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125:28

Presentation Overview
Alaska Business Education Council

Presenters (in order they wish to appear)

1) **Dave Rees, Immediate Past President of ABEC**
   a) Will provide general information about ABEC
   b) See inside their folder in your packet for his bullet points
      i. Who they are
      ii. Quality Education Systems
      iii. Quality Framework Elements
      iv. Legislative Incentives
      v. Quality Framed Systems are Effective
      vi. ABEC is ready to assist DEED and the Legislature

2) **Tom Hamill, 1st Vice President of ABEC and Executive Director of the School to Work Program at the Chugach School District**
   a) He would like to de-emphasize Chugach School District in this presentation, as ABEC works with many districts.
   b) Will discuss Educational Excellence
      i. ABEC has researched, evaluated, awarded and promoted best practices in education throughout Alaska.
      ii. Strong correlation between system components and an aligned system.
      iii. System components include: Shared Visionary Leadership, Performance Based Quality Standards and Measures, Individual Needs of Students, Stakeholder and Community Involvement, and Staffing
   c) He will discuss a model for the adoption and implementation of Education Criteria for Performance Excellence

3) **John Hart, ABEC Treasurer**
   a) Will discuss the Education Quality Award
   b) ~~He did not bring his materials to me on Tuesday. I expect that he will bring them Wednesday morning.~~ Mr. Hart brought the Baldrige booklet Wednesday morning.

Alaska Business Education Compact

March 6, 2001

Honorable Con Bunde
Alaska State House of Representatives
Alaska State Capitol
Juneau, AK 99801

Dear Representative Bunde,

It was a pleasure to have you join us at the Chugach School District Malcolm Baldrige National Quality Award (MBNQA) training, "Voyage to Excellence" at Girdwood a several of weeks ago. Your presence and support demonstrated your commitment to improving Alaska student academic performance through the continuous improvement of the Alaska education system.

The Alaska Business Education Compact (ABEC) has supported the Chugach (CSD) and the Mat-Su Borough (MSBSD) School Districts' quests for excellence over the past few years. ABEC is encouraged by the results of the approach to school restructuring that these districts are taking and supports the use of the Education Criteria for Performance Excellence to assess progress in these visionary districts. CSD is to also be commended for its leadership in sharing its experiences in an effort to build a system that provides each student in Alaska with the skills, training, and applied learning opportunities necessary to ensure their success as lifelong learners.

ABEC adopted a Criteria-based framework to evaluate its own activities and has created an action plan to support Alaska corporations, small businesses, school districts, health care organizations, agencies, and non-profits choosing to use the Criteria to assess organizational performance. This plan offers learning opportunities for schools, districts, businesses, agencies and other organizations in Alaska from beginning orientations to more advanced assessment strategies, skills, and techniques. ABEC members represent all businesses and public sectors in Alaska. The leadership, concern, diversity, and expertise of the individuals and organizations represented by ABEC make it a unique and powerful advocate and ally for positive change in Alaska.

In discussions among ABEC members, it has been determined that Alaska would benefit from the development of an Alaska state quality award based on the MBNQA. ABEC supports and is ready to offer its leadership in the development of such an award and is supported in this effort by Alaska Section 608 of the American Society for Quality, one of the sponsors of the MBNQA. Originally the MBNQA was based on a single set of criteria for all applicants, the vast majority of which were businesses and corporations. In 1999, the MBNQA was expanded to include additional Criteria, specific for education and health care institutions. ABEC believes that the implementation of an Alaska state quality award will hasten the adoption of Criteria based assessments by organizations from all sectors of the Alaska economy, businesses, public sector agencies, and non-profit organizations, including schools and districts. A state award would provide a common vocabulary for discussing performance excellence and help focus and align the state's human resource development system. It would also identify, recognize and showcase benchmark companies and practices.

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At the request of Dale Anderson, Legislative Assistant to Representative Eldon Mulder, ABEC member John Hart from the University of Alaska has outlined the basics of state quality awards as they are now implemented in 42 other states. A copy of that outline is attached

ABEC lauds your efforts to focus the legislature on the use of the MBNQA as a tool to spur economic development and to encourage performance excellence in schools. Thank you again for your visionary leadership. Do not hesitate to call on ABEC in support of your initiatives.

Sincerely,

Dave Rees
Past President

CC: Representative Eldon Mulder
Dale Anderson

Enclosure

Alaska Business Education Compact

March 6, 2001

What – State Quality Award
More than 40 states have developed State Quality Awards based on the Malcolm Baldrige National Quality Award (MBNQA) Criteria. Following on the tremendous success of the MBNQA at identifying superior companies, states are finding that these awards help focus state businesses, labor unions, school districts, health care organizations, state agencies, municipalities, and non-profit organizations on performance excellence through continuous improvement. The awards also provide national and international recognition for award winning organizations and showcase the states as places where world class companies and organizations can thrive.

Why – Economic Prosperity
States implement quality awards as a tool for economic development to improve business performance and competitiveness, and to recognize excellence. MBNQA winners are 4-5 times more profitable than competitors. Results for state award winners are similar. Beginning in 1999, MBNQA added Education and Health Care categories to the existing Manufacturing, Service, and Small Business categories. Many state awards have followed suit. The importance of the award to state government is demonstrated by the fact that in six states, the award is known as the "Governor's" award.

Special note: because of spectacular improvements shown when schools and districts adopt state quality award criteria, Indiana is now using the state quality award application in lieu of accreditation documents. In Florida, Pinellas County Schools (115,000 students) is requiring that each building complete a Governor's Sterling Award application as its basis for its annual school improvement plan. Two elementary schools PCS have won the Governor's Sterling Award. These Title I (high poverty) schools with high mobility rates continue to record the student academic achievement in the state.

How – Independent Review of Performance Excellence
State quality awards are typically established as independent non-profit corporations funded by contributions from patrons, members, and award applicants. Often a partnership government/private sector partnership is formed to provide start-up funding. Award corporations are small and efficient, depending heavily on volunteers from the private sector.

Who – State and Private Enterprise Alliance
The Alaska Business Education Compact and Alaska Section 608 of the American Society for Quality encourage Alaska to consider implementing a state award and are able to provide leadership for the establishment of an Alaska Award for Performance Excellence. Colleagues in Texas and Florida have volunteered to assist Alaska in this pioneering effort and a statewide committee has met with individuals from Quality Texas in very preliminary discussions taking place last year.

When – Now!
Because of the need of the state to diversify its economy, to attract and grow successful economic enterprises, to educate, train, and retain Alaskans to fill local, high-paying jobs, , to improve health care for its citizens, and to improve governmental and private sector operational efficiency, and because businesses, educators, and the health care industry are ready to provide leadership and accept the challenge of developing a state quality award, there has never been a better opportunity than now to begin.

