defects.

Paraplegic heroes who struggle to become normal again.

Victims who fight to overcome their challenges.

Categorically, they are called retarded, autistic, blind, deaf, learning disabled, etc., etc., etc.,—ad naseum!

Who are they, really?

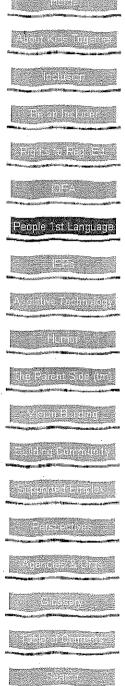
Moms and Dads... Sons and Daughters... Employees and Employers Friends and Neighbors... Students and Teachers... Leaders and Followers Scientists, Doctors, Actors, Presidents, and More They are people.

They are people, first.

People with disabilities constitute our nation's largest minority group. It is also the most inclusive and most diverse: both genders, any sexual orientation, and all ages, religions, socioeconomic levels, and ethnicities are represented. Yet people who have been diagnosed with disabilities are all different from one another. The only thing they have in common is being on the receiving end of societal misunderstanding, prejudice, and discrimination. Furthermore, this largest minority group is the only one which any person can become part of, at any time! Some join at birth—others in the split second of an accident, through illness, or during the aging process. If and when it happens to you, will you have more in common with others who have disability diagnoses or with family, friends, and co-workers? How will you want to be described? And how will you want to be treated?

The Power of Language and Labels

Words are powerful. Old and inaccurate descriptors, and the inappropriate use of these descriptors, perpetuate negative stereotypes and reinforce an incredibly powerful attitudinal barrier. And this invisible, but potent, attitudinal barrier is the greatest obstacle facing individuals who have disability diagnoses. When we describe people by their medical diagnoses, we devalue and disrespect them as individuals. Do you want to be known primarily by your psoriasis, gynecological history, the warts on your behind, or any







Say NO to Labels NO Stereotypes NO Generic Services Say YES to Supporting "Individuals"



Don't do something to someone who has a disability, that you would never do to a person who doesn't have a disability

other condition?

Worse, medical diagnoses are frequently used to define a person's potential and value! In the process, we crush people's hopes and dreams, and relegate them to the margins of society. If we know about (or see) a person's diagnosis, we (mistakenly) think we know something important about him, and we give great weight to this information, using it to determine how/where a person will be educated, what type of job he will/won't have, where/how he'll live, and more. In effect, a person's future may be determined by those with authority over him, based on the diagnosis. Today, millions of children and adults with disability diagnoses are effectively "incarcerated" behind the walls of "special (segregated) places:" special ed classrooms, congregate living quarters, day programs, sheltered work environments, and more—all because of the diagnosis that's been assigned. When incorrectly used as a measure of a person's abilities or potential, medical diagnoses can ruin people's lives.

Inaccurate Descriptors

"Handicapped" is an archaic term—it's no longer used in any federal legislation—that evokes negative images (pity, fear, and more). The origin of the word is from an Old English bartering game, in which the loser was left with his "hand in his cap" and was thought to be at a disadvantage. A legendary origin of the "H-word" refers to a person with a disability begging with his "cap in his hand." This antiquated, derogatory term perpetuates the stereotypical perception that people with disability diagnoses make up one homogenous group of pitiful, needy people! Other people who share a certain characteristic are not all alike; similarly, individuals who have disability diagnoses are not alike. In fact, people who have disabilities are more like people who don't have disabilities than different!

The "handicapped" descriptor is often used for parking spaces, hotel rooms, restrooms, etc. But most accommodations so designated provide access for people with physical or mobility needs. These modifications may provide little or no benefit for people with visual, hearing, or cognitive diagnoses. This is just one example of the inaccuracy and misuse of the H-word as a *generic descriptor*. (The accurate term for modified parking spaces, hotel rooms, etc. is "accessible.")

"Disabled" is also not appropriate. Traffic reporters frequently say, "disabled vehicle." (They once said, "stalled car.") In that context, "disabled" means "broken down." People with disabilities are not broken!

The difference between the right word and the almost right word is the difference between lightning and the lightning bug.

Mark Twain

If a new toaster doesn't work, we call it "defective" and return it for a new one! Shall we return babies who have "birth defects"? The more accurate and respectful descriptor is "congenital disability."

Many parents say, "I have a child with special needs." This term typically generates *pity*, as demonstrated by the, "Oh, I'm so sorry," response, a sad look, or a sympathetic pat on the arm. (Gag!) A person's needs aren't "special" to him—they're ordinary! I've never met an adult with a disability diagnosis who wants to be called "special." Let's learn from those with real experience, and stop inflicting this pity-laden descriptor on others.

What is a Disability?

Is there a universally-accepted definition of disability? No! What constitutes a disability depends on who you ask and what services a person receives. First and foremost, a disability label is a medical diagnosis, which becomes a sociopolitical passport to services or legal status. Beyond that, the definition is up for grabs! The "disability criteria" for early childhood services is different from vocational-rehabilitation which is different from special ed which is different from worker's compensation, etc. Thus, disability is a social construct, created to identify people who may be entitled to specific services or legal protections

because of certain characteristics.

Disability is Not the "Problem"

Because society tends to view disability as a "problem," this seems to be the #1 word used about people with disability diagnoses. People without disabilities, however, don't spend a lot of time talking about *their* problems. They know this would promote an inaccurate perception of themselves, and it would also be counterproductive to creating a positive image. A person who wears glasses, for example, doesn't say, "I have a problem seeing." She says, "I wear [or need] glasses."

What is routinely called a "problem" actually reflects a *need*. Thus, Susan doesn't "have a problem walking," she "needs/uses a wheelchair." Ryan doesn't "have behavior problems;" he "needs behavior supports." Do *you* want to be known by your "problems" or by the multitude of positive characteristics which make you the unique individual you are? When will people *without* disabilities begin speaking about people with disabilities in the respectful way they speak about themselves?

Then there's the "something wrong" descriptor, as in, "We knew there was something wrong when..." What must it feel like, to a child, to hear his parents repeat this over and over again, throughout his childhood? How would *you* feel if those who are supposed to love and support you constantly talked about what's "wrong" with you? Let's stop talking this way!

The Real Problems are Attitudinal and Environmental Barriers

A change in attitude can change everything. If educators believed children with disability diagnoses are boys and girls who have the potential to learn, who need the same quality of education as their brothers and sisters, and who have a future in the adult world of work, we wouldn't have millions of children being segregated and undereducated in special ed rooms.

If employers believed adults with disability diagnoses have (or could learn) valuable job skills, we wouldn't have an estimated 75% unemployment rate of people with disabilities! If merchants saw people with

If thought corrupts language, language can also corrupt thought.

George Orwell

disabilities as customers with money to spend, we wouldn't have so many inaccessible stores, theaters, restrooms, and more. If the service system saw people with disabilities as "customers," instead of "clients," "consumers," or "recipients," perhaps it would focus on meeting a person's real needs (like inclusion, friendships, etc.) instead of trying to remediate a person's "problems."

