

School District 148
Induction/Mentor Program Meeting
December 5, 2023

- 1) Welcome and thank you for your support
- 2) Celebrations to share
- 3) Upcoming Surveys – Illinois Five Essentials Survey in January, Induction/Mentor Program Mid-Year Survey at <https://forms.office.com/r/jUCHRNM0np>, & others
- 4) FRONTLINE – evaluations, adding artifacts, help videos, contact me or your building mentor for assistance
- 5) Examine your portfolio – assignments in TEAMS and on website at <https://www.district148.net/mentor/index>.
- 6) Scholastic Libraries - Classroom Library & Structured Independent Reading
- 7) Illinois Assessments at <https://www.isbe.net/>.
 - a. Preparation - CCSS, Technology work orders, ISBE Website
 - b. Illinois Assessment of Readiness (IAR)
 - i. IAR Technology - <https://il.mypearsonsupport.com/tutorial/>.
 - ii. IAR Digital Item Library: <https://il.digitallitemlibrary.com/home>.
 - iii. The New Meridian Resource Center:
<https://resources.newmeridiancorp.org/released-items/>.
 - c. Early Childhood assessments at <https://www.isbe.net/Pages/Early-Childhood.aspx>.
 - d. IAR Advice
 - e. Engaging Students 10x2 strategy
- 8) Teacher / Student Relationships – Conversation protocol, the work of Dr. Joseph Murphy & Whole Child Tenets, “Happiness in the Classroom” from ASCD
- 9) Teacher appreciation – articles from Sharon Draper and others
- 10) Course Work Forms, Attendance Incentive, and other SD148 procedures
- 11) Grading – two preannounced graded assignments per week per subject area
- 12) Share Shop –IEA Professional Development Portal, Professional Development Opportunities, SD148 Winter Celebration Dec. 8th, other
- 13) Workshop Evaluations / Evidence of Completion / Timesheet
Indicators: IF05, IF08, IIA06

CELEBRATIONS



What are you celebrating at this time of the year?

2023-24 Illinois State Assessments

www.isbe.net/Pages/Assessment.aspx

IAR for Grades 3-8 (Illinois Assessment of Readiness)						
Content Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA/Literacy	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓
Testing Window:	Online: March 4, 2024 (earliest) – April 19, 2024 (latest) Paper: March 4, 2024 (earliest) – April 5, 2024 (latest)					

ISA for Grades 5, 8, and 11 (Illinois Science Assessment)			
Content Area	Grade 5	Grade 8	Grade 11
Science	✓	✓	✓
Testing Window:	March 4, 2024 (earliest) – April 30, 2024 (latest) Note: ISBE will collect school level test windows by district level users via the ISBE Management button in ISBE Teach. <i>Grades 5, 8, and 11 students for whom DLM-AA is the more appropriate assessment will continue to participate in the DLM-AA science assessment in lieu of the ISA.</i>		

KIDS (Kindergarten Individual Development Survey)	
Content Areas: Kindergarten Readiness (Social Emotional Development, Language & Literacy, & Cognition – Math)	<p><i>Fall dates are individualized and set based on district attendance calendars.</i></p> <p>Fall Observation and Evidence Collection: First 40 Days of Student Attendance</p> <p>Data Entry Windows: The data entry window for districts opens one week before the 40th day of attendance and will remain open until one week after the 40th day of attendance.</p> <p><i>Each data entry window is individually set and based on the individual district's attendance calendar.</i></p>



Illinois State Board of Education

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Home > Assessment > Illinois Assessment of Readiness

ASSESSMENT

Illinois Assessment of Readiness

ASSESSMENT

ILLINOIS ASSESSMENT OF READINESS



The Illinois Assessment of Readiness (IAR) is the state assessment and accountability measure for Illinois students enrolled in a public school district. IAR assesses the Illinois Learning Standards incorporating the Common Core and will be administered in English language arts and mathematics to all students in grades 3-8.

