

ALASKA LEGISLATURE SPECIAL COMMITTEE/SUBJECT FILES 8672
2850 SCOMM 125: HOUSE SPECIAL COMMITTEE ON EDUCATION 2001-02

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 Space	Predict Sequence Prefixes un, re Problem solving	Dialogue Commas Paragraphs – beg., mid. end	Weather Atmosphere Orbit Planets	Geography Major hist. Fig. Timelines 1 st 5 presidents	+, -, x multiple 10, 100, geometry continued graphs, tables word problems	Cursive DOL: dialog, commas, homophones
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> LA30301	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

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Learn the Keys to:

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- 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

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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

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GO, GO, GO: This is wonderful!

Energizing information essential

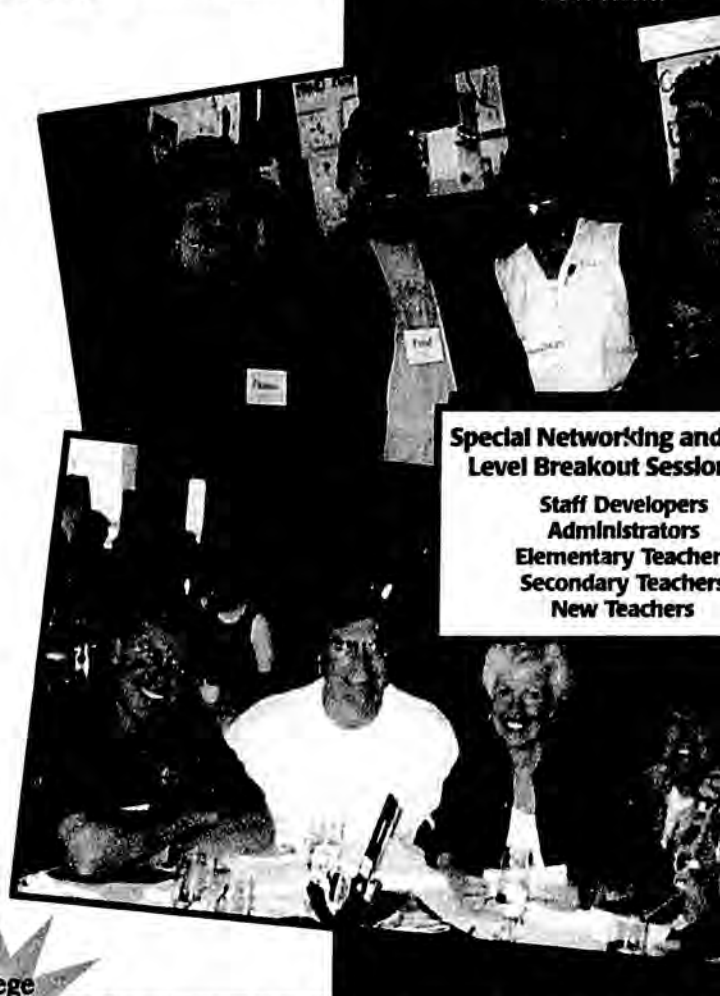
Learn How To ...

- 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

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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
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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

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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



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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

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|------------------|---|
| ■ 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
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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.**



MAIL

Peak Learning Systems
6784 S. Olympus Dr.
Evergreen, CO 80439



FAX

(303) 679-9781



PHONE

(303) 679-9780

Toll free:

(877) 321-PEAK (7325)

Register early! Registration is limited to ensure quality and modeling of concepts.

Registration fee includes continental breakfast each morning, breaks, welcome reception and get acquainted mixer.



**PEAK
LEARNING
SYSTEMS**

6784 S. Olympus Drive
Evergreen, CO 80439
(303) 679-9780

More ways to reach us:
www.peaklearn.com or
e-mail peaklearn@aol.com



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**"Everything I've brought back
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my students' attitudes and
achievement!"**

Effective Teaching, & Learning Assessment *Summer Institutes*

Summer 2001
institutes

Spence Rogers,
Jim Ludington,
Becky Graf,
Dan Langendorfer
and other Peak Learning
Systems' Practitioner Coaches

[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.

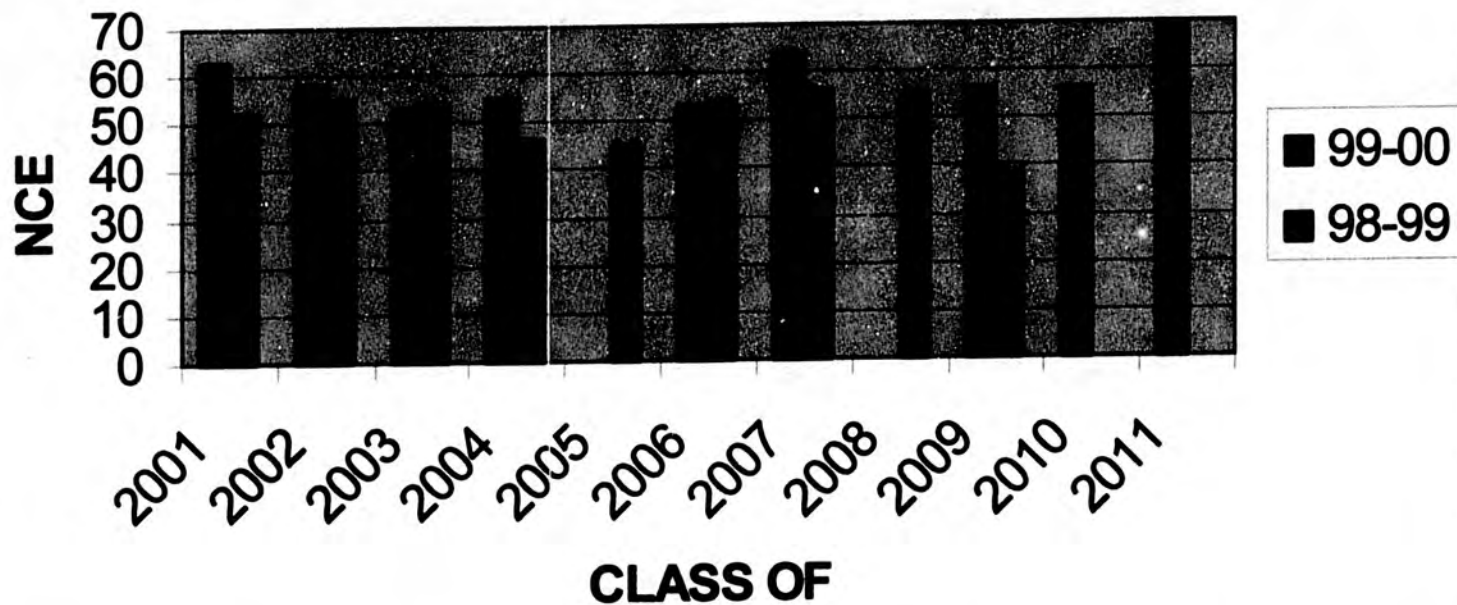
Some of the basic philosophic tenets of the Blended Sound-Sight Written Communication Pathway include:

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

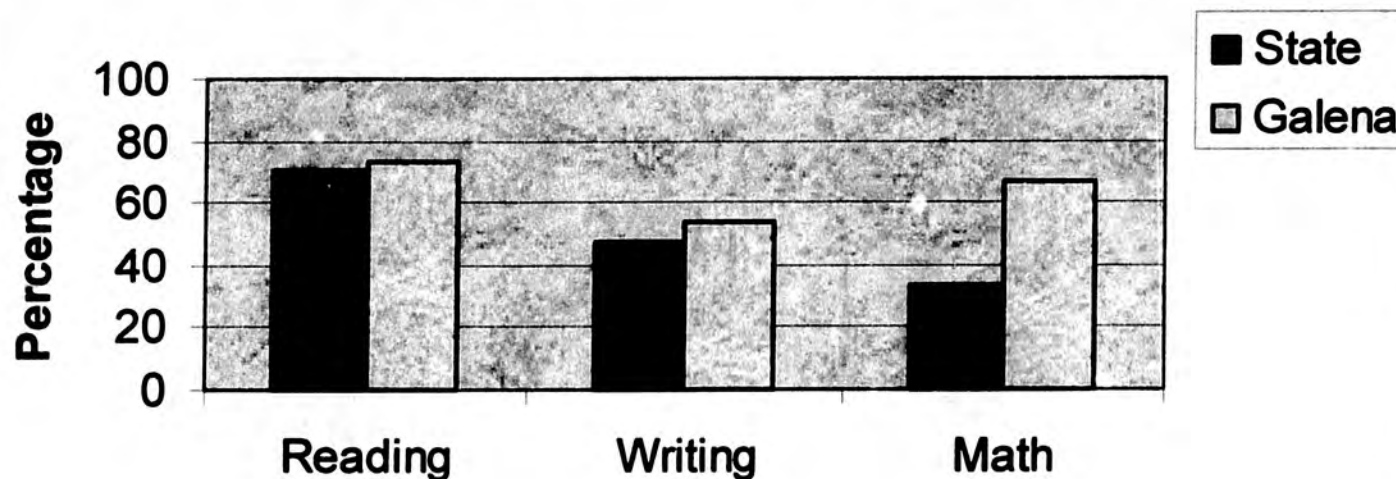
High School Qualifying Exam

15 Sophomore Students Tested

46% or 7 Students Passed all 3 Sections

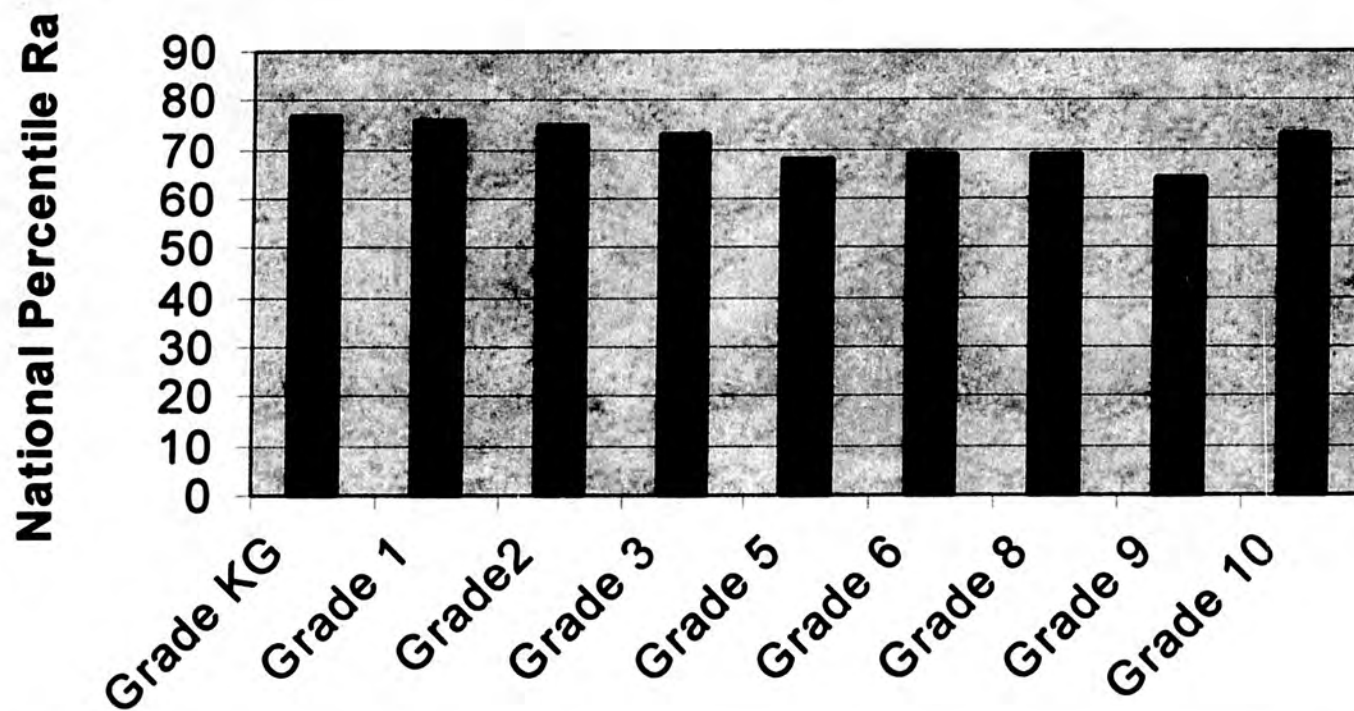
67% or 10 Students Passed 2 of 3 Sections

