



Great Lakes West Comprehensive Center

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WELCOME!

Most educators look at the initial months of the new year as a time to refocus and complete critical work. Whether you are in a classroom or a state education agency, educators have this goal in common. In this quarter's *Your Access to the Region*, our feature article focuses on the Elementary and Secondary Education Act accountability waivers and what Illinois and Wisconsin are doing to help develop the foundation of an accountability system. The work is intense, time sensitive, and important. Educators in Illinois and Wisconsin see the waivers as an opportunity to address some of the issues and concerns they have had with No Child Left Behind, but, of more importance, they want to ensure that the plans they submit to the U.S. Department of Education will drive improvement in schools and, ultimately, what happens in the classrooms across their states.

As mentioned in the October issue of *Your Access to the Region*, we are making some changes to our e-newsletter. Our goal is to give you a better sense of the work we do and how it fits into the national education priorities. Currently, the Great Lakes West Comprehensive Center has five large initiatives in Wisconsin and seven in Illinois. This year, we anticipate a recompetition of the comprehensive center awards. As we move through this final year, we expect to maintain a focus on the work we have started, but we also expect to see new branches appear on our project trees. Because the education universe is fluid, we must be flexible in our work.

The Common Core State Standards will continue to be a priority for Great Lakes West staff and for our states. This work is occurring in Illinois and Wisconsin, regionally with the states in the Great Lakes West (Illinois and Wisconsin) and Great Lakes East (Indiana, Michigan, and Ohio) Comprehensive Centers, and, finally, with other comprehensive centers across the United States. It is our intention to leverage all of the resources possible to do this work. This work, whether on a national level or a state level, may become some of the new branches on our Common Core project tree. We will keep you posted on our progress.

If you have ideas for article topics or ways to improve this e-newsletter, please [contact us](#) with your suggestions.

Linda E. Miller, Director

Great Lakes West Comprehensive Center
and Great Lakes West staff members

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FOCUS ON STATES

In this section, our state managers provide updates about current plans undertaken by each state to focus efforts on implementing federal priorities. E-mail addresses of the state managers are included.

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ILLINOIS

State Manager: Nick Pinchok | **E-mail:** npinchok@air.org

ESEA Waiver

Purpose

The Illinois State Board of Education (ISBE) plans to submit an Elementary and Secondary Education Act flexibility waiver to the U.S. Department of Education in February. ISBE must outline how it plans to improve student academic achievement through flexibility and implementing four key principles: college- and career-ready expectations for all students; state-developed differentiated recognition, accountability, and support; supporting effective instruction and leadership; and reducing duplication and unnecessary burden.

Great Lakes West Priorities

Great Lakes West Comprehensive Center staff are assisting ISBE to plan and facilitate multiple stakeholder engagement events to receive input and support for the application. Revisions to the Illinois accountability system will have a wide and deep impact across the state's education system, improving data systems, aligning teacher evaluation with instruction and assessment, and meeting the needs of diverse learners and those in persistently low-achieving schools.

Next Steps

Stakeholder engagement meetings were held in November, December, and January. Great Lakes West staff will work with ISBE in compiling the stakeholder meetings, document review, and management leading up to submission and in thought partnering on the entire process.

Assessment

Purpose

The ISBE division administrator for assessment is interested in developing and implementing more comprehensive assessment data review and testing "regulatory/reporting" procedures for the state.

Great Lakes West Priorities

Great Lakes West will assist in reaching out to other state education agency (SEA) assessment departments and national test vendors to collect information on current processes and suggestions for improving procedures. This analysis will consist of both interviews and a document review of other similarly sized states. Enhanced test data will improve data-based decision making for the SEA.

Next Steps

After compiling the information, Great Lakes West staff will provide a review of current policies and procedures and identify recommendations. ISBE will determine data review methods with its state Technical Advisory Committee, make decisions on funding and mandating improvement processes for the current assessment year (2011–12) and subsequent years, and produce new data review and security policies for the 2012–13 school year.

Common Core State Standards

Purpose

ISBE continues to move multiple Common Core State Standards (CCSS) initiatives forward for all stakeholders.