- [Impact of Participation in the Illinois Assessment of Readiness](#)

RESOURCES

- [2023-24 State Assessment Dates \(Updated 11/20/2023\)](#)
- [IAR Frequently Asked Questions](#)
- [Assessment Communications and Webinars](#)
- [2022-23 State Assessment Dates](#)
- [Assessment Security Monitoring Survey](#)
- [Pearson Resource Page for IAR Administration](#)
- [Reason for No Valid Test Attempt \(IAR, SAT, PSAT 10, PSAT 8/9, and DLM-AA\)](#)
- [Spring 2022 New Meridian Technical Report for IAR](#)
- [Approved Word-to-Word Dictionaries](#)
- [Guidance for 15-year-old students with IEPs in Elementary School Districts](#)

UPDATE: November 13, 2023

Prepare for 2024 – IAR Testing Dates

Paper: March 4 (earliest) – April 5 (latest)

Online: March 4 (earliest) – April 19 (latest)

TestNav Updates

Pearson has updated the TestNav system requirements for the 2023-24 school year. Please review the technical bulletins and system requirement pages below to ensure your school devices are ready for the spring administration.

****IMPORTANT:** The updated TestNav app must be downloaded and installed prior to spring 2024 testing.

- [Updated Technical Bulletin](#)
- [Updated TestNav System Requirements](#)

Parent Portal

Manuals & Technology

IAR Key Dates

Test Information & Resources

Test Design

Training Presentations & Webinars



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Home > Early Childhood

Early Childhood

- Prevention Initiative
- Preschool For All (PFA)
- Preschool for All Expansion
- Kindergarten
- Multilingual Early Learners
- Birth-to-Third Grade (B-3) Continuity Project
- Early Childhood Professional Development
- Early Childhood Special Education (ECSE)
- KIDS: Every Illinois Child Ready for Kindergarten
- Request for Proposals (RFP) Information
- Student Information System (SIS)

EARLY CHILDHOOD



The Early Childhood department provides leadership and technical assistance to support state programs serving children prenatal to age 8, and their families. Services provided include state Prevention Initiative, Preschool For All, and Expansion Grants, as well as the Federal Expansion Grant, and a variety of resources for parents, teachers and administrators.

- [FY23 Early Childhood Block Grant Consultant Assignments](#)
- [ECBG Overview](#)

News and Updates

Prevention Initiative

Preschool For All (PFA)

Preschool for All Expansion

Kindergarten

Multilingual Early Learners

Birth-to-Third Grade (B-3) Continuity Project

Early Childhood Professional Development

Early Childhood Special Education (ECSE)

KIDS: Every Illinois Child Ready for Kindergarten

Request for Proposals (RFP) Information

Student Information System (SIS)

Grant Periodic Reporting

RESOURCES

- [2020 EBF Distribution Quick Facts](#)
- [Early Childhood Block Grant Administrative Rules, Part 235](#)
- [Gateways to Opportunity Professional Development Website](#)
- [IL Early Childhood Asset Map \(IECAM\)](#)
- [IL Early Learning Project \(IELP\)](#)
- [Illinois Birth to 5 Program](#)

Closing the Achievement Gap



Better Instruction

Strong Culture
(academic press)

