

**School District 148**  
**Induction/Mentor Program Meeting**  
**January 17, 2024**

- 1) Welcome and thanks for your support – celebrate with your mentor
- 2) Inspirational Teachers – Ron Clark, Jeremy Anderson, & others, “Make Your Own Grass Greener” - article
- 3) Black History Month – Dr. King activity
- 4) Scholastic Libraries – Structured Independent Reading – sanctioned time
- 5) IMP Activities – survey results, continue to build your portfolio with your mentor
- 6) Illinois Assessment Preparations
  - a. KIDS (Kindergarten Individual Development Survey) at <https://www.isbe.net/kids>
  - b. IAR practice at <https://il.digitalitemlibrary.com/home>.
  - c. Organizers to promote engaging activities for math, rubrics for extended response items, parent letter, Larry Bell’s 12 power words, websites
  - d. Stay connected with Support Services
  - e. Teaching Computer Skills & Keyboarding
  - f. Revisit ISBE website for IAR Home page
  - g. Prohibited Materials / Testing Environment
  - h. Test Administration Manual / Attend Trainings
  - i. IAR discussion with grade level teams
- 7) Student Motivation – the key to testing success
- 8) Accentuate the Positive – article from the SD148 Resilience Team & Promoting Kindness in the Classroom activity
- 9) Other Items of Interest
  - a. Report cards – 2<sup>nd</sup> Quarter procedure to distribute and collect.
  - b. Professional Development Opportunities – professional development libraries in FRONTLINE, technology, others, check your email!
  - c. Teacher Evaluation-adding artifacts to your evaluation for Domains 1 & 4
  - d. DEA Attendance Incentive / Coursework Completion, Pre-Approval form
- 10) Workshop evaluation /CPDU’s / Timesheet



## EDUCATIONAL LEADERSHIP

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**Fighting Educator Burnout** Pages 16-20

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### Make Your Own Grass Greener

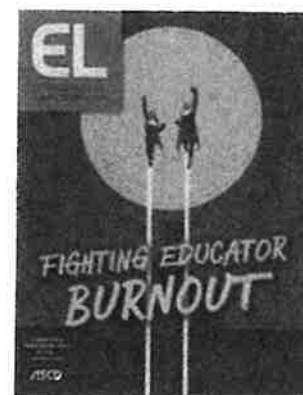
*Rebecca Mieliwocki*

**To thrive in their work, educators must resist the naysayers, says the 2012 National Teacher of the Year.**

In 2012, after 16 years surrounded by 12-year-olds as a middle school English teacher, I was named the National Teacher of the Year by President Barack Obama. After celebrating at the White House with the other state teachers of the year, I took a small break from my classroom in Burbank, California, to travel around the world as a representative for U.S. teachers and all that is right and good about American education.

At the time, teachers were having a rough spell. Looking back, I feel like it is easier to say what teachers were *not* being blamed for. We weren't responsible for Hurricane Sandy, the NHL strike and lockout, the end of the world on the Mayan calendar, or Whitney Houston's untimely, tragic death. What *were* we to blame for? Just about everything else. The struggling economy, unacceptable student-achievement growth, the "everyone gets a trophy" entitled-kid mindset, poor rankings on international-comparison tests, high remediation and low graduation rates at colleges across the country, failing schools. You name it, teachers in some measure got the brunt of society's blame for it.

So my duties as National Teacher of the Year seemed particularly important. My plan was to share with the world all the amazing classroom stories I had so I could restore admiration for the profession and public schools I loved so dearly. I believed, as did so many of my colleagues, that teachers were a huge part of the solution to whatever might be happening in our country, not part of the problem. Day after day, we wore ourselves out for other people's children, providing meaningful, relevant, and challenging learning experiences for them, only to hear a steady drumbeat of blame and negativity coming at our profession from all sides. I would provide a counter-narrative.



Share |

But I also planned to watch and learn. My itinerary would take me to China, Japan, Singapore, Australia, The Netherlands, and Russia. I'd soak up every possible thing they were doing to make their systems better than ours and secret those tricks back to the U.S. to share with every teacher I knew. I felt great about my plan, and I was certain it was going to work.

I was not at all prepared for what happened next.

On my very first trip, to China, and on virtually every international trip I took after that, I was met with the following questions from passionate educators just like me: "How do you inspire so much creativity in your American classrooms? How do you get your students to communicate and collaborate so much? How does it feel to have the freedom to design lessons, projects, and curriculums for the children you teach? How do you help so many and so diverse a group of kids every year?"

Everywhere I went, we were the envy of others. They wanted to know about our schools, our classes, what texts we read, what trips we went on. They wanted to know about cooperative learning and makerspaces, art and dance programs, and how our students prepared for college. They also expressed concern about us and how hard we worked in the face of what seemed like insurmountable challenges, such as widespread child poverty and large class sizes. I went in trying to learn from them, and all anyone wanted to talk about was us.

American teachers had been pummeled into believing that the grass is greener everywhere else, that other systems and other countries had successes we could never match, that we somehow were doing it all wrong and were to blame for everything.

This was not true—and it still isn't.



