Curriculum Exposure:

An analysis of student exposure to non-tested curriculum standards in five rural Alaska school districts

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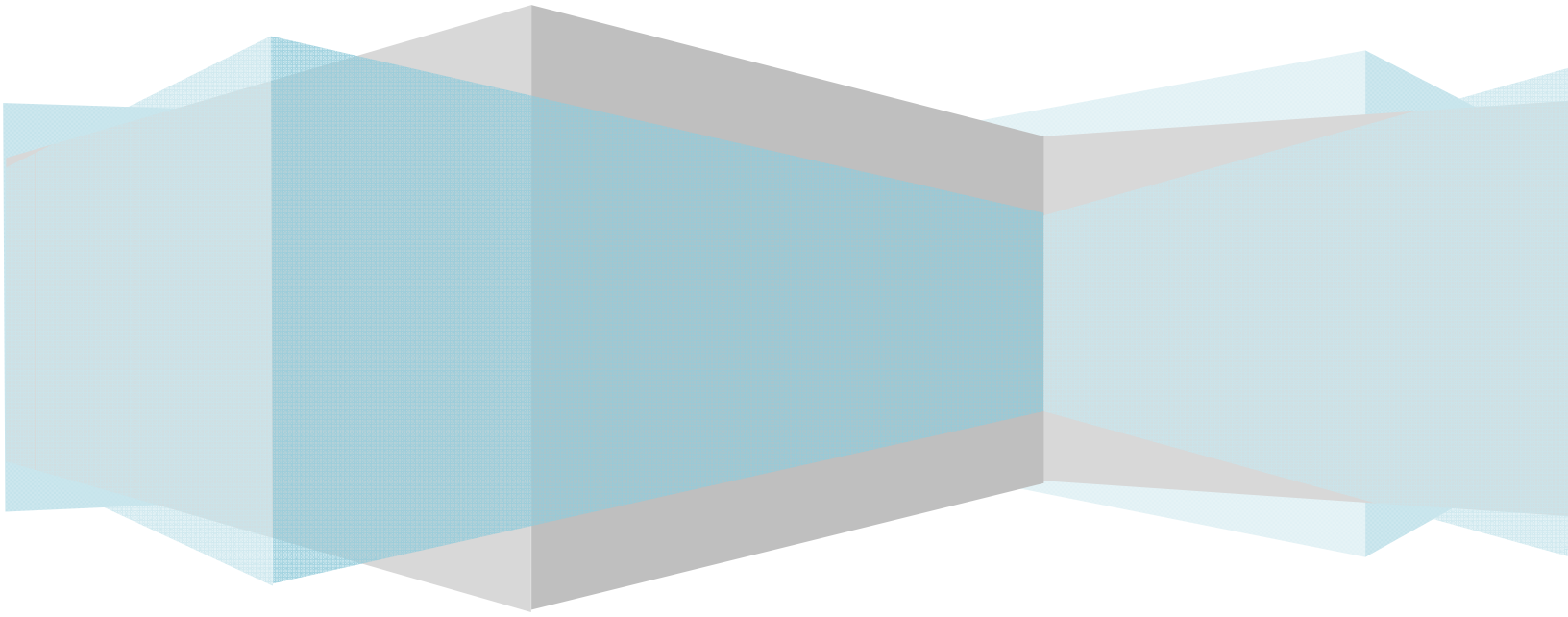
Revised April 21, 2011



FOREWORD

SEAN PARNELL, GOVERNOR

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April 22, 2011

Dear Superintendent:

Dr. Dale Cope's comprehensive study *Student Curriculum Exposure to Non-Tested Content Standards* project has provided the department and the five districts involved in the study with a wealth of data. This project was designed to help the districts and the department work together to benefit Alaskan students.

First, though the study grew out of the *Moore* case, the scope of the project was not limited to the issues in *Moore*. As we understand it, the law sets the minimum for exposure to non-tested content. The constitutional minimum is called "meaningful exposure" and the State Board's regulation, 4 AAC 06.075, sets a minimum for high school graduation. Educators and local school boards, however, can, and should, provide exposure above the legal minimum. In our view, the degree of exposure above the minimum should reflect local values and interests. Our goal is to support districts in their quest to provide their students with a rich and interesting educational opportunity.

Therefore, in designing Dr. Cope's study, we did not limit her inquiry to "meaningful exposure." Instead, she used her experience to design a study that would provide comprehensive information about the *scope* of non-tested subject coverage in the five districts. Please understand that as long as a district has met the legal minimum, the department places no value judgments on the information presented here. How your district chooses to approach exposure to non-tested subjects is a question for your local communities to determine. We want to make sure that you have the information you need to make informed decisions in that regard. And, we want to support you to establish local goals for exposure to non-tested content and to meet those goals. We will follow up with each district regarding this study. First, where the study appears to demonstrate that a district is not meeting the minimum requirement, we have begun the process of working with the district to correct any deficiency. Second, we plan to meet with each district to see how best we can use this rich data collection to support districts set and meet their goals for exposure to non-tested content. If districts would like further assistance from Dr. Cope in this regard, we will seek to make her available to meet with us also. This last is optional, but we think that it presents an opportunity for student growth, and would be most willing to support any district that wishes to benefit from our assistance.

Finally, we solicit your feedback. Please let us know the degree to which you find the study beneficial to your planning for student growth.

Sincerely,

Mike Hanley

Mike Hanley
Commissioner

ACKNOWLEDGMENT

There are many people who contributed to the success of the Curriculum Exposure project. We would like to thank the Superintendents of the five districts we visited to gather data: John Lamont, Lower Yukon School District; Norman Eck, Northwest Arctic Borough School District; Woody Woodford, Yukon Flats School District; Kerry Boyd, Yukon Koyukuk School District; and Howard Diamond, Yupi'it School District. Each Superintendent approaches the job in his or her own unique way but all five share a passion for and commitment to the education of students in their district. These individuals were our first point of contact for t heir district and introduced us to the instructional leaders in the schools we proposed to visit. The Superintendents provided valuable local knowledge about communities and travel along with suggestions for making our time in their district more efficient. In some cases, the Superintendent or a designee traveled with us. Kerry Boyd and Harry White (Curriculum Director in YKSD) accompanied us to the schools in their district; Linda Saito, Curriculum Director in NWABSD went with us to Kivalina and Shungnak schools.

Each District Superintendent gave us an average of two hours of his other time to respond to the questions on the Curriculum Exposure rubric. In each district the Superintendent invited other district leaders to participate in the interview. Those individuals also contributed to our background knowledge of the district.

In each of the communities we visited the instructional leader and teachers welcomed us to classrooms and the school. Even when teachers were not told ahead of time we were coming or the nature of our visit, they were gracious and flexible with our presence. Teachers housed us and shared meals with us, fully understanding the variability of weather and its impact on village travel. Often the first person we met when we stepped off the airplane was a community member sent to transport us back to the school. Those individuals always greeted us with a smile and friendly words so that we had a positive first impression of each community we visited.

Two individuals worked behind the scenes on our behalf to make everything happen. Elizabeth Davis, Education Program Specialist at Alaska Department of Education and Early Development was our point of contact for logistical and procedural questions throughout the project. Craig Baldwin made all of our travel arrangements, putting together the pieces of the puzzle for each trip – and cheerfully made the numerous changes required due to weather. With the help and support of Elizabeth and Craig, we were able to focus our attention completely on data gathering.

I am personally thankful for the opportunity to work with an intern for this project. Working together Maya and I were able to visit more classrooms and conduct thorough observations. Maya is an astute observer and asks thoughtful questions. It was a pleasure to have a travel companion on this adventure to share the beauty of Alaska as the seasons changed, along with some healthy laughs and a few stresses.

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EXECUTIVE SUMMARY

The Non-Tested Curriculum Exposure in Alaska Project was a result of a court order issued to the State of Alaska Department of Education and Early Development (EED) in the *Moore v State of Alaska* case. The purpose of the Curriculum Exposure project was to conduct an overall inventory of students' exposure to curriculum content represented by nine non-tested Alaska Content Standard Areas: Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, World Languages, Technology, Employability, and Library/Information Literacy.

To conduct the study EED contracted with Dr. Dale Cope. She worked with an intern who is an undergraduate college student to gather the data and complete the project. The two researchers made site visits to 20 rural schools in Lower Yukon, Yukon Koyukuk, Yukon Flats, Yupi'it, and Northwest Arctic Borough School Districts between September 2010 and January 2011. Data was gathered via classroom observations, interviews, and document review; the three sources were used to confirm data and perceptions between sources (triangulation). Dr. Cope and Ms. Pisel spent over 370 hours in the classrooms of 238 teachers, sometimes making several visits to a teacher's classroom to observe all of the content areas or possible integrated content taught by that teacher. District office administrators and school principals/instructional leaders/Head Teachers were interviewed formally. Teachers were questioned informally as questions and opportunity arose. An introductory letter was sent to each district Superintendent for dissemination to schools prior to the site visit. The letter contained a list of suggested/requested documents that could provide evidence of exposure to non-tested curriculum.

Observation data was coded using a 4-point rubric with 21 indicators or elements. Each Content Standard area was coded individually by each researcher working independently. The two sets of results were tested for inter-coder reliability and then aggregated to Domain means by district and overall. The six Domains (Curriculum; Assessment; Instruction; Learning Environment; Professional Development; and Leadership) were tested to ensure results could be reported reliably by those scales. Each district office was scored independently from the schools in the district; independent samples t-tests were used to determine statistically significant differences between the school-based and district-office based scores. Statistically significant differences were found for the Leadership domain in Lower Yukon, Yupi'it, and Yukon Koyukuk School Districts. In each case, the district leadership was significantly stronger than school leadership related to Curriculum Exposure. Yukon Koyukuk School District had the largest number of significant differences between the district and school scores. Curriculum, Assessment, Learning Environment, and Leadership were all higher at the district level.

Of the nine non-tested Content Standard areas, students had the most exposure to the three Social Studies areas (Geography, Government/Citizenship, and History), World Languages and Skills for a Healthy Life. This is most likely because Social Studies and Health/PE credit is specified by state statute as part of the requirements for high school graduation in Alaska. World Language instruction was available in 19 out of 20 schools in the form of Alaska Native language instruction (Gwich'in, Iñupiaq, or Yup'ik) taught at elementary, middle, and/or high school. Two schools offered instruction in another language: Spanish was available as an elective for middle school students at Kotzebue Middle/High School, and Japanese was taught via distance delivery to students K-12 at Cruikshank School in Beaver.

Employability, if taught, was at the middle school or high school level as stand-alone curriculum. Technology was sometimes integrated with other core content. Library/Information Sciences had the lowest score for Curriculum Exposure and was seen the least often. We sometimes saw visual arts or music integrated with other curriculum. Most of the adopted Language Arts curriculum and resources support the integration of Art, with the exception of the Reading Mastery Language Arts curriculum resources in Yukon Flats School District.

INTRODUCTION

The scope of the *Curriculum Exposure* study included comprehensive school- and district-level analysis of course offerings, curriculum integration, instructional pedagogy, instructional resources, professional development, and leadership support for exposure to non-tested content standards. The study focused on nine Alaska Content Standards areas: Geography, Government and Citizenship, History, Skills for a Healthy Life, Arts, Technology, Employability, Library/Information Literacy, and World Languages. Data was collected through observations in classrooms, interviews with school and district staff, and document review.

Each Alaska school district is expected to have a system in place to provide students with meaningful exposure to the content standards not included in statewide testing program for accountability. Districts have wide latitude and flexibility in their design of a system to provide meaningful exposure to the non-tested content.

Some content areas, such as Geography, Government and Citizenship, History, and Skills for a Healthy Life are core content areas that are often addressed with intentionally designed and taught courses of study. Alaska Statutes require students to successfully complete social studies and health/physical education credits as a condition of high school graduation in Alaska. These content areas require a course of study at the high school level; it is good educational practice to provide an age-appropriate introduction to these content standards at an earlier age, accomplished in either a stand-alone course or integrated with other curriculum content. Content standards such as Technology, Employability, and Library/Information Literacy can provide context to other concepts and make more sense to students when integrated into other content areas such as social studies, language arts, science, and math. Content standards in Arts and World Languages can be incorporated into instructionally rich and meaningful thematic units of study.

During our school visits and classroom observations we actively sought examples of both stand-alone courses as well as integration of the content standards with other curriculum as a way to provide students with exposure to the non-tested Alaska Content Standards. We used a 2009 Alaska Department of Education and Early Development document titled, *Operational Definition for Meaningful Exposure* to guide our development of observation, interview, and document gathering protocols. That document states that a school district, along with its communities, provides meaningful exposure to the non-tested Alaska Content Standards when it has established and implements:

1. a plan for introductory instructional units that are age and grade appropriate and aligned to the standards; or
2. a plan for introductory instruction of the standards, when appropriate, that demonstrates integration into other content area courses or discrete lessons taught at specific grades; and
3. discrete professional development for staff to understand the standards and instructional resources.

All five of the districts included in this study were expected by the researchers to meet condition 1 and/or 2, and condition 3 above for each of the non-tested content areas.

Research Questions

The overall question addressed by this study is,

To what extent do students have exposure to non-tested Alaska Content Standards in five target school districts?

To answer this question, there are six sub-questions:

1. What evidence is there that the non-tested curriculum is selected and aligned with Alaska Content Standards and that a plan exists for the review and implementation of curriculum in non-tested areas?
2. What evidence is there that student achievement of non-tested Content Standards is measured using formative and summative assessments that are appropriate to the content?
3. What evidence is there that effective and varied instructional strategies are used by teachers to ensure students have exposure to the non-tested Content Standards?
4. What evidence is there that the district/school culture and climate support exposure to the non-tested Content Standards?
5. What evidence is there that teachers have professional development in preparation for teaching the non-tested Alaska Content Standards?
6. What evidence indicates that district and school leaders are committed to providing students with exposure to the non-tested Alaska Content Standards?

Methodology

This section of the report explains the assumptions made by the researchers, the criteria used for selecting school sites included in the study, how the Curriculum Exposure scoring rubric was developed, validation methods for the data collection instrument, data collection protocols, definitions of key terms, and analysis methods.

This is a mixed methods study that includes data gathered through interviews, researcher observations in classrooms, and document review. Twenty schools in five rural districts are included in the study, along with the district administrative offices. Schools were systematically selected based on criteria predetermined by the researchers. The rubric created for this study has 21 elements or indicators. All nine content areas were scored for all 21 elements for each school and district which created a data set with over 9,000 individual data points.

Assumptions and Decision Rules

We expected districts and schools to prepare for our visit by gathering some key documents that show evidence of the rubric elements. An introductory letter was sent to district superintendents four to six weeks prior to the site visits with a request that they share the letter with site administrators. The letter included a list of documents that would support this study. We realized that not every district or school would have all of the documents named but asked that as many of the documents as possible be available when we arrived in order to make the most of our time on site. We also gave districts and schools an opportunity to indicate a preference for the order of the site visits within our travel

dates. We worked with district administrators to ensure we were making site visits during times when school was in session for full days.

We expected to find some examples of discrete courses or subjects in the school schedule for teaching some of the non-tested Content Standards but also were prepared to look for and elicit examples of non-tested Content Standards integrated within core subjects such as Language Arts and Math. We expected to find more evidence of certain elements at the district rather than school level (1.2, 1.6, and 5.1). We visited the district office in each district before starting on school visits in order to establish which curriculum and processes were district level rather than originating at the school level. When we were told there was district adopted curriculum and resources, we expected to see it in use as intended in each of the schools we visited.

We made a decision to use EED-supplied enrollment and other demographic data for all of the schools in the potential site selection pool. We did this to ensure uniform data. Since this information is self-reported by districts to EED it was the most balanced approach and ensured that our choices were made based on data reported by districts at the same point in time. A second decision rule was the use of "0" in the rubric where neither researcher could conclude there was any evidence to support a rating at all. The "0" score was used only when absolutely necessary to ensure accuracy of reporting. While a score of "0" depresses the mean score, we felt it was a better choice for creating conversation about the indicator rather than giving a possible erroneous positive number score. Last, both researchers used the complete, compiled set of interview, observation, and data review notes to make her rubric ratings for each school and district. This ensured that decisions were based on the largest pool of information possible.

CRITERIA FOR SITE SELECTION

For each school in the five subject districts (Lower Yukon, Yukon Koyukuk, Yupi'it, Yukon Flats, and Northwest Arctic) the following data was collected in a spreadsheet: school location; school configuration (grades included), FY10 enrollment; number of teachers and teacher FTE; % Alaska Native; % Special Education; % English Language Learners; AYP Proficiency in Language Arts and in Math; and graduation rate. Two of these were used as primary selection factors (school enrollment and number of teachers). The other factors were secondary.

The primary factors for selection of schools were:

- School size based on student population – within each district, the largest and smallest schools were selected
- Proximity to the district office – in each district, any school(s) in the same community as the district office was automatically selected; at least one school as far away from the district office was also selected to achieve the greatest geographic spread as possible because we wondered if there were differences in resource allocation, instructional supervision, and opportunity for professional development based on proximity/distance
- Number of teachers – we hypothesized there would be a difference in the variety of content taught based on the number of teachers in a school therefore we included the school with the fewest teachers and the school with the most teachers in each district

Using these criteria, 3-5 schools were selected in each district. Secondarily, we looked at the other demographics for the potential school sites and made a few adjustments to the combination. Finally, the list of school sites was presented to EED for approval and was accepted without changes. During the project, the list was modified several times due to weather. For instance, fog prevented the school visit to Hughes in Yukon Koyukuk School District; Minto was the

substitute site. The site visit to Allakaket was also constrained by fog and shortened to just a few hours. In Northwest Arctic Borough School District, Selawik was eliminated from the list due to weather that prevented our departure from Kivalina. In Lower Yukon School District, two trips had to be made to complete the school visits. During the first visit, fog prevented travel to Alakanuk, Pilot Station, and Nunam Iqua. During the second visit, Russian Mission and Hooper Bay were substituted for the other three schools but fog once again prevented a timely relocation from Hooper Bay to Russian Mission and Russian Mission had to be eliminated from the site visit group. The final slate of schools included in the study is shown below in Figure 1.

FIGURE 1 SCHOOLS SELECTED FOR INCLUSION IN THE CURRICULUM EXPOSURE STUDY

Schools Included in the Curriculum Exposure Study		
District Name	School Name	Location
Yukon Flats	Circle School	Circle
	Cruikshank School	Beaver
	Arctic Village School	Arctic Village
	Fort Yukon School	Fort Yukon
	John Fredson School	Venetie
	Tsuk Taih School	Chalkyitsik
Yupi'it	Akiachak School	Akiachak
	Akiak School	Akiak
	Tuluksak School	Tuluksak
Yukon Koyukuk	Allakaket School	Allakaket
	Jimmy Huntington School	Huslia
	Minto School	Minto
	Kaltag School	Kaltag
Lower Yukon	Hooper Bay School	Hooper Bay
	Ignatius Beans School	Mountain Village
	Pitkas Point School	Pitkas Point
Northwest Arctic	June Nelson Elementary	Kotzebue
	Kotzebue Middle/High	Kotzebue
	McQueen School	Kivalina
	Shungnak School	Shungnak

DEVELOPMENT OF DATA COLLECTION RUBRIC

To create the Curriculum Exposure Rubric, we reviewed the *Self Study Tool for Alaska Schools,* the Operational Definition for Meaningful Exposure document (EED, April 30, 2009), and the *Alaska Peer Review Guidance: Curriculum-to-Standards Alignment* document. Our intent was to create a tool for quantifying the data from observations, interviews, and document review. The *Self Study Tool for Alaska Schools* has six domains and 45 elements or indicators. The six Domains of the *Self-Study Tool* are research-based, and an earlier alignment study was done using expert reviewers and facilitated by Education Northwest to assess the reliability of the elements for measuring the intended constructs. In addition, the lead researcher for this study has past experience as a Lead Auditor using the Alaska Audit Tool, which is

the basis for the *Self Study Tool*. The same six domains are used for the Curriculum Exposure Rubric, but with fewer elements as shown in the table below. Some of the *Self Study Tool* elements were rewritten to reflect the Curriculum Exposure content areas and intent of this project, some elements were eliminated as not applicable, and some new elements were written. The resultant Curriculum Exposure Rubric has about half as many elements as the *Self Study Tool* (Fig. 2).

FIGURE 2 COMPARISONS OF DOMAIN ELEMENTS BY DATA COLLECTION TOOLS

Comparison of Domain Elements		
Domain	Number of Elements by Data Collection Tool	
	Self Study Tool for Alaska Schools	Curriculum Exposure Rubric
Curriculum	5	6
Assessment	6	3
Instruction	8	4
Learning Environment	9	3
Professional Development	7	2
Leadership	10	3
Total Number of Elements	45	21

DEFINITIONS

The following definitions are provided because they were part of the schema of the Curriculum Exposure researchers reflected in the rubric scores reported in this document.

Curriculum

A school or district curriculum is an educational plan that defines all content to be taught, the instructional methods to be used, and the assessment processes to be employed for documenting student achievement. It is aligned with state standards and allows for the collection of data to inform instruction. Ideally the curriculum is coordinated across grade levels so that students have exposure to the full set of Content Standards for each non-tested area over time. Review of the non-tested curriculum and resources should be included in the district curriculum review cycle and teachers and instructional leaders can articulate the process for review. Teachers and administrators recognize that resources support the curriculum and there is a systematic process for the selection of resources and their alignment with Content Standards. The district and school curriculum resources account for diverse student learning needs (i.e. highly capable, English language learners, and students with disabilities) and provide opportunities to build depth of knowledge.

Depth of Knowledge (DOK): Norman Webb's DOK levels (1997) name four different ways students interact with content. Each level is dependent on how *deeply* students understand the content in order to respond. The four levels are:

1. Recall – recall or recognition of a fact, information, concept or procedure
2. Basic application of skill/concept – use of information, conceptual knowledge, following or selecting appropriate procedures, completing two or more steps with decision points along the way, routine problems, organizing and displaying data

3. Strategic thinking – requires reasoning, developing a plan or sequence of steps to approach a problem; requires some decision making and justification; is abstract and complex; and is often characterized by more than one possible answer
4. Extended thinking – this is an investigation or application to the real world; it requires time to research, think, and process multiple conditions of the problem or task; includes non-routine manipulations, and extends across disciplines/content areas/ sources.

Assessment

Assessment is the process of collecting, recording, scoring, monitoring, and interpreting information about a student's progress and the effectiveness of instruction. Some assessments are used at the end of a unit, semester, or school year for a record of accountability. These are called "summative assessments." Assessments given on a regular basis to monitor progress and inform instructional decisions as called "formative assessments." Teachers and other school staff members must be supported by school and district administrative leadership in their efforts to collect and use summative and formative assessment data. Assessment of the non-tested content should be measured using the full range of assessment strategies considered best practice for that content area (i.e. performance, portfolios, simulations, or demonstration of mastery).

Instruction

Effective instruction incorporates strategies and methods to meet the learning needs of students who function at varied levels within a classroom. Instruction that encourages each student to learn at or above grade level builds student depth of knowledge. High expectations ensure that learning is rigorous. Highly effective teachers are actively involved in making decisions about accommodating individual needs, interests, and learning styles. Teachers are able to describe how and where non-tested content standards are taught, either as discrete courses or integrated with other curriculum. Instructional planning documents (i.e. lesson plans, curriculum maps, thematic unit plans) are annotated to show the non-tested Content Standards addressed. Teachers, and schools as a unit, have a systematic process to ensure students have exposure to the full range of non-tested content over time.

Differentiation is the process of proactively planning varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible.

Learning Environment

A supportive learning environment for teaching and learning non-tested content is characterized by a school schedule with explicit time and conditions for including non-tested content. Student and community interest are considered in determining the curricular offerings. Community and other resources (i.e. university, distance ed.) are leveraged to extend the breadth and depth of curriculum available to students and there is an effort to monitor the quality of non-tested curriculum and instruction. Teacher strengths and skills are incorporated to maximize the quality of instruction of non-tested curriculum. There is an expectation that teachers will communicate with parents about the learning expectations for the non-tested curriculum.

Professional Development

Well-planned, ongoing professional development involves teachers in their own learning and ultimately leads to improved student achievement. School- and district-planned professional development encourages teachers to develop their skills and knowledge for teaching the non-tested curriculum in recognition that in many small schools teachers teach multiple subjects often to a wide grade and ability span of students. The district/school professional development

provides teachers with strategies for integrating the non-tested content within other curriculum areas and focuses on best practice in instruction/assessment for each content area. The professional development related to the non-tested curriculum is practical, job embedded and results oriented. Professional learning communities are used to support effective staff development and allow for coaching, mentoring, collaboration, and a collective responsibility for teaching and learning the non-tested curriculum.

Leadership

Leadership at the school level is a process of guiding improvements in student learning. Successful leaders develop a vision for their schools based on their personal and professional values. They can articulate this vision at every opportunity and influence their staff and community to share the vision. The management of learning—its structures and activities—is focused toward the achievement of this shared vision. In the Curriculum Exposure project we looked for school and district level leadership that voiced and enacted support for the teaching and learning of non-tested Alaska Content Standards.

Data gathering protocols

Using the building master schedule (if one was available), the two researchers made a plan immediately after arrival at each school to ensure we saw as much instruction of the non-tested Content Standards as possible. We followed leads from teachers and administrators to find and watch examples of curriculum integration. We looked for examples of student work in hallways and classrooms and we queried teachers informally to clarify what we were seeing. In all, we observed 238 teachers in the classroom, logging over 370 hours of observation between us. We examined resources available in classrooms and elsewhere at the schools. Each of us recorded our notes for each school under the 21 elements of the scoring rubric. In our coding, we indicated whether the information came from our observations (O) or from an interview (I). Documents we reviewed were considered observations, with the narrative indicating the document source. We then compiled our own notes into one set of notes per district, making careful notation of the source of each observation, resulting in six sets of notes per researcher. Next, the two sets of notes were merged into one document per district, again taking care to retain the notation of the source of the data. The result was a 35 – 45 page narrative set of notes for each district in the study.

Each researcher used the compiled set of notes to score each school for each element and content standard area using the Curriculum Exposure rubric. This process resulted in 189 data points per school per researcher (a total of 378 data entries per school). This same process was repeated for each school in the study. The same scoring process was also used to rate each district as a whole, to provide a comparison with school means. The differences between school and district means were tested for statistical significance using independent samples t-tests.

Inter-coder reliability Analysis

Because two individuals independently coded the data gathered from interviews, observations, and data review it was important to establish that there was agreement in how the rubric descriptors were applied to assign numerical ratings in this study. Inter-coder reliability is the term for the extent to which independent coders evaluate the characteristics of a message or artifact and reach the same conclusion. Many researchers believe that inter-coder agreement is needed in content analysis because it measures the extent to which different reviewers tend to assign exactly the same rating to

each object. Using the appropriate means to establish inter-coder reliability is necessary for data and the interpretations of the data to be considered valid. Inter-coder reliability is often perceived as the standard measure of research quality. High levels of disagreement among raters suggest weaknesses in research methods, including the possibility of poor operational definitions, categories, or training of raters.

A distinction is often made between the coding of content that is surface-level or easily visible and latent content under the surface. For latent content, coders must provide subjective interpretations based on their own mental schema. This increases the importance of making a case that the judgments of the coders are intersubjective, meaning that while they are subjectively derived, they are shared across coders.

Cohen's kappa is recommended as one of the best statistics for computing inter-coder reliability with two coders. It is best practice to assess and report the inter-coder reliability for each variable (in this case the 21 elements). For this analysis, 21 variables (the elements) were examined for 207 cases. (The cases were each school and district, coded for each of the nine Content Standard areas. There were two schools coded by just one researcher and those were excluded from this analysis.) Cohen's kappa is a conservative index of inter-coder reliability so somewhat lower scores may be acceptable. In interpreting kappa, scores of .41 - .60 are considered moderate agreement; .61 - .80 is substantial agreement; and .81 -1.00 is almost perfect agreement between coders. Cohen's kappa values showed that four elements on the Curriculum Exposure rubric had fair inter coder reliability (1.4, 1.6, 4.3, and 5.2). Ten elements had substantial agreement and seven elements showed almost perfect inter-coder reliability. The complete results of the inter-coder reliability analysis are attached to this report in Appendix B.

Internal Consistency of Scales and T-tests for Differences

Once the inter-coder agreement was established at the variable level using the complete set of data, we wanted to determine whether the 21 elements that were measured could be grouped under larger concepts. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. A "high" value of alpha (> .70) is often used (along with substantive arguments based on expertise with a subject) as evidence that the items measure an underlying (or latent) construct. Technically speaking, Cronbach's alpha is not a statistical test - it is a coefficient of reliability (or consistency). We wanted to know whether the individual elements reliably measured the concepts of Curriculum, Assessment, Instruction, Learning environment, Professional development, and Leadership as applied to the overall concept of Curriculum Exposure. We also wanted to know whether the six Domain scales together reliably measure the concept of Curriculum Exposure.