And if individuals with disabilities and family members saw themselves as first-class citizens who can and should be fully included in all areas of life, we might also focus on what's really important (living a Real Life), instead of a Special Life governed by services that often result in social isolation and physical segregation.

A New Paradigm

"Disability is a natural part of the human condition..."

U.S. Developmental Disabilities/Bill of Rights Act

Yes, disability is natural, and it can be redefined as a "body part that works differently." A person with spina bifida has legs that work differently, a person with Down syndrome learns differently, and so forth. And when we recognize that the body parts of people without disability diagnoses are also different, we'll know it's the way these differences affect a person and/or her qualifying for services, entitlements, or legal protections which mandates the use of a disability descriptor.

A disability, like gender, ethnicity, and other traits, is simply one of many natural

characteristics of being human. One in five Americans is a person with a disability diagnosis! People can no more be defined by their diagnoses than others can be defined by their gender, ethnicity, religion, sexual orientation, or anything else!

Additionally, whether a person has a disability is often a consequence of the environment. Why are many children not diagnosed until they enter public school? Is it because their parents or physicians were ignorant or "in denial"? Or is it because as toddlers, they were in environments that supported their learning styles? But once in public school, if a child's learning style doesn't mesh with an educator's teaching style, we may say he has a "disability." Why do we "blame" the child, label him, and segregate him in "special ed"? Why don't we simply modify the regular ed curriculum (per Special Ed law) to meet his individual needs?

When a person is in a welcoming, accessible environment, with the appropriate supports, accommodations, and tools, does he still have a disability? I think not. *Disability is not a constant state.* The medical diagnosis may be constant, but whether or not the condition represents a "disability" is often more a consequence of the environment than what a person's body or mind can or cannot do.

Using People First Language is Crucial

People First Language puts the person before the disability, and it describes what a person has, not who a person is.

Are you "myopic" or do you wear glasses?

Are you "cancerous" or do you have cancer?

Are you "freckled" or do you have freckles?

Is a person "handicapped/disabled" or does she have a disability?

If people with disability diagnoses are to be included in all aspects of our communities—in the ordinary, wonderful, and typical activities most people take for granted—and if they're to be respected and valued, we must use the ordinary, wonderful, typical language used about people who have not yet acquired a disability diagnosis. (If you live long enough, your time is coming!)

Children with disability diagnoses are children, first. The only labels they need are their names! Parents must not talk about their children in the clinical terms used by professionals. The parent of a child who wears glasses (diagnosis: myopia) doesn't say, "My daughter is myopic," so why does the parent of a child who has a diagnosis of autism say, "My daughter is autistic."?

Adults with disability diagnoses are adults, first. The only labels they need are their names! They must not talk about themselves the way professionals talk about them. An adult with a medical diagnosis of cancer doesn't say, "I'm cancerous," so why does an adult with a diagnosis of cerebral palsy say, "I'm disabled."?

The use of disability diagnoses is appropriate only in the service system (at those ubiquitous "I" team meetings) and in medical or legal settings. Medical labels have no place—and they should be irrelevant—within families, among friends, and in the community.

We often use diagnoses to convey information, as when a parent says, "My child has Down syndrome," hoping others will realize her child needs certain accommodations or supports. But the outcome of sharing the diagnosis can be less than desirable! A diagnosis can scare people, generate pity, and/or set up exclusion ("We can't handle people like that..."). In these circumstances, and when it's appropriate, we can simply describe the person's needs in a respectful, dignified manner and omit the diagnosis.

Besides, the diagnosis is nobody's business! Have individuals with disabilities given us permission to

The greatest discovery of my generation is that human

share their personal information with others? If not, how dare we violate their trust! Do you routinely tell every Tom, Dick, and Harry about the boil on your spouse's behind? (I hope not!) And too many of us talk about people with disability diagnoses in front of them, as if they're not there. We must stop this demeaning practice.

beings can alter their lives by altering their attitudes of mind. William James

Attitudes and language changed as a result of the Civil Rights and Women's Movements. The Disability Rights Movement is following in those important footsteps, and similar changes are occurring.

My son, Benjamin, is 18 years old. More important than his diagnosis are his interests, strengths, and dreams. He loves history, burned fish sticks, classic rock, and writing movie reviews, and he's great at mimicking actors and politicians! He's earned two karate belts, taken drama classes, and performed in five children's theater productions. Benj wants to major in journalism and be a movie critic. He has blonde hair, blue eyes, and cerebral palsy. His diagnosis is only one of many characteristics of his whole persona. He is not his disability. His potential cannot be predicted by his diagnosis.

When I meet new people, I don't disclose that I'll never be a prima ballerina. I focus on my strengths, not on what I cannot do. Don't you do the same? So when speaking about my son, I don't say, "Benj can't write with a pencil." I say, "Benj writes on a computer." I don't say, "He can't walk." I say, "He uses a power chair." It's a simple matter of perspective. If I want others to know what a great young man he is—more importantly, if I want him to know what a great young man I think he is—I must use positive and accurate descriptors that portray him as a whole, real, wonderful person, instead of as a collection of "defects," "problems," or "body parts."

A person's self-image is strongly tied to the words used to describe him. For generations, people with disabilities have been described by negative, stereotypical words which have created harmful, mythical portrayals. We must stop believing (and perpetuating) the myths—the lies—of labels. We must believe children and adults who have been diagnosed with conditions we call disabilities are unique individuals with unlimited potential to achieve their dreams, just like all Americans.

People First Language isn't about being "politically correct." It is, instead, about good manners and respect (and it was begun by individuals who said, "We are not our disabilities!"). We have the power to create a new paradigm of disability. In doing so, we'll change the lives of children and adults who have disability diagnoses—and we'll also change ourselves and our world.

Isn't it time to make this change?
If not now, when? If not you, who?
People First Language is right.
Just do it—NOW!

Examples of People First Language

Say

People with disabilities.

He has a cognitive disability (diagnosis). She has autism (or an autism diagnosis). He has a diagnosis of Down syndrome. She has a learning disability (diagnosis). He has a physical disability (diagnosis). She's of short stature/she's a little person. He has a mental health diagnosis.

Instead of:

The handicapped or disabled. He's mentally retarded. She's autistic. He's Down's. She's learning disabled. He's a quadriplegic/crippled.

She's a dwarf/midget.

He's emotionally disturbed/mentally ill.

She uses a wheelchair/mobility chair.

He receives special ed services.

She has a developmental delay.

Kids without disabilities.

Communicates with her eyes/device/etc.

Customer

Congenital disability

Brain injury

Accessible parking, hotel room, etc.

She needs . . . or she uses . . .

She's confined/wheelchair bound.

He's in special ed.

She's developmentally delayed.

Normal or healthy kids.

Is non-verbal.

Client, consumer, recipient, etc.

Birth defect

Brain damaged

Handicapped parking, hotel room, etc.

She has problems/special needs.

Keep thinking—there are many descriptors we need to change.

This document may be photocopied and shared with others. Please let me how and when you use it (kathie@disabilityisnatural.com). Download the PDF version below. Please don't violate copyright laws; inquire before reprinting in any publication.