*2012 National Teacher of the Year Rebecca Mieliwocki teaches a room of 7th graders in California in 2011. With decades of experience behind her, Mieliwocki's advice to stressed-out teachers is to always remember the passion they feel for their job and their students.*

*Photo credit: Andy Holzman/LA Daily News*

## Beyond the Echo Chamber

In my travels outside the United States, I got to see that our own grass is a unique and highly coveted shade of green all its own. Our schools are seen as inspiring, consummately capable, and extremely altruistic for attempting to educate all children no matter their circumstances. We—our teachers, our schools, our ideals, and our hard work—are the envy of everyone else. I think it's important that my education colleagues know this. This knowledge, more than anything else, helped steel and inspire me for the work that lay ahead when I returned to my classroom.

Six years later, here in 2018, things feel very different for educators. Two related things have happened in the intervening years that have been absolute game changers when it comes to the narratives swirling around teachers and education. The information age expanded its reach, and social media has allowed us to connect more easily and see and hear about one another's work.

In 2012, other people and other players were telling the story of public education. The anti-Common Core movement was gathering steam, and in post-Hurricane-Katrina New Orleans, the entire school system was handed over to a charter concern in a great experiment that could have effectively put a nail in the coffin for public education. The narratives were predominantly negative, and their purpose was to weaken public education or possibly create a perceived crisis that for-profit players and privatizers could use to their financial advantage. Absent from virtually all of the pivotal conversations being had was teacher voice. We simply were not allowed to decide our fate. There was no real way to combat this or compete with the prevailing narratives, because the news about successes or gains being seen in schools across the country could rarely make it past those schools' own city limits. If we had any voice at all, it was small compared to the louder, larger, more organized entities.

That changed mightily as more and more of us gained access to the platforms of modern media and communication. Today, armed with Twitter, Facebook, Instagram, and other tools, we not only have quick, easy access to accurate information about the state of our schools, we all can help to control the narrative of our experiences in education. Schools are sending out steady streams of information about their successes, the opportunities they provide for kids, and the challenges they face. Parents and the public can see for themselves what's really happening in schools. They can see in real time the great work being done by everyone in the system, how teachers and administrators are addressing their school's unique challenges, and how they are providing opportunities and enrichment for kids.

Teachers have grabbed the reins of the debate to debunk skewed information with proactive, informed, and collaborative Twitter feeds and chats like #edchat, #tlap, and #satchat. There are exceptional teacher leaders whose Twitter feeds draw thousands for inspiration and guidance, such as George Couros, Pernille Ripp, or Larry Ferlazzo. Teachers build and sustain websites for

their classrooms that are full of rich content. They publish student work on YouTube, Teen Ink, Etsy, and other authentic spaces that are seen by people outside education circles. They network furiously in digital spaces, building communities of support and practice that have strengthened our profession. In addition, more Americans are aware of teachers' struggles for resources, and how time-consuming, challenging, and exceptional our work is.

## Advice for Staying Afloat

Even though society's attitudes about teachers and teaching have softened, the reality is that it's still pretty hairy out there. The job of the present-day teacher is nearly unrecognizable to the role I filled when I began in 1995. I am a coach and facilitator. I work with tools that didn't exist then (supercomputers in the palms of our hands). I teach roughly three different lesson plans per period to differentiate for the diverse learners in the room. The time I spend communicating with other colleagues, students, and parents has exploded. The sun may go down, but the work is never, ever done.

Teaching and leading in education is one of the toughest things you can undertake. No matter how good you are at your job, each of us can suffer from some form of deep-fried distress that crisps us around the edges. If not addressed intentionally and seriously, it can threaten to burn us through.

There are whole volumes written on how to avoid teacher burnout, and many of them contain smart tips for how to keep ourselves humming along in our jobs. You know the basic points: don't take work home, give people the benefit of the doubt because they're doing the best they can, only touch student papers once, and hang out with marigold teachers, not walnut trees (that gem comes from Jennifer Gonzales's Cult of Pedagogy website. You're following her, right?).

You know and hopefully do these things daily. However, I'd like to share a few more personal stories about how I've managed to stay sane, alive, and well in this profession. Maybe I had these beliefs as a newbie entering teaching, or maybe they've come from 20 years spent doing the work. Whichever it is, I now see how vital they are to keeping me afloat.

*Fall in love and stay in love.* You became a teacher because something about it called to you. Whether it was the kids, the kind of work you get to do, or the nobler aspects like influencing the future and changing the world for the better. For me, it was to pay forward the incredible classroom experiences I was given as a child. I entered the classroom wanting to do for my own students what had been done for me. As the world and the nature of work changed, it became imperative for me to figure out how to craft a classroom where they could imagine, create, debate, think, and grow so they could be ready for jobs that don't even exist yet. It takes everything I have to build this kind of learning space for kids. Every day is a challenge, but it is work worth doing. I am in love with it.

*Trust your gut.* The teachers we remember were memorable for a reason. The science teacher who presented chemical reactions as if she was a magician performing tricks. The history teacher who wrote silly songs about key events all while strumming along on his guitar. The principal with genuinely caring interpersonal bonds with kids. They followed their instincts about what makes class lively and important for kids.

You need to do the same. In a sea of average teachers, you need to be uniquely you. Be different. Be creative. Take risks. Have fun. The best resource for learning to be this kind of inspired, slightly crazy educator is Dave Burgess's *Teach Like a Pirate* (Dave Burgess Consulting, 2012). My favorite line is on page 9: "Light yourself on fire with excitement for what you're doing, and people will come from miles around just to watch you burn." Being this kind of teacher is the very best antidote for burnout that I've ever found.