SPSS was used to calculate Cronbach's alpha both for the elements making up the six subscales and for the subscales in relation to the overall concept of Curriculum Exposure. As the number of items included in a scale increases, Cronbach's alpha will usually increase so some caution needs to be used in interpreting the alpha scores. A score of .7 is often cited as the cut-off point for acceptability of the internal reliability of a scale; when Cronbach's alpha was calculated for the six individual subscales, four of the subscale alphas meet this test while two of the scales created from the rubric elements have an α value < .7. It should be noted that the Professional Development scale had just two items and the Leadership scale had three. When the Professional Development and Leadership items were combined to form one scale, α increased substantially, to .60. Even with the small number of items in these two Domains, we decided to keep the scales as designed for this study because the next test, Cronbach's alpha on the Domain scales was very acceptable (.80). Figure 3 presents Cronbach's alpha coefficient of internal reliability for the six subscales scales used in

this report. The number of items (N) is the sum of schools and districts coded (26) times nine content areas times two coders; two schools in the set were scored by one person, Dr. Cope.

FIGURE 3 RESULTS OF CRONBACH'S ALPHA TEST OF RELIABILITY OF INDIVIDUAL RUBRIC SCALES

Cronbach's Alpha Test of Reliability for Rubric Scales			
Domain	Cronbach's Alpha	Number of Items in Scale	N
Curriculum	0.79	6	432
Assessment	0.84	3	432
Instruction	0.71	4	432
Learning Environment	0.73	3	432
Professional Development*	0.36	2	432
Leadership*	0.39	3	432

*When the Professional Development and Leadership scales are combined, the Alpha score for the combined domains increases to .60

Cronbach's alpha coefficient for the six scales that are used together in this study to report Non-Tested Curriculum Exposure is .80 meaning they have good internal consistency for reporting the overall concept of exposure to non-tested content. Figure 4 shows the inter-item correlations for each of the six Curriculum Exposure subscales. These values are an indicator of how well each subscale relates to each of the other subscales. For example, Curriculum and Assessment are highly correlated; Curriculum and Leadership are also fairly well correlated. Professional Development and Instruction are not as highly correlated; we found that teachers were teaching the non-tested content despite a lack of professional development. All of the Domain scale correlations were significant at the .001 level.

FIGURE 4 INTER-ITEM CORRELATION FOR THE SIX SUBSCALES OF CURRICULUM EXPOSURE

	Mean for Assessment Scale	Mean for Instruction Scale	Mean for Learning Environment Scale	Mean for Professional Develop-ment Scale	Mean for Leadership Scale
Mean for Curriculum Scale	.748	.379	.285	.488	.570
Mean for Assessment Scale		.432	.149	.372	.509
Mean for Instruction Scale			.368	.270	.472
Mean for Learning Environment Scale				.331	.359
Mean for Professional Development Scale					.465

Figure 5 shows how well each subscale relates to the total alpha coefficient score of .80 by comparing the value in the column titled "Corrected Item-Total Correlation" to Cronbach's alpha for Curriculum Exposure (.80).

FIGURE 5 CORRECTED ITEM TOTAL CORRELATION VALUES

	Corrected Item-Total Correlation
Mean for Curriculum Scale	.717
Mean for Assessment Scale	.619
Mean for Instruction Scale	.517
Mean for Learning Environment Scale	.378
Mean for Professional Development Scale	.513
Mean for Leadership Scale	.668

After coding each school using the Curriculum Exposure rubric, both coders independently assigned ratings to each district as a whole. The purpose for this was to determine whether there was incongruence where we expected to find similarities. For example, there were some instances where we substantiated that district curriculum and/or resources exist but not in the schools we visited. This was the case with the Art Kits purchased by NWABSD. Another example was leadership and supervision for curriculum implementation. We expected to find this at both the district office and schools but did not always see it in both places. In fact, district level leadership was often significantly stronger than at the school sites. We expected to see interest and support for community involvement in ensuring exposure to non-tested content at both the district level (with financial support for local initiatives and encouragement) and school level (for example, after-hours library and gym use, and sponsorship of programs and events of local interest).

Since there are differences in the domain mean scores for the group of schools in a district and the district itself, we wanted to find out if the means are significantly different from one another or if they are relatively the same. T-tests are the statistical test often used to compare the means from two different groups of data. Independent samples t-tests are used when two different groups of cases are compared, in this instance scores derived from coding schools and scores derived from coding at the district level.

Independent samples t-tests were performed for each district, comparing the school-level means to the district-level means for each domain. The complete results of the t-tests by district are in Appendix B of this report; 8 out of the 30 comparisons were statistically significant. However, even when results are statistically significant they may not have any practical or theoretical importance. To test the *importance* of significant differences Eta^2 can be calculated, using a formula called Cohen's d. The standard guidelines for interpreting the results of the Eta^2 test are:

- $\leq .2$ means the difference, though statistically significant, is not that important
- Between .2 and .5, the results have medium importance (in the table below, LYSD and YSD Leadership and YKSD Learning Environment)
- A Cohen's d value $\geq .8$ means the difference between the two values is both statistically significant and very important (in our table, the YKSD Leadership difference)

A summary table of the significant differences within each school/district pair is shown in Figure 6. The meaning of the differences is explained by looking at the two means that were compared. For all of the statistically significant differences shown in the table, the higher mean is for the district-level score.

FIGURE 6 STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN SCHOOL AND DISTRICT DOMAIN MEANS

Areas of Statistically Significant Difference between District and Schools Domain Means, with Eta^2 Values					
Domain	LYSD	NWABSD	YSD	YKSD	YFSD
Curriculum		.10		.06	
Assessment				.09	.04
Instruction					.03
Learning Environment				.24	
Professional Development					
Leadership	.23		.27	.82	

OVERALL FINDINGS

The project-wide mean scores for the six Curriculum Exposure domains are shown in Figure 7. The means are based on a 4-point rubric. The domain with the largest standard deviation is Assessment; the smallest standard deviation is for the Leadership domain. The standard deviation is a measure of how widely values are dispersed from the average value (the mean).

FIGURE 7 OVERALL DESCRIPTIVE STATISTICS USING SCHOOL-LEVEL DATA

Overall Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Curriculum	342	0.00	3.50	1.61	0.59
Assessment	342	0.00	3.33	1.42	0.76
Instruction	342	0.25	4.00	1.96	0.69
Learning Environment	342	0.33	3.67	1.40	0.55
Professional Development	342	0.50	3.00	1.60	0.58
Leadership	342	0.67	2.67	1.61	0.43

The non-tested content areas most often included in building schedules for specific instruction were Social Studies (Geography, Government/Citizenship, and History) and Health/P.E. (Skills for a Healthy Life) but this was not uniformly the case across all of the schools we visited. In a few schools, the only subjects taught to students were Language Arts and Math. There was wide variation in teacher interest for integrating non-tested content with other core curriculum.

Figure 8 shows the districts where we found formally adopted curriculum for the non-tested content areas. Three districts had adopted curriculum for Social Studies and two of those three also had adopted curriculum for Health/PE. The only district with adopted curriculum in all nine non-tested curriculum areas was Lower Yukon School District. Lower Yukon's curriculum is in the form of standards targets. Social Studies, Employability, and Health/PE standards

are specific, discrete content areas. Arts are embedded in the Yup'ik Language standards; Technology and Library/Information Literacy are infused in several curriculum areas including Social Studies, Math, and Language Arts.

FIGURE 8 DISTRICTS WITH FORMALLY ADOPTED CURRICULUM FOR NON-TESTED SUBJECTS

District	Content Area						
	Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD			A				
YFSD							E
NWABSD	A	A		A			
LYSD	A	A	A	A	A	A	A
YSD	A						

Legend: E = Elementary; M = Middle School; H = High School; A = All Levels

Figure 9 shows that while there is adopted curriculum in some cases, it may not have been reviewed recently, within the last six years. All of the districts have a School Board policy directing the district to review curriculum at least every six years. Not all districts were able to show us a curriculum review cycle, and those that did admitted that the cycle had not been followed because of other impacting condition.

FIGURE 9 DISTRICTS WHERE NON-TESTED CURRICULUM HAS BEEN REVIEWED WITHIN THE LAST SIX YEARS

District	Content Area						
	Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD	A		A	A			
YFSD							E
NWABSD							
LYSD	A	A					
YSD	A						

Legend: E = Elementary; M = Middle School; H = High School; A = All levels

We examined each district's professional development calendar for this school year, and last year if it was available. The one non-tested content area where teachers were most likely to receive professional development was integration of technology into other content areas. Professional development in Arts and integration into other subjects was an optional professional development choice in two districts. NWABSD purchased some Alaska-made Art kits this year and some professional development was available to teachers related to their use. Yukon Flats School District was engaged in a "Language Revitalization" effort this year aimed at bolstering the teaching and learning of Gwich'in

language in the district. The initiative was the result of community interest and preempted review of Social Studies curriculum. Some of the Social Studies resources in YFSD were copyrighted in 1977.

FIGURE 10 DISTRICTS WHERE PROFESSIONAL DEVELOPMENT RELATED TO NON-TESTED CONTENT WAS PROVIDED IN THE LAST TWO YEARS

District	Content Area						
	Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD				A	A		
YFSD			A	A	A		
NWABSD	M, H	*	A		A		
LYSD							
YSD			A		A		

*Professional Development provided to Counselors

Figure 11 show instances where we found non-tested curriculum named with specific time allocated for teaching it during the weekly school schedule.

FIGURE 11 SCHOOLS THAT SHOWED NON-TESTED CURRICULUM AS HAVING A DISCRETE PLACE IN THE SCHOOL SCHEDULE

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD	Allakaket	A	A	A	A	H		
	Huslia	A	A	E, M	E, M	H		
	Minto	A	A	M	E			
	Kaltag	A	E, M		E	M	H	
YFSD	Circle		E	E	E			
	Beaver	A	A	A	A			
	Fort Yukon	A	A	E	A		H	E
	Venetie	H	A	E	E			
	Arctic Village	M, H	H	M	A	M		
	Chalkyitsik	A	A	A	A			
NWABSD	June Nelson	E	E	E	E	E		E
	Kotzebue Middle/ High	M, H	M, H	M, H	M, H	M, H	M, H	

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
	Kivalina	A	E		E, M		E, M	
	Shungnak	H	A	M	E			
LYSD	Mountain Village	A	A	E	A	E, H		E
	Pitkas Point	A	A					
	Hooper Bay	M, H	A		E		H	
YSD	Akiachak	A	E, H		E		M, H	H
	Akiak	A	A	E	E, M	H	H	E
	Tuluksak	A	A	H	E		H	E

Legend: E = Elementary; M = Middle School; H = High School; A = All levels

Figure 12 shows where we found non-tested curriculum integrated with other content. The information in the chart was gathered through classroom observation of instruction, examination of teacher lesson plans, informal interviews with teachers, and observation of student work samples.

FIGURE 12 SCHOOLS THAT INTEGRATE NON-TESTED CONTENT WITH OTHER CURRICULUM

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD	Allakaket	A	E	A	A	H	E, H	A
	Huslia	A	E, H	A	E, M	A		A
	Minto	A	E, M	E	E	E, M	E	E, M
	Kaltag					H		
YFSD	Circle							
	Beaver		A					
	Fort Yukon					H		
	Venetie	E	E	E, H				
	Arctic Village	E	E	E	M	A	E	
	Chalkyitsik		A	A		A	E	
NWABSD	June Nelson	E		E	E	E	E	
	Kotzebue Middle/		M, H	M, H	M, H	M, H	M, H	

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
	High							
	Kivalina	E		E, M		M, H		
	Shungnak	H	A	A		A		
LYSD	Mountain Village	A		E, H		A	H	E
	Pitkas Point	A			E	A		
	Hooper Bay	E		A		H		E
YSD	Akiachak	E		E, M		E, H		H
	Akiak			E		A	H	H
	Tuluksak			E, M	E	A		H

Overall Conclusions

Overall, we found there was a lack of curriculum (and sometimes curriculum resources) for non-tested content but despite that, teachers are providing instruction of those concepts. That said, without curriculum for guidance the quality of the instruction in highly variable from school to school and district to district. What is actually offered is dependent on teacher interest; there is uneven interest among teachers and administrators for teaching non-tested content. There is also very little supervision of teachers teaching non-tested content. Instructional leaders at school sites told us quite frankly that they focus their teacher observations on Language Arts and Math. The only teachers evaluated while teaching non-tested content were those who taught that content exclusively (e.g. Social Studies or a PE teacher with no other core teaching responsibility).

In the districts with the lowest Curriculum domain scores, the district administrators with responsibility for curriculum review, development, and adoption have little or no formal training specific to curriculum leadership. Two were promoted to their current job after serving as a school principal or school-level instructional leader. In those districts, the Curriculum Director was new to the position this year. Another district contracts for a minimal amount of curriculum coordination by an off-site consultant. The high turnover and out-of-district management of curriculum activities mean that some important documents, like the curriculum review cycle, the curriculum review process, and historical records of previously reviewed content areas are missing. We should note that prompted by our questions, the new Curriculum Director in Yukon Koyukuk School District searched other computers and hard drives until he found many useful curriculum documents.

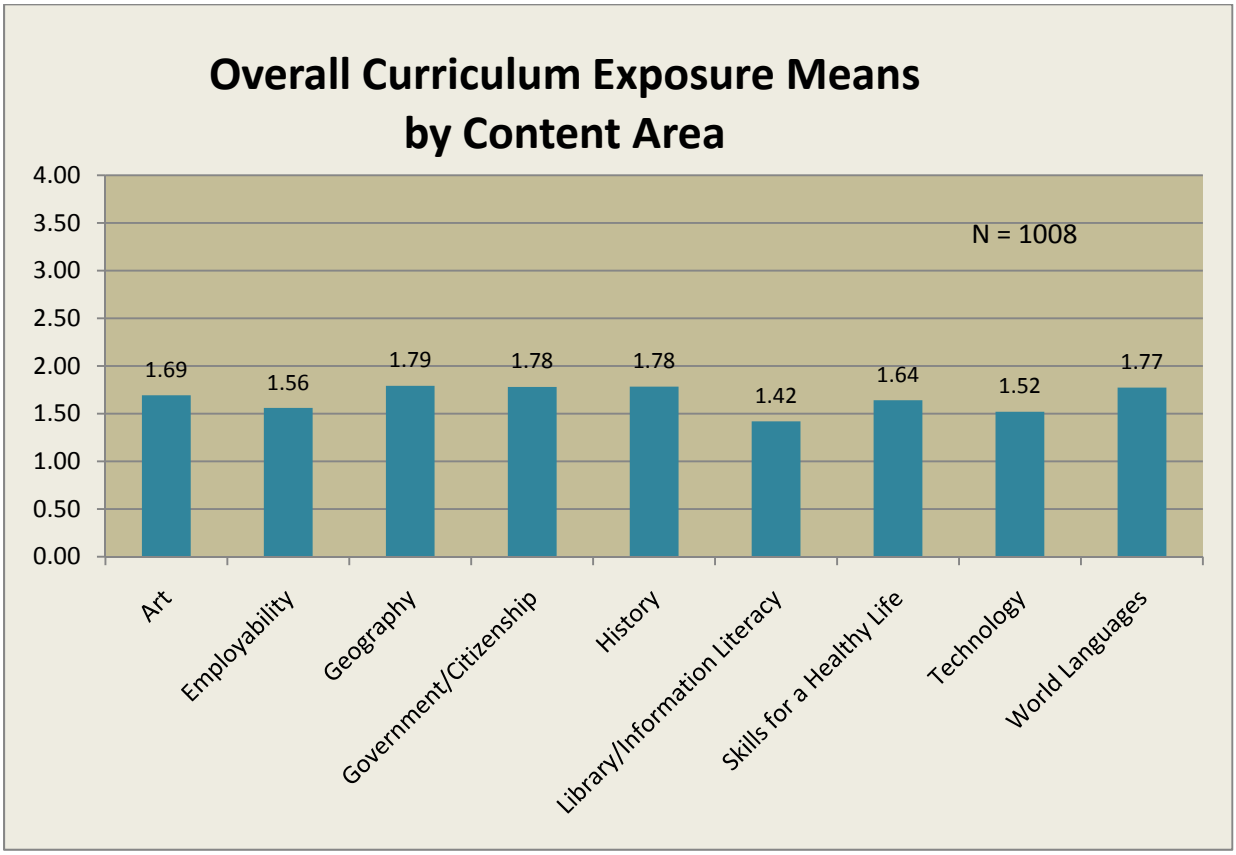
The instructional leaders at most school sites have ultimate authority for awarding credit for the non-tested curriculum. We found a wide range in the amount of time and instruction required before a student earned credit in some courses.

In one instance, students were earning a semester of Art credit for approximately 17 hours of instruction (the norm is 90 hours of instruction for one semester of credit). In another instance, we reviewed a high school transcript that showed a student earned over 30 credits toward graduation in four years (most student have the opportunity to earn six credits per year for four years – 24 credits).

In all but the smallest schools teachers are supposed to create and submit weekly lesson plans to their instructional leader. We reviewed as many lesson plans as possible at each school we visited. A few instructional leaders insisted on a reference to Content Standards and/or GLEs on teacher lesson plans but many did not. There were no consequences if teachers did not turn in lesson plans. Several instructional leaders told us they were happy when teachers created plans for the tested curriculum and didn't get concerned about a lack of lesson plans for the rest of the instructional day. The one district with the most consistent reference to standards was Lower Yukon School District. Teachers referenced the district standards that were assumed to be aligned with Alaska Content Standards and GLEs (we never saw a cross-walk document or other evidence to prove the degree of alignment between the two sets of standards). Even when teachers noted the standards they were addressing through their instruction, there was little record keeping. *In short, no one knows how much exposure students receive related to specific standards over their school career.* Even in Lower Yukon School District where there is the most sophisticated record keeping system for student achievement/exposure to standards, the data is hard to access and only user friendly at the individual teacher level. Many teachers said the LYSD standards tracking system was burdensome in terms of the time required of teachers to enter data. Teachers keep paper records instead and transfer the information to the district web-based system infrequently.

Figure 13 shows the overall project means for Curriculum Exposure by each of the nine non-tested Content Standard areas based on the data collected from all twenty schools. The rubric has a four-point scale; all of the means were less than two (the mid-way point on the scale) showing room for improvement. The highest means were for the three Social Studies areas and World Languages (Alaska Native language). The lowest mean was for Library/Information Literacy. Not all schools have a library; others have a library that is underutilized by teachers and students. In some cases though, we found attractive libraries staffed by community members after school and during the evening with engaging programs to attract students.

FIGURE 13 OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA



Throughout our school site visits, we were fortunate to see a number of examples of teachers providing students with exposure to non-tested content even with a lack of curriculum, resources, professional development, or supportive instructional leadership. In tribute to and respect for those teachers, some of the most memorable examples are listed here.

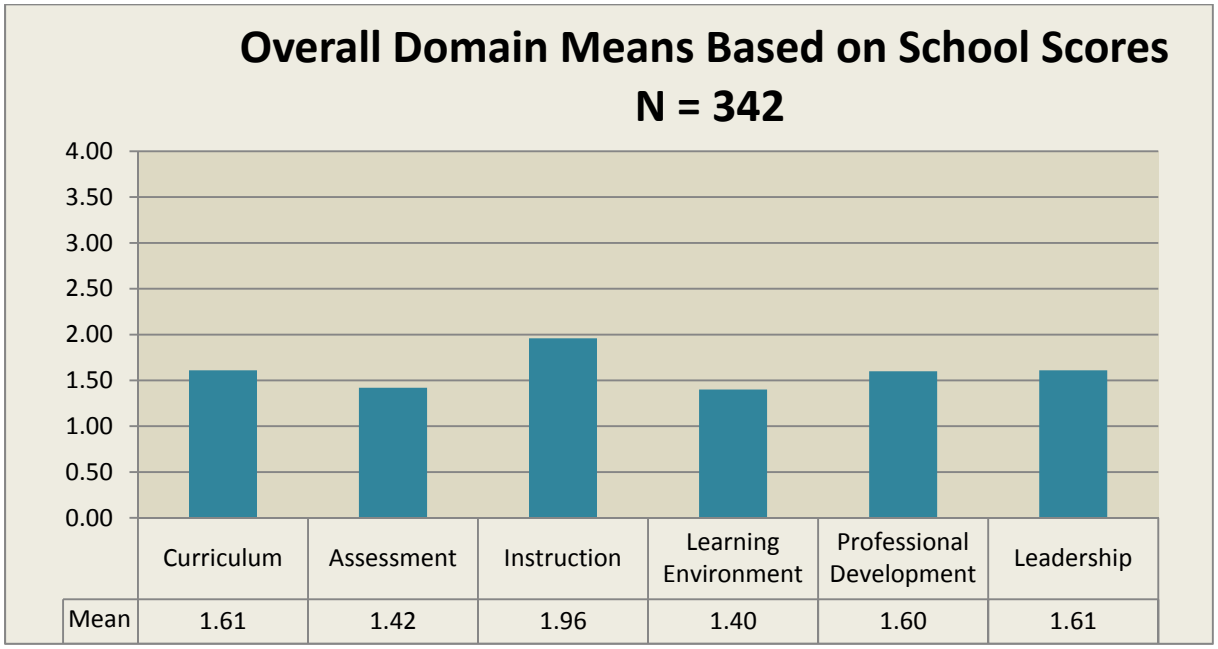
SOME EXEMPLARS OF CURRICULUM EXPOSURE:

- Use of Art Kits at June Nelson Elementary School in NWABSD
- Distance delivered Art and Native Language instruction in YKSD
- A high school algebra class in Akiak (YSD) where students were constructing scale models of famous skyscrapers from around the world
- Music instruction for elementary students taught by the pastor of a local church as a volunteer in Ft. Yukon School (YFSD)
- A sensory-rich K-1 Montessori classroom in Venetie (YFSD)
- Art curriculum at Kotzebue Middle/High School that was explicitly aligned with both Alaska state and national Art standards (NWABSD)
- An elementary generalist who downloaded music instructional materials from the internet and solicited donation of instruments from the local Native tribal organization in Venetie (YFSD)

- Regular, planned whole-group service learning for secondary students in Allakaket (YKSD)
- Peer teaching by middle school students for elementary students that integrated math, art, and technology in Shungnak School (NWABSD)
- Industry recognized welding instruction for high school students in Akiachak (YSD)
- Distance delivered Japanese and orchestra music instruction for students in Cruikshank School (YFSD)
- A high school teacher in Fort Yukon (YFSD) who, on her own initiative, reviewed potential resources for her Family Living course in light of the Alaska Content Standards and presented a proposal to her principal for the purchase of new materials
- Fifth grade students in Hooper Bay (LYSD) who participated in local government by writing letters to the local School Board expressing their views about audience and team member behavior at a recent City League basketball game. Students then read their letters aloud at the ASB meeting.

The project-wide Domain means from the school-level data are shown in Figure 14. The Domain with the highest mean score was Instruction. Even when there was not formalized or organized structure for non-tested curriculum, we found evidence of the Content Standards taught in individual classrooms. We also found overall that student achievement of the non-tested Content Standards was not assessed. The only instances where teachers were specifically observed and/or evaluated while teaching the non-tested content was when the teacher had no responsibility for teaching Language Arts, Math, or Science. Professional development was almost exclusively district-driven rather than initiated at the school. The most common professional development related to integration of technology into instruction. A couple of districts were actively encouraging teachers to integrate the arts into other curriculum and specialized professional development was offered to some teachers, notably Native Language teachers.

FIGURE 14 OVERALL DOMAIN MEANS



When the school-based Domain means are disaggregated by district, the range of scores among the five districts is more apparent (Fig. 15). Lower Yukon School District had the highest Curriculum domain score. The highest Leadership domain scores were in Northwest Arctic Borough and Lower Yukon School Districts due to a combination of strong leadership at both the district and school levels. Conversely, the lowest scores in those domains were in the same district – Yukon Flats. Yukon Flats School District was the only district with Domain scores below the overall mean in all six categories. Yupi'it School District had the highest mean score in the Instruction domain; we saw many examples of curriculum integration in that district. Yukon Koyukuk and Northwest Arctic had the most professional development for staff related to the non-tested Content Standards.

FIGURE 15 COMPARISONS OF DOMAIN MEANS BY DISTRICT

Comparison of Domain Means by District Based on School Scores						
	Overall	Lower Yukon	Northwest Arctic	Yukon Flats	Yukon Koyukuk	Yupi'it
Number of Cases Included	342	45	72	108	63	54
Curriculum	1.61	2.74	1.69	1.20	1.57	1.41
Assessment	1.42	2.82	1.39	1.09	1.07	1.36
Instruction	1.96	2.16	2.15	1.56	2.00	2.31
Learning Environment	1.40	1.45	1.64	1.30	1.52	1.10
Professional Development	1.60	2.16	1.76	1.38	1.74	1.19
Leadership	1.60	1.95	1.94	1.38	1.43	1.56

Figures 16, 17, and 18 show the gaps in exposure to non-tested Content Standards at the 20 schools in this study. The gray shaded cells represent the content areas where there was NO exposure to the non-tested content. The charts are arranged by school and there is one chart per grade span – elementary, middle school, and high school. Students are more likely to receive exposure to Health/PE and World Languages in the elementary grades and more likely to have instruction in Social Studies in secondary grades. There are a few notable instances where exposure to one or more content areas is absent at all grade levels, e.g. Social Studies at Circle School.

