

SCOMM

125:3

TO: Representative Con Bunde

REOM: Jim Foster, Assistant Superintendent

DATE: February 15, 2001

RE: Presentation February 21, 2001

The following is what I would like to present to the committee. This agenda will explain what we have done at Galena to prepare our students for the High School Qualification Exam:

1. Paradigm Shift
2. 3 Minute History of Education
3. Bell Curve
4. Curriculum Alignment
5. Curriculum Mapping
6. Training Teachers
 - a. Teacher Effectiveness
 - b. Curriculum
 1. Content and Verb
 2. Sample Curriculum
 3. Bloom's Taxonomy
 4. Know, Do and Understand Actions
 - c. Curriculum Mapping - organizing objectives & how to teach them
 1. Third Grade Curriculum Map
 - d. PEAK Learning "Spencer Rogers"
 - a. Training for Teachers, Teacher Aides and Administrators
 - b. 28/3 To master a concept, you have to visit it 28 times over 3 weeks - auditorily, visually, kinesthetically.
 - e. Teaching Writing: Structure and Style
7. Galena City School CAT 5 Test Comparisons
 - a. Comparison of 1998-99 and 1999-00
8. Galena City School High School Qualification Exam Comparisons
9. Project Education Residential School High School Qualification Exam Comparisons
10. Interior Distance Education of Alaska High School Qualification Exam Comparisons
11. Galena Educators Tutor Students
12. Galena On Line Delivery
13. Recommendations
 - a. Support for Mandatory Testing
 - b. Make sure that the reading level and difficulty is consistent for each test.
 - c. Actually determine what a graduating student should know, especially in math.

If there's a delay, it has to be done with thought or will be the same. - thr: admin turnover - student & parent responsibility

If no delay, let local districts give their own diplomas.

Look one year to align curriculum to content & performance standards. 25-30 objectives for each content area. Curriculum mapping is teachers designing what comes first, second, etc. & how.

minimum of 6 times training for curriculum mapping

Power School - keeps track of standards

Teachers are using research for improving teaching methods

For kids who didn't pass, wrote individual learning plans for each kid, met as teacher trainees & met w/ parents.

- d. Consider allowing local schools to issue a local diploma for those students who do not pass the graduation test and have met all other graduation requirements, and the state issuing an **Honors Diploma** for those students who have passed the graduation test and have met all other graduation requirements. This consideration would sunset upon full implementation of the graduation test.

14. Problems

- Rural students being taught by teachers not certified and endorsed in all of the courses they are teaching.
- Union agreements that contain academic freedom language. - *Some teachers they don't have to align their lesson plans to outcomes standards, but they have to take responsibility for results.*
- Tenure

Education in Alaska needs to be consistent. Everyone is doing something different & nobody knows what works & what doesn't.

Academic freedom protected by tenure is a mountain that can't be moved if admin won't take risk & responsibility & move people out when they won't change.

If there's a delay, recognize the kids who passed w/ a state diploma. Then let local districts give their own diplomas to those who haven't.

Math - may be too hard.

Test security - districts need to be able to see the tests, especially as they change, so curriculum alignment & mapping stay current.

Alaska School District Profiles



Below is the information you requested. Use the navigation buttons at the right to look at other districts (in alphabetical order).

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Galena City Schools

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P.O. Box 299

Galena

AK 99741-0299

Phone: (907) 656-1205

Fax: (907) 656-1368

District E-mail carlk@galenanet.com

Website www.galenaalaska.org

School Board President

John Billings

Superintendent

Carl Knudsen, Superintendent

Number of Public Schools in District: 4

Number of Accredited Schools: 2

Financial Information

Funding Communities 1
FY99 Audited Expenditures 16261344

Census Area
Yukon / Koyukuk

Enrollment Information

10/1/98 Pre-Elementary-12th Grade Enrollment as of 10/1/98 3244
Number of 1999 Graduates 75
10/1/99 PE-12 Enrollment 3725

Average Daily Membership

FY99 ADM 3234
FY98 ADM 1359
ADM % Change 138

As a Percentage as of 10/01/98:

Special Education 1.6
Bilingual Education 3.7
Migrant Education: 0.8
School-Age Low Income: 0.5

Dropout % Grades 7-12 5.1
of Dropouts Grades 7-12 61
of FY99 Teacher FTE 38.48
FY99 Pupil Teacher Ratio 84.3

Welcome to Galena City School District!

Click on the name of the school you would like to visit.



Our Mission

The aim of Galena City School District is to provide outstanding opportunities for the educational advancement of all students. Our objective is to build and foster a true learning community among our schools and the world. Through mutual respect, validation, support and encouragement of the culture, heritage, and individual styles of all learners, we will enable one another to develop to our fullest potential.

District Office

PO Box 299
Galena, AK 99741
907-656-1205 (phone)
907-656-1368 (fax)

Superintendent: Carl Knudsen
E-mail: carlk@galenanet.com

Curriculum & Assessment in Galena City School District

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How will all of this help the children of Galena and those enrolled in Galena's unique programs around Alaska (PECS & IDEA)?

Historical and Theoretical Backgrounds

The purpose of this paper is to summarize the historical and theoretical backgrounds to curriculum development in general, and in Alaska in particular, and to present the Galena City School District's response to state and federal requirements.

The Galena City School District's regular, charter and cyber-school programs are already outstanding and deserve recognition for the breakthrough education they are providing children. Ideally, the completion of a curriculum document and assessment system for each of these three programs will articulate and legitimize these innovative programs in the eyes of the Alaskan educational community.

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What is Curriculum?

Curriculum has two generally accepted meanings. The first meaning is very general and encompasses everything the school has to offer children educationally, teachers, textbooks, instructional plans--the whole program. The second definition is more narrow and technical and that is the sense which we will use today: a written document which outlines the instructional objectives and the sequence or order of those objectives which will be taught to children.

The curriculum outlines and defines what is taught to children in school, the content of instruction. The curriculum of school is usually divided into subject areas: standard areas for curriculum include Language Arts and Reading, Mathematics, Social Studies, and Science. Additional areas often developed include Fine Arts, Foreign Languages, Career or Vocational Education, Physical Education, Health, and Technology.

School Boards may take a variety of approaches to the power of their curriculum documents. A

curriculum may be minimal and required or comprehensive and optional. That is, the curriculum may list a small number of objectives all of which must be taught by teachers, or it may have a very large and comprehensive listing of objectives from which teachers may select those objectives they think most necessary.

Furthermore, curriculum might be open-ended or exclusionary (restrictive): that is, curriculum documents might list all the objectives which must be taught but open the way for teachers to teach additional objectives not listed as well, or the curriculum document may be "an all and only list" meaning all of these objectives must be taught and only these objectives may be taught. These are policy decisions to be made by the School Board.

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Who is responsible for Curriculum?

Curriculum documents are usually developed by educational staff after consultation with parents and community under the supervision of the superintendent and officially adopted by the School Board. By Alaska School Law and Regulation, the ultimate authority for the curriculum of a school district rests with the School Board. That is, in Alaska, by law, the School Board has the authority and responsibility to define exactly what is taught in its district. These are considered "plenary powers". This responsibility may be delegated by not abrogated.

The concept of academic freedom does not conflict with this legal obligation and right of the school board to absolutely determine what is taught in a district. Academic freedom has no legal basis through statute, but have some power through case law primarily as supported by contractual clauses often included in teacher negotiated agreements.

Teachers often but not always have the right to determine method or pedagogy (this is at the discretion of the board and administration), but do not have the right to determine content as content is the legal obligation of the school board in law and regulation. However, since in almost all cases, educational staff including teachers have input into the actual curriculum document, in actuality, while the board approves the curriculum, teacher usually create it. Once the board has approved curriculum, however, it becomes part of the district board policy and it is not the discretion of individual teachers to depart from it but rather their responsibility to carry it out.

In recent years, since 1995, the state and federal government have become increasingly involved in the content of curriculum and have left less and less for the input of judgment of local staff. With the mandate that as of 2002 all Alaskan high school students must pass a state exam in writing, reading, and math to qualify for a diploma, the virtual content of the basic curriculum in those areas has passed into the purview of the state.

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What is the function of a curriculum?

The purpose of a curriculum document is to articulate the instructional content of the curriculum, not necessarily to set the teaching methodology or pedagogy used to deliver it although a school board may

specify methodology as well. The first reason to have a curriculum is that school boards have a statutory obligation in Alaska to have written curriculum in at least reading and math. That is, there is a legal requirement to have curriculum. Furthermore, there is a requirement in Alaska via the federal Title 1 regulations that districts have a Local Improvement Plan which also implies the requirement for a written document outlining educational expectations.

Equally important, it is educationally valuable for a school district to have a curriculum. The curriculum tells teachers what to teach in each subject at each grade level. Ideally it provides information for parents and children about what will be taught at each grade and the level of mastery expected.

The written document which outlines the different skill and content within a subject for each grade level allows for "vertical articulation" which is the proper sequencing of subtopics and skills so that the skills build on each other from grade to grade. For example, children learn to subtract before they learn to divide; children read picture books before they learn to read books with multiple chapters.

Skill subjects such as Math and Reading require more specific sequencing than Content subjects such as Social Studies and Science. However even content subjects require sequencing to ensure that students are not subjected to repetitive instruction from grade to grade and that certain topics are not left out. For example, in Social Studies it is necessary to define the different topics that will be covered in each grade. A typical sequence is that students in grade 4 will cover American History, in grade 5 geography of the western hemisphere, and world geography in grade 6 or some such sequence. Otherwise a student might get triple doses of American history and no world geography. Sometimes curriculum decisions are that simple. The new fourth grade teacher needs to know that it is his responsibility to cover American history and that students will learn world geography at a different grade level.

Along with curriculum sequence, curriculum decisions often include textbook selection. Usually textbooks are adopted by the school board at the recommendation of the administration to match a particular school district's curriculum and in most districts teachers all use the same textbook series in grades K-6 or K-8 depending on the school structure. Curriculum development and textbook adoption are typically done on a 5-7 year cycle. For example, in 1995 Language Arts Curriculum is adopted and textbooks for the district selected; in 1996 Math, in 1997 Social Studies, in 1998 Science, and then starting over again in 1999 Language Arts.

This system of curriculum cycle and textbook adoption helps ensure proper sequencing from grade to grade and also saves money as an individual teachers coming in from other districts may not buy new textbooks but must use the adopted textbooks. It ensures continuity of approach for the children. In Galena at this time, there is neither a cycle of curriculum development nor a textbook adoption policy. I would recommend the board consider instituting both for educational as well as financial reasons.

Ideally a curriculum is a working document which helps ensure that everyone engaged in the educational enterprise, teachers, parents, teachers, parents, students, and school board are all on the same page. A good curriculum should ensure that the content is balanced, so that for example, in science students learn scientific skills, life science, earth science, and physical science in appropriate proportions and that the skills are sequenced for both difficulty and developmental appropriateness. If the curriculum is followed, teachers from one grade to another and one level of school to another (i.e. primary to intermediate to middle school to high school) can count on students having spent time on the appropriate topics and in the proper sequence. Having the curriculum as a written document allows everyone to review and amend the plan, allows us to see if there are holes in the program or imbalance, if we have left anything out or emphasized anything too much. It helps teachers know what to teach and parents and children know what to expect.

The decision about what to teach and when to teach it is neither trivial nor self-evident. Parents are often under the impression that there is a universally accepted set of skills and content in the basic subjects -- i.e. that "everyone knows what history or science should be taught." This is by no means the case. Rather there is considerable controversy in some cases such as the content of American history (Euro centric vs. multicultural) or reading methods (phonics versus whole language) or math skills (problem solving vs. times tables). Furthermore, where there is not outright political controversy, there is simply growth as the subject areas change due to fad or research or "improvements" brought about by the changes in society and educational research. thus it is important for a school board to articulate and put down on paper its unique goals and expectations.

Ideally a good curriculum will reflect both the best ideas available at the national level on curriculum content from the major educational research organizations an the needs and expectations of the local community. the major sources of information about curriculum at the national level include the Association for Supervision and Curriculum Development, National Council of Teachers of Math, National Science teachers Association, National Council of Teachers of English, International Reading Association, and International Society for Technology in Education. Equally important is input about content and skills from the local community which would include at a minimum science related to local plants, animals and geology, local and state history and government, and local cultures.

Additionally, a curriculum helps school staff stay on task. Principals may use the curriculum as a supervisory tool. Teachers are expected minimally to teach what is in the curriculum. Lesson plans and activities should reflect the curriculum. Parents, administrators, and school board can expect to see the curriculum reflected in the day to day school activities. If they do not, administrators can assist teachers in improving instruction by including the curriculum in their day to day activities.

Finally, it is only by articulating the school's goals through the curriculum that the program can be assessed. Assessment involves measuring how close we have come to achieving stated school goals--unless a district has school goals articulated and listed in a curriculum, it is impossible to measure progress toward unarticulated goals.

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What is assessment?

Assessment is measurement of progress. Systematic assessment of the progress toward goals as outlined in the curriculum occurs at all levels of education. Teachers assess individual students on a daily, weekly, and quarterly as well as annual basis through grading of assignment, grade book marks, and report cards as well as standardized achievement tests. Principals assess individual teachers as required under Alaska law and by tradition.

Administrators assess the progress of classrooms, schools, and programs primarily through standardized tests and other instruments developed to measure school progress.

Most of teacher assessment is done by teacher made and textbook company tests and quizzes. Good teachers constantly do ask questions and monitor the quality and accuracy of student work so that they know on a minute by minute and day to day basis which students "are getting it" and which need more help.

Formal assessment has two major forms: standardized tests and portfolio or authentic assessment. Portfolio assessment is the newer form and usually consists of a folder which demonstrates the quality of student work. Sometimes the teacher will specify everything which goes into the folder and sometimes the student will have input into what goes in. Good portfolio assessment will include student input and student reflections and evaluations. Portfolios provide a rich opportunity for students to demonstrate and reflect on their classroom performance. Portfolios are particularly effective in evaluation of project oriented instruction and the newer problem solving curricula.

However, portfolio assessment is time-consuming and does not lend itself to aggregation of data. Each portfolio is unique and it is difficult to compare or standardize tests from class to class or school to school or district to district. That is, you can use portfolio assessment to see how well individual students are doing, but you can't use it to see how the whole class or whole school is doing in say, math computation or even problem solving. That is why the state assessment program essentially ignores portfolio assessment. The state assessment program focuses on standardized tests.

Standardized tests like the CAT 5 used in Alaska and in Galena are national tests which allow for assessment of individual students, whole classrooms, whole schools, and whole districts. They are relatively inexpensive and take little time. You can get good information in reports from the publisher. Here's how they are constructed. The test publisher reviews curricula from different states and different school districts around the country. The publisher comes up with a list of instructional objectives which seem to be taught at a particular grade level in a subject in most states. A test which uses at least three test items for each objective is developed.

Tests are "norm referenced." That is, the score you get on the test is based relatively on how well you did compared to other students your grade in the nation. These are not mastery tests but tests based on the average score. On a norm referenced test, 70% NPR (national percentile rank) is not the same as 70% correct. It means that your score was better than 70 students nationally and below the score of 30 students out of a 100. These scores are based on the bell curve. That means that 50% of the students will always score below average because that is what average means. Norm referenced tests do not provide any information about how much a student knows, only how well a student is doing relative to other students. It does not tell you if the student has learned enough or has mastered a subject. Norm referenced tests set no mastery standard other than average performance. There is no guarantee or agreement that average is adequate or meets a set standard.

Norm referenced tests are based on the bell curve. They are inherently culturally biased but probably predict accurately how well a culturally different student will function in the mainstream culture including a high school or college. They do not necessarily reflect ability, but rather inform a student's knowledge in a subject.

Furthermore, when you review how well a student has done on a norm referenced test you need to think about the norm for that test. A school achievement test like the CAT 5 uses the entire school population. College entrance tests use as the norm population only those students intending to go to college. So a score of 75th National Percentile rank on the CAT 5 might compare to the 50th NPR on the SAT or ACT. A 50th NPR on the ACT verbal won't get you into a competitive college, but 50% NPR on the graduate records or law boards might get you in. So you have to be very careful in looking at the test scores to think about the test itself and the meaning of the scores.

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What are standards, frameworks, competencies and benchmarks?

The concepts and definitions about curriculum development provided have been around for a long time in education, since mid-century and are widely accepted. Recently a reform in curriculum has been occurring at the national level. New terms and ideas emerge, promulgated by the various national organizations mentioned before, NCTE, NCTM, NSTA, and IRA. There has recently been a national movement to develop national standards or guidelines for student achievement in core academic and skills areas.

Until this recent movement, curriculum development was primarily a state and local issue with some research support from the national organizations. This emphasis on local decision making, locally determined curriculum and local fiscal responsibility goes all the way back to the local school committees and village schools in the New England Colonial period. The Constitution does not even mention education and so responsibility for both financing and content of education has traditionally devolved to the states. But as the federal role in financing education has grown, it is no surprise that federal control over content would not be far behind.

For many years, assessments of the state of American education have included comparisons with other first world nations. And it is often mentioned that our competitors have national curriculums. Among nations with roots in European culture and other first world countries like Japan, the United States was almost unique in its insistence that schooling was the responsibility and the content was under the control of the local community. Most nations of Europe and Japan have a national curriculum and nationally determined textbooks.

It is no surprise that there has been a political response. The Educational Summit brought together by President Bush in the late 80's was the primary political impetus to the movement for national standards. In 1991 the NCTM was the first national organization to develop a national framework for Math Curriculum and to publish it. Other organizations have followed. Under pressure from the federal government through its massive Title I program, the largest federal \$ entitlement for education, states have developed state frameworks based on the national frameworks and in conformance with them. Only in the area of Social Studies has there been a major political furor over the content and a consequent lack of consensus.

A new vocabulary of curriculum has emerged. The term *framework* refers in this context to the entire structure of a national curriculum, the subject area document; so we talk about the NCTM Math Framework, or the Alaska Math Framework. The individual instructional goals within the frameworks are called *standards*. The idea behind a standard is that it articulates a level of competency that all students will master. As opposed to the norm referenced scores on a standardized test with percentile ranks, the important score is mastery of the standard and the percentage of students who have achieved that standard. Ideally all or most students will meet the standard. Thus under this new system you need to list the level of skill a student needs to achieve to meet the standard, that is the student competency and in this new terminology replaces the old student skill. Thus Frameworks are composed of standards, and student competencies or benchmarks list the specific student mastery level of the standard. Benchmarks are the assessment statements for standards as skills were the statements for instructional goals. Benchmarks and student competencies are basically terms for the same thing.

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What is the current climate for curriculum and assessment in Alaska now?

Amid an atmosphere of falling oil prices and retrenchment of state government expenses with the population and legislative power having firmly shifted to urban areas, there is enormous political pressure to reduce funding to rural education. Tandem with these changes have come the pressures at the federal level for states to conform to national curriculum frameworks and to require local school districts to adopt state frameworks and to be held accountable through required assessment. In order to receive state and federal funds, the districts in Alaska are now required to adopt state frameworks as base curriculum guides. Accountability for adhering and achieving these so-called "world class standards" is directly linked to the legislature directed state assessment process.

Right now the state assessment or testing program is limited to the CAT 5 survey in reading and math. By the spring of 2000 this will shift to the new four benchmark tests, with a graduation test required for 12th graders to earn a state of Alaska diploma by the year 2003. Piloted in spring 1999 and required for all districts in spring 2000 will be the three benchmark tests for grades 3,6, and 8 and the graduation tests for 10-12 (students get 3 chances to take the graduation test). These benchmarks will be developed by McGraw Hill, the same company which publishes the CAT 5.

In essence, whatever the State Department of Education may trumped about world class standards, Alaska school districts are going to be measured by how well they do on a standardized test developed by McGraw Hill. The content of these four tests will determine the core required curriculum in Language Arts and Mathematics for all students in the state.

In summary, local districts are required by federal IASA regulations to adopt the Alaska Content Standards in all academic areas and in addition, local districts must ensure that students learn the skills covered on these three benchmark tests and the diploma exam in math and language skills. To a great extent then, the control of curriculum content has passed from the local districts to the State Department of Education.

What's the real agenda here? Urban legislators make no pretense that their ultimate goal is to close down rural schools and divert funds to urban schools. The modification of the funding formula passed last spring began that process. The new tests will serve to accelerate the process and justify it. Since most students in rural Alaska are bicultural, bilingual, and poor, and since cultural difference and poverty are the single most important factors in lower school achievement as measured on standardized tests of any kind, how well do you think most rural students will do on the new benchmark tests? Test results will be used to justify further cuts to rural education and possibly to close or consolidate down REAAs and single site rural districts.

Because Galena has started some extraordinary new programs, the PECS and IDEA schools, and because these new programs have grown possibly by taking some students from some larger urban districts and a larger slice of the funding pie, Galena has a particularly high profile amid the rural districts. It behooves this district to be prepared to demonstrate the fundamental quality of the programs it is offering.

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What is the Galena Plan for Curriculum & Assessment?

At meetings last spring, the board, staff, community and administration of Galena City School District determined to go forward with a curriculum development plan which would be both high quality

educationally and deal the the "real politik" of Alaska. The plan is that the district would develop a curriculum which would include the best ideas provided through the national and state frameworks, and practically include as a core the instructional objectives of the standardized tests by which the district will be held accountable at the state level.

During the academic year FY99 the Galena Schools developed a three part curriculum and assessment system which addresses the current state and federal requirement. It consists of sets of curriculum documents in each of four core academic areas: Language Arts & Reading, Mathematics, Social Studies, and Science. Each subject area curriculum (Language, Math, etc.) will comprise the following for each grade level or course (Grade 1 or Algebra):

- **CHECKLIST - PROGRESS REPORT**

- A one-page *checklist* of 25-30 essential standards which the student must master; this checklist will serve as a summary of the content of the year's learning and can be used by the teacher as a report card to indicate to the parent and child quarterly which standard the student has mastered, is showing progress toward mastery, or failing to show progress. A student's grade will be based on the percentage of skills in which he/she shows mastery or progress. This checklist is the most important document for parents and children. The checklist includes and synthesizes in summary report form all the key skills and content included in the CAT 5, the Alaska Benchmark Tests and High School Diploma Exam, and the Alaska State Content Standards and national frameworks.

- **ASSESSMENT BENCHMARKS - TESTING GUIDE**

- The *Assessment Benchmark* is a 2-4 page document of approximately 100 competencies which lists skills tested on the CAT 5 test in Science and Social Studies, and in Math and Language Arts (Reading and Writing) to the Alaska Benchmark Tests when they are made public. Every skill included on these essential tests is listed in the Assessment Benchmark documents. Furthermore these benchmark statements provide information specifically about how the skill is tested. These documents are primarily for use by the teacher to plan quarterly and semester units to ensure that all skills on the tests are taught and that the skills are addressed in the classroom in the same way they are tested on the tests.

- **CURRICULUM FRAMEWORKS**

- The *Curriculum Frameworks* provide the teacher with a 4-15 page comprehensive list of 200-400 objectives. The content of each framework has been aligned 100% with the Alaska Content Standards. In addition, it includes material from national curriculum associations such as the National Council of Teachers of Math, National Council of Teachers of English, National Science Teachers Association, Geography. This most comprehensive document includes not only student skills and objectives, but activities and teaching suggestions. It will serve as a reference resource guide for the teacher in developing detailed daily lesson plans to teach to the standards on the one page checklists.

Once these documents have been presented to and approved by the Galena School Board they will become a part of district policy. Teachers will be required to implement them. Principals will supervise teachers and review lesson plans to ensure that these instructional skills are covered. New text materials will be reviewed and selected based on their match to the target curriculum competencies. Student assessment and report cards will be revised to reflect the new competencies and parents will receive quarterly

feedback on how well students are doing at mastering the specific goals outlined in the Assessment Core. Classroom posters and other informational material for the parents and community will ensure that children, teachers, parents, and administration are all focused on the targeted skills.

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How will all of this help the children of Galena and those enrolled in Galena's unique programs around Alaska (PECS & IDEA)?