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



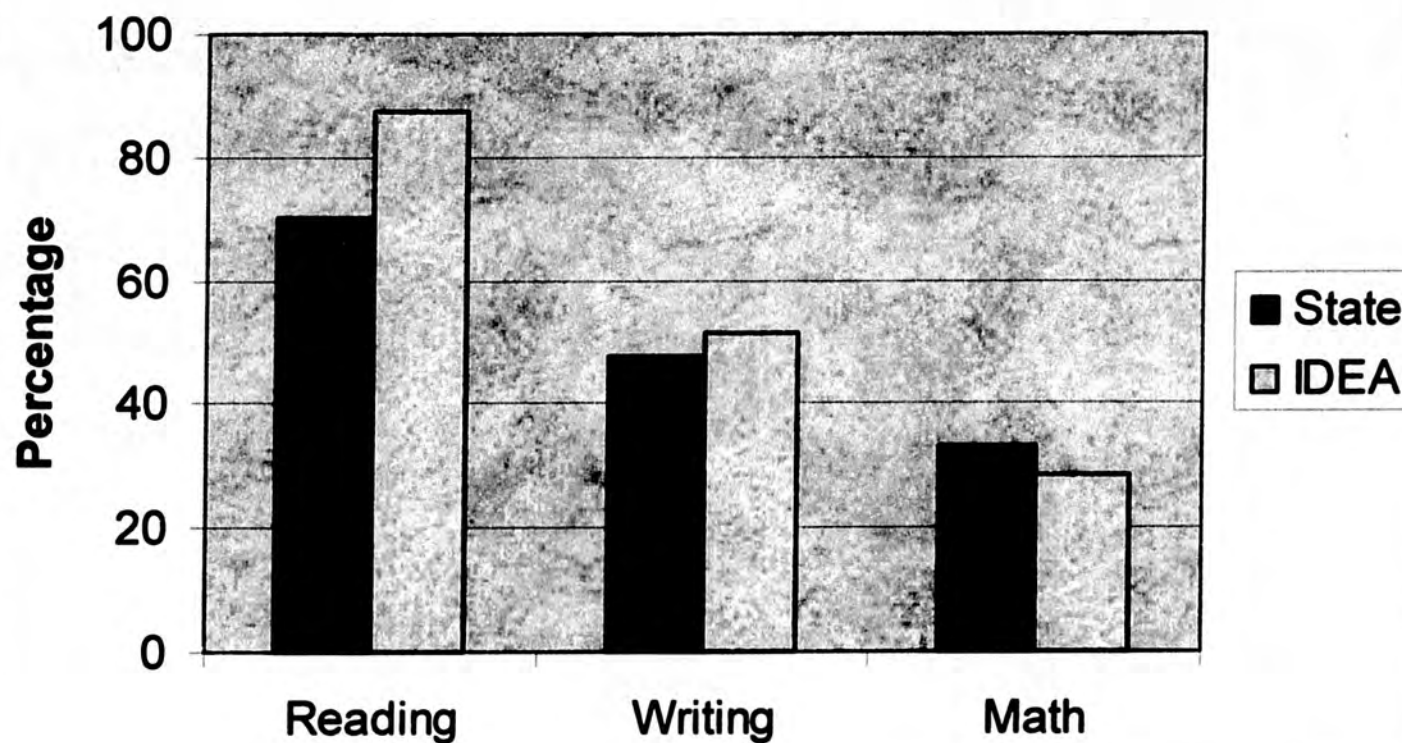
Galena City School District

IDEA 99-00 CAT-5 Test Scores



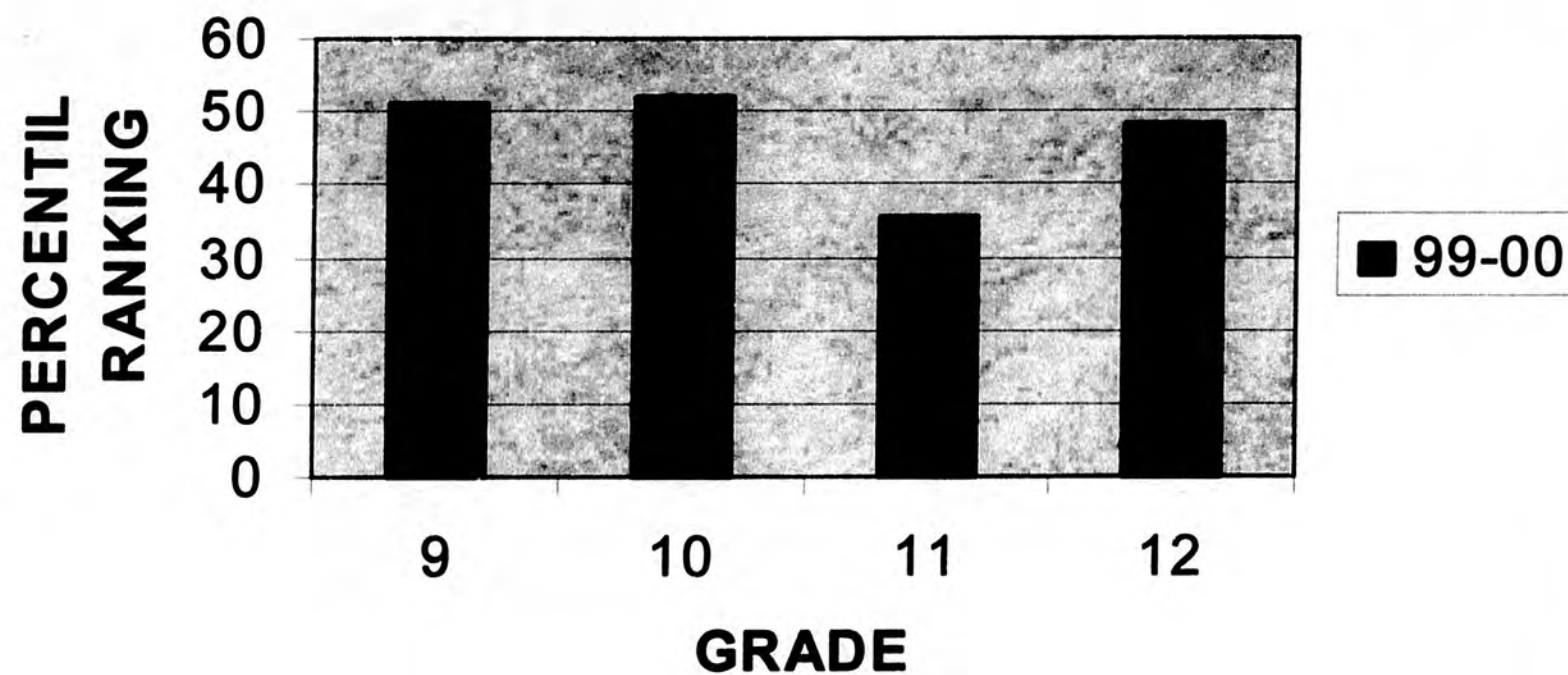
Galena City School District

High School Qualifying Exam



Galena City School District

PECS CAT 5 SCORES



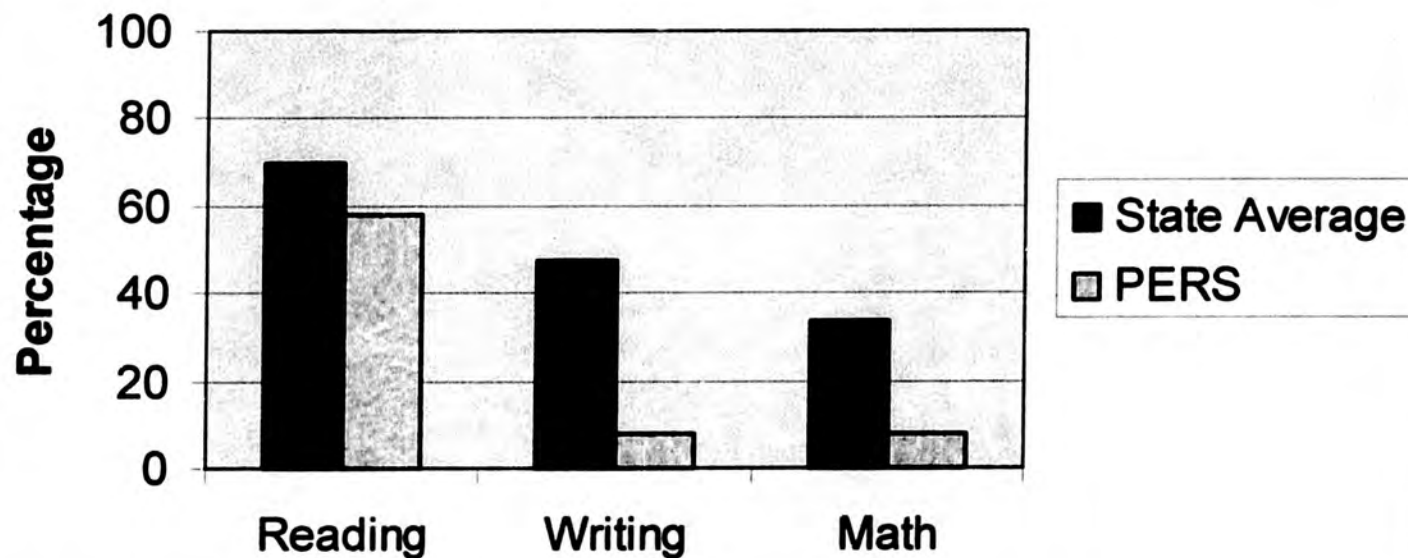
Galena City School District

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

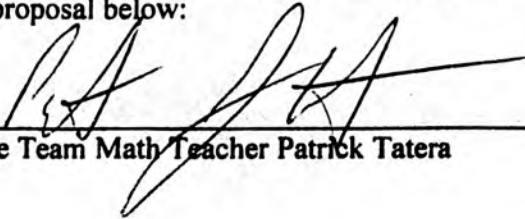
That every student be afforded the opportunity to be successful on the (benchmark and graduation qualifying) tests and graduate from high school.

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



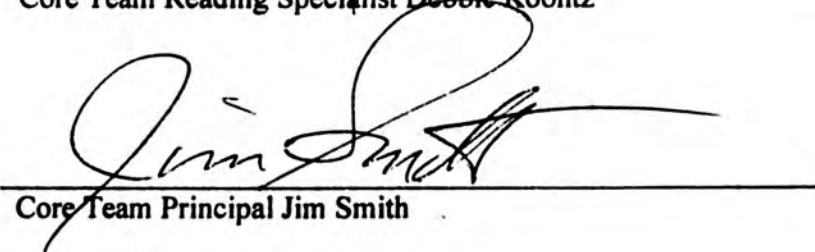
Core Team Language Arts Teacher Jennifer Alcorn



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 Christmas 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			

CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Central Microfilm Services
Department of Education & Early Development
State of Alaska

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"

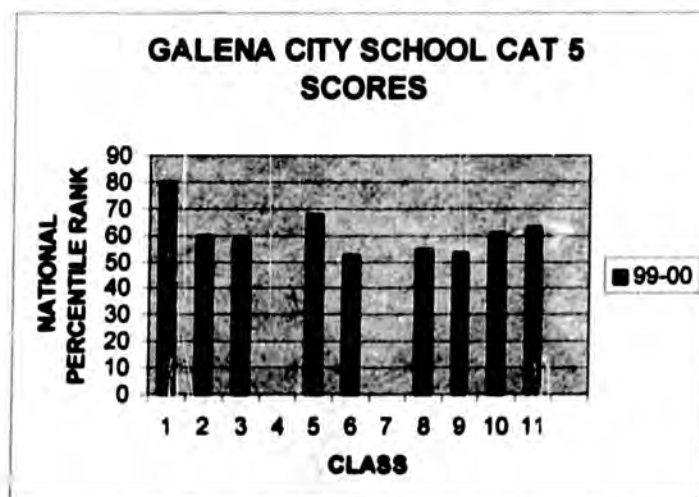
This is the Galena City School District's annual Report to the Public. The report focuses on the results of the California Achievement Tests, School Accomplishments, and Attendance. The School Board mandated that we were to fully implement the Alaska Quality School Initiatives and that we focus our attention 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.

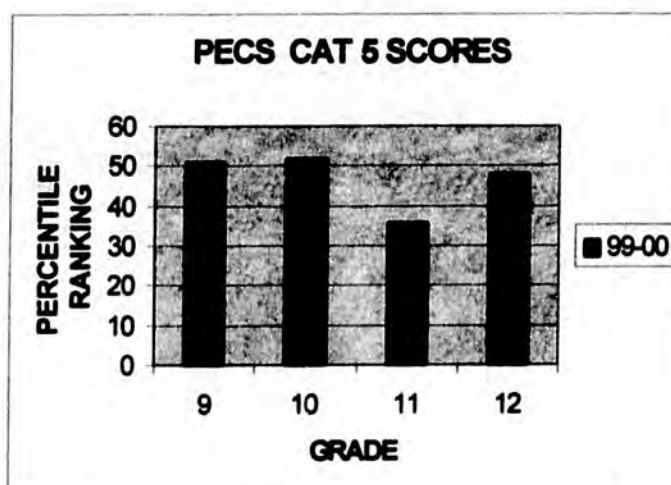
The city school students, teachers and parents are all to be commended for their

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.

