

**SURVEY FOR EVALUATING THE
IMPLEMENTATION OF THE ILLINOIS LEARNING STANDARDS
TEACHER EDITION (v1.1)**

SCHOOL NAME

This survey explores the extent to which teachers and administrators are implementing the Illinois Learning Standards (ILS). The Standards were adopted and distributed by the Illinois State Board of Education during the 1997–98 school year. They include:

1. State Goals for Learning in seven learning areas (English & Language Arts, Mathematics, Science, Social Studies, Physical Development & Health, Fine Arts, and Foreign Languages).
2. Learning Standards for each of the State Goals.
3. Learning Benchmarks, which define progress at five developmental levels (early elementary, late elementary, middle or junior high, early high, and late high school) for each Standard.
4. Performance Descriptors (www.isbe.net/ils/html/descriptors.htm) – These resources are intended to help teachers align their curricula to the Standards and to help students meet performance expectations at ten stages of educational development.
5. Assessment Frameworks (<http://www.isbe.net/assessment/IAFIndex.htm>) – These documents define the content that will be assessed on the Illinois Standards Achievement Test (ISAT) and Prairie State Achievement Exam (PSAE) beginning with the 2005–2006 school year.

This survey will be used to derive: 1) the extent to which the ILS are being implemented, 2) effective strategies for implementation, 3) factors that inhibit or facilitate implementation, and 4) the relationship between implementation of the ILS and student achievement as measured by ISAT and PSAE.

You have been randomly selected to participate in this survey, which should take approximately 25 minutes to complete. Your superintendent has given permission for your district to participate. Your participation in this project is completely voluntary, and you are free to withdraw at any time and for any reason without penalty. You are also free to decline to answer any questions. The results of the individual surveys will be kept strictly confidential, and your name will never be associated with the survey results. A general summary of the results will be sent to the Illinois State Board of Education for use at the state level. A summary of school results that strictly maintains teacher confidentiality will be sent to principals.

If you have questions, please contact Lizanne DeStefano (destefan@uiuc.edu), Victoria Hammer (vhammer@uiuc.edu) or Holly Downs (hadowns@uiuc.edu) at the University of Illinois (217-244-7348). Thank you for your cooperation.

FOR SCHOOL IDENTIFICATION PURPOSES,

PLEASE DO NOT REMOVE THIS PAGE.

THANK YOU!

Teacher Demographics

Your answers to the following questions will support our analysis of the ILS implementation process. Your responses are completely confidential.

TD0. How many years of teaching experience have you had? _____

TD1. What is the highest degree you have received? Please circle one.

- a. Bachelor's Degree
- b. Bachelor's Degree, plus _____ hours
- c. Master's Degree
- d. Master's Degree, plus _____ credits
- e. Ed.D. or Ph.D.

TD2. What grade level(s) do you presently teach? _____

TD3. My primary teaching assignment(s) for this year is (are): (Please circle all that apply.)

- a. General Elementary School class
- b. English/Language Arts
- c. Mathematics
- d. Science
- e. Social Studies
- f. Special Education
- g. Early Childhood
- h. English Language Learner/Bilingual
- i. Title I
- j. Other (please list) _____

TD4. Is (are) your primary teaching assignment(s) in an area where you hold certification?

_____ yes _____ no

TD5. Have you participated in the Standards-Aligned Classroom Training?

_____ yes _____ no

If yes, then please answer the following questions...

When did you attend the training? _____
(mo/yr)

TD6. If it were available, would you complete this survey online?

_____ yes _____ no

Part I: Teaching Method, Curriculum, Assessment, and Teacher Responses to ILS

For each of the following statements, circle the number that best represents your answer.

	Not at all		To some extent		A great deal
1. I have heard of the Illinois Learning Standards (ILS).	1	2	3	4	5
2. I have read the ILS subject content for my primary teaching assignment(s).	1	2	3	4	5
3. I am involved in our curriculum alignment efforts.	1	2	3	4	5
4. I consider the ILS when selecting curriculum materials for my classroom.	1	2	3	4	5
5. I have made changes in the way I teach as a result of implementing the ILS.	1	2	3	4	5
6. I have made changes in the way I test students as a result of implementing the ILS.	1	2	3	4	5
7. I have made changes in the way I evaluate students' overall performance as a result of implementing the ILS.	1	2	3	4	5
8. I have made changes in the materials I use as a result of implementing the ILS.	1	2	3	4	5
9. I have made changes in the way I give feedback to students as a result of implementing the ILS.	1	2	3	4	5
10. I have made changes in the way I give feedback to parents as a result of implementing the ILS.	1	2	3	4	5
11. I have eliminated activities and units previously taught in the classroom because they are not aligned with the ILS.	1	2	3	4	5
12. All grade-level/content area curriculums are aligned with ILS.	1	2	3	4	5
13. I have materials that help me implement the ILS in the classroom.	1	2	3	4	5
14. Aligning the curriculum to the ILS has changed the instructional materials I use in the classroom.	1	2	3	4	5
15. My students are aware of the expectations of the ILS for the subjects and classes I teach.	1	2	3	4	5
16. I have reduced the redundancy within the curriculum as a result of implementing the ILS.	1	2	3	4	5
17. I consider the ILS when grading the students.	1	2	3	4	5

