



Induction/Mentor Program Protégé Meeting January 17, 2024



1967 January Snowstorm
looking east at Acme Steel
near 13416 Wentworth
Riverdale IL
(via Barb Paul-Krikau)



CONGRATS TEACHERS!

**YOU MADE IT THROUGH THE MADNESS OF BACK TO
SCHOOL, HALLOWEEN AND THE NOV-DEC. ROLLER
COASTER. CHEERS!**

made with mematic

CELEBRATION

Ron Clark



Jeremy Anderson

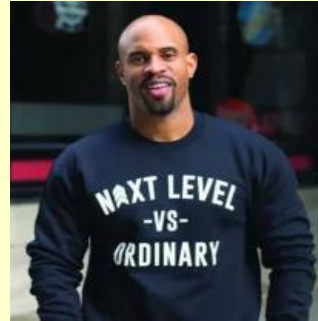


Inspirational Teachers



Ron Clark

<https://ronclarkacademy.com/about-rca/>

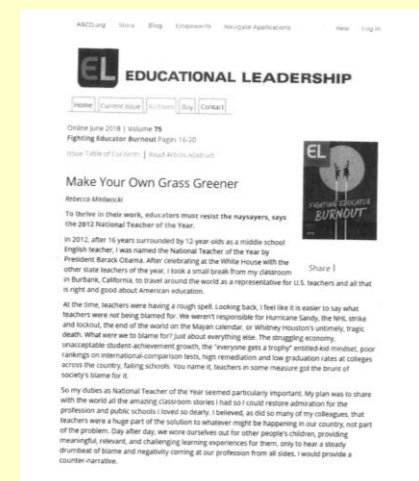
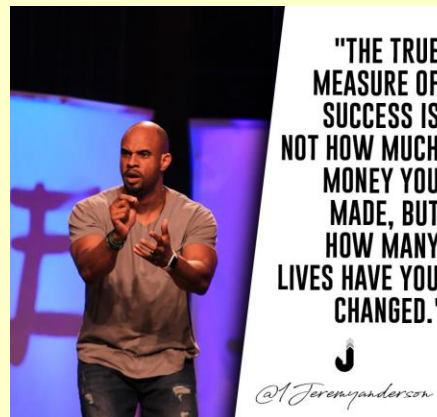


Jeremy Anderson

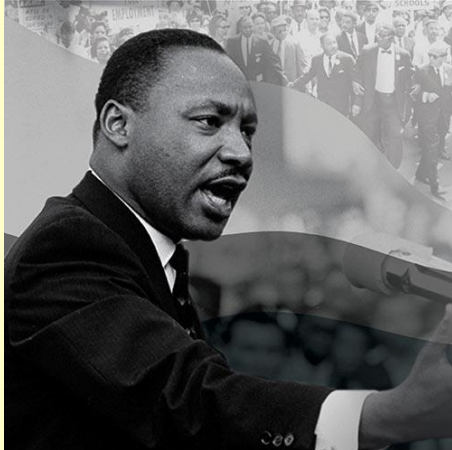
<https://www.jeremyanderson.org/>



What teacher inspired you?



Black History Month



<https://www.eduguide.org/content/2015/01/14/eduguide-challenge-the-drum-major/>

Scholastic Classroom Libraries

- List of Books
- Protected Time
- Selection of Books

Classroom Library – Structured Independent Reading

- Joy of Reading
- Practice Stamina
- Stretch Students



When is the protected time in your school?

What is happening in your room?

What book are you reading?

Survey Results



- Induction/Mentor Program Mid-Year Survey

IMP Portfolios

- Assignments in Microsoft TEAMS
- IMP Website at <https://www.district148.net/mentor/index>.
- Submit activities via TEAMS or email