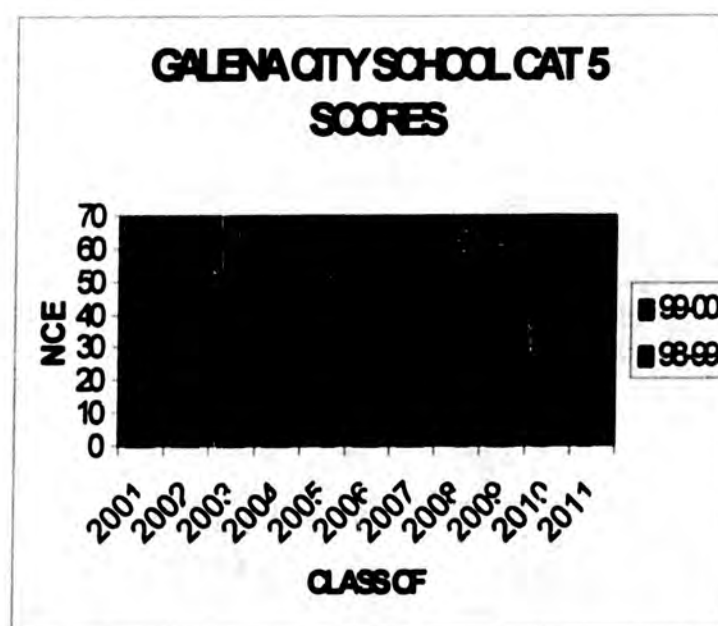
Students in the 9th and 10th grades scored above the 50th percentile, or at grade level. These scores are very good when you consider that the school is only in its third year of existence, and we do not have

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

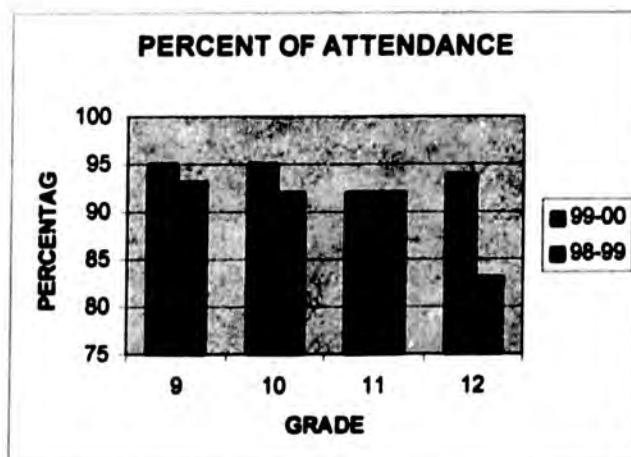
The school had numerous accomplishments this past school year. Below is a list of accomplishments. If an accomplishment is left off of this list it is not intentional. We are proud of the many accomplishments and hope you enjoy reading the list.

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



SCOMM

125:4

Overview

2001 Reauthorization of the Elementary and Secondary Education Act (ESEA)

This overview provides a summary of the major provisions of ESEA and was based on the best available information. It is not meant to be an authoritative representation of this lengthy and complex legislation.

Title I: Grants to Local Educational Agencies (LEAs)

Title I provides extra resources to help improve instruction in high-poverty schools. This section of law continues the requirement that States develop standards and assessments in reading and math. It adds a requirement for standards and assessments in science for the 2007-2008 school year. Implementation of new assessments may be deferred if Congress does not appropriate specified levels of funding (triggers). Requires reading assessments written in English for any student who has attended school in the U.S. for 3 or more years. States must also annually assess English proficiency for all Limited English Proficiency (LEP) students beginning next year. Requires biennial State participation in the National Assessment of Educational Progress (NAEP) tests for 4th & 8th graders to check that state assessments are of rigorous quality so long as the U.S. Dept. of Education pays the cost of administering those assessments. Title I funds are to be used only for effective, research-based educational practices. School districts and schools not receiving Title I funds are not subject to the requirements of 1116(c). States must develop annual Adequate Yearly Progress (AYP) objectives disaggregated by student groups that will bring all students to full proficiency in reading and math within 12 years. Requires school improvement plans for failing schools and contains assistance to and increasingly tough corrective actions for persistently failing schools. Authorizes recognition for successful schools and teachers. Requires Report Cards to the Public and state reports to the Secretary. Adds "parents Right to Know" provision that requires annual notification of the professional qualifications of child's teachers and whether their school is in need of improvement. Requires that all teachers and paraprofessionals (teacher aides) be "highly qualified" and provides for professional development. Makes changes to four funding formulas: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants

Title II: Improving Teacher Quality State Grants

Authorizes a new State formula grant program that combines the Eisenhower Professional Development State Grants and Class-Size Reduction programs into one program focusing on preparing, training, and recruiting high quality teachers. Provides for increased flexibility to allocate funds among professional development, class-size reduction, and other teacher quality activities. States may use funds to reform certification & licensing requirements, provide alternative routes to certification, address recruitment and retention, reform tenure, teacher testing and merit pay systems. School districts may use funds for recruitment and retention, signing bonuses and other financial incentives, mentoring, etc. Authorizes the creation of a national teacher recruitment campaign. Other programs authorized include "Mathematics and Science Partnerships," "Troops to Teachers", "Transition to Teaching," and the National Writing Project."

Title III Language Instruction for Limited English Proficient and Immigrant Students

Consolidates the 13 current bilingual and immigrant education programs into a State formula program and significantly increases flexibility and accountability. There is a funding trigger (\$650 million) for the consolidation within this section of the legislation. Maintains current focus on assisting districts to teach English and helping LEP students to meet the standards. Requires States to submit plans establishing standards and benchmarks for LEP students aligned with state standards. States must establish annual achievement objectives and assure that districts will assess students who have been in US schools for 3 years in English. Includes competitive grants to universities for professional development in this area. All states guaranteed \$500,000. Includes a set-aside of 1/2% or \$5 million for schools operated predominantly for Native American students.

Title IV: Safe and Drug Free Schools and Communities

Retains, with some changes, State formula grants and national discretionary activities for drug and violence prevention. Requires, in Title IX, that states allow students who attend a persistently dangerous school or who become a victim of crime at school to transfer to a safe school. Requires states to report on school safety and requires districts to implement drug and violence prevention programs of demonstrated effectiveness. Authorizes formula grants to States to carry out programs under which suspended or expelled students must perform community service. Authorizes a new "School Security Technology and Resource Center" to provide resources to districts on school security issues. Authorizes a new "National Center for School and Youth Safety" to provide emergency assistance, toll-free anonymous student hotline, public consultation, and information and outreach regarding best prevention practices. Authorizes competitive "Grants to Reduce Alcohol Abuse" to develop and implement innovated and effective programs to reduce alcohol abuse in high schools. Authorizes mentoring programs for students at risk of educational failure, criminal activity or from dysfunctional home lives. Requires local programs to meet principles of effectiveness, including basing applications for funding on assessments of objective data on youth risk behavior. Establishes new "Uniform Management Information and Reporting System" under which states will report to the public on school truancy, violence, drug activity, and the types of programs to prevent and address these problems.