Great Lakes West Priorities

Great Lakes West staff continue to assist ISBE with several aspects of its CCSS implementation work through support of a comprehensive professional development plan being developed by ISBE, participation in a standards-based grading committee looking to make recommendations to the field this spring, expansion of the online planning tool for Illinois's 867 school districts to transition to the new standards, and engaging ISBE in multistate collaborative meetings to find similar ways for states to roll out and implement CCSS initiatives. As a whole, ISBE's work will help the state improve postsecondary success and implement college- and career-ready standards that are aligned with instruction and assessment.

Next Steps

Great Lakes West recently hosted the first in a series of five regional CCSS meetings with an emphasis on defining and planning for college and career success and partnering with postsecondary institutions. Great Lakes West staff also will visit regional offices of education this spring to help districts take full advantage of the online planning tool. Great Lakes West staff continue to attend and support multiple meetings going on across the state related to comprehensive professional development. Great Lakes West staff will be working with ISBE to make recommendations for standards-based grading using the survey results to learn what practitioners are doing in Illinois and using preliminary findings from a review of other states.



WISCONSIN

State Manager: Anna Koelln | **E-mail:** akoelln@air.org

Accountability Work

Purpose

In December, Wisconsin completed the work of the four-month-long Next-Generation Accountability design team. The diverse team was charged with informing a new accountability system for schools in Wisconsin. Leadership and the design team heard from leaders in other states about how they have improved their state accountability systems as well as from national experts in the areas of assessment, accountability, and growth and value-added modeling. Recommendations were also informed by the eight areas of focus set forth by the Council of Chief State School Officers (CCSSO) roadmap for next-generation state accountability systems.

Great Lakes West Priorities

Great Lakes West Comprehensive Center staff have helped facilitate the process of developing Wisconsin's vision for an enhanced accountability system. The accountability work will have a wide and deep impact across Wisconsin's education system, improving data systems, aligning teacher evaluation with instruction and assessment, and meeting the needs of diverse learners and those in persistently low-achieving schools.

Next Steps

The Wisconsin Department of Public Instruction (DPI) will use feedback and information from the work of the design team to develop its Elementary and Secondary Education Act waiver submission and begin to build the next-generation system.

Educator Effectiveness

Purpose

The preliminary report of the Wisconsin Framework for Educator Effectiveness was released on November 7, 2011. The framework established a solid foundation for the development of a state model. Since the release of the preliminary report, DPI has established an internal work group to move this work forward with support from collaborative partners. A statewide coordinating council has been established to provide feedback to the developmental work groups and to make final recommendations for the state model.

Great Lakes West Priorities

The educator effectiveness work connects directly to the next-generation accountability work. It also will improve the recruiting and retention of great teachers and leaders in Wisconsin. Great Lakes West staff primarily will play the role of technical advisor to the DPI work teams, continuing the second phase of the educator effectiveness work in January 2012.

Next Steps

The new state model is scheduled to be piloted and evaluated during the 2012–13 school year with statewide implementation in 2013–14.

Next-Generation Learning

Purpose

Great Lakes West staff are working with DPI in partnership with Cooperative Educational Service Agency 1 (CESA 1) on a next-generation learning initiative. The work will document best practices occurring at the district level so that others districts that would like to begin implementation of next-generation learning will have ideas on how to do so.

Great Lakes West Priorities

Great Lakes West staff supported the “Second Annual Public Education Transformation Convening: Getting Learning Right the First Time—Every Time.” Great Lakes West also included the Regional Educational Laboratory Midwest (REL Midwest) to assist with capturing conversations and creating a report to help move the work forward. Next-generation learning work will help prepare each student in Wisconsin to be college and career ready.

Next Steps

Great Lakes West staff met with DPI and CESA 1 to identify next steps. These will include capturing the stories of districts as they move forward, summarizing the role of CCSSO and CESA in the work, and identifying ways to help others begin this work.