Early Childhood Assessments & Resources

<https://www.isbe.net/Pages/Early-Childhood.aspx>

The screenshot shows the Illinois State Board of Education website's Early Childhood section. At the top, the ISBE logo and name are displayed. Below the navigation bar, there are links for 'Log Into ELIS', 'Log Into IWAS', 'Public School District Lookup', 'FRIS Inquiry', 'IL Report Card', 'About the Agency and Board', and 'Topics A-Z'. The main heading is 'EARLY CHILDHOOD'. To the left is a sidebar menu with 'Early Childhood' selected, listing various programs like 'Prevention Initiative', 'Preschool For All (PFA)', 'Kindergarten', etc. The main content area features a photo of children at a table, a text description of the department's role, and a list of 'News and Updates' including 'FY22 Early Childhood Block Grant Consultant Assignments' and 'ECBG Overview'. Below this is a grid of 12 green buttons for different programs: '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)', and 'Grant Periodic Reporting'. At the bottom, there are icons for 'EARLY CHILDHOOD ARCHIVE' and 'APPROPRIATE TECHNOLOGY', and a 'Newsletters' dropdown menu.

Illinois State Board of Education

Log Into ELIS | Log Into IWAS | Public School District Lookup | FRIS Inquiry | IL Report Card | About the Agency and Board | Topics A-Z

Home > Early Childhood

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.

- FY22 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 Standards
- Illinois Early Learning and Development Standards (IELDS)
- Illinois Early Learning Guidelines
- PFA/PFAE Professional Development Webinars
- WIDA Early Years: Resources for supporting multilingual young

EARLY CHILDHOOD ARCHIVE | APPROPRIATE TECHNOLOGY

Newsletters



Early Childhood Assessments Kindergarten

<https://www.isbe.net/Pages/Kindergarten-Corner.aspx>



**Illinois
State Board of
Education**

[Log Into ELIS](#) [Log Into IWAS](#) [Public School District Lookup](#) [FRIS Inquiry](#) [IL Report Card](#) [About the Agency and Board](#) [Topics A-Z](#)

[Home](#) > [Early Childhood](#) > [Kindergarten](#)

EARLY CHILDHOOD

Kindergarten

EARLY CHILDHOOD KINDERGARTEN

Welcome to the Kindergarten webpage at ISBE! This is where you will find the most up-to-date information and resources for developmentally appropriate implementation of Kindergarten programs. On this page you will find the Learning standards, information for transitioning students to and from Kindergarten, and links to many other resources and websites including the Kindergarten Individual Development Survey (KIDS) webpage.

Kindergarten Individual Development Survey (KIDS) ▾

- ISBE's Kindergarten Individual Development Survey (KIDS) webpage
- KIDS Advisory Committee
- Illinois' Plan for insuring that all kindergarten children are assessed for readiness 

PreKindergarten to Kindergarten Transition ▾

Learning Standards ▾

Additional Resources ▾

Kindergarten Experts ▾

CONTACT INFORMATION

- Carisa Hurley, Director
- Norma Moore, Supervisor

Office Numbers:
(217) 524-4835
(217) 785-7849 (Fax)



Early Childhood Assessments

Kindergarten - KIDS

KIDS is an observational formative assessment.

Children are observed and evidence can be collected daily throughout each rating period. This evidence is then used to complete the assessment for that period. The assessment is completed three times per school year.

- 1st rating is due within 40 days of attendance; the evidence used is from attendance days 1-40
- 2nd rating is due within 105 days of attendance; the evidence used is from attendance days 41-105
- 3rd rating is due within 170 days of attendance; the evidence used is from attendance days 106-170

<https://www.isbe.net/Documents/kids-faqs.pdf#search=when%20are%20kids%20assessments%20completed>

Illinois Assessment of Readiness

<https://www.isbe.net/Pages/Assessment.aspx>.

ASSESSMENT

Illinois Assessment of Readiness

- IAR Waiver Request

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 New 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

- [2022-23 State Assessment Dates](#)
- Assessment Communications and Webinars
- Assessment Security Monitoring Survey
- Pearson Resource Page for IAR Administration
- Reason for No Valid Test Attempt (IAR, SAT, PSAT 10, PSAT 8/9, and DLH-AA)
- Approved Word-to-Word Dictionaries
- Spring 2021 New Meridian Technical Report for IAR

UPDATE: October 12, 2022

2023 SPRING TESTING SEASON

2023 – IAR TESTING DATES

- Paper: March 6, 2023 (earliest) – April 7, 2023 (latest)
- Online: March 6, 2023 (earliest) – April 21, 2023 (latest)

*See additional key dates listed below

NEW: Introducing the New Student Readiness Tool

The new Student Readiness Tool (SRT) engages students in learning how to navigate TestNav, using elements that support visual, auditory, and kinesthetic learning. The SRT ensures fairness and inclusion for all students by showing them how to use the TestNav tools, item types, and features that will appear on the summative assessment and will therefore improve student readiness and confidence before test time. SRT is not meant to familiarize students with the standards. Please direct students to the content practice items on the IAR support page.