FIGURE 16 SCHOOLS WHERE WE FOUND NO EVIDENCE OF DISCRETE OR INTEGRATED CURRICULUM AT THE ELEMENTARY LEVEL, BY CONTENT AREA

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD	Allakaket							
	Huslia							
	Minto							
	Kaltag							
YFSD	Circle							
	Beaver							
	Fort Yukon							
	Venetie							
	Arctic Village							
	Chalkyitsik							
NWABSD	June Nelson							
	Kivalina							
	Shungnak							
LYSD	Mountain Village							
	Pitkas Point							
	Hooper Bay							
YSD	Akiachak							
	Akiak							
	Tuluksak							

FIGURE 17 SCHOOLS WHERE WE FOUND NO EVIDENCE OF DISCRETE OR INTEGRATED CURRICULUM AT THE MIDDLE SCHOOL LEVEL, BY CONTENT AREA

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD	Allakaket							
	Huslia							
	Minto							
	Kaltag							
YFSD	Circle							
	Beaver							
	Fort Yukon							
	Venetie							
	Arctic Village							
	Chalkyitsik							
NWABSD	Kotzebue Middle/High							
	Kivalina							
	Shungnak							
LYSD	Mountain Village							
	Pitkas Point							
	Hooper Bay							
YSD	Akiachak							
	Akiak							
	Tuluksak							

FIGURE 18 SCHOOLS WHERE WE FOUND NO EVIDENCE OF DISCRETE OR INTEGRATED CURRICULUM AT THE HIGH SCHOOL LEVEL, BY CONTENT AREA

District	School (Location)	Content Area						
		Social Studies	Health/PE	Arts	World Languages	Technology	Employability	Library/ Information Science
YKSD	Allakaket							
	Huslia							
	Minto							
	Kaltag							
YFSD	Circle							
	Beaver							
	Fort Yukon							
	Venetie							
	Arctic Village							
	Chalkyitsik							
NWABSD	Kotzebue Middle/High							
	Kivalina							
	Shungnak							
LYSD	Mountain Village							
	Pitkas Point							
	Hooper Bay							
YSD	Akiachak							
	Akiak							
	Tuluksak							

LIMITATIONS OF THE STUDY

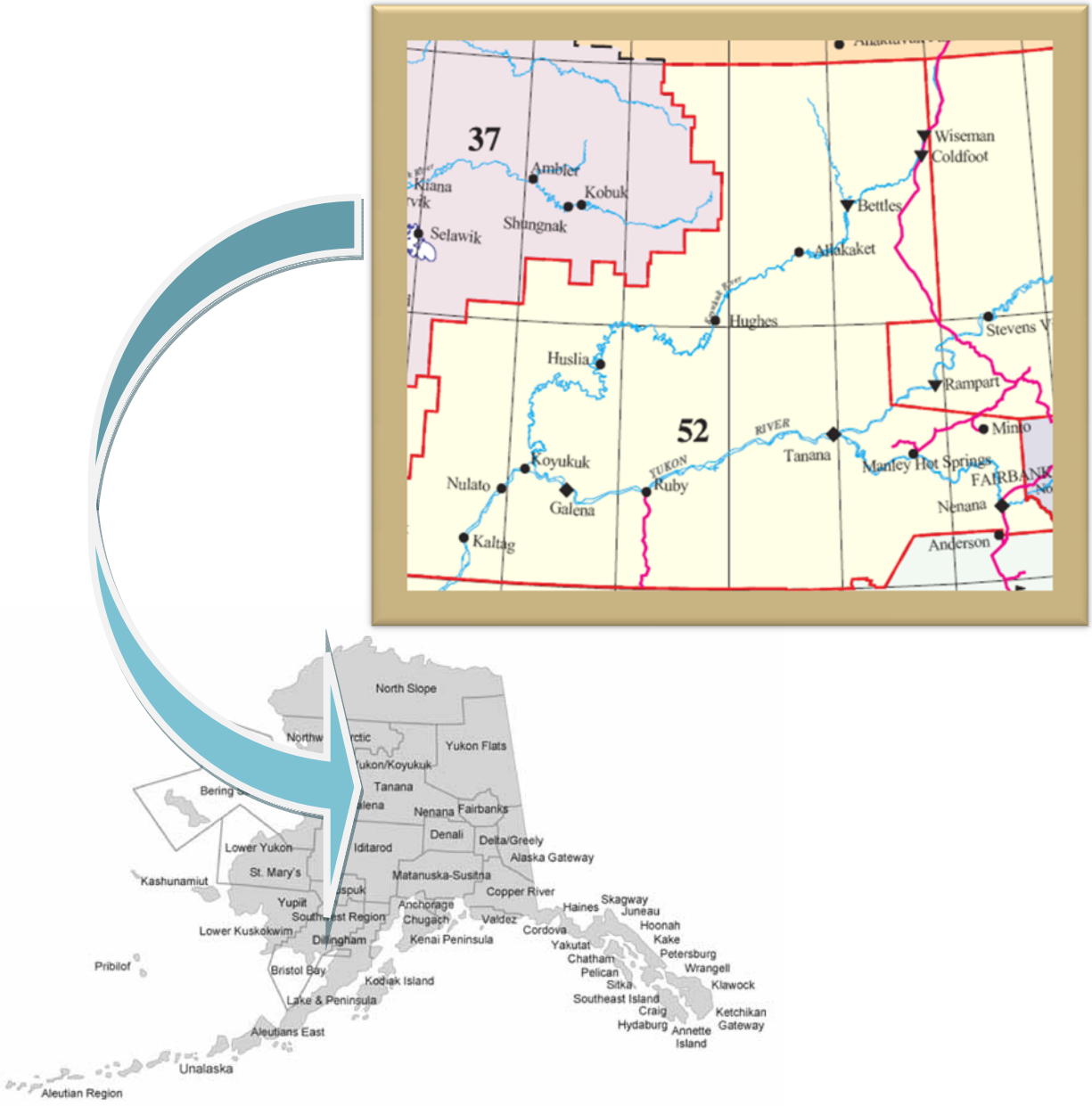
Our initial plan for school visits was ambitious – we identified 26 schools to visit based on our selection variables. Once the weather intervened and we started adjusting our itinerary, we were not always able to observe the school(s) the longest distance from the district office and/or the smallest/largest school variable. One of the things we encountered at the schools was different levels of awareness and preparedness for our visit that cut into the time planned for classroom observations. Many times the documents we requested in our introductory letter were not available when we arrived, such as the school master schedule and a floor plan to show us where to find each teacher we wanted to observe.

This study is a snapshot in time rather than a longitudinal study. It is possible that given more time in an individual classroom or school, more instances of exposure to the non-tested Content Standards might be observed. That said, we did question teachers about previous instruction and their future plans for teaching the non-tested content. We also looked for exposure to non-tested content standards over a longer term by examining student report cards and transcripts.

We created a new rubric for the purpose of this study. Though we based in on another instrument previously tested for its reliability, we could not test our rubric for internal consistency of the domains or overall reliability for measuring Curriculum Exposure until all our data was tabulated. The Professional Development and Leadership scales had low internal reliability, likely because of the small number of items in the scale. These two scales could be improved for future use of the rubric by adding more items. Three of the 21 elements had only fair inter coder reliability (1.6, 4.3, and 5.2)

Individual District Data

YUKON KOYUKUK SCHOOL DISTRICT



Demographics for District and Schools

Figure 19 Demographics for Yukon Koyukuk School District

Yukon Koyukuk School District Demographics 2010 – 2011												
School Name	School Location	School Configuration	Enrollment FY 11		Teachers		% AK Native	% SpEd	% ELL	AYP Percent Proficient		
		(K-12, Elem, MS,HS, etc)	PK-12	K-12	Number	FTE		Students		LA	Math	Gradua-tion Rate
Allakaket School	Allakaket	PK-12	41	41	5	4	100	21.95	17.07	38%	24%	50%
Andrew K. Demoski School	Nulato	PK-12	36	33	6	5	100	20.30	18.18	50%	54%	66.6%
Ella B. Vernetti School	Koyukuk	PK-12	14	14	3	2	100	28.57	0	≥60%	≥60	
Gladys Dart School	Manley Hot Springs	KG-12	12	12						≥60%	≥60	100%
Jimmy Huntington School	Huslia	PK-12	78	78	9	8	93.59	7.69	19.23	59%	63%	100%
Johnny Oldman School	Hughes	KG-12	13	13	3	2	92.31	15.38	15.38	62%	≤25%	33.3%
Kaltag School	Kaltag	PK-12	28	25	3	2	100	28.57	7.14	43%	295	66.7%
Merreline A Kangas School	Ruby	PK-12	33	32	5	4	96.88	18.75	12.50	83%	50%	100%
Minto School	Minto	PK-12	50	39	8	4	100	17.95	15.38	70%	65%	71.4%
Raven Correspondence School*	Fairbanks	PK-12	1097	1197	11	10	10.03	5.93	.55	76%	63%	50%

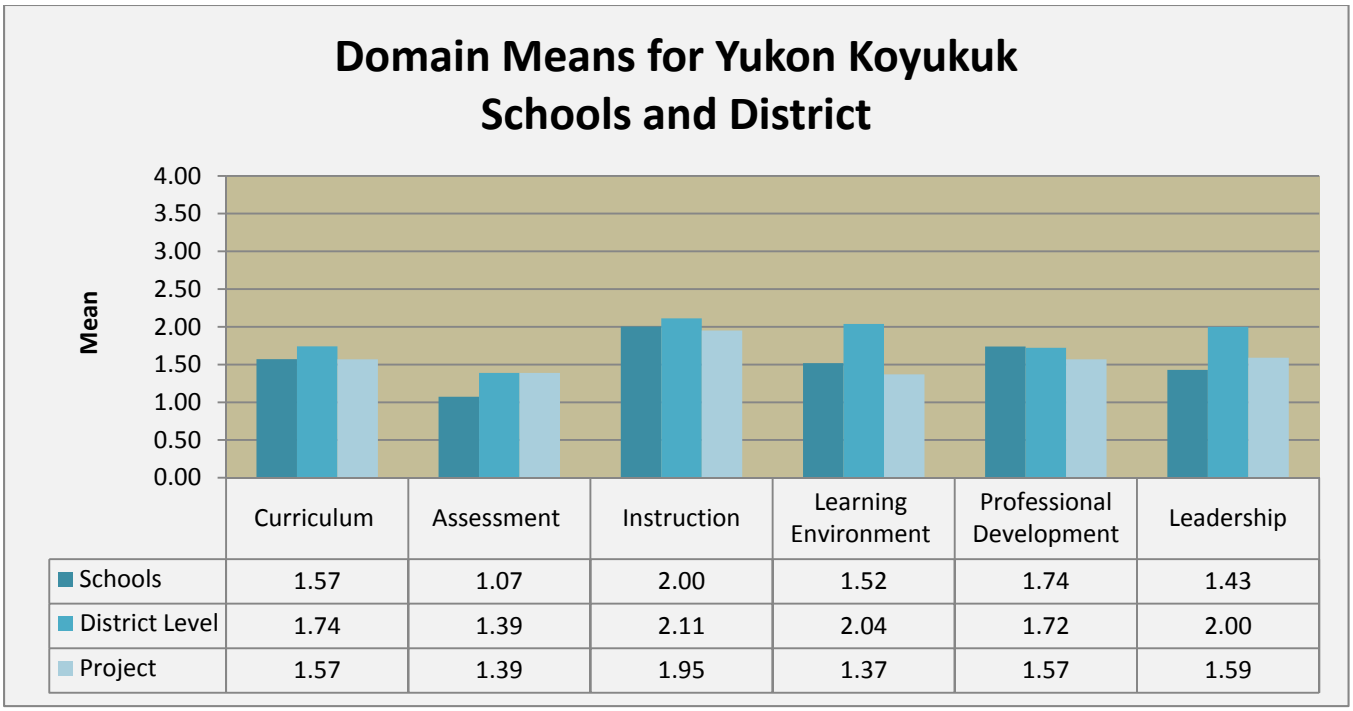
*Raven Correspondence School is included in the Yukon Koyukuk table of school demographics because it is a source for alternative learning options for students in the district. Raven Correspondence School data is NOT included in any YKSD calculations in this report.

INTRODUCTION

Yukon Koyukuk School District is located in the interior of Alaska; the district office is in Fairbanks. There are nine village schools in the system. YKSD also operates Raven Correspondence School from the district office. The enrollment at Raven far exceeds the total enrollment of all other schools in the district. We visited four schools in September 2010: Allakaket, Minto, Kaltag, and Jimmy Huntington in Huslia. At the time of our visits, schools had only been in session for approximately 3-4 weeks

Yukon Flats School District met or exceeded the project mean score for all six of the Curriculum Exposure domains (see Figure 20). The district is characterized by strong district-level leadership and in some villages, a high level of community involvement in the school. YKSD is one of two districts in the Curriculum Exposure study with formalized curriculum review processes. District leaders had a good understanding of the curriculum and instruction strengths and weaknesses in individual YKSD schools.

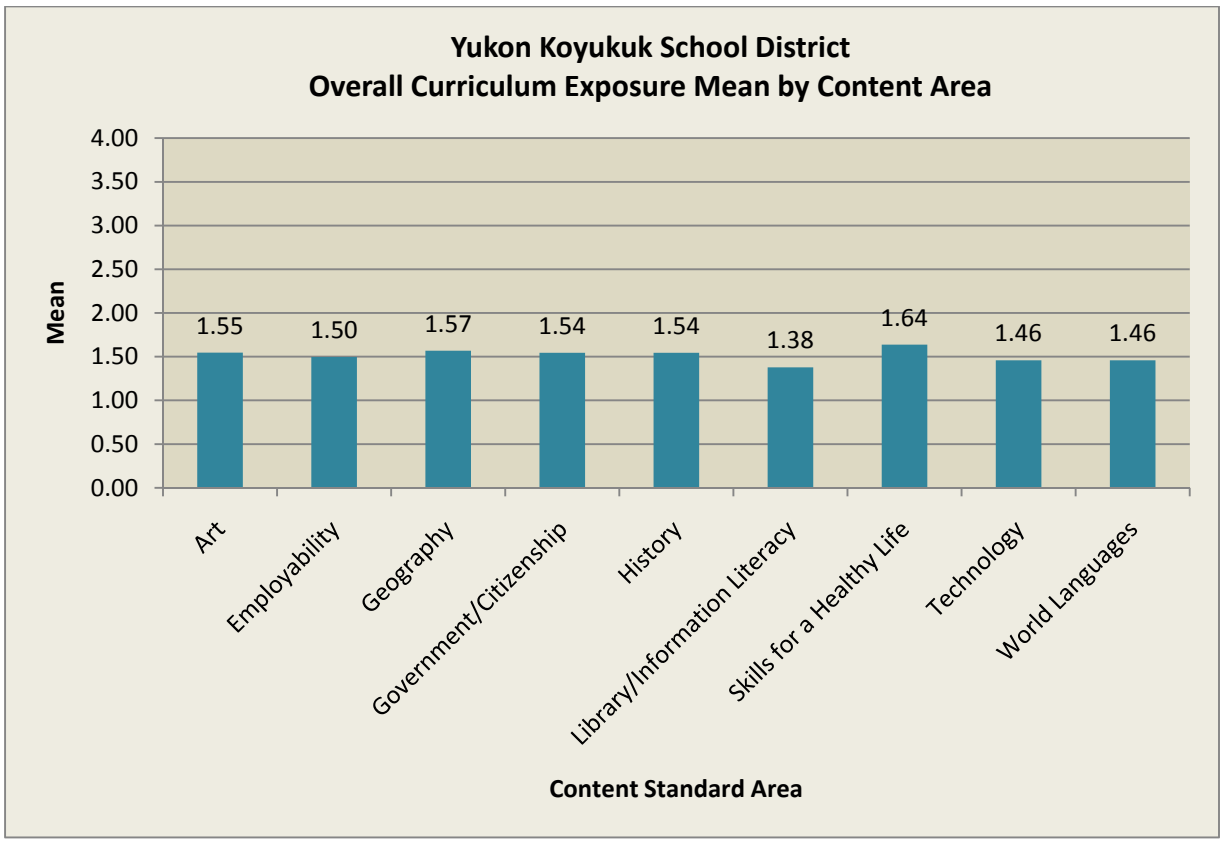
FIGURE 20 DOMAIN MEANS FOR YUKON KOYUKUK SCHOOLS AND DISTRICT



	Curriculum	Assessment	Instruction	Learning Environment	Professional Development	Leadership
Schools	1.57	1.07	2.00	1.52	1.74	1.43
District Level	1.74	1.39	2.11	2.04	1.72	2.00
Project	1.57	1.39	1.95	1.37	1.57	1.59

The highest content area mean score for Curriculum Exposure is Skills for a Healthy Life (1.64), see Fig. 21. Both Art and Gwich'in are taught via distance delivery from the district office. Schools have autonomy in deciding whether to include the district-led instruction in their master schedule.

FIGURE 21 YUKON KOYUKUK OVERALL CURRICULUM EXPOSURE MEAN BY CONTENT AREA



DISCUSSION OF RESULTS BY DOMAIN

CURRICULUM

YKSD has some curriculum related processes in place that are absent in the other four districts. The district has adopted a curriculum review cycle, and it includes Social Studies, Health/PE, Fine Arts, Native Language and CTE. There are also established timelines for the development of Native language and vocational curriculum. That said, we found some exceptions to the district review cycle. For example, although Social Studies curriculum was reviewed last year, selected resources were not purchased at the middle school level. Health resources were recently purchased, although a scheduled review is ongoing.

Within the curriculum domain, the district's strength is its review process (See Fig. 23). The district has an established process for reviewing curriculum and selecting resources, resulting in the score of 2.67 for indicator 1.3. Subject area committees composed of six members, including at least three instructional staff, conduct reviews. The curriculum review process includes revision of curriculum, selection of resources, implementation, and evaluation, and committee responsibilities are further outlined in the Curriculum Handbook. However, the process is not consistently applied to the selection of resources. There is a list of adopted district textbooks in the Curriculum Handbook showing that Health texts were last updated in 1987, although more recent textbooks were in use across the district. Grades K-5

Social Studies resources are current, published in 2010, but no date is provided for Middle or High School Social Studies texts. Across the district, resource use varies by teacher. Some schools have outdated textbooks for non-tested content areas, and some teachers reported selecting alternative resources. This disconnect between protocol and practice accounts for the difference in school and district scores for indicator 1.3. The resource selection protocol is not followed at the school-level; rather, teachers select resources based on availability and interest. For example, a Social Studies teacher in Minto uses current magazines instead of an outdated textbook, while a Social Studies teacher in Kaltag uses curriculum he found on the UAF website. A teacher in Minto teaches music using a book brought in by a student.

Currently there are two School Board goals related to curriculum. One is for Native languages (Athabascan and Denaakk'e) and the other for CTE curriculum. Both goals call for curriculum development and provide a timeline for completion. The Yukon Koyukuk School District has not formally adopted curriculum for any of the *non-tested* content areas. Two Native Language curricula are used; both were developed in part by district staff, but neither are formally adopted by the School Board or aligned to Alaska Content Standards. The district has established scopes and sequences for some non-tested content areas, including the Social Studies areas, Skills for a Healthy Life, and Arts. The district recently hired a Library Coordinator who is in the process of purchasing library curriculum and resources that are aligned to Alaska Content Standards. The alignment of the Library curriculum accounts for the gap between the district and school scores for indicator 1.1; there was no evidence of alignment for school-selected resources in any of the non-tested content areas (See Fig. 23).

Some of the curriculum related to the non-tested Content Standards was reviewed with the learning needs of all students in mind. The Curriculum Handbook includes a textbook evaluation rating form with questions that could provide information about curriculum responsiveness to learning differences but we did not find any modified resources to ensure that all students receive exposure to non-tested content. For example, the district offers several courses in non-tested content areas through Alaska Independent Distance Education (AIDE), and program materials include explicit guidelines excluding accelerated learners. No alternate programs are available to students who do not meet AIDE guidelines. District administrators reported that the district would pay for and monitor an accelerated student's independent coursework, but no students have requested a distance course for advanced instruction. The availability of funds for and willingness of the district to support student interest in challenging coursework has not been advertised or promoted to students.

We did not see a consistent process used to determine the placement of non-tested content within the curriculum and no system in place to ensure the full range of Alaska Content Standards is taught. Teachers throughout the district use ClassBright software to submit lesson plans; administrators can approve teacher's plans and review what standards are taught. All of the Alaska Content Standards for non-tested areas are pre-loaded into ClassBright and teachers can add a standards notation by selecting one or more from a pull-down menu. The software can generate a list of standards addressed by each individual teacher; it cannot generate an aggregate report of Content Standards taught in a school or in the district. A comprehensive review of lesson plans in the ClassBright system revealed that most teachers do not annotate their lesson plans with non-tested Content Standards. (Note: because it was so early in the 2010-2011 school year we reviewed the lesson plans posted in ClassBright for 2009-2010 and 2010-2011.)

FIGURE 22 YUKON KOYUKUK MEANS FOR CURRICULUM DOMAIN BY CONTENT AREA

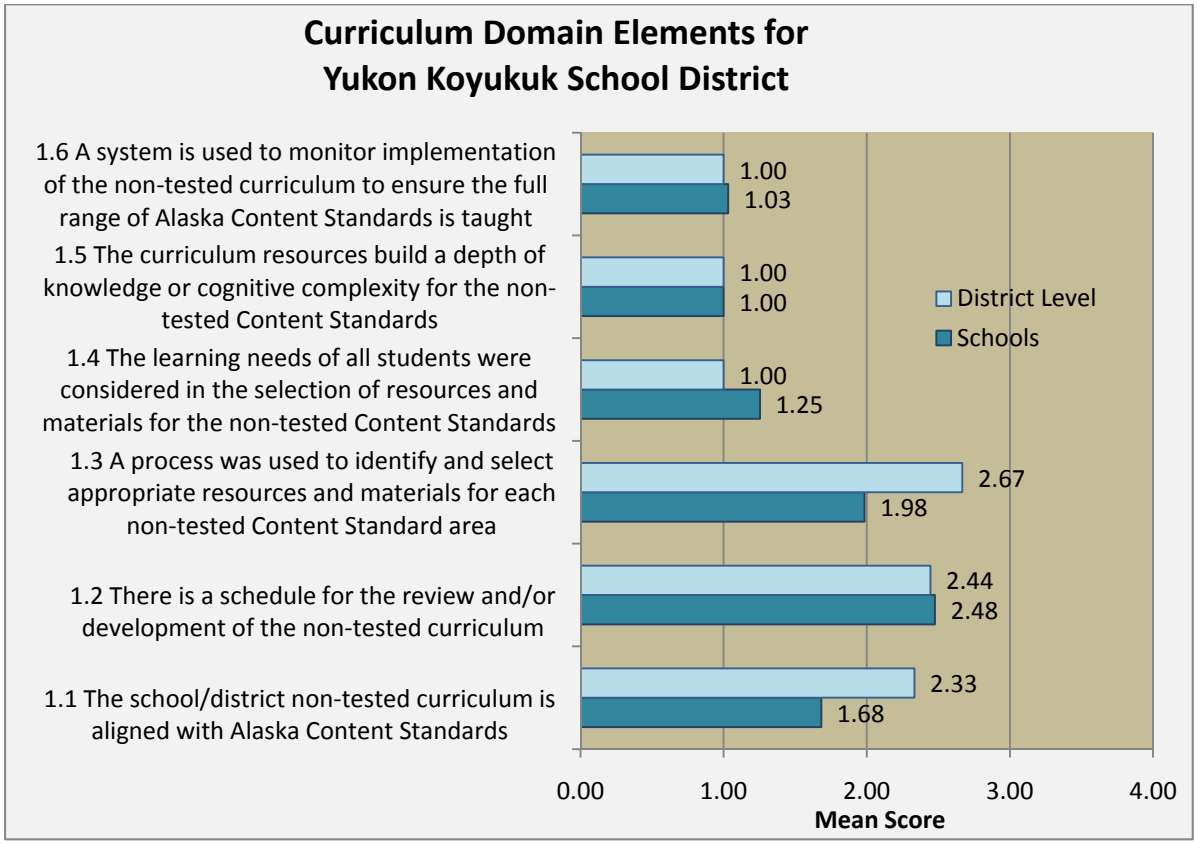
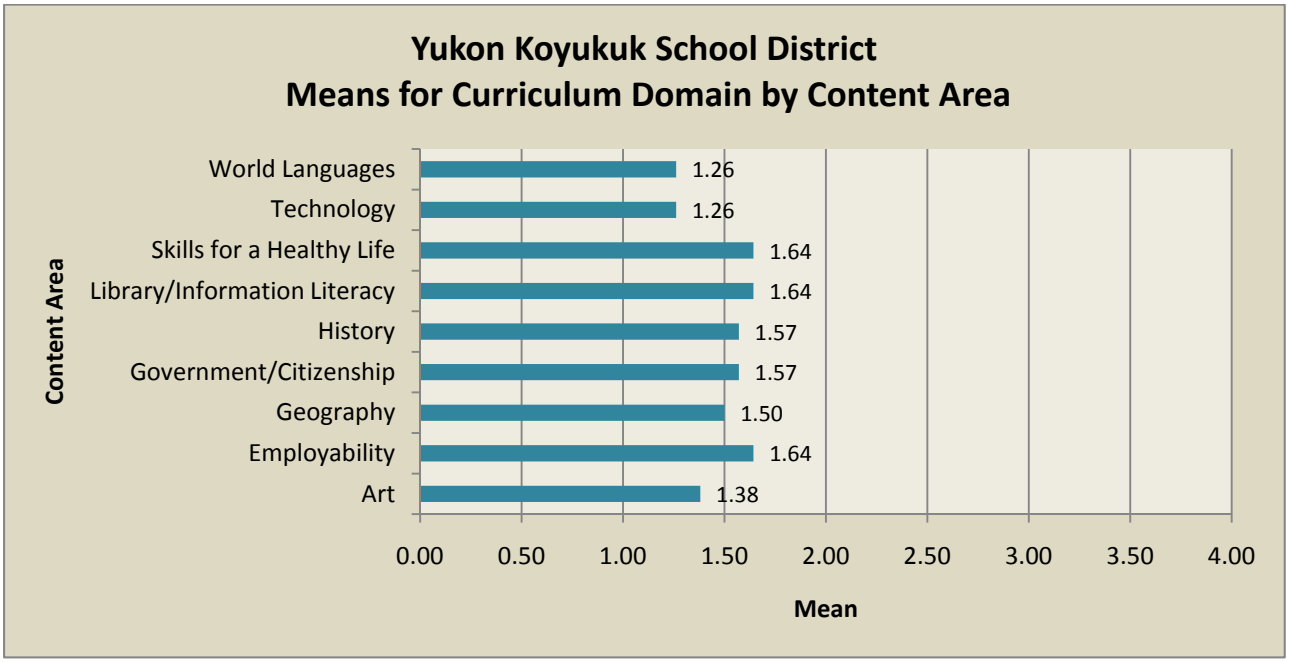


FIGURE 23 CURRICULUM DOMAIN ELEMENTS FOR YUKON KOYUKUK SCHOOL DISTRICT



A few YKSD teachers have developed their own assessments for the non-tested content, some of which incorporate best practice for the content area. Element 2.3 is the highest score in the Assessment domain at the district level because Art, taught via distance delivery from the district office was the most consistently assessed non-tested curriculum in YKSD (see Fig. 25). We saw some good examples of content-appropriate assessments used by individual teachers. A teacher in Minto taught Music to middle school students and provided multiple opportunities for students to demonstrate mastery including performance and demonstration. An elementary teacher in Huslia provided differentiated Native Language instruction to her students and modified her instruction based on her students' response to verbal and written assessments.

YKSD's weakest Curriculum Exposure domain score is assessment however. The assessment of student achievement of non-tested Content Standards is happenstance rather than systematic. The YKSD score for element 2.1, "*There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments*" is therefore 1.0. This low score should be balanced by context though – we made school visits in September 2010 when instruction was just beginning. There is no formal or specific guidance for the development of non-tested curriculum assessments or training in the use of assessment results in these content areas, at either the school or district level (2.2). Again remembering this was early in the school year, one teacher did describe for us how he realized his students needed instruction in writing a five-paragraph essay after he reviewed the results from a social studies assessment he designed.