Common Core Regional Implementation

Purpose

The Great Lakes East and Great Lakes West Comprehensive Centers are bringing state teams together to continue supporting the state education agency (SEA) work to implement the Common Core State Standards and college and career readiness. They are planning a series of meetings to promote collaboration across states to create specific deliverables and foster continued partnerships that will help build capacity and provide systemic support for state and district implementation of the Common Core State Standards. Each meeting will include collaborative sharing and learning, and teams will create deliverables that each state will be able to use to advance its own state work.

Great Lakes West Priorities

Great Lakes East and Great Lakes West are working together to build the capacity of the state systems for each state in their region as well as for the region as a whole. This work will help states improve postsecondary success and implement college- and career-ready standards that are aligned with instruction and assessment.

Next Steps

The series will include five meetings, the first of which was held on January 11. The remaining meetings will cover the following topics: standards-based curriculum and instruction, successful academic performance for all students (instruction and interventions), professional development, and assessment literacy for education leaders.

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FEATURE ARTICLE

A Cautionary View of No Child Left Behind Flexibility and Waivers

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By Paul Kimmelman, Ed.D.,

*Senior Advisor; Education, Human Development, and the Workforce,
American Institutes for Research*

It has been nearly a decade since the No Child Left Behind (NCLB) Act was enacted and schools across the United States were subjected to the most rigorous federal requirements since the first Elementary and Secondary Education Act (ESEA) was passed. Under NCLB, the title given to ESEA during the George W. Bush administration, states and local school districts are required to adhere to a multitude of challenging requirements (e.g., ensuring that schools are accountable for the achievement of subgroups of students; teachers are highly qualified; data systems are developed to report substantial information to the public in clear, understandable formats; and programs have evidence that they work). Since NCLB became law, education in the United States has undergone a transformation that has involved considerable effort by educators to improve in many facets of the system. Looking back on the last decade, it is clear that states have taken on the challenges contained in NCLB and implemented many reform initiatives to comply with its requirements. Illinois and Wisconsin have been leaders in those initiatives and have been working diligently to improve their state's education programs and student achievement. Both Illinois and Wisconsin are dealing with new political environments and a challenging economy; yet, their state education leaders are pursuing major changes to their accountability programs.

Despite herculean state efforts, it always has been understood that some of the requirements of NCLB, such as the provision requiring 100 percent proficiency for all students, were goals that would not be achieved. Within this context, Secretary of Education Arne Duncan announced late in 2011 that states and territories could seek a waiver from some of the requirements of NCLB in return for assurances that they would comply with different rigorous reforms being promoted by the U.S. Department of Education. But what does the waiver mean for the states, and what caution may they want to exercise as they consider applying for the new flexibility? The requirements for the flexibility are not a "free parking" provision, and states could be held to very high expectations. What will the consequences be for not fulfilling those expectations?

Right now, eleven states' applications for an NCLB waiver have been evaluated, and approximately 30 more states have submitted an expression of interest to submit a waiver by the February deadline. Wisconsin has been working on the waiver application as part of a state accountability task force consisting of the governor, the house and senate education committee chairs, and the state education chief.

Click [here](#) to read more about accountability waivers.

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REL MIDWEST UPDATE



REL Midwest Begins New Five-Year Contract

Regional Educational Laboratory Midwest (REL Midwest) will continue serving the region (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) until 2017 under a new contract between American Institutes for Research (AIR) and the U.S. Department of Education's Institute of

Education Sciences (IES). Work focuses on four priority areas identified through a variety of needs-sensing activities across the Midwest. The four areas are educator effectiveness, college and career readiness, low-performing schools/school improvement, and early childhood education. Underlying all of the priority areas is the need for better understanding and use of the application of data. "Research alliances are a new feature of this contract," said REL Midwest Director Matt Dawson, Ph.D., "and the alliances are intended to drive research, evaluation, technical assistance, and dissemination strategies that lead not only to increased knowledge and understanding but also to sustained change in practice or policy."

"We appreciate the opportunity to have served the Midwest since 1984," said Dr. Dawson, referring to the service that began under Learning Point Associates, which merged with AIR in 2010. For more information, read the [complete AIR press release](#).

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IN THE NEWS

The following articles were selected to provide easy access to news and resources addressing the key topics related to federal priorities within the Great Lakes West states and across the country during the past quarter.