Students will benefit from a renewed focus on the core basics and from an assurance of continuity and sequence in the program they are provided. Furthermore, the infusion of quality standards from the national frameworks will update the program now offered for the next century.

*Niki McCurry, Ph.D.
Curriculum & Assessment Consultant
Fairbanks, Alaska June 4, 1999*

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FY99 Computation of District Cost Factors

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
School District	FY99 Instructional Level Expenditures	FY99 District Level Expenditures	FY99 School Level Expenditures	FY99 District Level Expenditures	Impact of School Level Revisions	Weighted Impact of School & District Level Revisions	Current (FY 99) Basic Need	Revised Basic Need	Current (FY 99) Basic Need Per Student	Unadjusted Multiplier	District Cost Factor
Total	622,823,610	338,506,511	66%	39%			813,867,788		5,516		
Alaska Gateway	2,997,483	2,048,003	69%	41%			4,977,461		6,468	1.173	1.296
Alutian Region	492,197	546,358	67%	53%			975,111		8,288	1.488	1.444
Alutian East	2,302,187	2,676,886	46%	54%			3,670,346		6,728	1.220	1.348
Anchorage	209,432,072	76,372,647	73%	27%			258,251,043		4,991	0.905	1.088
Annette Island	2,489,401	1,724,851	69%	41%			2,448,946		4,979	0.995	1.800
Bering Strait	11,706,868	12,267,042	69%	51%			20,512,192		7,246	1.317	1.433
Bristol Bay	1,632,441	1,263,562	50%	44%			2,751,026		6,098	1.185	1.221
Chatham	1,664,343	1,716,342	56%	44%			2,648,735		5,497	0.994	1.101
Chignik	859,298	859,828	49%	51%			1,234,166		7,866	1.426	1.876
Copper River	3,060,705	2,516,105	59%	45%			5,624,646		6,186	1.121	1.250
Cordova	2,459,543	1,757,644	58%	42%			3,372,679		5,274	0.964	1.084
Craig	1,837,411	1,260,688	59%	41%			2,864,823		4,986	0.904	1.000
Delta Greely	3,930,540	3,063,337	56%	44%			6,603,913		6,323	1.146	1.266
Denali	2,677,776	1,803,864	54%	46%			3,570,688		6,243	1.132	1.251
Dillingham	3,871,431	1,966,385	64%	36%			4,204,216		6,042	1.088	1.218
Fairbanks	72,876,411	32,879,420	49%	51%			88,576,188		5,214	0.945	1.044
Galena	3,720,080	9,814,898	28%	72%			11,747,383		39,308	6.001	6.631
Haines	2,121,521	1,347,464	61%	39%			2,873,678		4,949	0.897	1.000
Hoonah	1,834,172	1,444,138	53%	47%			1,886,937		5,327	0.966	1.067
Hydaburg	419,258	868,315	42%	58%			978,223		5,285	0.949	1.049
Iditarod	2,976,532	4,075,269	42%	58%			5,240,174		7,823	1.419	1.568
Juneau	26,149,536	8,738,240	73%	27%			30,632,003		5,021	0.910	1.006
Kake	917,143	1,133,829	40%	59%			1,460,473		4,967	0.903	1.000
Kashamanui	1,409,301	1,533,516	48%	52%			2,751,775		6,911	1.235	1.366
Ketchikan	48,239,041	24,686,506	64%	36%			59,675,598		4,859	0.881	1.000
Ketchikan	11,276,914	6,223,865	64%	36%			14,774,370		4,867	0.884	1.000
Klawock	1,269,410	931,190	58%	42%			1,537,191		5,055	0.916	1.072
Kodiak	14,370,291	8,486,571	63%	37%			17,811,243		5,323	0.945	1.066
Kusukuk	3,623,430	2,135,405	53%	47%			5,531,642		6,878	1.247	1.378
Lake & Peninsula	4,087,124	4,168,360	50%	50%			7,378,871		7,349	1.336	1.476
Lower Kuskokwim	25,163,924	18,858,045	57%	43%			34,670,132		7,138	1.294	1.430
Lower Yukon	11,255,759	8,584,546	57%	43%			19,437,864		6,840	1.240	1.370
Matanuska	61,904,788	22,150,470	74%	26%			70,236,033		5,158	0.935	1.033
Nenana	1,094,922	1,525,386	42%	58%			2,228,939		9,389	1.702	1.881
Nome	4,105,798	2,726,728	60%	40%			5,744,040		6,258	1.154	1.253
North Slope	20,020,079	19,098,608	51%	49%			19,708,591		7,132	1.293	1.429
Northwest Arctic	12,323,886	11,813,417	51%	49%			21,698,589		7,381	1.338	1.478
Palmar	276,916	348,793	44%	56%			338,328		4,099	1.106	1.222
Pennsburg	3,176,667	1,957,271	62%	38%			4,708,300		4,850	0.879	1.000
Prudhoe	885,092	1,236,683	42%	58%			1,816,576		6,783	1.220	1.389
Sitka	4,034,682	3,207,312	71%	29%			9,800,217		4,958	0.899	1.000
Skagway	648,697	754,929	47%	53%			1,135,902		3,465	0.991	1.095
Southeast Island	1,794,504	1,632,170	52%	48%			2,933,013		5,440	0.984	1.090
Southwest Region	5,764,945	4,142,933	58%	42%			8,643,414		6,774	1.228	1.357
St. Mary's	688,727	703,515	49%	51%			1,355,499		6,388	1.158	1.280
Tarana	540,615	1,235,715	30%	70%			1,230,890		7,128	1.292	1.428
Ulnaleka	2,063,788	1,720,125	56%	44%			2,924,426		5,924	1.074	1.187
Valdez	4,907,864	3,000,547	62%	38%			5,608,580		5,289	0.959	1.060
Wrangell	2,325,466	1,426,328	62%	38%			3,244,842		4,815	0.879	1.000
Yakutat	1,828,300	916,157	53%	47%			1,345,234		5,065	0.981	1.081
Yukon Flats	2,559,179	3,362,200	47%	53%			5,077,599		7,941	1.440	1.591
Yukon Koyukuk	4,123,363	3,898,633	51%	49%			6,917,870		7,225	1.310	1.448
Yupik	2,314,849	3,013,100	43%	57%			4,673,273		7,085	1.246	1.431

Notes to columns:

- Columns (1) and (2) are from 1999 school district audited financial statements
- Column (3). The term "Instructional Level Costs," includes aggregated costs for instructional personnel. This is also referred to as "School Level Costs," in the McDowell report.
- Columns (4), (6), and (8) are represented on the spreadsheet to show comparison to the 1998 study calculation, but these are not used in FY99 because there were no changes in school or district level components contained in the instructional cost table after the 1998 study changes, therefore actual basic need is used for FY99.
- Column (7) current basic need is taken from the FY99 foundation calculation
- Column (9) per student basic need is determined by dividing column (7) by the state-adjusted student count in each district.

Hello all --

Rep. Bunde asks that you draw your bosses' attention to a particular section of the backup that we provided for this morning's presentation on the Galena School District.

The front page of the section of backup is "Alaska School District Profiles". Then there is information from the Galena S.D. website. Please go to page 7 of 9, which has the header, "What is the current climate for curriculum and assessment in Alaska now?"

Please direct your bosses' attention to paragraph five, which begins "What's the real agenda here?" This whole section on curriculum and assessment was written by Niki McCurry, Ph.D., who was hired by Galena to help them align their curriculum to the standards. Mr. Foster was not aware of this viewpoint and testified that Galena S.D. does not share it. However, Rep. Bunde feels it's important that your bosses be aware that this view is out there.

If you have difficulty finding this information, please contact me.

Thanks!

Karen

Alaska School District Profiles



Below is the information you requested. Use the navigation buttons at the right to look at other districts (in alphabetical order).

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Galena City Schools

[Search Again](#)

P.O. Box 299

Galena

AK 99741-0299

Phone: (907) 656-1205

Fax: (907) 656-1368

District E-mail carlk@galenanet.com

Website www.galenaalaska.org

School Board President

John Billings

Superintendent

Carl Knudsen, Superintendent

Number of Public Schools in District: 4

Number of Accredited Schools: 2

Financial Information

Funding Communities 1
FY99 Audited Expenditures 16261344

Census Area
Yukon / Koyukuk

Enrollment Information

10/1/98 Pre-Elementary-12th Grade Enrollment as of 10/1/98 3244
Number of 1999 Graduates 75
10/1/99 PE-12 Enrollment 3725

Average Daily Membership

FY99 ADM 3234
FY98 ADM 1359
ADM % Change 138

As a Percentage as of 10/01/98:

Special Education 1.6
Bilingual Education 3.7
Migrant Education: 0.8
School-Age Low Income: 0.5

Dropout % Grades 7-12 5.1
of Dropouts Grades 7-12 61
of FY99 Teacher FTE 38.48
FY99 Pupil Teacher Ratio 84.3

Welcome to Galena City School District!

Click on the name of the school you would like to visit.



Our Mission

The aim of Galena City School District is to provide outstanding opportunities for the educational advancement of all students. Our objective is to build and foster a true learning community among our schools and the world. Through mutual respect, validation, support and encouragement of the culture, heritage, and individual styles of all learners, we will enable one another to develop to our fullest potential.

District Office

PO Box 299
Galena, AK 99741
907-656-1205 (phone)
907-656-1368 (fax)

Superintendent: Carl Knudsen
E-mail: carlk@galenanet.com

Curriculum & Assessment in Galena City School District

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How will all of this help the children of Galena and those enrolled in Galena's unique programs around Alaska (PECS & IDEA)?

Historical and Theoretical Backgrounds

The purpose of this paper is to summarize the historical and theoretical backgrounds to curriculum development in general, and in Alaska in particular, and to present the Galena City School District's response to state and federal requirements.

The Galena City School District's regular, charter and cyber-school programs are already outstanding and deserve recognition for the breakthrough education they are providing children. Ideally, the completion of a curriculum document and assessment system for each of these three programs will articulate and legitimize these innovative programs in the eyes of the Alaskan educational community.

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What is Curriculum?

Curriculum has two generally accepted meanings. The first meaning is very general and encompasses everything the school has to offer children educationally, teachers, textbooks, instructional plans--the whole program. The second definition is more narrow and technical and that is the sense which we will use today: a written document which outlines the instructional objectives and the sequence or order of those objectives which will be taught to children.

The curriculum outlines and defines what is taught to children in school, the content of instruction. The curriculum of school is usually divided into subject areas: standard areas for curriculum include Language Arts and Reading, Mathematics, Social Studies, and Science. Additional areas often developed include Fine Arts, Foreign Languages, Career or Vocational Education, Physical Education, Health, and Technology.

School Boards may take a variety of approaches to the power of their curriculum documents. A

curriculum may be minimal and required or comprehensive and optional. That is, the curriculum may list a small number of objectives all of which must be taught by teachers, or it may have a very large and comprehensive listing of objectives from which teachers may select those objectives they think most necessary.

Furthermore, curriculum might be open-ended or exclusionary (restrictive): that is, curriculum documents might list all the objectives which must be taught but open the way for teachers to teach additional objectives not listed as well, or the curriculum document may be "an all and only list" meaning all of these objectives must be taught and only these objectives may be taught. These are policy decisions to be made by the School Board.

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Who is responsible for Curriculum?

Curriculum documents are usually developed by educational staff after consultation with parents and community under the supervision of the superintendent and officially adopted by the School Board. By Alaska School Law and Regulation, the ultimate authority for the curriculum of a school district rests with the School Board. That is, in Alaska, by law, the School Board has the authority and responsibility to define exactly what is taught in its district. These are considered "plenary powers". This responsibility may be delegated but not abrogated.

The concept of academic freedom does not conflict with this legal obligation and right of the school board to absolutely determine what is taught in a district. Academic freedom has no legal basis through statute, but has some power through case law primarily as supported by contractual clauses often included in teacher negotiated agreements.

Teachers often but not always have the right to determine method or pedagogy (this is at the discretion of the board and administration), but do not have the right to determine content as content is the legal obligation of the school board in law and regulation. However, since in almost all cases, educational staff including teachers have input into the actual curriculum document, in actuality, while the board approves the curriculum, teachers usually create it. Once the board has approved curriculum, however, it becomes part of the district board policy and it is not the discretion of individual teachers to depart from it but rather their responsibility to carry it out.

In recent years, since 1995, the state and federal government have become increasingly involved in the content of curriculum and have left less and less for the input of judgment of local staff. With the mandate that as of 2002 all Alaskan high school students must pass a state exam in writing, reading, and math to qualify for a diploma, the virtual content of the basic curriculum in those areas has passed into the purview of the state.

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What is the function of a curriculum?

The purpose of a curriculum document is to articulate the instructional content of the curriculum, not necessarily to set the teaching methodology or pedagogy used to deliver it although a school board may

specify methodology as well. The first reason to have a curriculum is that school boards have a statutory obligation in Alaska to have written curriculum in at least reading and math. That is, there is a legal requirement to have curriculum. Furthermore, there is a requirement in Alaska via the federal Title 1 regulations that districts have a Local Improvement Plan which also implies the requirement for a written document outlining educational expectations.

Equally important, it is educationally valuable for a school district to have a curriculum. The curriculum tells teachers what to teach in each subject at each grade level. Ideally it provides information for parents and children about what will be taught at each grade and the level of mastery expected.

The written document which outlines the different skill and content within a subject for each grade level allows for "vertical articulation" which is the proper sequencing of subtopics and skills so that the skills build on each other from grade to grade. For example, children learn to subtract before they learn to divide; children read picture books before they learn to read books with multiple chapters.

Skill subjects such as Math and Reading require more specific sequencing than Content subjects such as Social Studies and Science. However even content subjects require sequencing to ensure that students are not subjected to repetitive instruction from grade to grade and that certain topics are not left out. For example, in Social Studies it is necessary to define the different topics that will be covered in each grade. A typical sequence is that students in grade 4 will cover American History, in grade 5 geography of the western hemisphere, and world geography in grade 6 or some such sequence. Otherwise a student might get triple doses of American history and no world geography. Sometimes curriculum decisions are that simple. The new fourth grade teacher needs to know that it is his responsibility to cover American history and that students will learn world geography at a different grade level.

Along with curriculum sequence, curriculum decisions often include textbook selection. Usually textbooks are adopted by the school board at the recommendation of the administration to match a particular school district's curriculum and in most districts teachers all use the same textbook series in grades K-6 or K-8 depending on the school structure. Curriculum development and textbook adoption are typically done on a 5-7 year cycle. For example, in 1995 Language Arts Curriculum is adopted and textbooks for the district selected; in 1996 Math, in 1997 Social Studies, in 1998 Science, and then starting over again in 1999 Language Arts.

This system of curriculum cycle and textbook adoption helps ensure proper sequencing from grade to grade and also saves money as individual teachers coming in from other districts may not buy new textbooks but must use the adopted textbooks. It ensures continuity of approach for the children. In Galena at this time, there is neither a cycle of curriculum development nor a textbook adoption policy. I would recommend the board consider instituting both for educational as well as financial reasons.

Ideally a curriculum is a working document which helps ensure that everyone engaged in the educational enterprise, teachers, parents, teachers, parents, students, and school board are all on the same page. A good curriculum should ensure that the content is balanced, so that for example, in science students learn scientific skills, life science, earth science, and physical science in appropriate proportions and that the skills are sequenced for both difficulty and developmental appropriateness. If the curriculum is followed, teachers from one grade to another and one level of school to another (i.e. primary to intermediate to middle school to high school) can count on students having spent time on the appropriate topics and in the proper sequence. Having the curriculum as a written document allows everyone to review and amend the plan, allows us to see if there are holes in the program or imbalance, if we have left anything out or emphasized anything too much. It helps teachers know what to teach and parents and children know what to expect.

The decision about what to teach and when to teach it is neither trivial nor self-evident. Parents are often under the impression that there is a universally accepted set of skills and content in the basic subjects -- i.e. that "everyone knows what history or science should be taught." This is by no means the case. Rather there is considerable controversy in some cases such as the content of American history (Euro centric vs. multicultural) or reading methods (phonics versus whole language) or math skills (problem solving vs. times tables). Furthermore, where there is not outright political controversy, there is simply growth as the subject areas change due to fad or research or "improvements" brought about by the changes in society and educational research. thus it is important for a school board to articulate and put down on paper its unique goals and expectations.

Ideally a good curriculum will reflect both the best ideas available at the national level on curriculum content from the major educational research organizations and the needs and expectations of the local community. the major sources of information about curriculum at the national level include the Association for Supervision and Curriculum Development, National Council of Teachers of Math, National Science teachers Association, National Council of Teachers of English, International Reading Association, and International Society for Technology in Education. Equally important is input about content and skills from the local community which would include at a minimum science related to local plants, animals and geology, local and state history and government, and local cultures.

Additionally, a curriculum helps school staff stay on task. Principals may use the curriculum as a supervisory tool. Teachers are expected minimally to teach what is in the curriculum. Lesson plans and activities should reflect the curriculum. Parents, administrators, and school board can expect to see the curriculum reflected in the day to day school activities. If they do not, administrators can assist teachers in improving instruction by including the curriculum in their day to day activities.

Finally, it is only by articulating the school's goals through the curriculum that the program can be assessed. Assessment involves measuring how close we have come to achieving stated school goals--unless a district has school goals articulated and listed in a curriculum, it is impossible to measure progress toward unarticulated goals.

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What is assessment?

Assessment is measurement of progress. Systematic assessment of the progress toward goals as outlined in the curriculum occurs at all levels of education. Teachers assess individual students on a daily, weekly, and quarterly as well as annual basis through grading of assignment, grade book marks, and report cards as well as standardized achievement tests. Principals assess individual teachers as required under Alaska law and by tradition.

Administrators assess the progress of classrooms, schools, and programs primarily through standardized tests and other instruments developed to measure school progress.

Most of teacher assessment is done by teacher made and textbook company tests and quizzes. Good teachers constantly do ask questions and monitor the quality and accuracy of student work so that they know on a minute by minute and day to day basis which students "are getting it" and which need more help.

Formal assessment has two major forms: standardized tests and portfolio or authentic assessment. Portfolio assessment is the newer form and usually consists of a folder which demonstrates the quality of student work. Sometimes the teacher will specify everything which goes into the folder and sometimes the student will have input into what goes in. Good portfolio assessment will include student input and student reflections and evaluations. Portfolios provide a rich opportunity for students to demonstrate and reflect on their classroom performance. Portfolios are particularly effective in evaluation of project oriented instruction and the newer problem solving curricula.

However, portfolio assessment is time-consuming and does not lend itself to aggregation of data. Each portfolio is unique and it is difficult to compare or standardize tests from class to class or school to school or district to district. That is, you can use portfolio assessment to see how well individual students are doing, but you can't use it to see how the whole class or whole school is doing in say, math computation or even problem solving. That is why the state assessment program essentially ignores portfolio assessment. The state assessment program focuses on standardized tests.

Standardized tests like the CAT 5 used in Alaska and in Galena are national tests which allow for assessment of individual students, whole classrooms, whole schools, and whole districts. They are relatively inexpensive and take little time. You can get good information in reports from the publisher. Here's how they are constructed. The test publisher reviews curricula from different states and different school districts around the country. The publisher comes up with a list of instructional objectives which seem to be taught at a particular grade level in a subject in most states. A test which uses at least three test items for each objective is developed.

Tests are "norm referenced." That is, the score you get on the test is based relatively on how well you did compared to other students your grade in the nation. These are not mastery tests but tests based on the average score. On a norm referenced test, 70% NPR (national percentile rank) is not the same as 70% correct. It means that your score was better than 70 students nationally and below the score of 30 students out of a 100. These scores are based on the bell curve. That means that 50% of the students will always score below average because that is what average means. Norm referenced tests do not provide any information about how much a student knows, only how well a student is doing relative to other students. It does not tell you if the student has learned enough or has mastered a subject. Norm referenced tests set no mastery standard other than average performance. There is no guarantee or agreement that average is adequate or meets a set standard.

Norm referenced tests are based on the bell curve. They are inherently culturally biased but probably predict accurately how well a culturally different student will function in the mainstream culture including a high school or college. They do not necessarily reflect ability, but rather inform a student's knowledge in a subject.

Furthermore, when you review how well a student has done on a norm referenced test you need to think about the norm for that test. A school achievement test like the CAT 5 uses the entire school population. College entrance tests use as the norm population only those students intending to go to college. So a score of 75th National Percentile rank on the CAT 5 might compare to the 50th NPR on the SAT or ACT. A 50th NPR on the ACT verbal won't get you into a competitive college, but 50% NPR on the graduate records or law boards might get you in. So you have to be very careful in looking at the test scores to think about the test itself and the meaning of the scores.

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What are standards, frameworks, competencies and benchmarks?

The concepts and definitions about curriculum development provided have been around for a long time in education, since mid-century and are widely accepted. Recently a reform in curriculum has been occurring at the national level. New terms and ideas emerge, promulgated by the various national organizations mentioned before, NCTE, NCTM, NSTA, and IRA. There has recently been a national movement to develop national standards or guidelines for student achievement in core academic and skills areas.

Until this recent movement, curriculum development was primarily a state and local issue with some research support from the national organizations. This emphasis on local decision making, locally determined curriculum and local fiscal responsibility goes all the way back to the local school committees and village schools in the New England Colonial period. The Constitution does not even mention education and so responsibility for both financing and content of education has traditionally devolved to the states. But as the federal role in financing education has grown, it is no surprise that federal control over content would not be far behind.

For many years, assessments of the state of American education have included comparisons with other first world nations. And it is often mentioned that our competitors have national curriculums. Among nations with roots in European culture and other first world countries like Japan, the United States was almost unique in its insistence that schooling was the responsibility and the content was under the control of the local community. Most nations of Europe and Japan have a national curriculum and nationally determined textbooks.

It is no surprise that there has been a political response. The Educational Summit brought together by President Bush in the late 80's was the primary political impetus to the movement for national standards. In 1991 the NCTM was the first national organization to develop a national framework for Math Curriculum and to publish it. Other organizations have followed. Under pressure from the federal government through its massive Title 1 program, the largest federal \$ entitlement for education, states have developed state frameworks based on the national frameworks and in conformance with them. Only in the area of Social Studies has there been a major political furor over the content and a consequent lack of consensus.

A new vocabulary of curriculum has emerged. The term *framework* refers in this context to the entire structure of a national curriculum, the subject area document; so we talk about the NCTM Math Framework, or the Alaska Math Framework. The individual instructional goals within the frameworks are called *standards*. The idea behind a standard is that it articulates a level of competency that all students will master. As opposed to the norm referenced scores on a standardized test with percentile ranks, the important score is mastery of the standard and the percentage of students who have achieved that standard. Ideally all or most students will meet the standard. Thus under this new system you need to list the level of skill a student needs to achieve to meet the standard, that is the student competency and in this new terminology replaces the old student skill. Thus Frameworks are composed of standards, and student competencies or benchmarks list the specific student mastery level of the standard. Benchmarks are the assessment statements for standards as skills were the statements for instructional goals. Benchmarks and student competencies are basically terms for the same thing.

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What is the current climate for curriculum and assessment in Alaska now?

Amid an atmosphere of falling oil prices and retrenchment of state government expenses with the population and legislative power having firmly shifted to urban areas, there is enormous political pressure to reduce funding to rural education. Tandem with these changes have come the pressures at the federal level for states to conform to national curriculum frameworks and to require local school districts to adopt state frameworks and to be held accountable through required assessment. In order to receive state and federal funds, the districts in Alaska are now required to adopt state frameworks as base curriculum guides. Accountability for adhering and achieving these so-called "world class standards" is directly linked to the legislature directed state assessment process.

Right now the state assessment or testing program is limited to the CAT 5 survey in reading and math. By the spring of 2000 this will shift to the new four benchmark tests, with a graduation test required for 12th graders to earn a state of Alaska diploma by the year 2003. Piloted in spring 1999 and required for all districts in spring 2000 will be the three benchmark tests for grades 3,6, and 8 and the graduation tests for 10-12 (students get 3 chances to take the graduation test). These benchmarks will be developed by McGraw Hill, the same company which publishes the CAT 5.