TestNav System Requirements for 2023

Pearson has updated TestNav system requirements for the 2022-23 school year. Anyone using the 1.10 app will need to upgrade to the latest app for their platform in order to use TestNav. ChromeOS 97 will no longer be supported for use with TestNav.

Download TestNav

Please review the technical bulletins and system requirements to ensure your school devices are ready for the spring administration. The updated TestNav application must be downloaded and installed prior to that time.

- TestNav - Review and Prepare for 2022-23 School Year
- Updated for 2023: TestNav System Requirements

Please call Pearson customer support at 855-213-3879 if you have questions.

Computer Device Loaner Program

Pearson has a loaner program to provide electronic devices to districts and schools that do not have a sufficient supply of devices for testing.

If your district or school is in need of electronic devices to complete IAR testing for the 2023 testing administration, please complete this link: [Computer Device Survey](#)

ALL SPRING 2022 IAR REPORTS AVAILABLE IN PAN

All 2022 score reports are now available in PearsonAccessnext to those users with the roles of District or School Test Coordinator or with the Report Access roles.

IAR Interpretation Guides and other reporting resources are available on the Pearson support site.

- Parent Portal
- Manuals & Technology
- IAR Key Dates
- Test Information & Resources
- Training Presentations & Webinars
- Archived Materials

Resources



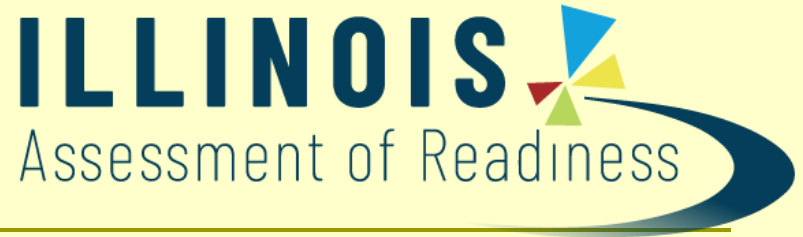
IAR Technology - <https://il.mypearsonsupport.com/tutorial/>

Tutorial sessions for students

- ❖ General use of the platform like login, moving page to page, submitting answers, stopping vs. finishing the test session
- ❖ Math at grade level for using the math tools like the ruler, protractor, calculator, drag and drop, using the formula bar, multiple choice, written answers, adding to graphs
- ❖ ELA at grade level for using the ELA tools like the highlighter, scrolling through the text, using drag and drop, drop down boxes, written answers, multiple choice answers

Consider how and when students will have the opportunity to experience these tutorials

Practice for Students

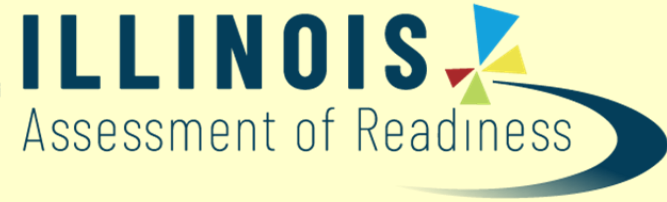


IAR Digital Item Library: <https://il.digitalitemlibrary.com/home>.

The New Meridian Resource

Center: <http://assessmentresource.org/released-items/>.

Consider how and when students will have the opportunity to explore these sample questions



State Assessment Questions, Discussion, & Advice



Teaching Children of Promise:

Joys and Challenges of Urban Education



Motivation is the key. . . .

Children of Promise.....