© 2005 Kathie Snow; revised 01/05.

Visit the Revolutionary Common Sense page for other new ways of thinking!

You may copy and distribute in its entirety. Rev. 01/05
As a courtesy, please notify the author, Kathie Snow at kathiesnow@msn.com

In Pennsylvania

See Also: <u>Pennsylvania's Executive Order</u>
"All Commonwealth agencies, boards or commissions under the Governor's jurisdiction shall use 'People First' language..."

The following are links to other websites.

- Web link to: <u>President's Committee on Employment of People with Disabilities</u> Communicating With and About People with Disabilities (Adobe file)
- Web link to: <u>RTCIL Home Page</u> Guidelines for reporting and writing about people with disabilities (word .doc) [Home] [Pa Executive Order]

Copyright © 1995-2007 Kids Together, Inc.

"Kids Together, Inc." is a federally trademarked name all other use is <u>strictly prohibited</u>.

Kids Together, Inc. is a grassroots 501(c)3 non-profit all volunteer organization advocating for the rights & interests of people with disabilities. Website is housed as a courtesy of Enter.net and maintained by Colleen F. Tomko. Send questions or comments to <u>staff@kidstogether.org</u>

All donations are tax-deductible for federal income tax purposes.

All gonations are tax-deductible for rederal income tax purposes.

A non-member agency of United Way of Southeastern PA. Designate gifts to Kids Together, Inc. through Specific Care, agency code # 5142 Information is provided for general guidance only, not as legal advice. For binding legal advice consult a professional.

Links to other services and products are for "information purposes only" and should not be considered an endorsement.

Copying materials (in whole or part) for profit purposes is strictly prohibited, All copying to other websites is prohibited.

Materials may be hard copied in entirety for non-profit educational use only, Links, to Kids Together, are permitted.

Last modified: 09/06/07

DIRECTOR'S MESSAGE

A Closer Look at Talent Search

Like many of you, 1 find great satisfaction in helping gifted young people identify and build upon their strengths. For gifted children, research has



shown Talent Search to be a reliable tool for facilitating this process. It's the research behind it that has made me a huge proponent of Talent Search.

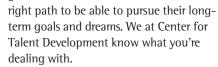
The National Association for Gifted Children devoted an entire issue of their magazine *Parenting for High Potential* to demystifying the concept of Talent Search. I highly recommend this April/May issue, which can be accessed by visiting www.nagc.org/phpdigital.aspx and registering for a free account.

This issue of *Talent* unpacks the Talent Search process even further. Our feature article touches on its history, highlights recent research and offers a sneak preview into future developments within Northwestern University's Midwest Academic Talent Search (NUMATS). Sidebars explain the value of NUMATS Talent Search statistics and compare NUMATS above-grade-level testing with the MAP testing being used with increasing frequency in schools. We introduce you to individuals impacted by Talent Search: Siddhartha Jena, an extraordinary young man working to solve the problem of cardiovascular disease, and the Landau family, three generations of passionate, accelerated learners. Talent Search can encourage students to elevate their aspirations and afford opportunities to discover and pursue dreams.

Paula alezushi-kulilus

Enacting Potential: Talent as a Verb

Parenting gifted children can be an amazing experience. Their bright, inquisitive minds often seem like sponges absorbing everything they encounter. Parents are often astonished at what their children know and can do. Yet, while parents can see their children growing up physically in front of their eyes, they often wonder whether and how their children are growing intellectually and academically. Parents want to know if their gifted children are on the



Recent research highlights a problem in education today as it relates to gifted children. High achievement requires both ability and productive effort. But, how do we identify what educational opportunities and approaches will help gifted children grow and achieve?

Talent Search programs, like
Northwestern University's Midwest
Academic Talent Search (NUMATS), are
designed to address that question. Talent
Search strives to accurately identify the
academic potential of gifted students,
regardless of behaviors or other factors that
might obscure their true abilities, and then
help match them with learning opportunities that expose them to new ideas and
knowledge while cultivating positive
attitudes and practices that are essential
for long-term achievement.



Talent Search: Gateway to Opportunity

Talent Search is a proven process that uses above-grade-level testing to assess the abilities of gifted students, and based on results, provides individualized information and resources to help these students achieve their full potential.

In Talent Search, gifted students start by taking above-grade-level tests (tests designed for students in higher grades) to obtain a more accurate and meaningful assessment of abilities than a grade-level test allows. NUMATS, for example, uses the EXPLORE® test, normally given to students in grade 8, to determine the abilities of students in grades 3 through 6. The ACT® and SAT® tests, typically used for college admissions, are administered to students in grades 6 through 9.

While the testing experience itself can be beneficial to students and while the results

continued on page 2

Talent as a **Verb**

continued from page 1

provide valuable information, the goal of Talent Search is to help students apply what they learn about themselves toward improved performance and achievement. To achieve this goal, NUMATS

- helps schools and families interpret test results
- quides parents in advocating for an appropriate learning environment in school with high-quality, differentiated instruction
- provides personalized recommendations for course sequencing and supplemental programming
- rewards students for their achieve-

"Talent Search is a gateway to opportunity," says Dr. Rhoda Rosen, CTD's Associate Director. "Talent Search provides the information required to understand a student's needs and to look for weekend, summer, and online programs and other resources needed to develop his or her talent. Talent Search is not just a test that provides more valid assessment of gifted children's abilities; it's a pathway to future talent development. Along the way students also gain access to scholarship programs, fellowship opportunities and more."

Research Demonstrates the Usefulness of Talent Search

Much has been written about Talent Search in the last 40-plus years, and recent studies (e.g. Assouline & Lupkowski-Shoplik, 2012 and Brody & Mills, 2005) highlight its increasing significance. Longitudinal studies that follow the same group of students for many years, such as Lubinski et al. 2006, have shown that identifying and developing talent leads to long-lasting impact in terms of academic and career success and satisfaction.

The origin of above-grade-level testing dates back nearly a century. However, it wasn't until the 1970s, when Julian C. Stanley of Johns Hopkins University created a model of diagnostic testing using abovegrade-level testing followed by prescriptive instruction to meet the needs of advanced students, that the Talent Search concept was born.

In a literature review on above-gradelevel testing published earlier this year, Dr. Russell T. Warne, assistant professor of behavioral science at Utah Valley University, notes that gifted educators have long

"Talent Search is not just a test that provides more valid assessment of gifted children's abilities; it's a pathway to future talent development. Along the way students also gain access to scholarship programs, fellowship opportunities and more."

> recognized the shortfalls of grade-level standardized achievement and aptitude tests for gifted students. Years of research on Talent Search demonstrates how it addresses those shortfalls:

Raising the test ceiling. Grade-level tests are too easy for advanced students. In his review, Warne notes that children who score at the 95th percentile or higher on a grade-level test tend to obtain scores on an above-level test that would be average for students four or more years older than them. Gifted students taking grade-level tests often bump into what test designers call the "test ceiling," which means that their abilities exceed the ability of the test to measure them. (Think of a measuring tape that is three feet long. It's a useful tool for measuring things less than three feet in length. Yet, when you try to measure something longer than three feet, all you can tell from using the measuring tape is that the object is at least three feet. It doesn't differentiate between objects that are 3'1", 4 feet, 6 feet, or more.) Using above-gradelevel tests designed for older students effectively "raises the ceiling" by providing items that are more challenging and that reflect more advanced content than gradelevel tests, making them much more useful for evaluating gifted and advanced students' abilities.