Title V: Innovative Education State Grants Program

Retains, with few changes, the previous Title VI programs that provide flexible funding to states and LEAs for innovative educational programs. Allows states to use program funds for urgent school renovation and activities authorized under IDEA '97; to support charter schools, education reform, school improvement programs, technical assistance, student assessments, implementation of standards, independent analyses of student achievement; and certain school safety programs. Districts may use funds for many activities such as: professional development, class-size reduction, charter schools, community service programs, programs to hire school nurses, alternative education programs, academic intervention programs, service-learning activities, school safety programs, dropout prevention, gifted and talented education, etc. Requires biennial submission of data on the use of funds for what services and students with summary of how programs are improving student achievement. Retains, with few changes, the Charter School grants program to support the planning, design, and initial implementation of charter schools. Authorizes new program of competitive grants to States with established per-pupil aid programs to assist charter schools with their school facility costs. Requires the State to review and evaluate charter schools at least every five years to determine if the school is meeting terms of charter and goals for student achievement. Authorizes grants for innovative credit enhancement initiatives to help charter schools with the cost of acquiring, constructing, and renovating facilities. Authorizes competitive awards to establish or expand programs that provide students with greater public school choice with requirements for eligibility, transportation, and accountability. Retains the current Magnet Schools Assistance program for court-mandated desegregation plans.

Title VI: Grants for State Assessments and Related Activities

Authorizes \$490 million for formula grants to State to develop assessments and competitive grants to States to support collaborative efforts with universities and/or research institutions to improve quality of assessments. Funding triggers. States may use formula funds to develop additional standards and assessments required by ESEA 2001. If a State has already developed assessments, funds may be used to administer assessments, or for school accountability activities such as: developing standards and aligned assessments for other subject areas, developing or improving English Language Proficiency assessments, ensuring assessment validity and reliability, refining assessments, strengthening schools' ability to improve student achievement, expand accommodations available to LEP and disabled students and improving

dissemination of information on student achievement and school performance. States may use competitive grant funding to improve assessments, use multiple measures of achievement, chart student progress, and develop assessment instruments.

Flexibility Provisions in Title VI:

Several flexibility mechanisms allow states and districts to transfer or consolidate funds. Provides additional flexibility for small, rural districts.

State and Local Transferability: Allows a State to transfer up to 50% of the funds from Teacher Quality State Grants, Educational Technology, Innovated Programs, Safe and Drug Free Schools and the 21st Century Community Learning Center to supplement state funds among any of those programs. Allows districts not identifies as being in need of improvement to do the same and to supplement its Title I allocation. Districts in need of improvement may transfer up to 30% of its allocation for the programs listed above only if the funds go to school improvement or to Title I. A district in need of corrective action may not transfer any funds.

State Flexibility Demonstration Program: US Dept. of Education may provide up to 7 States with authority to consolidate their funding for various grant programs and may stipulate how districts may use their Innovative Programs funds. Within those 7 states, at least 4 and up to 10 districts may also receive authority to consolidate their formula allocations. At least half of the districts must have child poverty rates of at least 20%. The Secretary will select the states competitively through a peer review process. A state may use the funds for any educational purpose authorized under ESEA.

Local Flexibility Demonstration: Authorizes the Secretary to enter into performance agreements (no earlier than 4 months after legislation effective) with up to 80 districts so they may consolidate formula funds. Selected competitively with equal distribution of urban and rural districts, no more than 3 per state. A district participating in the State-Flex Demonstration program is not eligible for Local-Flex.

Title VII: Indian Education

Retains, with a few changes, current programs to address the educational needs of Native American children, including formula grants to districts, discretionary grants, and national activities for research, evaluation, and data collection. Authorizes districts to consolidate funds, expands current requirements to give preference to Indian Tribes, Tribal Organizations, and institutions of higher learning for grants under the Special Programs and national Activities authorities. Includes separate authority for discretionary and competitive grants to provide professional development programs to teachers in schools with substantial numbers of Indian children. Under Part C, "Alaska Native Education," consolidates Alaska Native Educational Planning, Curriculum Development, Teacher Training and Recruitment program, the AK Native Home Based Education for Preschool Children program and the AK Native Student Enrichment program. Authorizes construction of vocational schools in rural areas. Requires annual grants for cultural education programs through the AK Native Heritage Center and a cultural exchange program by the AK Humanities Forum. Earmarks \$1 million for parenting education and \$2 million for dropout prevention. Requires an Alaska Initiative for Community Engagement. Funded through competitive grants and contracts to eligible applicants.

Title VIII: Impact Aid

Reauthorized Basic Support Payments, Payments for Children with Disabilities, Facilities Maintenance, Payments for Federal Property, and Construction. Only changes priority order for awarding competitive grants for Impact Aid Construction program. First priority for emergency grants for "heavily impacted" districts with little or no bonding capacity, second for emergency grants for districts that have at least 40%

federally connected students on Indian lands or military students and are at 75% of bond indebtedness and have below average assessed value of property and for schools that are not part of districts that meet the above criteria. Third, modernization for districts that receive Impact Aid and are either "heavily impacted" or have limited bonding capacity and have school facility needs resulting from the presence of the Federal government. Earmarks for Annette Island to be eligible for Basic Support Payments for Heavily Impacted district based on unique characteristics and requires the Secretary to accept late grant applications for specified districts. With exception of Facilities Maintenance and the competitive portion of Construction, all grants are formula based on the number and type of federally connected students in the district. No competitive construction grant to a particular district may exceed \$4 million during any 4-year period.

Title IX: General Provisions

Definitions:

Adds new definitions, such as "Core Academic Subjects, Highly Qualified, Limited English Proficient, etc.

School Prayer:

Requires the Secretary to publish periodic guidance on school prayer in schools. States must certify that they do not prevent constitutionally protected prayer.

Boy Scouts Equal Access:

States, districts and schools that permit outside youth or community groups to meet on school premises must provide access to the Boy Scouts regardless of their membership criteria or oath.

Armed Forces Recruiting:

Districts must provide access to, on request of a military recruiter or institute of higher education, the names, addresses, and phone listings for high school students. However, parents may request that such information not be released without prior written consent. This gives recruiters the same access as is given to colleges and prospective employers.

Unsafe School Choice Option:

Each State must implement a statewide policy that offers parents whose children attend a "persistently dangerous" public school (as determined by the State) or who becomes a victim of a violent criminal offense (as determined by State law) while on school grounds, the option to attend a safe public school within the same district.

Regulations:

Directs the Secretary to issue regulations only to the extent that they ensure compliance with ESEA. This is not intended to prohibit the Secretary from issuing regulations that are reasonably necessary to ensure timely and orderly grant-making.

Title X: Other

This title moves the statutory authority for several programs from one federal statute to another. These programs offer technical assistance to states and districts, provide grants to assist homeless youth, assist teachers to learn technology to improve student learning, and protect pupil rights to privacy. Additions are made to the Protection of Pupil Rights to protect student privacy, parental access to information, and the administration of surveys and physical exams to students who are minors through requirements for notifications and "opt-out" provisions.