FIGURE 24 ASSESSMENT DOMAIN ELEMENT MEANS FOR YUKON KOYUKUK

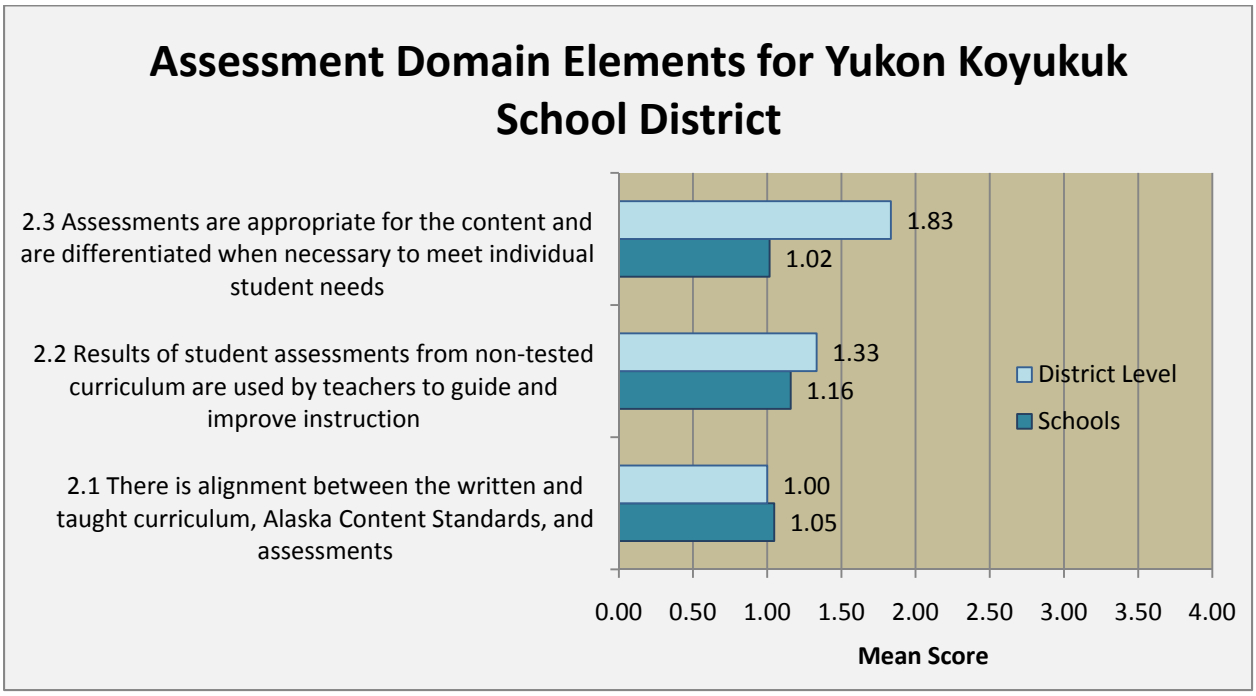
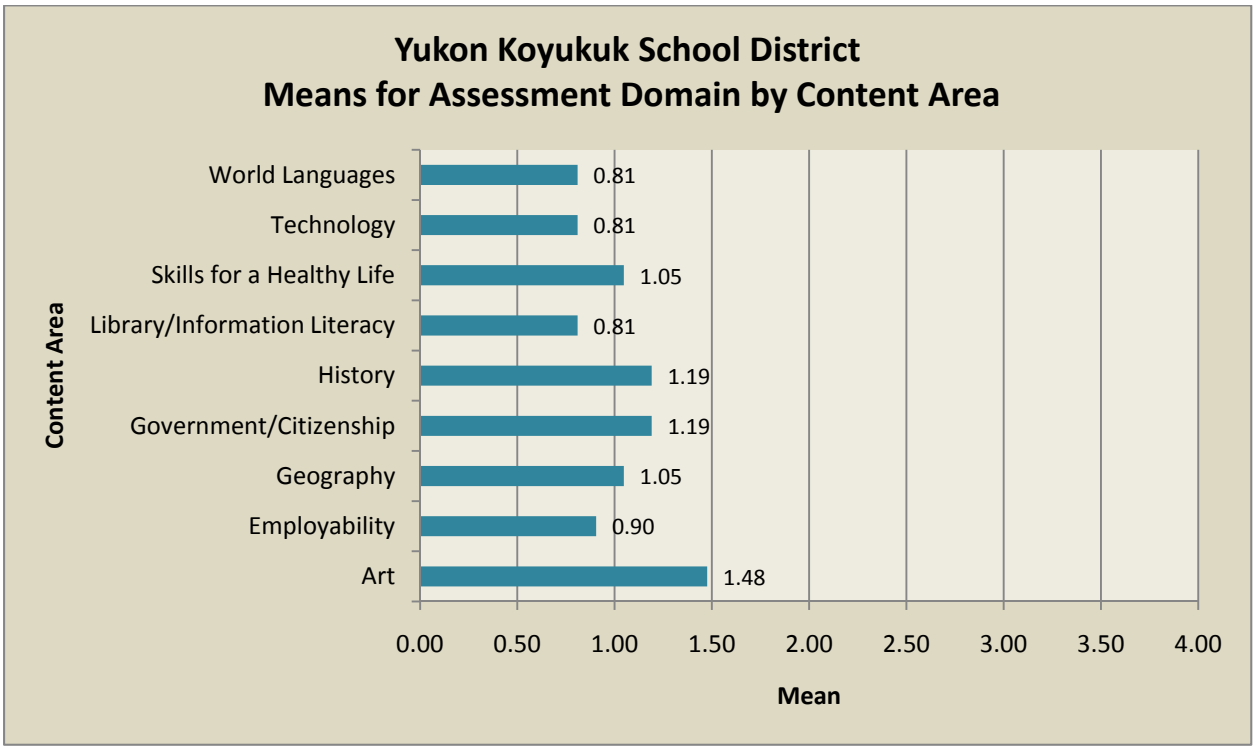


FIGURE 25 YUKON KOYUKUK MEANS FOR ASSESSMENT DOMAIN BY CONTENT AREA



INSTRUCTION

Instruction is the strongest Curriculum Exposure domain in YKSD. Within the Instruction domain, the district received a comparatively high rating of 2.56 for indicator 3.1, "*There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards*". Many of the non-tested Content Standards were taught in discrete courses or integrated with core subjects. Social Studies was taught throughout the district. Skills for a Healthy Life and Native Language were also taught at most schools in the district. Elementary students received the most Native language exposure, but instruction was also provided to secondary students and for-credit courses were available to high school students. In addition to discrete instruction, many teachers integrated Native language into other subject areas. In Allakaket, the entire student body participated in Native singing and dancing on Monday mornings and Friday afternoons. High School students in Kaltag followed an NCCER approved curriculum in the Careers class, and high school students in Huslia also took a discrete Careers course. Employability instruction was sparse at other sites in the district; in fact, teachers in Allakaket identified that content area as a weakness. Music and Art were taught in set-aside time at the elementary and middle school levels in Huslia, and there was evidence of integration in high school courses. A teacher in Minto provided Music instruction to middle school students. Art is taught at all levels in Allakaket, through both integrated and discrete instruction. In contrast, Art instruction was integrated at the elementary level in Kaltag, but no instruction was provided to older students. Technology instruction was integrated at several schools, and middle school students in Kaltag used Mavis Beacon software to learn typing. No schools had formal library instruction, although many teachers integrated Library/Information Literacy through

consistent practice of Sustained Silent Reading. Minto's library was organized and used, while Kaltag's was in disrepair and Allakaket did not have one. The district received a Library grant for the 2010-2011 school year, and work to purchase curriculum and resources, install staff, and develop programming is ongoing.

The district had a Curriculum Exposure score of 2.11 for indicator 3.2 because we found that classroom instruction inconsistently addressed diverse student learning needs (See Fig. 26). Differentiation of instruction was associated with teacher skill and interest in doing so, and we encountered some exemplars of differentiation in YKSD: A teacher in Minto structured her Middle School Music class to include individual, small group, and large group practice. Another example was an elementary teacher in Huslia who, along with a paraprofessional, instructed Native Language by having students listen and repeat, translate, dictate, cycle through phrases substituting vocabulary, and complete written exercises, among other activities. In contrast, a teacher in another school had students read material independently to prepare for an exam and then ignored the one female student in his class who was disengaged and uninterested in the subject.

Use of the Alaska Content Standards to guide instruction in non-tested content areas is inconsistent across the district. Some teachers annotated their planning documents to show the alignment of instruction with some of the non-tested Content Standards. In Minto, every classroom had a copy of the Alaska Content Standards. YKSD teachers submit their lesson plans through the district ClassBright system. As stated in the discussion of the Curriculum domain, we reviewed all lesson plans stored in the ClassBright system for the last two school years. Relatively few teachers made explicit notation of Alaska Content Standards in their plans even when they clearly addressed them in their instruction. A few teachers did not submit lesson plans or enter even basic descriptions of instruction. For example, five weeks into the school year, one teacher reported he had yet to develop lesson plans for his high school Alaska Studies course.

Within the Instruction domain, the district received its lowest score of 1.78 for indicator 3.4, *"There is evidence of collaboration among teachers at the school to ensure students have meaningful exposure to the non-tested Content Standards".* We found moderate evidence of collaboration among teachers at the schools to ensure students have exposure to the non-tested Content Standards. Teachers throughout the district collaborate to instruct Native language. An instructor based at the District Office lead lessons using videoconferencing technology with the support of on-site certified teachers and paraprofessionals. The lesson plans followed in the distance-delivered Native language class were also posted on ClassBright for potential teacher use, and some teachers built on the lessons as they integrated language into other subject areas. Teachers collaborated to instruct non-tested content to elementary students in Minto; students rotated so that one teacher could teach Native language to all three classrooms, while two other teachers taught Social Studies and Health. In Huslia, teachers collaborated to form Battle of the Books teams, host speakers for a High School Careers course, and instruct Health to a large group of Middle School students. In contrast to these examples, other teachers in the district expressed a perception that there is a lack of collaboration among staff.

FIGURE 26 INSTRUCTION DOMAIN ELEMENTS FOR YUKON KOYUKUK

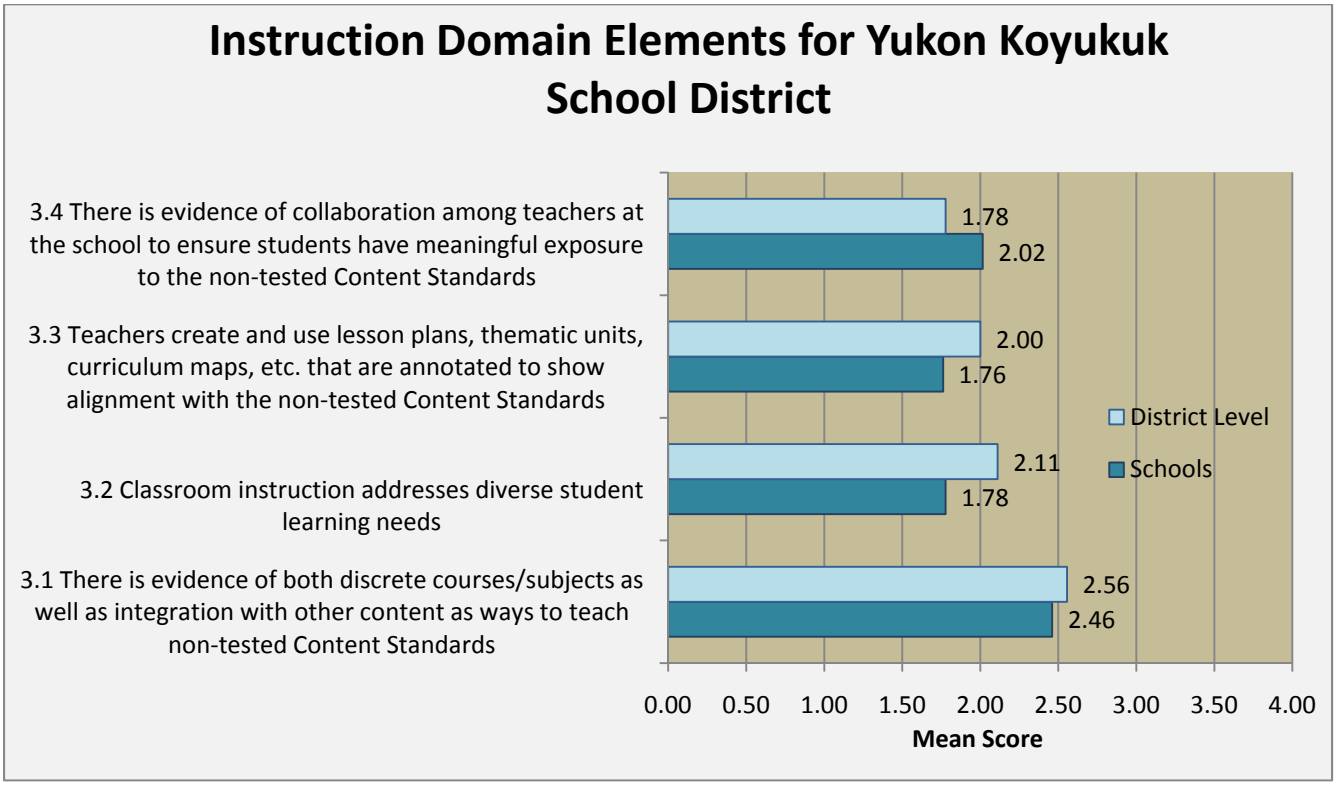
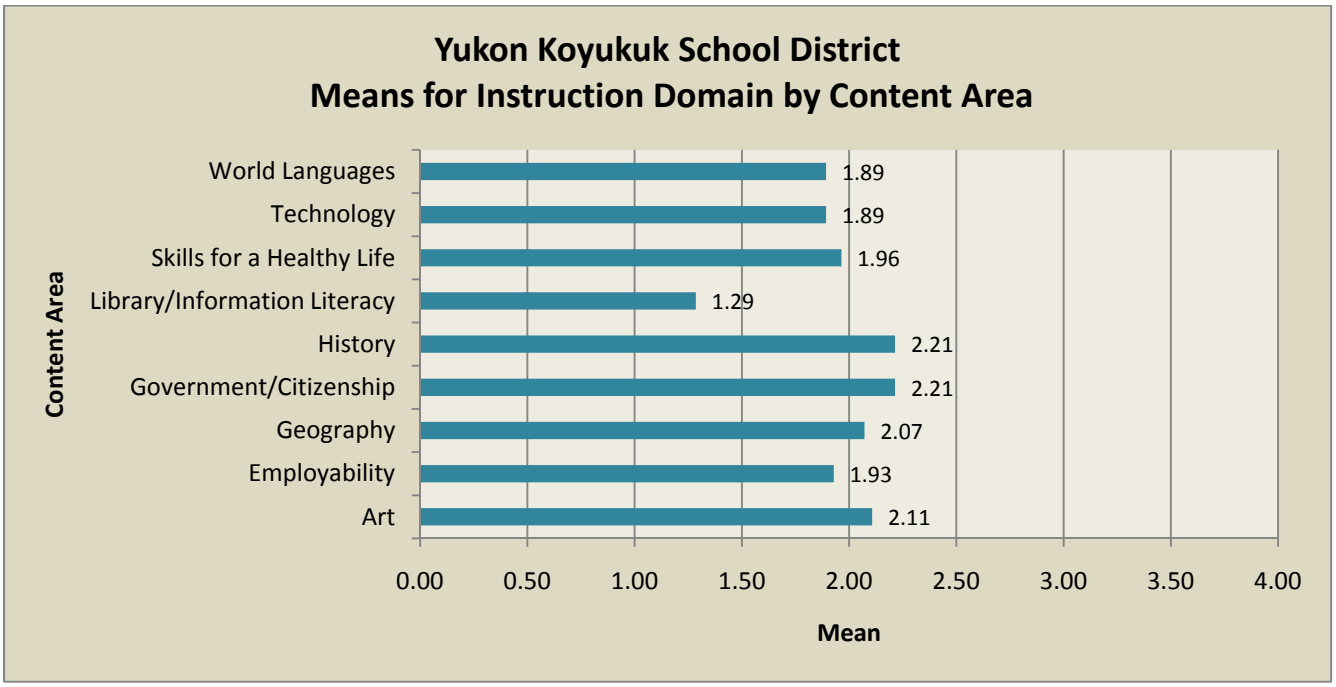


FIGURE 27 YUKON KOYUKUK MEANS FOR INSTRUCTION DOMAIN BY CONTENT AREA



The Learning Environment domain score for YKSD is positively impacted by high community engagement. School and district schedules included courses for many non-tested content areas. Schedules showed some flexibility for alternate delivery methods, most notably Native language and Art instruction via videoconferencing technology. Native language was taught from the District Office multiple times per week during a morning session and an afternoon session; daily instruction was also provided to high school students. While some schools utilized the distance Native language course, scheduling conflicts with 90-minute literacy blocks constrained others. High school students were able to take other distance classes, scheduled during the regular school day.

The schedule and offerings were developed with some community input. The district Federal Programs office administered a survey to students, teachers, parents, and community members in spring 2010 to determine what classes and school programs they would like offered. The survey included choices such as Art, Photography, Music, and gave respondents a chance to indicate their interest in other opportunities. The survey process, along with the distance Native language program, contributed to the high district score of 2.89 for indicator 4.1 (see Fig. 28). While this information was clearly used at the district level, there was no evidence that the results of the survey were used to guide administrative decision-making at the school level. For high school students, elective offerings were guided by graduation requirements. Secondary teachers in Kaltag and Huslia expressed dissatisfaction with school course offerings and reported informal discussions with students about their interests in other subjects. In Allakaket, however, regularly scheduled community service projects received support from students and community members alike.

The district provided exposure to some of the non-tested Content Standards through alternate sources and delivery methods. The district contracted with Alaska Independent Distance Education to offer the following courses: Alaska Studies, U.S. Government, U.S. History, World Geography, Career Planning, and Discover Health. The district reviewed the distance delivered content for relevancy and quality before posting it online. These courses were sometimes built into the school schedule in lieu of an on-site teacher; the Curriculum Handbook identified online courses as an option for multilevel classrooms in small schools.

The district also provided distance instruction for Native language and Art. The district Art specialist provides three distance-delivered Art classes for middle and high school students and two for elementary students. Native language was taught via videoconferencing technology to 73 students; instruction was offered to younger students at several schools, and a .25 credit course was also offered to high school students. The district monitored the quality of this program; the distance instructor was supervised, and classroom teachers at the individual schools assigned student grades for Native language.

District policies outlined procedures for students to earn credit toward high school completion based on completion of college coursework or CLEP test results, but there was no evidence that students took advantage of these opportunities. District administrators reported that the district would pay for and monitor an accelerated student's independent coursework, but no student had requested a distance elective. As noted in the Curriculum domain section, we did not find evidence that enrichment opportunities are advertised or that students are counseled to seek supplemental coursework.

Some non-tested curriculum was offered to students outside the regular school schedule. Most supplemental programming was developed or orchestrated at the district level, thus accounting for the higher district score of 2.22 and lower schools score of 1.90 for indicator 4.2 (see Fig. 28). ARRA-funded after-school activities provided some instruction related to non-tested content areas during the 2009-2010 school year. A similar program was planned for

the 2010-2011 school year but was not operationally yet when we made our school visits. The district sponsored an after-school Riflery club in Huslia and Kaltag. There was a Summer Academy for Construction Trades and Welding offered collaboratively with Raven Correspondence School. The district provided workshops at the annual Career and Health Fairs for students on post-graduation opportunities, parenting, relationships, communication, and life-coping related skills. Most schools hosted Culture Camps, and the school in Minto hosted a Community Tea where students read essays about Alaska Native identity.

Within the Learning Environment domain, the district earned its lowest score, a 1.0, for indicator 4.3 (see Fig. 28). There was no evidence that students or parents were provided with suggestions for extending learning of the non-tested Content Standards outside of the classroom. Although student progress related to at least some of the non-tested Content Standards was included on the student report card form, there was no evidence of regular feedback to parents for these content areas.

FIGURE 28 LEARNING ENVIRONMENT DOMAIN ELEMENTS FOR YUKON KOYUKUK

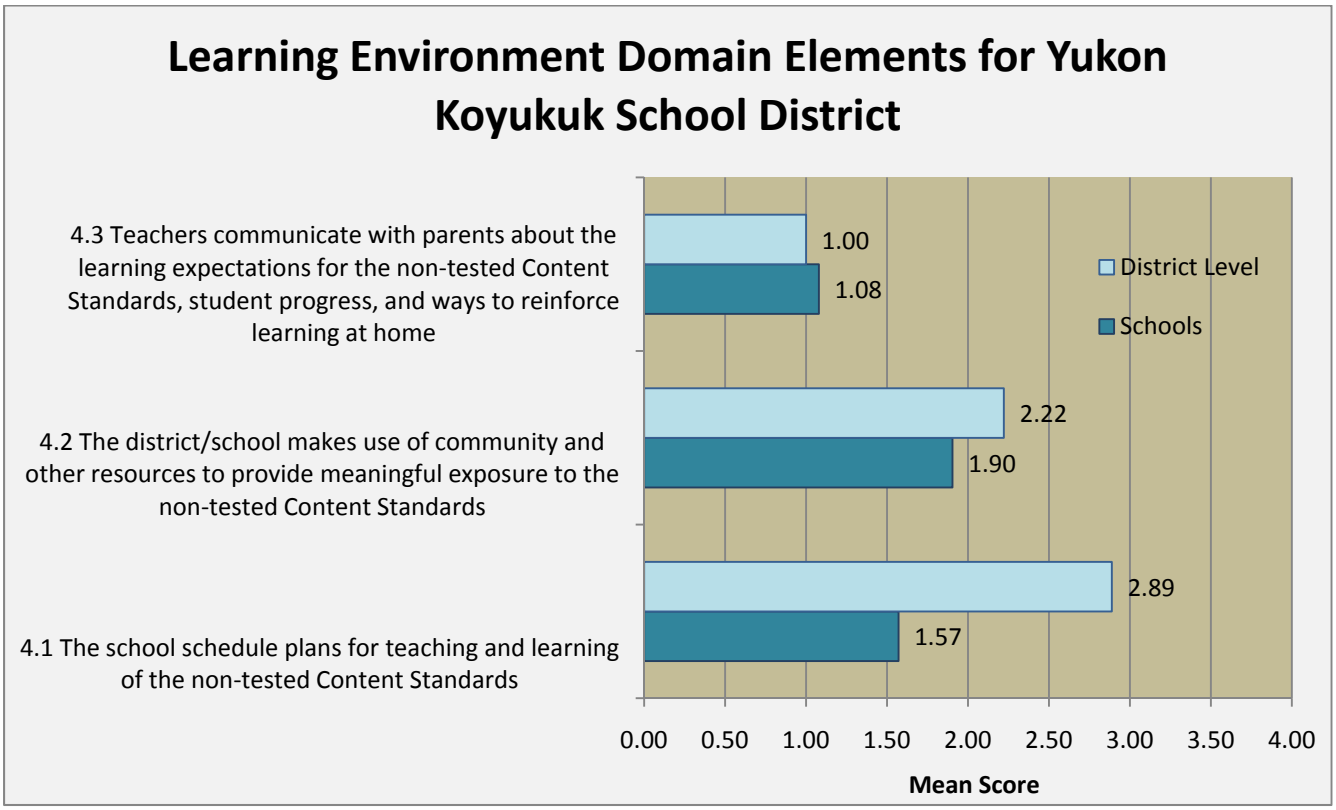
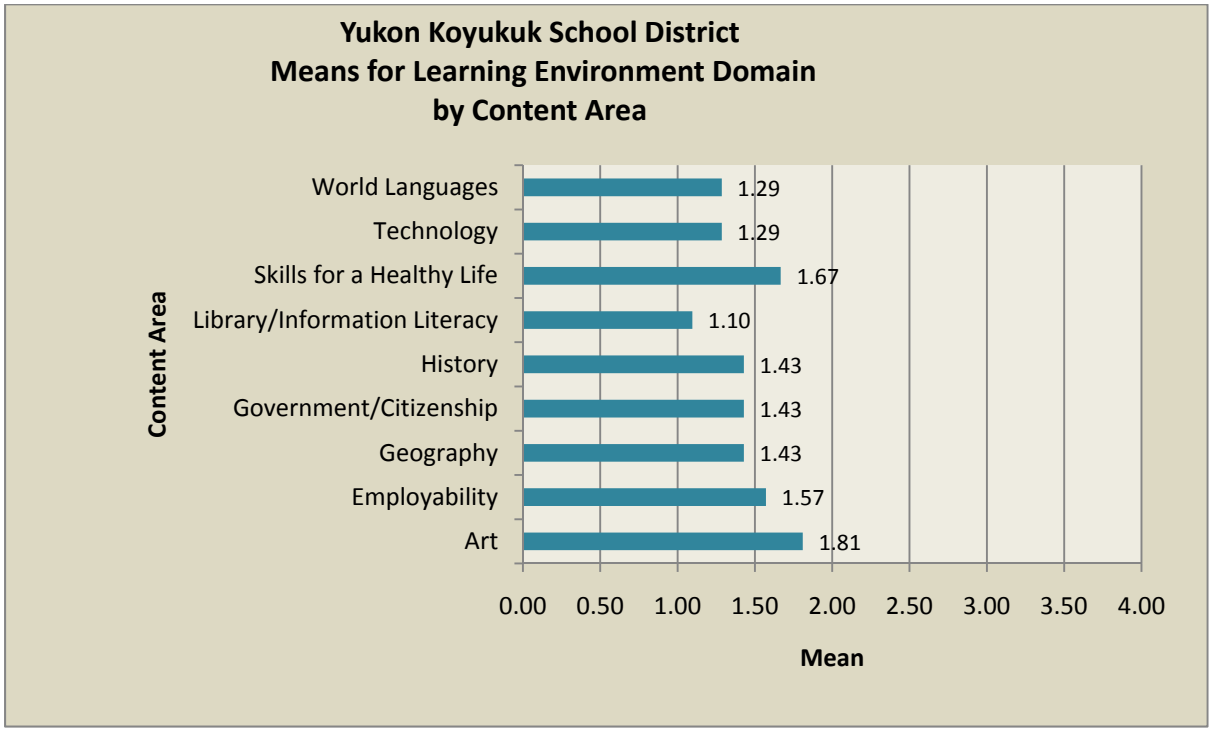


FIGURE 29 YUKON KOYUKUK MEANS FOR LEARNING ENVIRONMENT DOMAIN BY CONTENT AREA



PROFESSIONAL DEVELOPMENT

The district-level professional development plan and calendar in YKSD included some training related to the non-tested Content Standards reflected by a score of 2.44 for indicator 5.1 in the Professional Development domain of the Curriculum Exposure rubric (see Fig. 30). Goal B of the District professional development plan included improved teacher understanding and practice of curriculum integration, and Goal D specified that all teachers should utilize technology and integrate technology Content Standards with all curriculum areas. Professional development related to Native language included a training led by the American Indian Language Institution, although teacher attendance was purportedly affected by classroom obligations. Two teachers at different schools voiced their commitment to continuing work with the Native language program and reported extensive training, yet both were reluctant to become certified Native language instructors.

YKSD teachers were not systematically or specifically observed or evaluated while teaching the non-tested Content Standards. At two schools the administrators told us they focused on student behavior and engagement; in another school a teacher reported she was only observed in accordance with the minimal requirements for teacher evaluation. There was no evidence that teachers were given specific feedback to improve their instruction of non-tested content, accounting for the district score of 1.0 for indicator 5.2 (See Fig. 30).

FIGURE 30 PROFESSIONAL DEVELOPMENT DOMAIN ELEMENTS FOR YUKON KOYUKUK

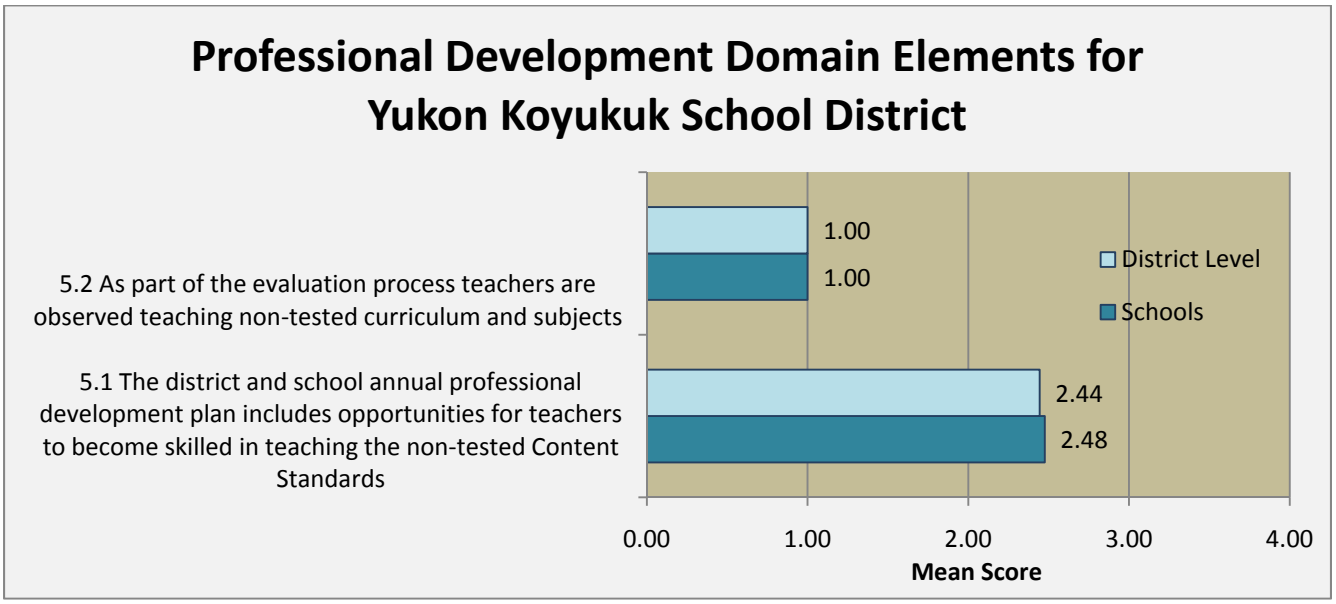
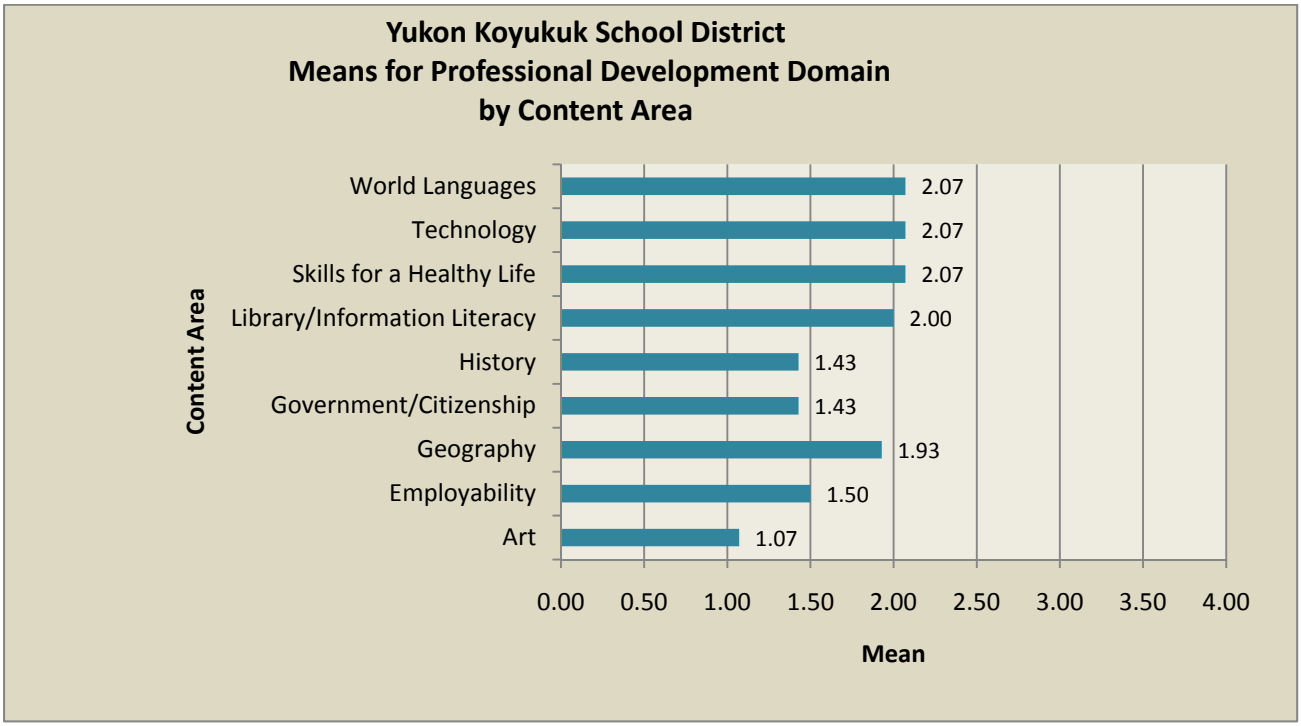


FIGURE 31 YUKON KOYUKUK MEANS FOR PROFESSIONAL DEVELOPMENT DOMAIN BY CONTENT AREA



LEADERSHIP

The district-level Leadership domain score in YKSD was statistically significantly higher than the school-based Leadership domain score. The district is characterized by very strong central office leadership. District administrators provided teachers with information related to the non-tested Content Standards, but no systematic steps were taken to develop teachers' capacity to use the information. The Alaska Content Standards are preloaded on ClassBright, the student information system where teachers import and submit their weekly lesson plans. Thus, all teachers in the district have access to the Content Standards and can readily annotate their lesson plans to reflect alignment though relatively few teachers noted alignment on ClassBright. The lack of formal alignment, along with verbal reports, suggests that most teachers do not regularly use the Content Standards to inform or guide their instruction.

