



Great Lakes West Comprehensive Center

VOL. 6, NO. 3

JULY
2011

IN THIS ISSUE

Highlights of the Quarter

Read about the Great Lakes West Comprehensive Center 2

Focus on States

Hear about ongoing work and focus areas in Illinois and Wisconsin 4

Feature Article

Learn about the Common Core Standards Collaborative from Beth Ratway of the American Institutes for Research 8

Profile

Learn about people, organizations, or issues in the region 9

REL Midwest Update

Learn about studies and events taking place in the region . . . 12

In the News

Read select news from Illinois, Wisconsin, and the country . . 14

Resources

Learn about current topics in education 19

Upcoming Events

Get enriched and renewed by participating in these events . .23

E-Mail This E-Newsletter

[Subscribe](#)

[Unsubscribe](#)

[Send Feedback](#)

[Contact Information](#)

WELCOME!

This quarter’s newsletter focuses on the Common Core State Standards. Our readers may be wondering, “Why? Is this not old news? Most of the states already agreed to use the common standards—right? So what is newsworthy now?”

What makes the standards worthy is the story of how the states plan to ensure the new standards become the foundation for classroom instruction. Although each state is approaching the challenge in a unique way, they face common issues and some common needs. The Great Lakes West and Great Lakes East Comprehensive Centers are working together with their states to use their individual and shared expertise for the benefit of all. Our feature article highlights that work and provides information about some of the large, national initiatives also working to move the Common Core State Standards into the classroom. For our profile, we interviewed Susie Morrison, the deputy superintendent and chief of staff of the Illinois State Board of Education (ISBE), and Linda Reabe, the director of the Center for the Advancement and Support of Education Initiatives at Illinois State University. Linda is assisting ISBE in implementing the Common Core State Standards in Illinois. ISBE is helping its technical assistance providers, district and school administrators, and classroom teachers understand how they fit into the implementation picture and what they need to know to do their jobs.

This quarter we took on new work in Wisconsin, facilitating the Read to Lead Task Force, which is cochaired by Governor Scott Walker and State Superintendent Tony Evers. In Illinois, we videotaped Susie Morrison talking about the Common Core State Standards at one of the regional summer institutes. Read about these and ongoing projects in the *Highlights of the Quarter* and the *Focus on States*. If you have any questions about specific projects or the work we are doing, please contact us at greatlakeswestinfo@learningpt.org.

Linda E. Miller, Director
Great Lakes West Comprehensive Center
and Great Lakes West staff members

Your Access to the Region
A quarterly e-newsletter for educators in Illinois and Wisconsin

HIGHLIGHTS OF THE QUARTER

JULY
2011

Wisconsin Educator Effectiveness Symposium

In December 2010, the Wisconsin Department of Public Instruction (DPI) and education stakeholders came together to begin collaboratively crafting a new educator evaluation system. After six months of progress, the group held a meeting to engage a broader set of stakeholders. The Educator Effectiveness Symposium, held on June 27, 2011, engaged statewide stakeholders in a process to inform participants and elicit feedback on the work that had been accomplished.

Prior to the symposium, the educator effectiveness design team and work group drafted a definition of what an effective educator is and guiding principles for a performance-based educator effectiveness system in Wisconsin. A series of presentations and small-group activities provided participants with the opportunity to learn about the work that had been done and discuss what they had heard, what resonated with them, and what might still be missing. The day concluded with large-group activities to help the educator effectiveness group gain insight from the participants on work yet to be done, specifically around scaling-up statewide implementation, balancing flexibility with consistency, and methods to support improvement and recognize performance. The results of the meeting were compiled by work team members and considered by the whole group to make possible revisions to ongoing work and inform next steps and further progress. (More information on the Effective Educator Symposium can be found in the *Focus on States*.)

Moving Forward the New Illinois Learning Standards

ISBE has held a series of summer institutes to engage educators in Illinois around implementation of the Common Core State Standards. Great Lakes West helped ISBE think about how to plan the institutes and how to engage participants to communicate a consistent message to the field. As part of the series, Illinois Deputy Superintendent Susie Morrison gave a presentation on moving forward with the Illinois state standards by incorporating the Common Core State Standards.

Morrison's presentation focused on moving forward with the work that needs to be done, rather than waiting for answers to be provided. Everyone is implementing these new standards for the first time; without preexisting guidance or wisdom to depend on, it is important to develop plans and work together to see out those plans. As part of ISBE's efforts to get this message and the details of implementing the new standards in Illinois out across the state, Great Lakes West videotaped the presentation. The presentation will be available on the ISBE Realizing Illinois [website](#) later in the summer.

Wisconsin Governor's Task Force

Wisconsin students are entering high school with reading skills far below those needed to be successful in college and future careers. To address this issue, DPI, in collaboration with the governor's office, is engaged in a process to develop a statewide reading initiative called *Read to Lead*. The Read to Lead Task Force will increase educational equity across the state. The purpose of the task force is to help guide future state legislation, improve reading outcomes in the state, and ensure that all students in Wisconsin are reading on grade level by the time they leave third grade.

Your Access to the Region
A quarterly e-newsletter for educators in Illinois and Wisconsin

The task force is chaired by Governor Scott Walker and vice-chaired by the State Superintendent of Education, Tony Evers, and consists of current and former teachers, researchers, legislators, and education advocates. To date, the task force has convened three meetings that have focused on a number of topics, including K–3 reading intervention, assessment, and instruction as well as the role of higher education and early childhood education in improving literacy outcomes. Meetings will continue throughout the summer. (More information on the Read to Lead Task Force can be found in the *Focus on States*.)

Illinois Parent Summit

Multiple Illinois Title I school districts were found to be out of compliance with federal Title I parental involvement requirements according to a U.S. Department of Education audit. To help these school districts meet the compliance requirements, ISBE chose to provide strategic support to all school districts across the state to enhance their knowledge of the resources and research available on parental involvement in the schools.

This effort included four Parent Involvement Summits with the theme “Moving Beyond Checklists and on to Action.” All four summits were supported by the Academic Development Institute, the Illinois Parent Involvement Resource Center, and Great Lakes West. This spring, over 200 school districts attended these summits to learn about the research behind and tangible resources for strengthening efforts to engage parents to support learning at home and in school.

As a result of the summits, various materials have been posted on the IllinoisParents.org website. The content on the website includes family engagement resources from the summits, a parent involvement toolkit, and an annual Title I meeting toolkit for school districts. Presentations and panelist information from the four spring summits are also available on the website. (More information on the Parent Involvement Summits can be found in the *Focus on States*.)