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ILLINOIS

Governor Quinn Announces Nearly \$43 Million in Race to the Top Competition Federal Funding Award to Advance K–12 Reforms, Improve Student Achievement and Boost Science Technology Engineering, Math (STEM) Learning Across Illinois—Illinois Government News Network, December 23, 2011

<http://www.illinois.gov/PressReleases/ShowPressRelease.cfm?SubjectID=25&RecNum=9943>

“Governor Pat Quinn today announced Illinois earned a \$42.8 million federal grant under the U.S. Department of Education’s Race to the Top (RTTT) program to help bolster Science Technology Engineering and Math (STEM) education across the state and other work to close the achievement gap.”

Illinois Among Six States Joining Effort to Write Next Generation Science Standards—Illinois State Board of Education, November 29, 2011

<http://www.isbe.net/news/2011/nov29.htm>

“Illinois is among six new states to join a collaborative effort to develop new science standards that will clearly define what students need to learn from kindergarten through high school graduation. In addition to Illinois, the states of Arkansas, Delaware, Montana, North Carolina and Oregon are joining the Next Generation Science Standards project. The NGSS now includes 26 states and the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, and Achieve, a non-profit education reform organization that is facilitating the collaboration.”

ISBE Proposes New Rules Including Student Growth to Evaluate Teachers/Principals—Illinois State Board of Education, November 18, 2011

<http://www.isbe.net/news/2011/nov18.htm>

“The Illinois State Board of Education today proposed new rules that will help transform teacher and principal evaluations in Illinois. The proposed rules will detail the ways in which districts must incorporate into their performance evaluations student growth and a research based instructional framework for reviewing effective instruction and leadership. The rules proposed by the Board will now undergo a 45-day public comment period before being finalized early next year.”



WISCONSIN

Teacher Training Could Be the Key to Reading Achievement in Wisconsin Schools—*Milwaukee Journal Sentinel*, January 7, 2012

<http://www.jsonline.com/news/education/teacher-training-could-be-the-key-to-reading-achievement-in-wisconsin-schools-uf3n1pl-136887778.html>

“Gov. Scott Walker and state Superintendent of Public Instruction Tony Evers released last week the report of a task force aimed at improving reading in Wisconsin. Reading results have been

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stagnant for years statewide, with Wisconsin slipping from near the top to the middle of the pack nationally. Among low-income and minority students, the state's results are among the worst in the country."

Evers Statement on Read to Lead Task Force Plan—Wisconsin Department of Public Instruction, January 4, 2012

http://dpi.wi.gov/eis/pdf/dpinr2012_05.pdf

"State Superintendent Tony Evers issued a statement on the Read to Lead Task Force report and plan announced at a press conference today in Greendale by Gov. Scott Walker. Dr. Evers was vice chair of the task force."

Evaluation System to Balance Educator Practice and Student Outcomes—Wisconsin Department of Public Instruction, November 7, 2011

http://dpi.wi.gov/eis/pdf/dpinr2011_125.pdf

"Teachers and principals will be evaluated on their professional practice and student achievement in an educator evaluation system outlined in a preliminary report issued today by the Wisconsin Educator Effectiveness Design Team. State Superintendent Tony Evers appointed the group last December."



ELSEWHERE IN THE NATION

Obama Education Reforms Advance as Congress Falters—Reuters, January 18, 2012

<http://www.reuters.com/article/2012/01/18/us-usa-education-mayors-idUSTRE80H23820120118>

"President Barack Obama's administration is moving ahead in reforming U.S. education without the help of the Congress, and will soon announce which states can opt out of the national education law known as 'No Child Left Behind.'"

New Details Surface About Common Assessments—*Education Week*, January 9, 2012

<http://www.edweek.org/ew/articles/2012/01/11/15assess.h31.html>

"Documents issued by the two groups of states that are designing the tests show that they seek to harness the power of computers in new ways and assess skills that multiple-choice tests cannot. Those plans are very fluid, however, since several years of design, dialogue, revision, piloting, and reworking lie ahead before the assessments are ready in 2014–15. But early documents offer glimpses of the groups' thinking."

