



Quality Review and Improvement Planning: The State of Illinois

by John F. Daugherty (1974)

Whether you teach in the U.S. or abroad, in a private or public setting, the issue of school improvement is crucial. In January 1996 the State Board of Education moved to restructure the Quality Review process for all K-12 public schools in Illinois. School administrators and teachers had expressed a need for the quality review process to focus more on teaching and learning, to add value to schooling, and to support educators in their efforts to achieve higher standards of student learning. At the time, I had been working in the Bilingual Education Section of the Illinois State Board and was selected to transfer to the new division created for the review process. Let me share with you what my work has been like since then.

One of the hallmarks of the revised quality review process is the formation of a collective perspective on the school based on observations of the entire visiting team. My role in this review process has been to organize/recruit teams for at least six visits each school year, take care of all the logistics (pre-visit planning with each school, travel and lodging, paperwork), and keep the team focused throughout the week so we can meet our Friday report deadline.

It is critical that team members have adequate time and experiences in the school in order to reach their conclusions about the three key areas of the review: teaching and learning, progress and achievement, and the

school as a learning community.

In teaching and learning, we consider four categories: 1) the learning environment (physical conditions, use of resource materials, relationships between and among students, teachers, and administrators), 2) instructional strategies, 3) learning processes (opportunities for higher order thinking skills, building upon prior knowledge, how varied learning styles are respected), and 4) student responses (how students demonstrate understanding).

In progress and achievement, we look at three categories: 1) curriculum design and alignment (a review of the alignment between the school's stated focus, the instructional program, and the assessment system), 2) student work which demonstrates progress over time, and 3) assessment systems (how a school assesses student progress and to what extent the information gathered is used in modifying curriculum and instruction).

In the school as a learning community, we focus on four categories: 1) the school's mission statement, 2) the school's leadership and organizational structure, 3) professional development and support for staff, and 4) community participation.

The review team is composed of teachers, administrators, parents, community members, and at least one member from the State Board of Education. Generally we spend four to five days at a school. Prior to a visit, our division provides training for the



John Daugherty has been working for the Illinois State Board of Education since 1991.

schools to be reviewed and for the people who will actually be conducting the external reviews. I work as a group facilitator in the training sessions, explaining specific activities and answering questions on all aspects of the reviews such as roles and responsibilities, schedules of classroom observations, focus groups or interviews, how student work will be reviewed, which students will be accompanied by team members, and the code of conduct.

At the conclusion of each day, the team discusses information gained about the school through members' observations and interviews and comes to agreement as to what they collectively observed. We share these joint observations and reflections with the school staff the last day of the visit. This oral report or exit conference includes ob-

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Greetings From the Acting Director

Dr. Larry Bouton

This spring has been one of the most beautiful in years, with blue skies and flowering trees as early as the middle of March. El Niño has been good to Champaign-Urbana.

Probably the biggest news this spring is Numa Markee's selection to be the head of the Language Learning Lab in the basement of FLB. This should make it easier for DEIL, the IEI, and the Language Lab to work together so that our strengths complement each other, and it should enhance our use of technology in our classrooms and our research into computer-assisted language learning. As for his replacement in DEIL, LAS has given us permission to hire a visiting assistant professor for the coming academic year. We will let you know how things progress on this front.

The Pragmatics and Language Learning Conference went well this spring. We had 65 speakers from around the United States and from overseas. This was a little smaller than in other years, perhaps because it had to be earlier than in the past in order to stay at least two weeks away from the TESOL Conference. Next year's conference will be back in April, though — right in the middle of what we hope will be another beautiful spring — so we hope that the number of speakers will return to around 100. The more DEILers the merrier, so send us an abstract by October 15 and then come and take part.

Or see us in New York at TESOL!! We'll be having another great reunion there. You'll find it announced on the noteboards everywhere. If you were in Seattle, you know how much fun these parties are, and if you have not been to one, it is your turn to join us and find out!

And finally, *WE NEED YOUR HELP!* If you know of individuals who are thinking of coming to the U.S. to study English, TELL THEM ABOUT US. We want very much to diversify the student population in our Institute — and in the MATESL program, too. And since the best advertising is by word of mouth, you can be a real source of strength for us.

So onward and upward, as they say — for you and for us. Let us know how you are doing, and if you have an email address, please be sure that we have it. We use those addresses quite often. l-bouton@uiuc.edu

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servations of the school's policies and practices and also poses questions for reflection for the school's consideration. Dialogue initiated by the team is diagnostic rather than directive or prescriptive, in order to assist with forward thinking and planning for the school.

The written report we send to the school within 30 days reflects the consensus of all team members and includes only that information shared during the oral exit conference. The report is not evaluative of any individual staff member. Schools are then requested to compose a written response or action plan to be submitted to the State Board of Education to address the questions for reflection included in the report. This response can become the guiding force in the development and implementation of school improvement planning and activities.

One of the most positive aspects of this process for me is the technical part and the

opportunity to really get involved in what I see as learning a "third language" -- that of computers and software. Our group is currently developing individual websites/pages for those schools to be visited next year so they can access information on the process and request additional information if needed.