Great Lakes West E-Newsletter Survey

Thank you to everyone who took the time to complete the survey that was distributed with the April issue of *Your Access to the Region*. The Great Lakes West staff appreciates that our readers are willing to take the time to help us improve our work and the quality of the services we provide. The results of the 2011 survey will be used to revisit and refocus the contents of the newsletter. You have shown us that overall the newsletter is informative to our readers and the contents are timely, relevant, useful, and of high quality. However, we can take this opportunity to continue to improve so that future issues of the newsletter will even better meet the needs of our readers. Some of the ideas we are considering are as follows: a targeted survey of state education agency (SEA) readers to determine what would be the most useful newsletter content and discontinuing or refocusing the sections survey respondents found to be least informative.

Again, thank you for taking the time to complete the annual survey. Know that your feedback will be used to guide decisions on development of future newsletter issues.

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.

JULY
2011



ILLINOIS

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

The New Illinois Learning Standards Incorporating the Common Core State Standards

Great Lakes West partnered with ISBE and the regional offices of education (ROEs) to plan seven summer institutes: “New Illinois Learning Standards Incorporating the Common Core.” ISBE offered the institutes to provide district and school leadership with updates on the new standards. The institutes provided educators across the state with access to the latest information on Illinois progress toward implementing the standards, as well as networking opportunities for regional colleagues to learn together and ask questions about the standards and other key Illinois reform priorities. ROEs hosted the seven events. Great Lakes West has been a thought partner, helping ISBE and ROEs plan the institutes.

Additionally, Susie Morrison, ISBE deputy superintendent and chief of staff provided the latest updates related to Common Core State Standards work going on in Illinois and around the country, as well as updated attendees on ISBE’s priorities related to new standards and assessments, effective leaders and teachers, a longitudinal data system, and low-performing schools. (More information on Morrison’s updates can be found in the *Highlights of the Quarter*.)

Standards-Based Grading Task Force

On June 16, ISBE hosted the first meeting of the Standards-Based Grading Task Force in Springfield. The purpose of the task force is to help develop recommendations on implementing a standards-based reporting system for Illinois school districts that is aligned with the new standards. Great Lakes West facilitated and worked with the task force to explore existing models from other states, as well as what possible reporting deliverables or “products” might look like. The task force includes participants from across the state, including ISBE, ROEs and intermediate service centers (ISCs), teachers, principals, and institutes of higher education. Over the next four to six months, the task force will examine the research on standards-based grading systems, share experiences from states with similar systems, identify advantages and disadvantages of standards-based grading, and explore how to organize and expand the work moving forward.

The final outcome of the task force’s work will be a report summarizing the research and providing recommendations to continue and expand this work. The task force will look for examples of reporting systems currently in place across the state and identify “champions” willing to help build capacity by sharing their experiences and expertise.

Division of English Language Learners

On May 16, ISBE hosted the third and final of three English Language Learner (ELL) stakeholder engagement meetings. The final stakeholder meeting dealt with early childhood issues related to ELLs. Forty-one participants attended the event and engaged in multiple activities that were focused on understanding the current rules and regulations related to early childhood and ELLs, identifying challenges and opportunities within the current rules and regulations, and exploring the research base and learning. The meeting included a three-person practitioner panel of representatives from organizations and school districts currently yielding quality outcomes with pre-K ELLs. Representatives from ISBE's Division of Early Childhood and Division of Special Education and Support Services were also in attendance and contributed to a rich discussion of the needs and issues.

ISBE is proposing to modify current policy regarding administrator requirements for the transitional bilingual education (TBE) program and transitional programs of instruction (TPIs). These recommendations were developed in large part through the Bilingual Advisory Council and as a result of the first two stakeholder meetings on high school challenges and uniform part-time status criteria. In the prior meetings, stakeholders referenced the hiring and cost challenges associated with recruiting and certifying TBE and TPI program administrators. This new policy proposal, if passed, would require 18 credit hours to receive the bilingual endorsement and a valid administrative certificate or supervisory endorsement. ISBE has made this a priority and is taking it through the rulemaking process. More information is available on this possible policy change in the Superintendent Koch newsletter from May 9, 2011, in the [Rules and Waivers section](#).

Parent Involvement

A Department of Education audit found multiple Illinois Title I school districts out of compliance with federal Title I parental involvement requirements. In response, ISBE recently partnered with the Academic Development Institute, the Illinois Parent Information Resource Center, and Great Lakes West on four regional Parent Involvement Summits in May. More than 200 districts attended these summits to learn about the research behind and tangible resources for strengthening efforts to engage parents to support learning at home and in school and build high-quality action plans for local parent involvement.

The feedback from participants was encouraging. There was a clearly stated desire to extend access to the resources as well as build capacity in the field around high-quality family engagement. The spring summits helped Title I and other Illinois school districts learn about effective parent partnerships and develop and plan strategies to sustain those partnerships. ISBE also has a panel of exemplary practitioners to assist Title I school districts in strengthening partnerships between parents, district and school staff, and community members to meet children's needs. Resources from the summits are available to all stakeholders at the IllinoisParents.org [website](#).

This fall, summits (dates not yet available) will resume the work started in the spring and help lead teams through the final stages of fine-tuning action plans to be implemented during the 2011–12 school year. During the fall summits, special attention will be given to enlisting and activating parents in accomplishing the action plan goals.



WISCONSIN

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

JULY
2011

Educator Effectiveness

The educator effectiveness stakeholder group continues work to develop a framework with guidance and recommendations for implementing an educator effectiveness system, with the goal of disseminating the framework to the field by October 2011. The educator effectiveness stakeholder group consists of a design team and a work group. Each group has representatives from the governor's office, the American Federation of Teachers of Wisconsin, the University of Wisconsin–Madison, the Association of Wisconsin School Administrators, the Wisconsin Association of School Boards, the Wisconsin Association of School District Administrators, the Wisconsin Association of Independent Colleges and Universities, the Wisconsin Education Association Council, the Professional Standards Council, and DPI.

Great Lakes West, in collaboration with the National Center for Teacher Quality, continues to support the educator effectiveness stakeholder group by providing research and resources, facilitating working meetings, hosting events, and communicating processes to stakeholders. This type of direct support to DPI has resulted in more informed DPI staff that can better help the design team make critical decisions to help guide the work of educators in the state.