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Continuous Renewal Cycle Content Review - Brief

Lname	Fname	Title	Agency or School	District	City
Content Area	**Math**				
Bryant	Kenny		Phillips Oil		Anchorage
Collins	Mardene		Central Office (Dept. of I	Matanuska-Susitna Boro	Palmer
Foster	Martin		Randy Smith Middle Sch	Fairbanks North Star Bor	Fairbanks
Gallivo	Pam		Veco		Anchorage
Gho	Carol Lee		Howard Luke	Fairbanks North Star Bor	Fairbanks
Gilbert	Patricia		Wrangell High School	Wrangell Public School	Wrangell
Graham	Mike		East High School	Anchorage School Distric	Anchorage
Griswold	Karla		Hanshew Middle School	Anchorage School Distric	Anchorage
Kowalski	Sandy			Northwest Arctic Boroug	Kotzebue
Lunda	Angie		Floyd Dryden Middle Sch	Juneau Borough School	Juneau
Mauer	Richard			Delta/Greely School Distr	Delta Junction
McLain	Ed		District Office	Kenai Peninsula Borough	Soldotna
Murr	Andy		Wasilla High School	Matanuska-Susitna Boro	Wasilla
Norton	Judy		Glenallen Elementary Sch	Copper River School Dist	Glennallen
Smith	Beverly		Department of Educaiton		Juneau
Stewart	Sam		Kenai Central Middle Sch	Kenai Peninsula Borough	
Stillwell	Pam			North Slope Borough Sch	
van Delden	Andre		Nome-Beltz High School	Nome City School Distric	
Wachter	Jim			Matanuska-Susitna Boro	Wasilla
Content Area	**Reading**				
Benson	Linda		Lathrop High School	Fairbanks North Star Bor	Fairbanks
Deisher	Jon		Pacific Rim Consultants		Anchorage
Falconer	Maynard		MCF Inc. Consulting		
Griffin	Elaine			Kodiak Island Borough S	Kodiak
Hanna	Gia		NANA Regional Corporat		

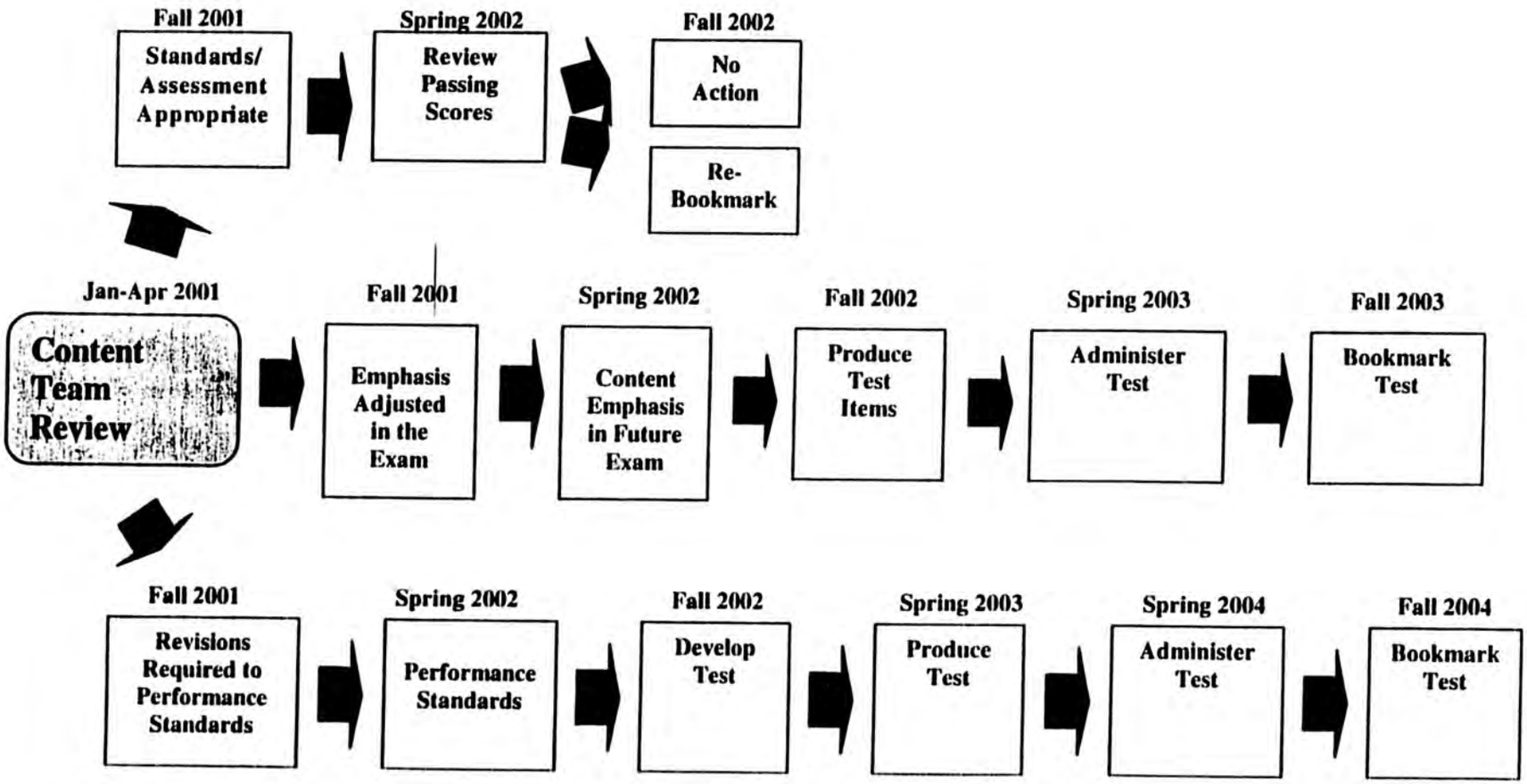
Lname	Fname	Title	Agency or School	District	City
Hill	Maxine			Anchorage School Distric	
Keller	Sharon		Process Industries		
Knight	Viletta			Fairbanks North Star Bor	Fairbanks
Martinson	Karen		Pacific High School	Sitka Borough School Di	
McMillan	Melvin		Guardsmark, Inc.		Anchorage
Miller	Ardy		Department of Education		
Parlow	Toni		Homer Middle School	Kenai Peninsula Borough	Homer
Stitham	Susan		Lathrop High School	Fairbanks North Star Bor	Fairbanks
Volkman	Linda		Colony Middle School	Matanuska-Susitna Boro	Wasilla
Whitney	Bonnie		District Office	Unalaska City School Dis	Unalaska

Content Area Writing

Adams	Debra	Cordova Jr/Sr High Scho	Cordova City School Dist	Cordova
Barbarick	Deanna	Municipality of Anchorag		
Calkins	Annie	Retired	Juneau Borough School	Juneau
Curran	Cyndy	Department of Education		Juneau
Dillon	Frank	Alaska Trucking Assoc.		Anchorage
Foy	Jeanne	Alyeska Central School	Alyeska Central School	Juneau
Galle	Pete	IBEW		Anchorage
Genne	Thomas	District Office	Lower Yukon School Dis	Mountain View
George	Diane	District Office	Yupiit School District	Akiachak
Gomez	Elia	NANA Regional Corp.		
Gray	Dorothy	District Office	Kenai Peninsula Borough	Soldotna
Lazur	Louise	Anchorage Convention &		Anchorage
McAlister	Tammy		North Slope Borough Sch	
Morris	Anne		Anchorage School Distric	
Nations	Andi		Matanuska-Susitna Boro	Palmer
Richter	Cathy	National Bank of Alaska		Anchorage
Roppel	Rose		Ketchikan Gateway Boro	Ketchikan
Walker	Dan		Kenai Peninsula Borough	Seward
Williams	Bev	District Office	Lower Kuskokwim Schoo	Bethel