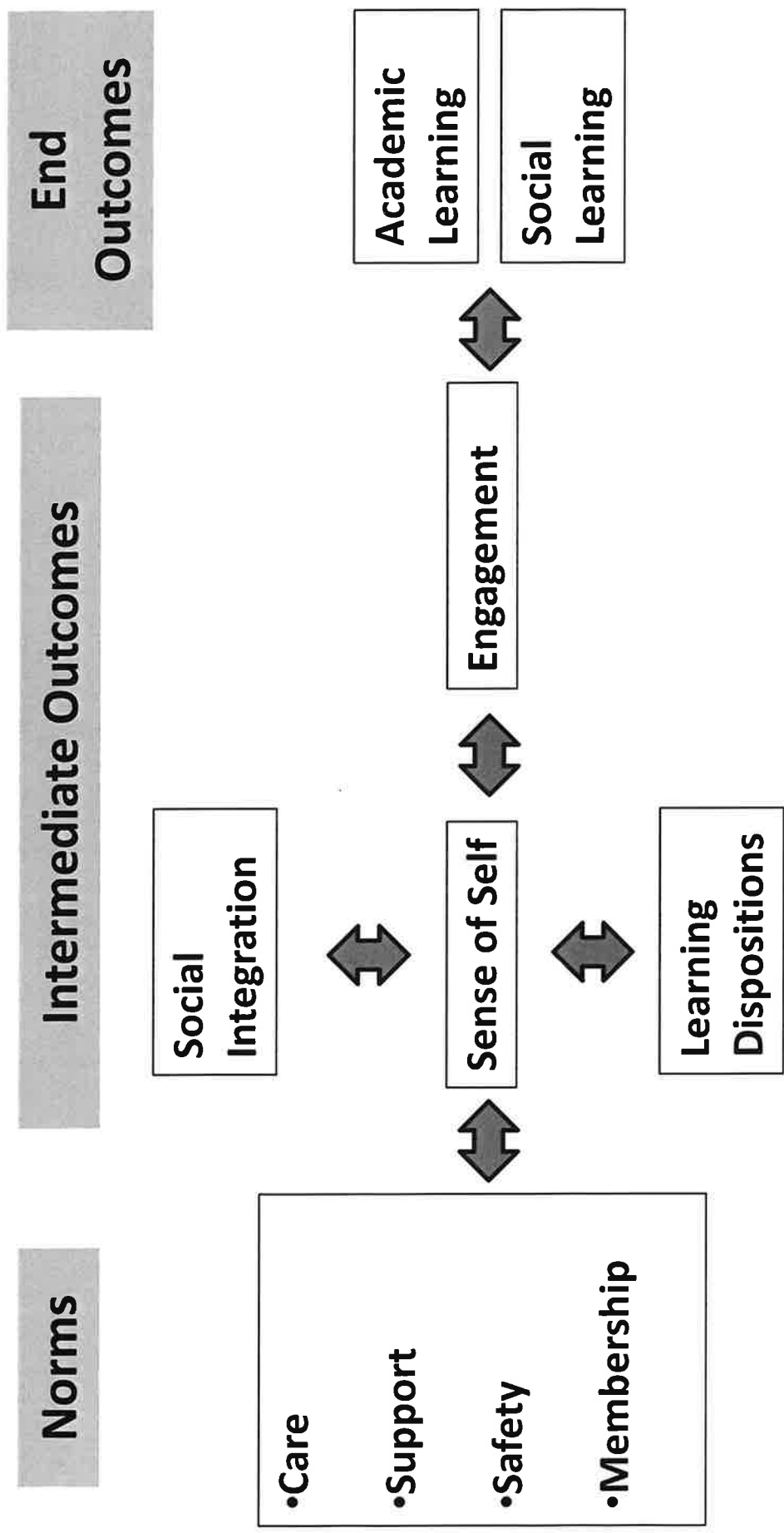
Lower Class Size

More Personalized

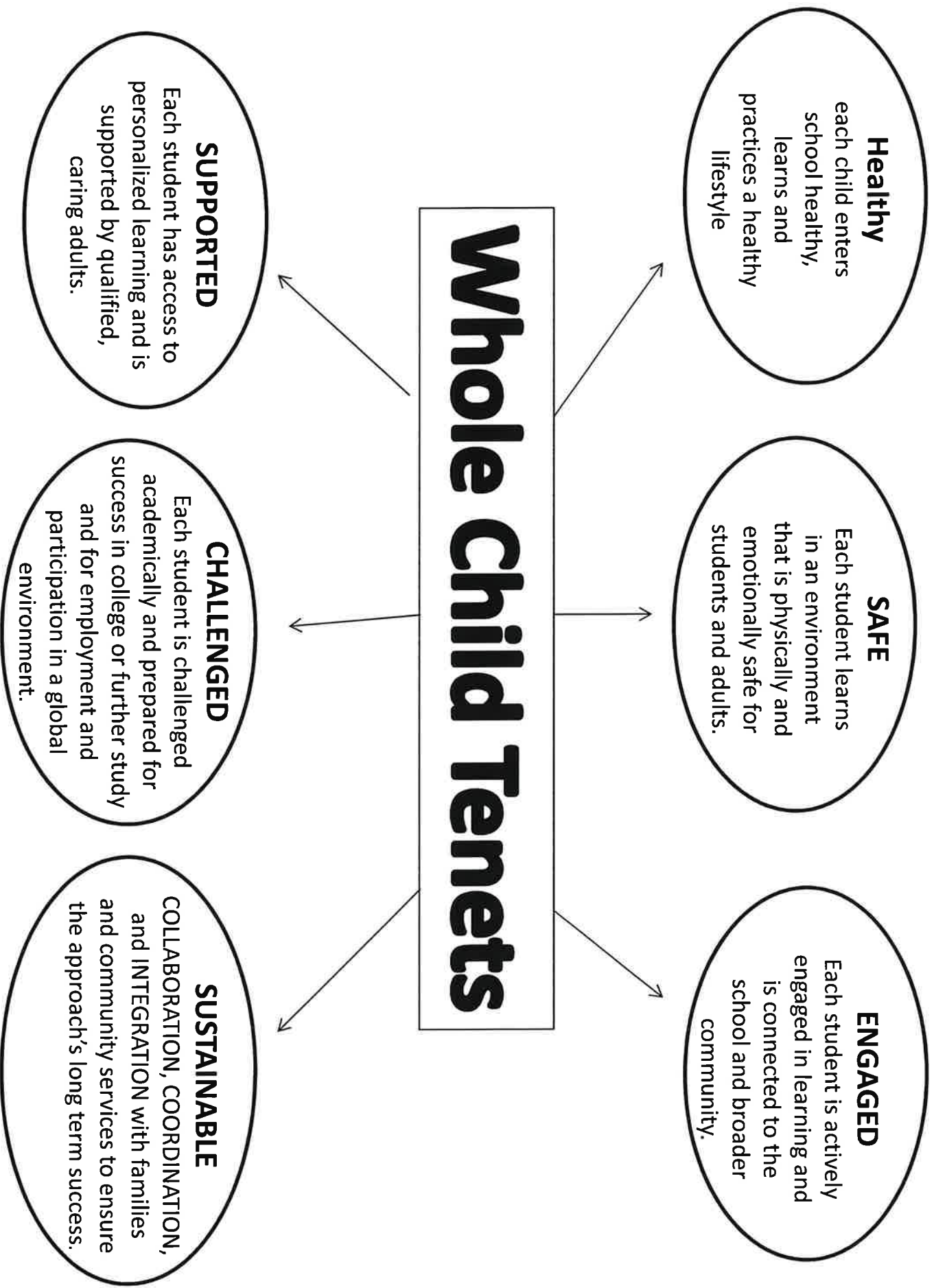
Academic Rigor

From Dr. Joseph Murphy, Vanderbilt
University in the KAPPAN November 2009