*Tell the story of your work.* A whole lot of wonderful is happening inside our classrooms every single day. At the heart of it is you and your students. The work you do to help them find their path to greatness—the joy, the laughter, the struggles, the tears—deserves to be known outside the walls of your classroom. Whether you start a student-led Twitter feed for your class, or a blog that goes out to parents weekly, find an outlet for that story and tell a little bit of it every day.

*Practice positive self-talk.* When the turkeys are trying to get you down, you *have* to practice positive self-talk because it's too easy to start believing the naysayers. If you're given 10 compliments and one tiny suggestion for improvement, guess what you will perseverate on? Yep, the negative. So, it's vital that you get inside your own head and shout down the Negative Nellie that's renting space there.

Here's what you ask yourself: Is there anyone working harder than you are right now? Is there anyone who cares more about the work you're doing or how it's going right now than you? Do you seek out answers or guidance when you don't know the answer to something? Is there anyone out there who could possibly be doing better? Once you've answered those questions (here's the answer key: no, no, yes, no!) you remind yourself that you are the very best person for the work and you are doing the best job you possibly can. Take a deep breath and tell that mean voice inside your head to shove off once and for all.

*Create "you" time.* Amazing teachers take on too much. We say "yes" too often. We're allergic to the word "no." I can't iron that wrinkle out of you, but I will offer a piece of advice. Keep one thing, just one, that you do just for you. If it's running, keep running. Quilting? Wood working? Travel? Keep doing it. You must continue to do the things that make you a well-rounded, interesting person to learn from.

The best teachers have interesting lives and unique perspectives. They don't get that way by working 24-7. They get that way by balancing work and play. To be great at your work, you've also got to be great at play. Put the plan book down, shut off your computer, and go be you.

Rebecca Mieliwocki is the 2012 California and National Teacher of the Year. She is currently on special assignment as a teacher for the Burbank Unified School District and coordinates an induction program for secondary educators. Follow her on Twitter.

## KEYWORDS

Click on keywords to see similar products:

teacher engagement and motivation, school climate and culture, supported, audience: administrators, audience: district-based-administrators, audience: higher-education,



## Teacher's Guide: Remembering Dr. King Activity

This is a powerful activity that gives students an opportunity to reflect on a man of great importance while also reflecting on how they would want to be remembered, themselves, for contributing to people's lives.

Helping students strengthen their core purpose has been shown in control group studies to measurably increase student achievement and persistence. This activity can be used to compliment students' work on their core purpose in EduGuide's online program, or to introduce new students to thinking about their own sense of purpose.

The activity is also a chance to engage with one of the Rev. Dr. Martin Luther King's most cited works. "The Drum Major Instinct" speech provides a window into the many facets of Dr. King's life: a pastor, philosopher and social change agent. In the speech, he addresses issues ranging from personal finance to international relations. And, most remarkably, he talks about how he would like people to remember him at his funeral, only a few months before his life was tragically cut short. The message was delivered to people who had known him his whole life at the church with which he grew up, where he started preaching while still a teenager.

As a call for people to be great at serving others, the Drum Major Instinct also provides an excellent introduction to why Dr. King's holiday is celebrated as the National Day of Service. This activity can be a catalyst for service by inviting students to reflect on how they would like to serve others and how they would like to add to their education so that they have more to contribute.

Text and audio for The Drum Major Instinct is available online (link below). The audio is 39 minutes and has a few brief defects. For a shorter version, begin at 26:45 "But let me rush on to my conclusion..." which leads into Dr. King's main point and how he wanted to be remembered.

<http://edugui.de/drummajorinstinct>

### Options to get the most out of this activity:

- Most importantly, encourage students to spend time answering the questions, especially the third question about how they would like others to remember their impact.
- After initial writing, consider engaging students further in discussion about their answers.
- Students can brainstorm acts of service for their school, home and community.
- To help students reflect on the relevance of their education, discuss how the things they are learning will enable them to solve problems and contribute more to their community.
- To view inspiring video responses from other students, visit the EduGuide blog: [edugui.de/2015drummajors](http://edugui.de/2015drummajors)



## Activity: Remembering Rev. Dr. Martin Luther King, Jr.

Delivered February 4, 1968, Dr. King's sermon "The Drum Major Instinct" foreshadowed his assassination by just a few months. In it, he reflected on how he would like to be remembered after he died. It was read again at his funeral and is among his most cited works. Review the text or audio of the speech, available online ([www.edugui.de/drummajorinstinct](http://www.edugui.de/drummajorinstinct)), and then answer the questions posed by his message.

1. Dr. King described the distortion of the Drum Major Instinct, the drive to be seen as better than others, as the source of many ills. How have you seen it hurt people?
2. Dr. King addressed a wide range of social problems that he saw around him, including poverty, elitism, racism and war. Think about your own school and community today. What specific issues do you think are most important to address?
3. Dr. King reflected on his determination to leave a legacy of serving others. How about you? How would you like to be remembered for making a difference in other people's lives? What would you like others to be able to say about how you helped people? Take some time to reflect on and write about this, using the back of the page if needed.
4. What's a specific step you could take today or this week to start living that out?
5. Dr. King was a hard working student who made learning a priority in his own life and called others to do the same. What kind of education and skills would you like to learn so that you can contribute more to people's lives?