"at-risk"

- Socioeconomic issues
- Language issues
- Cultural issues
- Physical issues
- Educational experience issues
- Homelessness
- Migrant worker issues
- Mobility issues
- Parental/familial support issues
- Children with adult responsibilities



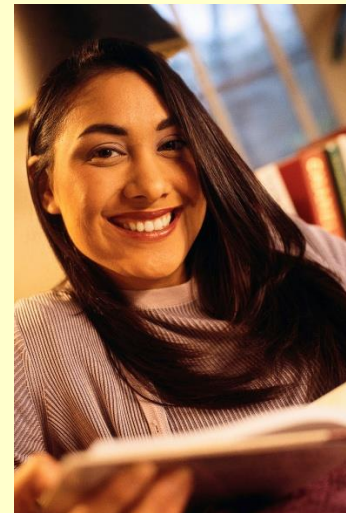
Ruby Payne – Framework for Understanding Poverty

- ❑ Poverty occurs in all races.
- ❑ Generational poverty and situational poverty are different.
- ❑ Schools and businesses operate from middle class norms and use the hidden rules of the middle class.
- ❑ An individual brings with him/her the hidden rules of the class in which he/she was raised.
- ❑ For our students to be successful, we must understand their hidden rules and teach them the rules that will make them successful at school and at work.
- ❑ Two things that help children move out of poverty are education and relationships.

Students who are engaged exhibit three characteristics:

- ❑ They are attracted to their work
- ❑ They persist in their work despite challenges and obstacles
- ❑ They take visible delight in accomplishing their work.

Phil Schlechty



Motivation is the....



Brown & Langer on Motivation, 1990



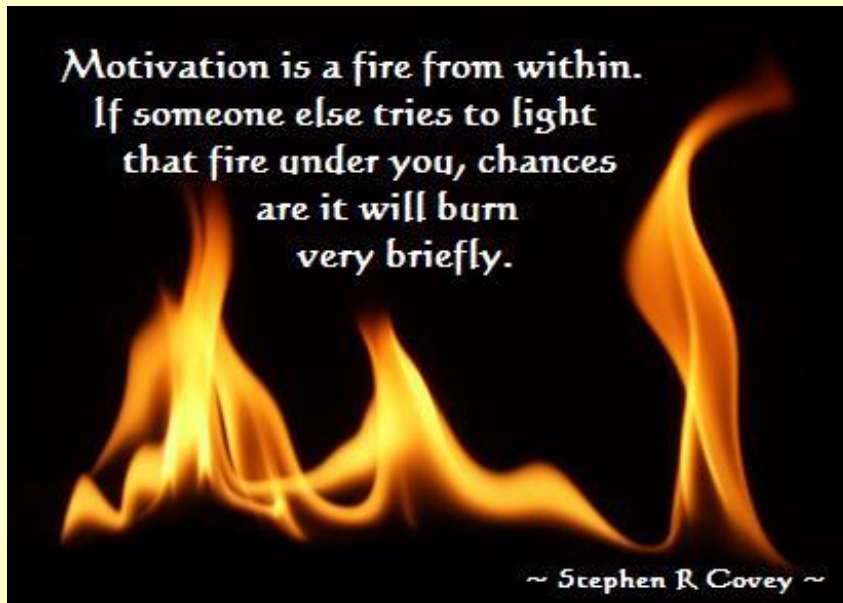
The need to be good at something, to achieve, is a driving force for most people.

- Intelligence accounts for about .45 of variance related to school grades;
- **motivation accounts for about .35** of the variance;
- and the remaining variance is related to prior learning

Extrinsic vs. Intrinsic Motivation



Extrinsic vs. Intrinsic Motivation

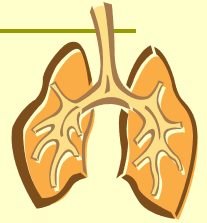


Dr William Glasser's *Basic Needs*

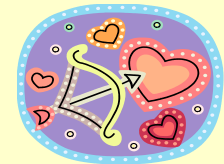
				
<i>Love & Belonging</i>	Power	FUN	Survival	<i>Freedom</i>
<ul style="list-style-type: none"> ✓ belonging ✓ being loved ✓ being respected ✓ friendship ✓ sharing ✓ cooperation 	<ul style="list-style-type: none"> ✓ recognition ✓ success ✓ importance ✓ achievement ✓ skills 	<ul style="list-style-type: none"> ✓ enjoyment ✓ laughter ✓ learning ✓ change 	<ul style="list-style-type: none"> ✓ health ✓ relaxation ✓ sexual activity ✓ food ✓ warmth 	<ul style="list-style-type: none"> ✓ choices ✓ independence ✓ freedom from ✓ freedom to