Communities of Pastoral Care for Students



From Dr. Joseph Murphy
INTC Conference February 2015



EDUCATION UPDATE

INSIDE

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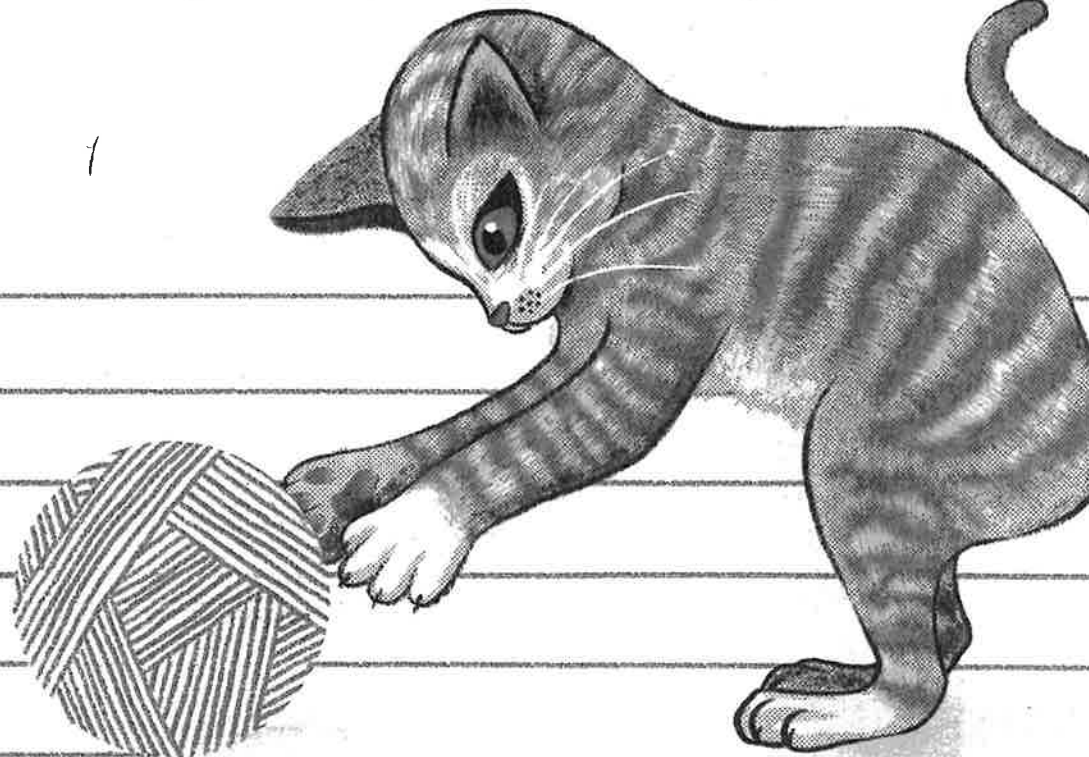
How to
Change Math
Mindsets