# Math Four Square

<p><b>What I know:</b></p>	<p><b>What I did in steps:</b></p>
<p><b>Picture, Chart, or Graph:</b></p>	<p><b>Answer:</b></p>

# Math Extended Response

1. Complete then sentence: I need to find. . .

2. Work the Problem: Show all formulas and the computations




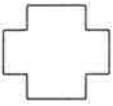
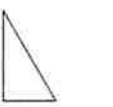

3. Number each step and tell why you did it

4. Give the answer in a complete sentence. Be sure to include the units.

## Item Preview


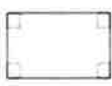
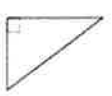


Which shapes have exactly two pairs of parallel lines?

Select the **two** correct answers.

- A 
- B 
- C 
- D 
- E 
- F 

## Item Preview

Which **three** shapes appear to have at least two parallel sides?

- A 
- B 
- C 
- D 
- E 

Item Preview

For each figure pictured in the table, select the box for any statement that describes the figure. You may select more than one box for each figure.

	Appears to have at least 2 parallel sides	Has at least 2 perpendicular sides
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Item Preview

The length of a desktop is 4 feet. How many inches is the length of the desktop?

Enter your answer in the box

inches

## PARCC Parent Checklist:

# 5 WAYS TO HELP YOUR CHILD

(Concept)

# PARCC

Old information

Throughout their academic career, all students will take standardized tests, including an annual state test to measure how well they are progressing in the skills and content at each grade level.

Tests can open doors to many great opportunities in life, including college, scholarships and professional careers. For many students, however, standardized tests can bring a lot of stress and anxiety. Here are some resources to help you better understand what your child is learning and some simple things you can do at home to help him or her feel less anxious and more prepared for the PARCC test.

- ✓ **FIND OUT THE FACTS.** To start, students will take the test sometime between March 7 and June 10 (check with your child's school for exact dates) and it will be broken down into three to four units in each subject. Students will typically take one or two units on any given day. Depending on the grade level and subject, students will have up to 110 minutes to complete each unit, though many will finish in much less time. In 2014, students took a field test to determine how much time was needed to finish each section. Once that time was determined, additional time was added to ensure all students had ample time. For more information about the PARCC test, visit <http://belearninghero.org/classroom/parcc> and talk to your child's principal and teachers.
- ✓ **TAKE A LOOK AT THE PRACTICE TEST.** This will help you better understand how the test is aligned to classroom work and see the types of reading, math and writing questions your child will be answering. You may want to walk through the test with your child to help familiarize him or her with the test format and features and answer any questions. To see a practice test, visit <http://parcc.pearson.com/practice-tests/>. You can also see questions from last year's PARCC test at <https://prc.parcconline.org/assessments/parcc-released-items>.
- ✓ **KNOW WHAT YOUR CHILD SHOULD BE LEARNING IN ENGLISH AND MATH.** To find out the learning expectations of your child's grade level in both subjects, take a look at the PTA Parents' Guide to Success at <http://www.pta.org/content.cfm?ItemNumber=2909&navItemNumber=4065> which gives descriptions of the skills and knowledge your child is expected to gain every year. You can also see samples of what your child's writing should look like in every grade at <https://belearninghero.org/readiness-roadmap/>.
- ✓ **USE YOUR CHILD'S TEST RESULTS FROM LAST YEAR TO IDENTIFY AREAS WHERE HE OR SHE MIGHT NEED ADDITIONAL SUPPORT.** Talk with your child's teachers to see what types of supplemental activities you can do at home. Find activities that match your child's performance in both subjects in the Be a Learning Hero Skill Builder at <http://belearninghero.org/skill-builder>.
- ✓ **PRACTICE! PRACTICE! PRACTICE!** Homework is a great way to reinforce the skills and content your child learns everyday in the classroom and that the test measures. In addition to the state test, it is another measure you can use to see how well your child is progressing throughout the year. To get homework help in both subjects, visit <https://homeworkhelpdesk.org/>. For sample problems and questions along with solutions and answers, visit <http://www.greatschools.org/gk/common-core-test-guide/>.

[http://parcc-assessment.org/content/uploads/2015/06/Parent\\_PARCC\\_Checklist.pdf](http://parcc-assessment.org/content/uploads/2015/06/Parent_PARCC_Checklist.pdf)

12 Power Words-Maybe be used as definition cards or for a 'matching game' when cut apart.

<p><b>Analyze</b></p>	<p><b>Evaluate</b></p>	<p><b>Describe</b></p>
<p><i>Break it down into parts. Tell about the parts.</i></p>	<p><i>Tell the good and the bad. Judge it.</i></p>	<p><i>Tell me about it. Give details about it. Paint a picture with words.</i></p>
<p><b>Infer</b></p>	<p><b>Support</b></p>	<p><b>Explain</b></p>
<p><i>Read between the lines. What is the hidden meaning?</i></p>	<p><i>Back up the information. Prove. Provide evidence</i></p>	<p><i>Teach me or show me. Tell the steps.</i></p>
<p><b>Summarize</b></p>	<p><b>Compare</b></p>	<p><b>Contrast</b></p>
<p><i>Tell the main idea. Tell the beginning, middle, and end</i></p>	<p><i>Tell all the ways they are the same.</i></p>	<p><i>Tell all the ways they are different.</i></p>
<p><b>Predict</b></p>	<p><b>Trace</b></p>	<p><b>Formulate</b></p>
<p><i>Hypothesize Make an educated (smart) guess</i></p>	<p><i>Outline. Explain the development. Follow (or explain) the path.</i></p>	<p><i>Create. Put together.</i></p>



Teacher Friendly Websites  
to Make Your Life a Little Easier...  
and most are FREE!!!!