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- [Senate Committee on Health, Education, Labor, and Pensions](#)

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The No Child Left Behind Act of 2001 Preliminary Overview of Programs and Changes

Note: This document provides a preliminary overview of programs and changes included in the No Child Left Behind Act of 2001, signed by the President on January 8, 2002. It is provided as a convenience to readers, is not binding on the Department or others, and may be revised from time to time. Authoritative statements of the Department's interpretation of the Act, and of the amendments it makes to the Elementary and Secondary Education Act of 1965 and other statutes, will be set out in regulations, guidance, and other appropriate documents.

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- [Early Reading First \(I-B-2\)](#)
- [Even Start \(I-B-3\)](#)
- [Improving Literacy Through School Libraries \(I-B-4\)](#)
- [Education of Migratory Children \(I-C\)](#)
- [Neglected and Delinquent Children \(I-D\)](#)
- [Title I Evaluation and Demonstrations \(I-E-1501-1503\)](#)
- [Close Up Fellowships \(I-E-1504\)](#)
- [Comprehensive School Reform \(I-F\)](#)
- [Advanced Placement \(I-G\)](#)
- [School Dropout Prevention \(I-H\)](#)
- [Title I General Provisions \(I-I\)](#)

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TITLE IV

- [Safe and Drug-Free Schools and Communities, State/National Programs \(IV-A\)](#)
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- Charter Schools (V-B-1)
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- Magnet Schools Assistance (V-C)
- Fund for the Improvement of Education (V-D)
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This page last modified—January 24, 2002 (dtm).

Technical questions about the Web site: webmaster@inet.ed.gov

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Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

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Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

MEMORANDUM

DATE: February 11, 2002
TO: All Legislators
FROM: Representative Con Bunde, Chair *C Bunde*
RE: Briefing on Federal "No Child Left Behind Act"

The House Special Committee on Education will host a briefing about the 2002 reauthorization of the federal Elementary and Secondary Education Act, also known as the "No Child Left Behind Act." The briefing will begin at 8:00 a.m. on February 27th in the House Finance Committee Room. Dr. Susan Sclafani, Counselor to the U.S. Secretary of Education, and Commissioner Holloway, AK Department of Education and Early Development, will present information about how this important legislation will affect Alaska and answer questions.

All are welcome to attend.

The following websites will provide more information about this legislation:

General Information from U.S. Department of Education:

<http://www.ed.gov/offices/OESE/esea/index.html>

How ESEA relates to Alaska:

<http://www.ed.gov/offices/OESE/esea/alaska.html>

U.S. House Committee Website on ESEA:

<http://edworkforce.house.gov/issues/107th/education/nclb/nclb.htm>

Joint Explanations on Sections of the Conference Committee Report:

<http://edworkforce.house.gov/issues/107th/education/nclb/conference/stateofman/index.htm>

The final conference committee bill:

<http://labor.senate.gov/ESEA-Conf.pdf>



United States Department of Education

Susan Sclafani
Counselor to the
U.S. Secretary of Education



[Click here to print photo](#)

Susan Sclafani is Counselor to the U.S. Secretary of Education. In that role, she advises the Secretary on educational issues and initiatives.

Previously Dr. Sclafani was Chief of Staff for Educational Services in the Houston Independent School District. In that position, she represented the Superintendent on educational issues and coordinated activities of the departments directly involved in the education of children, including school administration, educational programs, legal services, community and public relations, reading, and the superintendent's office. Prior to that, she was Associate Superintendent for District Administration, where she coordinated districtwide initiatives and collaborative programs with the state education department, universities and individual schools, and monitored progress on initiatives in key departments for the Superintendent of Schools.

As Assistant Superintendent in Construction Management, Dr. Sclafani was responsible for the development of educational facilities programming for Project Renewal, a \$627 million renovation and construction program. She previously served as Executive Director of Curriculum Development, where she planned the districtwide K-12 Character Education program, directed Project ACCESS (A Collaborative Curriculum To Enhance Student Success) and directed the development and implementation of plans to restore the accreditation status of the school district.

Dr. Sclafani received her A.B. degree from Vassar College, her M.A. in Germanic Languages and Literature from the University of Chicago, and her M.Ed. and Ph.D. in Educational Administration from the University of Texas at Austin. Dr. Sclafani participated in the Cooperative Superintendency Program at the University of Texas while completing her doctoral work. She is also a charter member of *Superintendents Prepared*, an initiative to identify and train the next generation of urban superintendents.

Our Commissioner



SHIRLEY HOLLOWAY RETURNS AS EDUCATION COMMISSIONER *Former Commissioner to Again Head Dept. of Education and Early Development*

Praising her record of educational excellence in Alaska, Gov. Tony Knowles today accepted the recommendation of the State Board of Education and Early Development and named former education commissioner Shirley Holloway as the new commissioner of the department, effective January 8.

Holloway, 60, served as Knowles' first commissioner of Education from March of 1995 until April of last year, when she stepped down for health reasons. Holloway has since had surgery which returned her to good health. She succeeds Rick Cross who announced earlier this month that he is returning to a small school district in his home state of Michigan.

"Nothing is more important for our families, and for jobs in Alaska, than education and I am pleased to welcome Shirley Holloway back to my cabinet," Knowles said. "Shirley did an outstanding job as

commissioner during my first term and her talents and commitment to education are needed as we tackle the challenge of providing a quality education for all Alaska children and meeting the education needs of our growing state."

Holloway began her career in education in 1963 as a speech and hearing clinician in Oregon, and went on to work as a teacher, principal, school superintendent, and university professor. She worked with the North Slope Borough schools for 16 years, serving as superintendent from 1987 to 1990. Later, she served as a professor at the University of Alaska Anchorage, superintendent of a school district in Washington, and president of the Arctic Sivunmum Ilisagvik College in Barrow. She earned her Ph.D. in educational leadership in 1985.

"Gov. Knowles is right when he says education is the key to the continued growth and prosperity of Alaska and I am pleased to return to state government to work toward providing quality education for all Alaska children," Holloway said.

The Department of Education and Early Development is responsible for 53 public school districts in Alaska. With 465 full-time employees, the department also operates three schools, including Mt. Edgecumbe High School in Sitka, Seward Vocational-Technical Center, and Alyeska Central School. The department is also responsible for early childhood development programs as well as Alaska's museums, libraries, and archives.

An **Education Funding Task Force** appointed by Gov. Tony Knowles has developed a five-year funding plan to advance the goals of the Alaska Quality Schools Initiative.