Great Lakes West facilitated the Wisconsin small-group session at the April 29 Council of Chief State School Officers (CCSSO) National Summit on Educator Effectiveness in Washington, D.C., and used the information to inform the larger groups at the work group and design team meetings. Great Lakes West also collaborated with DPI to host the first Educator Effectiveness Symposium. The symposium is a communication strategy developed to inform and engage stakeholders in the process. The all-day event was held in Madison on June 27.

Governor's Task Force

Wisconsin Governor Scott Walker called for the creation of the Read to Lead Task Force in March 2011. The purpose of the task force is to guide future legislation aimed at improving reading outcomes in the state.

The Read to Lead Task Force, chaired by Governor Walker and vice-chaired by State Superintendent Tony Evers, includes teachers, researchers, legislators, and advocates. Great Lakes West, in collaboration with REL Midwest, is providing support to the Read to Lead Task Force. After the first meeting, Evers, on behalf of Governor Walker, asked Great Lakes West to provide facilitation for future task force meetings. Great Lakes West staff facilitated task force meetings held on May 31 and June 24. The task force will continue to hold monthly meetings throughout the summer at various locations around the state and will conclude its work with the release of a final report.

In addition to providing facilitation support for the task force, Great Lakes West has compiled information about state-level literacy policies and initiatives and connected the task force with national experts, including literacy leaders from other states.

For more information regarding Governor Walker's Executive Order #22 creating the Read to Lead Task Force, go [here](#).

Stakeholder Meetings on Early Childhood Licensure

Great Lakes West was invited by DPI to help lead and facilitate a group of stakeholder meetings on early childhood literacy. Great Lakes West facilitated two stakeholder meetings on exploring opportunities to reshape early childhood teacher licensing requirements in Wisconsin. These meetings gave participants an opportunity to understand early childhood development licensure systems from other states and the possibilities for restructuring early childhood licensing requirements. The stakeholder meetings also further built DPI staff capacity to understand what other states have been doing in early childhood licensing and education. The meetings included stakeholders from the Celebrate Children Foundation, DPI, the Wisconsin Early Childhood Association, the Waisman Center, the Registry, the Department of Children and Families, and Head Start.

The task force will identify key components of a pathway to early childhood licensure and develop recommendations the group could share with the governor's Early Childhood Advisory Council (ECAC) professional development committee. The ECAC's role is to make sure that quality early childhood programs and services are accessible. The ECAC will develop recommendations regarding statewide professional development for early childhood educators in the state and recommendations for increasing the number of children participating in federal, state, and local early childhood programs. As the work continues, Great Lakes West will assist the stakeholder group in writing and reviewing recommendations for the ECAC professional development committee.

Wisconsin Pacesetting Team Work

Over the past year, the DPI Academy of Pacesetting States team participated in six distance-learning sessions with the other cohort II states (Nevada, New Hampshire, North Dakota, Vermont, and West Virginia) and the Bureau of Indian Education. The topics included the orientation of effective statewide systems of support (SSOS), evaluating SSOSs using the Center on Innovation and Improvement's (CII) research-based evaluation rubric, coaching as a tool for school improvement, *Indistar*, school improvement turnaround, and other related SSOS topics. DPI is in the process of developing their SSOS operations manual. This work is being supported by knowledge and information gained through the Academy of Pacesetting States, ongoing collaborative team meetings, and resources and facilitation of meetings from Great Lakes West and CII.

The Common Core State Standards in Wisconsin

With the adoption of the Common Core State Standards in mathematics and English language arts (ELA) for K-12 education, DPI standards leadership teams have been working to develop a guidance document to accompany their state standards. Three leadership teams—ELA, mathematics, and disciplinary literacy—have worked individually and collaboratively to develop user-friendly guidance for school districts, schools, and cooperative educational service agencies. The draft is in the final stages of DPI's internal review process and is expected to be posted on DPI's website soon. The guidance consists of three separate documents: one each for ELA, mathematics, and disciplinary literacy. Each guidance document includes a letter from the superintendent, the purpose, student success, guiding principles, the standards, and research briefs. The next phase of work will be to design and develop professional development modules aligned with the rollout and implementation of DPI's learning standards. Great Lakes West has partnered with DPI leadership teams to plan, design, and cofacilitate statewide implementation activities for professional development.

FEATURE ARTICLE

Implementing the Common Core Standards Collaborative

By Beth Ratway, Senior Consultant, American Institutes for Research

The Common Core State Standards have been developed and adopted. It is now time to look at implementation. How are states planning to implement the Common Core State Standards? Forty-three states have formally adopted the Common Core State Standards in ELA and mathematics as their own. These states are now in the process of trying to build communication and implementation plans that will help their individual school districts understand how they can plan on phasing in the standards before the 2014–15 assessments come to fruition. A survey conducted by the Center on Education Policy (Kober & Stark Rentner, 2011) points out that the states plan to revise curriculum, professional development, and evaluation systems based on the Common Core State Standards. The states will need to plan through these revisions for the work to impact student learning. This article shares questions, tools, and resources to help states strategically plan for revisions and implementation. Two critical questions to begin planning for implementation are as follows: What does high-quality implementation of the standards look like? How can the states work together to implement the standards while remaining connected to their own individual contexts?

What Does High-Quality Implementation Look Like?

The survey conducted by the Center on Education Policy points out that many states are currently building implementation plans by focusing on the areas of curriculum, professional development, and assessment systems (Kober & Stark Rentner, 2011). Many states have begun adopting and aligning the Common Core State Standards for ELA and mathematics. Unfortunately, adoption and alignment do not translate into high-quality implementation. There is no existing common way for the states to identify how to move forward with implementation.

[Read more...](#)

JULY
2011

Your Access to the Region
A quarterly e-newsletter for educators in Illinois and Wisconsin

PROFILE

Susie Morrison, Illinois Deputy Superintendent, and Linda Reabe, Illinois State University

Many states have begun the process of implementing the Common Core State Standards, developed last year by the National Governors Association and CCSSO. Never before have so many states faced such a large common issue at the same time, creating unprecedented opportunities for states to collaborate and learn from each other. Yet each state faces a distinctive context and its own set of issues, making implementation unique in many ways.

In Illinois, the effort to implement the new Illinois state standards incorporating the Common Core State Standards is known as *Realizing Illinois*. At the state-level, this work is spearheaded by Deputy State Superintendent Susie Morrison and Linda Reabe of Illinois State University. Great Lakes West sat down with Susie and Linda to talk about the Illinois vision and progress toward making that vision a reality in the state.