Free [www.catpin.com/bubbletest](http://www.catpin.com/bubbletest)  
Create all kinds of bubble test sheets!!!

Free [www.educationalpress.org](http://www.educationalpress.org)  
Create free worksheets including flashcards, game boards, & quizzes!!!

Free [www.schoolexpress.com](http://www.schoolexpress.com)  
Multiple free activities including online & offline math, free worksheets, & more!!!

Free [www.easytestmaker.com](http://www.easytestmaker.com)  
Create multiple choice, fill in the blank, matching, short answer, and true/false all on the same test or individual!!!!

Free [www.math-drills.com](http://www.math-drills.com)  
It is what it says...math drill worksheets. Guess what??? You can even download graph paper...FREE!!!

Free [www.storyit.com](http://www.storyit.com)  
Story starters, picture starters, picture prompts, oh, my!!!

Free [www.sitesforteachers.com](http://www.sitesforteachers.com)  
Over 1000 sites you can check out...and most are FREE!!!!

Free/Fee [www.abcteach.com](http://www.abcteach.com)  
Lots of free things, but you can also join for a nominal fee to get even more!!!

Free/Fee [www.scholastic.com](http://www.scholastic.com)  
Click on the "teacher" tab and open a world of possibilities!!!

\$29.99/year [www.makeworksheets.com](http://www.makeworksheets.com)  
For only 8 cents a day, you will have UNLIMITED access to making rubrics, math worksheets, language arts worksheets, puzzles, graphic organizers, lesson plans...and MORE!!!



# Technology Skills for Computer-Based Assessment - Illinois Student Readiness Tool

Please note that all skills begin in grade 3 (unless otherwise noted), and that the complexity of tools may vary by grade. This list is subject to change as it is based on the currently available tools. See the PARCC Tools, Accessibility Features, and Accommodations Available for Student Practice document for more information about resources available for practicing these skills:  
<http://www.parcconline.org/sites/parcc/files/parcc-tools-accessibility-features-and-accommodations-available-for-student-practice.pdf> -- old info, use ESBE

Technology Skill for Online Assessments	Notes/Examples
General Navigation	login, logout, username, password, save and resume, quit clicking and moving a mouse
General Features	familiarity with using tabbed browsing similar to the function used in browsers using a keyboard to compose and edit a response; cut/copy/paste using keyboard shortcuts (ctrl+x, ctrl+c, ctrl+v)
Universal Access	using scroll bars horizontally, vertically, possibly within a page using online video and audio players to access multimedia content familiarity with Universal Access features to magnify or zoom familiarity with Universal Access features to define words familiarity with Universal Access features to alter background and text color when needed familiarity with Universal Access features specifically using Text-to-Speech familiarity with Universal Access features for reducing available response options
General Answering	using finite space to fill in a blank or using a text box that will grow as you type, and knowing the difference between the two ability to use strikethrough or other answer eliminating tools use of a digital line guide to aide in reading text on a screen understanding of individual drag and drop versus infinite cloner drag and drop objects understanding that clicking on certain parts of a picture/diagram may yield more information or provide answer selections using drop down menus for selection purposes ability to use mouse/pointer to highlight text in an on-screen environment text box with scroll bar for extended text entry; ability to use basic formatting features (e.g. font, size, bold, italics, underline, bulleting, numbering) and cut/copy/paste using keyboard shortcuts (ctrl+x, ctrl+c, ctrl+v) manipulating bars
Math Tools	manipulating points, line segments, functions and shading using slide bars and/or clicking to plot points click, drag, resize, rotate, invert ability to manipulate fraction models in a digital environment (e.g. highlight sections, change the number of sections) familiarity with online simulations ability to use a key to assist in answering a question (e.g. using formula sheets) use of an online equation editor, preferably HTML based use of an on screen ruler (by 1/4 in, grade 3, by 1/8 in, grades 4 and 5) use of a protractor on-screen to measure an angle (and select and drag a ray to make an angle of a given size) use of an on screen ruler to measure lengths use of a basic non-scientific calculator on-screen use of a scientific calculator on-screen use of a graphing calculator on-screen



## Home

The Illinois Assessment of Readiness (IAR) assesses progress of students in grades 3-8 in meeting the Illinois Learning Standards in English language arts and mathematics.

This site hosts all of the tools necessary for Test Coordinators, Technology Coordinators, and Test Administrators to prepare for and administer assessments



### PearsonAccess™

Sign in to PearsonAccess™ for all administrative tasks for test administration

[PearsonAccess™](#)

### Technology Setup

Prepare your system for online assessments

[Technology Setup](#)

### IAR Summative Resources

Access trainings manuals and other resources to prepare for and administer assessments

[IAR Summative Resources](#)

### Item Reporting

Access a variety of reporting resources from interpretive guides to report samples and the reports

[Reporting](#)

### Test Preparation

User can access sample items, Test Item Specifications, and practice tests to prepare for the tests

[Test Preparation](#)

### Learning Renewal Interim Resources

Access trainings manuals and other resources to prepare for and administer the Learning Renewal Interim assessments

[Learning Renewal Interim Resources](#)

### Invest in Kids Act

Information for Private Schools testing students on the IAR English language arts and mathematics assessments as part of the Invest in Kids Act

[Invest in Kids Act](#)

### Teacher Resources

IAR English language arts and mathematics assessment resources for teachers

[Teacher Resources](#)

### Support

Assistance is available via email, chat, or phone

[Support](#)

★ IAR Key Dates – Spring 2023

Event

Date(s)

## Teaching Children of Promise: Joys and Challenges of Urban Education



Motivation is the key. . . .