DEPARTMENT OF EDUCATION
Funds for State Formula-Allocated and Selected Student Aid Programs for
Alaska

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Language Acquisition State Grants	0	0	526,895	526,895
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Federal Supplemental Educational Opportunity Grants	737,372	820,490	860,861	10,371
Federal Work-Study	847,661	917,543	917,543	0
Federal Perkins Loans—Capital Contributions	67,424	67,424	67,424	0
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Byrd Honors Scholarships	108,000	114,000	108,000	8,000
Total	178,581,580	211,278,858	231,942,313	20,663,455

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Prepared by Budget Service on January 2, 2002

Funds for State Formula-Allocated and Selected
Student Aid Programs for Alaska

Subject: Minutes for HEDU Hearing on Feb. 27

Date: Mon, 25 Feb 2002 11:29:48 -0900

From: Representative Con Bunde <Representative_Con_Bunde@legis.state.ak.us>

Organization: Alaska State Legislature

To: Kristopher Knauss <Kristopher_Knauss@legis.state.ak.us>

Kris --

As we discussed, I think it would be extremely beneficial to both the Legislature and the public if minutes were transcribed for the House Special Committee on Education's February 27 meeting to hear from Dr. Susan Sclafani of the U.S. Department of Education and Commissioner Holloway on how the recently passed federal Elementary and Secondary Education Act will affect Alaska. This federal legislation will affect our current school and student accountability, teacher qualification, and school designations statutes, and school funding to name only a few of the applications to Alaska. There are also many bills currently moving through the House and Senate on topics covered by ESEA.

I would appreciate it if you would forward our request to House Records with a recommendations that minutes be done for this meeting.

Thank you!

Karen McCarthy

Committee Aide

House Special Committee on Education

Rep. Con Bunde, Chair

Subject: questions for Sclafani

Date: Thu, 21 Feb 2002 09:51:22 -0900

From: "Terri Campbell" <Terri_Campbell@eed.state.ak.us>

To: "Conley R Bunde" <Representative_Con_Bunde@legis.state.ak.us>

Karen:

We think that the issues for Alaska with the reauthorization of ESEA will be apparent, with more understanding coming from Dr. Sclafani's presentation.

If she doesn't cover these, here are a few questions legislators may want to throw out:

1. Will Alaska receive more federal funding under the new ESEA? If so, how much and in what areas?
2. What are the assessment requirements of the new ESEA?
3. Does the ESEA require a high stakes high school examination be passed in order to graduate?
4. How can Alaska, with so many small schools and small districts in rural and remote areas, meet the teacher and paraprofessional qualifications required in this new law?

Thanks again for working with us to provide this opportunity!

No new news on Mrs. Nordlund - other than she is not here and is at home frustrated!

Terri

Does ESEA apply to home schooled children?
Are we in compliance with ESEA '94?
Are our standards sufficiently challenging?
Are we in compliance re: Limited English Proficient?
Will there be any flexibility in using the NEAP if our test is already highly correlated?



Alaska State Legislature

House Special Committee on Education Representative Con Bunde, Chair

State Capitol
Juneau, AK 99801-1182
(800) 892-4843 (907) 465-4843 (phone)
(907) 465-3871 (fax)
Representative_Con_Bunde@legis.state.ak.us

Brian Porter
Joe Green
Peggy Wilson
Gary Stevens
Reggie Joule
Gretchen Guess

The House Special Committee on Education will meet at from 8:00 until 10:00 a.m. on Wednesday, February 27, 2002 in the House Finance Committee Room.

AGENDA

Briefing by Dr. Sclafani of the U.S. Department of Education and Alaska Department of Education and Early Development Commissioner Shirley Holloway on the "No Child Left Behind Act" and its impact on Alaska.

Teleconferenced as "Listen Only"

If you have any questions, please call my office at 465-4843.

CORRECTION

**THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION**



Central Microfilm Services
Department of Education & Early Development
State of Alaska

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Does AK include all the required info in our Report Card?

Are there any concerns relative to the allocation of funds requirements for assisting low performing schools?

How can AK provide school choice to rural students?

What statutory changes must AK make to provide for ESEA compliance?

Does DEED intend to participate in Reading First and/or Early Rdy First? If so, what concerns?

Will there be any flexibility in AK's requirements re: teacher quality?

Will our current Praxis I requirements be sufficient?

What % of teachers & para professionals are "highly qualified"?

Is AK eligible for the state & local transparency Act. If so, can we use money to give funds to small Title I schools that don't currently receive these funds?



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Department of Education & Early Development

Office of the Commissioner

*Goldbelt Place
801 West Tenth Street, Suite 200
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax*

January 25, 2002

Beth Ann Bryan, Senior Advisor to Secretary Paige
United States Department of Education
Federal Building Number 6
400 Marilyn Avenue, SW, Room 4181
Washington, DC 20202

Dear Ms. Bryan:

I would like to request that Secretary Paige consider appointing an Alaskan to the negotiated rulemaking committee for the reauthorization of ESEA. My nomination is Dr. PJ Ford Slack, Director of Teaching and Learning Support, Alaska Department of Education & Early Development.

Alaska has 135 schools with less than 50 students. These small schools present policymakers building Alaska's school accountability system with some difficult issues as we review student achievement and prepare to designate each of Alaska's 500 schools as distinguished, successful, deficient, or in crisis.

With such small school populations we are having difficulty building a psychometrically sound accountability system, and will need flexibility to build a system that works. In fact, Alaska now has only 11 schools (located in 7 school districts) that qualify as school improvement sites under Title I. There are 57 schools that would otherwise qualify as school improvement sites due to poverty and low student achievement, but do not only because they have fewer than 11 students taking tests at a given grade level. Without this designation these schools do not qualify for the Reading Excellence Act Funds or the Title I School Accountability Funds. We see this as an unintended consequence of Title I, and we hope to work with USDOE to help smooth out anomalies that crop up in small enrollment states like ours.

Alaska has many indigenous and bilingual peoples, many remote villages, and large urban school districts facing the same issues you see around the country. As diverse as our population is, we know it is our responsibility to provide each child in Alaska with a quality education. We are well on the road to an assessment and accountability system that leaves no child behind. We ask for reasonable flexibility to accomplish this goal. I submit to you that having Dr. PJ Ford Slack on the negotiated rulemaking committee for the reauthorization of ESEA will enhance your ability to craft a true

Letter, Ms. Bryan
January 25, 2002
Page 2 of 2

accountability system for the nation – one that leaves no child behind, and one that is flexible enough to work in all corners of our country.

Thank you for your leadership in education reform. I look forward to hearing from you about this request.

Sincerely,

Shirley J. Holloway, Ph.D.
Commissioner

Cc: The Honorable Ted Stevens
The Honorable Frank Murkowski
The Honorable Don Young
The Honorable Tony Knowles

DEPARTMENT OF EDUCATION
Funds for State Formula-Allocated and Selected Student Aid Programs for Alaska

Con - This is federal money for Alaska. @ K.

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