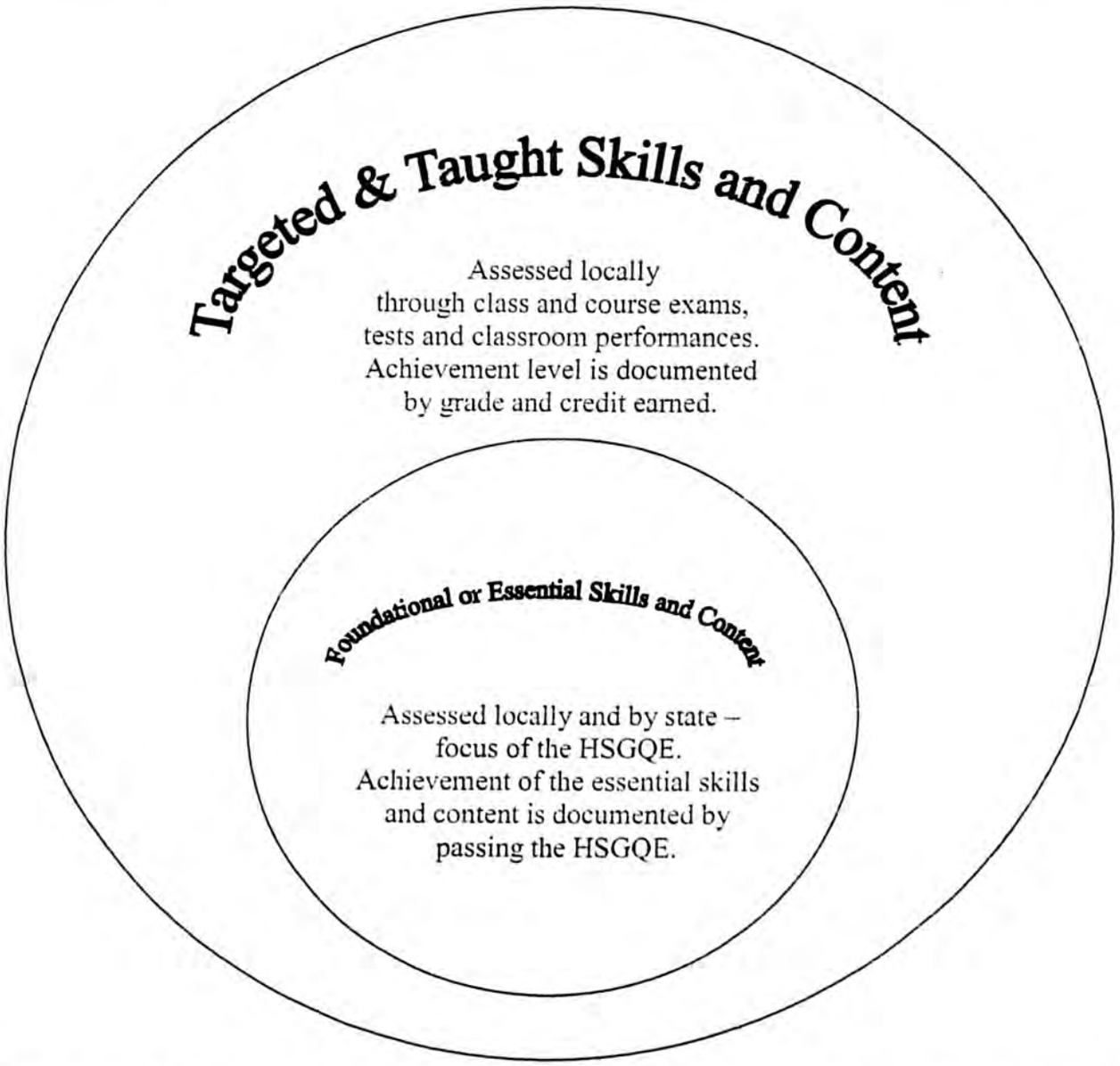
Alaska Standards-Based Assessment Initiative

FRAMEWORK FOR CONTINUOUS RENEWAL



Essential Skills as a sub set of the Targeted and Taught Curriculum

State performance standards list and describe the "targeted and taught skills and content" in reading, writing and math. These standards describe what we "want our students to know and be able to do." The state performance standards are a guide to good instruction and solid curriculum.



The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," the committee asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

"Target and Taught Skills and Content" versus "Essential Skills and Content"

For each of the skills or content in a discipline or field of study, we can ask the question – is this something we want our students to know and be able to do.... The answers to this question provide direction and content for our schools' curriculum and instruction. Those skills and content are identified and described by content and performance standards. The *Alaska State Performance Standards* list and describe what we want our students to know and be able to do in reading, writing and math. The *Alaska State Performance Standards* identify the targeted and taught skills and content in our schools. The *Alaska State Performance Standards* are a guide to good instruction and solid curriculum.

The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," a committee of community members, business people, and educators asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

These are two different questions (1) what do we want our students to know, be able to do? (2) would you deny a diploma to a student if he or she did not have that skill or know that content?

These two questions are being confused with each other in the current AK HSGQE debate.

The following diagram provides an overview of the relationship of the targeted skills and content (described by the performance standards) and the foundational / essential skills and content.

Notes on reverse

3/21/01
ABEC Presentation
Education Excellence
Results Through Partnering, Quality, & Accountability

Excellence in Education
Since inception the ABEC has researched, evaluated, awarded and promoted best practices in education that are found throughout our great state.

From our efforts we have discovered a strong correlation between the presence of the following system components which when found in an aligned system optimize results and most importantly improve student achievement.

Excellent education system focus & process components

- **Shared Visionary Leadership**
  District leadership provides direction, resources, staff development and professional development opportunities, removes barriers, promotes best practices, aligns and coordinates all processes and components to ensure an effective, efficient, system and staff that are accountable for results and student achievement.

- **Performance - based: quality standards and measures**
  - Strong foundation in basic skills, integrated and applied at higher levels
  - Clear, high, developmental expectations and standards for all students, continuous authentic assessment and evaluation, progression through performance, accountability for performance
  - Integrated curriculum – Thematic units, problem solving and projects
  - Application of learning, simulations, contextual, and work based learning Opportunities – Employability /SCANS skills
  - Character Education
  - Transition Planning and practice
  - Goal setting and continuous improvement
  - Meaningful diploma

Results: A graduate prepared to pass the exit exam and apply their learning. An individual fully prepared and qualified to transition into their next phase of training or employment, live and learn independently, and be a contributing mem er of society.

J. Thomas Hamill,
Executive Director, School to Work, Chugach School District
First Vice President, ABEC

Excellence in Education (continued)

- **Individual needs of all students** – learning centered education-develops the full potential of all students— promotes active and applied learning
  - Lessons and units are made relevant & meaningful to learners
  - Individual learning plans
  - Individual career plans
  - Student Learning Profiles – learning styles, emotional intelligence, values

- **Stakeholder/Community involvement and accountability**
  - Community learning partnerships – curriculum input – learning and values reinforced in the community
  - Prescriptive prevention is accomplished by engaging students and building strong assets, community connections, resiliency skills, relationships w/significant adults

- **Staffing**
  - Philosophically aligned, participating in staff and professional development opportunities – 30 days
  - Teachers as professional learning facilitators and responsible for the success of each student and compensated accordingly
  - Competent, compassionate staff of life long learners

We firmly believe that the aforementioned components in an aligned education system that is valued by all stakeholders will provide the best opportunity for all youth to experience success.

As we are establishing clear standards for students we need to establish clear standards of excellence for our Districts to aspire to and we will speak briefly to a model for the adoption and implementation of Education Criteria for Performance Excellence.

John Hart - Prof Dev Director @ UAA (Teachers)
Spoke about Baldrige plan for systemic improvement!
High performance systems have core values, and a vision.
Baldrige is an organizational assessment plan.

State Quality Awards - 42 states have them

North Carolina - leads the nation in statewide alignment
we're one working together, gov't, schools, business.

Joule - Does Chugach keep turnover down? Yes.
Do you pay merit pay? Non-state money pays for performance pay (probably) & all of School→Work.

ABEC - They can facilitate improvement & change.
Not selling Baldrige per se, but those concepts are catalysts for improvement.

Business Community's needs - math skill application
- employability skills

Meaningful Diploma - Dave Rees: uniform standards & can they do?
Tom Hamill: all stakeholders value it. Chugach diploma
John Hart: represents concrete info on what kid knows & does

Annual Membership Fee

Individual $50.00
(Not associated with a business, school or agency.)