	Not at all		To some extent		A great deal
18. I consider the ILS when developing classroom assessments.	1	2	3	4	5
19. The ILS have caused me to change teaching methods.	1	2	3	4	5
20. I believe the ILS promote a higher level of student learning than previous State Goals for Learning.	1	2	3	4	5
21. I consider the ILS when choosing teaching methods.	1	2	3	4	5
22. I use a greater variety of teaching methods as a result of implementing the ILS.	1	2	3	4	5
23. I align my class lessons with the ILS.	1	2	3	4	5
24. I am in agreement with the content of the ILS for my primary teaching assignment(s).	1	2	3	4	5
25. I discuss the ILS at parent-teacher meetings and conferences.	1	2	3	4	5
26. I am more confident in teaching as a result of implementing the ILS.	1	2	3	4	5
27. I am eager to implement the ILS in my classroom.	1	2	3	4	5
28. I take every advantage to learn more about the use of the ILS.	1	2	3	4	5
29. I have personal goals for implementing the ILS in my school/district.	1	2	3	4	5
30. I have been involved in implementing the ILS in my school/district.	1	2	3	4	5
31. I believe that implementing the ILS has had a positive effect on the teaching and learning at my school.	1	2	3	4	5
32. I am satisfied with the content of the ILS for the grade levels and subjects I teach.	1	2	3	4	5

	Not at all		To some extent		A great deal
33. I use data from the following sources to make instructional decisions in my classroom.					
a. Classroom work	1	2	3	4	5
b. Classroom tests	1	2	3	4	5
c. District-developed tests	1	2	3	4	5
d. Standardized tests (not including state testing)	1	2	3	4	5
e. ISAT tests	1	2	3	4	5
f. PSAE tests	1	2	3	4	5

	Not at all		To some extent		A great deal
g. Illinois Alternate Assessment (IAA) tests	1	2	3	4	5
h. Illinois Measure of Annual Growth in English (IMAGE) tests	1	2	3	4	5
i. Student input	1	2	3	4	5
j. Parental input	1	2	3	4	5
k. Other:	1	2	3	4	5
34. I use the ILS to develop IEPs for students in Special Education.	1	2	3	4	5
35. The ILS are relevant for instructors of students who are in Special Education.	1	2	3	4	5
36. The ILS are relevant for instructors of students who are English language learners (ELL).	1	2	3	4	5
37. I use available technology to help me integrate the ILS into my classroom (e.g., Internet, PowerPoint, etc.).	1	2	3	4	5
38. I use available technology to help me monitor and manage the ILS in my classroom (i.e., performance reporting and data management).	1	2	3	4	5
39. I am aware of the Illinois Assessment Frameworks.	1	2	3	4	5
40. I use the Illinois Assessment Frameworks to inform instructional planning.	1	2	3	4	5

Part II: School Environment

	Not at all		To some extent		A great deal	Do not know
41. At my school, the ILS influence decision making about how we teach.	1	2	3	4	5	8
42. Our school improvement plan is aligned with the ILS.	1	2	3	4	5	8
43. ILS are discussed at faculty meetings.	1	2	3	4	5	8
44. My school is making progress in its efforts to implement the ILS.	1	2	3	4	5	8
45. ILS are used as one dimension of our teacher evaluation plan.	1	2	3	4	5	8
46. Our district curriculum is aligned to the ILS.	1	2	3	4	5	8
47. Data from the ISAT/PSAE/IMAGE/IAA testing and the School Report Card are used to make school improvement decisions at my school.	1	2	3	4	5	8
48. My school is stalled in its efforts to implement the ILS.	1	2	3	4	5	8