School and district administrators do not routinely include non-tested curriculum areas in their observations of teachers. One school principal explicitly articulated an evaluative focus on core content (Language Arts and Math) tested on SBAs, while another district administrator reported concentrating on student behavior during his formal classroom observations of teachers.

The district received its highest Leadership domain score of 3.0 for indicator 6.3, *"School administrative leaders ensure that all students have equitable access to the non-tested curriculum"* (see Fig. 33). The range of distance-delivery options mitigates some barriers to student participation in non-tested curriculum. District administrators voiced a district commitment to meeting individualized student needs. The schools score was considerably lower for indicator 6.3 (mean of 1.29) because we did not find supporting evidence that school-level administrators systematically identified the needs of student subpopulations or consistently provided accommodations.

FIGURE 32 YUKON KOYUKUK MEANS FOR LEADERSHIP DOMAIN BY CONTENT AREA

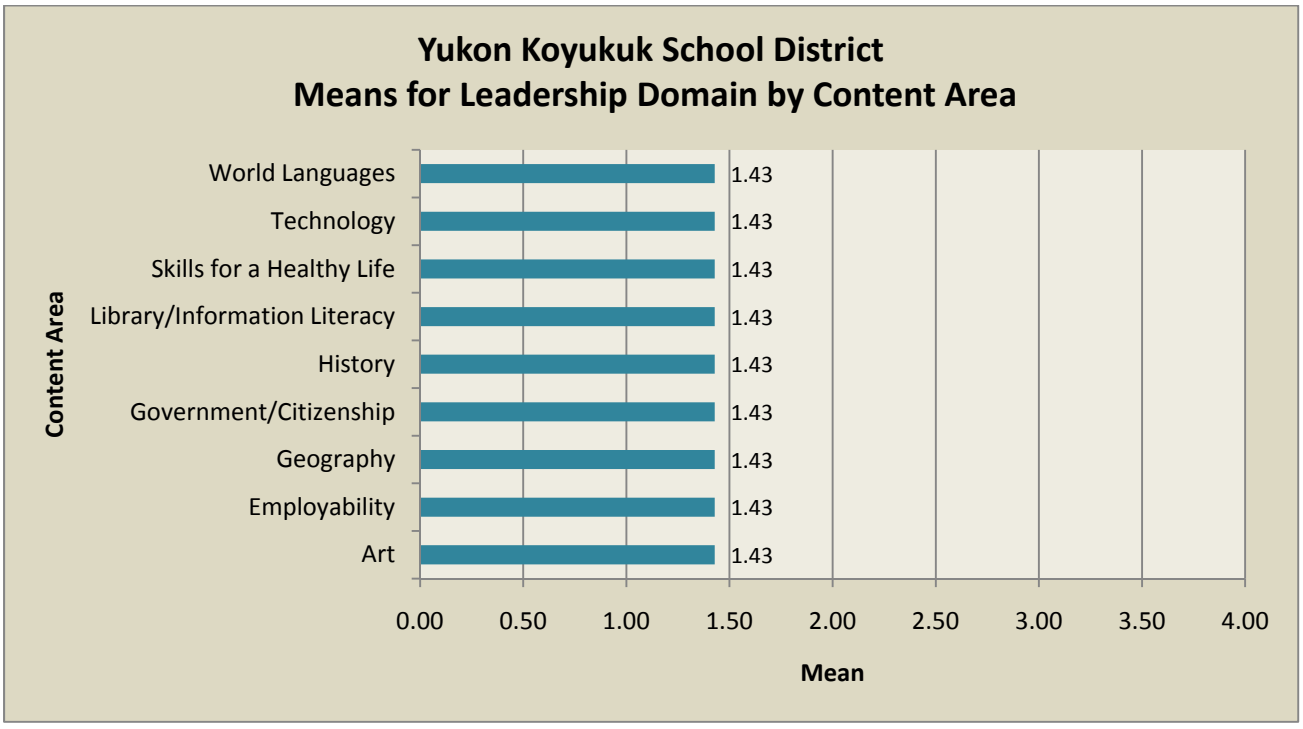
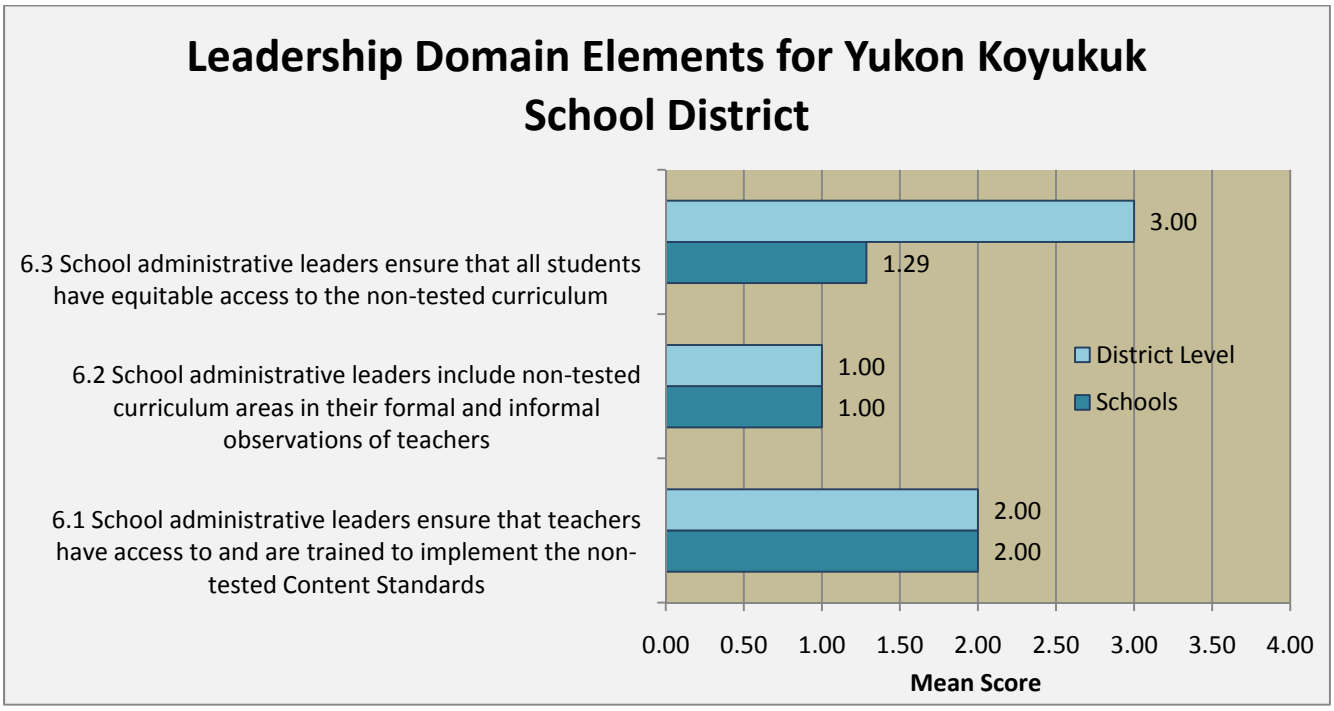
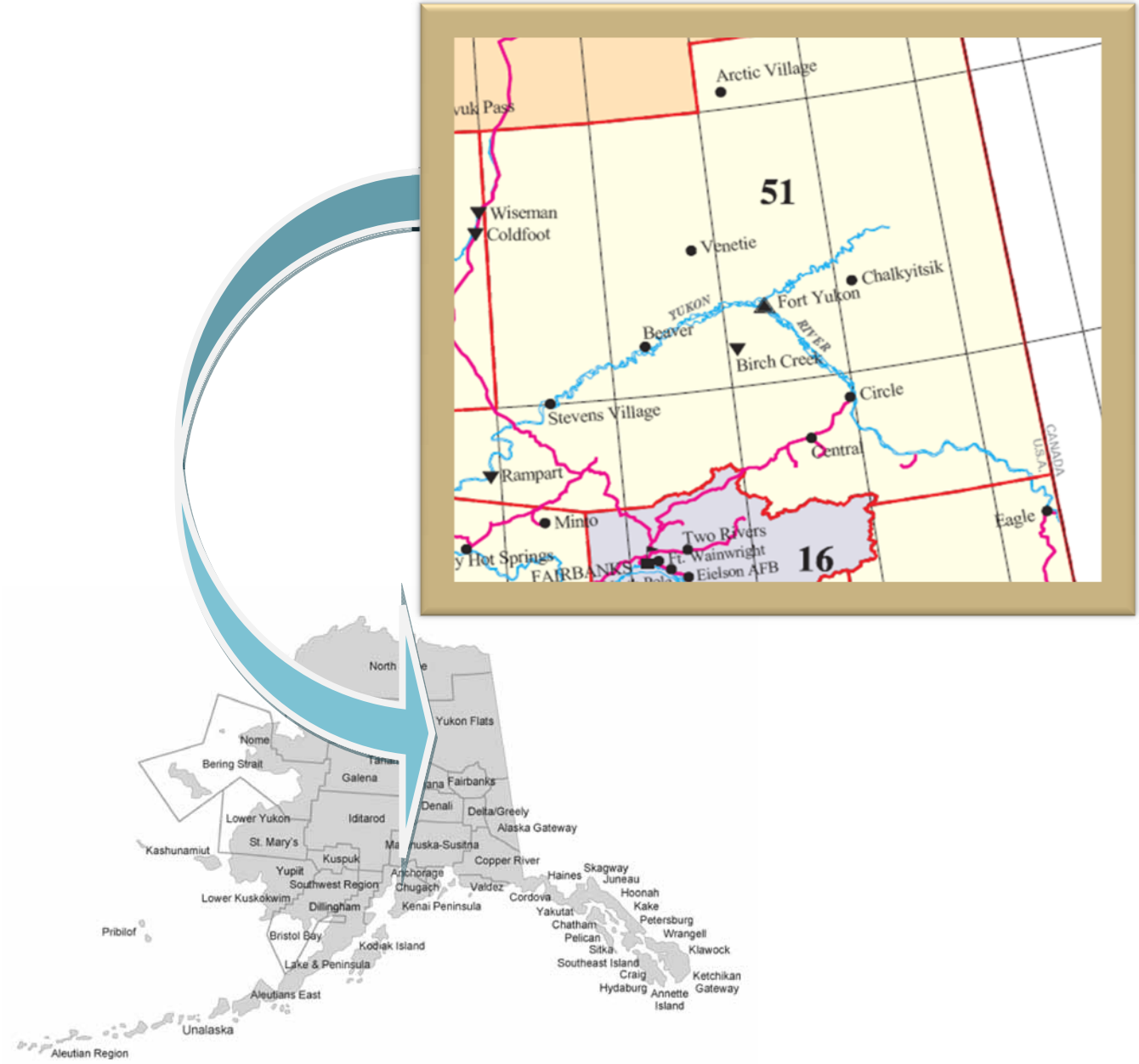


FIGURE 33 LEADERSHIP DOMAIN ELEMENTS FOR YUKON KOYUKUK



Yukon Flats School District



DEMOGRAPHICS FOR DISTRICT AND SCHOOLS

Yukon Flats School District Demographics 2010 - 2011

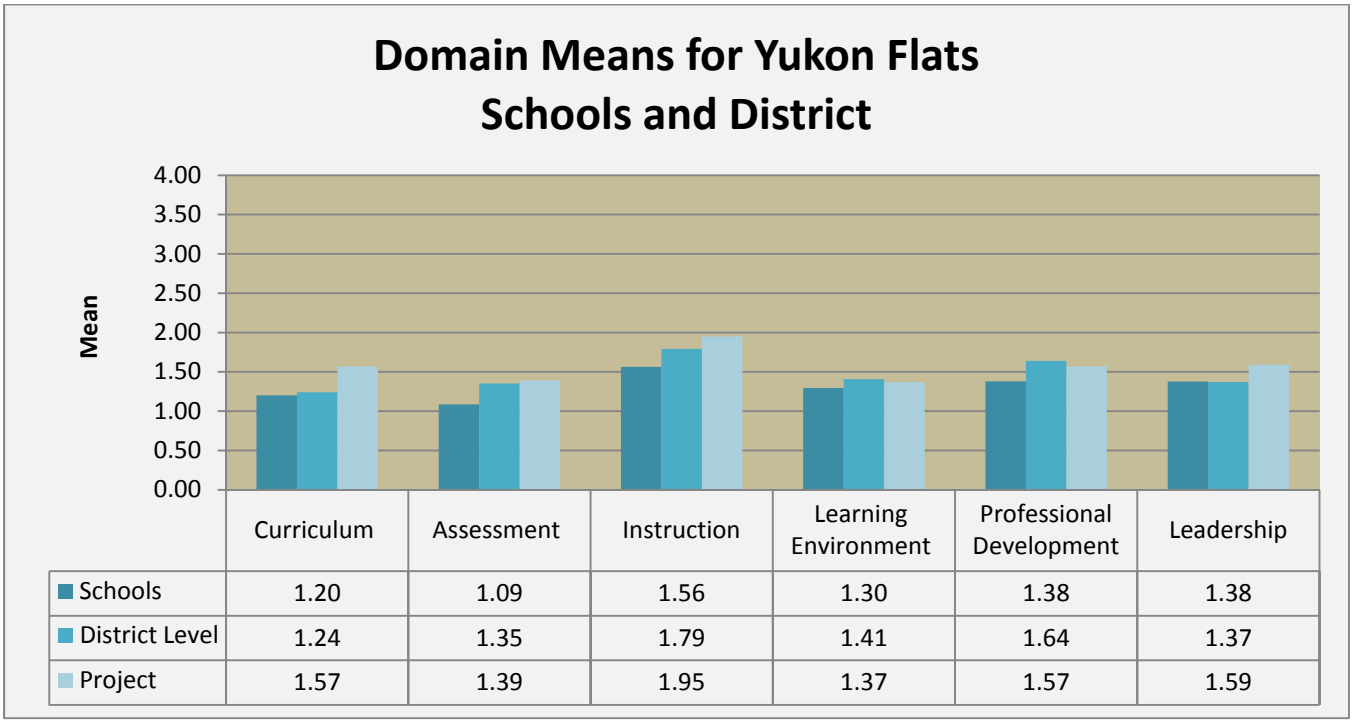
School Name	School Location	School Configuration (K-12, Elem, MS,HS, etc)	Enrollment FY 11		Teachers		% AK Native	% SpEd	% ELL	AYP Percent Proficient		Gradua-tion Rate
			PK-12	K-12	Number	FTE				LA	Math	
Arctic Village School	Arctic Village	PK-12		23	5	4	95.65	34.78	65.22	≤20%	≤20%	40%
Circle School	Circle	PK-12		21	3	1	80.95	28.57	28.57	≥75%	62%	83.3%
Cruikshank School	Beaver	PK-12		11	2	1	81.82	0	9.09	≥75%	62%	100%
Fort Yukon School	Fort Yukon	KG-12		117	14	13	98.29	25.64	41.03	50%	43%	66.7%
John Fredson School	Venetie	PK-12		67	6	5	97.01	19.40	22.39	46%	51%	
Stevens Village School	Stevens Village	PK-12		12	2	1	91.67	8.33	0	≤40%	50%	100%
Tsuk Taih School	Chalkyitsik	PK-12		13	3	1	100	0	30.77	≤40%	≤40%	100%

Introduction

Yukon Flats School District operates seven schools in interior Alaska. Most of the student population is Athabascan. The largest school is Fort Yukon with 117 students. Four of the district schools have three or fewer teachers. Fort Yukon is also the location of the district office. FYSD is one of two districts in the study with a Curriculum Director new to his position this year. We visited all of the schools in Yukon Flats School District during October 2010.

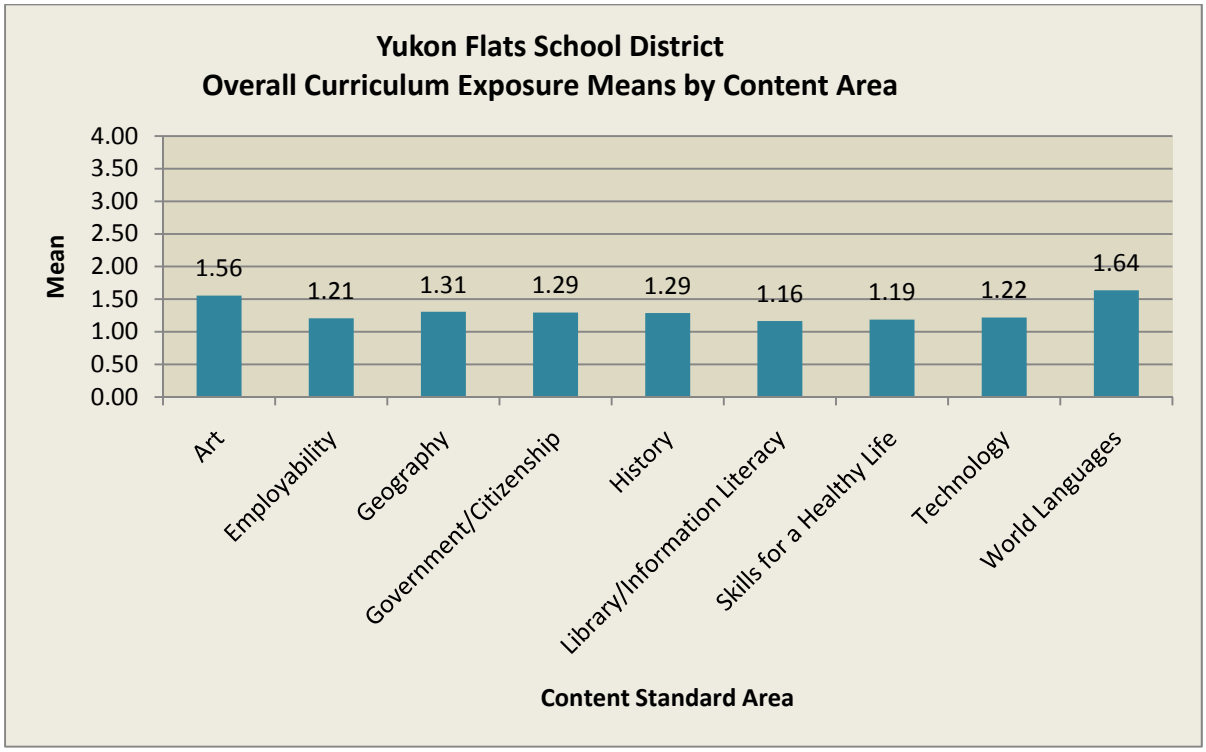
Across all six Curriculum Exposure domains, the YFSD school-level scores were lower than the project-wide means (Figure 34). The district-level scores for the Learning Environment and Professional Development domains were both higher than the project mean scores. The district-level mean scores for Assessment and Instruction were both statistically significantly higher than the school-level scores. Despite this we did see some exemplars in instruction of non-tested curriculum in the district and resourcefulness in seeking materials and expertise for teaching music and language. YFSD is the only district in the study with an elementary Library/Information Literacy curriculum linked to standards. The district is resource-rich for teaching PE and CTE content though the resources are not equitably spread through the district. The schools in YFSD have a very high level of autonomy from the district office. Yukon Flats schools are expected to purchase texts and resources from their annual school budget. This lack of centralized control has resulted in use of some very outdated resources (with copyright dates of 1985). The non-tested content most often available to students was Art and Gwich'in.

Figure 34 Domain Means for Yukon Flats Schools and District



	Curriculum	Assessment	Instruction	Learning Environment	Professional Development	Leadership
Schools	1.20	1.09	1.56	1.30	1.38	1.38
District Level	1.24	1.35	1.79	1.41	1.64	1.37
Project	1.57	1.39	1.95	1.37	1.57	1.59

FIGURE 35 YUKON FLATS SCHOOL DISTRICT OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA



DISCUSSION OF RESULTS BY DOMAIN

CURRICULUM

Yukon Flats School District has not *formally* adopted curriculum for any of the non-tested content areas nor could we find any curriculum frameworks or maps to show how instruction should progress to develop student understanding in any of the non-tested Content Standard areas. District administrators, including the Curriculum Director, voiced the opinion that the district does not have adequate resources to develop curriculum. A "Yukon Flats Gwich'in Curriculum for Language Arts" includes lesson plans for grades K-12 but is not aligned to any standards, and it is unclear when and how it is used. A K-6 Library curriculum was developed in 2009-2010 by the Fort Yukon principal through a school libraries grant from Compass Learning. The curriculum is aligned to national literacy standards as well as Alaska Content Standards in Library/Information Literacy, Reading and Social Studies. Staff in Fort Yukon reported that the Library curriculum was provided to all other sites on a flash drive, but staff around the district reported they either did not have the curriculum or were unaware the library curriculum was stored on the flash drive they were given in the fall.

The district developed but has not followed a five-year review cycle, and non-tested content areas have yet to be reviewed. A "Language Revitalization Initiative" is underway this year and there is ongoing dialogue about instructing Gwich'in language and cultural studies. The district Curriculum Director is leading the Language Revitalization which is not following a formal curriculum review process, but will conclude with recommendations to the school board regarding Gwich'in language instruction in the district.

As stated in the district introduction, schools in YFSD have a high level of autonomy. There was no systematic, centrally-led process applied to the selection of resources and materials. Curriculum resources are purchased out of school budgets, and the selection and use of curriculum varies widely by school. In general, Alaska Content Standards were not a factor in the selection of resources and the diversity of student needs was not a primary consideration. Modified resources are not available; in fact, district administrators voiced some fear that students would request modified curriculum and the district would be stretched to provide it. There is a list of district approved curriculum resources in the Site Administrators Manual that include the Social Studies content areas; however, the copyright date of the approved World History book is 1977, and we did not find a more recent curriculum resource list.

Many teachers across the district expressed confusion about what resources they should use and distress over the resources that are available. Often, teachers do not follow a sequential curriculum. One vocational teacher uses curriculum he developed for his private school in Fairbanks, while another teacher said he relies on his wife's knowledge from teaching Careers in another state. The Health teacher at another school had no resources for that subject and was unaware that the school owned textbooks circa 1985. A Social Studies teacher told us he needed to call the textbook company to find out whether his books were for middle or high school students. A high school generalist/head teacher told us she teaches the Parenting course "out of her head".

In contrast, a high school teacher in Fort Yukon reviewed several texts for alignment with Alaska Content Standards for Skills for a Healthy Life last spring, then prepared and submitted a request to her Principal for approval. Subsequently the principal purchased the resources for use in that teacher's classroom. The teacher in a small one-teacher village school also conducted research in order to purchase textbooks; she selected social studies texts intended for ELL students because she felt they would be better suited to her students' reading level. Another example of the great variation in the use of discretionary funds in YFSD relates to music content. Money for music and art was allocated to schools based on student enrollment. In two schools we visited, the funds are used for contracted music instructors to provide a weeklong intensive. Principal teachers at two other small schools use their funds to purchase a distance-delivered fiddling class. The principal teacher at another school is contemplating using the money for a student field trip.

YFSD does not have a uniform *process* to determine the placement of non-tested content within the curriculum, and student achievement of non-tested curriculum is not monitored. In response to our query, we were told there is no aggregate report of what courses are taught throughout the district. The district does not have written guidelines for administrators to follow in awarding credit. Our examination of student transcripts suggests that credit is awarded inconsistently and perhaps with some disregard for hours of instruction or rigor of coursework. For example, a student in one school earned 8.5 credits each year in tenth and eleventh grades and graduated in May 2010 with 30.25 credits. Another high school student took "American History" and "US History" in the same year.