Organization
Based on total number of employees:

1-25	$100.00
26-75	$250.00
76-150	$400.00
151-300	$700.00
301-500	$1,500.00
Over 500	$2,500.00

Special Membership Opportunities

Contributions in addition to annual membership fees:

Sustaining Membership	$5,000.00
Supporting Membership	$2,000.00
Contributing Membership	$500.00

Alaska Business Education Compact

For more information, contact:

Alaska Business Education Compact
P.O. Box 240546
Anchorage, Alaska 99524-0546
Phone: 907-278-7567
Fax: 907-278-4932
E-mail: lei@alaska.net

The Alaska Business Education Compact receives venture capital funding from:

Alaska Department of Education and Early Development, School to Work Initiative

Alaska Department of Labor and Workforce Development, Job Training Partnership Office.

Alaska Business Education Compact

Employers, educators and community members working together to prepare Alaska's youth for work and lifelong learning.

Alaska's youth need strong skills and commitment to life-long learning to successfully participate in today's workforce.

To prepare our youth, we need a coherent system that connects employers, educators, parents, community members and students. This system must be locally driven by parents and the private sector.

Members of the Alaska Business Education Compact unite to build and sustain this system to successfully prepare our youth for their futures.

Please join the Alaska Business Education Compact today, and work with us to prepare Alaska's youth for work and lifelong learning.

WHO ARE WE?

We are employers, educators and community members who work together to ensure all Alaska's youth are prepared for work and lifelong learning.

WHAT DO WE DO?

- Offer training and technical assistance for employers, educators and local partnerships to build their capacity to prepare youth for work and lifelong learning.
- Build connections among:
  - Students
  - Employers
  - K-12 education system
  - Post-secondary education system
  - Parents
  - Government agencies
  - Community organizations
- Share information on effective programs and best practices.
- Support school and community changes to better meet students' and employers' needs.

WHY SHOULD I JOIN THE COMPACT?

As a member of the Alaska Business Education Compact, you have many opportunities:

- *Use the services provided* by the ABEC at whatever level fits your needs (with discounts on those services for which a fee is charged).
- *Get positive public recognition* for efforts to prepare youth for the world of work and life-long learning.
- *Learn about model programs* and best practices.
- Get involved and *advocate* for policies and procedures that prepare students for work and further education and training.
- *Volunteer* to provide services and fulfill civic responsibility.
- *Keep up to date* on what is happening to prepare youth for work and lifelong learning.
- Ask provocative questions and *express ideas and concerns* about the system of preparing students for the world of work.
- *Connect with a network* of people throughout Alaska who are working to prepare youth for their futures.

House Special Committee on Education ABEC Presentation

Alaska Business Education Compact

- Derived from Alaska's Youth: Ready for Work
- Re-established to continue Business focus on School to Work programs
- Serves as a resource to connect Business & Education resources and ideas

Quality Education System

- Models: Chugach, Mat-Su
- Performance-based: quality standards and measures
- ABEC endorses Quality Schools Initiative / Exit exams
- System underpinned with a quality framework
- Prepares youth for the world of work & life-long learning

Quality Framework Elements:

- Leadership & Strategic Planning in place
- Manage the Process
- Analyze Results
- Continuously improve Performance

Legislative Incentives

- Propose incentives be tied to develop of a framework to provide quality school system
- Propose state-wide Baldrige recognition

Quality-framed Systems are Effective

- Business: ISO, Baldrige (BPX, FedEx)
- Other states educational systems bearing results of meeting higher standards, operating more efficiently and more safely

ABEC Ready to Assist DEED & Legislature

- Technical assistance
- Business & Education resources
- Contextual Learning symposium: joint workshop with APICC & ASHNHA (April 5-6)
- Quality Systems workshop: Joint session with DEED, AHRIC, others (April 24)

Alaska Business Education Compact

Vision:

"Employers, educators and other community members working together to prepare Alaskans for work and lifelong learning"

Mission:

"Building a coherent system that connects all community members including employers, educators, parents and students, so Alaskans develop strong skills and a commitment to lifelong learning to successfully participate in today's workforce"

Accomplishments and Partnerships Formed July through November, 2000

CHOICES: is an interactive seminar for middle and high school students. Through CHOICES, volunteer presenters from the business community work with students using highly participatory exercises to help students learn how to take control of their lives by making wise decisions.

- ***Conducted Seminar Leader training*** with employers in:

Kotzebue with representatives from:

NANA Development Corporation
University of Alaska Anchorage

Juneau with representatives from:

Alaska Department of Commerce and Economic Development
ASNHA
CCTHITA
Department of Labor and Workforce Development
Juneau Borough School District

Anchorage with representatives from:

BP
Copper River School District
First Alaskans Foundation
Matanuska-Susitna Borough School District

King Salmon with representatives from:

Bristol Bay Tours
Bristol Bay School and Newhalen School
King Salmon Chapel
Lake and Peninsula School District
Tundra Sub
US Fish and Wildlife
US Park Service

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Dillingham with representatives from
Bristol Bay Native Association Workforce Development
City of Dillingham
Department of Public Safety
Southwest Region Schools

- **Delivered CHOICES seminars** to schools around the state

Science Curriculum Pilot and Development: provides a way for classroom teachers to work directly with industry partners to supplement standard high school chemistry, biology, earth science, or physics textbooks. This is an effort to help expose students to the opportunities available in jobs in the oil industry as well as prepare students to enter the Process Technology Associates Degree program if that is their career path of choice.

- **Piloted use of Science in a Technical World curriculum** in five school districts including:
  Anchorage School District
  Delta Greely School District
  Kuspuk School District
  Matanuska-Susitna Borough School District
  North Slope Borough School District

- Contracted with *Delta Mine Training Center* for development of **new web-based module called "Mineral and Petroleum Exploration."**

- Coordinated meeting with school district partners using modules and **connected school district partners with industry partners** in related fields including:
  Alaska Process Industry Careers Consortium (APICC)
  Alyeska Pipeline Service Company
  Delta Mine Training Center
  Golden Heart Utilities
  Municipality of Anchorage
  PetroStar Refinery
  Williams Petroleum

Career Pathways Involvement: A career pathway is an integrated, multi-year sequence of career guidance, course work, and work-based learning experiences that enables students to explore a variety of career choices and provides a context for learning.

- **Participated in Education Committees** of the following organizations:
  Alaska Process Industry Career Consortium (APICC)
  Alaska State Hospital and Nursing Home Association (ASHNHA)
  Information Technology Consortium
  Transportation Consortium
  Construction Consortium

- **Facilitated meeting with Delta Career Pathways participants**, a group of Alaskan teachers and counselors working to develop K-8 web-based curriculum connected to Alaskan Content Standards. Project partners included:
  Delta Greely School District
  Fairbanks North Star Borough School District
  Kenai Borough School District
  Matanuska Susitna Borough School District
  North Slope Borough School District
  Northwest Arctic Borough School District

- **Coordinated business/industry involvement with Delta Career Pathways Curriculum Project** at meeting in Fairbanks. Industry representatives viewed curriculum project and provided feedback and support for the project. Meeting included representatives from:
  Alaska Department of Education and Early Development – Career and Technical Education
  Alaska Department of Labor and Workforce Development – School to Work Office
  Alaska Hospitality
  Alaska Native Tribal Health Consortium
  Alaska Process Industry Career Consortium (APICC)
  Alaska Science and Technology Foundation
  Alaska State Hospital and Nursing Home Association (ASHNHA)
  Anchorage School District, Wonder Park Elementary School
  Associated General Contractors
  Painters and Allied Trades Local Union #1555
  PetroStar Refinery
  Providence Health System
  Williams Petroleum

- **Conducted "The Nuts and Bolts of Work Based Learning" training** for business people in Dillingham and King Salmon. Oriented the following employers on how to organize a meaningful job shadow and internship for students in local high schools:
  Dillingham
  Bristol Bay Native Association Workforce Development
  City of Dillingham
  Department of Public Safety
  Southwest Region Schools
  King Salmon
  Bristol Bay Tours
  Bristol Bay School and Newhalen School
  King Salmon Chapel
  Lake and Peninsula School District
  Tundra Sub
  US Fish and Wildlife
  US Park Service

Public Relations: Provided information about ABEC services and gained information about education and industry needs the ABEC might help to fill.