Big Study Links Good Teacher to Lasting Gain—*The New York Times*, January 6, 2012

<http://www.nytimes.com/2012/01/06/education/big-study-links-good-teachers-to-lasting-gain.html?ref=education>

"Elementary- and middle-school teachers who help raise their students' standardized-test scores seem to have a wide-ranging, lasting positive effect on those students' lives beyond academics, including lower teenage-pregnancy rates and greater college matriculation and adult earnings, according to a new study that tracked 2.5 million students over 20 years."

For full report: http://obs.rc.fas.harvard.edu/chetty/value_added.html

Department of Education Awards \$200 Million to Seven States to Advance K–12 Reform—U.S.

Department of Education, December 23, 2011

<http://www.ed.gov/news/press-releases/department-education-awards-200-million-seven-states-advance-k-12-reform>

“The U.S. Department of Education announced today that seven states—Arizona, Colorado, Illinois, Kentucky, Louisiana, New Jersey, and Pennsylvania—will each receive a share of the \$200 million in Race to the Top Round 3 (RTT3) fund to advance targeted K–12 reforms aimed at improving student achievement.”

We Can’t Wait: Nine States Awarded Race to the Top-Early Learning Challenge Grants Awards Will Help Build Statewide Systems of High Quality Early Education Programs—U.S. Department

of Education, December 16, 2011

<http://www.ed.gov/news/press-releases/we-cant-wait-nine-states-awarded-race-top-early-learning-challenge-grants-awards>

“Today, the White House announced that nine states—California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island and Washington—will receive grant awards from the \$500 million Race to the Top-Early Learning Challenge fund, a competitive grant program jointly administered by the U.S. Departments of Education and Health and Human Services.”

States Creating New Districts to Steer ‘Turnarounds’—*Education Week*, December 12, 2011

<http://www.edweek.org/ew/articles/2011/12/14/14authority.h31.html>

“Education leaders in Michigan and Tennessee...are building special districts to take over low-performing schools this year and next.”

U.S. Department of Education Proposes Dedicated Office for Early Learning—U.S. Department

of Education, November 4, 2011

<http://www.ed.gov/news/press-releases/us-department-education-proposes-dedicated-office-early-learning>

“The U.S. Department of Education announced today a proposal to create an Office of Early Learning, tasked with overseeing the Race to the Top-Early Learning Challenge Grants and coordinating early learning programs across the Department.”

Statement by U.S. Secretary of Education Arne Duncan on NAEP Reading and Math 2011

Results—U.S. Department of Education, November 1, 2011

<http://www.ed.gov/news/press-releases/statement-us-secretary-education-arne-duncan-naep-reading-and-math-2011-results>

“The modest increases in NAEP scores are reason for concern as much as optimism. While student achievement is up since 2009 in both grades in mathematics and in 8th grade reading, it’s clear that achievement is not accelerating fast enough for our nation’s children to compete in the knowledge economy of the 21st Century.”

RESOURCES

This section emphasizes current topics at regional comprehensive centers, national content centers, and other technical assistance providers.

Early Warning System Middle Grades Tool—National High School Center

http://www.betterhighschools.org/EWS_middle.asp

“The National High School Center’s Early Warning System (EWS) Middle Grades Tool enables schools and districts to identify students who may be at risk for academic failure and to monitor these students’ responses to interventions....The intended purpose is to support students with an increased risk of academic failure, in order to get them back on track for academic success and eventual graduation.”

Promoting Learning in Rural Schools—Center on Innovation & Improvement

http://www.centerii.org/survey/downloads/Promoting_Learning_in_Rural_Schools.pdf

“The research reviewed here suggests that...many of the issues they face also confront urban and suburban educators, and rural communities offer several distinctive educational advantages. This report gives special attention to student motivation to learn, along with other contributing factors to student outcomes in rural schools. Our recommendations build upon the advantages of rural settings and address their perceived disadvantages.”