Making differences among high achieving students visible. Think of

above-grade-level testing as a high-



2

continued on page 4

More Than a Number

An Interview with Dr. Rhoda Rosen, CTD Associate Director

Imagine two students, Jacob and Madison, who both score in the 99th percentile on their state's grade-level standardized achievement test.

After taking an above-grade-level test through Northwestern University's Midwest Academic Talent Search (NUMATS), Jacob and Madison receive access to the NUMATS Toolbox, which provides both test scores and comparison percentiles that paint a very different picture of their performance and educational needs.

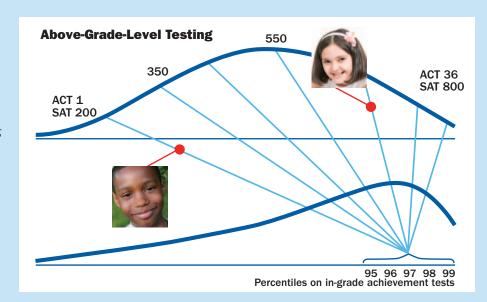
Q: How is above-grade-level testing helpful to gifted students?

With grade-level testing, Jacob and Madison seem to have similar abilities. While both students are indeed very bright, the above-grade-level scores depict different educational needs. To realize his potential, for example, Jacob might need enrichment courses that allow him to study topics of interest more deeply. Madison, on the other hand, might benefit from moving ahead a grade or enrolling in a gifted program with an accelerated curriculum in order to fully develop her talents.

Above-grade-level test results can serve as a wake-up call. For students at the top of their class locally, it can be a surprise to see that they are at the 50th percentile compared to other gifted students their age. This information can help families and students plan an educational path that will result in their child meeting his or her future goals, whether that includes a special program at their local high school, a summer program or a selective college or university. For students who test well but don't have corollary grades, a high score on an abovegrade-level test can bolster parents' and educators' efforts to find proper supports and challenges to turn ability into achievement.

O: What is the difference between **NUMATS** results summaries and a testing agency's score reports?

Testing agencies derive percentiles by comparing gifted students with older students for whom the test was designed (e.g., college-bound seniors in the case of the ACT® and SAT®, and students in grade 8 with EXPLORE®). NUMATS, on the other hand, provides percentiles based on the scores of



other gifted students (of similar age and grade level) who took the test. With close to 30,000 participants in our Talent Search each year, we have enough of a student pool to derive grade-level percentiles, which provide a much more meaningful comparison and more useful information on which to make educational decisions.

Q: Why are the NUMATS gradelevel percentiles so important?

Most grade-level state tests are criterionreferenced, which means they measure students against agreed upon curriculum benchmarks, not against other students. Gifted students therefore learn that they've exceeded state expectations, but they are not able to determine how their academic performance might compare to other students nationally. Even if they also take a nationally normed test, they still will only find out how their results compare to those of students from all achievement levels.

With the NUMATS statistical summary, students are compared only with other

gifted students in their grade level, which provides insight into their areas of strength. Being able to compare levels of performance also helps determine both

educational needs and their eligibility for educational opportunities. Additionally, the NUMATS percentiles can provide compelling evidence to support the provision of gifted education services. Parents can advocate more effectively for their children's needs with NUMATS results in hand.

Q: How do parents interpret the statistics and know what to do with them?

Talent Search programs like NUMATS explain the score reports in detail and make personalized recommendations to parents and teachers. NUMATS provides suggested course sequences, information about supplemental academic programs and online resources for teaching specific subject matter as well as effective learning strategies.

Our mission is to make individual strengths visible and then to illuminate the unique pathways that lead from high potential to exceptional achievement. We truly want to give meaning to those high numbers so that NUMATS students can achieve their individual goals and aspirations.

> Rhoda Rosen, an associate director at Center for Talent Development, oversees Northwestern University's Midwest Academic Talent Search. Rosen received her bachelor's and master's degrees from the University of the Witwatersrand

in Johannesburg and a PhD from the University of Illinois at Chicago.



3

Talent as a **Verb**

continued from page 2

powered microscope that allows parents and educators to see specific strengths and important differences that would be invisible otherwise. Research shows that test scores are more variable with above-gradelevel tests than grade-level tests, enabling differences in knowledge and skill level to be detected even among the top 1% of examinees who would all appear to have the same level of ability on a grade-level assessment

Long-term benefit for educational **planning.** Several studies support the idea that above-level test scores can be interpreted in the same way for gifted students in the middle grades as they are for high school students – the population for whom the test was designed. Therefore, abovegrade-level testing can also be a valuable way to see whether students are on track for success when they reach these higher grade levels, help predict if students would benefit from accelerated learning opportunities, and chart students' progress over time with annual assessment. Talent Search programs help identify appropriate inschool curriculum and connect students and families to specific programs and

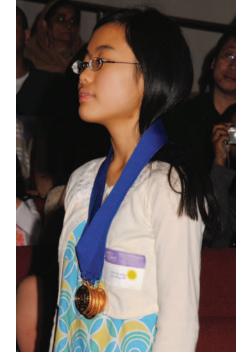
services (including scholarships, grant opportunities and supplemental programs) that develop talent beyond the school day.

NUMATS Reflects on Past, Present and Future

Researchers continue to assess Talent Search, and its participants, with an eye to improving its effectiveness in helping students succeed. "We've learned so much in the last 40 years," Rosen says. "And now we're standing on the threshold of a new era in which, thanks to online delivery, we can give parents and educators much more precise and personalized information about students' abilities and how they might develop their talent."

NUMATS recently launched an online toolbox, a password-protected site that provides 30,000 registrants each year with test preparation materials and individual test scores as well as the following:

- Long-Range Academic Plan, an online record of the student's scores with suggestions for selecting appropriate coursework and extracurricular activities in math, science, social science and the humanities
- Statistical Summary showing



EXPLORE, ACT and SAT score distributions, including percentile rankings, for NUMATS test-takers (see the sidebar on the Statistical Summary also in this edition of *Talent*)

- Instructional resources for use at home and in the classroom
- Current articles on parenting gifted students.

Rosen says the NUMATS statistical summary and the toolbox overall can be life-changing for students and parents. "Parents often think, 'I have an A student. That is good enough.' It's only when they realize how much above 'good enough' their child is that they realize there is work to be done to support their child's gifts," Rosen says. "Talent doesn't develop on its own. Talent development is an active, intentional process. We are learning that potential is fully developed only when young people have a clear sense of their goals and strengths, action plans for growth, access to the right kinds of opportunities and ties to supportive communities."