In essence, whatever the State Department of Education may trumped about world class standards, Alaska school districts are going to be measured by how well they do on a standardized test developed by McGraw Hill. The content of these four tests will determine the core required curriculum in Language Arts and Mathematics for all students in the state.

In summary, local districts are required by federal IASA regulations to adopt the Alaska Content Standards in all academic areas and in addition, local districts must ensure that students learn the skills covered on these three benchmark tests and the diploma exam in math and language skills. To a great extent then, the control of curriculum content has passed from the local districts to the State Department of Education.

What's the real agenda here? Urban legislators make no pretense that their ultimate goal is to close down rural schools and divert funds to urban schools. The modification of the funding formula passed last spring began that process. The new tests will serve to accelerate the process and justify it. Since most students in rural Alaska are bicultural, bilingual, and poor, and since cultural difference and poverty are the single most important factors in lower school achievement as measured on standardized tests of any kind, how well do you think most rural students will do on the new benchmark tests? Test results will be used to justify further cuts to rural education and possibly to close or consolidate down REAAs and single site rural districts.

Because Galena has started some extraordinary new programs, the PECS and IDEA schools, and because these new programs have grown possibly by taking some students from some larger urban districts and a larger slice of the funding pie, Galena has a particularly high profile amid the rural districts. It behooves this district to be prepared to demonstrate the fundamental quality of the programs it is offering.

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What is the Galena Plan for Curriculum & Assessment?

At meetings last spring, the board, staff, community and administration of Galena City School District determined to go forward with a curriculum development plan which would be both high quality

educationally and deal the the "real politik" of Alaska. The plan is that the district would develop a curriculum which would include the best ideas provided through the national and state frameworks, and practically include as a core the instructional objectives of the standardized tests by which the district will be held accountable at the state level.

During the academic year FY99 the Galena Schools developed a three part curriculum and assessment system which addresses the current state and federal requirement. It consists of sets of curriculum documents in each of four core academic areas: Language Arts & Reading, Mathematics, Social Studies, and Science. Each subject area curriculum (Language, Math, etc.) will comprise the following for each grade level or course (Grade 1 or Algebra):

- **CHECKLIST - PROGRESS REPORT**

- A one-page *checklist* of 25-30 essential standards which the student must master; this checklist will serve as a summary of the content of the year's learning and can be used by the teacher as a report card to indicate to the parent and child quarterly which standard the student has mastered, is showing progress toward mastery, or failing to show progress. A student's grade will be based on the percentage of skills in which he/she shows mastery or progress. This checklist is the most important document for parents and children. The checklist includes and synthesizes in summary report form all the key skills and content included in the CAT 5, the Alaska Benchmark Tests and High School Diploma Exam, and the Alaska State Content Standards and national frameworks.

- **ASSESSMENT BENCHMARKS - TESTING GUIDE**

- The *Assessment Benchmark* is a 2-4 page document of approximately 100 competencies which lists skills tested on the CAT 5 test in Science and Social Studies, and in Math and Language Arts (Reading and Writing) to the Alaska Benchmark Tests when they are made public. Every skill included on these essential tests is listed in the Assessment Benchmark documents. Furthermore these benchmark statements provide information specifically about how the skill is tested. These documents are primarily for use by the teacher to plan quarterly and semester units to ensure that all skills on the tests are taught and that the skills are addressed in the classroom in the same way they are tested on the tests.

- **CURRICULUM FRAMEWORKS**

- The *Curriculum Frameworks* provide the teacher with a 4-15 page comprehensive list of 200-400 objectives. The content of each framework has been aligned 100% with the Alaska Content Standards. In addition, it includes material from national curriculum associations such as the National Council of Teachers of Math, National Council of Teachers of English, National Science Teachers Association, Geography. This most comprehensive document includes not only student skills and objectives, but activities and teaching suggestions. It will serve as a reference resource guide for the teacher in developing detailed daily lesson plans to teach to the standards on the one page checklists.

Once these documents have been presented to and approved by the Galena School Board they will become a part of district policy. Teachers will be required to implement them. Principals will supervise teachers and review lesson plans to ensure that these instructional skills are covered. New text materials will be reviewed and selected based on their match to the target curriculum competencies. Student assessment and report cards will be revised to reflect the new competencies and parents will receive quarterly

feedback on how well students are doing at mastering the specific goals outlined in the Assessment Core. Classroom posters and other informational material for the parents and community will ensure that children, teachers, parents, and administration are all focused on the targeted skills.

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How will all of this help the children of Galena and those enrolled in Galena's unique programs around Alaska (PECS & IDEA)?

Students will benefit from a renewed focus on the core basics and from an assurance of continuity and sequence in the program they are provided. Furthermore, the infusion of quality standards from the national frameworks will update the program now offered for the next century.

*Niki McCurry, Ph.D.
Curriculum & Assessment Consultant
Fairbanks, Alaska June 4, 1999*

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Project Education Residential School



WELCOME

Principal's Page

Second Quarter:



Setting Goals is in Everyone's Best Interest

Here at Project Education Residential School, one of our primary goals is to graduate our students with a clear vision of their future. Our students can choose from a variety of vocational and technical areas to specialize in while they are juniors and seniors in high school.

Those areas that students can specialize in include:

- Microcomputers Systems Specialist Program...this program is linked to the University of Alaska Fairbanks that includes college credit towards an associate degree. This involves some weekend classes.
- Culinary Arts classes taught by a certified Chef provide students with lifelong career skills. We are in the process of working with the University of Alaska Anchorage for a transfer program into their Culinary Arts program after the students graduate from PERS.
- A licensed cosmetology instructor who is certified by the State of Alaska teaches cosmetology classes here. It takes 1650 student contact hours to meet the certification requirement. Juniors and Seniors in high school can

enroll in cosmetology and work towards certification. The students may also return after graduation to complete the necessary hours and State tests.

- Aviation Classes in ground school and Aircraft Mechanics are taught by a certified aviation mechanic. He is working for Project Education who is a faculty member from UAA. This program has the potential to be the premiere aviation program in rural Alaska by next fall. The aviation complex located at Galena should be finished by fall of 2001.
- Our Automotive Mechanics Program has 4,800 square feet of instructional space and will be equipped and designed by General Motors. The building is under construction and should be completed by fall 2001.

These programs allow the students to make the connection between school and future career goals. I believe if a student makes this connection it will motivate them to stay in school, and they will graduate with clear goals in mind.

In our efforts to prepare our students for the 21st Century, students can take advanced courses in math and science. Students are encouraged to contribute to community projects in the community after school and on the weekends. This builds moral character and teaches the importance of contributing to society and becoming a part of the community.

Students have the unique opportunity to complete an academic project of their choice. In the Projects Class, the students develop and complete projects that require many hours of research, writing and a final presentation of the project. These are real occupational skills that many employers are looking for.

We are proud of our school here at Project Education. The students are working hard to prepare themselves for upcoming exams. The staff is very committed to the success of all students. It has been an exciting first semester, and we look forward to the second semester here at Project Education that is expected to be even more spectacular.

We are NOW accepting applications for the 2001-2002 school year. Our enrollment is limited for next year, so it is important that you fill out the complete application form early. If you feel you can live independently in the dormitory, respect other students and staff, are willing to work hard in your classes, and are interested in the vocational/technical and college preparation then we highly encourage you to apply for acceptance at Project

Education Residential School.

With the New Year upon us, I would like to wish everyone on behalf of the Staff and Students of Project Education a peaceful, healthy and prosperous New Year in 2001. Remember to continue to visit our website at www.Galenanet.com (PERS) for updates and vital information.

Steve Wicks

Principal

First Quarter:



The 2000-2001 school year is off to an excellent start here at Project Education Residential School in Galena. The commitment of the school staff to make "ALL STUDENTS SUCCESSFUL" is awesome! With the hard working and determined students that we have this year combined with dedicated school staff and the full support of the upper school administration and school board, it all points to a "Stellar" year.

I am really excited about the unique opportunities these students have here at PERS. Students can enroll in college certificated programs in computer technology and aviation, and/or graduate with a state and nationally recognized certificate in Cosmetology or Culinary Arts. Full-time instructors are here at PERS to teach the certificated programs. Students can take classes and participate in sports at the City School as well. Whether they choose one of the many vocational/technical pathways or opt for advanced courses in math, language arts or science, the students will be provided with the greatest number of alternatives in the job market upon graduation.

Our primary goal is to make our students successful. Our curriculum is aligned to state

standards and high stakes examinations. Administrators, teachers and other staff are kept current with educational advances as well as challenging and stimulating classroom programs and activities. Students have opportunities to develop leadership in many of our during and after school clubs and organizations. In the dormitory, Project Education offers students a wide range of support activities in promoting the social and mental well-being to help assure success of all students.

We have students from all over the great State of Alaska. They all have their reasons for coming to PERS. Most of them come for a more comprehensive high school program that cannot reasonably be offered in their home school. Students that attend here at Project Education often blossom, revealing their hidden potential and sore to new heights. I welcome you to give us call to inquire about our programs here at Project Education. We are continuing to accept and review applications throughout this school year and for next.

Educationally Yours,

Steve Wicks

PERS Principal

Interior Distance Education of Alaska

"A Great IDEA!"



The IDEA Team!

Welcome!

IDEA is the home schooling / correspondence program of Galena City School District, serving the needs of students throughout Alaska.

Mission

The mission of the IDEA program is to provide resources and support to parents who have elected to educate their children in the home. Our objective is to build and foster a community of learners which views education as not confined to the traditional four walls of a classroom, rather a free-flowing exchange of knowledge and ideas worldwide through technology. IDEA brings a fresh approach of mutual trust among parents and schools in Alaska education, by honoring parental choice in curricular materials and instructional methodology based upon the needs of each and every individual child.

Volume 2, Issue 3
February 15, 2001

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CHECK OUT OUR WEBSITE

The IDEA Website is being updated all the time! Don't miss out by not checking in! "What's New" is always the best place to look first for upcoming events and opportunities. The 2000-2001 calendar highlights important district-wide dates. And the Site Index connects you to many additional sources of information! Find us at:

www.galenaalaska.org

GREETINGS FROM IDEA'S DIRECTOR



February is the month for testing this year. Newspaper articles dealing with test anxiety and how state legislators will deal with the issue of the Alaska High School Graduation Qualifying Exams abound statewide.

The Benchmark exams are required by the state for all 3rd, 6th and 8th grade students. These tests are designed to offer guidance in the progress of a child towards

the goal of passing the graduation exam by measuring a baseline knowledge that a child should know at that grade level to be prepared for the next step. The state also requires the CAT5 test for all 4th and 7th graders. IDEA offers off-grade testing as well for those families that want to take this opportunity to see how their children are progressing in their studies.

During my years

with IDEA, I have never met a parent who didn't want to know how their child was really doing in their studies. Please view the upcoming testing period as an opportunity to gain this insight. It will offer you, and your child's contact teacher, useful information for the educational success of your child.

Steve Musser

AN INTRO TO IDEA'S FIELD REPS

The primary role of the Field Reps is to be homeschooling consultants. We are the homeschooler's voice to the administration regarding what homeschoolers want, need, and appreciate, and also the administration's voice to the homeschoolers regarding the administration's or the state's requirements. We are the trouble-shooters, and are the parent's advocate, if there is a misunderstanding or conflict of any kind. We are asked for input into how policies and procedures would work best for the parents. We plan and coordinate the things that assist the parents as homeschoolers — the workshops, the curriculum fairs, the resource rooms, the PO Vendor list, the Parent Advisory Councils, the regional

listservs, etc. The teachers do a great job in meeting the individual needs for their more limited number of families. We cover a broader area and look at the big picture, focusing more on the program as a whole.

Our responsibility is first to "the homeschoolers" — what is best for them and what suits them. Our secondary responsibility is to the Galena City School District's IDEA Program. It is an important part of our job to have an overall sense of how the parents feel about different aspects of our program. We are asked on a regular basis how things are going for the families. We are expected to provide a "temperature", reporting on the areas of concern as well as the kudos. Along with your contact

teacher, we are your advocates if you have any needs, questions, or concerns. Please contact your field rep with anything that we should know, good or bad, about how IDEA is working for you!

We are here to serve you!

Region A, Sally Javier
(907) 333-2255,
sally@ideafamilies.org

Region MS, Betty Bair
(907) 373-4938,
betty@ideafamilies.org

Region F, Carol Gregory,
(907) 456-1368,
carolg@ideafamilies.org

Region SE, Carol Habeger,
(907) 490-4755,
carolh@ideafamilies.org

Region K, Carol Simpson,
(907) 235-5910,
carols@ideafamilies.org

ASK "THE DEBRA"



Did you know **STRESSED** spelled backwards is **DESSERTS** ???



The holidays are over. The company is gone (at least until the Kings are in); and everyone has made wonderful new year resolutions (like: "I will **NOT** fight with my mom/dad/brother/sister/husband/wife/" and "We **WILL** slow wayyyyy down and take things more calmly this year!"). Of course those **BENCHMARKS** are coming up, and after that the **CAT-5s**, and then there are the ski meets and the church potlucks and the youth group activities and.....

STRESS! No matter how hard we (adults and kids alike) try to minimize it, it seems it always finds a way to sneak into our lives and kiss us squarely on the face. So what do we do? How does one **MAN-AGE** stress and stay sane in a world that sometimes seems just a wee bit out of control?

Think Desserts. Sweet, luscious, lovely desserts!

D. (Don't sweat the small stuff) Change the way you **THINK!** Try to get the "shoulds" out of your vocabulary (I "**should**" be better/smarter/thinner/nicer/happier, etc.) Remind yourself that it is okay to do some things adequately; that not **everything** has to be done perfectly and not **everyone** has to think you are great! It's okay to give yourself permission to do the best you can do right now, and to put some things aside for awhile.

E. (Evaluate) Ask yourself: Is my reaction in line with the problem? Think of a ruler with a 12 inch problem being something really massive and a 1 inch problem being the smaller, sometimes more annoying stuff. Is your reaction to an event or circumstance a "12 inch reaction" to a "one inch problem?" If so, back away, take a deep breath, and try to put your reaction in line with the situation.

S. (Slow down) Look at your breathing. Count to ten (it's old but it works), or count to 100. But count to **SOMETHING** before blowing a gasket. Breathe in slowly through your nose, hold it, and blow out through your mouth. Again. In through your nose. Out through your mouth. Slow down and **breathe**. There is a physiological reason this works. And it **DOES** work! Try it a few times and see what you think!

S. (Soothe) yourself in healthy ways. Sing. Listen to music. Paint. Stretch. Sleep well (rest is important.). Eat well. Drink lots and lots of water. This really helps! Soooooothe your body and your mind.

E. (Exercise) Run, play ball, walk, jump rope, whatever you enjoy. But do something physical! This too has a physical basis for making us feel more relaxed and less stressed.

R. (Release tension) There are tapes on the market now that will take you through a progressive relaxation response. Some of these are well worth listening to in order to teach your body how to physically release

tension. Or buy one of those inexpensive mood rings and try to teach yourself how to take the colors from black (very tense) to blue (calm). Under stress breathing is shallow and hands/feet cool down. You **CAN** control your body reaction and warm your temperature, slow and deepen your breathing, and feel relaxed. Let go of the anger and tension!

T. (Talk it out) Sometimes it's good just to have someone to talk to. Someone who can listen without judgment or needing to "fix it" for you. **Talk it out, don't stuff it in!**

S. (Stand back and take another look) Ever look at a picture that sometimes looks like an old woman, and sometimes looks like a young girl? Or one that sometimes looks like two profiles and sometimes looks like two wine glasses? It's all in perception. The picture doesn't change. The way we **SEE** the picture changes. It's in our head and our eyes and life is like that too. Sometimes we just need to look at the situation another way.

At the very least remember what Buddha once said: "Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one who gets burned." So instead of holding on to hot coals, think **DESSERTS!** And, as always, feel free to write me at debra@ideafamilies.org.

ART IN THE CAPITOL

The following students submitted artwork that hung in our State Capitol in Juneau during January, 2001: Marlena Acord, Wasilla; Erin and Patrick Gingrich, Anchorage; Katherine Wilson, Gustavus; Ian, Nathan, Emily, Abigail and Isaac Marble, Pacific Junction, IA; Clara Weishahn, Haines; Shasta, Julie, Stephen and Rebekah Phillips, North Pole; Jordan Johnson, Kenai; Megan and Bethany Medlock, Wasilla; Chelsi Scott, Big Lake; Keagen Williams, North Pole; Brittany Tormey, Two Rivers; Robin Yokel, Fairbanks; Ryan Wakefield, Eagle River; Jesse Williams, Eagle River; Makenzie and Everest Moore, Palmer and Nate Bair, Wasilla. A special appreciation to all our IDEA participants!

ALYESKA SKIING

Another year of ski and snowboarding classes uniquely geared to homeschoolers, and held at Alyeska Resort, is being offered to IDEA students this winter. Due to lack of snow, the classes scheduled before Christmas were cancelled. But with winter making



What a fine day for Anchorage teacher, Coy Rice, and student skiers to enjoy a day of downhill skiing!

a late, but welcome, appearance in January, the program got off to a wonderful start with classes scheduled for three consecutive Thursdays, January 25th, February 1st and February 8th. Instruction was provided by Alyeska Ski School, and students were accompanied by IDEA teachers. A two



Skiers and snowboarders participating in this unique opportunity for homeschoolers gather for a group picture.

week intensive class meeting every week day from February

12th—23rd will conclude this year's homeschool ski program. But if your student is interested in skiing or snowboarding, consider taking part in this program next winter.



Looks like the group had the mountain all to themselves!

UAA ENGINEER'S FAIR PREP DAY

On Tuesday, January 30th, the Anchorage IDEA office hosted their second annual UAA Engineer's Fair Prep Day. According to Anchorage Field Rep, Sally Javier, the day was planned as a time to get students interested in participating in the UAA Engineer's Fair. The Fair will be held on



Participants gathered to view the parachute/egg drop.

hold the most marbles without sinking for the Floatable Moatable Competition. And lastly students constructed gumdrop and straw towers while learning about center of gravity and structural design. No one kept track on the number of gumdrops that never made it into a structure!



Brother and sister, Nicolette and Freddy Cerne, team up to create a super structure anyone would be proud of!

Saturday, February 24th, and have lots of fun and challenging contests for students to enter. UAA encourages teachers to organize their students into teams to compete. With that as a springboard, the Anchorage IDEA office planned an exciting and creative afternoon where our students gathered and worked on solutions to the engineering problems they will encounter at the Fair. Students designed a device (parachute) that allows an egg to be dropped, without breaking, from a designated height on to a target to meet the requirements of the Egg Drop Competition. Students also constructed floating structures to



Anchorage teacher, Scott Gingrich, lets a parachute fly from the roof of the Anchorage IDEA office.

Anchorage Field Office
200 Center Court
Anchorage, Alaska 99518

Phone: (907) 562-4332
Fax: (907) 562-4662

Stay current on what's happening.
Visit our website daily at
www.galenaalaska.org

THINK SPRING



It's just around the
corner!

STUDENT RECOGNITION

Alaska Close-Up was held in Juneau the week of January 28-February 3, 2001. Five IDEA students, from left to right, Jered Love, Chaley Roe, Karen Henspeter, Stephanie Veenstra and Ashley Ryan, participated in this year's program. They were accompanied by advisor, Mary Fowler. Students were selected after submitting an essay explaining their reasons for



wanting to participate in Close-Up, how their experience would contribute to their education, and how they planned to contribute to their community at the completion of the program. Preparation also required extensive internet research.

IDEA's District Geography Bee winner is Zebulun Greenfield from Fairbanks. Each district's winner from across the state has subsequently submitted written answers to a series of questions. Judging of the answers is currently underway. Once the top 100 essays have been identified, that will determine who the 100 competitors in the state competition will be. Zeb is awaiting the results of his written examination to see if he'll be one of the finalists.



Patrick Gingrich, Christopher Watson and Solomon Dove, all from Anchorage, participated in the Anchorage area "Math Counts". After several months of coaching by Anchorage contact teacher, Amy Abrahamson, they compete individually and as a team in written and oral competitions against 16 other Anchorage schools. Christopher Watson placed second in the individual competition and will go to the state competition in March. Clockwise from

top, Coach, Amy Abrahamson, Patrick Gingrich, Solomon Dove and Christopher Watson.

BATTLE OF THE BOOKS

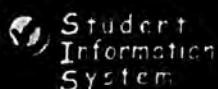
These were our top four scorers in each grade level battle who will represent IDEA/Galena at the State Battle of the Books the week of February 20-23, 2001. **Third/Fourth Grade District Team:** Brennan Palmer - IDEA - Homer, Sayde Ridling - IDEA - Seward, Terisa Hambrick - IDEA - Big Lake, Alternate: Trevor Marshall - GCS - Galena. **Fifth/Sixth Grade District Team:** Lark Starkey - IDEA - Homer, Josh Hambrick - IDEA - Big Lake, Kye Klamser - IDEA - Homer,

Alternate: Sarah Scott - IDEA - Big Lake. **Seventh/Eighth Grade District Team:** Jon Hambrick - IDEA - Big Lake, Kelsey Klein - IDEA - Homer, Simon Crelli - IDEA - Fairbanks, Alternate: Nick Schmidt - IDEA - Nome. **High School District Team:** Kirsten Wittenberger - GCS - Galena, Tia Shoemaker - IDEA - Central, Luke Tyrrell - IDEA - Central, Alternate: Melanie Joyce - IDEA - Nulato.

Congratulations to each and

every student who participated in the District Battle of the Books this year! The ultimate goal of this program is to encourage students to read a variety of books. All the students who battled this year did a great job reading and demonstrated good sportsmanship in all their battles, several of which went into tie-breaking rounds.

Good luck to all our IDEA representatives at the state battle!



about the portal

powerschool.com

What is the Portal?

The PowerSchool Education Portal is a central Web site which provides students and parents access to the PowerSchool Student Information System (SIS), and to a variety of features and resource links designed to enhance the educational experience.

The Portal also provides resources for teachers and administrators.

The following features are available through the Education Portal:

- Parent/Student access to real-time student performance information
- Resources and reference sites for students, parents, teachers, and administrators ... [learn more](#)
- Ask Jeeves for Students Web guide
- School Fundraiser
- Link to School's Web site
- School Sponsorships
- WebMail *coming soon!*
- Online Yearbook *coming soon!*
- Classroom Web Pages *coming soon!*

about

■ Privacy Policy

Please read our [Privacy Policy](#).

Learn more about the [PowerSchool Portal](#) and the [Student Information System](#).

Feb 7, 2001

version 2.14.01m00

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powerschool student information system

powerschool.com



PowerSchool Student Information System

PowerSchool is a browser-based, cross-platform school management system. Unique in the school management market, this approach allows PowerSchool to provide many new and innovative features. At the heart of the system is the PowerSchool intranet server.

PowerSchool is an administrative application used daily at the school by teachers, secretaries and administrators to manage student records as well as at the home by parents/guardians and students to communicate with teachers and monitor performance in real-time (grades, attendance, homework assignments and more). With an installed base of over 1,000 schools and 22,500 classrooms, PowerSchool already has a dedicated user base of over 1.5 million students, parents, teachers and administrators.

In addition to the Student Information System, PowerSchool also provides schools and districts with features that help create an online community around the school. These features include online resources, a safe Web guide from Ask Jeeves, and will soon include classroom and activity Web pages and e-mail.

PowerSchool also offers optional features that can help a school generate revenue. If schools are interested, PowerSchool offers a School Fundraising feature and opportunities for sponsorship on the school site. The revenue generated through these features can be used by schools to fund new technology, student scholarships, and other initiatives on campus.