By the end of the 1997-98 school year approximately 300 schools across the state will have had an external review since the new process began in January 1997. Next year 200 schools will undergo an external review, many of which have bilingual and ESL programs; bilingual English/Spanish reviewers are always in demand.

If you would like to learn more about the review process or even attend a review training session, you can find more information at the ISBE webpage at: <http://www.isbe.state.il.us>, or touch base with me at: jdaugher@smtp.isbe.state.il.us ■

Alumni Update

Anne Lomperis (1976) spent the fall designing and developing a distance education EOP teacher training course in the MATEFL program at Bilkent University, Ankara, Turkey, under a technology education incentive grant from USIS Ankara (USIS - United States Information Service). She also has a six year contract to serve as an EOP consultant on a USAID (United States Agency for International Development) in Egypt. Anne's dedication to TESOL was acknowledged at the conference in Seattle when she was awarded the D. Scott Enright TESOL Interest Section Service Award. lomperis@erols.com

Kanitha Navarat (1980) was recently nominated to be a member of the Sociopolitical Concerns Committee of TESOL. She is a former Thai TESOL President and now runs her own English School with eight branches nationwide. Anyone interested in teaching in Thailand can apply. kanitha@ksc15.th.com

Wannipha Rattanapinyowong (1980) continues teaching at Mahidol University in Bangkok since her graduation from the U of I. She specializes in teaching English to medical and science students.

Ratana Kulsiripattana (1981) married a Japanese social worker whom she met

while continuing her PhD studies at Cornell. They both now live in Bangkok. Ratana works for the UN AIDS project.

Katherine (Varchetto) Grahl (1983) has been working with the Special Needs Program at Henry Ford Community College in Dearborn, Michigan, since 1990. She develops support services for students with disabilities and also teaches a developmental writing class. Katherine is married with a daughter, Angela, who is almost 4. She would love to hear from former colleagues and friends from DEIL!

KATHG@mail.henryford.cc.mi.us

Hiroko Matsuura (1985) writes that she is now working as associate professor for Fukushima University, a national university in Japan located 170 miles north of Tokyo. She is teaching English and communication theories to economics majors. e095@mail.ipc.fukushima-u.ac.jp

Pavinee (Navarat) Thirakupt (1985) is assistant professor at Chula Language Institute in Bangkok. She is also the editor of an ELT journal, PASSA. Any articles on EFL are welcome!

flngptk@chulkn.com.chula.ac.th

Laura Hahn (1986) won the 1998 Illinois TESOL/BE Virginia Welinski Schol-

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Alumni Update, continued

arship for \$1000. She is ABD and working on her thesis entitled "Native speakers' reactions to non-native stress in English." Her daughter Elizabeth is 9 and into Nancy Drew mysteries; son Andrew is 7 and into castles and knights. *l-hahn@students.uiuc.edu*

Doug Mills (1986) and his wife Kim are the proud parents of Stephen Josiah who arrived April 19, 1998. Mother and son (and the rest of the family) are doing fine!! *dmills@uiuc.edu*

Peggy Sharkey (1986) and husband Lew Scialdone welcomed their second son, Zachary Lewis Scialdone Sharkey, on January 6, 1998. While adjusting to life in a new home with a new baby, Peggy and Lew continue operating their business, Speakeasy Language-Adventure Tours, in Saratoga Springs, New York. Their company organizes custom-designed group tours of the U.S. for ESL students.

speakeasy@netheaven.com

John Levis (1989) returned to Champaign as a colloquium speaker for DEIL this April. His talk was entitled "The intonation of yes/no questions in British and American English." He's assistant professor at North Carolina State University. He and wife **Greta Muller Levis** (1990) both teach ESL at NC State. They have two children. *levis@social.chass.ncsu.edu*

Theresa Conefrey (1991) is enjoying her new position in the English Department at the University of Hawaii at Hilo. She writes "the faculty, students, locals are all wonderfully friendly, and the landscape is

breathtaking... But yes, I am busy teaching 3 courses per semester and doing research and the usual committee work that is required for tenure. In my free time, I'm learning Hawaiian, taking karate and yoga classes and hanging out with the other new profs to meet people and explore the island." *conefrey@hawaii.edu*

Frances Vavrus (1991) is a doctoral candidate in the School of Education with a minor in African Studies at the University of Wisconsin, Madison. She recently completed her dissertation research in Tanzania with the support of a Fulbright Hays Doctoral Dissertation Fellowship. While she conducted research in the secondary school where she worked previously, her husband, Tim Leinbach, taught at the school and her son, August, stayed busy learning Swahili from his playmates.