- **Conducted sessions and provided ABEC information** at the following conferences:
  Alaska Education Summit
  Alaska Federation of Natives Conference
  Alaska Miners State Conference
  Alaska Principals Conference
  Association of Alaska School Boards Conference
  Professional Development Conference

- **Designed materials** on ABEC services

- **Sent membership renewal** letter and applications.

Web Site: www.akbec.com

- **Started ABEC web site** with assistance from partner *Northwest Technical Services.*
- **Began research on internships/scholarships** available for Alaskans through partnership with:
  Alyeska Pipeline Service Company,
  King Career Center intern, and
  Alaska Pacific University intern.
- **Added membership web sites** to ABEC site
- **Researched Career and Job Fairs** to add to ABEC calendar of events
- **Added Science in a Technical World threaded** chat to web site through partnership with *Delta Mine Training Center.*

Administration: Worked with ABEC Board of Directors to provide leadership and focus to the organization. Notes from meetings can be seen on the ABEC web site, www.akbec.com

- Conducted five full Board of Directors Meetings.
- Conducted two Executive Committee Meetings.
- Coordinated eleven committee meetings.

Science in a Technical World Curriculum Project

This project provides a way for classroom teachers to work directly with industry partners to supplement standard high school chemistry, biology, earth science, or physics textbooks. Curriculum modules include Upgrading the Wastewater Treatment Plant, Petroleum Refining, and Carbonated Beverage Industry. Through this project, a new, web-based module on Mineral and Petroleum Exploration is also being developed.

The project is funded through a grant from the First Alaskans Foundation. Participating partners include:

- Alyeska Pipeline Service Company
- Anchorage School District
- BP
- Delta Greely School District
- Delta Mine Training Center
- Golden Heart Utilities
- Kuspuk School District
- Matanuska-Susitna Borough School District
- North Slope Borough School District
- Williams Refinery

For more information, visit our website at www.akbec.com or call 907-278-7567

Alaska Business Education Compact

How employers can prepare Alaska's youth for work and lifelong learning

Working with students

- Speak in the classroom
- Participate in career fairs
- Host a tour of the work place
- Host students for job shadowing
- Provide paid or unpaid internships
- Provide cooperative work experiences
- Be a student mentor

Working with educators

- Host teacher visits to the work place
- Assist with curriculum development
- Share industry skill standards with educators for use in education instruction
- Invite educators to participate in work place training workshops and seminars
- Provide access to technology
- Become a partner with your local university to offer business and management training and invite educators to participate in the training.

Strengthening company practices

- Establish policies and practices that encourage and support employee involvement in the schools
- Create management briefings on company commitment to high standards, work force development and community involvement
- Focus volunteer efforts on education partnerships
- Implement hiring practices that require applicant to demonstrate academic achievement and work place experience through school-based records
- Use local education and training institutions as suppliers for the work force
- Prepare employees to supervise students in work based learning opportunities, and recognize the efforts of employees who supervise students
- Maintain a safe, healthy and legal work place and train employees who supervise students to attend to student safety, health and legal issues.

For more information, visit our website at www.akbec.com or call 907-278-7567

Alaska Business Education Compact

CHOICES®

Project

CHOICES is an interactive seminar for middle and high school students.

Through CHOICES, volunteer presenters from the business community work with students using highly participatory exercises to help students learn how to take control of their lives by making wise choices. Since the project began, over 60 business leaders from throughout Alaska have been trained to deliver the seminars, and over 1,900 rural and urban students have participated in workshops.

In Alaska, the project is sponsored by BP and Providence Health System.

If you are interested in becoming a CHOICES seminar leader in your community, or if you would like information on receiving a CHOICES seminar in your school, please contact us at akbec@alaska.net or call 907-278-7567.

bp

Alaska Region

Career Pathways Curriculum Project

Through this project, Alaskan teachers and counselors have developed web-based curriculum connected to Alaska Content Standards. The curriculum includes career awareness activities for grades K–6 and career exploration activities and career planning for grade 6–8. Each lesson also includes ideas for involving business and industry partners.

This project is funded through a grant from the Alaska Department of Labor and Workforce Development. Project partners include:

- Alaska Business Education Compact (ABEC)
- Alaska Process Industries Career Consortium (APICC)
- Delta Greely School District
- Delta Mine Training Center
- Fairbanks North Star Borough School District
- Ilisagvik College
- Matanuska Susitna Borough School District
- North Slope Borough School District
- Northwest Arctic Borough School District
- University of Alaska, Tanana Valley Campus

For more information, visit our website at www.akbec.com or call 907-278-7567.

Alaska Business Education Compact

Baldrige National Quality Program 2001

AT print SHop

Education Criteria for Performance Excellence

accomplishment

recognition

DRIGE

Participants List
House Special Committee on Education
March 21, 2001

HB 94, "Pupil Competency Test; Annual Education Report

1) **Alaska Teachers of the Year regarding preparation of students for the High School Competency Test:**

   Via Teleconference:
   Daniel Walker, 1999 Alaska Teacher of the Year, Kenai Borough Peninsula School District

   In Person:
   Sonja Schmidt, 1998 Alaska Teacher of the Year, Denali Borough School District
   Marilyn Rosene, 2000 Alaska Teacher of the Year, Dillingham City School District
   Patricia Truman, 2001 Alaska Teacher of the Year, Mat-Su Borough School District

2) **Alaska Business Education Council regarding educational excellence and improvement**

   Dave Rees, Immediate Past President, ABEC
   Tom Hamill, 1st Vice President of ABEC & Assistant Superintendent of the Chugach School District
   John Hart, Treasurer of ABEC

3) **Department of Education regarding the Content Review Team and DEED's plan to use any delay in the effective date of the High School Competency Test.**

   Bruce Johnson, Deputy Commissioner, DEED

1998 - 2001 Teachers of the Year
Presentation on the High School Competency Test, Standards, and HB 94

The 1998 - 2001 Teachers of the Year, appearing courtesy of NEA-Alaska, are available to the committee today to assist us in our consideration of HB 94. I asked them to prepare remarks that would address the following questions:

1) What are their reactions to the State Performance Standards?
2) How are they preparing their students to meet those standards?
3) What are they not doing now that they would do in four years?

Via Teleconference:

Daniel Walker
1999 Teacher of the Year
7th Grade Teacher
Seward, AK
Kenai Borough Peninsula School District

In Person:

Sonja Schmidt
1998 Teacher of the Year
6th - 8th Grade Teacher
Social Studies & Language Arts
Healy, AK
Denali Borough School District

Marilyn Rosene
2000 Teacher of the Year
5th Grade Teacher
Dillingham, AK
Dillingham City School District

Patricia Truman
2001 Teacher of the Year
8th Grade Language Arts Teacher
Palmer
Mat-Su Borough School District

Dan Walker, 1999 Teacher of the Year

My reactions to the State Performance Standards: Mission Map, not a recipe for success but a menu.