William Glasser – Basic Needs

□ **Survival** or physiological – The things we need to keep our body functioning



□ **Love and belonging** – To feel that others care about us and that we are wanted (RELATIONSHIPS)



□ **Power or recognition** – To feel that others respect our ideas and look up to us



□ **Freedom**- That we are able to make choices



□ **Fun** - That we are able to do things that we enjoy



Think about....

- ❑ **Meaning** (linking to interests and prior experience)
- ❑ **Transfer** (linking to future usefulness)
- ❑ **Intrigue** (linking to the things that make them curious)
- ❑ **Humor** (linking to the things that make them laugh)
- ❑ **Interest Inventories** (You have to know your students to motivate them!)
- ❑ **Cooperative Learning** (linking group work to content)
- ❑ **Background Knowledge** - (Pictures, field trips, vocabulary, virtual field trips, video streaming)



Extrinsic vs. Intrinsic Motivation

Table Talk

What extrinsic & intrinsic motivation techniques are you using or considering for your classroom?



Kimberly Oliver

National Teacher of the Year



- ❑ “I really try to build relationships with my students and get to know them as individuals.”
- ❑ “If my students are excited about something, then I’ll include that in my lesson plan, just to engage them. If they have certain social skills they need to work on, I’ll include that too....”

Relationships Matter: How Do You Know Your Teacher Cares About You?

D. Stipek, Educational Leadership 9/06

Young children say:



"She says hi to me when I come in the room."



"She makes sure I get a turn."



"She saves a snack for me if I miss snack time."

Adolescents say:



"They treat me as an individual and express interest in my life outside of school"



"They are honest, fair, and trust me."



"They know there is more to me than just a grade"



*TEACHING IS
INTELLECTUALLY
COMPLEX, DIFFICULT
AND DEMANDING WORK,
AT LEAST AS
COMPLICATED
AS NEUROSURGERY*

Jonathan D. Saphier, Ed.D.
Executive Director
Research for Better Teaching

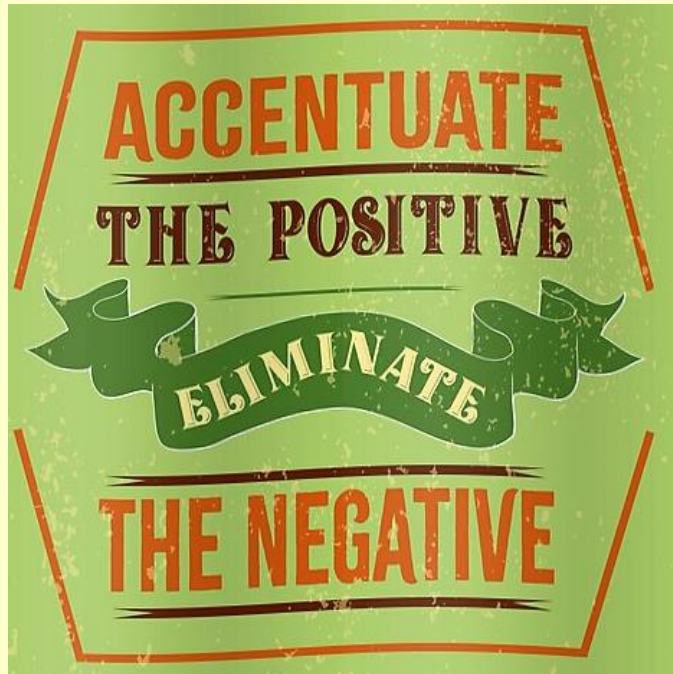


If a child hasn't learned,
we must assume that we
have not yet found the
right way to teach
him/her.