What Is the State’s Vision for How the New Standards Will Help Illinois Students Become College and Career Ready?

Our expectation is that, as we move toward implementing the Common Core State Standards, all students will reach the college and career-ready benchmarks. As expectations rise and we move to more rigorous standards, the hope is that instruction will look different in the classroom. Although we are putting more rigorous standards in place, the more important thing is the change in instruction and the focus on higher-order thinking skills and the movement from acquisition of knowledge to what students can do with the content knowledge we have been imparting to them.

Can You Highlight the Basic Elements of the Illinois Plan for Reaching the Classroom and How the New Standards Will Improve Instruction?

We are coordinating with ROEs and ISCs for rollout. We do not have the capacity at the state agency to roll out everything by ourselves. We are in full partnership with ROEs and ISCs, and we are coordinating with the regional agencies that in turn reach the school districts in their regions.

We have found there is not a whole lot that we have to develop from the ground up. As we talk to our school districts, one of the things we are saying is not to go out and look for “common core in a box.” This is work we have been doing for a long time—we have done the process of aligning the standards and teaching to the standards; this is a natural evolution of where we are as a state and as educators.

Where Is the State Now With Implementing That Plan and Achieving the Vision, and What Are the Next Steps?

We have professional development in place; we started out this summer offering institutes in ROEs across the state. We have had several thousand people attend. We are also working on professional development in the content area of mathematics and are beginning work with ELA.

Great Lakes West has developed a district-planning tool for us, which school districts are using to begin to plan. Last year was their awareness year; this year they are really getting their hands dirty, making sure everyone is ready for full implementation in the 2012–13 school year.

Over the next few months, the work with ROEs and ISCs will be to develop the details of how to roll out the things that are currently under development.

One of the things we are beginning to work on is a standards-based report card for elementary schools. We plan to use technology wherever we can to support implementation; we are trying to avoid the face-to-face meetings. Another important piece is that we are doing everything we can to leverage every resource available from the Partnership for Assessment of Readiness for College and Careers (PARCC). They are being active, providing resources to the states.

What Is Your Sense From the Field About How Illinois Educators Are Reacting to the New Standards?

ISBE is really excited about the new standards, and we really want to make sure that we take the time to support our teachers.

Teachers tell us overwhelmingly that they like the new standards and are ready to teach to the new standards. But they need some help, time, and support to make that transition. Educators are not resistant and, in large part, are excited to make this transition. I think they are excited because it paints a picture of meeting our kids where they are in their world, embracing technology, and moving away from traditional teaching practices to engaging kids in new ways.

We have lived with standards since 1996 that were “a mile wide and an inch deep,” and teachers were not really sure what it was they should be teaching and when. The new standards provide a clearer picture. We are looking forward to the fact that we will have an aligned system, not only standards that are aligned K–12 to college and career readiness but also an assessment system that truly is aligned K–12. I think we have been living in a world where we have a K–8 system and a 9–12 system, and those two worlds never really worked together. Educators in our state welcome the prospect of a K–12 aligned system.

Where Are the Hurdles With Implementing the New Standards?

One major hurdle is content: teachers in the classroom not having the content knowledge necessary to teach the more rigorous standards, especially at the elementary level. Another hurdle is moving toward the new Common Core State Standards and a new assessment system while still living in the current accountability world where we have the existing Illinois State Achievement Test (ISAT) and Prairie State Achievement Examination. One challenge as we move toward the new assessment systems is making sure that all school districts have the technology they will need to deliver on the promise of the assessments.

How Do You Anticipate Overcoming Potential Hurdles?

To increase the rigor of content in the classroom, we are bringing together groups of teachers and postsecondary instructors to talk about how preservice teacher education programs need to change. They need to make change sooner rather than later and know what that is going to look like.

We are working through the transition piece now. Our assessment staff has looked at the Common Core State Standards and our assessment, primarily ISAT, and they believe that students are not going to do worse on ISAT and will likely do better, but it is still that unknown. We do not really know what the assessment will look like, and that is causing a little anxiety. Teachers want to know about the new assessments: what they will look like, feel like, be like—but it is still a work in progress. There are a lot of unknowns as the PARCC assessment consortium works through those issues. For now, we have to say we do not know for sure.

Where Can Illinois (or Other States) Go to Get Help With Implementing the New Standards?

We look toward Great Lakes West as a resource when we need help. ISBE has reached out to our professional organizations, and they have been willing to step up. There is peer-to-peer support in the state. Whether it is regional office to regional office, or teacher to teacher, everyone has stepped up knowing that is has to get done.

More information on these issues, including the summer institutes and standards-based report cards can be found in the *Highlights of the Quarter* and *Focus on States*. Information on resources available to the states and how Great Lakes West and other organizations are supporting state collaboration and implementation can be found in the *Feature Article*.



REL MIDWEST UPDATE

Reports Examine Parent Involvement in School Improvement Plans and State Policies and Procedures on Response to Intervention

Two REL Midwest short-term studies recently were published and are available on the Institute of Education Sciences (IES) website. The reauthorized Elementary and Secondary Education Act of 2002 (Public Law 107-110), also referred to as the No Child Left Behind (NCLB) Act, requires Title I schools that fail to make adequate yearly progress for two consecutive years to develop or revise school improvement plans that describe proposed activities aimed at boosting student achievement, including parent involvement and extended-learning activities. [Parent Involvement and Extended Learning in School Improvement Plans in the Midwest Region](#) reviewed 1,400 school improvement plans in five Midwest region states: Illinois, Iowa, Minnesota, Ohio, and Wisconsin. (Indiana and Michigan were unable to provide their school improvement plans in time to participate.) An analysis of the plans revealed that more than 90 percent of the plans included at least one “potentially effective” parent involvement activity and 70 percent included at least one extended-learning activity (before-school, afterschool, or summer programs). Few extended-learning programs were described as providing academic support.

[State Policies and Procedures on Response to Intervention in the Midwest Region](#) describes SEA policy development and planning for RTI approaches to instruction. It also looks at the support provided to school districts and schools implementing RTI. The report is based on a review of state documents and interviews with state and local officials in six Midwest region states: Illinois, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (Indiana declined to participate because its guidance on RTI was in development at the time of data collection: September 2009–March 2010.) The study adds to the limited research on state-level RTI policy and practice, provides a look at policy development and implementation supports in the Midwest region, and maps the six states’ orientation to RTI and the steps each has taken to establish or support the approach in practice.