Mary Greene (1993) just completed teaching a joint on-line course with Nippon Telephone and Telecommunications and the University of California at Berkeley Extension. This summer she will return to the non-virtual classroom and begin teaching for Berkeley Extension's Professional Development Program. She is loving her time in the sun with her darling 18 month old son, Benjamin Greene Schatz, and husband Ken Schatz. Ken is a Senior Processing Engineer at Intel Corporation. Mary welcomes e-mail at *maryken@slip.net*

Susan Niemeyer (1994) and her husband Jung-Hwan are the proud parents of their first child, Andrew Sol Hwang, born

January 15, 1998. Susan is taking the year off from teaching at Yonsei University in Seoul to take care of her young one. During the summer she had a nice vacation in Iowa relaxing and attending the State Fair. *jaysusan@unitel.co.kr*

Maria Snarski (1994) has moved to Egypt. She is teaching English to employees of various government ministries for the USAID English Language Testing and Training Program at The American University in Cairo. *snarski@aucegypt.edu*

Ray Meredith (1996) says that he is "still here in C-U, and will be starting a new job at the Daily Illini (UI campus newspaper) in June, as the night production manager. It's not ESL, but it's full-time!" *r-mered@ux1.cso.uiuc.edu*

Bernardo Angulo (1997) moved back to "sunny (and extremely hot)" Costa Rica after graduation in order to resume his job at the Centro Cultural Costarricense-Norteamericano. He is teaching four courses and trying to get a media lab off the ground, which he plans to have ready before the year 2000. *bangulo@yahoo.com*

Kym Kickert (1997) is working as a SOROS fellow at the Evanjelicke' Gymnazium in Banska' Bystrica, Slovakia. She and her students are enjoying the spring
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Faculty Update

Professor **Molly Mack** was appointed Resident Associate to the Center for Advanced Study, where she has been the co-organizer of a semester-long faculty seminar devoted to the interdisciplinary study of the mind, brain, and language. She was co-chair of the May 8-9 conference, "Mind, Brain, and Language," and is editing a forthcoming volume on this topic.

Professor **Numa Markee** has accepted the position of Director of the Language Learning Lab, a unit outside DEIL responsible for multimedia services to all language teaching departments. He begins this summer.

Minoo Varzegar (1971), professor at the University of Tehran, is currently a vis-

iting professor in DEIL doing research on Pragmatics and Reading Comprehension. She also taught EIL 345 this semester.

Professor **Fred Davidson** (1981) continues his sabbatical leave in Australia. He will return in the fall.

Laura Hahn (1986) and Professor **Wayne Dickerson** are proud authors of a series of pronunciation textbooks published by the University of Michigan Press this April. The texts are entitled "Speechcraft: Discourse Pronunciation for Advanced Learners," workbook #1: "Speechcraft: Workbook for International TA Discourse," and workbook #2: "Speechcraft: Workbook for Academic Discourse."

DEIL Awards 1998

Congratulations
to the following graduate
student award winners:

*DEIL Peter Strevens Award for
Academic Excellence*
Todd Enslin

*DEIL Silver Anniversary Award
for Excellence in ESL Teaching*
Todd Enslin

*DEIL Peter Strevens Award for
Excellence in Teaching in the IEI*
Pavel Trofimovich

Updates *cont'd from page 3*

weather, however Kym admits that she is "running out of outside activities related to English." In addition to teaching her students and helping them prepare for their "school-leaving" exam, Kym is also doing teacher training seminars for Slovak teachers. kym@pollux.sk

Heidi Shetzer (1997) works for International Programs at the University of California, Santa Barbara. She teaches CALL courses in the English Language Program and a CALL teacher training course for the TESL/TEFL certificate program. At TESOL '98 she became the CALL Interest Section editor for *TESOL Matters*, which she will work on in conjunction with **Doug Mills** (1986). hshetzer@serf.xlrn.ucsb.edu

Deanna Williams (1997) is teaching at Chunchon National University of Education in Chunchon, South Korea. She's teaching four different classes and has an average of 40 students per class. She says that it's a bit overwhelming to have so many students and she's "having trouble remembering all the names." However, her students are very good and seem enthusiastic and eager to learn. djwill1@hotmail.com

Hello, fellow DEILers!!

As you all probably know, *the Intensive English Institute* provides teacher training for graduate students, as well as a great opportunity for international students to learn academic English in a stimulating, exciting intensive program. If you know of someone who could benefit from studying at the IEI, please send them our way. We'd be happy to send applications, brochures, informational videos, and posters to anyone who is interested! Furthermore, if you're interested in acting as an informal liaison between your country/city/institution and the IEI, please contact:

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From the Editors

You'll find a copy of our latest email directory in this issue of *DEILing You In*. Many thanks go out to Professor Wayne Dickerson for his painstaking work in maintaining the alumni database and email directory. More and more of us are staying connected via email and the World Wide Web. Be sure to check out DEIL's updated webpages at: <http://deil.lang.uiuc.edu/deil/> and the LinguaCenter homepage at: <http://deil.lang.uiuc.edu/>

If you've only recently started receiving this newsletter, perhaps you'd like to catch up on what you've missed. Just drop us a line; we'd be happy to send you some back issues. And please remember to send us a note when you change jobs or addresses. DEILers are teaching all over the world and we are a rather "mobile" community. . . Help us stay in touch!

Wishing you a happy summer!

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DEILing You In

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