PowerSchool recently announced its Application Service Provider (ASP) pricing model with a remote hosting option. Instead of incurring an upfront charge for software, hardware and installations, schools can opt to pay a subscription fee for each student per year. This alternative significantly reduces and stabilizes school IT costs. In many cases, the high cost of buying and maintaining hardware and the challenges of retaining IT employees, an increasingly scarce resource, make systems cost-prohibitive.

about

■ Privacy Policy

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History of Galena

By

Tina Burgett

Did you know that Galena didn't exist prior to 1920? Henry's Point, a fish camp run by Henry Captain, was located where Galena is today. At that time, Johnson Henry also had a fish camp near present-day Galena on whisky creek. The closest village to Henry's Point was Loudon, which was located about 14 miles up-river. In the fall of 1920 the people from the camp at Loudon moved down river to Henry's Point. The people of Loudon made rafts out of their log houses. They took the logs apart and made rafts that drifted down river. When the people arrived at Henry's Point, they were welcomed by John Antoski who owned a roadhouse there.

There were two reasons that the people of Loudon moved to Henry's point. The first reason is there wasn't a great abundance of wood near Loudon, but there was a great amount of spruce wood in Henry's Point. Steamboats were coming and going on the Yukon River and needed wood as fuel. So the new residents of Henry's point chopped and hauled wood to the riverbanks to sell to the steamboats. In 1921 a cord of wood sold for \$8.00. The second reason for the migration of the people was the discovery of lead sulfide ore.

The population of Galena in the 1930's was 67 people and in 1940 there was a decrease of 44. However, by 1950 Galena's population grew to 176 people. In the 1960's the population kept growing and it was 261 people. In 1970 the population was 302: the next decade after that 765 people were residing in Galena. By 1990 there were at least 833 people making Galena their home.

The next event that changed Galena in history took place in 1940- The Lend Lease Program. The U.S. Military was concerned that the Japanese might try an invasion of North America. That caused the U.S. Airforce to build an airstrip, which became an air base. The first location was supposed to be below Pilot Mountain in an area call West Ruby. West Ruby had an inadequate ground that couldn't be used. The land in West Ruby was way to wet and spongy to construct anything there. The location offered no base on which to build roads and an airstrip. So the U.S. Defense Department changed the location to where Galena is now. Th area in Galena was suitable to construct on because of the availability of rock and gravel.

The airstrip that was built in Galena sparked economic and population growth in Galena. The airstrip made jobs for many people in the communities along the Yukon like: Kaltag, Galena, Koyukuk, Nulato and Ruby. When they were done the air strip was a success. It was 7254 feet long. However, the air base closed down operations in 1993. Today the airstrip is still heavily use by the local commercial freight and passenger airlines.

Flooding in 1971 was the reason for a new community site developed by Alexander's Lake. It is about 1.5 miles east of the old town site. The new town site now has a clinic, washeteria, and grocery store. At the new site, nearly 150 homes were also constructed. The school was built at a new town location. 1971 was also the year of the Alaska Natives Claim Settlement Act in which Galena became part of the Doyon Regional Corporation. Galena is also a village corporation which is a subsidiary of Gana-a' Yoo.

The original school was in downtown Galena in 1928-29 and Ernest Peck was the teacher. In 1930 Galena residents built a log house school, it was called the B.I.A. The B.I.A. held classes for the grades first

through eighth. In 1962, Alaska State operated schools took over and the grades nine and ten were added. By 1972 eleventh grade began and in 1973, Galena became an independent school district. Later that year, twelfth grade was added. Now there are more than 180 students going to Galena City School.

In 1997, Galena opened a charter school called Project Education Charter School. The school is almost a year round educational campus for students around Alaska. There is also IDEA, which is a home schooling program for students all over the world.

Galena City Schools supports athletics throughout the school year. The Charter school attends the practices and travels too. In the fall, there is cross country running and volleyball. During the winter are the cross-country skiing and basketball seasons. In the spring, students participate in the Native Youth Olympics. But, basketball is the main sport in Galena, and almost all of the students play basketball. There are the middle and little Hawks basketball program also.

The culture in Galena is strong! We have potlatches and dances. There are different kinds of potlatches here in Galena. There are Memorial, Social, and Burial. All of them are for different occasions. The population is mixed Athabascan, and non-native with 45.3% of the population being native. A long time ago, people from Galena depended on hunting and trapping. Today, people still trap and hunt for rabbits, martin, beaver, and moose. Moose are only hunted in the fall time and families go out and kill at least one moose per family. In the summer, people along the Yukon go fishing for salmon, chum and many other fish. There are fish wheels along the Yukon from the Koyukuk River to the Nowitna River.

For transportation in Galena, locals use mainly pick-ups, cars, four wheelers, and snow machines. In the winter you can travel on the Yukon to different villages with snow machines. In the summer you see people using a 4-wheeler driving around and having fun. Another means of transportation is the river, you can go in a boat and travel to different places also. A barge comes through the Yukon in mid May through mid October and the barge carries all of the cars and trucks and many other things to Galena.

The weather in Galena can be extremely cold in mid January from high 10 degrees to 60 below zero. Extreme temperatures in Galena have been measured from -64 to 92. The average temperature in July is in the low 70's. The annual precipitation is 12.7 inches. There is at least 60 inches of snowfall annually. Galena's land area is 16.5 square miles and the water area in Galena is 6.4 square miles. Sometimes the water area expands, causing a flood. This happened in 1925 and again in 1945-46.

Another event that made history in Galena is the serum run of 1925, in which Edgar P. Nollner, Grandpa, volunteered to save lives. People in Nome, Alaska had a raging diphtheria epidemic going around and there were 1429 residents from Nome that were in danger while 300 hundred were already infected. Dr. Curtis ran out of serum for his patients and needed more. But there was a problem about the serum! There was no more! Dr. Curtis then called to Anchorage for more antitoxins for the patients. The serum reached Nenana from the Anchorage Railroad and the antitoxin was waiting to be picked up. Planes weren't able to fly in the windy and snowy weather so the pilots didn't even chance it for delivering the serum.

The 19th century, the only means for wintertime transportation was dogs, and it was the safest way for keeping the serum unharmed. The serum was handed over to Wild Bill Shannon and he took off down the Tanana River to pass off to the next person. Edgar was the 10th leg in the serum run and was scheduled for a 42-mile run with the serum. Edgar's brother George asked to take the serum so Edgar let him drive at least 18 miles.

Charles Evans didn't do too well from Bishop's mountain because his two lead dogs froze to death in their harnesses while trying to get the serum to Nome. So, Charles did the only brave thing and ran with his

dogs on the final miles of the trail.

He reached Nome and the anti toxin was froze so they waited to thaw it out. The relay took 5 days and 7 hours. Only 5 lives were taken and no more than that. After that the race was started. It was soon named the Iditarod in 1973 in memory of the heroic acts of 20 men and scores of dogs. Every other year, the Iditarod dog race passes through Galena. Edgar Nollner died of heart failure in his hometown of Galena on February 19th 1999. He will always be remembered for saving lots of lives as well as all the other 20 heroes and dogs of that historic relay. When the people thanked Edgar, he politely said, "It was simply a days work!"

There was another incident when Edgar saved the lives of more people. In February 1953, Edgar Nollner was gathering wood with his dogs in the blistering cold of winter. He heard an Air Force's plane crash. A person in a car from the base asked Edgar where it was. They didn't believe Edgar when he pointed out the location, so they went looking elsewhere. Edgar went and saved the wounded officers and built a fire in the 54 degrees below zero weather. Charlie Evans and Edgar helped the two officers by bringing them into town. At least a quarter century latter, one of the officers, Lionel Levin, went to Galena and tracked down Edgar and thanked him for saving his life. Edgar again simply said it had been simply a day's work!

So, from its simple beginning as a fish camp, Galena has played an important role in Alaskan and U.S. history. Today, Galena is a thriving rural Alaskan Village with one of interior Alaska's best airstrips.

Galena City School District

Carl Knudsen, Superintendent

Jim Foster, Assistant Superintendent

Jim Smith, Galena City School Principal

Steve Wicks, Project Education Residential School Principal

Larry Hausmann, Special Programs Principal

TO: Representative Con Bunde

REOM: Jim Foster, Assistant Superintendent

DATE: February 15, 2001

RE: Presentation February 21, 2001

The following is what I would like to present to the committee. This agenda will explain what we have done at Galena to prepare our students for the High School Qualification Exam:

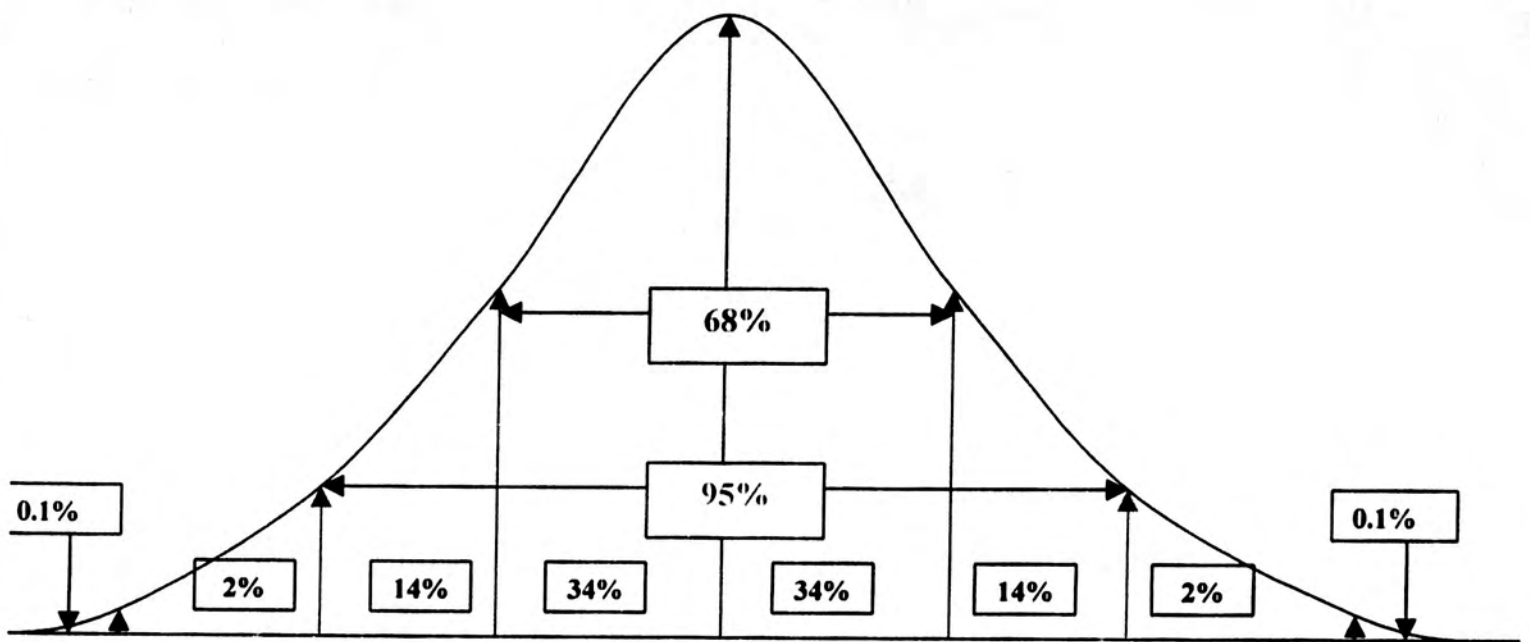
1. Paradigm Shift
2. 3 Minute History of Education
3. Bell Curve
4. Curriculum Alignment
5. Curriculum Mapping
6. Training Teachers
 - a. Teacher Effectiveness
 - b. Curriculum
 1. Content and Verb
 2. Sample Curriculum
 3. Bloom's Taxonomy
 4. Know, Do and Understand Actions
 - c. Curriculum Mapping
 - d. Third Grade Curriculum Map
 - e. Ninth Grade Algebra Curriculum Map
 - f. PEAK Learning "Spencer Rogers"
 - a. Training for Teachers, Teacher Aides and Administrators
 - b. 28/3
 - g. Teaching Writing: Structure and Style
7. Galena City School CAT 5 Test Comparisons
 - a. Comparison of 1998-99 and 1999-00
8. Galena City School High School Qualification Exam Comparisons
9. Project Education Residential School High School Qualification Exam Comparisons
10. Interior Distance Education of Alaska High School Qualification Exam Comparisons
11. Galena Educators Tutor Students
12. Galena On Line Delivery
13. Recommendations
 - a. Support for Mandatory Testing
 - b. If the test date is delayed, then please make sure that school districts are required to plan with DOE their implementation plan, i.e. align their curriculum by a certain date.

- c. Make sure that the reading level and difficulty is consistent for each test.
- d. Actually determine what a graduating student should know, especially in math.
- e. Consider allowing local schools to issue a local diploma for those students who do not pass the graduation test and have met all other graduation requirements, and the state issuing an **Honors Diploma** for those students who have passed the graduation test and have met all other graduation requirements. This consideration would sunset upon full implementation of the graduation test.

14. Problems

- a. Schools not defining the education model to be implemented and instructional strategies to be used that are founded in educational research.
- b. Rural students being taught by teachers not certified and endorsed in all of the courses they are teaching.
- c. Union agreements that contain academic freedom language.
- d. Tenure
- e. Adequate funding to insure successful implementation of sound educational model.
- f. Parent's and student's commitment to education must be factored into the equation.

Bell Curve



Identifier	Listname	Description
M09	 Algebra< /FONT>	
M090101	Algebraic Concepts	solve multi-step linear equations, translate and visualize transformations of equations to data tables and graphs, and reverse.
M090102	Algebraic Concepts	solve multi-step quadratic equations.
M090103	Algebraic Concepts	translate sentences into radical equations, monomials, polynomials, and solve.
M090104	Algebraic Concepts	apply PEMDAS.
M090105	Algebraic Concepts	define and apply abstract algebraic concepts: variable, expression, equation, absolute, radical, quadratic, polynomials, function.
M090201	Data Interpretation	analyze lines graphed on Cartesian coordinates ($y=mx+b$); explain that slope=rise/run.
M090202	Data Interpretation	create and interpret graphs & charts expressing linear equations, graphs of line and discuss slope.
M090301	Integers	compare, convert and multiply integers, negative integers, and fraction integers.
M090302	Integers	apply whole numbers, fractions, integers, per cents (%), and decimals in equations and expressions; explain the relationship of different forms of expression.
M090401	Number Theory	apply number theory to explain and use whole numbers, exponents, rational and irrational numbers and radicals.
M090402	Number Theory	perform operations with rational numbers (primes, factors, multiples and exponents).
M090403	Number Theory	apply properties of sets in solving algebraic problems.
M090501	Functions	solve problems using functions and patterns.
M090601	Statistics & Probability	use statistics to find mean, median, mode, percentage, and predict theoretical probability.
M090701	Trigonometry	find sine, cosine, and tangent of right angles using table of trigonometric ratios.
M090801	Thinking Mathematically	estimate and evaluate problem solutions: predict, generalize, and explain solution method in own words and in mathematical language; explain and write articulately about problem solutions; reflect metacognitively on solutions and processes.
M090802	Thinking Mathematically	use appropriate technology (computers and graphic calculators) to calculate, graph, and explore math concepts.
M090803	Thinking Mathematically	translate real world word problems with extraneous information presented in non-sequential order into systems of linear equations and multi-step math processes and then solve; explain orally and write articulate explanation of solution process.
M090804	Thinking Mathematically	explore the value of math in various careers; explore math focused careers.

M090805	Thinking Mathematically	connect math applications from different math disciplines for multiple approaches to solutions of real world problems;translate economic, political, and scientific issues into math concepts and apply to makerecommendations and take positions.
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Identifier	Listname	Description
S09	 p; Evironmental Science	
S090101	Environmental Science	define and list characteristics and properties of human populations, factors which may increase or decrease population growth; explore issues such as disease, density, fertility, mortality, and future alterations.
S090102	Environmental Science	list, compare and analyze environmental hazards to human health: natural hazards (e.g.hurricanes, earthquakes), chemical hazards, biological hazards, industrial waste, fossil fuel burning; discuss costs and methods of dealing with hazards.
S090103	Environmental Science	analyze and compare ways in which human activities affect or change the environment for either the benefit or detriment of humans, animals, plants, and the ecosystem.
S090104	Environmental Science	study the aquatic environment: water resource management, water sources and aquifers in Alaska and the continental United States;define sources of pollution; test for ground water contamination and identify sources of contamination.
S090105	Environmental Science	identify, define, and describe the composition of different types of soil; prepare profile of a specific soil and present a report; conduct contamination tests and identify sources of contamination; identify and compare methods of soil resource management
S090106	Environmental Science	locate, identify, describe, and compare desert, tundra, forest, grassland, and wetland biomes of the world; identify and describe the local biome, compare to the model type in the appropriate category, describe and compare the unique adaptation of plants
S090107	Environmental Science	develop mapping skills: measure latitude and longitude, use surveyor tools to identify and map local sections, utilize GPS system, and analyze, interpret, and create topography maps.
S090108	Environmental Science	define and describe the field of ecology, compare to other sciences within the life and earth sciences, and list and define the subdivisions of the field of ecology; discuss how ecological information can impact human civilization.

S090201	Research & Inquiry	communicate effectively about science in technical and non-technical terms; write and present reports about scientific results coherently and effectively using computers, good writing skills, graphs, and mathematical models.
S090202	Research & Inquiry	evaluate experiments, hypotheses and evidence logically; explain the standards of logic, ethics, and evidence required for good science.
S090203	Research & Inquiry	explain the procedures necessary to ensure the safe use of instruments, technology, materials, substances, and organisms; compare and contrast fundamental and derived units of measurement; identify and describe scientific instrumentation most used in the
S090204	Research & Inquiry	design, conduct, report, and evaluate scientific investigations of questions and phenomena; explain the purpose of each component of the investigation: observing, classifying, measuring, interpreting data, inferring, communicating, controlling variables,
S090205	Research & Inquiry	read, interpret, and synthesize data represented in multiple formats: scattergrams, pie graphs, linear equations, bar graphs; identify the type of information for which each type of graph is most appropriate; locate points on a graph using coordinates; ex
S090301	Nature & History of Science	discuss the nature of science as a field of investigation and the reason for the constant changing of scientific hypothesis and theories as new discoveries lead to new technology which leads to new evidence which leads to new theories (give examples from
S090302	Nature & History of Science	explore the controversies and ethics involved in the study of environments: endangered species, soil and water pollution, human health, wetlands preservation, urban sprawl, and ecosystem degradation.
S090303	Nature & History of Science	create a timeline of important scientific discoveries and technological inventions in the field of environmental science from ancient to modern times; discuss how science changes society and religion and how society and religion impact science; distinguish

S090401	Science in Everyday Life	analyze major technological changes or innovations which have impacted populations and ecosystems in Alaska over the last 50 years; identify and research a specific issue impacting life in the local community.
S090402	Science in Everyday Life	identify careers in the environmental sciences and the education necessary to pursue them; identify the uses of these fields in Alaskan industries.

Identifier	Listname	Description
H09	 Grade 9	
H09	 World History	
H0901	Economics	
H090101	Economics	describe and discuss the causes and effects of the changes in the economy of the World from ancient civilizations to the present.
H090102	Economics	identify and discuss issues of trade which have affected world history.
H0902	Geography	
H090201	Geography	use globes, maps, and computer resources to gather, analyze, and to draw conclusions about the geography of the continents and major countries and the impact of geography on world history and cultures; use geographical analysis to evaluate challenges and
H090202	Geography	define, locate, and describe the history, economy, resources, geography, culture, major cities and unique characteristics of the regions of the world.
H0903	Historical Inquiry	
H090301	Historical Inquiry	identify and define different theories of history and historical interpretation, i.e. great man vs. force of events, importance of the frontier, economic approaches.
H090302	Historical Inquiry	comprehend the force of change and continuity in world history.
H0904	Historical Perspective	
H090401	Historical Perspective	associate historical events with their geographic locations through the world.
H090402	Historical Perspective	identify patterns and draw conclusions by comparing and contrasting global events, leaders, and issues.
H090403	Historical Perspective	connect historical knowledge with student's own life, challenges and personal issues; view current global events in their historical context.
H0905	Technology	
H090501	Technology	analyze the impact technological innovation has had on various events, movements, wars, and leaders in world history; list and place on a timeline inventions and discoveries in transportation, communications, energy, physics and chemistry, medicine, and c
H0906	World History	
H090601	World History	list techniques and methods for studying prehistory and describe the evidence for telling how early humans and pre-humans lived; describe early prehistoric human societies around the world; list and identify famous sites and fossil evidence of prehistory

H090602	World History	identify, describe and place on a timeline the location and societies of the Neolithic revolutions in Africa, the Fertile Crescent, Asia, and the NewWorld.
H090603	World History	locate on a map and describe the lifeways, agriculture, government, arts, and accomplishments of early civilizations (4000 BCE- 1000 BCE) including Mycenae, Egypt, Mohenjo Daro, Celts and Mesopotamia.
H090604	World History	locate on a map and describe the lifeways, agriculture, government, arts, accomplishments and important events of the civilizations of the Ancient Era (1000 BCE- 300 CE) including the rise of Christianity, Zoroastrianism, Classical Greece, Alexander the Gr
H090605	World History	place on a timeline and describe important events, trends and people of the Early Common Era (300-1450): conversion of Rome to Christianity, fall of the Roman Empire, Gothic invasions, Byzantine Empire, rise of Islam, Sassanid Empire, Bantu settlement of
H090606	World History	identify, describe, place on a timeline and tell the significance of events, people, and cultures of the First Global Era (1450-1750): Scientific Revolution and the Enlightenment, world trade routes of British and Europeans, colonization and exploitation
H090607	World History	describe and explain the significance of events, technological discoveries, wars and people of the civilizations of the Era of Revolutions(1750-1914): Latin American independence movement, the industrial Revolution in England, rise of the plantation sys
H090608	World History	describe and explain the significance of events, technological discoveries, wars and people of the period from World War I-the end of World War II (1914-1945) on all the continents; match the names and accomplishments of the following: Winston Churchill,
H090609	World History	describe and explain the significance of events, technological discoveries, wars and people of the period from the end of World War II to the 21st century (1945-present) on all the continents.

Identifier	Listname	Description
LA09		 English 9
LA090101	Literature & Reading	read and analyze the literary forms and components of fiction, poetry, drama, essay and personal narrative identifying and explaining the function of plot, character, theme, motif, symbol, description, dialog, irony, and foreshadowing; analyze poetic fo
LA090102	Literature & Reading	begin formal study of the genres of literature: as part of small and large group projects in class, study, read, analyze and discuss a long narrative poem or epic, a drama, a novel, an essay, a daily newspaper, and a non-fiction book.
LA090103	Literature & Reading	read and comprehend narrative passages to infer character motivation, use of figurative language, authorial purpose, significance of events, dialog and figurative language; use webbing, mapping, outlining and clustering skills to analyze fiction and non-f
LA090104	Literature & Reading	study one literary classic in depth as part of a class unit lasting 2-4 weeks.
LA090105	Literature & Reading	read independently one quality age and grade appropriate novel per month and report in writing, orally, or respond in artistic or creative project.
LA090201	Research Skills	research a topic of personal interest, collect and synthesize data from at least 10 sources including library, web sites, and agencies and organize data using a formal three layer outline in traditional and technical format(I A 1 or 1.1.1); complete a fo
LA090202	Research Skills	identify, select, evaluate and use a variety of information sources to complete research projects.
LA090203	Research Skills	evaluate and summarize on note cards and in narrative text data from maps, graphs, and charts and statistics as presented in reference books, non-fiction library books, internet web sites, newspapers, periodicals, and advertisements; translate information
LA090301	Speaking	learn and apply telephone skills appropriate for an agency or business using proper greetings, taking messages, and providing information; practice skills by serving as school receptionist for one hour daily for a week.
LA090302	Speaking	use standard formal manners in introducing self, parents, teachers and peers to other adults and peers; open and close introductions and conversations politely; use proper diction, dress, and manners for interviews and formal meetings.
LA090303	Speaking	present three minute formal report based on research paper as part of a group panel discussion.
LA090304	Speaking	participate in a rehearsed dramatic presentation of a published play.
LA090401	Technology	master at least 2 different word processors to routinely complete writing assignments using spell checker and other aspects of the toolbar; master use of spreadsheet and data base and integrate data from all three into research reports.
LA090402	Technology	use Internet daily or twice weekly to collect information or communicate using e-mail.
LA090403	Technology	set up a new computer out of the box, install software and connect to school network.
LA090501	Writing	develop writing skills by planning, drafting, revising, proofreading, and publishing eight essays of no less than 2 pages (12 pitch single space) using word processor for all stages of writing; essays to include the following: objective report, process (h

LA090502	Writing	proofread all final versions of writing for formatting, spelling, capitalization, syntax, and grammar conventions in essays, stories, business and friendly letters**.
LA090503	Writing	edit writing to combine sentences for style and conciseness; edit for more effective language (active verbs and vibrant descriptors); revise to include more detail and more showing rather than telling sentences; identify irrelevant sentences or select tho
LA090504	Writing	use appropriate formatting and capitalization in reports and business letters**.
LA090505	Writing	keep a writing portfolio which includes metacognitive commentary on the selection and evaluation of the contents.
LA090506	Writing	write in one sitting a coherent extemporaneous organized five paragraph essay about a familiar topic using complete sentences, proofreading, transition devices, topic sentences and appropriate supporting detail, and relevant conclusion**.
LA090507	Writing	demonstrate recognition of rhetorical issues including audience, occasion, purpose, coherence, organization and sequence.
LA090509	Writing	write coherent paragraphs about an abstract concept or reflective thoughts about topics of personal interest such as career future, family history, relating historical or current events to own life.