7

Advice to
Keep Your
Sanity in Check

8

Strike a Chord
with Educational
Music

ASCD
LEARN. TEACH. LEAD.


Chasing Happiness in the Classroom

Illustrations by Donald Ely

More than a cuddly concept, teachers can take real steps to help happiness thrive.

The tiny nation of Bhutan doesn't measure its success by economic prosperity but rather by the happiness of its citizens. For more than 30 years, the Gross National Happiness Index has tracked progress toward the goal of a 100 percent happy population (in 2015, 91 percent of Bhutanese reported being happy).

If every classroom put a premium on happiness like this model nation, the outcome could be profound. A 2014 study led by British economic researcher Richard Layard found that emotional health in childhood is the most powerful predictor of life satisfaction in adulthood.

An Inside Job

So can happiness be taught? Not exactly, says Vicki Zakrzewski, education director for the Greater Good Science Center (GGSC) at the University of California-Berkeley. "You can teach skills that lead to happiness and create conditions that cultivate happiness, but you can't actually teach students happiness."

"Happiness is an inside job," adds Patty O'Grady, associate professor of education at the University of Tampa. "Teachers can only facilitate it and create the maximum potential for it."

To preface this work, educators must first delve into what it means to be happy. Contrary to popular belief, "happiness is not that super high that you get from experiencing positive emotions," explains Zakrzewski. "There's something deeper to it."

In *The How of Happiness*, positive psychology researcher Sonja Lyubomirsky defines happiness as "the

CONTINUED ON PAGE 4 →

CHASING HAPPINESS

CONTINUED FROM PAGE 1

experience of joy, contentment, or positive well-being, combined with a sense that one's life is good, meaningful, and worthwhile."

Happiness is complex and nuanced, admits O'Grady, but when we teach children how to live engaged and meaningful lives that enable them to be successful, "happiness is the byproduct."

Plan for Positive Learning

To put it into practical terms, "You can set the [stage] for happiness in your classroom by exploring and understanding emotions, facilitating and nurturing friendships, and ensuring that students understand the personal meaning—or create meaning for themselves—in lessons," explains O'Grady, who authored *Positive Psychology in the Elementary School Classroom*.

One way is to be mindful of the "emotional content" in the curriculum, she says. "Talk about the feelings around a particular task, especially if it's difficult or frustrating," Zakrzewski suggests prefacing lessons with a short discussion about the social skills the class wants to practice. "What happens if somebody says something that makes you upset? How can you work in those particular moments?"

This gives students a social-emotional lens "so there isn't just a launch into academics," says O'Grady.

While lesson planning, intentionally seek ways to tie content to students' experiences. "When we think we're doing

something that has no meaning for us, we usually react in a very frustrated and unmotivated way," notes O'Grady. "But if we feel that we're doing something that benefits ourselves, and even more importantly benefits others, it has a self-generating motivation."

"Part of happiness is having a sense of meaning and purpose," adds Zakrzewski. "If students read a particular book, [encourage them to] empathize with the character and understand the character's emotional life, social life, and decisions that they made."

Then have them reflect by considering, "What does this mean for me? Have I ever had a situation like this in my life?"

Teachers may need to guide these discussions at first, but "after a while, students become agile at being able to see how [the content] relates to their lives and the world around them."