1

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



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## Children of Promise.....

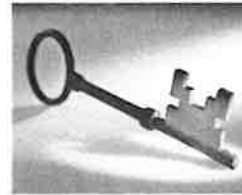
"at-risk"

- 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



2

Motivation is the....



5

## 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.

3

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

6

## Extrinsic vs. Intrinsic Motivation



7

## 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)



10

## Extrinsic vs. Intrinsic Motivation



8

## Extrinsic vs. Intrinsic Motivation

### Table Talk

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



11

## 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



9

## 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...."


12

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 trusting."




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

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FIN

16







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

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

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

Source Unknown

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# Accentuate the Positive

## The transformative power of small encouragements and welcoming interactions By: Iman Rastegari, Leah Shafer

With an unsettling year drawing to a close, many educators are increasingly aware of race: how it impacts student achievement and how it obstructs connections between people. But as we hope for a new year filled with equity and kindness in schools and beyond, research offers some encouraging insights.

Confronting racial tensions, biases, and microaggressions can have powerful effects. But schools may also benefit from widening the lens. Behavioral psychologist Todd Pittinsky has found that when white teachers encourage and model overtly *welcoming* interactions between students of different races, ethnicities, genders, and abilities, student achievement increases.

These “microaffirmations,” as Pittinsky calls them, can be transformative — not only for academic work, but for broader school climate and even for life outcomes.

### The Research

In a recent study, Pittinsky, who teaches at the Harvard Graduate School of Education, tested whether positive attitudes of predominantly white teachers could augment the learning outcomes of mostly minority students. The results suggest that simply being welcoming and inclusive can help students not only feel comfortable in school, but also grow academically.

The study looked at more than 1,200 teachers in predominantly minority schools in 14 states across the country. Of them, 80 percent were white and the rest nearly all Latino or African American.

It examined two characteristics of welcoming interactions: what Pittinsky calls “empathic joy,” or the happiness that comes from taking the perspective of another person, and “allophilia,” a term he coined as an antonym to prejudice, meaning, “love or like of the other.”

To determine teachers’ levels of empathy and allophilia, the researchers asked them to rate their agreement to statements such as “When my students celebrate things, I am happy for them” and “In general, I have positive attitudes about my students.” The researchers then measured these scores alongside assessments of the teachers’ positive engagement with their students, and against end-of-year tests measuring students’ academic growth.

The results? A chain of good effects.

Teachers’ empathic joy was associated with allophilia. Allophilia, in turn, was associated with positive engagements between students and teachers, which were then associated with greater

student learning. The research suggests that these positive interactions can make students more optimistic at school and more committed to continuing their education.

### Microaffirmations in the Classroom

Many teachers already recognize and promote positive interactions — microaffirmations — in their classrooms, though perhaps without fully realizing its measurable impact. In a recent *Phi Delta Kappan* [article](#), Pittinsky gives several examples:

- Nodding and making eye contact with students while they're talking
- Making sure to call on students of different races and genders equally
- Referring to every student by his or her name
- Using inclusive language — for instance, talk about “families” instead of “parents”
- Openly giving praise for a wide-range of actions, from answering a question right to sitting still during a lesson
- Staying enthusiastic when interacting with students

“Focusing on microaffirmations can create a virtuous cycle,” writes Pittinsky. “Over time, they can redefine the normative behavior in a classroom — or in a school — not only to avoid exclusion and insult, but also to embrace inclusion and affirmation.”

### Small Behaviors — Big Impact

This study also suggests that education could benefit from a more comprehensive focus on how behaviors both big and small impact students and schools. Teachers, school leaders, and researchers could look at how a wide-range of microbehaviors impact students, and the various forms these small actions can take.

“Instead of narrowly focusing on slights and insults,” Pittinsky writes, “we should be looking at the whole spectrum of microbehaviors and finding ways to promote the ones that can help us best educate diverse K-12 students.” And there’s no reason for educators and researchers to stop with the latest findings. It’s possible, says Pittinsky, that there is more good news to be discovered about microaffirmations, and more to learn in general about how small behaviors affect student achievement.