To further capitalize on technological progress and strengthen NUMATS efforts in talent development, Eric Calvert EdD,



Fall 201

continued on page 6

More than MAP[®]:

Why Gifted Students Need NUMATS More Than Ever

Many schools have begun to use a computerized adaptive test, called Measures of Academic Progress (MAP), to gauge student learning in reading, math and science. MAP assessments are given to all students, and they are particularly good at identifying grade-level skill deficits and in providing an indication as to whether a student is achieving beyond grade level. However, gifted students need more than MAP to get an accurate assessment of the full extent of their abilities. Likewise the teachers and parents of gifted students need more than MAP to truly understand a gifted student's strengths and weaknesses and foster his/her development.

Above-grade-level assessments and follow-up resources offered through talent searches, like Northwestern University's Midwest Academic Talent Search (NUMATS), meet these needs for the following three reasons:

1. Only NUMATS provides an accurate norming group (comparison group) for gifted students.

A norming group is a reference group used to compare scores against similar others. Norming groups add meaning to and enable interpretation of a raw test score.

NUMATS norms are calculated from the scores of other *gifted* students by grade level, as opposed to MAP norms, which are compiled from students at *all* achievement levels. An accurate norming group is critical for understanding a student's academic level and providing the right type and amount of academic services to support a student's development.

Since NUMATS norms compare similar students, the data is more useful in assessing their performance and can lead to more opportunities better suited to a particular student's needs.

2. NUMATS is a true, abovegrade-level test.

MAP has a fixed scale across grade levels and is adaptive, meaning the test increases or decreases in difficulty based on the accuracy of a student's answers. For this reason, MAP is often mistaken for an above-grade-level test. It falls short as an above-grade-level test for gifted students, though, for the following reasons:

a. MAP's ceiling of difficulty and question differentiation is lower than that of tests offered through NUMATS. Although MAP is adaptive and differentiates the difficulty of items to a degree, no adaptive test can measure the depth of a gifted student's abilities without a sufficient number of challenging questions in the item bank. Because NUMATS tests are true above-grade-level tests, they remove this "ceiling effect," resulting in a more valid and reliable measure.

b. Only NUMATS tests, such as the ACT® and SAT®, are specifically designed to assess

and universities require an ACT or SAT score in their admissions applications. (For more on the value and limitations of the Common Core Standards from a talented learner perspective, see the article by Penny Kolloff in the Summer 2012 issue of Talent.)

3. Only NUMATS specializes in providing resources and opportunities specifically designed for gifted students and their families.

NUMATS participants (and their parents and educators) receive access to an online toolbox that is like a treasure chest tailormade for each student. The NUMATS Toolbox features a short- and long-term academic plan as well as recommendations for enrichment and/or acceleration, all



college-readiness, meaning students are assessed on higher-level material. For gifted students, more challenging items lead to more accurate results. Further, unlike MAP, which is designed to assess mastery of state K-12 academic content standards and the Common Core State Standards, the ACT and SAT are designed specifically to predict success in college. This is why most colleges

based on each student's individual test scores.

You could spend hours surfing the Internet for gifted programs and articles, only to spend more time deciphering their legitimacy and value. Or you can spend seconds logging into the NUMATS Toolbox and have access to programs and articles already vetted by experts.



Fall 2012

Talent as a Verb

continued from page 4



former Assistant Director of Education for the Ohio Department of Education's Office for Exceptional Children, joined the NUMATS team this fall. With expertise in gifted education and technology, Calvert's charge is to lead NUMATS into the next iteration of online tools and community. Potential developments include e-Folios of milestones and achievements as well as social networking opportunities with likeminded kids around topics of interest.

"We think talent development needs something analogous to a GPS navigation system, which determines where you are and then helps plot a path to where you want to be. Like a GPS system, NUMATS starts by pinpointing where students are on their talent development journey. Our vision is to combine accurate assessment with an increasingly powerful and customized set of

tools designed to help students stay motivated, challenged and connected. We want to help students articulate their goals and dreams and then create a personalized action plan, a system for charting their progress, and a supportive online community, for achieving those goals. Because talent does not develop in a vacuum, gifted students need to be connected with programs and people that can nurture and challenge them. These are precisely the people we can't afford to neglect, for they are the people who, if supported, can change the planet, cure diseases and improve the way we live."

References

Assouline, Susan G., & Lupkowski-Shoplik, Ann. (2012). "The Talent Search Model of

NUMATS: Career Catalyst for a Research Scientist

How can taking a test jumpstart a career? For Siddhartha Jena, above-grade-level testing through Northwestern University's Midwest Academic Talent Search (NUMATS) opened doors that set him on the path to high-level scientific research at a young age. Jena spent three years during high school studying the effect of lipid disorder in a college laboratory. His research led to two novel potential candidates for cardiovascular drugs. Today, he is a Davidson Institute Fellow and a freshman at Harvard University majoring in chemistry and physics.

Jena reflects on his NUMATS experience and the questions he and other gifted students have faced regarding the opportunity.

Should I participate in NUMATS?

"I decided to take the ACT® after completing grade 8 to see how prepared I was for the test in high school. At that time, I didn't really know what NUMATS was, let alone its purpose. If I had taken the ACT on my own, I would only have learned how I compared to college-bound seniors. But, because

NUMATS told me where I stood in relation to other gifted students my age, I learned that I had scored very highly in comparison to my peers. This was really one of the catalysts for my academic experiences in high school."

I scored well. Now what?

"After taking the test, I received tailored academic recommendations from NUMATS, as did my teachers. As a result, I was given the opportunity to take Advanced Placement® Chemistry when I entered high school. I already had a passion for science and scientific inquiry, and this class shaped my interests further. I was fortunate enough to have a wonderful teacher who encouraged my incessant questions and even stayed after class to discuss topics with me in further detail.

My success in AP Chemistry in grade 9 inspired me to pursue scientific research at a local university. Applying what I was learning in the classroom to questions in biology and chemistry subsequently led to my dream of becoming a research scientist."



6

This fall, Landau's granddaughter is

at Lincoln Park Zoo and plans to further her education in animal science. Landau's granddaughter's name has been withheld

for privacy.

Gifted Identification." Journal of Psychoeducational Assessment, Vol. 30 (No. 1), 45-49.

Brody, Linda E., & Mills, Carol J. (2005). "Talent search research: what have we learned?" High Ability Studies, Vol. 16 (No. 1), 97-111.

Lubinski, David, Benbow, Camilla P., Webb, Rose Mary, and Bleske-Rechek, April. (2006). "Tracking Exceptional Human Capital Over Two Decades." Psychological Science, Vol. 17 (No. 3.), 194-199.

Warne, Russel T. (2012). "History and Development of Above-Level Testing of the Gifted." Roeper Review, Vol. 34 (3), 183-193.

What did I learn about myself?

"Taking the ACT through NUMATS taught me that I had the capability to perform well on standardized tests. I also discovered that when I put forward the effort, I'm able to learn subject matter effectively and with a deep level of understanding. This, along with the recognition I received for my academic abilities, bolstered my confidence to pursue ambitious goals."

Looking back, what's my advice?