1) The performance standards and the super structure of the Content standards should be considered "under construction" and reviewed on a regular basis; they reflect the current best thinking at the time they were written.
2) The content standards (to which the performance standards are written) provide important guidance to the teachers, districts, parents, and students, defining our job as teachers.
3) The standards are a menu not a recipe. The recipe is "Best Practices" of teaching carried out by skilled teachers just as skilled chef will use a his skill and a good recipe to create the items on a restaurant menu.
4) The gap between the ideal of the standards and the high stakes assessment of the HSQE is broad and deep. We have given a great deal of attention to writing the standards, HSQE and the benchmark tests, but little attention has been given to the teaching and learning that must take place for students to succeed.
5) The standards should be written, and some are as broad statements of accomplishment with in which there is a range of success possible.
6) I helped write the performance standards for geography and in that experience I became convinced that for them to be truly utilized in the classroom requires comprehensive training and commitment.
7) Performance standards have been overshadowed by the HSQE. The test may become the curriculum.
8) By not testing some standards they have been minimalized.
9) Some students are not capable of meeting every standard. Some students who pass the HSQE will be able to meet the standards in other ways.
10) When we create a new element or component for our institution it should be a requirement that we eliminate one. Some of the parts of the educational institution don't fit together.

Teachers need training on standards based ed - many are uncomfortable with that

need multiple assessments

How are you preparing your students to meet those standards?

1) The standards define what I teach. The standards define some elements of how I teach.
2) The performance standards, if correctly written, identify tasks that can be completed to demonstrate competency. Therefore it is reasonable to provide extensive practice in performing such tasks.
3) The application of sound pedagogy to an area of learning is the best way to achieve success. For example, teaching students to write well means providing a rich, supportive environment in which they can write.
4) We create special leaning programs for students at risk, students who are not meeting standards at their age level.
5) I am teaching students to understand the concept of standards, so that they know why they are in school.
6) I am collecting samples of student work in portfolios so that other teachers can assess the needs of students.
7) I am setting high expectations for students and provide challenges and high level thinking activities.
8) I am promoting an understanding of standards based instruction with other teachers.
9) Increasing my understanding of the brain how learning and memory intact to create mental constructs.
10) Few teachers have the training or expertise to do these things.

What are you not doing now (to prepare the students) that you would do four years from now?

1) The future can be viewed in a pessimistic or optimist light. I could be struggling with large classes with many unsuccessful students without the resources to help or . . .
2) Four years from now I could be working as a mentor to younger, less experienced teacher to guide them in their growth. Each building needs mentor teachers who can help develop the potential of teacher at that site. A modern principal hasn't the time to be the instructional leader.
3) Four years from now I could be working with my colleagues during team planning time to solve student problems, design quality instruction, and assess student progress.
4) Four years from now I could be participating in ongoing staff development programs that supported professional growth for teachers specifically geared toward standards-based instruction.
5) Four years from now I could work with teachers that had been trained in standards based instruction and who were familiar with essential skills required for all our students.
6) Four years from now I could be working with administrators that thoroughly understand the challenges and nuances of standards based instruction.
7) Four years from now I could have access to a resource room where students in need of help can take extra reading, writing or math instruction.
8) Four years from now I could reassure struggling students that the HSQE was a test of essential skills that are within their grasp not a college entrance exam.
9) Four years from now I could be working with a grading/ assessment system that reflected students' ability to meet the performance standards.
10) Or, four years from now I could be where I am today, better informed than most of my associate about the standards and their relationship with our curriculum and assessment; working without sufficient planning time and support to meet the needs of my students; unable to reconcile how a student can pass their high school classes and fail the HSQE.

Conclusion - focus on things for the next several years.
① check standards for those that are essential, and test those.
② align curriculum to standards & grades to likelihood of passing test
③ recruit, train & retrain teachers.
④ positive work environment - good salaries & benefits, respect in environment for teachers.
⑤ State, DoE, UA & schools must communicate better for teacher training!
⑥ programs for student remediation - resource rooms, tutors, teacher training

Q & A:

Stevens: Is a 2 year delay enough for teacher training?:

W – Programs should be school based; would take a couple of years. Use time over summer; then inservice.

Marilyn Rosene, 2000 Alaska Teacher of the Year
Dillingham City School District

Notes on reverse

Thank you for the opportunity to speak to this committee. It is my hope that we can open a dialog between the hallways of our state capitol and the hallways of our schools. I appreciate the fact that these issues have been hashed and rehashed, cussed and discussed. It is a mixed blessing to be in the limelight. My hope is that a wider vision, will, in the end, benefit the future workers and leaders of our state and country.

What are your reactions to the State Performance Standards?

On the whole, I believe that performance standards are a good idea for students and district staff. A goal of educators is to help every student achieve to his or her maximum potential. I am supportive of accountability- fair accountability- of all our children. Fair does not always mean equal. Our country's schools reach far beyond those of most other countries. I liken our system to that of a huge funnel, very wide at the top, where we welcome each and every young person that comes to us, from preschool age, through high school, and beyond.

I believe that the standards will help teachers maintain a focus in instruction once they have a clear understanding of what the Performance Standards are, and what the look like in the classroom.

Each student possesses unique skills, abilities, and needs. Standards should also have some margin of variation for acceptable standards for some of our students. I am not interested in our education money being spent in courtrooms across the state because we have violated confidentiality or legal rights of students.

How are you preparing your students to meet those standards?

As a teacher, I know I'll do better when I feel comfortable about what a Standards Based Classroom looks like. Standards are an acceptable buzzword for any number of organizations. The legislature has adopted standards for conduct, but how does its organization and procedures differ from when standards were not on the books?

Day to day procedures may not be vastly different, but as the awareness has been raised, and people discussed the importance of these standards, their relevance was elevated. Perhaps new legislators understand the new rules better than the seasoned veterans. The same may be true in our schools. What kind of training is available for legislators to know how to recognize high standards of conduct? It is incumbent on the school districts, and the state to assure that all teachers have received staff development on standards based instruction. That will take time and funding. Standards have been matched to some curricular areas, but I certainly don't feel that my district has a plan for Standards Based Instruction. Staff development was listed as one of the implications for schools and districts when Alaska ventured forth with discussion of the HSGQE in 1998. There needs to be a plan. A plan is difficult without continuity...

What are you not doing now (to prepare the students) that you would do four years from now?

Here's where I will get out my crystal ball...This is what I would like to tell you in four years...

I will begin by saying I believe the students will be taught by teachers who have been and will be mentored through their beginning years.

I will be more knowledgeable about the standards and how they are aligned to the curriculum. I will fee that my district has a training plan in place for new and returning staff to fee comfortable with the curriculum and how it is aligned with the state standards...

Marilyn Rosene, 2000 Teacher of the Year

I will be more knowledgeable about a variety of rubrics to be used with writing, projects, math assessments, and reading.

My students will have experiences with one benchmark test, and I will be able to help them use that as a springboard for preparation for class activities as well as the benchmark they will take in 6th grade.

Most of all, I will feel confident that I am working with colleagues who feel they are valued through the training and encouragement they are receiving from the school district. We will be a team, work together, and help our students achieve to their maximum potential as a young person.

① Believes she had standards before the state required them.
② Students are not all the same. They have lots of kids that needs lots of extra help.
③ Benchmarks serve as extra flag for checking progress.
④ Her 5th graders have no Benchmark experience. She is trying to prepare them for next year. Her district is small & tchr turnover is high. Job fairs aren't getting as much interest.
⑤ Can remediate teachers & students. Accountability is important, & she has high standards which admin doesn't always appreciate.
⑥ Her students are not worried about test. Teachers are finding out what they need to know & helping them get there.
⑦ Curric. alignment still needs work & training.
⑧ Hopes for opportunity for new teacher mentoring. Teachers who aren't have classrooms but who can provide guidance & training.
⑨ Has worked w/ 7 principals & 6 superintendents since 1982 - turnover in leadership, too.

Stevens - How can training be provided?
R - UA training, district orientation is helping.
extended school years
concentrated inservice.
mentoring during school years.

Joule - How much inservice do you get? 10 days for every topic. State requires some topics?

To: Karen/Rep. Con Bunde
FAX: 907-465-3871
House Special Committee on Education
Talking Points for Hearing 8:00 a.m. Wednesday, March 21

From:
Sonja Schmidt
Alaska Teacher of the Year 1998
Tri-Valley School
Denali Borough School District
Healy, Alaska

Talking Points: In response to questions about the Alaska State Performance Standards, I will be elaborating on these points. These are my notes for your consideration.