More Short-Term Studies Under Way

REL Midwest and the Consortium on Chicago School Research (CCSR) have partnered on a study examining major Chicago Public Schools reform initiatives undertaken between 1997 and 2009 that targeted chronically low-performing schools. This study reviews teacher and student population compositions and identifies the changes in student achievement outcomes that are linked with the implementation of these school reform models. [Chicago’s School Reform Efforts: Examining Changes in Student Outcomes, Teacher Workforce, and Student Populations in Low-Performing Schools](#) focuses on 31 schools serving students in Grades 3–12 that were identified as chronically low-performing by the district, were required to implement at least one of the reform initiatives, and matched comparison schools that had similar characteristics but were not required by the district to implement a major reform intervention.

Ensuring that public schools have an adequate supply of qualified principals and that principals are equitably distributed across the public school system is the responsibility of state departments of education. REL Midwest designed [School Leadership Entrance, Movement, and Exit: A Descriptive Analysis of the Principal Workforce and Career Pathway in Wisconsin](#) to respond to DPI's need for an examination of the state's principal career pathway. The study examines the characteristics of school principals in this state over time and the career pathways of a cohort of Wisconsin principals.

With Midwest Urban Research Network (MURN) districts, REL Midwest identified freshmen on-track rates as an area of specific need to help the districts understand the percentage of students at risk of not graduating on time. One approach is the indicator developed by CCSR, which shows that the grades and course credits students earn in Chicago high schools during their freshman year are strong predictors of whether or not they graduate from high school on time (within four years). The on-track indicator can be a valuable early warning sign to help schools measure the success of strategies, programs, and interventions focused on keeping students on track to graduate during their first year of high school. REL Midwest will develop an annual freshmen on-track rate for three MURN districts based on the CCSR method, test the performance of the indicator using data from these districts, and provide technical assistance to the districts to produce the indicator in the future. *Using the Freshman On-Track Indicator to Predict Graduation in Three Midwest Urban Districts* will be completed in fall 2011.

Formative Assessment Event Planned

Supporting Research-Based Formative Assessment in Schools and Classrooms, a REL Midwest Connecting Research to Practice event, tentatively is scheduled for early December in Chicago, Illinois. The event will provide district teams the opportunity to examine the practice of research-based formative assessment. There are no registration fees, and participants must make their own travel arrangements. Program updates, registration details, and archives of completed events are available on the events [website](#). For additional information, please contact Lisa Shimmel by e-mail (lshimmel@air.org) or by telephone (312-283-2301).

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.

JULY
2011



ILLINOIS

State Board of Education to help fund more than 900 preschool programs—*Illinois State Board of Education*, July 19, 2011

<http://www.isbe.state.il.us/news/2011/july19.htm>

“The Illinois State Board of Education (ISBE) announced today it has awarded \$269.7 million in preschool grants to help fund about 936 programs serving 3- to 5-year-olds across the state in Fiscal Year 2012. The state funds, part of the Early Childhood Block Grant, will help prepare about 77,500 children for kindergarten and beyond.”

Budget Cuts Will Hamper School Reform, State School Chief Says—*The State Journal-Register*, July 18, 2011

<http://www.sj-r.com/breaking/x1009559304/Budget-cuts-will-hamper-school-reform-state-school-chief-says>

“Budget cuts mean education officials in Illinois won’t be able to properly carry out a new education law that has won praise nationwide, the state’s education chief said.”

Illinois Regional Superintendents’ Offices to Operate Despite Cut—*The State Journal Register*, July 8, 2011

<http://www.sj-r.com/education/x1629186413/Illinois-regional-superintendents-offices-to-operate-despite-cut>

“Regional school superintendents said Friday they will remain on the job even though they are no longer being paid by the state of Illinois.”

Illinois Awards Nearly \$75 Million for School Improvement—*Illinois State Board of Education*, June 29, 2011

<http://www.isbe.state.il.us/news/2011/june29.htm>

“The Illinois State Board of Education announced today it has approved 13 schools to receive \$74.9 million over the next three fiscal years in federal School Improvement Grant funds to dramatically improve education among some of the lowest achieving schools in the state. The schools were selected after a rigorous application and review process that included participation from state and national experts, teachers, parents and community members.”

Illinois: The New Leader in Education Reform—*Chicago Tribune*, June 13, 2011

http://articles.chicagotribune.com/2011-06-13/news/ct-oped-0613-reform-20110613_1_piece-of-education-legislation-teachers-kimberly-lightford

“On Monday, Gov. Pat Quinn signs what might be the most important piece of education legislation ever passed in Illinois. Unlike our neighbors in Wisconsin, Ohio and other states, stakeholders here worked together to craft an aggressive bill that makes our state the leader in education reform. At a time when many teachers understandably feel under attack, this bill celebrates effective teachers, recognizes their accomplishments and helps keep them in classrooms.”

Research Supports Academic and Social Gains Through Illinois Preschool Programs for At-Risk Children—*Illinois State Board of Education*, April 13, 2011

<http://www.isbe.state.il.us/news/2011/apr13.htm>

“An Illinois State Board of Education study found kindergarteners who had been in state-funded preschool showed significant improvements in school readiness and social skills. Improvements were seen across all income groups with children from low-income families and those at risk showing the most gains in attention span and ability to complete tasks.”



WISCONSIN

Wisconsin to Collaborate on Statewide Accountability System—*Office of the Governor*, July 11, 2011

http://www.wisgov.state.wi.us/journal_media_detail.asp?locid=177&prid=5913

“Governor Scott Walker and State Superintendent Tony Evers will lead a collaborative effort with other educators, policymakers, and parents to develop a new statewide accountability system for education.”

Evers Emerges as Fierce Advocate of Schools in Face of Massive Cuts, Privatization Efforts—*The Cap Times*, July 6, 2011

http://host.madison.com/ct/news/local/education/blog/article_9f528d64-a75b-11e0-9322-001cc4c002e0.html

“As head of the state’s Department of Public Instruction, Evers has focused on a number of big, current issues in education, including improved testing, student achievement and teacher evaluation. And he has been particularly bullish about protecting the integrity of the public school system from attempts to privatize education, either through changes to how charter schools are authorized or where the state’s voucher school program operates.”

Five Reasons to Believe Progress Is Being Made to Address Reading Crisis—*Milwaukee Journal Sentinel*, June 11, 2011

<http://www.jsonline.com/news/education/123696564.html>

“What if, despite everything else going on, we were able to put together a strong, multi-faceted campaign that made progress in fighting the reading crisis in our midst?”