Content + Verb = Student Learner Outcome

BLOOM'S TAXONOMY

Competence	Skills Demonstrated
Knowledge	• Observation and recall of information • Knowledge of date, events, places • Knowledge of major ideas • Mastery of subject matter • <i>Question Cues:</i> List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences • <i>Question Cues:</i> Summarize, describe, interprets, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• Use information • Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge • <i>Question Cues:</i> Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change classify, experiment discover
Analysis	• Seeing patterns • Organization of parts • Recognition of hidden meanings • Identification of components • <i>Question Cues:</i> Analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• Use old ideas to create new ones • Generalize from given facts • Relate knowledge from several areas • Predict, draw conclusions • <i>Question Cues:</i> Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognize subjectivity • <i>Question Cues:</i> Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Know, Do, and Understand Actions

Know and Recall Verbs	Short-Term Memory Do Verbs	Long-term Memory Do Verbs	Understand Verbs
Name	Solve	Solve & explain how	Explain why
Recall	Write	Write & explain how	Create examples
State	Draw	Draw & explain how	Use in another setting
Circle	Describe	Describe and explain how	Project to another context
Locate	Weld	Weld and explain how	Develop deep and rich metaphors and similes
Underline	Map	Map and explain how	Infer
Tell	Explain	Explain what or how	Show and work with deep nuances of distinction
Describe	Graph	Graph and explain how	
List	Act out	Act out and explain how	
Explain what	Depict	Depict and how	
Give the reasons given	Convey	Convey and explain how	
	Compare	Compare and explain how	
	Persuade	Persuade and explain how	
	Contrast	Contrast and how	
	Diagram		
	Construct charts		

3rd Grade Curriculum Map 2000-2001

LaRee Ueek

Month and bulletin board	Reading	Writing	Science	Social Studies	Math	Handwriting	Kits
September Plants	summarize compare/contrast fantasy/realism word endings	Subject/predicate Run-ons !,,? outlines complete sent.	Plants Classify/compare Cell Human effect on environment	Family around world- food, shelter, trans. Timelines for each	+,- review word problems fact families, compare, inverse operations	Review print DOL: verbs, nouns	Plants
October Jobs, community roles	Details Character traits Setting, plot Compound wds. Synonyms antonyms	Story boards Root words Fragments outlines Alphabetical order	Scientists role Local problems Traditional Sci. in Galena	Community, jobs Goods/services Role play jobs	Place value Round/estimate +,-, x patterns, odd-even pts. on # line	Cursive DOL: compound words, root words, sent. Fragments	
November Ecosystems and animals	Main idea/titles Supporting detail Fact/opinion	Writing w/ outline Combining sent. Writing answer ? adverbs	4 ecosystems food chains 4 major classes vert. & invert.	Local government Elections/ voting Pilgrims, etc.	+,-, x time, calendars money measurement	Cursive DOL: adverbs, fact/opinion	Time/Money AK animals Birds
December Holidays	Cause/effect Following directions Helping verbs	Writing answer ? Adjectives Paragraphs contractions	Continue ecosystems	Holidays around the world	+,-, x geometry, area fact families word problems	Cursive DOL: adjectives, answer ?'s	
January Space	Predict outcomes Sequence events Prefixes un, re Problem solving	Dialogue Commas Paragraphs - beg., mid. end	Weather Atmosphere Orbit Planets	Geography Major hist. Fig. Time lines 1 st 5 presidents	+,-,x multiple 10, 100 graphs, tables word problems	Cursive DOL: dialog commas	US History Colonial Am. Solar System
February Experiments	Making inference Draw conclusion Map keys, graphs	Proofreading, revision Adj./adv. Prefix/suffix	Experiments Read/interpret data, safety proc. Measurement Report findings	Maps, symbols Graphs Raw materials to processed goods	+,-,x fractions probability	Cursive DOL: adj. Adv., edit	Fractions Map & Globe Skills
March American Folk Heroes	Cause/effect Categorize/classify Research skills	Pronouns Paragraphs Story, problem	Simple machines Gravity, Magnets	Native Am. Grps Am. Folk heroes	x,-,+ decimals rounding, +,-	Cursive DOL:suffix, prefix	
April AK culture	Author viewpoint Generalizations	Proofreading Revision publication	States of matter Energy	Alaska resources 5 AK cultures AK first populations	+,-,x, div. Word Problems	DOL: edit	AK geography Multicultural
May	Poems Homonyms	Research, use paragraph form	Diseases, hygiene, safety	State government	Word problems Graphs and tables		

September Curriculum Map

3rd Grade, L. Ueeck

[illegible]

August Curriculum Map

3rd Grade, L. Ueeck

	Reading	Writing	Spelling	Social Studies	Math	Procedures
Skills to be covered	First book in series	Story prompt Sample of printing, possibly cursive.	Review most commonly used words from first and second grade	Patriotic symbols H30101 H30703	Review 1 digit addition and subtraction	Make up rules, consequences and rewards Procedures for the following: Walking in hall Getting drink Using bathroom Asking for help Use of music in class Schedule Quiet signal Use of appropriate classroom areas Working with partners/groups Social skills
Materials						
Notes						

September Curriculum Map

3rd Grade, L. Ueeck

[illegible]

October Curriculum Map

3rd Grade, L. Ueeck

	Reading	Writing	Science	Social Studies	Math	Handwriting
October	Details	Story boards	Scientists role	Community, jobs	Place value	Cursive
Jobs, community roles	Character traits	Root words	Local problems	Goods/services	Round/estimate	DOL:
	Setting, plot	Fragments	Traditional	Role play jobs	+, -, x	compound words, root words, fragments
	Compound wds.	outlines	Sci. in Galena		patterns, odd-even	
		Alphabetical order			pts. on # line	
Checklist	map, bubble, or draw story board of short story or novel; participate in Battle of the Books or other literature study program; identify story elements of character, setting, and plot. identify character traits, infer character motive and feelings, and evaluate response.	sentence fragments, <i>identify root words;</i>	identify three local community problems which science might aid in solving; discuss which kinds of scientists might be involved in finding solutions. <i>visit with community elders, collect examples of traditional knowledge and classify within framework of the disciplines of "western" science. discuss four ways in which science has benefited life in the community or affected the student's own life, activities, health, or recreation.</i>	<i>distinguish between jobs which produce goods and those which produce services; give local examples of each; list jobs in the community and classify them; understand that money comes from work; participate in a role play job. develop an understanding of budgeting by shopping with a limited budget for a class party. learn that scarce goods, like a popular video, cost more money.</i>	identify place values in whole numbers to 1000; write whole numbers to 1,000,000; analyze a group of numbers to determine similarities; determine odd and even and predict if the solution to an equation will be odd or even. round decimals to whole numbers and use to estimate outcome of a given equation; round whole numbers to nearest 10, 100 and 1000; explain when rounding and estimation are appropriate. <i>identify points on a number line.</i>	
	LA30204 LA30301 LA30304	LA30107 LA30204 LA30308	S30501 S30503 S30601 S30602 S30603	H30103 H30104 H30302	M30601 M30602 M30603 M30702 M30703 M30704 M30901 M30902	
Materials	Houghton-Mifflin		Local Elders		Place Value ch. 2	
Assessment	Journal Quiz Rehearsal Daily assignments					
Notes						

November Curriculum Map

3rd Grade, L. Ueeck

	Reading	Writing	Science	Social Studies	Math	Handwriting
November	Main idea/titles Supporting detail Fact/opinion	Writing w/ outline Combine sent. Writing answer ? adverbs	4 ecosystems food chains 4 major classes vert. & invert.	Local Government Elections/ voting Pilgrims	+, -, x time, calendars money measurement	Cursive DOL: adverbs fact/opinion
Checklist	select and read chapter books from library reading one chapter at a sitting; independently read a picture book 4 times per week at home (150 per year) or read one chapter book weekly. identify or select the topic sentence in a paragraph. identify implied main idea of a passage, identify statements as facts or opinions; list facts provided in a passage. LA30301 LA30305 LA30306 LA30404	combine two sentences using a variety of strategies; use correct comparative adverbs, practice writing skills daily: write illustrated stories, poems, and friendly letters(using correct format) ; keep writing portfolio LA30104	recognize four major ecosystems and tell the major difference in plants and animals of each; give examples of how different water resources, soil and weather affect the survival of a particular plant or animal. compare the life cycles of representative animals of the four major classes; classify animals by physical attributes; distinguish vertebrates and invertebrates. S30202 S30204 S30203	explain the democratic process as elections and voting; participate in Kids Voting tell the role and different functions of local government including citizen, city council, and mayor; identify and tell the roles of voters, elected officials, police, news media, and lawyers; list the functions or services provided by local government; tell the powers and limitations of power of elected officials. <i>tell the value of leadership and of public service in terms of school as a community; participate in student government activities and in service activities such as clean up day; read the elementary student handbook and list rights and responsibilities; recognize political, personal, and economic rights of the citizens of a democracy.</i> H30101 H30102 H30105 H30701	perform realistic detailed measurements: determine time length and read a digital clock; select different sets of coins to total the same amount; convert metric to standard units and reverse as necessary to solve a word problem. select and use appropriate technology to solve math problems including calculators, computers, and protractors. M30501 M30502 M30503 M30301 M30901 M30902	
Materials	Houghton-Mifflin		Alaska Animals, Birds Kit Traits ch. 2 Lifecycles ch. 3 Ecosystems ch. 4 Webquest	Go to city hall Vote during local or presidential elections	Time/Money Kit Time/Money ch. 3 Measurement ch. 7	
Assessment	Journal Quiz Rehearsal Daily assignments					
Notes						

December Curriculum Map

3rd Grade, L. Ueeck

	Reading	Writing	Science	Social Studies	Math	Handwriting
December Holidays	Cause/effect Following directions Helping verbs	Writing answer ? Adjectives Paragraphs contractions	Continue ecosystems	Holidays around the world	+, -, x geometry, area fact families word problems	Cursive DOL: adj. Writing answer to ?'s
Checklist	distinguish cause and effect, <i>use context clues to guess meaning of new words.</i> ; explain the organization of the chapter titles in a non-fiction book. LA30301	complete short homework assignments; follow test directions. use correct comparative adjectives. LA30701 LA30301	recognize four major ecosystems and tell the major difference in plants and animals of each; give examples of how different water resources, soil and weather affect the survival of a particular plant or animal. compare the life cycles of representative animals of the four major classes; classify animals by physical attributes; distinguish vertebrates and invertebrates. S30202 S30204	learn about how holidays are celebrated around the world such as Halloween or Christmas in Mexico or Chinese New years. H30201	visualize transformation of figures, compare figures, predict shadows cast by figures; solve problems using geometry to recognize numerical patterns; construct a 3D figure using a 2D guide. use a protractor to measure an angle; recognize properties of lines, segments, and rays. determine area of a rectangle and volume of a solid figure by counting square units. M31002 M31003 M30404 M30401 M30402 M30402 M30403 M30901 M30902 M30505M	
Materials	Houghton- Mifflin		Alaska Animals, Birds Kit Traits ch. 2 Lifecycles ch. 3 Ecosystems ch. 4 Webquest		Geometry ch. 10	
Assessment	Journal Quiz Rehearsal Daily assignments					
Notes						

January Curriculum Map

3rd Grade, L. Ueek

	Reading	Writing	Science	Social Studies	Math	Handwriting
January	Predict	Dialogue	Weather	Geography	+, -, x	Cursive
Space	Sequence	Commas	Atmosphere	Major hist. Fig.	multiple 10, 100,	DOL: dialog,
	Prefixes un,	Paragraphs	Orbit	Timelines	geometry continued	commas,
	re	- beg., mid.	Planets	1 st 5 presidents	graphs, tables	homophones
	Problem solving	end			word problems	
Checklist	identify sequence, draw an implied conclusion or generalization; infer meaning from figurative language; <i>select word which best satisfies context of a passage;</i>	identify quotation marks as setting off dialog. use commas in dates, letter salutations, closings, and addresses in friendly letter, separating items in a series. LA30108 LA30110 LA30701	explain that the earth has an atmosphere composed of gases; identify instruments of weather prediction and discuss how weather can affect human life. Explain how the orbit of the earth around the sun causes day and night and the change of seasons; describe the orbit of the moon and its effect on earth. Identify, describe, and define the components of the solar system including sun, earth, moon, planets and their moons, and asteroids S30101 S30102 S30103	<i>use vocabulary of history and chronology: ancient, modern, future, current; understand calendar time including years, decades, centuries, millennia; summarize information presented in a timeline.</i> observe change over time by comparing pictures and photos of people's dress, transportation, and ways of living from ancient to modern times. use information presented in a flow chart, list chart, line graph or table to make inferences about historical events; match the names and accomplishments of major historical American figures: Abraham Lincoln, TR, Martin Luther King, Benjamin Franklin. tell about the early European settlements in America, and the "discovery" of the New World by Columbus. list the names and accomplishments of the first five presidents of the United States H30401 H30402 H30403 H30404 H30405 H30702 H30706	add or subtract information presented in a bar graph; identify, compare, and analyze points on a line graph and data in a table. use multiples of 10s and 100s to solve problems. add, subtract, multiply, and divide 3 digit whole numbers regrouping as necessary and using long division including remainder. M30201 M30701 M30901 M30902	
Materials	Houghton-Mifflin		Solar System Kit Weather ch. 10 Moon Ch. 8	US History & Colonial American Kits Timelines from book Geography unit	Graphs ch. 6	
Assessment	Journal Quiz Rehearsal Daily assignments					
Notes						

February Curriculum Map

3rd Grade, L. Ueek

	Reading	Writing	Science	Social Studies	Math	Handwriting
February Experiments	Making inference Draw conclusion Map keys, graphs	Proofreading, revision Adjectives Adverbs Prefix/suffix	Experiments Read/interpret data, safety proc. Measurement Report findings	Maps, symbols Graphs Raw materials to processed goods	+, -, x fractions	Cursive DOL:adj., adv.
Checklist	use illustrations, maps, and graphs to get details. interpret maps and map keys to find information and directions; read diagrams, graphs, and charts to collect information. LA30302 LA30. 3 LA30405	use a grade level word processor to do final version of a story or report of 1-3 paragraphs; utilize the spell checker. understand that writing is a process; prewrite using story mapping or bubbles; develop two drafts and correct sentences for commas, apostrophes, end marks, spelling and capitalization; read drafts aloud to partner for sense; use cursive writing and computer printing. LA30105 LA30701	conduct independently or with a partner age appropriate simple experiments: observe, classify, measure, collect, graph, and interpret data, hypothesize, and write 1 paragraph report on results using graphs and simple data charts; tell the name and purpose of each stage of the experiment as well as explaining the hypothesis tested. <i>read and interpret data from bar graphs and simple charts; create bar graphs. read and interpret measurement instruments of volume, length, temperature and time in metric and standard units; determine which scientific tools are appropriate to a given task; identify specific tools used by scientists in different disciplines (microscopes, weather balloons, etc.)</i> plan with class to develop safety procedures for a specific experiment or observation activity. <i>compare how scientists, artists, politicians, and economists approach a problem.</i> define in own words the following: observation, experiment, principle, law, and theory. S30401 S30402 S30403 S30404 S30602	interpret simple symbol and picture charts and graphs which represent economic information about production, population, agriculture, and jobs. understand and connect the production of raw materials like corn, milk, wheat, or resources like oil with the processing and final distribution of finished products such as ice cream, popcorn, or gasoline; read and interpret diagrams which illustrate this process. distinguish between renewable and non-renewable resources; list and describe the resources of Alaska. <i>use map symbols to locate places, collect information, and draw conclusions; read a basic grid map; read land use maps; identify specific states on a map of the United States; identify the Northern, Southern, Eastern and Western hemispheres; identify and differentiate longitude and latitude lines; interpret map keys and distance scales.</i> H30303 H30304 H30305 H30306 H30405	add, subtract, and translate decimals and currency; visualize and match shaded figures, decimals, and fractions translating between equivalents. add and subtract fractions with the same denominator <40. M30302 M30304 M30901 M30902	
Materials	Houghton-Mifflin		Science Fair projects Experiments/Demonstrations	Map and Globe Skills Kit	Fractions Kit Fractions ch. 15	
Assessment	Journal Quiz Rehearsal Daily Assig.					

March Curriculum Map

3rd Grade, L. Ueeck

	Reading	Writing	Science	Social Studies	Math	Handwriting
March	Cause/effect	Pronouns	Simple machines	Native Am. Grps	x, -, +	Cursive
American Folk	Categorize	Paragraphs, story	Gravity, Magnets	Am. Folk heroes	decimals	DOL:
Heroes	classify	problems			rounding, +, -	pronouns,
Checklist	Research skills	Editing, revision				prefix, suffix
	use on-line or CD age appropriate encyclopedia to find information for a report on a country, plant or animal; explore an age appropriate web site selected by the teacher and collect data. LA30402 LA30109 LA30702	apply capitalization rules: "I", first word of a quotation, proper nouns, days of the week, months, cities, states, titles, and salutations, closing and addresses in friendly letter. use apostrophes in contractions and nouns of possession; LA30107 LA30701	demonstrate the effects of magnets on different objects; demonstrate the effect of gravity on objects in motion. <i>tell in own words that work is a function of mass and distance; explain and apply the use of simple machines including pulleys and wheels.</i> S30301 S30303	, compare the lifeways of major Native American groups pre- contact; locate on a map and list some of the tribes associated with different cultures and regions; tell about conflicts and cooperation during contact, read about American folk heroes like Paul Bunyan and Mike Fink. H30202 H30205	compare decimals using order symbols: = < >. M30303 M30901 M30902	
Materials	Houghton- Mifflin		Simple Machines ch. 6		Decimals ch. 15	
Assessment	Journal Quiz Rehearsal Daily assignments					
Notes						

April Curriculum Map

3rd Grade, L. Ueek

[illegible]

May Curriculum Map

3rd Grade, L. Ueeck

	Reading	Writing	Science	Social Studies	Math	Handwriting
May	Poems homonyms	Research, use paragraph form	Common diseases Personal hygiene & safety, Rocks	state government	Word Problems, Graphs and Tables	DOL: homonyms, editing
Checklist	participate in a small group discussion, taking turns, listening, and contributing to group task. read personally developed story, poem, or short report to the entire class as part of a public speaking practice; participate in a 2 minute show and tell to whole class. LA30402 LA30403	participate in a small group research project (I search) on an age appropriate topic. <i>plan, draft, revise and publish a story or simple (book plant or animal)report of 1-3 paragraphs with a beginning, middle and end using at least ten sentences (at least twice a month).</i> LA30406 LA30701 LA30602 LA30603	<i>tell how common diseases are transmitted and apply to his/her personal hygiene and safety. identify the properties of rocks and common minerals.</i> S30201	draw the basic structure and function of state government: legislature, courts, and governor: name the governor, the local state senator or representative, and a judge for the area. H30103 H30105	collect, organize and graph discrete, and continuous data and data in intervals to solve real world problems. understand that math is logical and that solutions and explanations of math problems, patterns, relations and properties make sense and can be used to justify and explain both math and real world situations. use everyday language to write and reflect about math processes; use the language of math to analyze the real world; reflect metacognitively on math learning. M31002 M30201	
Materials	Houghton-Mifflin		Health and Safety Kit		Graphing ch. 6	
Assessment	Journal Quiz Rehearsal Daily assignments					
Notes						

Algebra I...at a glance

Key: 1.) Topic/objective

- a. Checklist reference/math standards
 - b. Practice test items
-

Unit 1

- 1.) Compare/convert/multiply/etc. integers and fractions (rational numbers)
 - a. M090301, M090402
 - b. 2, 5, 16, 42
 - 2.) PEMDAS
 - a. M090104
 - b. 15, 28
 - 3.) Distributive property and dividing polynomials by a monomial
 - a. M090103, M090105, M090801
 - 4.) Interpreting/creating a graph
 - a. M090202
 - b. 3, 4, 37, 47, 46, 60
 - 5.) Analyze Patterns
 - a. M090501
 - b. 7, 13, 25
-

Unit 2

- 1.) Number theory
 - a. M090401
 - b. 27, 30, 39
- 2.) Unit conversions/scale factors/measuring
 - a. M090301
 - b. 23, 32, 34, 52, 53
- 3.) Measures of central tendency
 - a. M090601
 - b. 10, 26
- 4.) Probability/percents/decimals
 - a. M090302
 - b. 33, 41, 57, 60

Unit 3

- 1.) Solving equations using addition and subtraction
 - a. M090105, M090403, M090801
 - 2.) Solving equations using multiplication and division
 - a. M090105, M090403, M090801
 - 3.) Solving equations using (+, -, X, /)
 - a. M090105, M090403, M090801
 - 4.) Solving fractional equations (rational), and ratio problems
 - a. M090105, M090403, M090801
 - c. 8, 55
 - 5.) % increase/decrease problems and equations
 - a. M090105, M090403, M090801
 - b. 9, 20
-

Unit 4

- 1.) Cartesian coordinates (quadrants, axis, origin) rectangular and coordinate plane.
 - a. M090201
 - 2.) Graphing a point
 - a. M090201
 - 3.) Creating a data table given an equation.
 - a. M090201
 - b. 40
 - 4.) Graphing a line given a table.
 - a. M090201
 - b. 48
 - 5.) Checking answers using a graphing calculator.
 - a. M090802
-

Unit 5

- 1.) Parts of a line (lineology)...slope, y-int, x-int.
 - a. M090201, M090202
- 2.) Slope intercept equation
 - a. M090101, M090201, M090202
 - b. 31

3.) Convert between: $y=mx+b$, table, graph, equation, standard form.

a. M090101, M090201, M090202

b. 14

Unit 6

1.) Perpendicular, parallel, coincidental, intersecting lines and equations.

a. M090101, M090803

b. 12, 43, 48

2.) Solving sets of linear equations, intersecting lines.

a. M090101, M090803

3.) Graphing sets of lines

a. M090101, M090803

b. 62

4.) Substitution, elimination (linear combination)

a. M090101, M090803

b. 21, 36, 50, 63

Unit 7

1.) Powers and roots

2.) Solving simple quadratic equations (i.e. Pythagorean)

a. M090102, M090103

b. 38, 56

3.) Solving complex quadratic equations (factoring, quadratic formula)

a. M090102, M090103

b. 35

Unit 8

1.) Trigonometry

a. M090701, M090804, M090805

2.) Sin, Cos, Tan

a. M090701, M090804, M090805

TO: K-8 Elementary Teachers

FROM: Jim Foster, Assistant Superintendent

DATE: November 3, 2000

RE: K-8 Alignment of Report Card Checklist with Curriculum Map, Instructional Resources and Assessment

I am in the process of locating professionals who will be able to assist us with the alignment of our report card checklist items with your curriculum maps. Then we will add the resources and assessments to each checklist item. We will hire a substitute teacher so that you can work one day with the specialist (s).