	Not at all		To some extent		A great deal	Do not know
49. The teachers at my school have been directed to align their curriculum content area to the ILS.	1	2	3	4	5	8
50. My students are more prepared for the ISAT/PSAE as a result of implementing the ILS.	1	2	3	4	5	8
51. If you teach students who participate in the IAA: My students are more prepared for the IAA as a result of implementing the ILS.	1	2	3	4	5	8
52. If you teach students who participate in the IMAGE: My students are more prepared for the IMAGE as a result of implementing the ILS.	1	2	3	4	5	8
53. Our school uses a standards-based report card.	1	2	3	4	5	8
54. Student report cards reference the ILS when reporting performance information to parents.	1	2	3	4	5	8
55. My school has seen increases in student achievement as a result of implementing the ILS.	1	2	3	4	5	8
56. Parents are aware of the expectations of the ILS for their child's performance.	1	2	3	4	5	8
57. There are in-service opportunities on the content and use of the ILS at my school.	1	2	3	4	5	8
58. Faculty meetings are used to discuss implementation of the ILS.	1	2	3	4	5	8
59. My school concentrates on creating a vision and defining goals for student learning.	1	2	3	4	5	8
60. My school uses measurable feedback to track student progress toward learning outcomes.	1	2	3	4	5	8
61. My school reflects on where we are now compared to our vision and student learning goals.	1	2	3	4	5	8
62. My school has determined what actions are needed to reach our vision and student learning goals.	1	2	3	4	5	8
63. My school is implementing the actions needed to reach our vision and student learning goals	1	2	3	4	5	8
64. My school continuously scans the environment for change (community, legislation, educational trends).	1	2	3	4	5	8
65. Our principal considers the use of the ILS in personnel evaluations.	1	2	3	4	5	8

Part III: School/District Environment and Community Awareness

	Not at all		To some extent		A great deal	Do not know
66. My school/district has a timeline for implementing the ILS.	1	2	3	4	5	7
67. Faculty at my school/district know the timeline for implementing the ILS.	1	2	3	4	5	7
68. My school/district has a committee for implementing the ILS.	1	2	3	4	5	7
69. My district is making progress in its efforts to implement the ILS.	1	2	3	4	5	7
70. Results from ISAT/PSAE/IMAGE/IAA testing and the School Report Card are used at the district level to plan and make policy and administrative decisions.	1	2	3	4	5	7
71. The implementation of the ILS affects funding for instructional materials in my school.	1	2	3	4	5	7
72. Our locally selected standardized testing instruments are consistent with the ILS.	1	2	3	4	5	7
73. Our district has seen increases in student achievement as a result of implementing the ILS.	1	2	3	4	5	7
74. My school/district requires all teachers to receive training in the use of the ILS.	1	2	3	4	5	7
75. Parents have been involved in aligning the curriculum to the ILS.	1	2	3	4	5	7
76. Information sessions on the ILS have been offered to parents and community members at the school/district level.	1	2	3	4	5	7
77. Training sessions about the ILS are provided for parents and community members in my school.	1	2	3	4	5	7
78. Our school/district newsletter to parents contains details about the ILS.	1	2	3	4	5	7
79. Our school/district website contains details about the ILS.	1	2	3	4	5	7
80. Information sessions on the ILS have been offered to parents and community members at the district level.	1	2	3	4	5	7
81. The ILS have changed parents' expectations of classroom activities.	1	2	3	4	5	7
82. The ILS have changed parents' expectations of student learning.	1	2	3	4	5	7
83. Our school board is involved in implementing the ILS.	1	2	3	4	5	7

	Not at all		To some extent		A great deal	Do not know
84. Our school board makes decisions for educational policy based on the ILS.	1	2	3	4	5	7
85. Our school board has allocated resources to implement the ILS.	1	2	3	4	5	7
86. Members of the business community are involved in implementing the ILS.	1	2	3	4	5	7
87. Implementation of the ILS has changed the community's expectations of student performance.	1	2	3	4	5	7
88. Our district is stalled in its efforts to implement the ILS.	1	2	3	4	5	7
89. Our school has developed a plan to disseminate the ILS, Performance Descriptors, and the Illinois Assessment Frameworks materials to parents.	1	2	3	4	5	7

Part IV: Professional Development and Support Resources

	Yes	No	Do not know
90. ILS in-services/professional development activities are available in my area through:			
a. State-sponsored workshops	1	2	6
b. The Regional Office of Education (ROE)/Intermediate Service Center (ISC)/Educational Service Center (ESC)	1	2	6
c. District-sponsored in-services	1	2	6
d. School-sponsored in-services	1	2	6
e. Outside consultants	1	2	6
f. College or University Coursework	1	2	6
g. Other in-house staff/faculty presentations (during staff meetings, planning time, etc.)	1	2	6
h. Online courses and resources	1	2	6
i. Ongoing Learning Teams (e.g., grade-level teams, professional book discussion groups, etc.)	1	2	6
j. District mentoring programs	1	2	6
k. One-day workshops	1	2	6
l. Professional conferences (e.g., Association for Supervision and Curriculum Development, National Middle School Association, etc.)	1	2	6
m. Content area professional organizations (e.g., National Council of Teachers of Mathematics, National Council of Teachers of English, Illinois Reading Council, etc.)	1	2	6
n. School Improvement (SIP) days	1	2	6
o. Standards-Aligned Classroom (SAC) training	1	2	6