Preliminary Progress Reports Issued for Schools—*Wisconsin Department of Public Instruction*, June 7, 2011

http://dpi.state.wi.us/eis/pdf/dpinr2011_65.pdf

“With an increase in proficiency targets for reading and mathematics, more schools and districts have received preliminary notification that they missed one or more adequate yearly progress (AYP) objectives or have been identified for improvement as part of the Department of Public Instruction’s annual review of school progress required by the federal No Child Left Behind Act.”

Assessment Transition Moving Forward—*Wisconsin Department of Public Instruction*, May 24, 2011

http://dpi.state.wi.us/eis/pdf/dpinr2011_60.pdf

“Wisconsin’s transition to a new generation of student tests, based on redesigned academic standards, is about to reach a new phase. The SMARTER Balanced Assessment Consortium is readying its requests for bids to develop the major components of a new assessment system.”

Wisconsin No. 1 in National Graduation Rate Report—*Wisconsin Department of Public Instruction*, April 12, 2011

http://dpi.state.wi.us/eis/pdf/dpinr2011_50.pdf

“Wisconsin leads the nation with a 90.7 percent graduation rate according to the recently released report, ‘Public School Graduates and Dropouts from the Common Core of Data: School Year 2008–09,’ from the National Center for Education Statistics (NCES).”

Walker’s School Choice Bills Face Some Hurdles—*The Cap Times*, May 9, 2011

http://host.madison.com/ct/news/local/education/blog/article_ae492bf0-7a67-11e0-afea-001cc4c002e0.html

“Republican Gov. Scott Walker will be on a national education stage tonight to tout his efforts to expand charter school and voucher programs, but he is running into obstacles back home, and not just from those you might expect.”



ELSEWHERE IN THE NATION

College and Career Ready Students

Chamber Pushes GOP-Backed Reforms for Nation’s Schools—*Washington Times*, May 4, 2011

<http://www.washingtontimes.com/news/2011/may/4/chamber-pushes-gop-backed-reforms-for-nations-scho/>

“The U.S. Chamber of Commerce on Wednesday called on Congress to speed up its efforts to reform federal education policy and released a broad outline of priorities it says are crucial to student success across the country.”

A Complete Education

Obama Administration Announces Proposed Requirements for Race to the Top-Early Learning Grants—*U.S. Department of Education*, July 1, 2011

<http://www.ed.gov/news/press-releases/obama-administration-announces-proposed-requirements-race-top-early-learning-gra>

“The Obama Administration published today proposed competition criteria for the Race to the Top-Early Learning Challenge, and invited public input through 5 p.m. EDT on Monday July, 11 2011.”

Education Systems

Arne Duncan: How Dream Act Can Cut Deficit—*National Public Radio*, July 7, 2011

<http://www.npr.org/2011/07/07/137672099/arne-duncan-how-dream-act-can-reduce-deficit>

“Secretary of Education Arne Duncan discuss[es] No Child Left Behind, the plan aimed to improve failing public schools; as well as the Dream Act, which would create a path to citizenship for some undocumented youth.”

GOP Lawmaker Challenges Duncan on No Child Left Behind—*Wall Street Journal*, June 23, 2011

<http://online.wsj.com/article/SB10001424052702303339904576404102649644770.html?KEYWORDS=STEPHANIE+BANCHERO>

“The Republican chair of the House education committee said Thursday he won’t rush into a revamp of No Child Left Behind and challenged the Obama administration’s suggestion that states be allowed to waive parts of the law.”

Education Secretary May Agree to Waivers on “No Child” Law Requirements—*New York Times*, June 12, 2011

http://www.nytimes.com/2011/06/12/education/12educ.html?_r=2&ref=education

“Unless Congress acts by this fall to overhaul No Child Left Behind, the main federal law on public education, Secretary of Education Arne Duncan signaled that he would use his executive authority to free states from the law’s centerpiece requirement that all students be proficient in reading and math by 2014.”

Fostering Innovation and Excellence

A Year-End Assessment of Central Falls High’s “Transformation”—*The Providence Journal*, June 27, 2011

http://www.projo.com/news/content/central_falls_year_one_06-26-11_J10P6ML_v144.65f9e.html

“The first struggling school in Rhode Island—and one of the first in the United States—to try to fix itself under new federal guidelines, Central Falls High School finished year one of transformation when its doors closed for the summer on Thursday.”

Our View: Charter School Debate Overlooks Lessons Learned—*USA Today*, April 12, 2011

http://www.usatoday.com/news/opinion/editorials/2011-06-21-Charter-school-debate-overlooks-lessons-learned_n.htm

“In the debate over how to improve the nation’s educational system, there is typically no middle ground on the value of charter schools. You’re either for them or against them. But in their fervor, both sides are missing a more fundamental question: Which charters work, and why?”

Opposing View: Rethink the Charter Experiment—*USA Today*, April 12, 2011

http://www.usatoday.com/news/opinion/editorials/2011-06-21-Rethink-the-charter-school-experiment_n.htm

“Replicating good charter schools and rejecting bad ones sounds eminently reasonable, but it’s far easier said than done. For decades, educators have been trying to scale up high-achieving, high-poverty schools, but success often comes down to hard-to-duplicate factors, such as a charismatic principal, a supply of teachers willing to work extraordinary hours or particularly motivated students.”

Great Teachers and Leaders

Union Shifts Position on Teacher Evaluations—*New York Times*, July 7, 2011

<http://www.nytimes.com/2011/07/05/us/05teachers.html>

“Catching up to the reality already faced by many of its members, the nation’s largest teachers’ union on Monday affirmed for the first time that evidence of student learning must be considered in the evaluations of school teachers around the country.”

Bipartisan Bill Seeks to Remake Teacher Training Programs—*EdWeek*, June 22, 2011

http://blogs.edweek.org/edweek/campaign-k-12/2011/06/bipartisan_bill_seeks_to_remak.html

“Teacher training programs would be held accountable for producing educators who demonstrate the ability to boost student achievement before they even graduate, under a bill introduced today by a powerful, bipartisan handful of senators.”