"NUMATS is a good way to find out how prepared you are for the organized, rigorous workload of high school. It can open horizons, just like it did for me. 1 definitely recommend NUMATS for the experience of taking what is essentially a college entrance exam in a setting that does not punish mistakes but rather rewards and builds upon your strengths."

Testing Reveals Unique Abilities

A sweet little girl sits at a table playing with blocks, drawing pictures and smiling shyly if you ask about her creations. Watching her, you would think she is a well-behaved but typical preschooler. When she responds to your questions, though, the specificity in her answers conveys an atypical mind.

At age four, she is reading material targeted to students in grades 4 through 8. When she reads aloud, she scans the page for punctuation so that she can read with expression. When learning, the little girl's eyes light up.

It came as no surprise to Victoria Landau when her daughter began to read at age two-and-a-half. After all, she had done the same. It wasn't until Victoria was 10, though, when she took her first abovegrade-level test and began participating in Center for Talent

Development (CTD) programs, that she found her intellectual home. Victoria participated in the Summer Program for six years and then served two more as a teacher's aide. Her mother, Dr. Marsha Landau, says, "Those three weeks each summer sustained Victoria the whole school year."

Given the opportunities that testing and assessment afforded her, Victoria was quick to have her daughter tested early. She made an appointment for PreK through grade 3 assessment through CTD and will pursue testing through NUMATS once her daughter reaches grade 3, the level at which NUMATS begins. The test results alleviated many of Victoria's parenting worries, brought on by preschool teachers who recommended occupational therapy and said her daughter didn't relate well with her classmates. "That was the hardest part," says Victoria. "Now that she has taken the test, it's much easier. We understand what we're dealing with. There's a cascade of parental responsibilities that follow, but I'm not going to worry about those other labels that were misapplied."

Growing up, Victoria participated in the CTD Summer Program and it was the only program offered at the time. Victoria and Dr. Landau are excited by the year-round opportunities that CTD offers today. Victoria has enrolled her daughter in a Saturday Enrichment Program (SEP) course in physics this fall and plans to continue involvement with CTD as long as her daughter wishes.

Dr. Landau approves of this plan. "The goal is for my granddaughter to have a steady, comfortable, familiar place that will be part of her life as long as possible," she says.

As a former teacher in multiple CTD programs and as a parent workshop presenter in SEP currently, Dr. Landau knows that CTD can be a safe haven for talented



young kids. "I hear from a lot of parents about their school experiences and the frustrations and difficulties they face daily," Landau says. "I see how much gratitude they have that there is a program in the area where their kids can go and be happy learners."

among them!

Dr. Marsha Landau is a retired mathematics educator who works as a math mentor to gifted kids in Kindergarten through grade 9. Her daughter, Victoria, was a zookeeper

Fall 2012



Northwestern University
617 Dartmouth Place
Evanston, Illinois 60208

NON-PROFIT ORG.
US POSTAGE
PAID
PERMIT 205
EVANSTON IL

NEWS, DATES & OTHER IMPORTANT CTD INFORMATION

Northwestern University's Midwest Academic Talent Search (NUMATS) gives students in grades 3 through 9 access to tests ordinarily used for high school placement (EXPLORE®) and college entrance (ACT® & SAT®) to help them demonstrate their academic abilities. After registering, the NUMATS Toolbox provides extensive information and resources for families and educators.

Register by:

Oct. 9 to take EXPLORE® on Nov. 10 Oct. 29 to take the SAT® on Dec. 1 Oct. 30 to take the ACT® on Dec. 8

Accelerated Weekend Experience (AWE)

programs for students in grades 5 through 8 are offered in several locations. Explore fascinating topics in science, technology or engineering with an expert in the field.

Gifted LearningLinks (GLL) credit bearing Honors, Honors Elective and AP® courses begin on the 15th of every month. Nineweek winter session of online enrichment

courses for students in K through grade 8 starts on January 15.

Fall Conference: Educators are invited to register now for the CTD Fall Conference on Saturday, October 13 in Evanston. Dr. Joyce VanTassel-Baska, Professor Emerita at College of William & Mary will discuss Common Core State Standards.

Upcoming State Gifted Conferences:

Wisconsin Association for Talented and Gifted, October 11-12, 2012 in Sheboygan, Wl.

Ohio Association for Gifted Children, October 14-16, 2012 in Columbus, OH.

Minnesota Council for the Gifted and Talented, November 10, 2012 in Minneapolis, MN.

National Association for Gifted Children, November 15-18, 2012 in Denver, CO.

Indiana Association for the Gifted, December 10, 2012 in Indianapolis, IN.

Illinois Association for Gifted Children, February 10-12, 2013 in Naperville, IL.

CENTER FOR TALENT DEVELOPMENT Northwestern University

phone: 847/491-3782 • fax: 847/467-4283 e-mail: ctd@northwestern.edu website: www.ctd.northwestern.edu



Center for Talent Development has been accredited as a nonpublic supplementary school by the North Central Association Commission on Accreditation and School Improvement (NCA CASI) since April 1, 1994. NCA CASI is recognized by the U.S. Department of Education and has more than 100 years of experience in improving educational quality.



Person First Language and Best Practice Exercise

National Leadership for Social Justice Institute, 2013

Kurt A. Schneider, Ph.D. Assistant Superintendent for Learning (Pupil Services) Community Consolidated School District 181, IL

Turning Lead into Gold!

- Read Kathie Snow's article on Person First Language at your table.
- In small cooperative groups at your tables, select a reader, recorder, spokesperson, and a "but-watcher".
- As a cooperative group, discuss and re-write the paragraph applying the principles of Person First Language AND the best practices of Integrated Comprehensive Services using the information provided. (You will need to "ad lib" when necessary given incomplete information).

Scenario #1

John is an elementary age autistic boy who is reading three grade levels below. He receives his academic instruction in our special education program away from his peers because of his disability, as that is what he needs. During this time he can be loud and a behavioral problem. However, John receives push-in support for specials but with the help of an aide. All the other children like John go to the same school as that is what best meets their needs.

Scenario #2

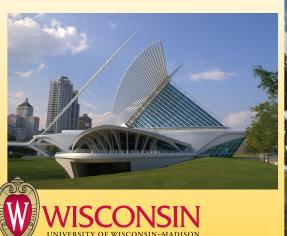
Tameka is an at-risk middle school student. She knows only simple math facts. As a result, she requires RtI intervention support outside of the classroom with others at her level. She will need this class the rest of the year because she is not making progress as she is not doing her homework. School personnel have tried to talk with her parents about homework incompletion, and are doing the best they can to support her, but now feel she needs an IEP.

Scenario #3

Rico is an LGBT student at the secondary level. He is in our gifted program with other above level students, as his reading and math scores are 2 standard deviations higher than the mean. He receives support Thursdays from the gifted specialist for an hour in the gifted classroom. He is regularly progress monitored and is shown to be doing well. Rico is also in our ESL program and receives pullout support 300 minutes per week with other Spanish speakers to help him learn English.

Save the Date REMINDER

2nd Annual Leadership for Social Justice Institute



Mark your calendars!