Source Unknown

Accentuate the Positive



- SD148 Resilience Team Article
- Promoting Kindness in the Classroom Activity



Other Announcements

- ❖ Report Cards
 - 2nd quarter procedure to distribute and to collect
- ❖ Professional Development
 - IEA Professional Development Portal
 - Professional Development Opportunities in district
 - other out of district pd
- ❖ Teacher Evaluation
 - FRONTLINE PLATFORM
 - Adding Artifacts
 - Help Videos
 - Contact me or your building mentor for help/advice
- ❖ Course Work Forms
 - Pre-approval
 - Completion
- ❖ Attendance Incentive

So, how did we do?

**Workshop
Evaluation Forms**

Timesheets

**Professional
Development
Hour Sheets**



FIN

Scholastic Classroom Libraries

Memo from Deputy Superintendent's Department



- List of Books
- Protected Time
- Selection of Books

Classroom Library – Structured Independent Reading

- Joy of Reading
- Practice Stamina
- Stretch Students

When is the protected time in your school?
What is happening in your room?
What book are you reading?



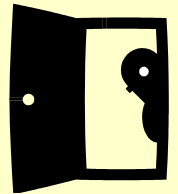
Strong, Silver & Robinson

- Students who are engaged in their work are energized by four goals:



- **Success** (the need for mastery)

- **Curiosity** (the need for understanding)



- **Originality** (the need for self-expression)

- **Satisfying relationships** (the need for involvement with others)



The Power of Children's Literature

- ❑ **C**hildren are made readers on the laps of their parents. *(1994)*
~ Emilie Buchwald ~
- ❑ **W**hen I got [my] library card, that was when my life began.
~ Rita Mae Brown ~
- ❑ **T**here is no substitute for books in the life of a child. *(1952)*
~ Mary Ellen Chase ~



Motivation

Table Discussion Topics



- 1) **Building Relationships/Community**
(Glasser/Silver/Strong)
 - 2) **Recognition/Respect/Success**(Glasser/Silver/Strong)
 - 3) **Fun/Curiosity**(Glasser/Silver/Strong)
- Each table will brainstorm practical ways to work toward meeting a specific need/goal.
 - We are thinking about specific ways to try to meet students' needs in these areas to facilitate motivation

MOTIVATION Topics

Glasser & Silver and Strong

- 1) **Building Relationships/Community**
(Glasser/Silver/Strong)
- 2) **Recognition/Respect/Success**
(Glasser/Silver/Strong)
- 3) **Fun/Curiosity** (Glasser/Silver/Strong)

If we want students to achieve optimally, they must be motivated.....

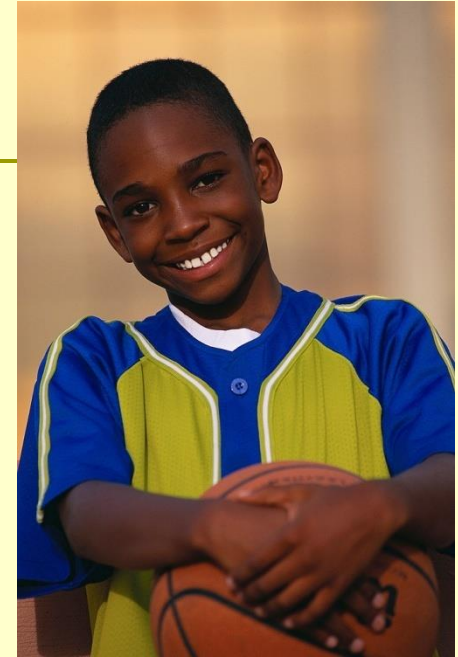
How do we work to see that these needs and goals are being met so that **our kids** are motivated and achieving?????



Listening to Urban Kids: School Reform and the Teachers They Want

by Bruce L. Wilson and H. Dickson Corbett, 2001

- ❑ The teacher “stayed on students” to complete assignments.
- ❑ The teacher was able to control student behavior without ignoring the lesson.
- ❑ The teacher went out of his/her way to help.
- ❑ The teacher explained things until the “light bulb went on” for the whole class.
- ❑ The teacher provided the students with a variety of activities through which to learn.
- ❑ The teacher understood students’ situations and factored that into their lessons.





Consider Differentiation

“What separates good from great teachers are those who can differentiate to meet individual needs of students!”