Meeting the Needs of Diverse Learners

Obama Administration Establishes White House Rural Council to Strengthen Rural Communities—

U.S. Department of Education, June 9, 2011

<http://www.ed.gov/news/press-releases/obama-administration-establishes-white-house-rural-council-strengthen-rural-comm>

“The White House today announced the establishment of the first White House Rural Council. While rural communities face challenges, they also present economic potential. To address these challenges, build on the Administration’s rural economic strategy, and improve the implementation of that strategy, the President signed an Executive Order establishing the White House Rural Council.”

RESOURCES

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

JULY
2011

WebEx: The Common Core State Standards for Mathematics in Grades 9–12—*Center for Instruction*, June 2011

<http://centeroninstruction.org/webex-the-common-core-state-standards-for-mathematics-in-grades-9-12>

“The Center on Instruction hosted a webinar on June 29, 2011, featuring Fred Dillon, who provided an overview of the Common Core State Standards in Mathematics in Grades 9-12, with a focus on the mathematical practices and five ‘strands.’”

High School Longitudinal Study of 2009 (HSL:09): A First Look at Fall 2009 9th-Graders—*National Center for Education Statistics*, June 2011

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2011327>

“This report features initial findings from the base year of a new longitudinal study that started with a nationally representative cohort of ninth-graders in the fall of 2009 and will follow these students through postsecondary education and the world of work. The base year data focus on students’ transitions into high school, especially their decisions about courses and plans for postsecondary education and careers.”

Credit Recovery and Proficiency-Based Credit—*Education Commission of the States*, June 2011

<http://www.ecs.org/clearinghouse/94/23/9423.pdf>

“This report discusses how credit recovery and proficiency-based credit can boost rigor and completion, key policy elements for credit recovery and proficiency-based credit, and includes additional resources on these issues.”

Office of Child Care and the Office of Head Start Collaboration Webcast—*Department of Health and Human Services*, June 2011

<http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Director>

The director of the Office of Child Care and the Office of Head Start discuss two new initiatives the offices are collaborating on: the learning laboratories project and the Early Head Start for Family Program.

Race to the Top: Reform Efforts Are Under Way and Information Sharing Could Be Improved—*Government Accountability Office*, June 2011

<http://www.gao.gov/products/GAO-11-658>

“This report, prepared in response to a mandate in the act, addresses (1) actions states took to be competitive for RTT grants; (2) how grantees plan to use their grants and whether selected nongrantees have chosen to move forward with their reform plans; (3) what challenges, if any, have affected early implementation of states’ reform efforts; and (4) Education’s efforts to support and oversee states’ use of RTT funds.”

Smart Spending for Better Teacher Evaluations—*The New Teacher Center*, June 2011

<http://tntp.org/publications/issue-analysis/smart-spending-for-better-teacher-evaluations/>

Smart Spending for Better Teacher Evaluations outlines the investments the New Teacher Center believes states should make to successfully implement a new teacher evaluation system. These investments fall into five major categories: tools and systems, training, communications, monitoring, and sustainability.

Limited Capacity at the State Level: A Threat to Future School Improvement—*Center on Reinventing Public Education*, June 2011

http://www.crpe.org/cs/crpe/view/csr_pubs/447

“To better understand the role of state government in education reform, this study identifies key functions performed by state education agencies (SEAs) and estimates the relative level of resources devoted to each activity. The study also explores ways in which SEAs could free up resources in order to build school improvement capacity.”

A Practical Guide to Designing Comprehensive Teacher Evaluation System—*National Comprehensive Center for Teacher Quality*, May 2011

<http://www.tqsource.org/publications/practicalGuideEvalSystems.pdf>

“*A Practical Guide to Designing Comprehensive Teacher Evaluation Systems* is a tool designed to assist states and districts in constructing high-quality teacher evaluation systems in an effort to improve teaching and learning.”

Online Tool for Monitoring and Evaluating SIG Transformation—*Center on Innovation and Improvement*, May 2011

http://www.centerii.org/sig/docs/Publications/SIG_Online_tool_final_complete.pdf

“The SIG Online Tool; enables the SEA to set reporting dates and benchmarks for implementation indicators, documents school transformation team meeting agendas and minutes, provides for detailed planning and tracking of implementation indicators, provides links to resources relative to each implementation indicator, generates a variety of reports on implementation and leading indicators, allows for coaching from a partner and/or, LEA liaison, provides Monitoring Review forms with SEA review comments returned to the school and LEA, and includes data mining features that allow the SEA to scan data across its schools.”

Key Considerations When Measuring Teacher Effectiveness: A Framework for Validating Teachers’ Professional Practice—*Assessment and Accountability Comprehensive Center*, May 2011

<http://www.aacompcenter.org/cs/aacc/view/rs/26517>

“*Key Considerations When Measuring Teacher Effectiveness* highlights the range of data sources that can be tapped to validate teacher effectiveness. The report describes three levels of data collection to measure teacher effectiveness both with and without standardized test scores. This report also comes with a companion document *Measuring Teacher Effectiveness: An Overview of State Policies and Practices Related to Pre-K–12 Teacher Effectiveness or Teacher Evaluation*.”

Developing and Selecting Assessments of Student Growth for Use in Teacher Evaluation Systems—*Assessment and Accountability Comprehensive Center*, May 2011

<http://www.aacompcenter.org/cs/aacc/view/rs/26719>

“This policy brief written by AACC partners Joan Herman, Margaret Heritage, and Pete Goldschmidt, advises states and school districts on valid ways to use assessments for teacher evaluation purposes.”

Archive Webinar on Evaluating Teacher Quality—*Assessment and Accountability Comprehensive Center*, May 2011

<http://www.aacompcenter.org/cs/aacc/view/rs/26579>

“This archive of an interactive webcast focuses on the primary issues related to the development, selection, and/or refinement of measures and processes for assessing student academic growth for non-tested subjects and considerations in using student growth measures for special educators and English language learner specialists.”

Connecting High-Quality Expanded Learning Opportunities and the Common Core State Standards to Advance Student Success—*Council of Chief State School Officers*, April 2011

http://www.ccsso.org/News_and_Events/Current_News/CCSSO_Releases_Policy_Brief_on_Common_Core_State_Standards_Implementation_Through_Expanded_Learning_Opportunities.html

“This brief explores ways to strengthen the connection between high-quality ELOs and the Common Core State Standards Initiative (Common Core). CCSSO is actively engaged in both efforts and wants to support states in maximizing their mutual impact to ensure success for all learners. The brief highlights policy, practice, and program examples from New York, New Hampshire, and Georgia and aims to spur dialogue and collaboration in states on how ELOs and the Common Core can align to increase learning.”