The 2nd Annual
Leadership for Social Justice
Institute at the UW-Milwaukee
campus on runs from

July 29-August 2, 2013

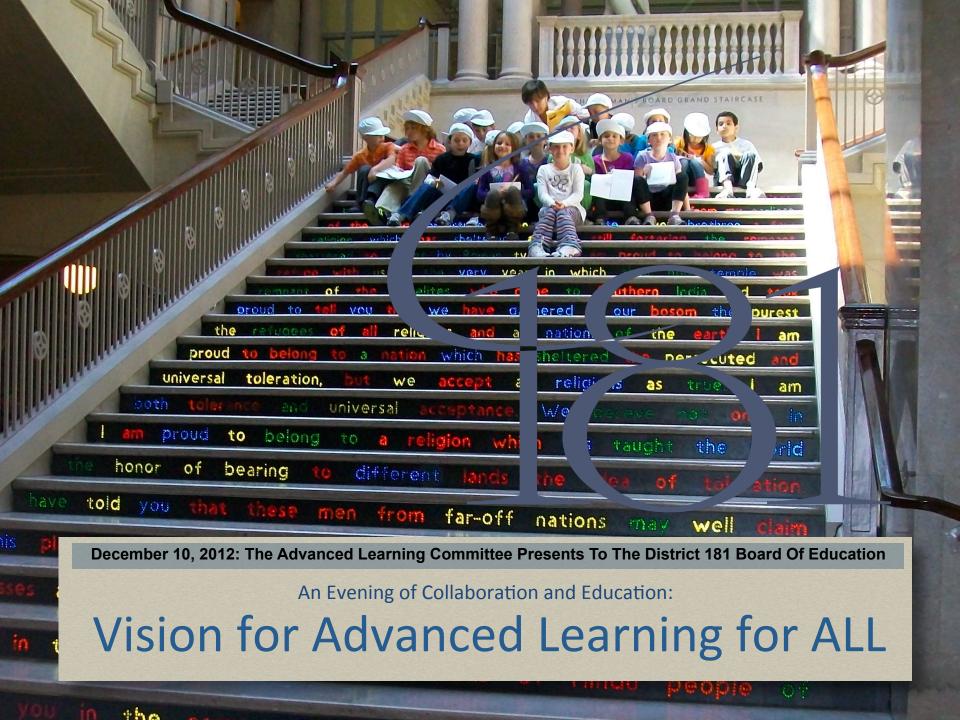




For more information and how to register visit http://go.wisc.edu/30yysx

Leadership for Social Justice Institute Co-Sponsored by UW-Madison & UW-Milwaukee





History

Created philosophy statement for teaching and learning

Defined advanced learning

Created transition plans

Completed program evaluation

Are we meeting the needs of our Advanced Learners?

Program Evaluation Recommendations from the University of Virginia

General

- Increase rigor for all students
- Meet needs 5 days a week

ACE

 Eliminate or revise program to align with best practices

Curriculum

- Implement a Balanced Literacy Model
- Accelerate math for all

Advanced Learning Committee Members

- Assistant Superintendent for Learning (Pupil Services)
- Director of Curriculum, Assessment and Instruction
- Director of Pupil Services
- Principals (2)
- General Education Teachers (6)
- Differentiation Specialists (2)
- MRC Director (1)
- Interventionists/ Psychologists (2)
- Early Childhood Special Education Teacher (1)
- Social Worker (1)

Advanced Learning Committee's Charge

Understand the program evaluation completed by the University of Virginia

Dive Deeper into the Advanced Learning Research

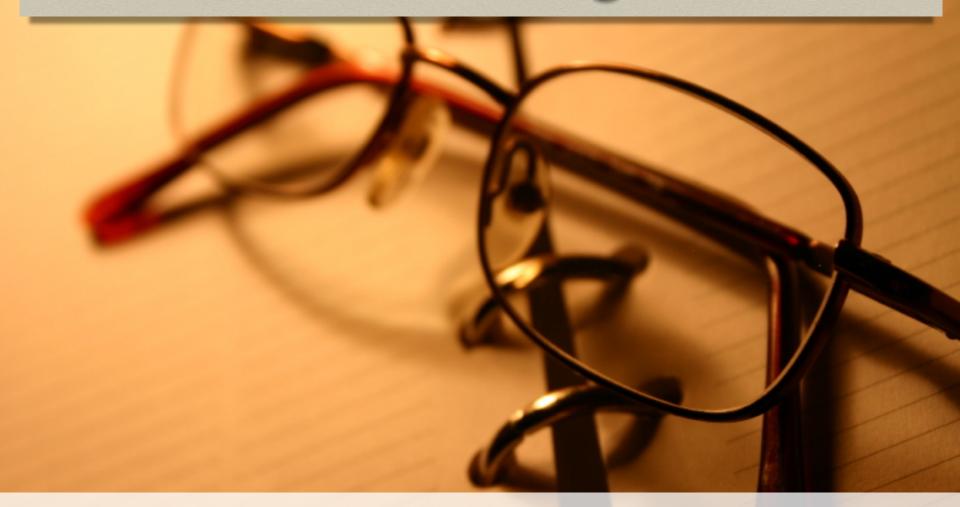
as a result of the controversy and lack of acceptance of the feedback/evaluation

Develop Recommendations and Next

(**January 2013**)

Actions

Advanced Learning Research



What We Learned

Align Our System



In order to be a school district that truly provides advanced learning, we must align our system with:

- 1. Our vision, mission and philosophy
- 2. Admission requirements for the most prestigious universities
- 3. Skill sets to be successful employees in the Fortune 500 Companies
- 4. Current research

D181's Mission & Vision

To educate each child in an environment of excellence, that provides a foundation for contributing to a complex global society.

To be a school district where all children experience success and grow in excellence.

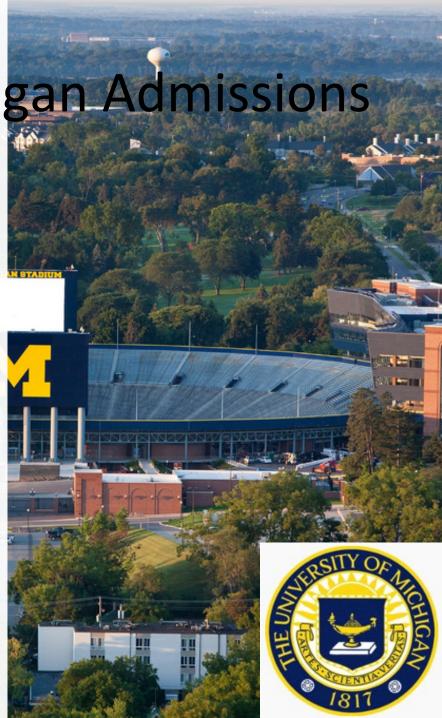




"We believe that the best education can develop only in a vibrant, diverse community that actively affirms both the differences among its members and the numerous points of connection." (Capper, 2012)

University of Michigan Admissions

"What is your life like beyond your course of studies and how do you connect them? What you've done beyond simply taking AP courses is a very important consideration for admission. It speaks to what kind of person you are and how well you might do in a dynamic, multifaceted campus community." (Capper, 2012)



Microsoft

Fortune 500 Company

Employment @ Google

www.google.com/about/jobs/lifeatgoogle/working-at-google.html

Break

Key Research Findings

re-search /ri's 3:t f.