	Yes	No	Do not know
91. I have participated in ILS in-services/professional development activities through:			
a. State-sponsored workshops	1	2	6
b. My Regional Office of Education (ROE)/Intermediate Service Center (ISC)/Educational Service Center (ESC)	1	2	6
c. District-sponsored in-services	1	2	6
d. School-sponsored in-services	1	2	6
e. Outside consultants	1	2	6
f. College or university coursework	1	2	6
g. Other in-house staff/faculty presentations (during staff meetings, planning time, etc.)	1	2	6
h. Online courses and resources	1	2	6
i. Ongoing learning teams (e.g., grade level teams, professional book discussion groups, etc.)	1	2	6
j. District mentoring programs	1	2	6
k. One-day workshops	1	2	6
l. Professional conferences (e.g., Association for Supervision and Curriculum Development, National Middle School Association, etc.)	1	2	6
m. Content area professional organizations (e.g., National Council of Teachers of Mathematics, National Council of Teachers of English, Illinois Reading Council, etc.)	1	2	6
n. School Improvement (SIP) days	1	2	6
o. Standards-Aligned Classroom (SAC) Training	1	2	6

	Not at all		To some extent		A great deal	Do not know
92. In general, the above professional development includes information on using the Illinois Assessment Frameworks and assessment data to improve curriculum and instruction.	1	2	3	4	5	7

93. List any other sources of available in-service/professional development activities relevant to ILS implementation.

94. Please indicate the degree to which these activities are occurring in your school and district as a result of ILS implementation:	Not considering this change	Considering this change	Currently making this change	Already made this change	Do not know
a. Increasing teacher planning time	1	2	3	4	6
b. Adopting block scheduling	1	2	3	4	6
c. Aligning the curriculum with the ILS	1	2	3	4	6
d. Increasing summer school options	1	2	3	4	6
e. Adopting/expanding after-school tutoring	1	2	3	4	6
f. Adding transition grades	1	2	3	4	6
g. Changing to a balanced calendar (year round)	1	2	3	4	6
h. Reducing class sizes	1	2	3	4	6
i. Lengthening the school day	1	2	3	4	6
j. Lengthening the school year	1	2	3	4	6
k. Changing the way we report school performance	1	2	3	4	6
l. Increasing standardized testing	1	2	3	4	6
m. Revising personnel responsibilities	1	2	3	4	6
n. Multi-age classrooms	1	2	3	4	6
o. Grade-level looping	1	2	3	4	6
p. Professional book discussion/lesson study groups	1	2	3	4	6
q. Teacher mentoring programs	1	2	3	4	6
r. Peer coaching	1	2	3	4	6
s. Adequate Yearly Progress (AYP) meetings	1	2	3	4	6

95. List any other changes that you have made in response to implementation of ILS.

	Not at all		To some extent		A great deal	Do not know
96. The professional development provided by my district addressed my needs and questions regarding the ILS.	1	2	3	4	5	7
97. To what extent have you used the following resources:	1	2	3	4	5	7
a. Rubrics for a Standards Implementation System	1	2	3	4	5	7
b. Performance Descriptors, Classroom Assessments, and Student Exemplars	1	2	3	4	5	7
c. The Illinois Assessment Frameworks	1	2	3	4	5	7
d. World-class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for English Language Learners	1	2	3	4	5	7
e. Social and Emotional Learning Standards	1	2	3	4	5	7
f. Illinois Early Learning Standards	1	2	3	4	5	7
g. Illinois Birth-to-3 Program Standards	1	2	3	4	5	7
h. Standards-Aligned Classroom Training	1	2	3	4	5	7
i. Distributed Occupational Skills Standards	1	2	3	4	5	7

98. I have accessed the above resources by the following means: (Please circle all that apply.)

- a. Hard copies provided by my school administration
- b. Hard copies from an in-service/professional development activity
- c. Hard copies from the Illinois State Board of Education
- d. CDs from the Illinois State Board of Education
- e. Electronically via the Illinois State Board of Education website

99. In-services/professional development activities related to ILS were offered to:	Not at all		To some extent		A great deal	Do not know
a. Teachers	1	2	3	4	5	7
b. Aides	1	2	3	4	5	7
c. Personnel for special services	1	2	3	4	5	7
d. Title I personnel	1	2	3	4	5	7
e. Special Education teachers	1	2	3	4	5	7
f. Bilingual teachers	1	2	3	4	5	7
g. Administrators	1	2	3	4	5	7
h. Other	1	2	3	4	5	7
i. Parents and families	1	2	3	4	5	7
j. Community businesses	1	2	3	4	5	7

100. What are considered best practices at your school regarding the implementation of the ILS?

101. What are some of the barriers to implementing the ILS in your school/district?

102. What are some of the supports for implementing the ILS in your school/district?

103. Please use the space below to discuss other issues and additional information about the ILS within your school or your district.

Thank you for completing this survey.