Report Card Checklist Item	Curriculum Map	Resources	Assessment
Math Concepts: observe and analyze the relationship between mathematical concepts; represent a problem numerically, graphically and symbolically and translate between alternative and equivalent representations.	The month that the report card checklist items will be taught.	Teaching materials will be aligned to the report card checklist item.	Assessments must be aligned to the verbs indicated in red.
CONCEPTS: analyze the functions of numerators and denominators and represent Fraction concepts in bar graphs and diagrams.			

1. Multiple checklist items need to be aligned and taught to insure that the curriculum can be taught in one calendar year.
2. Writing will be integrated into each lesson and aligned with the verb.
3. Parallel assessment will be developed.
4. Curriculum checklists will be narrowed, if possible.
5. Spiraling of the curriculum checklist will be developed, insuring instructional continuity.

Teacher Effectiveness

<u>Training Steps</u>	<u>Knowledge Mastery</u>	<u>Skill Acquisition</u>	<u>On-the-Job Application</u>
Theory	Middle to High 85%	Low 15%	Very Low 5 – 10%
Theory & Demonstration	High 85%	Low to Middle 18%	Very Low 5 - 10%
Theory, Demo Practice/Feedback	High 85%	High 80%	Very Low 10 – 15%
Theory, Demo, Practice/Feedback & Coaching	High 90%	High 90%	High 80 – 90%

--Bruce Joyce & Beverly Showers

LIGHTSPAN

Effective Teaching, Learning & Assessment

Summer Institutes

Colorado
Summer 2001
Institutes

Learn the Keys to:

- Increase motivation
- Reach high standards
- Succeed with difficult learners
- Reduce discipline problems
- Boost assessment results
- Increase understanding
- Enjoy teaching more
- Improve the quality of student work
- Reduce achievement gaps
- Integrate brain, motivation, and cognitive research to increase student achievement, motivation, and learning



with Spence Rogers,
author of *Motivation & Learning*
and *The High Performance Toolbox*,
together with Jim Ludington,
Becky Graf, Dan Langendorfer
and other Peak Learning Systems
Practitioner Coaches.

July 9-14, 2001

The Effective Teaching and Learning Institute

Participate in six, action-packed and fun-filled days of **practical and proven** ways to increase student motivation and learning to reach the highest standards! **Discover the secrets to student achievement** and learn the P.E.A.K. model (Performance Excellence for All Kids) that incorporates **brain and motivation** research with best practices in **teaching, learning and assessment**.

Location: Steamboat Springs, Colorado

July 17-21, 2001

The Advanced Effective Teaching and Assessment Institute

The next step in learning **advanced effective classroom teaching and assessment practices** that utilize **brain and motivation** techniques to increase student achievement and learning. Share with other practitioners the successes and methods that work.

Location: Steamboat Springs, Colorado



PEAK
LEARNING
SYSTEMS

Meets the NSDC Standards

"I just can't tell you enough
how meaningful, inspiring,
and useful these Institutes
have been!"

Effective Teaching & Learning Institute

Thank you for a wonderful week! You are all amazing. The warmth and energy you demonstrated amazes me. You modeled meeting student needs and building community so well that I am sad to leave. You also gave me strategies to do the same in my classroom.



July 9-14, 2001



About this Institute

Join Spence Rogers and the Peak Learning Systems practitioners to learn how to **exceed standards and improve learning for all students.**

Intensive, practical, action-packed, and fun, these six days are filled with effective, **K-12 classroom-tested, research-supported guidelines, tips, strategies, and techniques** for blending the best of the old with current brain and motivation research to **increase student learning and achievement.** The concepts, guidelines, and strategies **modeled and taught** in this "walk-the-talk" Institute are being successfully used by **real teachers in real classrooms.**

"Exciting and energizing! I cannot do justice to the ideas and thoughts that were evoked in me. I am a second year teacher and am so glad that I could be a part of this now while I am building my experiences. Super Fun, too!"

Why Attend This Institute

You will take back:

- A new excitement for teaching and education
- The **six non-negotiable keys** for unlocking intrinsic motivation
- Clear and easy-to-follow **guidelines for increasing student motivation**
- Over 123 instructional **strategies** and effective **teaching practices** for **reaching high standards**
- Ways to use **assessments** to **enhance the quality** of student work and the depth of learning
- Effective techniques for **increasing understanding and retention**
- **Ideas** from Peak Learning Systems' classroom teachers and coaches and from other participants
- Critical step-by-step ways to develop and use **coaching rubrics** to improve student performance
- Powerful **resources** and hundreds of practical tips for **increasing achievement**
- Tips for **designing lessons** that are motivating
- Ways to address **multiple intelligences** to boost learning and involvement
- **Grading procedures** that work

Who should attend

Veteran teachers looking for research-supported, practical, and powerful techniques to address today's complex students, content standards, and increased accountability

New teachers wanting a head start in classroom tested ways to ensure enhanced motivation and learning

Teachers, administrators, and staff developers looking for effective teaching methods for block schedules

Administrators and staff developers searching for fresh approaches to supporting teachers with practical tools for increasing student achievement

Educators engaging in school improvement looking for do-able approaches that work

Anyone committed to making learning excellence by all a dream come true

Steamboat Grand Resort Hotel

Steamboat Springs, Colorado

GO, GO, GO: This is wonderful!

Energizing information essential

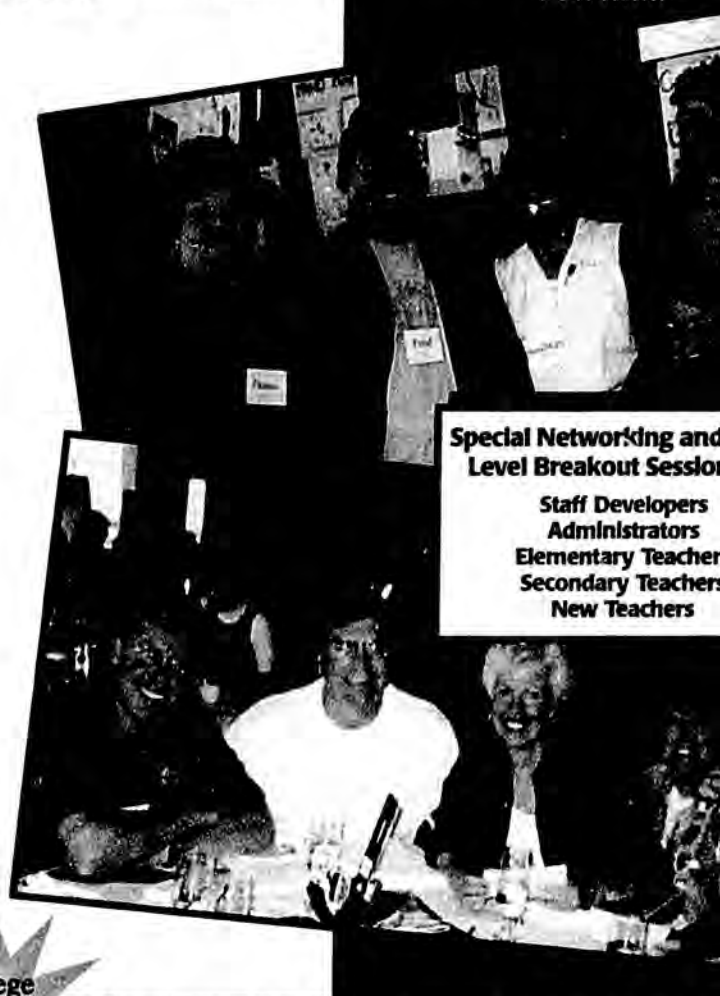
Learn How To ...

- Apply current brain and motivation research
- Use music to improve learning and attitudes
- Set up a classroom for maximum learning
- Incorporate brain research into your teaching
- Increase motivation with assessment
- Improve conceptual understanding with assessment
- Reduce the likelihood of violence
- Cut down on behavioral problems
- Use up to 327 research-supported teaching strategies
- Boost the quality of student work
- Grab students' attention and get them engaged
- Counteract the negative effects of extrinsic motivators
- Utilize movement, music, food, light, and colors
- Use feedback to improve motivation and learning
- Maintain a support network for your teaching
- Give directions students will follow
- Build memory based on two critical boosters
- Time assessments for maximum performance
- Design lessons and units for improved motivation
- Share the workshop with colleagues and parents
- Use essential keys, principles, guidelines, and strategies for making learning excellence by all a dream come true
- Get "A+" work from all
- Avoid words that diminish student commitment
- Use classroom assessments to increase achievement
- Develop effective classroom procedures
- Balance novelty and ritual
- Use effective questioning techniques to promote deep thinking and increase motivation
- Reduce classroom stress
- Reduce classroom resistance

College
Credit
Available

Topics

- | | |
|---|---|
| ■ Brain-compatible teaching | ■ Effective, research-supported teaching strategies |
| ■ Intrinsic and extrinsic motivation | ■ Lesson design models for increasing motivation and learning |
| ■ Block schedule teaching strategies | ■ Teaching, assessment, and curriculum resources |
| ■ Assessment and evaluation | ■ Flow |
| ■ Motivating and effective feedback | ■ Parental and collegial support |
| ■ Grading, accountability, and timeliness | ■ Teaching the unmotivated |
| ■ Scoring and coaching rubrics | ■ Cooperative structures |
| ■ Performance and assessment checklists | ■ Distributed practice and learning |
| ■ Exemplars, anchors, dimensions, and criteria | ■ 28/3 |
| ■ Standards-based teaching | ■ Music, food, movement, aromas, and color |
| ■ The six non-negotiable keys for high levels of motivation | ■ The fundamental core for motivation |
| ■ Assessment timing | |
| ■ Sonoma Accountability™ | |



Special Networking and Level Breakout Session
Staff Developers
Administrators
Elementary Teachers
Secondary Teachers
New Teachers

Institute Participants Leave With

- A personalized plan for increasing student motivation and learning
- Free on-line, fax, and phone support
- Proven tips for sharing the institute's valuable ideas with other teachers, administrators, and parents
- Networking directory
- Renewed excitement and proven, practical teaching strategies
- A commitment for ongoing support

Institute Participants Receive



Motivation & Learning the best-selling teaching resource book by Rogers, Graham, and Ludington with over 300 brain-compatible, research-supported guidelines, strategies, and tips for increasing student motivation and learning

Institute Notebook loaded with specially prepared guides, valuable information, and examples

Certificate of Completion, Personal Implementation Plan a \$10.00 voucher to apply toward the purchase of any of the dozens of valuable, best-selling resources available through Learning Systems on topics that include:

- | | |
|------------------|--|
| ■ Brain research | ■ Brain-compatible teaching |
| ■ Grading | ■ Concept-based curriculum |
| ■ Assessment | ■ Effective teaching strategies for block schedules, and more! |

Visit us on the web at www.peaklearn.com
To register call TOLL FREE at 877-321-PEAK (7325)

Advanced Effective Teaching & Assessment Institute

July 17-21, 2001

The most effective professional development program I have ever attended.

About the Advanced Institute

Join Spence Rogers and the Peak Learning Systems' team in learning **advanced, application level techniques and strategies for increasing motivation and learning** through context, instruction, curriculum, and assessment. This Institute builds from the six-day Effective Teaching Summer Institute. We will work with examples of student work, full classroom sets of important tasks, samples showing efforts and results with strategies and concepts from the Effective Teaching Summer Institute. Also, participants will bring pictures, stories, and artifacts to share with others and use for discussion springboards and problem solving. Participants must have completed The Effective Teaching and Learning Summer Institute prior to attending this Advanced Institute.

"Wow - never a dull moment and so much to take home! All done in an environment and with trainers who truly value each and every one of the participants."

Why Attend This Institute

You will take back

- Powerful assessment methods for enhancing motivation and learning
- PEAK unit and lesson design templates
- Your own PEAK unit draft
- Examples of PEAK classroom units, lessons, rehearsals, and assessments
- Procedures for designing effective performance tasks
- Ways to manage delayed testing and distributed practice in the classroom
- Strategies for using student work to improve instruction and learning
- Techniques for sharing the Institute concepts in your school
- Assessment methods for designing standards-based units of instruction
- Performance Task Designers and Rubrics
- Keys for managing the complex, research-supported classrooms

You will complete

- Performance Task Designers and Rubrics
- Plans for using effective assessment strategies to boost student achievement

Who should attend

Teachers, principals, and staff developers

from previous Peak Learning Systems' Effective Teaching Summer Institutes wishing to:

- Learn more in-depth instructional and assessment strategies for increasing motivation and learning
- Continue on the Certification Track for becoming a PLS certified trainer
- Gain practical designers and classroom examples

Steamboat Grand Resort Hotel

Steamboat Springs, Colorado

Learn How to ...

- Use the five performance actions
- Incorporate essential performance design components
- Design performance tasks
- Design and teach PEAK units
- Develop coaching rubrics from student work
- Use student work to enhance understanding
- Manage delayed testing and distributed practice
- Manage instruction for mastery of content
- Utilize pre-designed performance tasks
- Align assessment methods with curriculum
- Share workshop concepts with colleagues and parents
- Use Sonoma Accountability™
- Manage 28/3
- Enhance understanding through metaphors and similes

Experience over 37 brain-compatible teaching techniques, strategies, quick tips, ways to reduce learned helplessness, how to manage context for high levels of motivation and learning, and job specific networking sessions.

"The most effective professional development program I have ever attended! I have never come away from an institute with so many ideas that I will try where the presenters have modeled everything."

A highly motivating journey into looking at what's best for our kids. An awesome way to reflect and refresh! I can't wait for the year to start."

Topics

- | | |
|---|-----------------------------|
| ■ Performance design and implementation | ■ Performance actions |
| ■ Performance actions and components | ■ Assessment and curriculum |
| ■ Assessment | ■ Alignment |
| ■ Evaluation | ■ Accountability |
| ■ Performance tasks | ■ 90/90/90 Schools |
| ■ Coaching rubrics | ■ Motivation and assessment |
| ■ Scoring rubrics | ■ Delayed testing |
| ■ Performance checklists | ■ Distributed practice |
| ■ Grading | ■ Context |
| ■ Essential performance components | ■ The brain |
| ■ Exemplars, anchors, and dimensions | ■ Memory enhancement |
| | ■ Workshop sharing |
| | ■ Mastery of content |

Another
Awesome Ins



College
Credit
Available

Advanced Institute Participants Leave

- A personalized plan for implementation of PEAK units
- Examples of classroom proven PEAK units
- Free on-line, fax, and phone support
- Proven tips for sharing the Institute's valuable ideas with teachers, administrators, and parents
- A commitment for ongoing support

Institute Participants Receive



A copy of *The High Performance Toolbox* and Graham

Institute Notebook filled with essential info templates, designers, and examples.

Certificate of Completion, Advanced Pen Implementation Plan Guide and a \$10.00 apply toward the purchase of any of the dozen valuable, best-selling resources available through

Learning Systems on topics that include:

- | | |
|------------------|---|
| ■ Brain research | ■ Brain-compatible teaching |
| ■ Grading | ■ Concept-based curriculum |
| ■ Assessment | ■ Effective teaching strategies for block s |

And more!

Visit us on the web at www.peaklearn.com
To register call TOLL FREE at 877-321-PEAK (7325)

INSTITUTE INFORMATION

Lodging and Institute Locations

The Effective Teaching and Learning Institute
(July 9-14, 2001)

The Advanced Teaching and Assessment Institute
(July 17-21, 2001)

Steamboat Grand Resort Hotel
2300 Mt. Werner Circle
Steamboat Springs, CO 80487
www.steamboatgrand.com
Reservations (877) 288-2828 (toll free)
or (970) 871-5050

A special Peak Learning Systems' rate starts at \$79 for single/double occupancy. Rates may differ for other room configurations.

Steamboat Grand Resort Hotel offers the pleasure of staying at Steamboat's best address and all the amenities and services of a world-class hotel including an indoor pool, and exercise facility. Guest rooms have coffee makers, cable TV, and telephones with data ports. Some rooms and suites feature whirlpool tubs, gas fireplaces, and fully-equipped kitchens.

Information Packet

Each participant will receive a special Institute information packet with details about schedules, transportation, clothing, and more.

Schedule

Both institutes begin at 8:15 a.m. and end at 4:00 p.m. each day. Continental breakfast, welcome, orientation, and reception details will be in your information packet.

Travel Arrangements

Participants are responsible for making their own travel, transportation, and hotel arrangements.

Transportation

To reach Steamboat Springs, Colorado, fly into the Yampa Valley Regional Airport near Hayden (approximately 22 miles from the Steamboat Grand hotel) or fly into Denver International Airport (approximately 170 miles from the Steamboat Grand hotel). Shuttle service is available from both airports through Alpine Taxi. Please call (800) 343-7438 for pricing and reservations, or rent a car and enjoy the majestic drive.

Guarantee

Our institutes are satisfaction guaranteed. Please call for details.

Peak Learning Systems' Institute Staff



Spence Rogers: Spence Rogers, Director of Peak Learning Systems, is best known for his work in the area of building high performance classrooms and learning environments, helping to "make learning by all" a reality through enhanced student motivation, aligned curriculum, effective assessment and research-supported, brain-compatible instruction. Spence is consistently recognized for his abilities to make what he teaches theoretically sound and immensely practical. Spence began his career in education over 25 years ago. Honored by two Arizona governors for excellence in teaching, Spence has served as an award winning high school math teacher, math department chairperson, curriculum coordinator, staff development resource teacher, college instructor, and a consultant to schools, districts, boards, and states. He has worked with schools and districts across the United States and in Japan, Canada, Puerto Rico, Italy, Korea, Guam, China, Germany, Turkey, and Hong Kong. Spence is the author of several articles and lead author of four best selling resources that are highly praised for their practicality and adherence to research and best-known practices: *Motivation & Learning*, *The High Performance Toolbox*, *Teaching Tips*, and *Teaching Treasures*.



Jim Ludington: For over 25 years, Jim Ludington has been an outstanding, highly effective classroom teacher in the Gananda Central School District in New York and currently is the Math/Science/Technology Coordinator for the Penfield School District. He has been a valuable member of the Peak Learning Systems' team of educators for over twelve years. Jim is co-author of *Motivation & Learning* and a contributor to *The High Performance Toolbox*. In the classroom, Jim is highly regarded for his ability to tap the intrinsic motivation of secondary mathematics students. He strives to be on the leading edge of research-based, best-known teaching practices that continually benefit his students and boost achievement. Honored by the University of Rochester with their Excellence in Teaching award, Jim has been recognized twice as Outstanding Teacher of the Year by his district. Jim was a key player in the development of Gananda's Graduation Project which has been praised by educators from around the United States and Canada. In addition to teaching, Jim conducts workshops across the United States and Canada in the areas of reaching the standards in mathematics, effective teaching and assessment practices, increased motivation, and teaching strategies for block schedules.



Becky Graf: As an educator in the Eau Claire, Wisconsin area, Becky has taught high school language arts for eleven years to students of all ability levels. Becky implemented and now team teaches an innovative "learning community" at her high school. This integrated, inclusionary model allows seniors to pursue individual interests while focusing on entrepreneurship, team building, critical thinking and problem solving in core academic areas. As a member of her district staff development committee, Becky regularly sponsors workshops sharing tips for creating a context in which students are motivated to learn. At the university level, Becky also co-facilitates a learning community of graduate students, sharing expertise in current educational research and practice.



Dan Langendorfer: Dan Langendorfer started his teaching career in South East Los Angeles, California with 5th and 6th grades. Currently, he is an outstanding and highly recognized middle and elementary school teacher from Lockport, New York. For over twelve years, Dan has taught science, language arts, and reading. He is well known and respected for his ability to successfully teach, and use in his teaching, the essential keys and concepts of the P.E.A.K. model™. He has served as the Education Coordinator for a youth forestry camp in Massachusetts, ran the Adventure Camping program for the Boys and Girls Club of America and has been an Assistant Track Coach and Head Track Coach for nine years.



About Steamboat Springs

Nestled in the Rocky Mountains, near Rocky Mountain National Park, Steamboat Springs is one of the leading ski resorts in the country and is home to 43 Winter Olympic athletes. Alpine meadows are lushly carpeted with beautiful and vibrant wildflowers, and pristine lakes are swollen with trout. Rolling ranchland is populated with grazing animals and wildlife, while backcountry trails beckon hikers, bikers and explorers to the many wonders contained within hundreds of thousands of acres of National Forest. The area's unspoiled beauty provides a perfect setting for cultural and recreational activities. The warm, sunny days and cool evenings are just right for whatever you want to do. Learn more by visiting the web at www.steamboat-chamber.com.

Registration

1. Please complete one copy of this form for each person attending.
2. Please photocopy for additional registrations.
3. For groups, please send all registrations together.
4. Please print all of the following information clearly.



**Register early
and save!**
Institute sizes are limited!
Sign up now to reserve
your space!

1. Name _____ First Name for Name Badge _____
 Title/Position _____ Grade Level(s) _____
 Name of School/District/Organization _____
 Work Address _____
 City State Zip/Postal Code _____ Country _____
 Home Address (for summer mailings) _____
 City State Zip/Postal Code _____ Country _____
 Work Telephone No. _____ Fax No. _____
 Home Telephone No. _____ E-mail Address _____

2. 6-DAY TEACHING INSTITUTE: July 9-14, 2001

Super Saver Early Registration (by January 31, 2001)	\$ 695	_____
Early Bird Registration (February 1-April 30, 2001)	\$ 750	_____
Regular Registration (after April 30, 2001)	\$ 795	_____

5-DAY ADVANCED INSTITUTE: July 17-21, 2001

Prerequisite: The 6-Day Teaching Institute		
Super Saver Early Registration (by January 31, 2001)	\$ 595	_____
Early Bird Registration (February 1-April 30, 2001)	\$ 650	_____
Regular Registration (after April 30, 2001)	\$ 695	_____

Please check one of the following boxes when registering for the Advanced Institute:

- ☐ I have attended a previous Effective Teaching and Learning Summer Institute
☐ I am attending the Effective Teaching and Learning Institute July 2001
☐ I have a Prerequisite Waiver

SAVINGS

Group Savings: Each person that is part of a group registration of 2 or more people may subtract \$25 on their registration form.

Note: Please send registrations together _____

TOTAL

\$ _____

3. PAYMENT INFORMATION

- ☐ My check is enclosed (payable to Peak Learning Systems)
☐ My purchase order # _____ is enclosed
☐ Please charge my ☐ Visa ☐ MasterCard ☐ American Express ☐ Discover

Card # _____ Exp. Date _____
 Signature _____

Please Note: Participants are responsible for their own transportation, lodging, meals and miscellaneous expenses.

Please mail, fax, or phone your registration form with payment or payment information.



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[illegible]

OVERVIEW

Blended Structure and Style in Composition is a complete syllabus for teaching writing skills to children in grade one through high school.

Comprehensive systems for teaching writing skills are rare. Clearly, no single program will ever incorporate everything there is to learn about writing. This syllabus, however, when followed consistently, will prepare elementary age students with writing skills far above their peers. It provides a solid foundation for exceptional performance in high school and university. Equally as significant, this syllabus offers a way to assist the teacher in developing competency, independence and creativity in her students, all within a system which provides for concrete evaluation and measurable achievement. The challenge of "word-smithing" according to a concrete set of expectations becomes a game that children enjoy. As their enjoyment of writing increases, so do their skills.

The **structure** portion of the syllabus is divided into **nine units**, which may roughly correspond with the nine months of the school year, however it should be stressed that the pace of teaching must be adjusted to meet the age, ability and interests of the children. You may begin with Unit One and proceed through the units as the months unfold, or you may go directly to the unit of interest or need. Each year, the units may be taught again, but with more advanced source materials and with an increased expectation in quality and sophistication of output. The various structures are reinforced yearly and thus firmly internalized by the children.