FIGURE 36 CURRICULUM DOMAIN ELEMENTS FOR YUKON FLATS SCHOOL DISTRICT

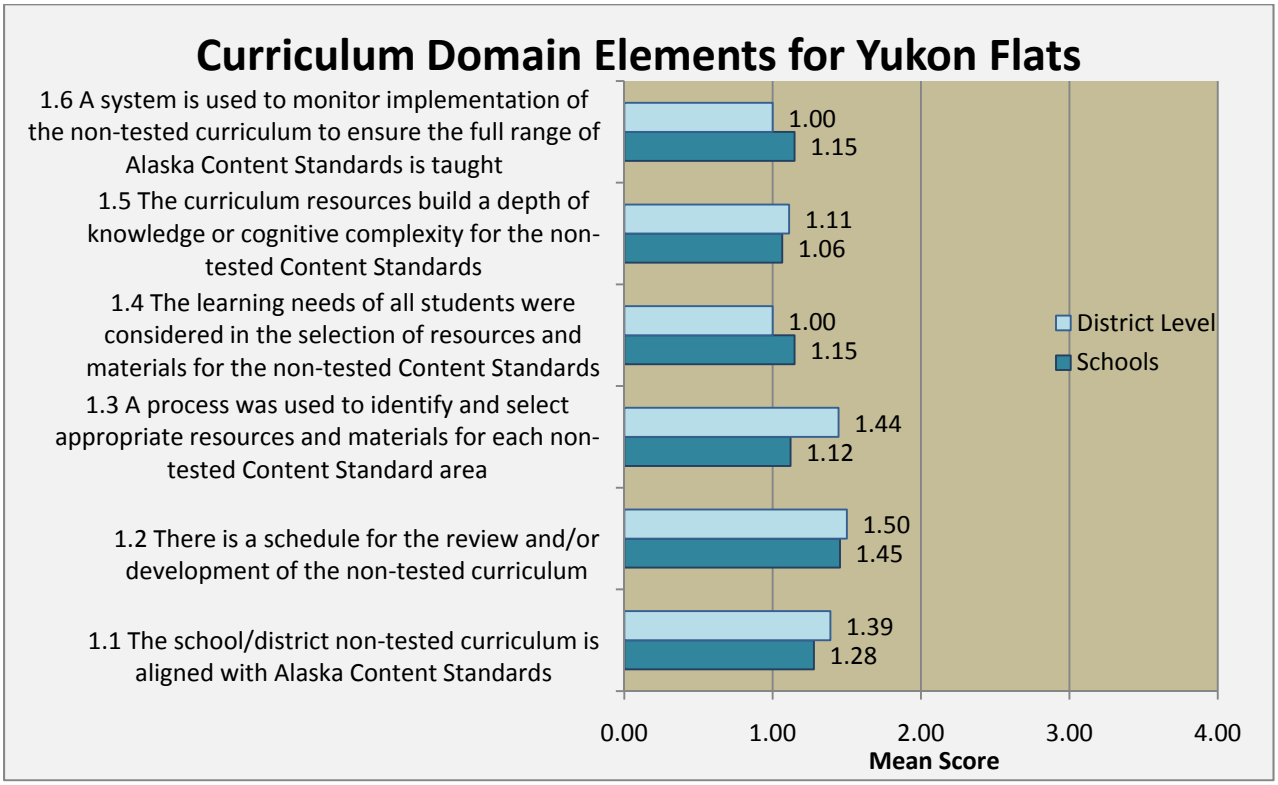
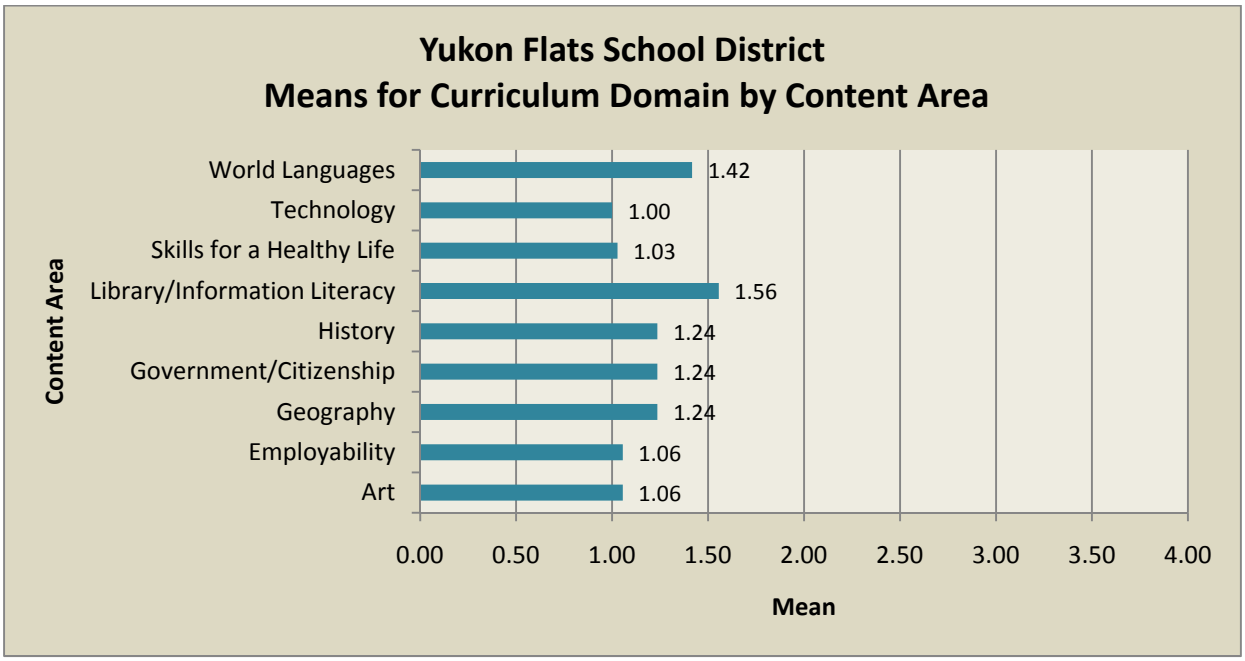


FIGURE 37 YUKON FLATS SCHOOL DISTRICT MEANS FOR CURRICULUM DOMAIN BY CONTENT AREA



Assessment

We found some examples of YFSD teachers creating or adapting assessments for non-tested curriculum, specifically Social Studies and Health though district-wide, student achievement of non-tested Content Standards is not routinely measured. We could not conclude that district and school leaders had a uniform expectation that non-tested curriculum be assessed. Assessments, when given, did not always take advantage of the best-practice possibilities for the content. The elementary Library curriculum and Gwich'in language units were the two main instances where we saw some alignment of assessments with curriculum and some differentiation in types of assessments used. The Library and Gwich'in curriculum, complete with assessments, were available at the district level but not in use in schools, accounting for the difference between the district and school scores for indicators 2.1 and 2.3 (Fig. 38).

Figure 38 Assessment Domain Elements for Yukon Flats

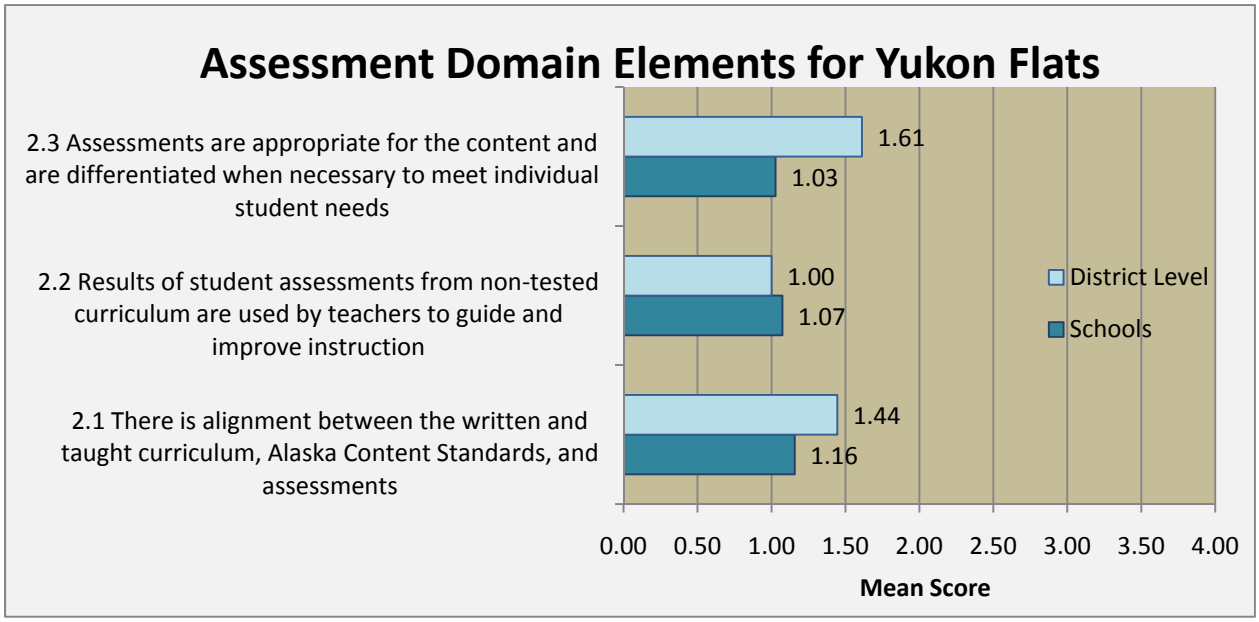
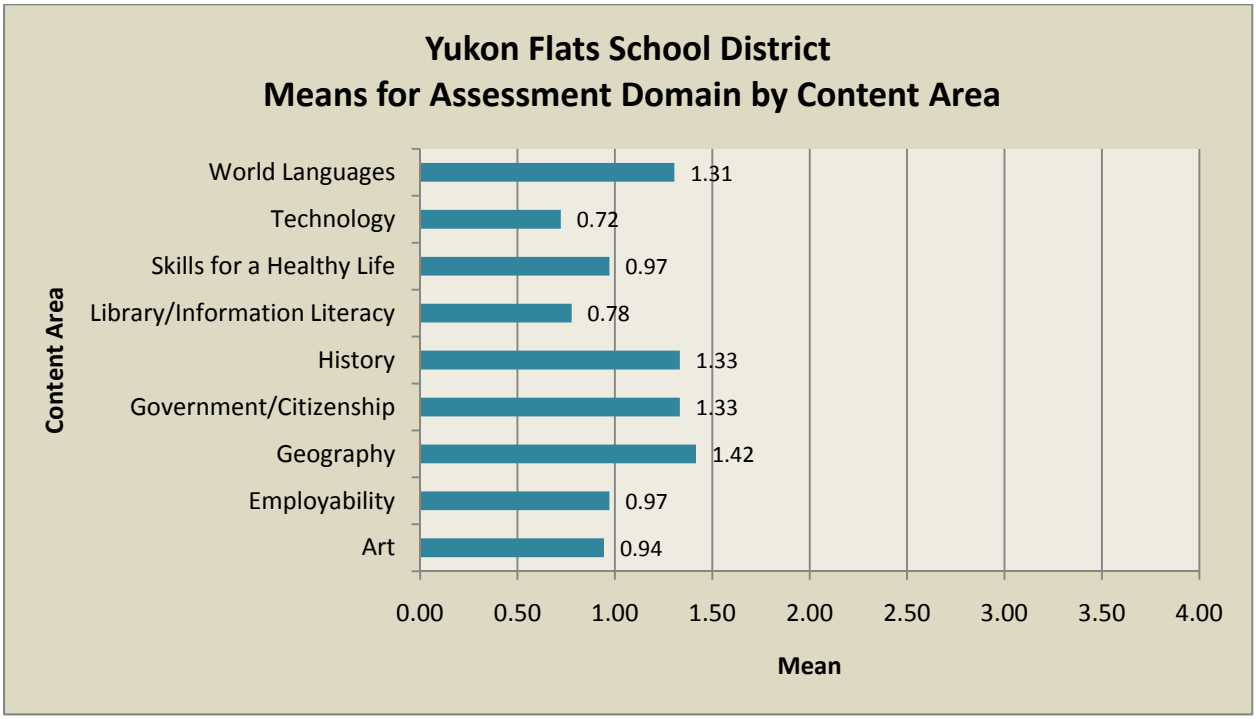


FIGURE 39 YUKON FLATS SCHOOL DISTRICT MEANS FOR ASSESSMENT DOMAIN BY CONTENT AREA



INSTRUCTION

In YFSD some non-tested content areas are taught as discrete courses or integrated with other core content, although the quality and quantity of instruction varies widely across the district likely because of the level of autonomy afforded to individual schools. Social Studies is taught consistently in Fort Yukon, Chalkyitsik, and Arctic Village but inconsistently in Circle, Beaver, and Venetie. Discrete music instruction is provided in Fort Yukon, Venetie, Beaver and Chalkyitsik; contracted instructors run a weeklong music intensive in Circle and Arctic Village, but no further music instruction is planned during the year. Fort Yukon students utilize the Vocational Education Center for courses that address Employability standards. Schools in outlying villages also rely on the Vocational Education Center in Fort Yukon to provide Employability instruction, but enrollment is poor from villages other than Fort Yukon. Other than the Vocational Center which is funded through a federal discretionary grant, there is no system in place to ensure every student receives Employability instruction. Library curriculum is not formally taught at any school even though the district has a good elementary Library/Information Literacy curriculum.

Integration of non-tested Content Standards into other core curriculum also varied widely across the district. A teacher at one small school articulated a commitment to integrating non-tested content and a passion for instructing non-tested content to promote hands-on learning while the head teacher at another school reported frankly that she does not attempt to integrate non-tested content; the second teacher's convictions are particularly interesting because that individual is Highly Qualified to instruct Art. Most of the technology instruction that is occurring is integrated. For example, a Journalism class offered to high school students in Fort Yukon addresses Library/Information Literacy as well as Technology Content Standards. Students in that course write articles and publish a newsletter. In Arctic Village,

a teacher integrates Technology as well as Art and World Languages into his core content instruction. Students used ComicLife software to create comic strips about getting ready for winter; they also gathered herbs and labeled them in English, Gwich'in and Latin.

THE YFSD web site has a long section on the definition and value of and strategies for teaching cooperative learning therefore we expected to see/hear examples more examples of this in our school visits than we actually did. A few teachers differentiate instruction using strategies that represent best practice for the content area. For example, a teacher at the Vocational Education had students work both cooperatively and independently. The teacher performed a demonstration, used repetition to instruct math, provided opportunities for teamwork, and supplied hands-on and individualized support to students making wooden cars.

Some teachers are noting in their planning documents the alignment of instruction with some of the non-tested Content Standards. Two teachers in Arctic Village consistently align their lessons with Content Standards and annotate their plans to show as much. In Fort Yukon, lesson plans for a high school Journalism class were aligned with Content Standards, as were several elementary lesson plans. However, other teachers told us they were not aware of the Content Standards and did not use them in developing planning documents. In some schools there was no evidence that plans are even developed at the middle or high school level. The head teacher at one school voiced a disregard for the process of aligning lesson plans and felt it required too much effort to look at an electronic copy of the Content Standards.

There is no formal process to identify teachers' content knowledge so they can teach to their strengths (other than HQ status required for teaching discrete courses). In some cases, teacher content and/or pedagogical knowledge is a limiter in teaching non-tested content, e.g. Gwich'in. Conversely, we also saw examples of teachers offering instruction related to their own interests or else learning content along with students as a way to enrich the school curriculum and observed instances of collaboration among teachers to share instructional responsibility for non-tested content: two teachers in Fort Yukon collaborate to teach Careers together, and two elementary teachers in Venetie collaborate to teach Music and PE to each other's class. In the smallest schools with just one or two teachers we expected to hear and did, that teachers collaborate during district-wide professional development and via e-mail.

FIGURE 40 INSTRUCTION DOMAIN ELEMENTS FOR YUKON FLATS

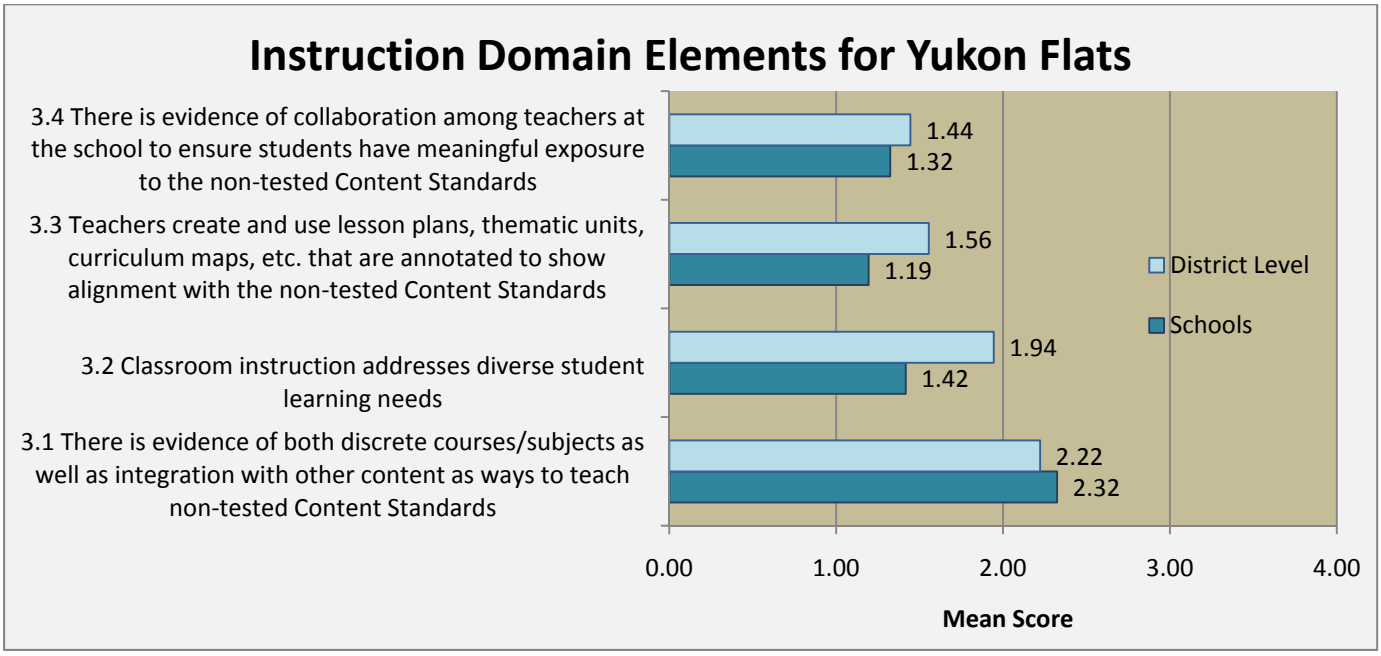
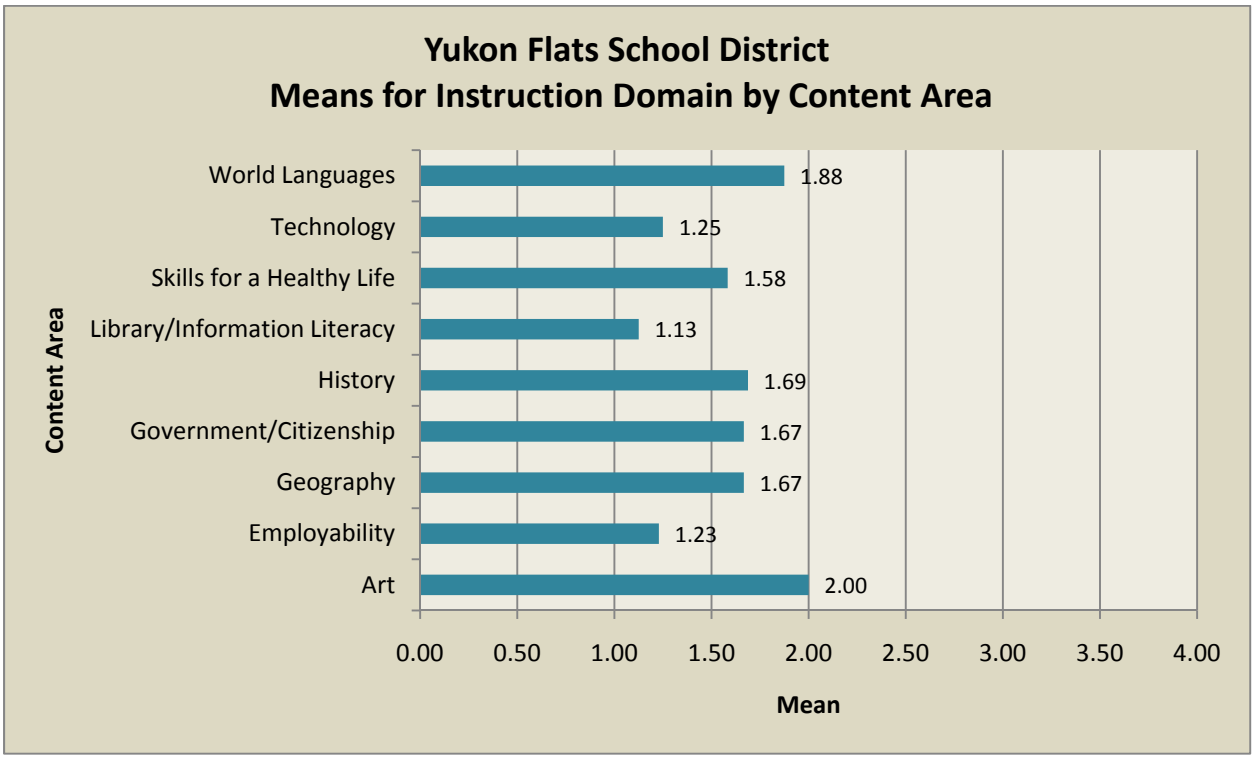


FIGURE 41 YUKON FLATS SCHOOL DISTRICT MEANS FOR INSTRUCTION DOMAIN BY CONTENT AREA



FYSD schools are making use of community and other resources to provide exposure to the non-tested Content Standards. All schools outsource their music instruction; the consistency and nature of the offerings varies. Students in Beaver and Chalkyitsik use videoconferencing technology to receive music instruction from a teacher in Fairbanks; these students follow a music course and learn to play the fiddle and/or guitar. A community volunteer provides music instruction to elementary students in Fort Yukon. Arctic Village and Circle contract with a music camp to provide a weeklong intensive. Students in Chalkyitsik received additional exposure to the Arts and other non-tested content through several school trips, including the Festival of Native Arts and the AFN Convention. District administrators explained that community dialogue has shaped the current district emphasis on developing cultural and Native language programs.

All FYSD schools rely on the district's Vocational Education Center to provide instruction related to Employability and other non-tested Content Standards. The Center is supported by ANE grants. Course offerings include three semester courses, fourteen shorter "sessions," and a summer internship opportunity; topics include health, construction and woodworking, technology, first responder, and Native language and culture. We could not determine that the district formally monitors the quality of curriculum or instruction offered at the Vocational Education Center. The process for determining how students are awarded credit for their vocational courses is vague; all sessions, regardless of length, are advertised for ½ credit for high school students. Students from outlying villages can travel to Fort Yukon at no cost, and they are housed in dorms. Results have been disappointing because students from villages outside Fort Yukon sign up for courses but then do not get on the airplane to attend the scheduled session. Related to this we learned that beyond initial recruitment there is very little contact between the vocational program and students until the students arrive in Fort Yukon.

The Fort Yukon School is well equipped with PE resources, many of which are new and unused. In the other schools PE equipment is in disrepair and/or disorganized. School libraries and gyms are regularly open to the community during the evening. The 2010-2011 YFSD Student-Parent Handbook lists 14 different approved extracurricular activities that may be offered to students; any of the approved activities would provide additional opportunities to learn non-tested Content Standards. The activities include the Close-up Program, Battle of the Books, Survival Skills, and Career Day in addition to traditional team sports.

Student progress related to at least some of the non-tested Content Standards is included on student report cards. We saw one example of narrative feedback to parents - a letter written by a school principal urging a student's parents to enroll their child in correspondence school instead of YFSD. Students and parents sometimes receive suggestions for extending learning of the non-tested content outside of the classroom. One example of extended learning is the newsletter published by Journalism students in Fort Yukon; the newsletter includes student articles on non-academic topics as well as updates from teachers and administrators.

The YFSD web site provides a suggested amount of time for instruction weekly in Social Studies, Health, PE, and Art though we saw non-tested content inconsistently included in school master plans and schedules. School master plans in Fort Yukon and Arctic Village included courses for Social Studies, Employability, Arts, Health and World Languages. The elementary schedule in Circle includes PE and Gwich'in/Art. There is no established academic schedule for high school in Circle and no master schedule in Venetie. The school schedule in Chalkyitsik included time for the instruction of several non-tested content areas, but the teacher explained that the school schedule was in transition and being revised under guidance from district administrators.

Several teachers told us they felt constrained in providing instruction of non-tested content because of a more pressing need to spend time teaching core content. Interventions, particularly the 30 minutes of direct reading instruction proscribed by Reading Mastery, are especially time intensive at single-teacher sites. However, some schools showed flexibility for alternate content delivery methods such as the weeklong music intensive. Elementary and secondary students rotated time with the contracted music instructors, with each group having 3.5 hours of music instruction daily for a total of 17.5 hours during the week.

FIGURE 42 LEARNING ENVIRONMENT DOMAIN ELEMENTS FOR YUKON FLATS

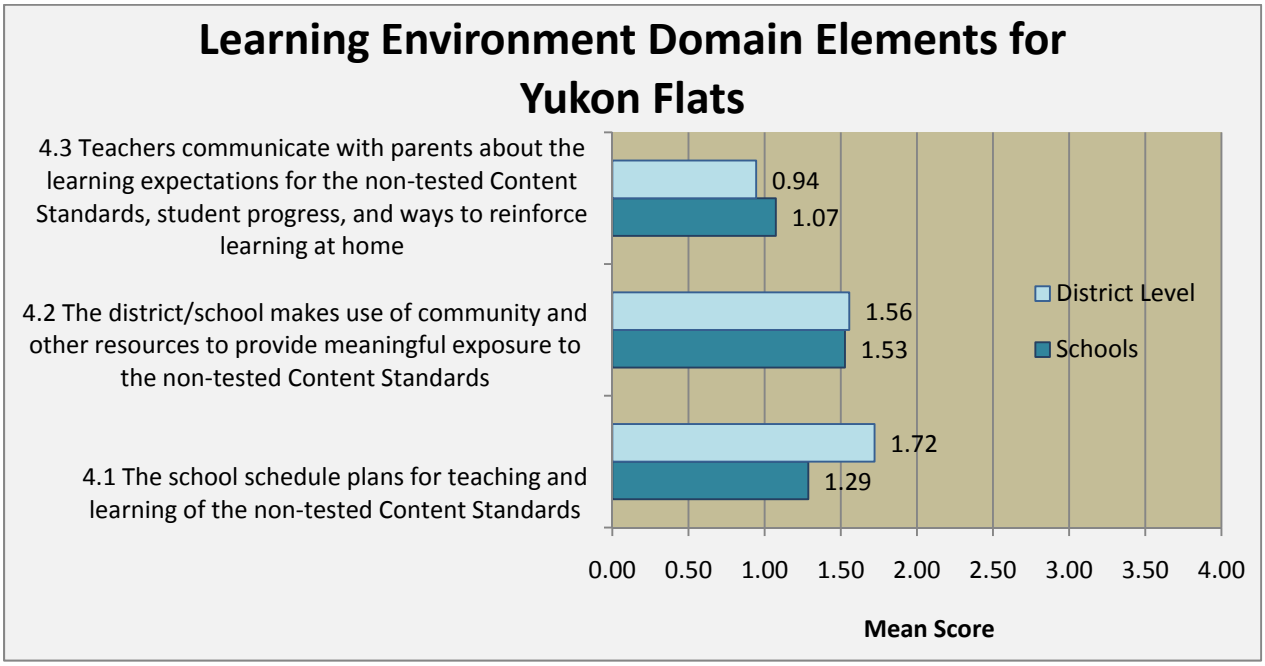
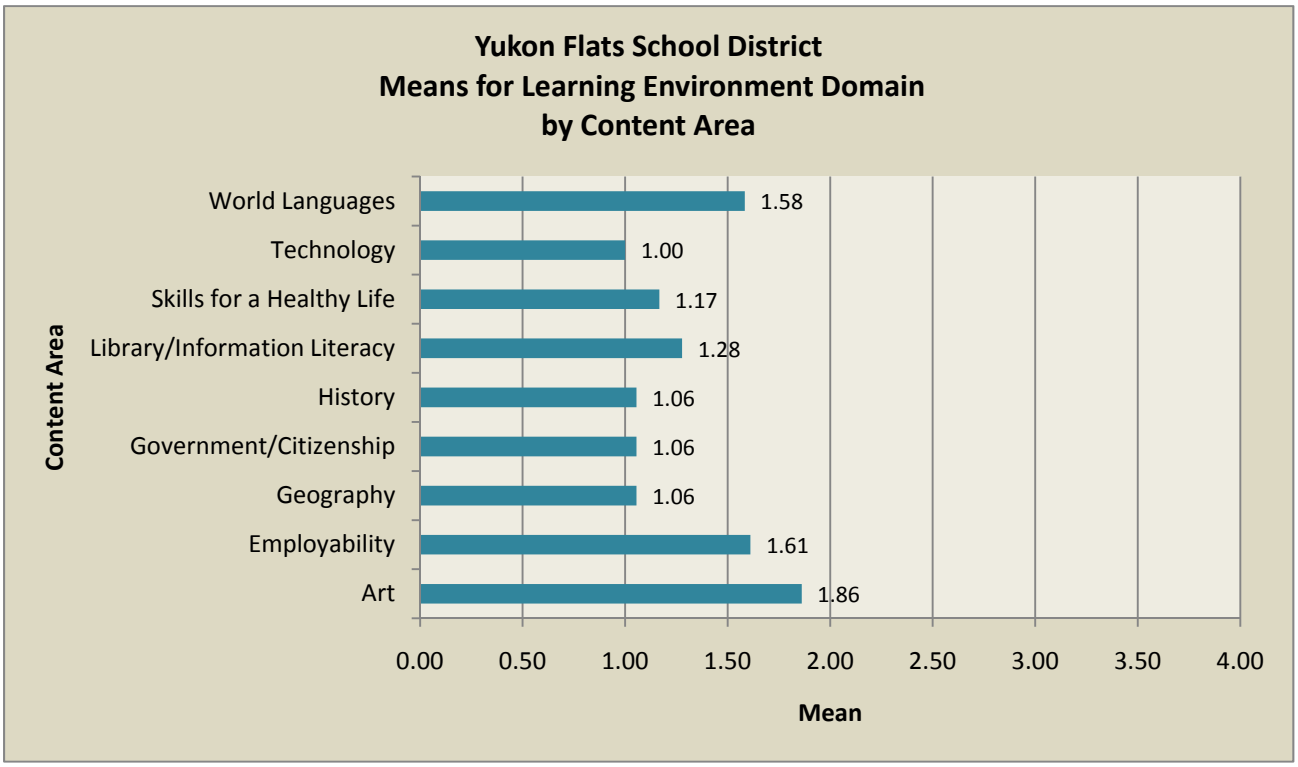


FIGURE 43 YUKON FLATS SCHOOL DISTRICT MEANS FOR LEARNING ENVIRONMENT DOMAIN BY CONTENT AREA



PROFESSIONAL DEVELOPMENT

Most professional development in YFSD is planned and facilitated by the district office, hence the higher district score for element 5.1 (Figure 44). YFSD has an inservice schedule with professional development related to some non-tested content areas, including Technology, World Languages, and Arts. Training related to Arts was provided by a State System of Support coach and some technology training was provided by Apple Computers. One teacher described a course she is taking related to cultural relevancy using district funds; several other teachers mentioned relevant training they pursued without direct district support or funds. The district has not established a process for determining professional development priorities. There is no evidence that professional development is differentiated to the needs of new and veteran teachers. When we asked to see attendance records and/or session evaluations from the recent teacher inservice in September we were told that information was not collected.