Six Stories About Six States: Programs of Study—*National Research Center for Career and Technical Education*, April 2011

http://136.165.122.102/mambo/component?option=com_remository/func,fileinfo/id,252/

“The purpose of this investigation is to tell the story of how six states are developing Programs of Study (POS) as mandated by the Perkins IV federal legislation. Our effort focuses on how states’ technical assistance systems evolved and what successes and challenges existed for states developing POS.”

What Does the Research Say About Charter Schools, Strategies, and Student Achievement?—*National Charter School Resource Center*, April 2011

<http://www.charterschoolcenter.org/webinar/what-does-research-say-about-charter-schools-strategies-and-student-achievement>

“The National Charter School Resource Center hosted a webinar April 20, 2011 that explored recent research studies that focus on student achievement in charter schools. The presenters reviewed the rigorous research that has been conducted about student achievement in charter schools, discussed how to appropriately interpret the findings of these studies, and then reviewed the highlights from *Out of the Debate and Into the Schools*, a recent American Institutes for Research (AIR) study that examined specific strategies and practices that may account for differences in student achievement in Boston’s high-performing charter schools.”

Response to Intervention Practices in Middle Schools—*National Center on Response to Intervention*, April 2011

<http://www.rti4success.org/webinars/video/920>

“In this webinar, ‘Response to Intervention Practices in Middle Schools,’ Dr. Daryl Mellard and Ms. Sara Prewett will present information from a nationwide descriptive study of response to intervention practices and implementation procedures in middle schools.”

Taking a Look at English Language Arts and Literacy Common Core State Standards: A COI Discussion—*Center on Instruction*, April 2011

<http://www.centeroninstruction.org/webinar-taking-a-look-at-the-english-language-arts-and-literacy-common-core-state-standards-a-coi-discussion>

This webinar from the Center on Instruction provides an overview of the Common Core State Standards for ELA and literacy. The purpose is to discuss the concept of integrated literacy as used within the Common Core State Standards and what that means for curriculum and instruction. The webinar also introduces the organization of the standards and offers an opportunity to explore the standards, including questions and strategies to use in conversations after the webinar.

JULY
2011

Your Access to the Region
A quarterly e-newsletter for educators in Illinois and Wisconsin

UPCOMING EVENTS

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

August 2011			
Dates:	August 1–3	Topic:	2011 OSEP Leadership Mega Conference
Location:	Arlington, Virginia	Audience:	State directors of special education, data managers, parent centers, and early childhood coordinators
Format:	Conference	Sponsor:	Office of Special Education Programs
Dates:	August 3–6	Topic:	SCASS ICCS
Location:	Minneapolis, Minnesota	Audience:	SCASS (State Collaboratives on Assessment and Student Standards) ICCS members (Implementing the Common Core Standards Collaborative)
Format:	Conference	Sponsor:	Council of Chief State School Officers
Dates:	August 8–10	Topic:	Making the Connection: Creating and Maintaining Conditions for Learning
Location:	National Harbor, Maryland	Audience:	OSDFS grantees; education and prevention leaders; representatives of federal agencies and national associations; SEA and LEA representatives; governors' staffs; public and private school administrators; experts in the field of substance abuse and violence prevention; school personnel (teachers, counselors, and health educators); school safety and security officers, including school resources officers; faith-based organizations; and representatives from alternative schools such as charter schools
Format:	Conference	Sponsor:	U.S. Department of Education, Office of Safe and Drug-Free Schools
Date:	August 10	Topic:	Race to the Top Assessment Program: Including Students With Disabilities and English Learners in the Assessment System
Location:	Washington, DC	Audience:	Public educators
Format:	Meeting	Sponsor:	U.S. Department of Education
Dates:	August 15–16	Topic:	Eighth Annual National Urban Service Learning Institute
Location:	St. Paul, Minnesota	Audience:	K–12 teachers, administrators, researchers, and district leaders from urban schools
Format:	Institute	Sponsor:	National Youth Leadership Council

JULY
2011

Your Access to the Region
A quarterly e-newsletter for educators in Illinois and Wisconsin

Date: August 22, 2–3 p.m. CST **Topic:** [Online Credit Recovery](#)
Location: Online **Audience:** Regional comprehensive center and SEA staff
Format: Webinar **Sponsor:** New England Comprehensive Center, New York Comprehensive Center

September 2011

Dates: September 22–23 **Topic:** [Edward F. Reidy Jr. Interactive Lecture Series](#)
Location: Boston, Massachusetts **Audience:** Educational researchers, policymakers, and practitioners
Format: Conference **Sponsor:** National Center for Assessment and Assessment and Accountability Comprehensive Center

Date: September 26, 2–3 p.m. CST **Topic:** [Early Learners & Online Learning](#)
Location: Online **Audience:** Regional comprehensive center and SEA staff
Format: Webinar **Sponsor:** New England Comprehensive Center, New York Comprehensive Center

October 2011

Dates: October 15–18 **Topic:** [NASDSE 74th Annual Conference and Business Meeting](#)
Location: Chicago **Audience:** State directors of special education
Format: Conference **Sponsor:** National Association of State Directors of Special Education

Date: October 24, 2–3 p.m. CST **Topic:** [Instructional Strategies for Online Learning](#)
Location: Online **Audience:** Regional comprehensive center and SEA staff
Format: Webinar **Sponsor:** New England Comprehensive Center, New York Comprehensive Center

Dates: October 24–27 **Topic:** [NACSA Leadership Conference](#)
Location: Amelia Island, Florida **Audience:** Superintendents, state chiefs, policymakers, charter school authorizers, change leaders, state charter associations, charter advocacy groups, and education researchers
Format: Conference **Sponsor:** National Association of Charter School Authorizers

Dates: October 27–28 **Topic:** [2011 National PBIS Leadership Forum](#)
Location: Rosemont, Illinois **Audience:** State, district, or regional leadership teams adopting and implementing schoolwide PBIS (Positive Behavioral Interventions and Supports)
Format: Forum **Sponsor:** OSEP Center on Positive Behavioral Interventions and Supports with support from the Illinois PBIS Network

This work was originally produced in whole or in part by the Great Lakes West Comprehensive Center with funds from the U.S. Department of Education under cooperative agreement number S283B060001. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

Great Lakes West is one of the 16 regional comprehensive centers funded by the U.S. Department of Education, and its work is administered by Learning Point Associates.

Great Lakes West Comprehensive Center

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

www.learningpt.org/greatlakeswest/