The **style** syllabus is taught **throughout the units** at a speed with which it can be understood and utilized. Style is introduced one technique at a time. Only some students will master everything taught, but all students will master some of what is taught. While advanced style techniques will keep the brightest students excited about their writing, the basics of the syllabus will allow all students to achieve variety and competence in expression. The syllabus in style provides valuable communication tools which will serve them always.

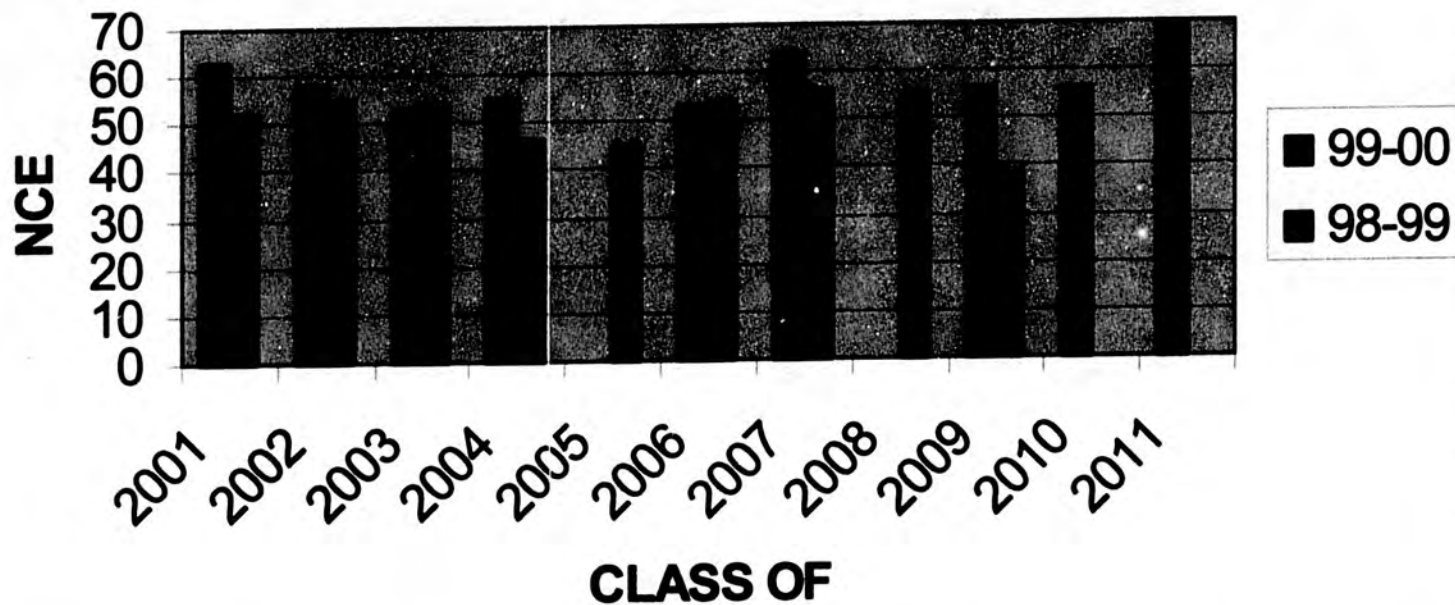
Some of the basic philosophic tenets of the Blended Sound-Sight Written Communication Pathway include:

1. When children are given structural guidelines and specific requirements, they are more able to develop competency, independence, and as a result, creativity.
2. The teacher should introduce one concept at a time, model it extensively and give numerous examples before requiring independence.
3. As students become competent at applying one concept, the teacher may introduce another, but should continue to require that each student use, in every composition, every technique they have learned so far.
4. For a high level of ability to develop, **writing must be practiced daily**. Shorter assignments given more frequently allow for faster progress through the syllabus.

Structure is rigid, style is fluid. Style is a "sprinkling system" to help bring writing to life. Style allows for creative experimentation, structure develops organizational skills. In the process of mastering the guidelines and requirements of this syllabus, students will acquire writing skills to last a lifetime.

Galena City School District

GALENA CITY SCHOOL CAT 5 SCORES



Galena City School District

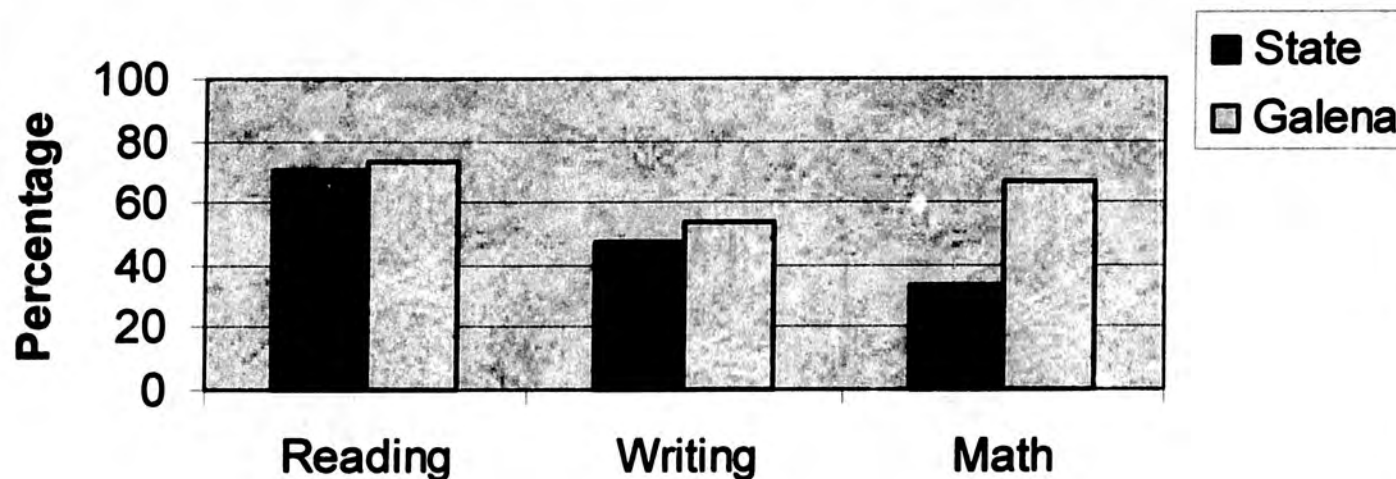
High School Qualifying Exam

15 Sophomore Students Tested

46% or 7 Students Passed all 3 Sections

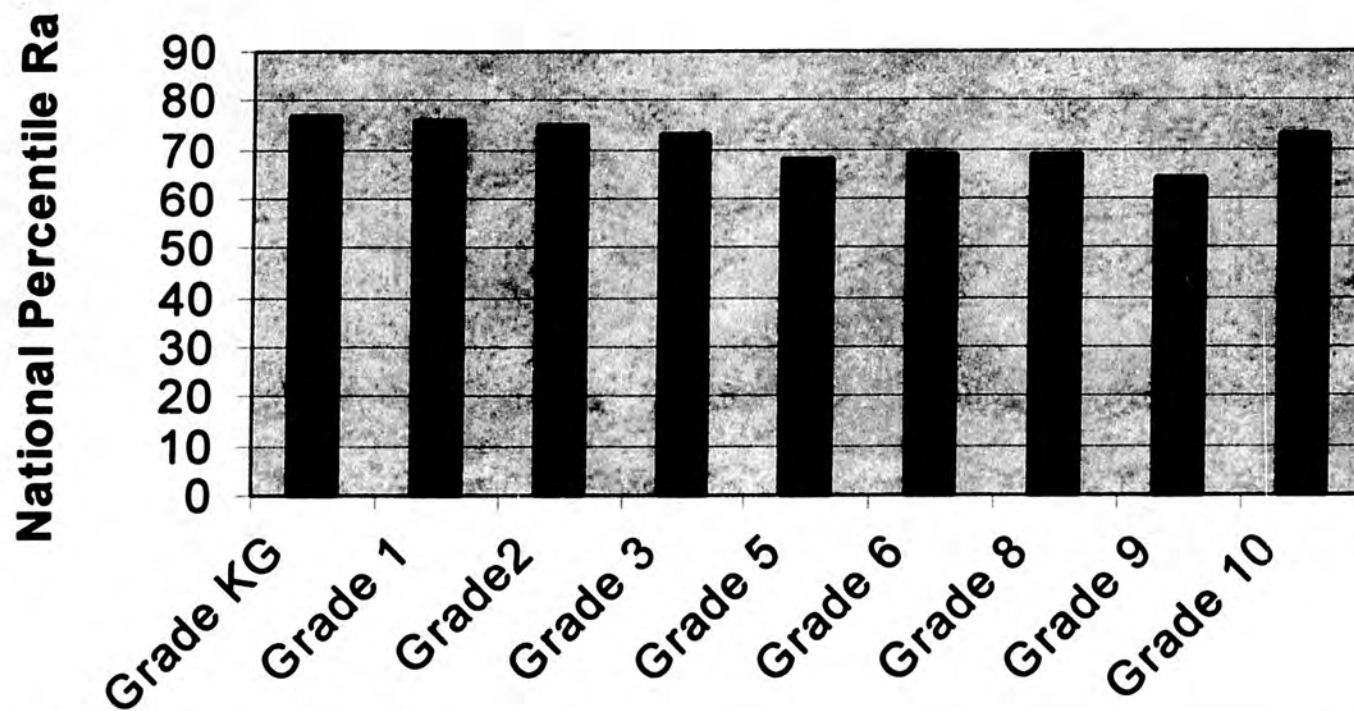
67% or 10 Students Passed 2 of 3 Sections

73% or 11 Students Anticipated to Pass all 3 Section by March 2001



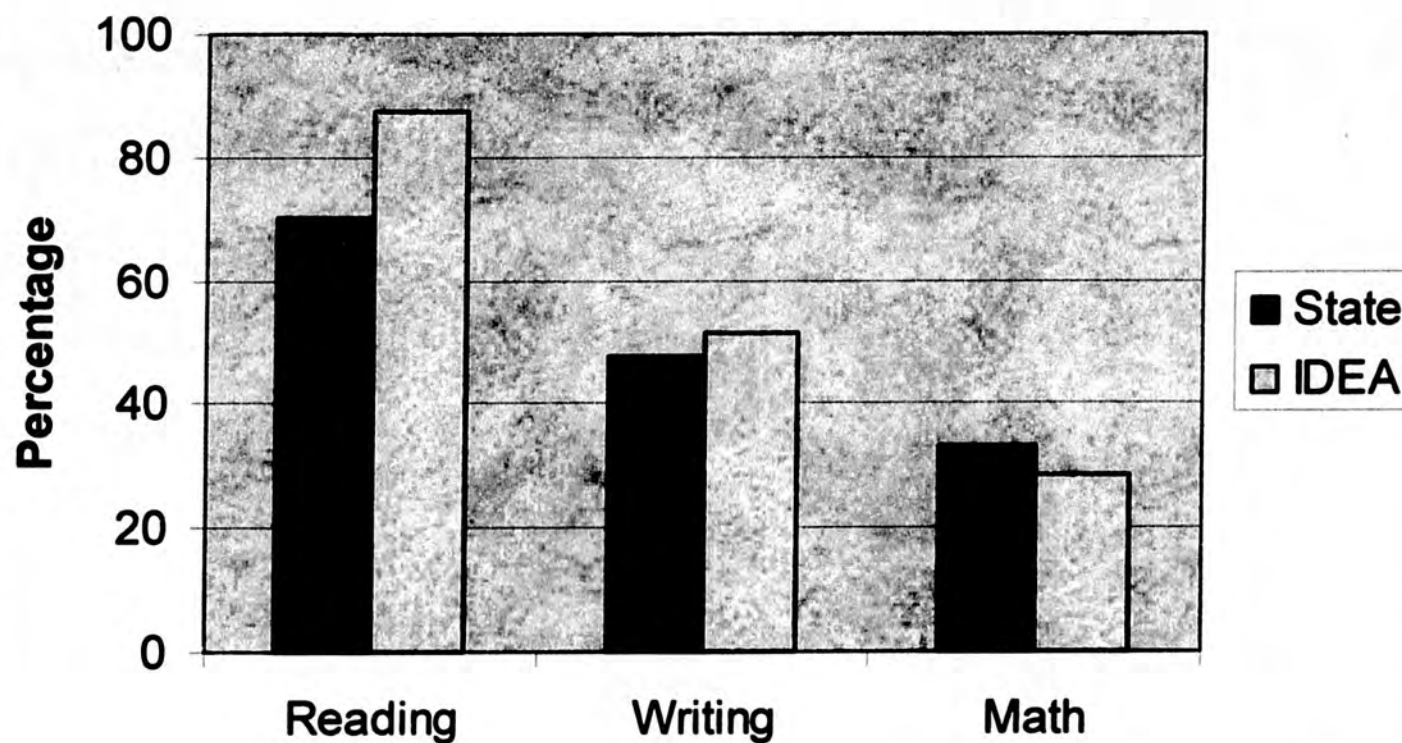
Galena City School District

IDEA 99-00 CAT-5 Test Scores



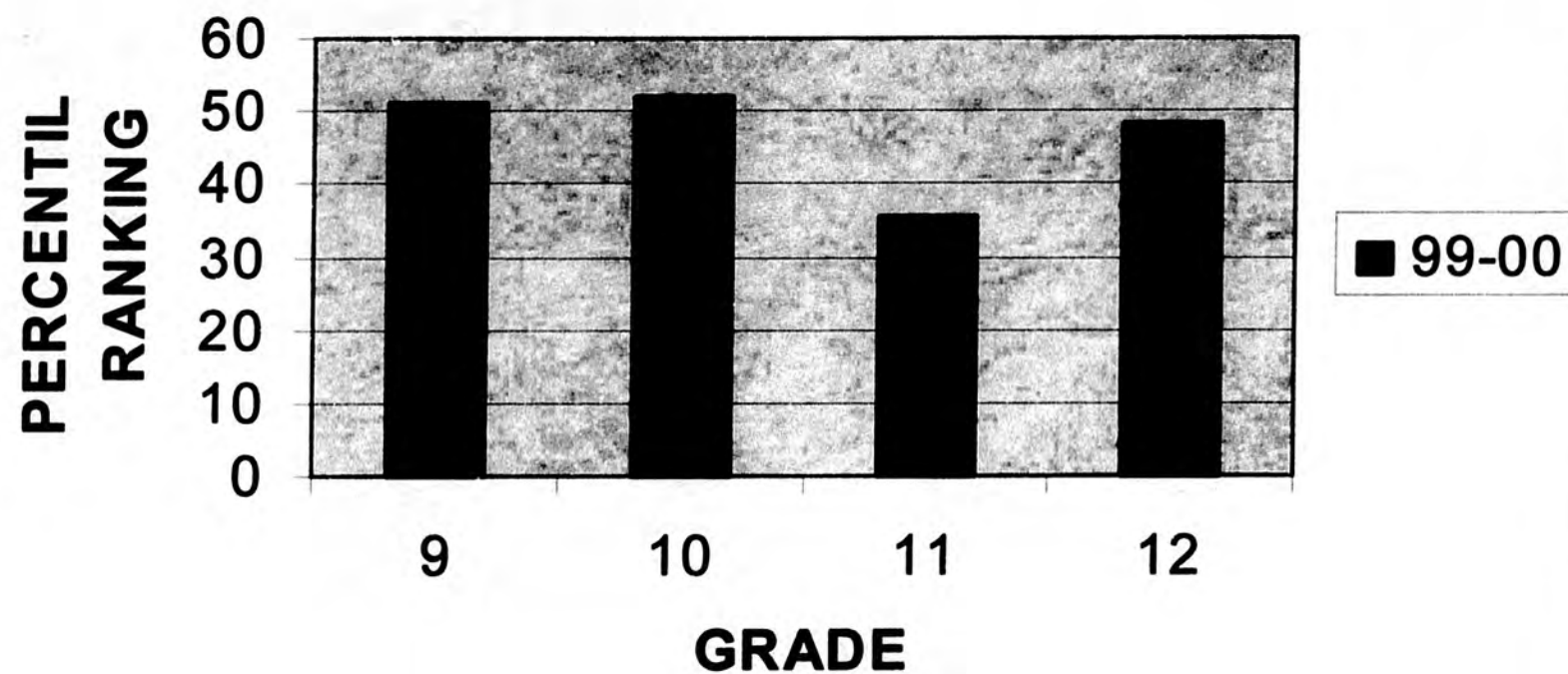
Galena City School District

High School Qualifying Exam



Galena City School District

PECS CAT 5 SCORES



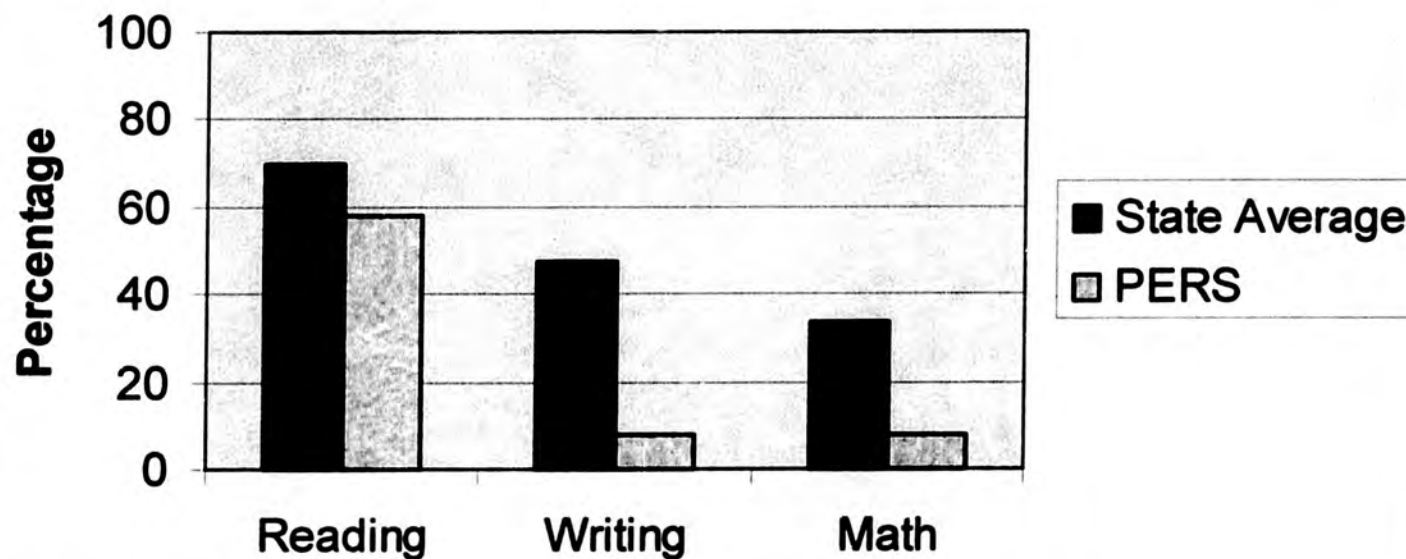
Galena City School District

High School Qualifying Exam

12 Sophomore Students Tested

0% or 0 Students Passed all 3 Sections

16% or 2 Students Passed 2 or 3 Sections



Incentive Award Program

Between

The Galena City School District

And

The Galena Education Association

**Program Proposal: Galena Educators Tutor Students
G.E.T.S.**

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Cover Page

Incentive Award Program Galena City School District

Name/Names of Applicants: (Do not indicate names anywhere else in proposal.)	
Date:	September 25, 2000
Project Title:	G.E.T.S. Program (Galena Educators Tutor Students)
Project Number: (For office use only.)	

Procedures and Timelines

1. All submittals under the Incentive Award Program are to be addressed to the Assistant Superintendent and transmitted electronically (if possible) to:

Assistant Superintendent
Galena City School District
P.O. Box 299
Galena, AK 99741
FAX: 907-656-1368
Email: jimfo@galenanet.com

2. Completed applications must be **received** by the second Wednesday of April or the first Wednesday of October.
3. The Incentive Award Committee shall respond in writing to applicants to be **received** within 14 days after the application deadline date. If the application is not approved, the committee shall indicate in writing the deficiencies to be corrected. The applicant may submit a revised proposal to be **received** within 21 days after the application deadline date. The Committee shall notify the applicant in writing of approval or rejection to be **received** within 7 days thereafter. The decision of the Committee shall be final. (Committee members who submit proposals shall excuse themselves from the review process for their applications.)
4. Evaluation data must be **received** by the second Wednesday in April.
5. The Committee shall respond in writing to be **received** within 14 days after the evaluation deadline date. The Committee shall specify additional data required, if any. Additional data must be **received** not later than 28 days after the evaluation deadline date. The decision of the Committee shall be final. (Committee members shall excuse themselves from the consideration of their evaluation data.)

Project Abstract

Incentive Award Program Galena City School District

In an effort to improve student achievement, the Galena City School District and the Galena Education Association have developed an Incentive Award Program. This program offers certificated teachers the opportunity to earn an award of up to 5% of their yearly salary by implementing projects that will improve the education of the students in the District. Proposals may be submitted either by individual teachers or by groups of teachers.

General Information

Project Number: (For office use only.)		Submittal Date:	
Number of Participants:	Written for five staff members as core team	School Year Applied For:	2000-2001
School Site:	Galena City School	Target Audience:	Students re-taking the Alaska High School Graduation Equiv. Test
Project Title:	Galena Educators Tutor Students G.E.T.S.		

Area to be addressed: Please select one of the following categories which best describes the focus of your project proposal and indicate the amount of the incentive award for which you are applying, up to 5%.

1. Student Academic/Performance Gains	5 % of salaries
2. Development of Innovative Program	% of salary
3. Other Meritorious Effort	% of salary

Award: Please choose how you wish to receive your incentive award (check only one):

As part of salary, to be paid with last paycheck.	Part of the last check
As training and/or instructional materials (instructional materials will become property of GCSD).	

Approvals (For Committee use only)

Proposal Approval	Yes	No
The proposal has been approved by the Incentive Award Advisory committee.		
Signature of Committee Chair:	Date:	

Post Evaluation Award Approval	Yes	No
The project evaluation has been approved and the Incentive Award Advisory Committee will recommend the award be granted.		
Signature of Committee Chair:	Date:	

Project Outline

District/School Goals to be Met	Measurable Outcomes of Project	Activities/Strategies	Evaluation
Which district/school goal(s) will be addressed by this project?	What specifically will you try to achieve with this project?	What activities/strategies will you implement to achieve the outcomes?	How will you show that your outcomes were achieved?
#1 The concept of self-worth and the ability to exercise self-discipline.	Successful passage of each: the reading, writing, and math test portions of the Alaska HSGQE for eighty percent of Galena City School students.	Conferences allowing students to share test scores and the identification of skills to build on toward improved performance.	Identifying successful testing attempts and improved scores.
#3 Mastery of basic skills in math, reading, and writing.	Monitor student progress through the tutorial process using rubrics for prescribed skills.	Options selected from after-school program, individual teacher tutoring, resource room help, or parent support.	Through family testing choices and improved test scores toward passing all three sections of the Alaska HSGQE.
#4 Skills leading toward economic independence consistent with the individual's interests and potential.	Tutor students toward passing the three components of the qualifying exam.	Same as #3	Successful attainment of a high school diploma or improved test scores through multiple attempts.
#9 an ability to adapt and participate constructively in a changing society.	Counsel students and parents to fully understand the student's profile in regards to school options as they relate to test scores.	Biweekly core team meetings. Student and parent counseling. Checklist skills attainment monitoring.	Record test scores. Document student and parent choices.

--	--	--	--

Incentive Award Proposal Review Matrix

(This matrix is for committee use only. It is included as an aid to applicants in the development of their proposals.)

Project Number:	YES	NO
The proposal addresses District/school goals and		
Is commensurate with the amount of the award.		
The proposal as developed should:		
Address District needs and objectives, student achievement, academic performance.		
Introduce an innovative program.		
Demonstrate meritorious performance or community/school involvement.		