Lead Turnaround Partners: How the Emerging Marketplace of Lead Turnaround Partners Is Changing School Improvement—Center on Innovation & Improvement

<http://www.centerii.org/survey/downloads/LeadPartners.pdf>

“This report describes the use of Lead Turnaround Partners (LTPs) in the current School Improvement Grant (SIG) program....The current marketplace of Lead Turnaround Partner (LTP) providers and the organizational structures of existing LTPs are explored. In addition, the communication strategies and the roles of various players involved in aspects of SIG implementation, including State Education Agencies (SEAs), Local Education Agencies (LEAs) and LTPs are discussed. Lessons learned and recommendations for improvement for each entity are summarized.”

Fulcrum of Change: Leveraging 50 States to Turn Around 5,000 Schools—Center on Innovation & Improvement

http://www.centerii.org/survey/downloads/Fulcrum_of_Change.pdf

“With the broader goal of culling lessons related to states playing a substantive role in dramatic school-improvement efforts, this monograph and practice guide examines the early implementation of the revised SIG program in select states to identify 1) how states are integrating the expanded grant program into existing school improvement efforts, and 2) emerging lessons for states interested in fully leveraging their roles to drive turnaround efforts relevant to the second round of SIG awards.”

Webinar: RTI in Mathematics at the Secondary Level—Center on Instruction

<http://www.centeroninstruction.org/webinar-rti-in-mathematics-at-the-secondary-level>

“The Center on Instruction hosted a webinar on January 10, 2012, on RTI in Mathematics at the Secondary Level. The webinar presented research on how to help struggling students catch up on foundational skills needed to master algebra, and a discussion how to motivate middle school students and get them engaged in mathematics.”

Webinar Series: Improving K–3 Reading Comprehension—Center on Instruction

<http://www.centeroninstruction.org/webinar-series-improving-k-3-reading-comprehension--research-overview>

The Center on Instruction presents “a series of four Improving K–3 Reading Comprehension webinars designed to provide key principles and practices that support classroom instruction. Each module provides resources useful to federally funded School Improvement Grant (SIG) programs. The webinar modules introduce the Center on Instruction (COI) and Doing What Works (DWW) websites’ tools and resources and address 1) the supporting research, 2) teaching comprehension strategies, 3) engaging students with text, and 4) teaching text structure.”

State Database of Teacher Evaluation Policies—National Comprehensive Center for Teacher Quality

<http://resource.tqsource.org/stateevaldb/>

“To promote information sharing and collaboration as states and districts engage in this work, this new resource, the State Database of Teacher Evaluation Policies, collects information on state-level teacher evaluation policies across multiple states and organizes the information under the eight key components of a comprehensive teacher evaluation system.”

Ask the Expert: Dr. Tracy Gray—National Center on Response to Intervention

<http://www.rti4success.org/asktheexpert/video/1033>

This Ask the Expert video features Dr. Tracy Gray responding to the question, “How does technology help students who are struggling academically in school?”

Using RTII for SLD Determination in Pennsylvania (Webinar archive)—National Center on Response to Intervention

<http://www.rti4success.org/webinars/video/1034>

“This webinar discusses Pennsylvania’s use of response to instruction and intervention as a method for determining specific learning disabilities, elaborating on the mission of the Pennsylvania Training and Technical Assistance Network (PaTTan).”

Measuring Up to the Model: A Ranking of State Charter School Laws, 2012—National Alliance for Public Charter Schools

<http://www.publiccharters.org/publication/?id=658>

“What’s most encouraging about the charter school movement’s legislative efforts is that they’re more frequently marrying growth and quality. As we’ve long argued at NAPCS, the long term viability of the charter school movement is primarily dependent on the quality of the charter schools that open. It’s critical that state lawmakers recognize the importance of charter school quality—and the impact that their laws have on it. We are glad to see that they are increasingly doing so.”

Transforming Teacher Work for a Better Educated Tomorrow—Advance Illinois

<http://www.advanceillinois.org/filebin/TransformingTeacherWork.pdf>

“This paper provides our vision of teaching and learning, created in collaboration with Advance Illinois and with the support of the American Institutes for Research. It sets out a future where all students—not just the fortunate—in Illinois are assured the best from their teachers. It sets forth a vision of teachers as nation builders, respected professionals who are entrusted with our country’s future.”