Rooted in PERMA

As a high school student, Chase Mielke felt lost, experiencing depression and frustration. When he picked up *The Art of Happiness* by the Dalai Lama, he became fascinated by "how people view their circumstances."

Now an English teacher at Plainwell High School in Michigan, Mielke pitched the idea of creating a positive psychology course to teach students the "qualities, habits, and practices that create a happy, meaningful life."

He developed a curriculum rooted in Martin Seligman's PERMA model, which outlines five essential elements of well-being: positive emotion, engagement,

relationships, meaning and purpose, and accomplishment. Anchoring lessons within these elements is "more servable" in a classroom than trying to focus on the broader term, *happiness*, Mielke contends.

During a unit on *accomplishment*, for instance, students learn how to develop optimistic self-talk. Mielke starts with an exercise on learned helplessness that involves distributing envelopes with anagrams. Some students are given easy puzzles to solve, while others are left with nearly impossible ones.

"The students go through this process where they're seeing some peers doing well and some not doing so well," he says.

Students then jot down what was running through their minds during the exercise (and hear its objective). They critique, as a class, whether those thoughts were optimistic or pessimistic, internal or external, universal or specific. So if a student said, "I'm terrible at English," the class discussed how the statement might be reframed as, "This lesson is challenging."

Coaching self-talk helps kids "start to build a habit of recognizing [challenges] as temporary or specific," says Mielke. As they grow in self-awareness, they strengthen their ability to manage their emotions and handle conflict appropriately.

These skills are especially advantageous for the 10 at-risk sophomores who are placed into the course each year. As part of a mentorship program, students who "struggle with behavioral issues, low academics, or a negative self-image" are hand-selected to participate by a team of counselors and administrators.



HAPPINESS TEACHING RESOURCES



AUTHENTIC HAPPINESS WEBSITE FROM THE UNIVERSITY OF PENNSYLVANIA (WWW.AUTHENTICHAPPINESS.SAS.UPENN.EDU)

Learn about positive psychology and its application in the classroom through videos, research, and other free resources. Students can take the Authentic Happiness Inventory and additional questionnaires on grit, optimism, meaning in life, and more.

POSITIVE PSYCHOLOGY IN THE CLASSROOM

(WWW.PSYCHOLOGYTODAY.COM/BLOG)

This blog series, written by Patty O'Grady, author of *Positive Psychology in the Elementary Classroom*, explores different measures of well-being and how they can be applied in the classroom.

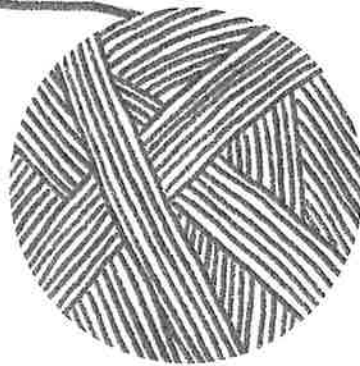
GREATER GOOD IN ACTION (GGIA.BERKELEY.EDU)

Find 48 science-based practices for building a meaningful life from the Greater Good Science Center at the University of California-Berkeley. The practices are broken down by categories, including "happiness," "gratitude," and "kindness," and are rated by difficulty, frequency, and duration.

"WHAT'S STEP 1 FOR TEACHING HAPPINESS? IDENTIFYING THE 23 INGREDIENTS" (WEARETEACHERS.COM/BLOGS)

Teacher Chase Mielke shares 23 practices for fostering happiness in the classroom, which are anchored in Martin Seligman's PERMA model.

"Not everyone is going to have this Pollyanna [outlook]. Our goal is to try to move the meter up a little bit."



These students take positive psychology during the first trimester, and then reinforce those concepts in two subsequent English classes with Mielke. "We might use mindful meditation before a test or writing an essay, or make connections between what we're reading in transcendental literature and the ideas of meaning and purpose."

The program has dramatically transformed their school experiences, Mielke explains. "The at-risk students consistently see their failure rates diminish and their GPAs increase, and they're not getting suspended as often."

Then there's the anecdotal evidence. "It's cliché," says Mielke, "but a lot of students have said that the class changed their world."

The Kindness-Happiness Loop

At the Field School in Washington, D.C., Susan Greenspan's students spent an entire year "deconstructing happiness" in an honors elective.