Teachers are only specifically observed or evaluated while teaching the non-tested Content Standards if it is a teacher's only responsibility. The principal in Fort Yukon showed us two teacher evaluations where she had made suggestions related to best practice in instruction of the relevant non-tested subjects. Teacher evaluations in smaller schools such as Venetie, Circle, and Beaver are completed by YFSD administrators. Teachers described a varying level of involvement of district administrators in their supervision and evaluation. One teacher said her supervisor spent a week in the village helping her redesign her schedule and instructional plan for the rest of the year while at another school the principal/teacher did not know who would be doing the evaluations of teachers in the school.

FIGURE 44 PROFESSIONAL DEVELOPMENT DOMAIN ELEMENTS FOR YUKON FLATS

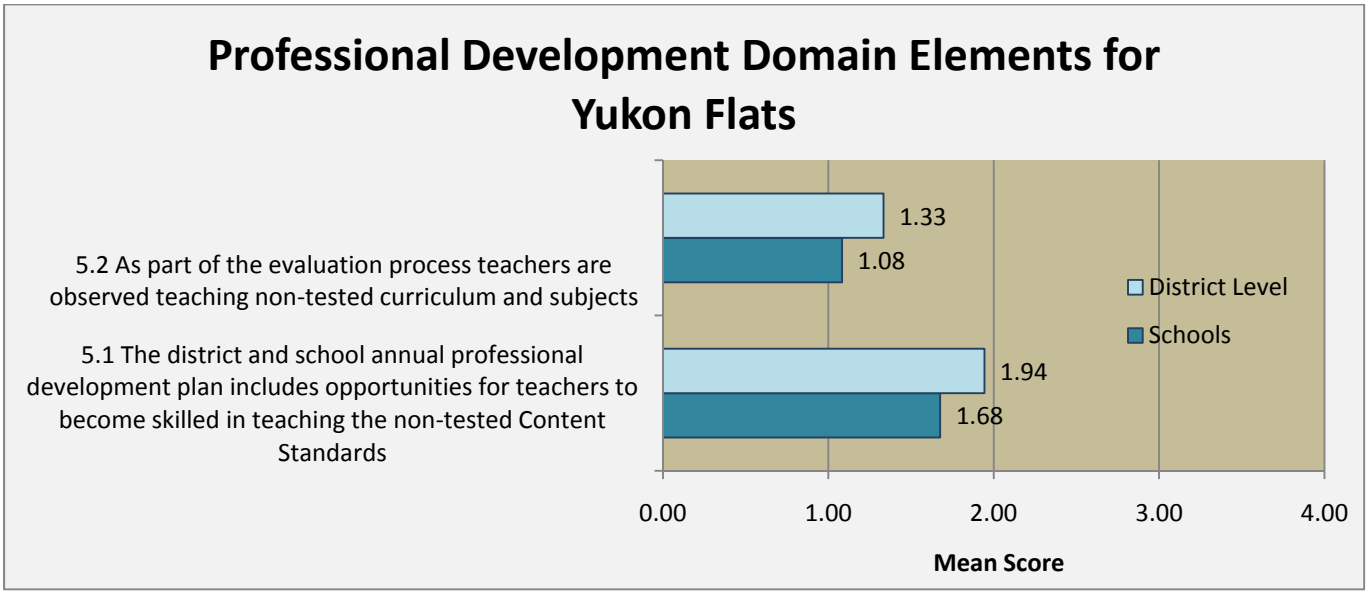
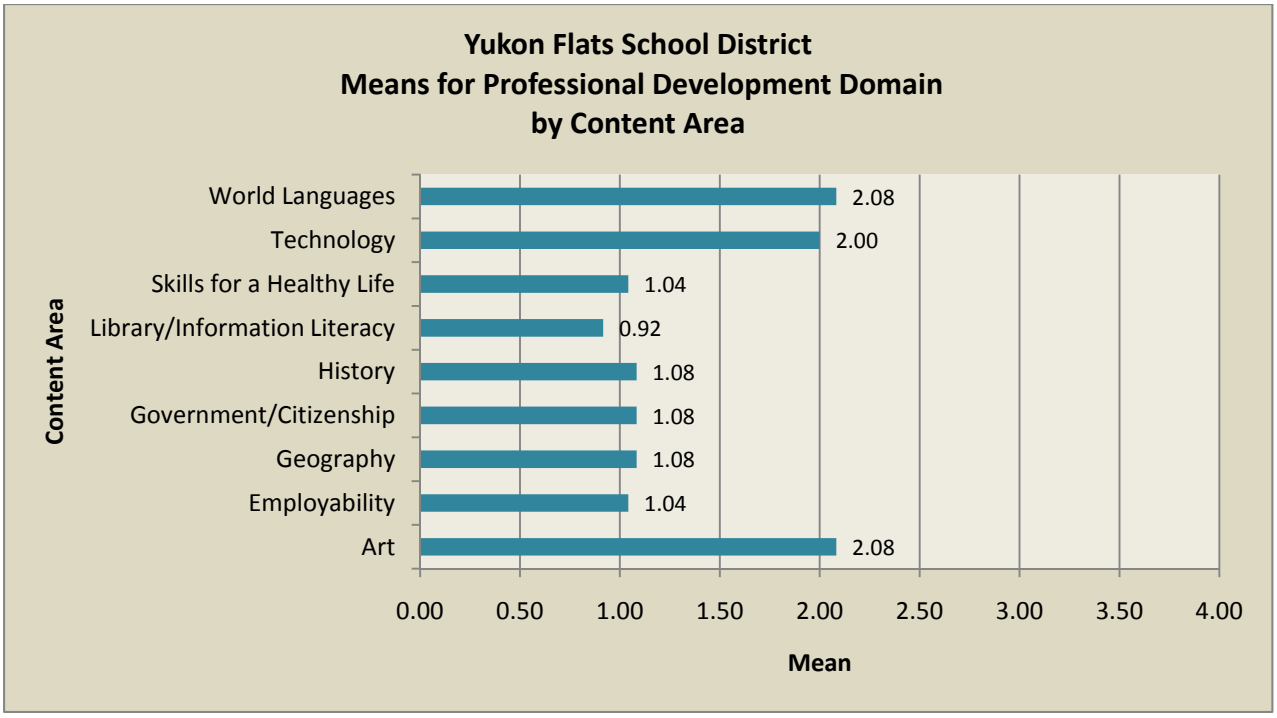


FIGURE 45 YUKON FLATS SCHOOL DISTRICT MEANS FOR PROFESSIONAL DEVELOPMENT DOMAIN BY CONTENT AREA



Leadership

Some teachers in Yukon Flats School District regularly reference Alaska Content Standards for the non-tested content areas though there are others who are not aware that they exist or do not use them to guide instruction. Administrative leaders in YFSD have not taken steps to ensure that teachers have access to and are trained to implement the non-tested Content Standards. The district provides some inservice training related to non-tested content, but no systematic steps have been taken to develop teachers' skills or make sure non-tested content is taught consistently throughout the district (Figure 46).

District and school administrative leaders are aware of and discussed barriers that could prevent students from full participation in the non-tested curriculum though the district does not provide accommodations for subpopulations for non-tested content. The itinerant Special Education teacher explained that Special Education plans focus on core content and modified instruction is not provided in non-tested areas. The district leadership has discussed implementation of a Gifted program for students with high intellect; the program as it is currently envisioned would not meet the needs of musically or artistically gifted students.

Figure 46 Leadership Domain Elements for Yukon Flats

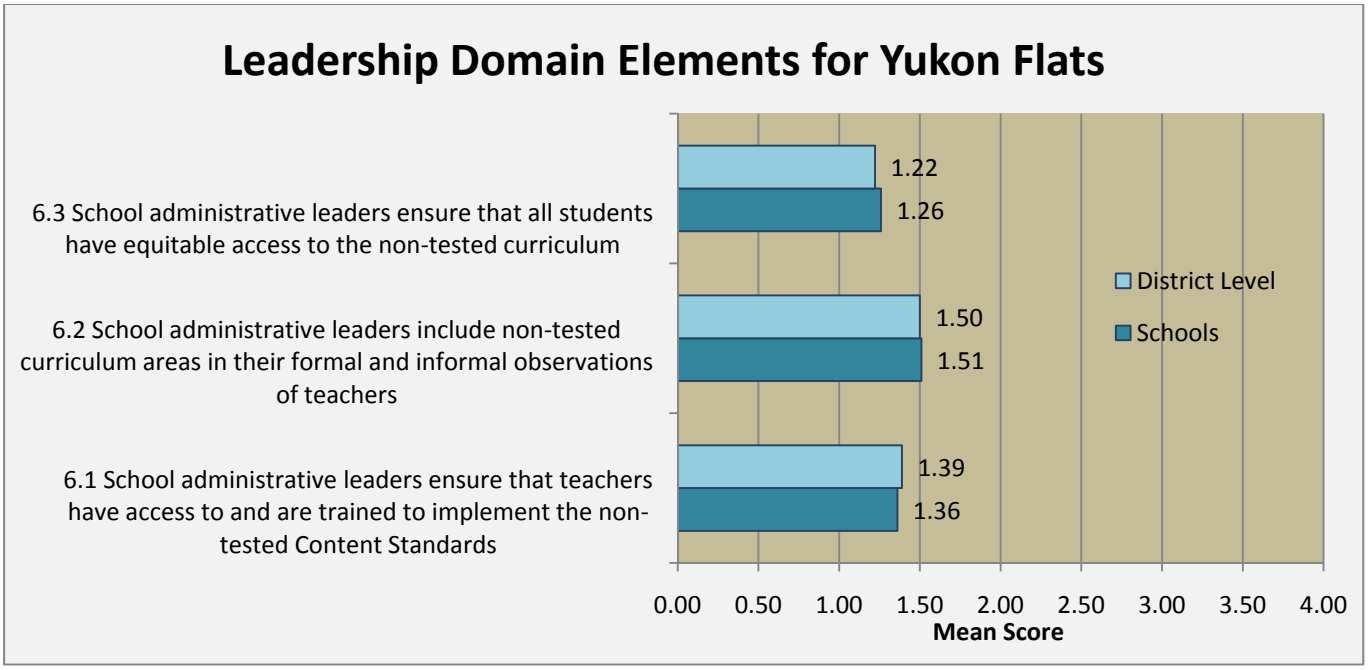
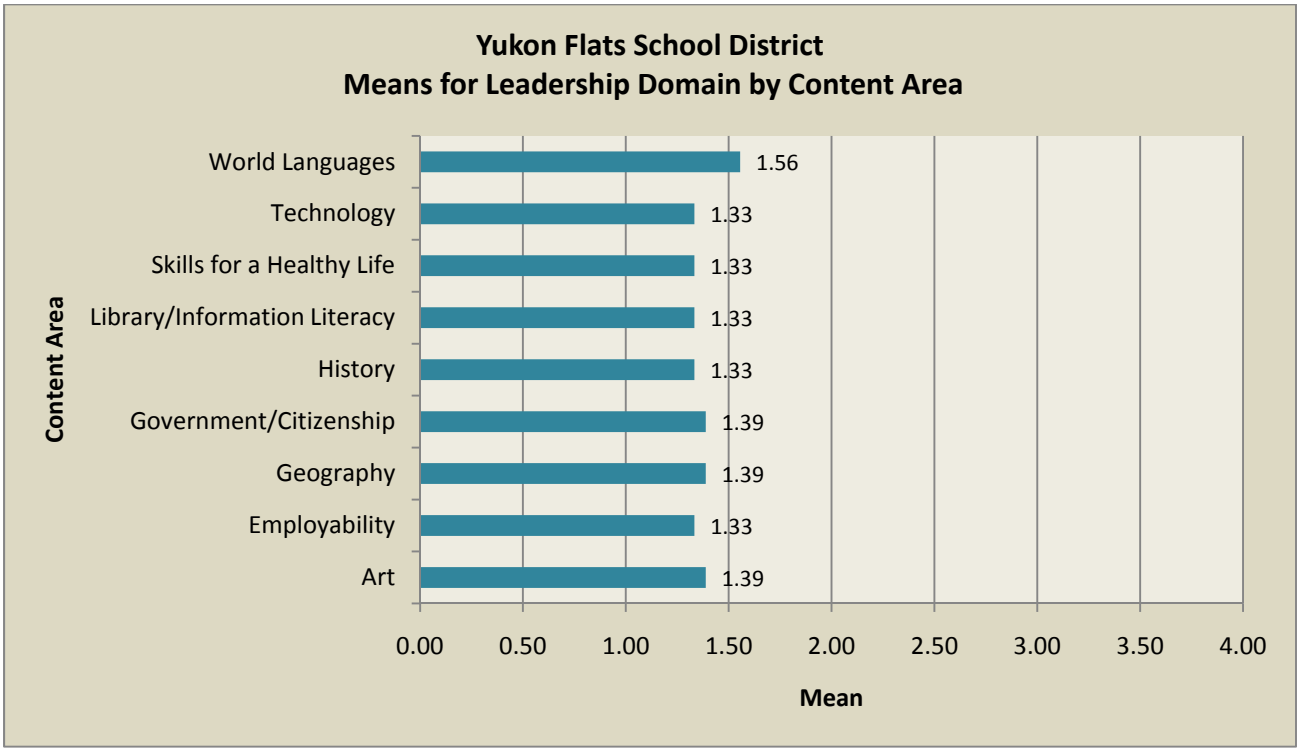
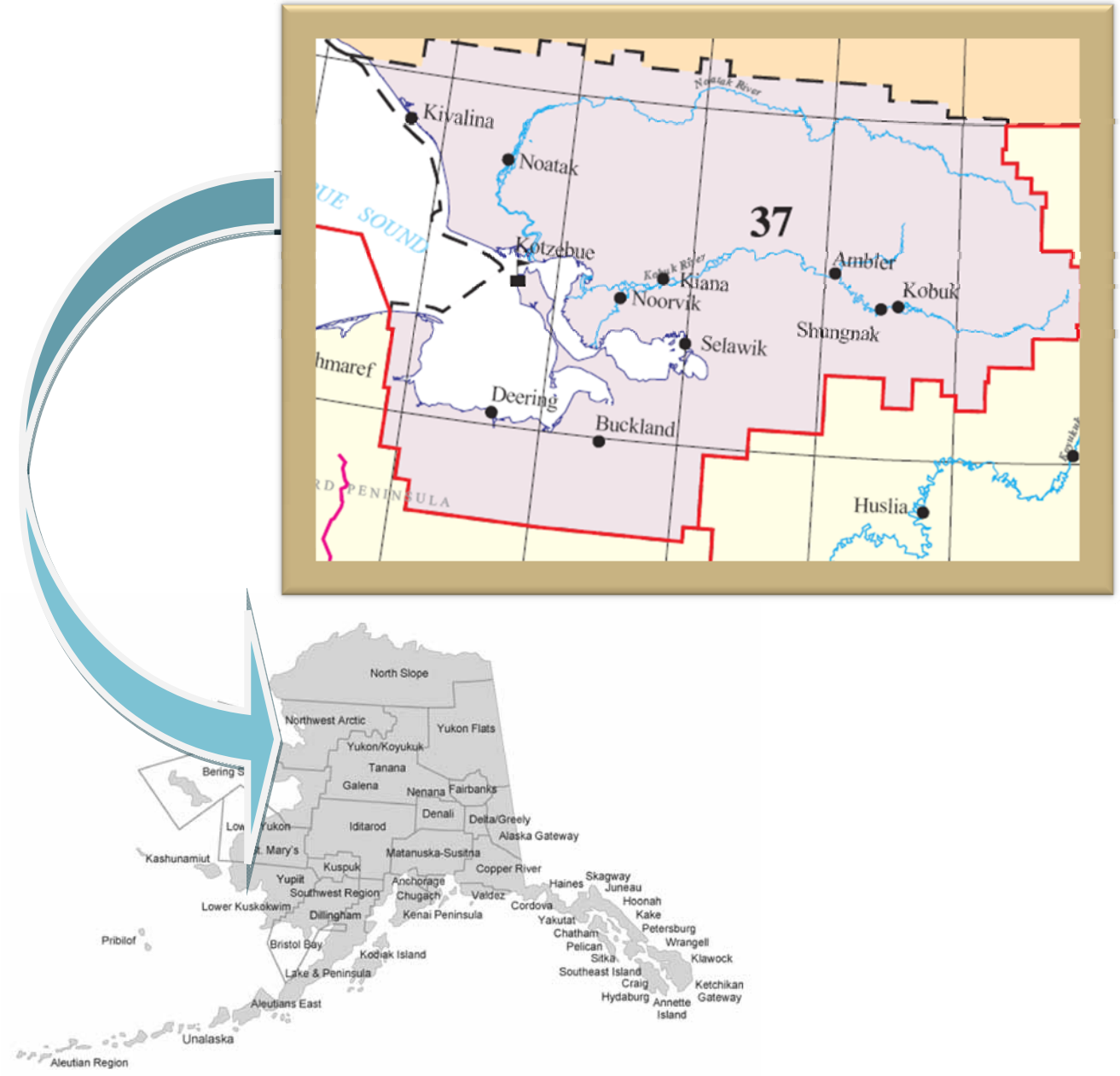


FIGURE 47 YUKON FLATS SCHOOL DISTRICT MEANS FOR LEADERSHIP DOMAIN BY CONTENT AREA



Northwest Arctic Borough School District



Demographics for District and Schools

Figure 48 Northwest Arctic Borough School District Demographics for 2010- 2011

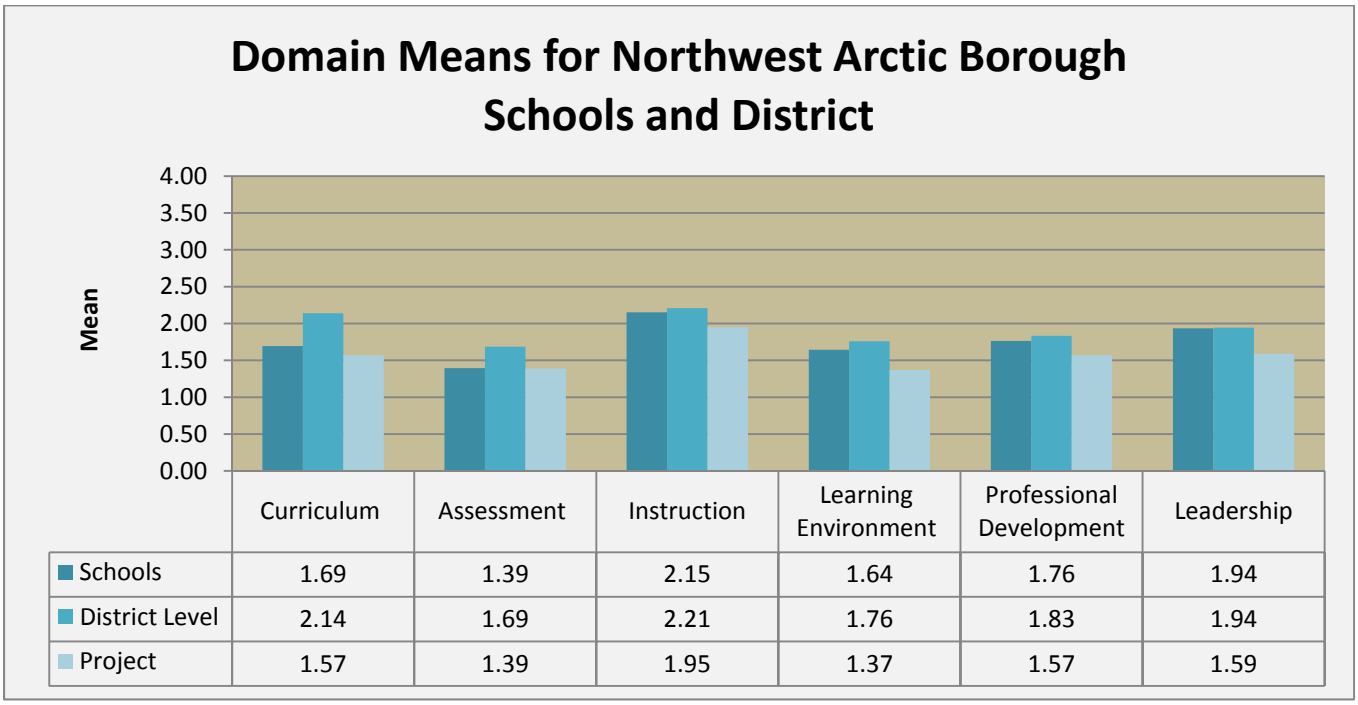
Northwest Arctic Borough School District Demographics 2010 - 2011												
School Name	School Location	School Configuration	Enrollment FY 11		Teachers		% AK Native	% SpEd	% ELL	AYP Percent Proficient		
		(K-12, Elem, MS,HS, etc)	PK-12	K-12	Number	FTE		Students		LA	Math	Gradua-tion Rate
Ambler School	Ambler	PK-12	68	68	10	6	97.06	14.71	23.53	62%	69%	16.7%
Aqqaluk High/Noorvik Elem.	Noorvik	PK-12	208	208	17	12	96.63	9.13	36.06	44%	44%	50%
Buckland School	Buckland	PK-12	164	153	16	13	96.95	17.07	51.83	51%	58%	71.4%
Davis-Ramoth School	Selawik	KG-12	266	266	22	18	98.87	12.03	46.62	22%	16%	40%
Deering School	Deering	PK-12	34	28	8	3	100	0	0	≥80%	≥80%	50%
June Nelson Elementary	Kotzebue	PK – 5	398	389	23	23	87.15	5.91	14.65	71%	77%	---
Kiana School	Kiana	PK-12	113	112	13	10	97.32	13.39	35.71	62%	54%	75%
Kobuk School	Kobuk	PK-12	46	39	7	6	97.44	25.64	33.33	46%	58%	33%
Kotzebue Middle/High	Kotzebue	6 -12	289	289	24	17	90.94	10.40	13.42	64%	66%	61.4%
McQueen School	Kivalina	PK-12	126	126	13	7	100	7.94	24.60	16%	13%	22.2%
Napaaqtugmiut School	Noatak	PK – 12	159	159	14	12	96.86	6.92	42.77	49%	38%	61.1%
Shungnak School	Shungnak	PK - 12	73	73	9	5	97.26	19.18	39.73	19%	22%	57.1%

Introduction

Northwest Arctic Borough School District is comprised of twelve schools in eleven communities in northwestern Alaska. The student population ranges from a low of 34 students in Deering to almost 400 students at June Nelson Elementary School in Kotzebue. With the exception of the two schools in Kotzebue, the student population is over 95% Alaska Native. We visited four schools in NWABSD in late October 2010: Shungnak, Kivalina, June Nelson Elementary, and Kotzebue Middle/High School. We had planned to visit Davis-Ramoth School in Selawik but weather delayed our departure from Kivalina and Selawik was dropped from the itinerary.

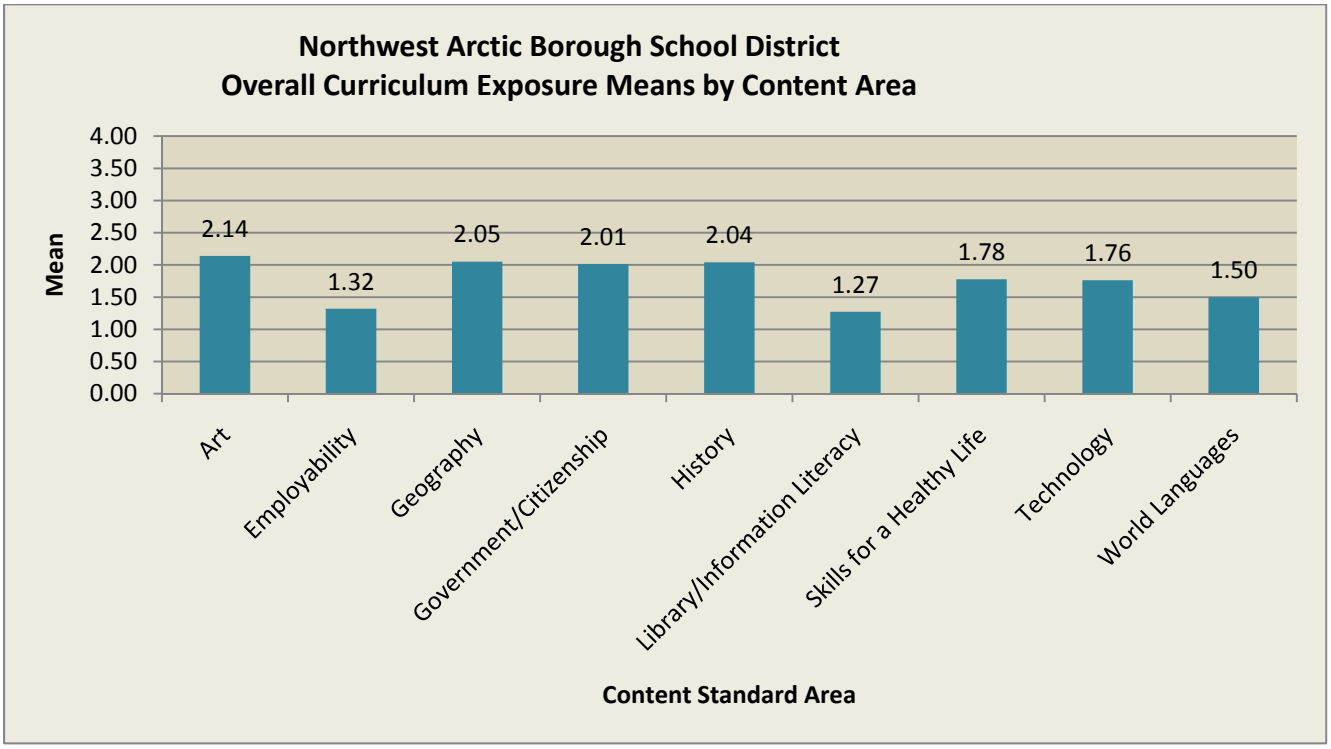
NWABSD had relatively high domain mean scores for three areas: Curriculum, Instruction, and Leadership. For all six domains and at the district-level and school-level, the NWABSD mean scores met or exceeded the project mean scores (Figure 49). Efforts to extend learning opportunities for students and to provide ongoing professional development for staff are hampered by poor broadband Internet access throughout the region. We found some difference in use of terminology in NWABSD – for example, a binder containing the list of course offerings in the district was labeled "NWABSD Curriculum Guide".

Figure 49 Domain Means for Northwest Arctic Borough Schools and District



	Curriculum	Assessment	Instruction	Learning Environment	Professional Development	Leadership
Schools	1.69	1.39	2.15	1.64	1.76	1.94
District Level	2.14	1.69	2.21	1.76	1.83	1.94
Project	1.57	1.39	1.95	1.37	1.57	1.59

FIGURE 50 NORTHWEST ARCTIC OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA



DISCUSSION OF RESULTS BY DOMAIN

CURRICULUM

There is adopted curriculum in several non-tested content areas that is aligned to Alaska Content Standards (Element 1.1, Figure 51) though we could not determine that a formal process exists or was followed to align the district's adopted curriculum with the Content Standards. There are curriculum maps for Healthy Living and Social Studies that outline the general topics that should be covered at each grade level as well as district-selected textbooks for those courses. There is a district curriculum for Iñupiaq instruction in grades K-8, and the district uses Rosetta Stone to provide Iñupiaq instruction at the High School level. The district owns a complete series of Art Kits produced by Project ARTiculate that are aligned with Alaska Content Standards in the Arts and integrated with core content areas. Across the district, the use of Art Kits is encouraged by administrators but ultimately at the discretion of each teacher.

Although the district has a formal six-year curriculum review cycle that includes non-tested content areas, the cycle is not necessarily followed (Element 1.2). We were told that the district purchased resources for several content areas last year and this year in anticipation of lower budgets in coming years. Social Studies textbooks include strategies for differentiation but other supplemental or modified resources are selected and used at the discretion of individual teachers. District administrators have committed to developing the breadth and quality of Arts instruction through the purchase of 83 art kits offered to teachers on a check-out basis. The art kits are very popular with teachers at June Nelson Elementary partly because they are so easy to obtain from the district office next door to the school. NWABSD

teachers are resourceful in looking for and securing supplemental resources for teaching non-tested content though overall we could not determine there is a system in place to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught (Element 1.6).