Goals to be Met

<i>Vision</i>	Accepted	Revision Needed	Review Evaluation	
Comments: Identify every student who is within reach of successful participation and guide each to passage of all three sections. Those students whose abilities do not project passing performances of any sections will make knowledgeable choices regarding testing options.				Accepted
				Rejected
<i>Audience</i>	Accepted	Revision Needed	Review Evaluation	
Comments: Seven Galena City High School students who score below the cut-line on sixteen attempts of the math, reading, or writing Alaska HSGQE. Two transfer students in addition will be included. Parents of all shall play a role in this process.				Accepted
				Rejected
<i>Targets Need</i>	Accepted	Revision Needed	Review Evaluation	
Comments: Improved test scores on Alaska HSGQE for all students involved with successful passage for those with abilities in that range.				Accepted
				Rejected
<i>Clearly Stated</i>	Accepted	Revision Needed	Review Evaluation	
Comments: Improved test scores as students move through the state testing process with accountability for their preparation efforts.				Accepted
				Rejected
<i>Manageable</i>	Accepted	Revision Needed	Review Evaluation	
Comments: The Core Team will be directed in it's efforts by the school counselor and principal, who will be accountable for meeting schedules and tutorial performance.				Accepted
				Rejected

Measurable Outcomes

Baseline	Accepted	Revision Needed	Review Evaluation	
Comments: The cut scores set by the State Department of Education. Note the attached test score information for students identified by number.				Accepted
				Rejected
Timeline	Accepted	Revision Needed	Review Evaluation	
Comments: The next test dates will be February 27, 2001 with results back in May of 2001.				Accepted
				Rejected
Data Collection	Accepted	Revision Needed	Review Evaluation	
Comments: Records will be kept of student progress relating to curriculum checklists. It will be noted as students reach proficiency on the identified checklist items.				Accepted
				Rejected
Performance Indicators	Accepted	Revision Needed	Review Evaluation	
Comments: Four of the seven Galena City School students will pass all three tests in the Feb. 27 testing period. All seven Galena City School students retaking test will improve their scores.				Accepted
				Rejected

Strategies/Activities

Clearly Stated	Accepted	Revision Needed	Review Evaluation	
Comments: Examine scores and performance areas for each of the seven students scoring below the cut-scores plus two transfer students. Prescribe study materials and strategies, then monitor each student's progress toward preparation to take the February 27 test.				Accepted
				Rejected
Appropriate for Target Audience	Accepted	Revision Needed	Review Evaluation	
Comments: Students not identified with learning difficulties are targeted for successful passing of HSGQE, while those with IEP's or 504 plans will be presented goals of score improvement.				Accepted
				Rejected

Evaluation

Vision	Accepted	Revision Needed	Review Evaluation	
Comments: Progress on the proficiency of curriculum checklists and the test scores themselves will provide evaluation.				Accepted
				Rejected
Audience	Accepted	Revision Needed	Review Evaluation	
Comments: The nine students scoring below the cut scores on any or several sections of the Alaska High School Graduation Qualifying Examinations, or the two transfer students still to take the tests.				Accepted
				Rejected

Rationale if Objectives not Fully Met

If the post evaluation indicates that objectives were not fully met and the Committee recommends the award, provide rationale below:

"Core Team comment" – Certainly we are trying to produce a model that will address student improvement outcomes targeted to present gains in all standardized test scores. We believe this model could be effective toward improvement of CAT—5 scores as well.

Signature of Committee Chair:	Date:
-------------------------------	-------

Appendix 1

Article 2205 - Collective Bargaining Agreement

Incentive Awards

The teacher may qualify for an incentive award of up to five percent (5%) of the teacher's annual salary for extraordinary performance regarding student academic/performance gains, the development of innovative programs, and other meritorious efforts. The award shall be paid with the final paycheck of the school session. Notwithstanding, the teacher may elect an equivalent value of instructional materials and/or training in lieu of a cash award.

A committee of teachers and administrators shall review applications and make recommendations to the Superintendent regarding incentive awards. The Committee shall be composed of the principal(s) and at least one (1) teacher from each school.

Teacher members of the Committee shall be elected by the teachers from their respective schools. The Superintendent shall not serve on the Committee. The recommendation of the Committee shall be accepted or rejected in its entirety by the Superintendent. A Committee report accepted by the Superintendent shall be presented to the Board with a recommendation for adoption.

In addition to the functions described above, the Committee shall serve as an advisory committee for the continuous evaluation and revision of the incentive award program. The Committee may be assisted by outside consultants. The periodic recommendations of the Committee for revisions to the program shall be accepted or rejected in their entirety by the Superintendent. A Committee report accepted by the Superintendent shall be presented to the Board with a recommendation for adoption.

Appendix 2

Board Mission Statement

That every student be afforded the opportunity to be successful on the (benchmark and graduation qualifying) tests and graduate from high school.

Board Goals for Student Learning

The School Board believes that a quality education provides an opportunity for each student to develop:

1. The concept of self-worth and the ability to exercise self-discipline.
2. A positive attitude toward responsible citizenship.
3. Mastery of the basic skills in mathematics, computers, reading, language arts (including reading, oral and written communication), the sciences, foreign languages, and fine arts.
4. Skills and other competencies leading toward economic independence consistent with the individual's interests and basic potential.
5. An awareness and understanding of our country's history and ideals and its diverse ethnic, racial, and cultural heritage.
6. An awareness and understanding of the heritage, ideals, and contributions of other cultures, races, and countries.
7. The opportunity to develop the capability of students to appreciate beauty in literature, art, music, and nature.
8. A recognition of the importance of physical and mental health.
9. An ability to adapt and participate constructively in a changing society.
10. An understanding of the relationship of people and his/her environment.
11. Moral and ethical values based on the rights and responsibilities of individuals and their relationships to each other.

The Following Staff Members will comprise the "Core Team" through this 2000-2001 school term and will have time logged through the school principal. This will involve two staff meetings per week through a twenty-week period. Additional time commitment to staff will evolve supervising the tutorial delivery systems selected by each student. The members endorse this proposal below:



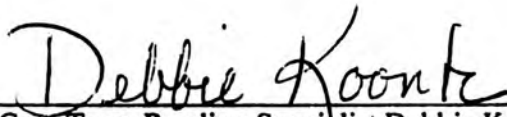
Core Team Math Teacher Patrick Tatera



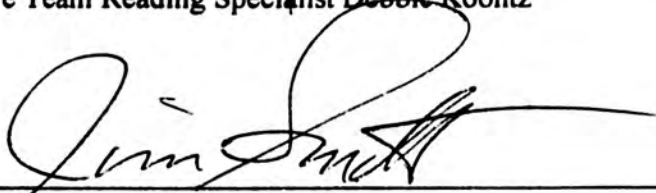
Core Team Language Arts Teacher Jennifer Alcorn



Core Team Academic Counselor Jody Brown



Core Team Reading Specialist Debbie Koontz



Core Team Principal Jim Smith

Date Submitted October 4, 2000

October 2000

1	2	3 CORE TEAM : 1, 2,	4 Proposal Due	5 CORE TEAM: 3, 4, 5	6	7
8	9	10 CORE TEAM: 6,7	11	12 CORE TEAM: 8, 9	13	14
15	16	17 CORE TEAM: Any follow-up on students	18	19 CORE TEAM: Any follow-up on students	20	21
22	23	24 CORE TEAM: 1, 2	25	26 CORE TEAM: 3, 4, 5	27	28
29	30	31 CORE TEAM: 6, 7				

November 2000

			1	2 CORE TEAM: 8, 9	3	4
5	6	7 CORE TEAM: Any follow-up on students	8	9 CORE TEAM: Any follow-up on students.	10	11
12	13	14 CORE TEAM: 1, 2	15	16 CORE TEAM: 3, 4, 5	17	18
19	20	21 CORE TEAM: 6, 7	22	23 No School--- Thanksgiving	24	25
26	27	28 CORE TEAM: 8, 9	29	30 CORE TEAM: any follow-up on students.		

December 2000

					1	2
3	4	5 CORE TEAM: Follow-up on any students.	6	7 CORE TEAM: 1, 2	8	9
10	11	12 CORE TEAM: 3, 4, 5	13	14 CORE TEAM: 6, 7	15	16
17	18	19 Christmas Vacation	20	21 Christmas Vacation	22	23
24	25	26 Christmas Vacation	27	28 Chriatmas Vacation	29	30
31						

January 2001

	1	2 CORE TEAM: 8, 9	3	4 CORE TEAM: Any Follow-up on students	5	6
7	8	9 CORE TEAM: Any Follow-up on students	10	11 CORE TEAM: 1, 2	12	13
14	15	16 CORE TEAM: 3, 4, 5	17	18 CORE TEAM: 6, 7	19	20
21	22	23 CORE TEAM: 8, 9	24	25 CORE TEAM: Any Follow-up on students	26	27
28	29	30 CORE TEAM: Any Follow-up on students	31			

February 2001

				1 CORE TEAM: 1, 2	2	3
4	5	6 CORE TEAM: 3, 4, 5	7	8 CORE TEAM: 6, 7	9	10
11	12	13 CORE TEAM: 8, 9	14	15 CORE TEAM: Any follow-up on students	16	17
18	19	20 CORE TEAM: Any follow-up on students	21	22 CORE TEAM: Any follow-up on students	23	24
25	26	27 TESTING ADMINISTRATIO N	28 TESTING ADMINISTRATIO N			

March 2001

				1 TESTING ADMINISTRATIO N	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

G.E.T.S. Program
Base-line Data

APPENDIX 4

Name	CAT scores	Grad Test	Checklists
2	Read – 98 th Write – 56 th Math – 43 rd	Read- 369/305 Write- 341/356 Math- 385/383 (All scores a 3)	0 mastery 0 remediation needed
1	Read – 30 th Write – 19 th Math – 63 rd	R – 178/305 W – 211/356 M – 343/383 (all scores a 2)	N/A
4	R – 41 st W – 24 th M – 49 th	R – 393/305 W – 320/356 M – 343/383 (scored 3 in all except 2 in sentence fluency)	Remediation needed in proofreading / editing. 0 mastery
6	R – 14 th W – 6 th M – 14 th	R – 254/305 W – 248/356 M – 238/383 (Scored 3 in all except a 2 in conventions)	Remediation needed in reading, analyzing and comparing lit.
3	N/A	R – 333/305 W – 293-356 M – 335/383	N/A
5	R – 21 st W – 38 th M – 82 nd	R – 302/305 W – 293/356 M – 409/383 (grade 3 for all but 2 in conventions)	0 remediation needed.
8			
7	R – 20 th W – 60 th M – 68 th	R – 333/305 W – 441/356 M – 299/383	Remediation needed in reading, analyzing and comparing lit.
9			

G.E.T.S. program progress matrix

Student	Initial Meeting	test Profiles	Projected Tutoring	Student Interview	Program In Progres	Program Asses I	Closeing Assesme
1 HC	10/4/00 reg. Class Focus writing sk	Testing vocab. slow down					
2 CB	10/4/00 reg. Class Focus writing sk	Practice test. Work with Hank					
3 JR							
4 CC							
5 SS							
6 CK							
7 AN							
8 JD							
9 AW							

This matrix will be used to follow the Core Teams efforts and students progress through the project. It up-dated by consensus of the team through bi-weekly meetings.

1500 ACADEMIC FREEDOM AND RESPONSIBILITY

The teacher shall have the right and the responsibility to plan, develop, and implement teaching techniques and methodologies that optimize appropriate learner outcomes subject to the utilization of sound professional judgement and in keeping with applicable course outlines, curriculum guides, and the designated instructional program that are appropriate to the subject, grade, and level taught.

When controversial issues have not been specified on the curriculum guide, the teacher shall acquire the prior approval of the principal before introducing such issues. The discussion of controversial issues shall be conducted in an unprejudiced and dispassionate manner designed to foster a spirit of inquiry.

The District, in keeping with its responsibility to the public, reserves within its exclusive domain final decision-making authority in all matters of educational policy including but not limited to the selection of textbooks, library books, and other instructional resources and in the determination of the curriculum, educational programs, and what shall and shall not be taught to the District's students.



**High School Graduation Qualifying Examination
Associate Test Coordinator
Test Security Agreement**

Ensuring the security of test materials is an essential responsibility of an Associate Test Coordinator. Lost or compromised tests threaten the integrity of the entire testing program.

Listed below are required procedures for Associate Test Coordinators for handling test materials. Please read each statement carefully. At the bottom of this checklist (reverse side), please sign your full name and indicate the name and address of your school district.

If you have any questions about test security or about any of the procedures listed below, please contact your District Test Coordinator.

As an Associate Test Coordinator, I agree to the following:

- I hold a current Alaska teacher certificate.
- The tests will be administered only in school test centers designated by each district. Each district shall name a specific employee of the district the District Test Coordinator. In districts having two or more school test centers, an Associate Test Coordinator will be designated for each school test center.
- The District Test Coordinator or Associate Test Coordinator shall assign as many test proctors to each school test center as necessary to insure adequate supervision of students taking the test, but not less than one test proctor per 30 examinees.
- Upon receiving testing materials, I will inventory and track all test materials and control the storage, distribution, administration and collection of tests. Following testing I will return all tests to the District Test Coordinator.
- Before receiving any test materials, I will deliver this properly signed Test Security Agreement to the District Test Coordinator.
- Before allowing Test Proctors to assist in a test session, I will secure properly signed Proctor Test Security Agreements from each one and deliver them to the District Test Coordinator.
- Individual test scores are considered confidential in nature. The scores will not be released except as specified by State regulations.
- Code the tests before testing;

(Continued on page 2)

DO NOT SEND THIS FORM TO EED

At the Test Center, to the best of my ability and within my scope of responsibility I will:

- Inventory and track materials;
- Securely store tests before and after their use;
- Control distribution within the test site;
- Ensure that no test, test question, or approved answer is copied by a student, teacher, or anyone else;
- Ensure that students use only those reference materials allowed by the testing procedure;
- Ensure that no student receives a copy of the test, or learns of a specific test item, before the test time set by the commissioner;
- Ensure that students do not exchange information during a test, except when the test procedure so specifies;
- Ensure that no student answer is altered after testing.
- Ensure that my school test center is secure, free of disruptions, has an established seating arrangement and is well lighted.

I have read and understood all of the above procedures and agree, to the best of my ability, to follow them strictly in order to protect the security of restricted test materials.

Associate Test Coordinator (signature)

Date

Associate Test Coordinator Name (typed or printed clearly)

School

School Address

City, State Zip

**Return original completed form to your
District Test Coordinator.**

Keep second copy for your files.



Sec. 14.03.123. School accountability.

(a) Beginning in August 2002, and during each of the following 12-month periods, the department shall assign each public school in each district the performance designation of distinguished, successful, deficient, or in crisis based on multiple student measures, including student achievement. The state board of education shall establish this process by regulation.

(b) A public school assigned a performance designation of deficient or in crisis shall develop a school improvement plan under (e) of this section. The department shall inform the governing body of each district of the performance designation assigned to each public school in the district.

(c) The state board shall adopt regulations to allow a district to appeal the performance designation assigned to a public school in that district.

(d) The department may establish a program of special recognition for those public schools that achieve a distinguished performance designation.

(e) A public school that receives a designation of deficient or in crisis shall prepare a school improvement plan to improve student performance based on a process established by the state board of education. The public school shall undertake an improvement process under that plan to lead to a designation of successful or distinguished. The school improvement plan must be prepared with the maximum feasible public participation of the community, including, if appropriate, interested individuals, teachers, parents, parent organizations, students, tribal organizations, local government representatives, and other community groups. The district shall consult with and assist the public school in the preparation of the school improvement plan. The school improvement plan must be approved by the local school board. The commissioner may provide technical assistance to a public school or the district at any time during the preparation and implementation of the school improvement plan on the request of an interested person and the approval of the district.

(f) Beginning August 1, 2002, and periodically during each of the following 12-month periods, the department shall monitor the progress of the implementation of each school improvement plan prepared under (e) of this section.

(g) The department may use existing staff or contract with one or more qualified persons to assist a public school that is deficient or in crisis under this section to improve student performance. Qualified persons to provide assistance under this section include educators, business leaders, members of the governing body of that district, and community leaders. The provisions of AS 36.30 do not apply to a contract awarded under this subsection.

(h) Notwithstanding any other provisions in this title, if the performance designation of a public school has continued to be deficient or in crisis for two consecutive school years, the chief school administrator, if the district employs a chief school administrator, the president of the governing body, and the principal of the public school shall, at a public meeting of the state board of education, present a written report on the performance of that public school.

(i) The state board of education shall develop, by regulation, measures that may be progressively implemented by the commissioner to assist a public school to improve student performance in accordance with this section.

(j) In this section, "district" has the meaning given in AS 14.17.990 .

Galena City School District

Report to the Public "School Year 1999-2000"

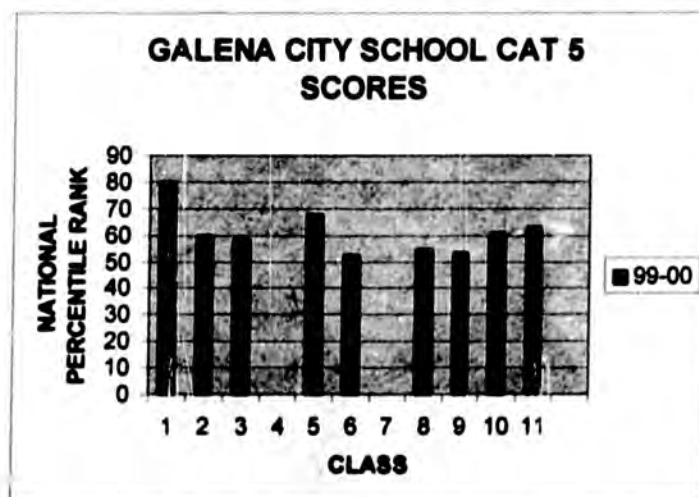
This is the Galena City School District's annual Report to the Public. The report focuses on the results of the California Achievement Tests, School Accomplishments, and Attendance. The School Board mandated that we were to fully implement the Alaska Quality School Initiatives and that we focus our attention on preparing our students for the Benchmark Tests at Grades 3, 6, and 8 and the High School Qualification Exam. This report highlights our collective efforts to date.

California Achievement Tests

The California Achievement Tests, Fifth Edition (CAT-5) measures student achievement in the basic skills currently being taught in schools throughout the nation and Galena. The subject areas covered are reading, language, spelling, mathematics, study skills, science and social studies.

The National Percentile is the best single score for describing achievement test results in a meaningful way. The NP represents the percentage of students in the same grade whose scores fall below a given student's scale score. For example, a student whose NP is 65 scored higher than 65 percent of the students in the same grade. The 50th percentile represents the "National Average" at the time of the testing; half of the grade scored above this point and half below.

Because test scores are not precise measures, no single score should be used by itself to make critical judgment or decisions that may affect the life of the student. A variety of measures, class grades, and teacher and parent judgment, should all be taken into account when test information is interpreted and used.



This table represents the class national percentile rank for the students attending the Galena City School this past year. Every class is above the 50th percentile or the national average. Our scores improved this year, when compared to last year. The 1st grade scored at the 79% and the 5th, 10th and 11th grades scored above the 60th percentile. We do not have the results back from the test company for grades 4 and 7.

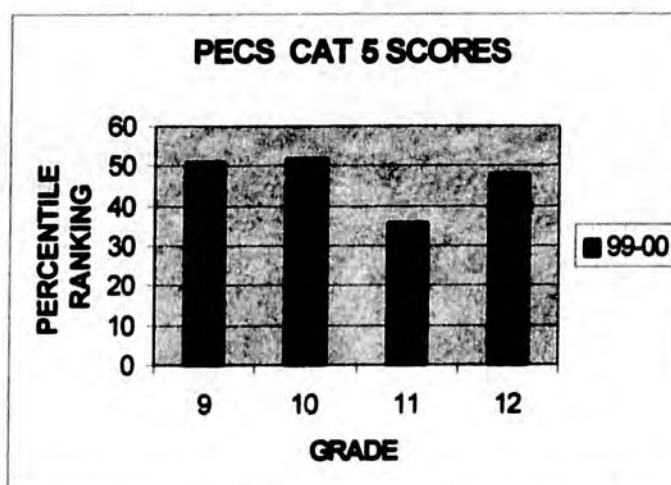
The city school students, teachers and parents are all to be commended for their

collective efforts in improving student learning. These scores will be some of the best in our state this year, especially when compared to rural schools.

The California Achievement Test scores for the students attending Project Education Charter School are represented in this table.

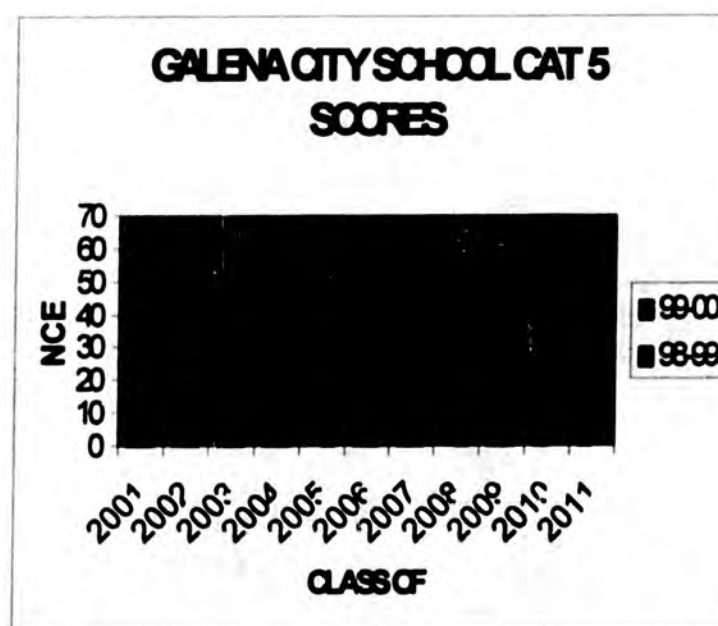
Students in the 9th and 10th grades scored above the 50th percentile, or at grade level. These scores are very good when you consider that the school is only in its third year of existence, and we do not have

the students attending our school for their first nine school years. The test results have improved each year for the charter school students. We are proud of the academic accomplishments of the students and teachers at PECS.



NCE Comparisons

The best achievement scores to compare one year to another are the Normal Curve Equivalent or NCE scores. The following graph shows the growth each class made from last year to this year. Every class at the Galena City School is above the 50th NCE or above grade level. Overall are scores are increasing. We have not received the scores back from scoring for grades 4 and 7. These scores indicate that the school is implementing programs that are improving student learning.



Accomplishments

The school had numerous accomplishments this past school year. Below is a list of accomplishments. If an accomplishment is left off of this list it is not intentional. We are proud of the many accomplishments and hope you enjoy reading the list.

Iditarod classroom, web page	Accelerator Reader
Close-up	Light Span
Decathlon	Dance Team
Student led conferences	Early child literacy project
GM/Suzuki partnership	Student Electronic Portfolios
Student presentations at ASTE	Curriculum Mapping
Sheefish/Pike Project	Report Card Checklists
Holocaust unit	After School Programs
Pentathlon	Swimming Pool
Geophysical institute	Science Fairs
Battle of the Books	"Iditaread" Race
ANSWER camp	Incentive Pay Process
Band	Brain Research Training
REPP Program	Drama Program
Parenting Class	Native Dance
New reading series	Direct writing "Pudawa"
RAHI Delegate	Discover ACT Training
Peer Helpers Training	Career Fair
I-Team	9 th Grade Computer Class
Attendance Policy	CAT 5 Score Increase

Attendance

Last year the school board adopted a new attendance policy. Attendance, especially at the high school level, was not good. The new policy allows students to miss 10 days of school per semester. Our attendance this year was very good. High School students were in attendance 94% of the time compared to 89% last year. This graph compares students enrolled last year with students enrolled this year, or it compares last year's 9th graders with this year's.

Jim Foster
Assistant Superintendent