The 11th and 12th graders analyzed research, watched TED Talks, learned about the cultural nuances of happiness, and reflected on their own definitions of happiness (e.g., "feeling at peace" or "feeling confident"). They met with parent and faculty experts in meditation, music, positive psychology, and neuroscience. They also read excerpts from Gretchen Rubin's *The Happiness Project*, debriefing with the author when she visited their school.

The first semester focused on spreading happiness within the Field community, says Greenspan. Students put thank-you notes in teachers' mailboxes, performed kind acts for entire grade levels, cleaned up different areas of the campus, and gave out small gifts to random students on Fridays.

Research, in fact, shows a strong correlation between kindness and happiness. "When you are kind to someone,

it actually releases feel-good hormones, endorphins," states O'Grady.

Plus, being kind has a cyclical effect: A 2016 study from Lyubomirsky about factors that trigger prosocial effort uncovered a "positive feedback loop between positive activities, kindness, and well-being." In another study, "Kindness Counts," the researcher found that 9- to 11-year-olds who practiced acts of kindness "not only got happier but [also] became more popular with their peers."

Forward Progress

During the second semester, Greenspan's students tackled their own happiness projects. They identified obstacles to happiness within their own lives and set a plan with realistic goals for overcoming them. One student was disappointed that he wasn't spending enough time with his family, and when he did, their conversations revolved around college planning. So he initiated family game nights.

Every week, students journaled about their progress and debriefed with the class. "At times, students had to admit they were falling short and come up with a new plan, and we would hash it out together." They also had partners to keep them on track.

Remarkably, the course generated a desire to "pay it forward" as much as it encouraged happiness, says Greenspan. "I observed [students] trying to sort of change other people. Trying to pass their messages along, or trying to get someone to buy into meditation, or [trying to talk peers] into attending the college that's going to make them the happiest versus the one that their parents think they should go to."

One student, an accomplished track athlete, battled anxiety as she approached the starting line before each race. So she led

relaxation techniques for teammates who experienced similar angst.

Students changed their mindsets together, notes Greenspan, and in the end, they were happier in that environment.

Happiness Unmasked

There are caveats to cultivating happiness in the classroom, cautions Zakrzewski. "It's fine to bring the language of happiness into the classroom, but you don't want to make it seem that happiness is imposed upon students—that you *have* to be happy."

"That's a huge issue in our culture," she clarifies. "That we have to be happy all the time and if we're not, then there's something wrong with us."

"Cultivate those things in your life that naturally lead to happiness, but don't make happiness your goal," says Zakrzewski. Research has shown that overemphasizing happiness can actually backfire, leading to more anxiety and depression.

That's partly why Mielke campaigns for—and shows—a healthy range of emotions. "I'm very upfront with students that I'm not always going to be the most happy, positive person because that's just not realistic—and they need to know that."

"It's just as important to model not being happy, or being frustrated, or being pessimistic," he says. "Give yourself permission [as a teacher] to have bad days but also be ready to talk about how you're going to pull yourself out of it."

Moving the Meter

Improving your classroom's happiness index boils down to "creating positive experiences" by reducing students' stress, generating meaning, and being mindful of the emotional content in the curriculum, says O'Grady. "Focus on strengths and not weaknesses; use language to encourage and not discourage; and reduce fear—fear of failure, fear of criticism, and fear of embarrassment."

"All the [tools] we apply, the scaffolding support, the differentiation, all those academic strategies have to be equally applied" to students' social and emotional health.

"By the end of the class, not everyone is going to have this Pollyanna [outlook]," admits Mielke. "Our goal is to try to move the meter up a little bit." ■

Sarah McKibben is the managing editor of Education Update.

For New Teachers: by Sharon Draper

Why should I be a teacher?

Who would ever want to be a teacher? A teacher makes no money, gets no respect, and makes no difference to anyone! Now wait a minute. Is this true? Or are we listening to exaggerations and remembering stereotypical images of the bespectacled, mean old Miss Crabtree from old movies? Think back to all of the teachers that you have encountered in your eleven or twelve years of schooling. Which one stands out in your memory? What grade?

The kindergarten teacher who was not afraid to give a hug when needed?

The third grade teacher who taught you the magic of cursive writing?