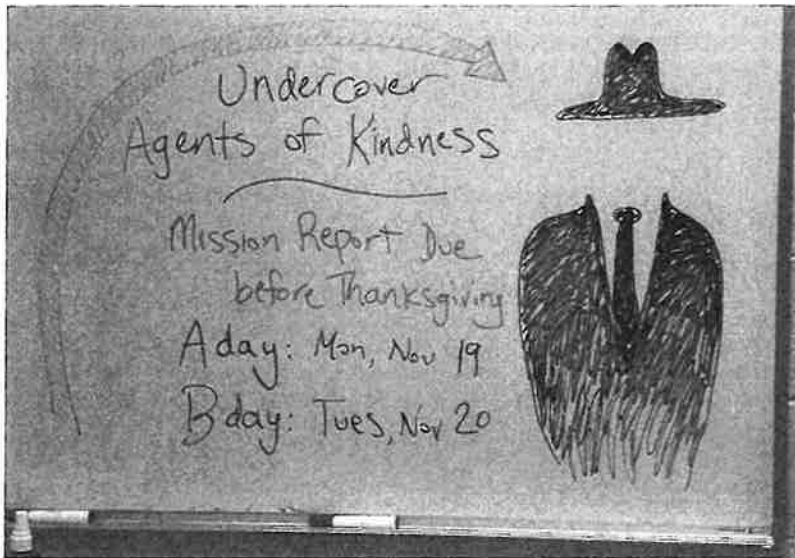
### Reimagining Empathy

Finally, this study reimagines empathy, deliberately putting it in a new light. We tend to focus on “empathic sorrow,” or the negative feelings that come along with recognizing the pain or misfortune of someone else. But Pittinsky’s work shows that empathic *joy* is also a powerful tool in aligning disparate groups of people and in creating feelings of success. “Interestingly,” he notes, “in other research on empathic joy, we observed an important trend: The teachers who felt the most empathic joy were the ones who were reporting lower levels of burnout.”

This new emphasis on empathic joy makes it possible for schools to use empathy not only to boost student achievement, but also to reframe lessons in history and civics on the importance of kindness and mutual understanding in fostering constructive solutions.

FIRST PERSON

## Want Your Students to Be Kinder? Try This Assignment



All photos by author.

By Justin Parmenter

December 18, 2018

This fall, gun violence created waves of panic and helplessness in my school district, Charlotte-Mecklenburg, when a freshman at Butler High School **shot and killed a classmate** in the hallway over a personal conflict. With Everytown for Gun Safety reporting **more than 80 incidents of gunfire** on American school grounds already this year, it had seemed like only a matter of time before a shooting touched our campus community.

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How did we get to the point where such tragic events are now accepted as inevitable? How can we shift the interpersonal dynamics in our schools and in our society to make incidents like this less common?

Psychologists have been administering a test called the **Narcissistic Personality Inventory** for more than 30 years. Over that period, **they've seen** a consistent rise in levels of narcissism and a corresponding drop in feelings of empathy. Individuals with higher narcissism scores are more likely to lash out in anger, while those with lower empathy scores are less likely to help others in need. These decades have seen a **corresponding rise in mass shootings**.

I had already been thinking a lot about the decline in positive interactions in our society and how we might more effectively teach character in our schools. But this local act of

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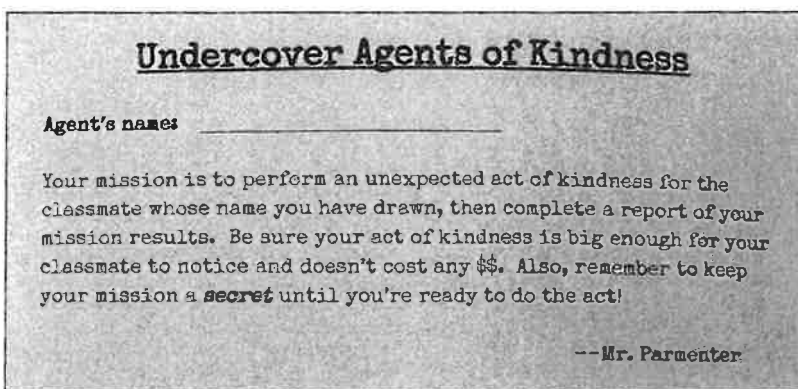
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gun violence added a new sense of urgency to my goal of building community and cultivating kindness between students. Twenty-plus years of experience teaching prescribed character education lessons have shown me that an adult simply talking about character or modelling positive behavior does not often lead to the changes we want to see in our children. There had to be a more impactful approach.

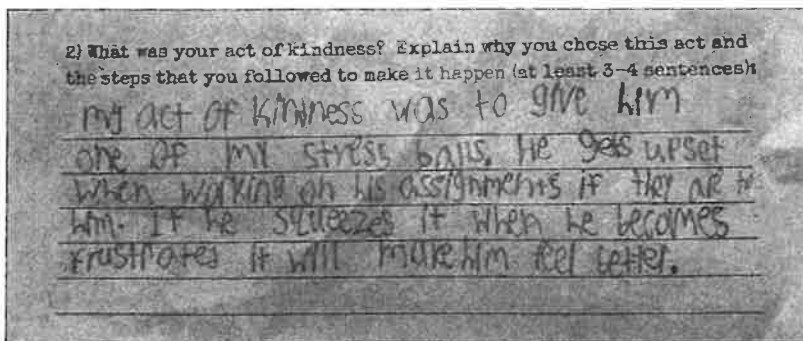
A few years ago, researchers at the University of Wisconsin set out to answer the question, "Can compassion be learned?" They wanted to see whether practicing the mindset of caring would lead to more caring behavior, and **the results of their study** were very promising. After practicing compassion towards friends, strangers, and even people they'd had conflict with, participants showed increased activity in the region of the brain associated with empathy and understanding. Just like learning to write the letters of the alphabet or using the quadratic formula, it was regular opportunities to practice the skill that made it more likely participants would successfully use the skill on their own.

With that in mind, I created an assignment that would give my 7th grade language arts students the opportunity to practice compassion toward each other. I called it "Undercover Agents of Kindness."