UPCOMING EVENTS

For additional listings, visit the Great Lakes West website to access the [Calendar of Events](#).

January 2012

Date:	January 27	Topic:	5th Annual CALDER Research Conference (registration full)
Location:	Washington, DC	Audience:	policymakers, researchers
Format:	Conference	Sponsor:	National Center for Analysis of Longitudinal Data in Education Research

February 2012

Date:	February 1, 3 p.m. CT	Topic:	What's holding back America's science performance?
Location:	Washington, DC, and online	Sponsor:	Thomas B. Fordham Institute
Format:	Panel		
Date:	February 16, 3 p.m. CT	Topic:	Managing the Building to Ensure High Academic Achievement
Location:	online	Audience:	school and district administrators
Format:	Webinar	Sponsor:	The Education Trust
Dates:	February 19–22	Topic:	24th Annual At-Risk Youth National FORUM: Connecting the Dots of Collaboration
Location:	Myrtle Beach, SC	Audience:	adults who are seeking to strengthen interventions among school, community, and families, especially to assist those in at-risk situations
Format:	Forum	Sponsors:	National Dropout Prevention Center/Network, Urban Initiative at the University of Massachusetts Dartmouth

March 2012

Dates:	March 8–10	Topic:	NASSP Breaking Ranks K–12 Conference
Location:	Tampa, FL	Audience:	NASSP members and teams
Format:	Conference	Sponsor:	National Association of Secondary School Principals
Dates:	March 15–16	Topic:	12th Annual Wisconsin Charter Schools Conference
Location:	Lake Geneva, WI	Audience:	WCSA member, charter school teams, nonmembers
Format:	Conference	Sponsors:	Wisconsin Charter Schools Association, Wisconsin Department of Public Instruction

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Dates: March 18–21	Topic: Second Annual Building a Grad Nation Summit
Location: Washington, DC	Audience: community organizations, educators, local and state leaders, national nonprofit organizations, businesses, youth, and others
Format: Summit	Sponsor: America's Promise Alliance
Date: March 21, 3 p.m. CT	Topic: Bringing It Altogether
Location: online	Audience: school and district administrators
Format: Webinar	Sponsor: Thomas B. Fordham Institute
Dates: March 24–26	Topic: ASCD Annual Conference & Exhibit Show
Location: Philadelphia, PA	Audience: ASCD members, educators, researchers, policymakers
Format: Conference	Sponsor: ASCD

Upcoming Events 2012

Dates: April 11–14	Topic: CEC 2012 Convention & Expo
Location: Denver, Co	Audience: special educators and early interventionists, general educators working closely with special educators, administrators and supervisors, teacher educators, researchers, related service professionals, psychologists and diagnosticians, curriculum specialists and facilitators, university students, parents, paraprofessionals, others with a keen interest in special, early, and gifted education
Format: Convention	Sponsor: Center for Exceptional Children
Dates: April 13–17	Topic: 2012 AERA Annual Meeting: Non Satis Scire: To Know Is Not Enough
Location: Vancouver, BC, CA	Audience: AERA members, students, and nonmembers
Format: Conference	Sponsor: American Educational Research Association
Dates: April 21–23	Topic: 72nd Annual NSBA Conference: A Better Tomorrow Starts Today
Location: Boston, MA	Audience: NSBA members and teams
Format: Conference	Sponsor: National School Board Association
Dates: June 19–22	Topic: 2012 National Charter Schools Conference
Location: Minneapolis, MN	Audience: administrators, students, authorizers, board members, community members, business community, EMO/CMO/CFO/business/facilities managers, curriculum specialists, foundation staff, legislators and staff, media, parents, policy advocates, researchers, school leaders, special education, state association staff, teachers
Format: Conference	Sponsor: National Alliance for Public Charter Schools

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Great Lakes West Comprehensive Center

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1120 East Diehl Road, Suite 200
Naperville, Illinois 60563-1486
630.649.6548

www.learningpt.org/greatlakeswest/