That fifth grade teacher who made you retake that spelling test fifteen times until you triumphantly got them all right?

The history teacher who showed you the world of humanity?

The math teacher who taught you not only the intricacies of numbers, but also the practicalities of balancing a checkbook and figuring the discount at a sale?

The science teacher who showed you how the physical and the natural world worked together to give us life on earth?

The gym teacher who showed you how good it felt to run fast and to push yourself to the limit?

The music teacher who showed you that a complete individual needed a full complement of expression?

Somewhere in your educational career, one or more of these outstanding individuals opened your mind and showed you the way. That teacher made a difference in your life.

And when you become the parents of the twenty-first century, and you will, with young ones to care for and educate, who will teach those children? Who will make a difference in the lives of the next generation? If none of you choose to go into education, to make a positive difference on the lives of children who are not even born yet, who will be there to guide them, or direct their minds through the beauty and complexity of the vast wealth of knowledge that we now control?

I once asked a class of fourth graders to give me their definition of a good teacher. These are their responses:

A good teacher is soft enough to hug, but too hard to punch.

A good teacher knows lots of dirty jokes but only tells the clean ones that make you laugh.

A good teacher is not scared of thunder and lightning and knows what to do when the lights go out.

A good teacher never makes fun of you when you do dumb stuff like throw up or forget the answer.

A good teacher would be fun to have at your house for dinner, but you'd never want him to come for real.

A good teacher knows a little bit about a lot of stuff, and a whole lot about things you need to know.

A good teacher makes you have so much fun you don't you're learning, and then when you've learned it, you realize it wasn't hard at all. A good teacher knows a little bit about a lot of stuff, and a whole lot about things you need to know.

A good teacher never has bad breath.

A good teacher loves you and you know it.

If we could all live up to this simple list, we'd be successful teachers. The children are waiting. Every year, the school year begins a cycle--of freshness and possibility. New shoes, notebooks, and hopes all shone with the beginning of a new school year. As students you accomplished this cycle many times. Each new school year is filled with new hopes and possibilities--new book-bags and textbooks, fresh clean paper, and more often than not, a new teacher to encounter. A teacher who has the potential, just like a new textbook, to open your mind to ideas as yet unimagined. Why not be that teacher? The one who sings the song that you'll always remember. The one who lights the candle that you'll always carry. Are you a potential teacher?

Young teachers are waiting, unidentified and unknown, in third grade and seventh grade and eleventh grade classrooms. We must look to students long before they graduate from high school and steer them to a career in teaching. Those students who would be natural teachers are sometimes never identified because no one takes the time to nurture the idea in their minds.

Think of your parents and what school was like for them. (Very few of them actually walked to school barefoot ten miles every day in deep snow, as they like to exaggerate.) They had no computers, no cell phones, no pagers--none of the modern conveniences that we take for granted. Just as your parents had less to learn that you do, your children will learn more than you can imagine. We will need well-trained, dedicated teachers who can make this transfer of vast amounts of knowledge a reality. Children are waiting for a teacher to make a difference in their lives. That teacher can be you.

<http://sharondraper.com/professionals.asp>



WHAT TEACHERS MAKE

The dinner guests were sitting around the table discussing life. One man, decided to explain the problem with education. He argued, "What's a kid going to learn from someone who decided the best option in life was to become a teacher?"

He reminded the other dinner guests what they say about teachers: "Those who can, do. Those who can't, teach."

To stress his point he said to another guest; "You're a teacher, Susan. Be honest. What do you make?"

Susan, who had a reputation for honesty and frankness replied, "You want to know what I make?"

"I make kids work harder than they ever thought they could.
I make a C+ feel like the winner of the Congressional Medal of Honor.
I make kids sit through 40 minutes of study hall in absolute silence.

"You want to know what I make?
I make kids wonder.
I make them question.
I make them criticize.
I make them apologize and mean it.
I make them write.
I make them read, read, read.
I make them show all their work in math and perfect their final drafts in English.
I make them understand that if you have the brains, and follow your heart, you can be anything you want to be

Susan paused and then continued.
"You want to know what I make?
'I MAKE A DIFFERENCE.'

THERE IS MUCH TRUTH IN THAT STATEMENT.

"Teachers make every other profession possible!"