[plural] 1 serious

Key Research Findings

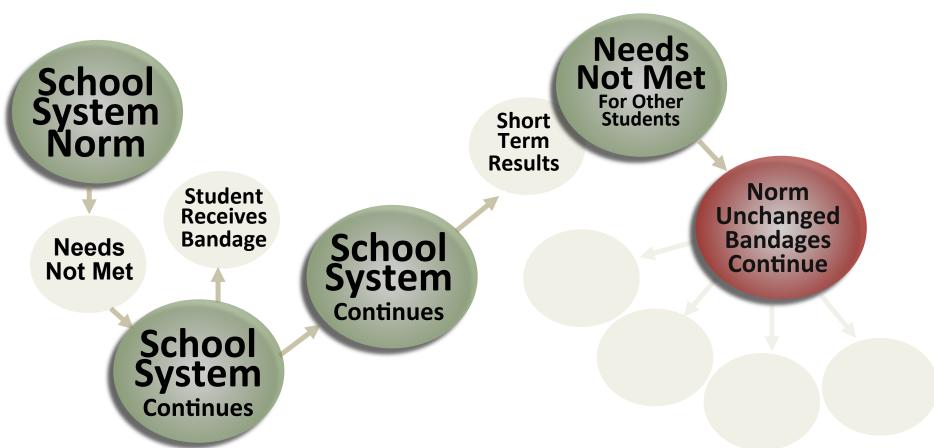
research into

discover new fact

1. Defining Advanced Learning

The definition of
Advanced Learning
is not agreed upon by the
experts in the field.

2. American schools have not met Advanced Learners needs, and other diverse students



Short-Term Fixes

American schools are not meeting advanced learner needs, and other diverse students

More Circles

In schools across the country, including D181, we have not changed our norms, or built our teacher capacity to meet the needs of Advanced Learners, and all other students.

We just continued to build reactive programs – more "circles!"



The Outcomes of Separate Programs

Can Lead to a **Unable to Maximize** Lack of Curriculum Cohesive Student Curriculum Growth **Tracks** Services Labels **Students Stagnates** Structure **More Costly** Growth

3. Advanced Learners & All Students Benefit From Heterogeneous Groupings

Permanent ability grouping has a minimal positive effect on learning outcomes but a profound negative effect

In most cases ability grouping fails to achieve the desired outcomes



Heterogeneous Grouping

More services overall, and delivered in the classroom by more than one provider

Higher Expectations

for Advanced Learners and All Students

Higher Self Concept

for Advanced Learners and All Students

Increased Student Achievement

for Advanced Learners and All Students

Ability Grouping for Advanced Learners & All Students

Dr. Jeanne Oaks, UCLA

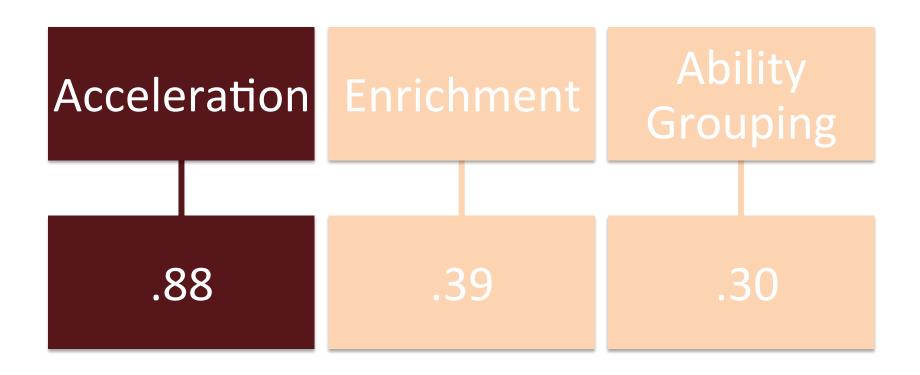
<u>www.tolerance.org/tdsi/asset/ability-</u> grouping-theories

Where Students Learn Matters

- Advanced Learners succeed academically in heterogeneous classrooms
- Lower achieving students learn more when they learn with Advanced Learners



4. Acceleration Has The Greatest Impact On Student Achievement

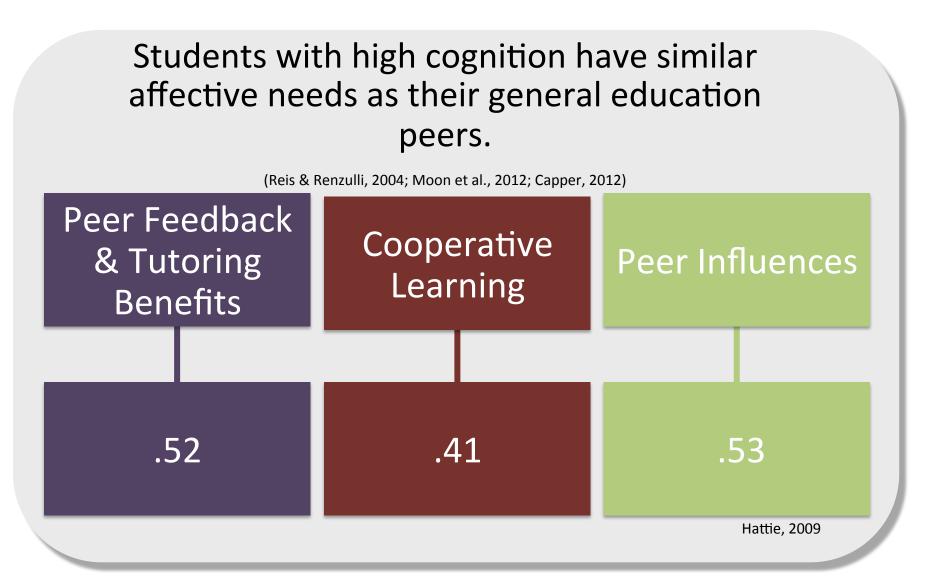


5. Labels Rarely Lead To Better Instructional Outcomes For Students

 A label does not guarantee that a student's needs are met (Borland, 2005)

 Not labeling students has a .61 effect size on achievement (Hattie, 2009)

6. Advanced learners have the same affective needs as their peers



What next steps need to be taken to meet the needs of Advanced Learners?



Develop services that recognize the needs of students every minute, of every hour, of every day

Build the capacity of all staff, so that everyone can meet the needs of Advanced Learners

Modernize the System

The system needs to modernize in order to build teacher capacity, gradually shift to becoming more "proactive" and less reactive for Advanced Learners, while implementing strategies linked to improving the learning of all other students!

Turn/Talk

- Discussion:
 - -What is your entry point?

-Given the entry point, what are the values of your community in this area? How can you frame and advance this work?