The introduction of performance standards is not new to classroom teachers. Good teaching practice has always dictated that content must be translated into performance activities that demonstrate a student has knowledge of that content.

Assessment of skills and knowledge gained is not something new to classroom teachers. Good teachers always check, assess, and ensure that students are mastering material that has been taught. That has always been best practice. We check on competency of what we've taught, provide remediation to those students who didn't master it. We have used such words as "mastery" "instructional level," "spiraling of skills," "scope and sequence" to describe what we teach. Today, however, we are making a shift. Some consider it a philosophical shift, others only a way in which schools are accountable for what is being taught. There should be no mistake, though, that a fundamental shift is needed in order for our educational system to respond to performance standards as we use them today.

The difference between past educational practice and today's performance standards reform is that the emphasis is **not on what content a teacher must cover, but on what a student can do**. Although this may seem like only a semantic difference, making the shift in thought and classroom practice becomes complex and a variety of areas need to be addressed.

Some considerations at the classroom level are:

Past Practice		Standards-Based
• School District Curriculum Guide states the content to be taught	→	• Curriculum Guide reflects both the content standards and the performance standards students must meet
• Instructional materials and units of instruction reflect content to be covered. Activities are selected based on relationship to unit or topic	→	• Instructional materials, units and teaching strategies reflect content and performance standards

Past Practice		Standards-Based Instruction
• Teachers assess and evaluate on content that has been taught	→	• Students are assessed on what they demonstrate
• Teachers communicate immediate lesson goals to students	→	• Students see long term goals through the understanding of standards
• Students receive review and reteaching of content not mastered. If a majority of students pass, teacher moves on in instruction.	→	• Students receive remediation in standards not passed until proficient.
• Communication with parents and others tend to be about content mastery. Grades often reflect class work completed.	→	• Communication with students, parents, and others are about progress on performance standards

These are just some of the areas in which a shift is needed at the classroom level. At each point, the school district and school administration must be making the changes needed for the classroom teacher to succeed. Parents and students must be making the shift as well. Entire communities and those fiscally responsible for the management of schools will need to be part of the change. The change in approaches and substance in the classroom will take time and patience on the part of everyone. It is my hope that through open communication, such as we are doing here today, you will come to understand the hard work that moving to a standards-based educational system entails.

The success of students is the classroom teacher's goal. The Alaska State Performance Standards hope to assure that all students will be successful in reading, writing and math at a level that will prepare them for their future. We need everyone's support to make sure that happens.

PATRICIA A. TRUMAN, NBCT ★ **Alaska Teacher of the Year**

Palmer Junior Middle School * 1159 S. Chugach * Palmer, Alaska 99645
Tel: (907) 761-4326 (wk) * (907) 337-3278 (hm)
E-mail: patruman@alaska.com

Education is not the filling of a pail, but the lighting of a fire.

TO: Karen McCartney

FROM: Patricia Truman

RE: Talking Points/Testimony (3/21/01)

DATE: March 20, 2001

Talking points of my testimony follow. I apologize for sending them at the last minute, but I just arrived in Anchorage last night from New York where I was attending a conference. It is my intention for this outline to provide a "sense" of my testimony and to provoke questions.

I. Introduction
- a. Brief bio
- b. Educational focus

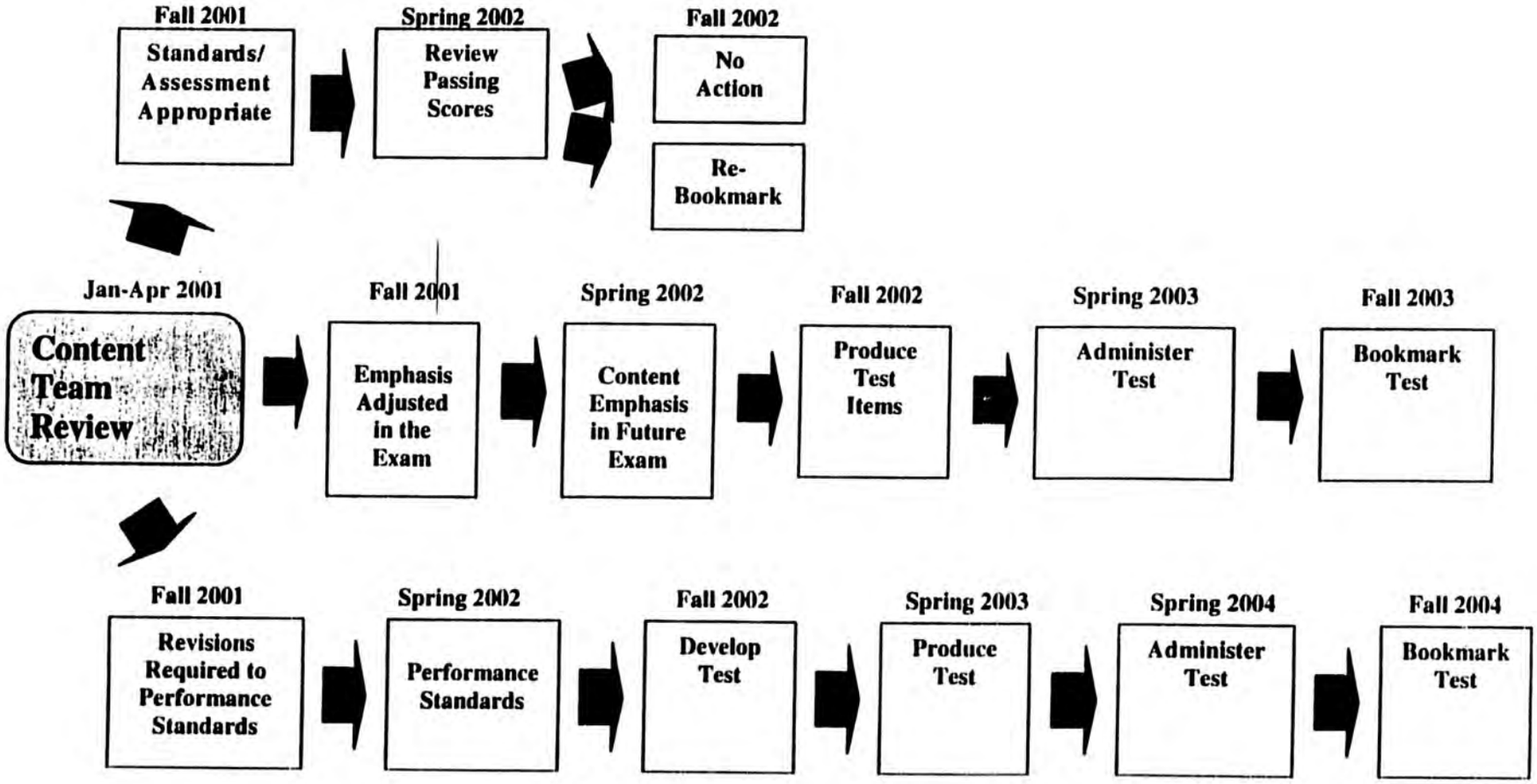
II. Reaction to Performance Standards
- a. Create context (Where do I come from?)
- b. Expectations (What do I expect from standards? What do standards expect from me?)
- c. Content of performance standards- go beyond the essential (What are students really expected to know? What is reasonable?)
- d. Bottom line - All students - are standards right and fair?