To increase interaction between students who did not normally talk to each other, I had each student draw a random classmate's name from a bowl. After they drew names, I was shocked to hear some of them had no idea who the other person was—even after being in class together for two months and, in many cases, attending the same school for years. Students had two weeks to perform an unexpected act of kindness for the other person and complete a written "mission report" detailing what they did and how it went.

Soon I began to see encouraging sticky notes on lockers in the hallway. Batches of homemade cupcakes and bags of leftover Halloween candy made their way onto desks in my classroom, as did origami, inspirational quotes, and hand-drawn portraits.



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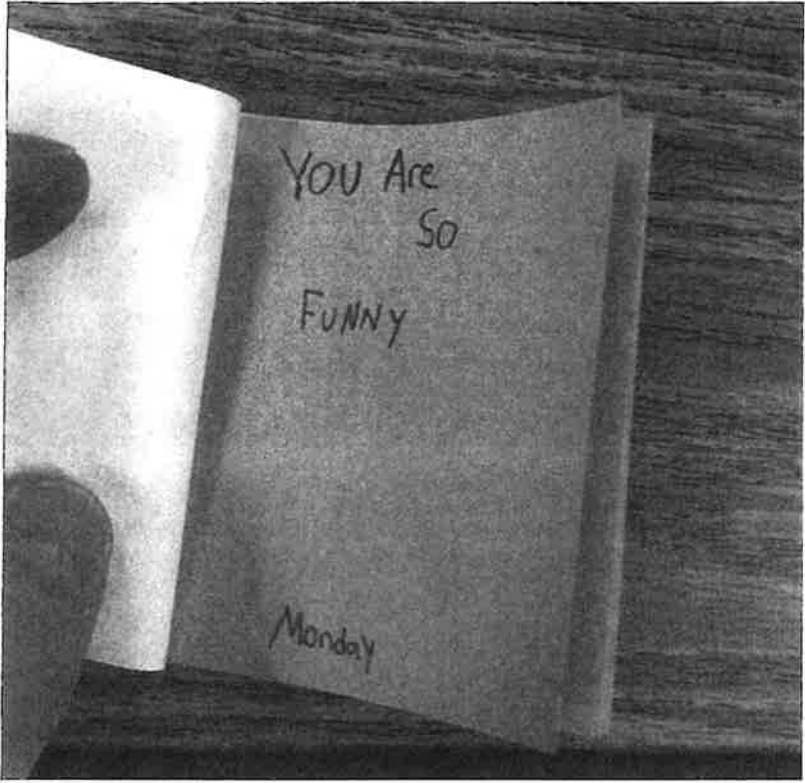
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I heard compliments exchanged about all kinds of things. Students I'd never seen together started offering to carry each other's books and musical instruments to the next class. As the mission reports started trickling in, I read accounts of children studying together, inviting others to sit together at lunch, helping others put football equipment on at practice.

My act of kindness was helping her with her Skittles. In class I decided to do this because she is always late to class and I saw that she was not picked up to leave yet so when the bell for 3rd block had rung then I just asked if she needed help with her Skittles.

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However, it was my students' reflections on the kindness activity that revealed its impact most. Again and again, they acknowledged that it was difficult and felt awkward to approach someone they didn't know well and do something for them. But almost every time they added that they were proud of themselves for doing it anyway and felt the power in brightening someone else's day.

After the mission, I felt proud of myself because I am actually a shy person. Also normally I don't really do these things. But knowing that something that I did could have brighten someone's day, also makes me happy.

4. I would love to do this assignment again because I got make a new friend.

3. We should be nice and be polite to people that need it because we never know what they're going through.

As part of our reflection on the assignment, I solicited student advice on what I could do to improve Undercover Agents of Kindness. My students offered many helpful suggestions, including drawing names from the whole grade level instead of just individual classes, offering example acts of kindness for those who get stuck, and allowing a little more time so they don't feel rushed. The majority of them said they'd like to

repeat the activity, although some admitted that it shouldn't require a school assignment for them to be kind to each other.

I plan to make Undercover Agents of Kindness a monthly occurrence, and I would love to see other teachers borrow the idea, improve it, and share their results with the educator community as well.

Sometimes our world seems dark and scary and we feel powerless to change it. Together my students and I are learning that there are steps we can take to make things better. We can find ways to break down barriers, build stronger communities, and normalize compassionate behavior. We can be intentional about creating opportunities to practice kindness and make it more likely people will treat each other with compassion on their own. We can let our students lead the way.

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*Justin Parmenter is a 7th grade language arts teacher at Waddell Language Academy in Charlotte, N.C. He was a fellow with Hope Street Group's NC Teacher Voice Network from 2016-2018 and currently serves on that organization's design team. You can find him on Twitter at @JustinParmenter.*

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**RELATED STORIES**

- "Here's What a 'Kindness Curriculum' Looks Like" (Curriculum Matters) September 20, 2017.
- "Adults Send Children Mixed Messages About Kindness. Here's Why That Matters to Schools" (Rules for Engagement) November 21, 2017.

**RELATED OPINION**

- "To Understand Your Students, Use 'Compassionate Curiosity,'" July 3, 2018.
- "The School Kindness Project," September 9, 2014.
- "Forget Kindness. Schools Need to Foster Social Justice" (Peter DeWitt's Finding Common Ground) June 3, 2018.



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