III. Presently Preparing Students to meet Standards
- a. Realign curriculum - weeding - cultivating
- b. Redesign assessment
- c. Integrate curriculum
- d. Involve parents
- e. Collaborate with the community
- f. Integrate employability skills/affective learning
- g. Implement test-taking strategies
- h. Audit instruction
- i. Realign professional development/redirect professional conversation
- j. Remove obstacles that slow progress - class size, outdated materials

IV. Future
- a. Issues to consider (student numbers, teacher/administrator quality, teacher retention/recruitment, redirection of teacher preparation (preservice/continuing education), community involvement...etc.)
- b. Big Question - Delay or not to delay? (Food for Thought)

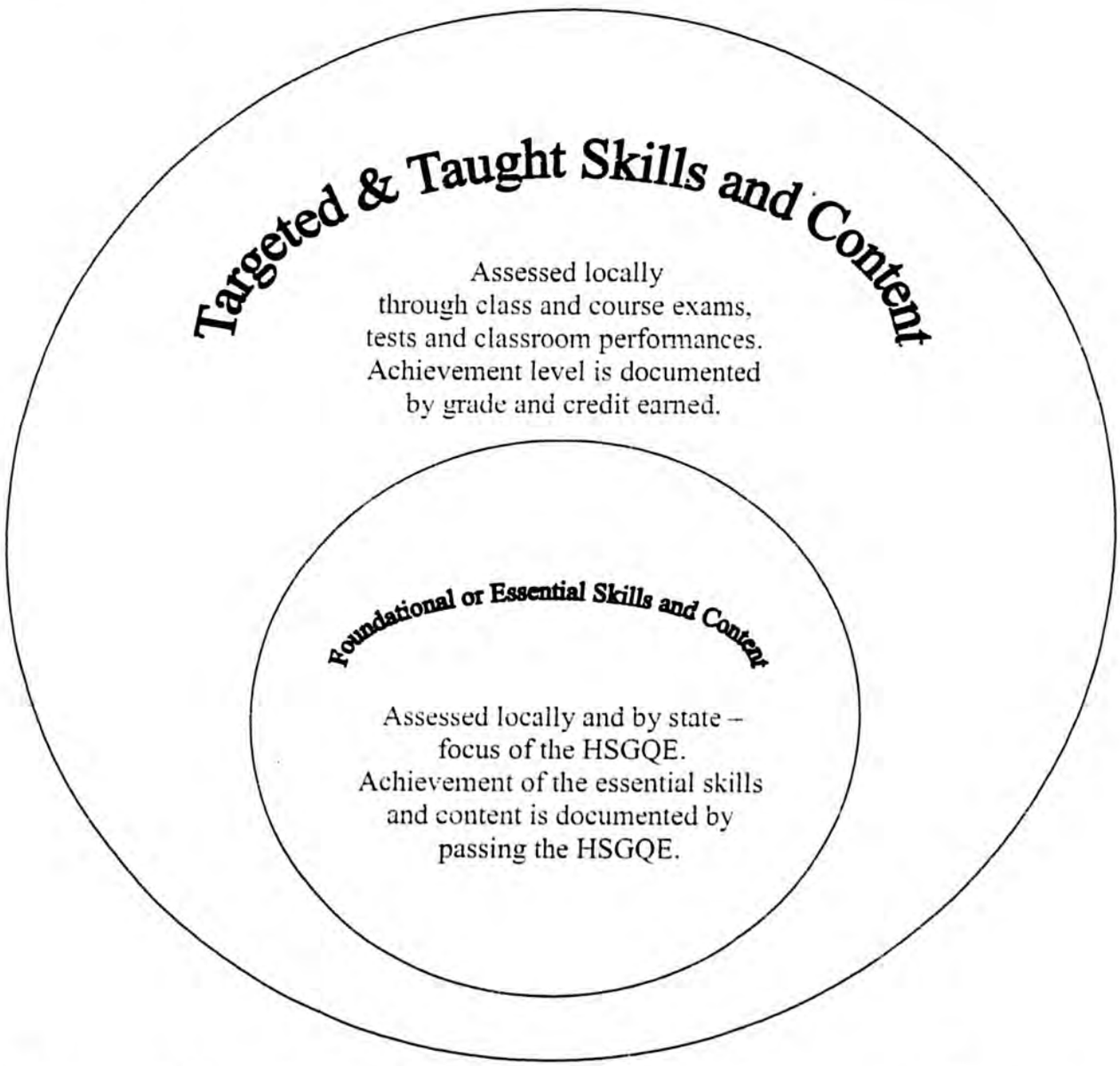
Alaska Standards-Based Assessment Initiative

FRAMEWORK FOR CONTINUOUS RENEWAL



Essential Skills as a sub set of the Targeted and Taught Curriculum

State performance standards list and describe the "targeted and taught skills and content" in reading, writing and math. These standards describe what we "want our students to know and be able to do." The state performance standards are a guide to good instruction and solid curriculum.



The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," the committee asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

"Target and Taught Skills and Content" versus "Essential Skills and Content"

For each of the skills or content in a discipline or field of study, we can ask the question – is this something we want our students to know and be able to do.... The answers to this question provide direction and content for our schools' curriculum and instruction. Those skills and content are identified and described by content and performance standards. The *Alaska State Performance Standards* list and describe what we want our students to know and be able to do in reading, writing and math. The *Alaska State Performance Standards* identify the targeted and taught skills and content in our schools. The *Alaska State Performance Standards* are a guide to good instruction and solid curriculum.

The "Essential Skills and Content" is a sub set of the targeted skills and content. These are the skills and knowledge that a person would need to have or know to function at a basic or introductory level in our society.

To determine if a given performance standard or exam question reflected an **essential** skill or content," a committee of community members, business people, and educators asked the following question: would you deny a diploma to a person if he or she did not have that skill or know that content?

These are two different questions (1) what do we want our students to know, be able to do? (2) would you deny a diploma to a student if he or she did not have that skill or know that content?

These two questions are being confused with each other in the current AK HSGQE debate.

The following diagram provides an overview of the relationship of the targeted skills and content (described by the performance standards) and the foundational / essential skills and content.

Implications of the Shift from Past Educational Practice to a Standards-Based Approach

Past Practice	Implications	Standards-Based
• School District Curriculum Guide states the content to be taught	**Curriculum guides need to be rewritten to be the descriptive documents they are intended to be. They are the guides for teachers.**	• Curriculum Guide reflects both the content standards and the performance standards students must meet
• Instructional materials and units of instruction reflect content to be covered. Activities are selected based on relationship to unit or topic	**Textbooks are the frameworks of teaching. Current texts need to aligned to the state/district standards. Most texts in use in our classrooms do not reflect national standards. The text industry is changing, and so texts must be updated by districts in order to be used by teachers.**	• Instructional materials, units and teaching strategies reflect content and performance standards
• Teachers assess and evaluate on content that has been taught	**New assessments must be designed to measure a student's progress on the standards on a continual basis. Classroom instruction needs to be aligned to reflect the standards assessed.**	• Students are assessed on what they demonstrate
• Teachers communicate immediate lesson goals to students	**Students must be taught how to understand what the standards mean. Students need to be able to articulate and to be able to participate in the evaluation of their abilities. Learning becomes student-centered, not teacher-centered.**	• Students see long term goals through the understanding of standards
• Students receive review and reteaching of content not mastered. If a majority of students pass, teacher moves on in instruction.	**Time and personnel need to be identified to provide needed remedial service in order for a student to gain proficiency on the standards. It becomes a management problem for large classes and schools with limited number of personnel.**	• Students receive remediation in standards not passed until proficient.
• Communication with parents and others tend to be about content mastery. Grades often reflect class work completed.	**New forms of reporting need to be developed. Old style report cards are unlikely to address the progress on performance standards.**	• Communication with students, parents, and others are about progress on performance standards
• Teachers participate in professional development to improve teaching	**Professional development needs to be tailored to the level of knowledge of and experience with teaching to standards.**	*Teachers participate in professional development to improve student performance

Sonja Schmidt 3/21/01