FIGURE 51 CURRICULUM DOMAIN ELEMENTS FOR NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

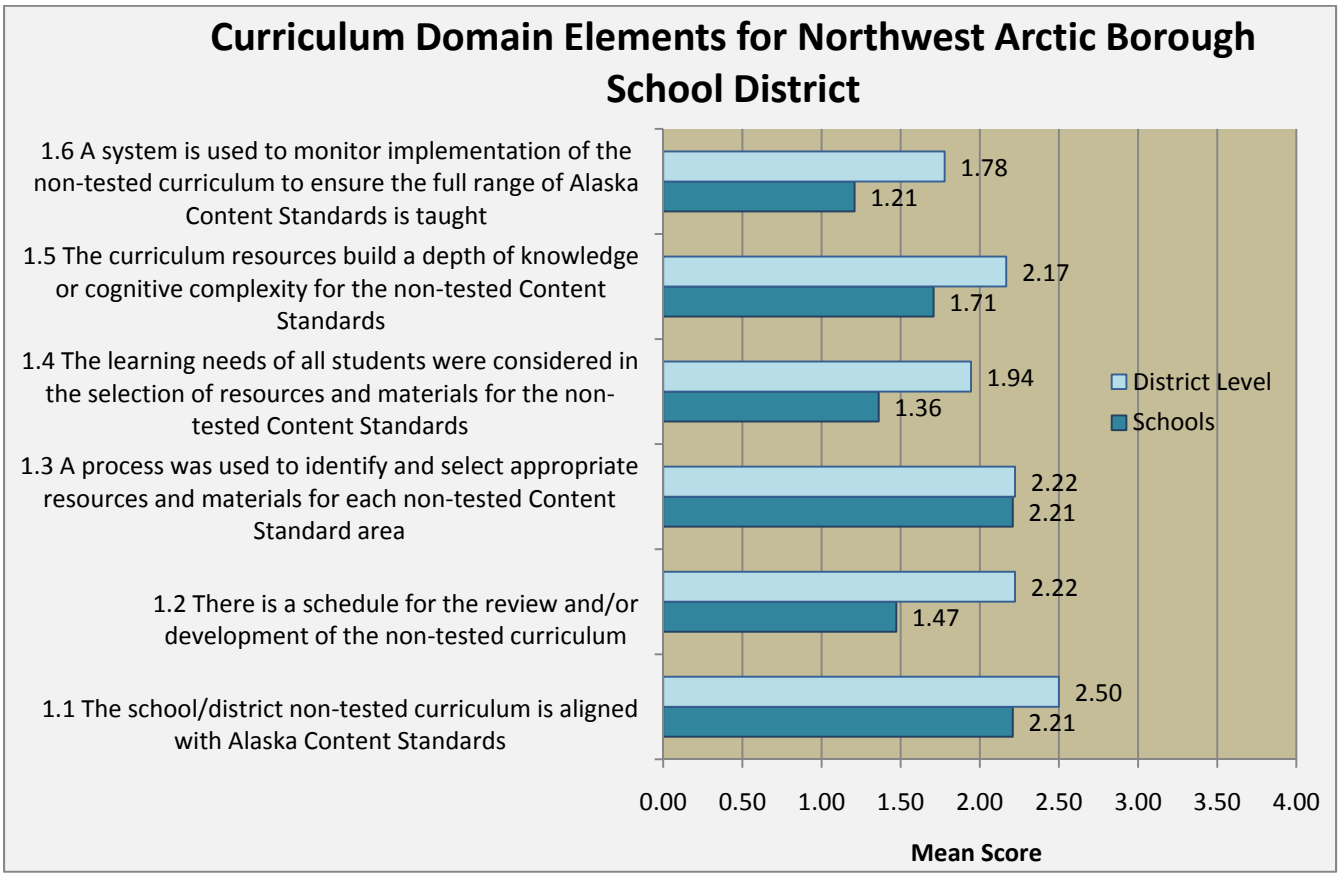
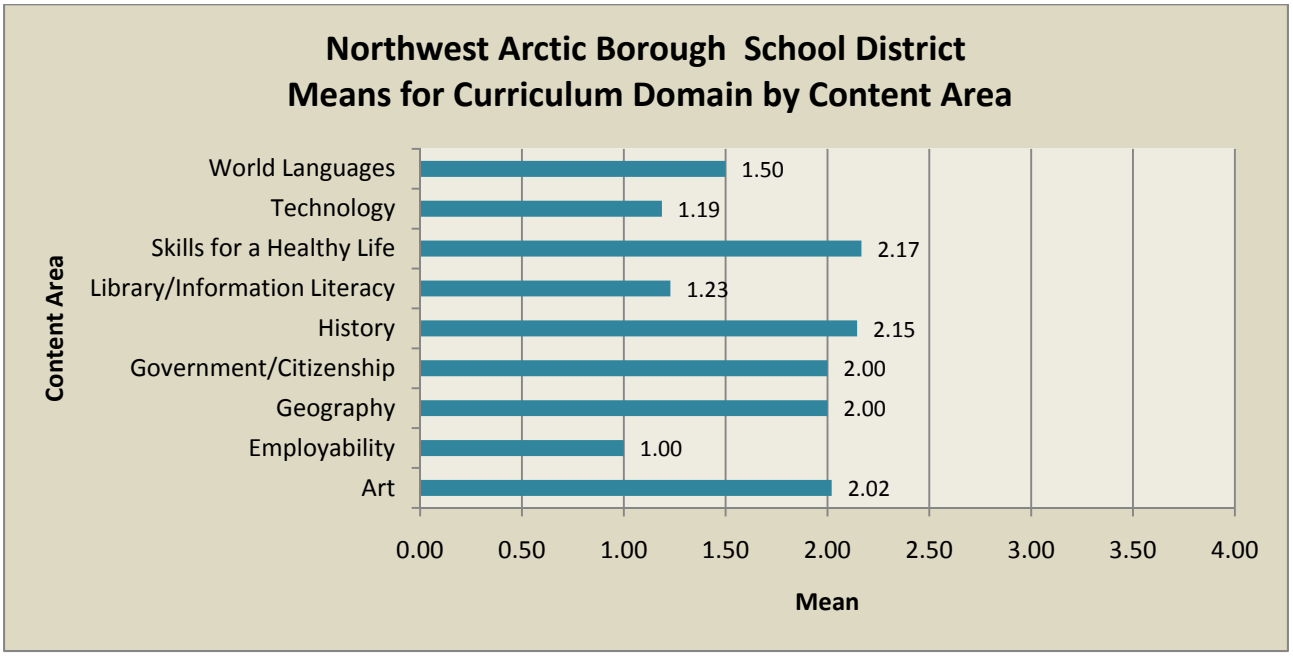


FIGURE 52 NORTHWEST ARCTIC MEANS FOR CURRICULUM DOMAIN BY CONTENT AREA



ASSESSMENT

In measuring student learning in non-tested subjects many teachers employ assessments that represent best practice for the content (Element 2.3, Figure 53). Across the district, many teachers used formative assessments and weighed project and participation grades more heavily than written exams. During classroom observations we saw teachers use questions and dialogue as formative assessment of student learning.

We did not hear or see a uniform expectation by district or school administrators that non-tested curriculum be assessed. According to NWAB School Board Policy, student grades are based on participation, application of skills, and summative assessments, with none of these components contributing more than 40% to a grade. Additionally, the policy states that students are to be assessed relative to standards rather than comparatively with other students. There does not seem to be a system in place to monitor this policy, and there is no evidence that teachers receive feedback on the design of their assessments.

FIGURE 53 ASSESSMENT DOMAIN ELEMENTS FOR NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

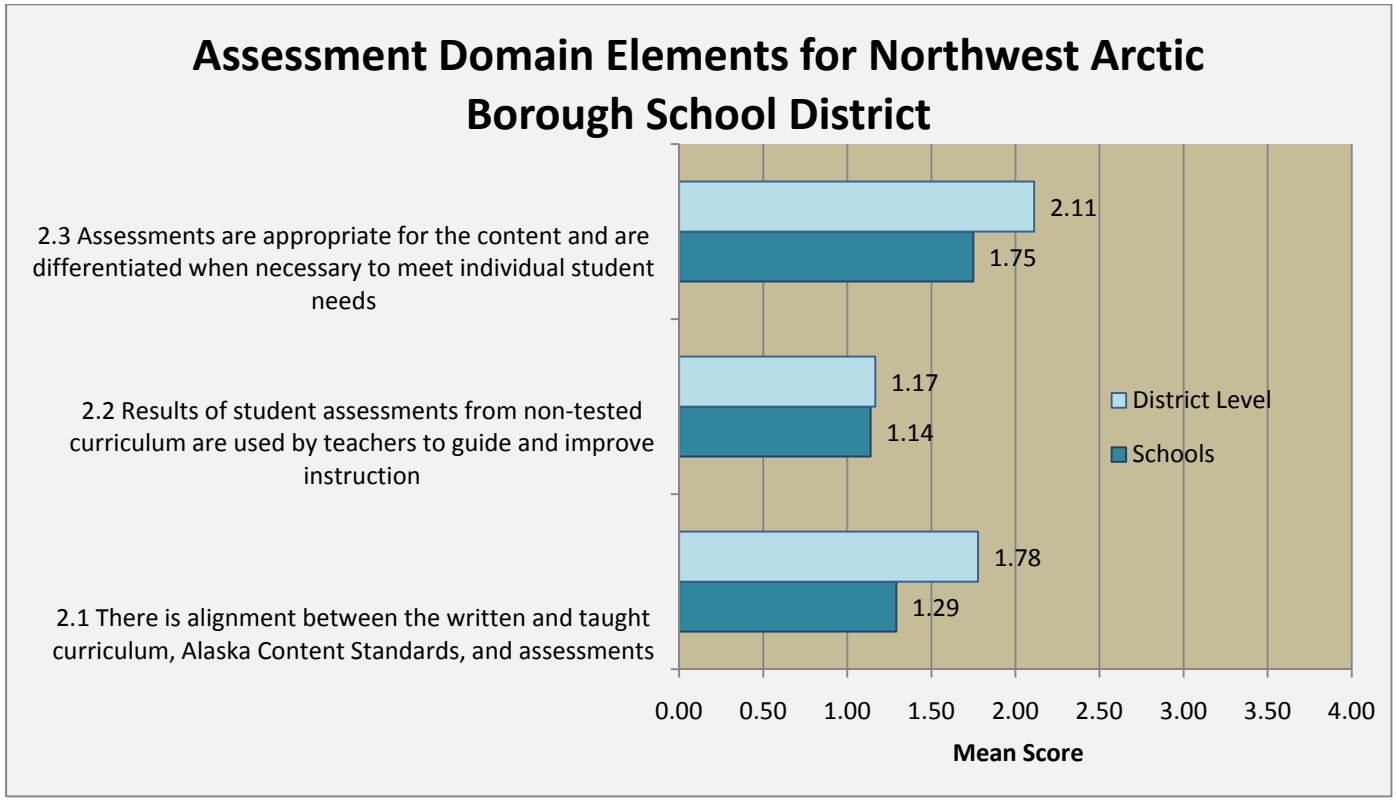
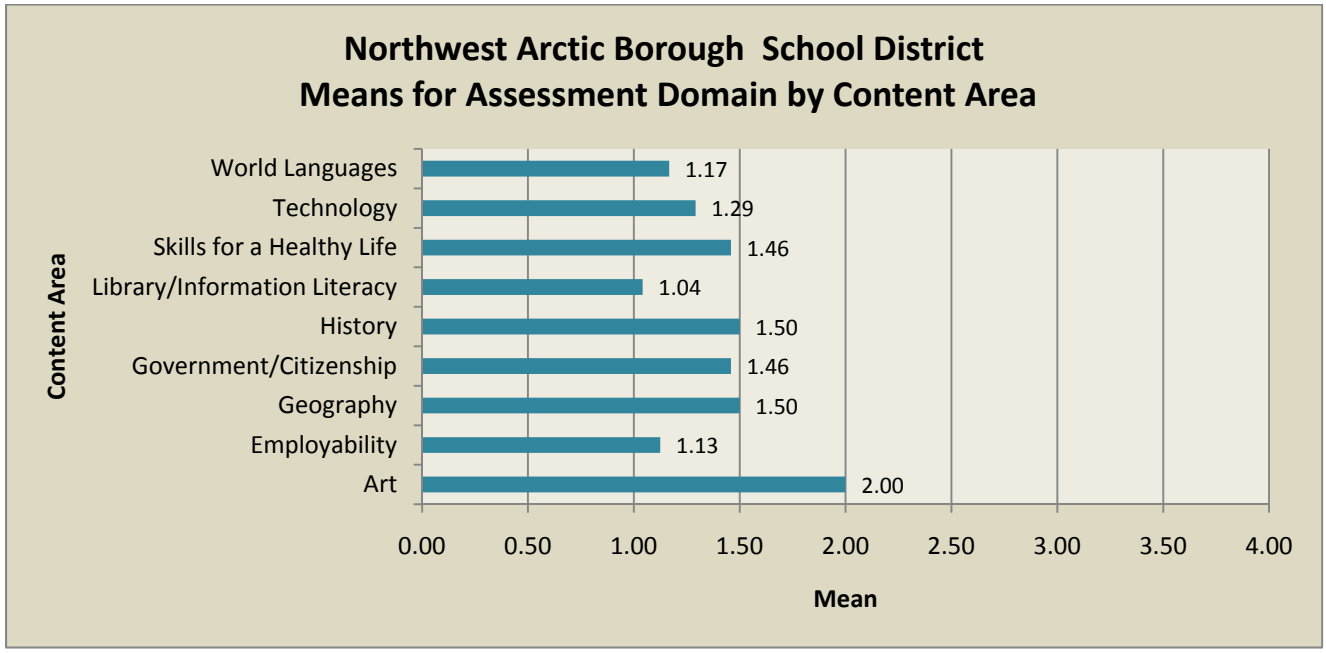


FIGURE 54 NORTHWEST ARCTIC MEANS FOR ASSESSMENT DOMAIN BY CONTENT AREA



In NWABSD many of the non-tested Alaska Content Standards are taught as discrete courses or integrated with other core content (Element 3.1, Figure 55). Social Studies courses and Art content are taught throughout the district (see Figure 56). Iñupiaq is taught to grades K-8, and each school has five copies of Rosetta Stone for high school students who choose to continue their language studies. Health is taught at the high school level, and younger students receive some Health instruction through counseling and PE. The Youth Leaders program provides further exposure to Health and other non-tested content standards, as does the Self-Managers program at June Nelson Elementary School. The district owns a complete series of Art Kits produced by Project ARTiculate that are integrated with core content areas and available for teachers to borrow from the District Office. Across the district, the use of Art Kits is encouraged by administrators but ultimately at the discretion of each teacher. At June Nelson Elementary School, many teachers expressed enthusiasm for Art Kits, and their use was widespread. Some elementary teachers at other schools used Art Kits, while others were ambivalent. Every school has significant computer resources, and Kotzebue schools have computer labs. Technology instruction varied by school and grade level; most instruction was integrated and taught by classroom teachers. Middle School students in Shungnak learned to use iPhoto and iMovie as part of their Photography course. There is no Library/Information Literacy instruction in Shungnak or Kivalina, but there is a library specialist who provides some instruction in Kotzebue. Students at Kotzebue Middle/High School can take band or chorus. Kotzebue Middle/High School also offers Spanish, Art, and several shop and industrial arts courses.

Across the district, classroom instruction variably addresses diverse student learning needs. For example, of 21 lesson plans reviewed from June Nelson Elementary School, two noted specific accommodations teachers planned to make during instruction. A Family Living teacher in Shungnak developed supplemental materials to make his course culturally relevant, and Social Studies teacher in Kivalina has posted choice activities for students that are coded by difficulty.

Some teachers are noting in their planning documents the alignment of instruction with the non-tested Alaska Content Standards. Teachers in Kivalina and Shungnak did not align their lesson plans with Alaska Content Standards for non-tested content, although some plans noted alignment with Performance Objectives or GLEs. Of 21 lesson plans reviewed from June Nelson Elementary School, eight were annotated to show alignment with Alaska Content Standards for non-tested content. At Kotzebue Middle/High School, most teachers of non-tested subject areas noted Alaska Content Standards in their lesson plans; the Art teacher aligned her instruction to national art standards in addition to the Alaska standards.

The amount of collaboration among teachers to ensure students have exposure to the non-tested Content Standards varies widely by school. We did not see teachers collaborating in Kivalina to teach non-tested content. Teachers in Shungnak collaborate so that one teacher can instruct PE to every class but do not collaborate to instruct any other non-tested content areas. Teachers at Kotzebue Middle/High School collaborate to teach Health as well as shop courses. At June Nelson Elementary School, teachers hold weekly collaborative meetings in grade level groups. As a result, two fifth grade teachers created a yearlong schedule of thematic units that integrate Reading, Science, Social Studies and Art. These teachers are also integrating technology by having students use iTouch applications that are relevant to their topics of study. Another example of collaboration at June Nelson Elementary School is the Self-Managers program, which rewards student leadership and responsibility with special privileges and activities. Two teachers manage the program and lead activities, but the program also requires full staff participation in awarding privileges and monitoring student success.

FIGURE 55 INSTRUCTION DOMAIN ELEMENTS FOR NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

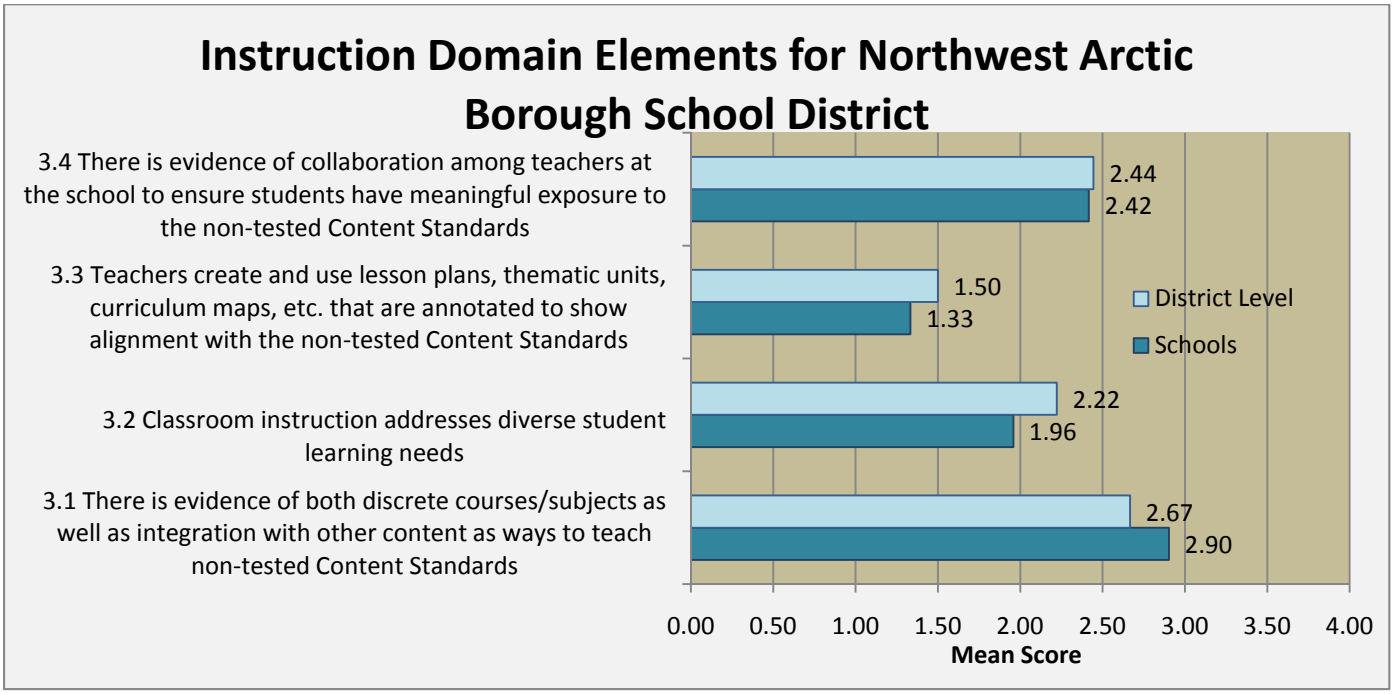
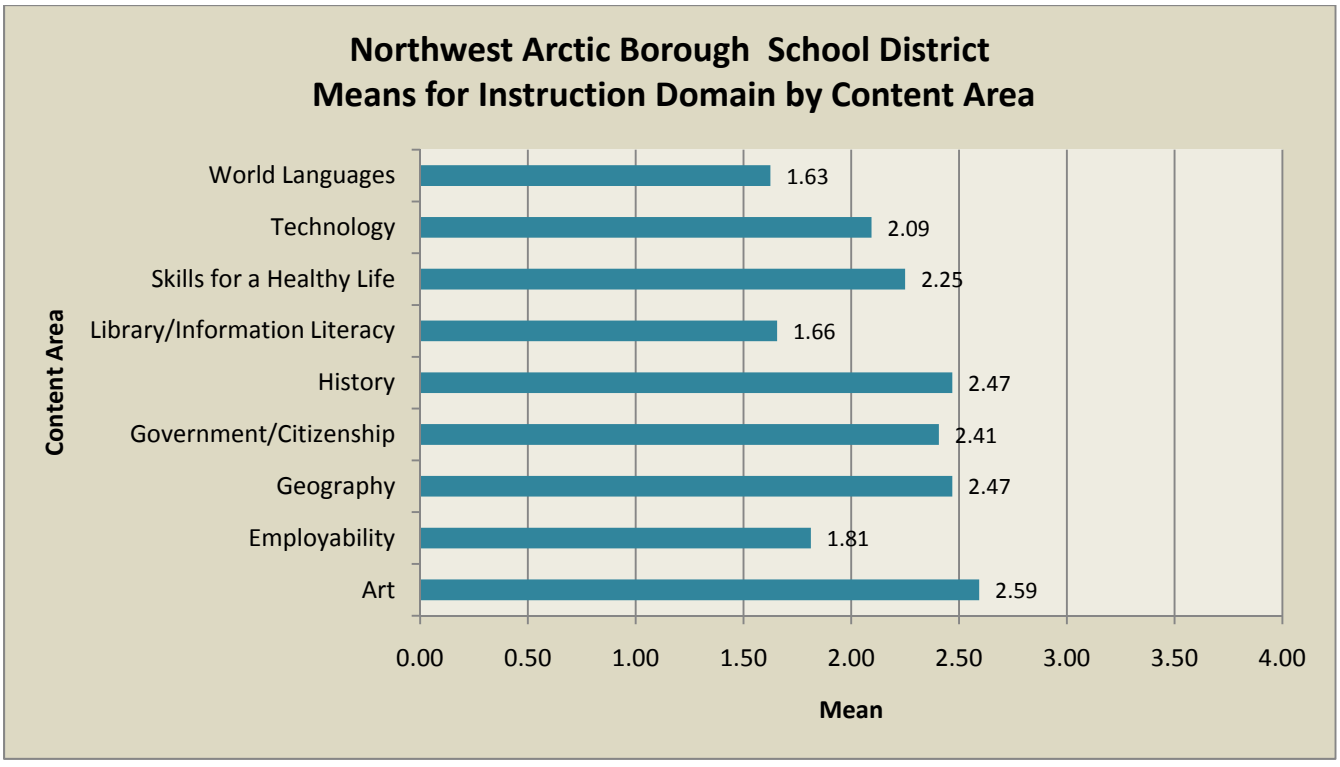


FIGURE 56 NORTHWEST ARCTIC MEANS FOR INSTRUCTION DOMAIN BY CONTENT AREA



In NWABSD school schedules include most non-tested content areas (Figure 57) though it did not appear that student or community input was formally sought or used in the development of the schedules or course offerings. District administrators said the dearth of bandwidth in the Northwest Arctic region as a serious impediment to offering distance courses as an alternative for students. There are district guidelines for service learning projects and other approved learning opportunities. Service learning projects are primarily a feature of the student leadership program. An example of an alternate delivery option in the district is Rosetta Stone, which high school students can use to continue their study of Iñupiaq language. Although each school has five copies of the software, not very many students use it to continue their language studies.

The district has a partnership with the University of Alaska Fairbanks Chukchi Campus that can be leveraged for non-tested content (Element 4.2, Figure 57). According to Board Policy, students can take college instead of high school courses in the areas for which they have passed the HSGQE (Reading, Writing, and Math). Dual credit courses must replace a class offered during the regular school day and the class must be taken during the regular school day. For courses taken at the UAF Chukchi Campus, the college, NWABSD and the student each pay one-third of tuition. The student must pay all books and material fees, and students must have approval of the principal prior to enrolling in the class. Nine students are enrolled in a UAF Chukchi vocational program focused on health occupations; the most common course taken for dual credit is Developmental English.

There is some non-tested content instruction offered to students outside the regular school day, although it is informal and the quality is not necessarily monitored. For example, a teacher in Shungnak leads an informal Student Council, and the school also hosts open gym and a homework club. At June Nelson Elementary School, students can participate in Library Club or Homework Club. Furthermore, student leaders participating in the Self-Managers program watch movies together and can attend afterschool sessions featuring arts, crafts, cooking, and other activities. At Kotzebue Middle/High School, students produce and publish a yearbook, there is an elected student government that meets weekly, and a math teacher leads a group of students in cooking.

Some non-tested content areas are included on the student report card form, and Board Policy requires teachers to provide some narrative feedback in addition to formal grades. As for suggestions for extending learning of the non-tested Content Standards outside of the classroom, "Curriculum Resource Information" brochures by grade level list general content covered and assessments for different subject areas; these brochures are produced at the district level and distributed by school leaders.

FIGURE 57 LEARNING ENVIRONMENT DOMAIN ELEMENTS FOR NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

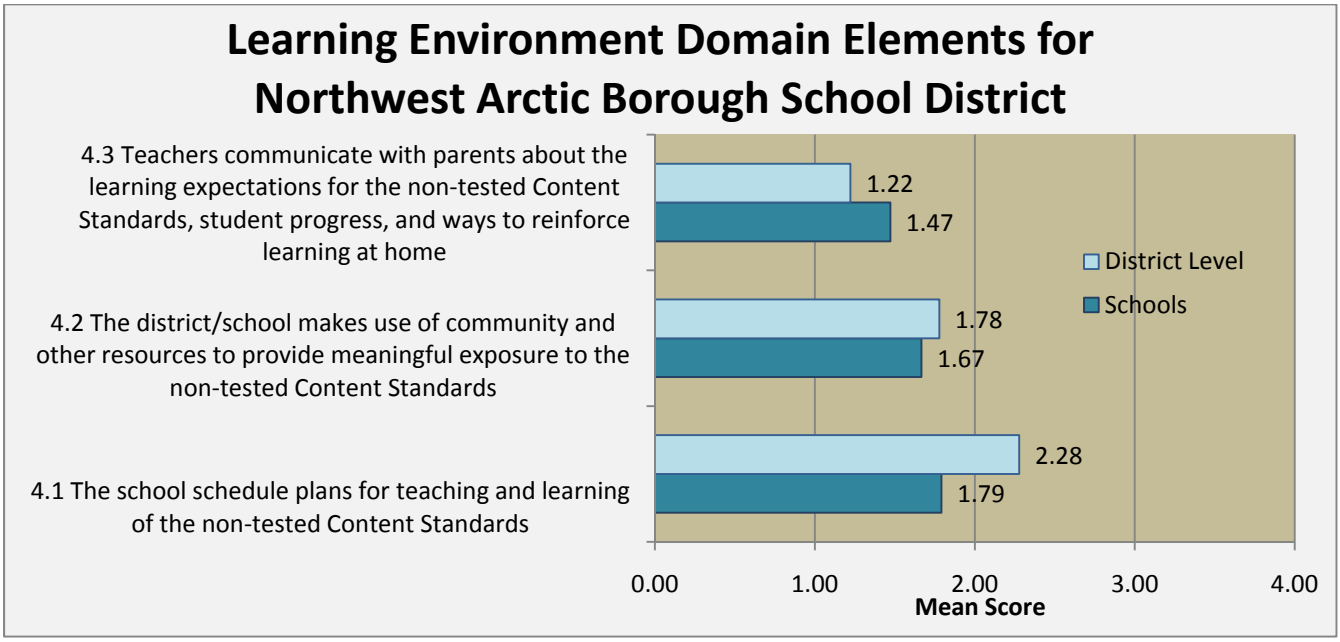
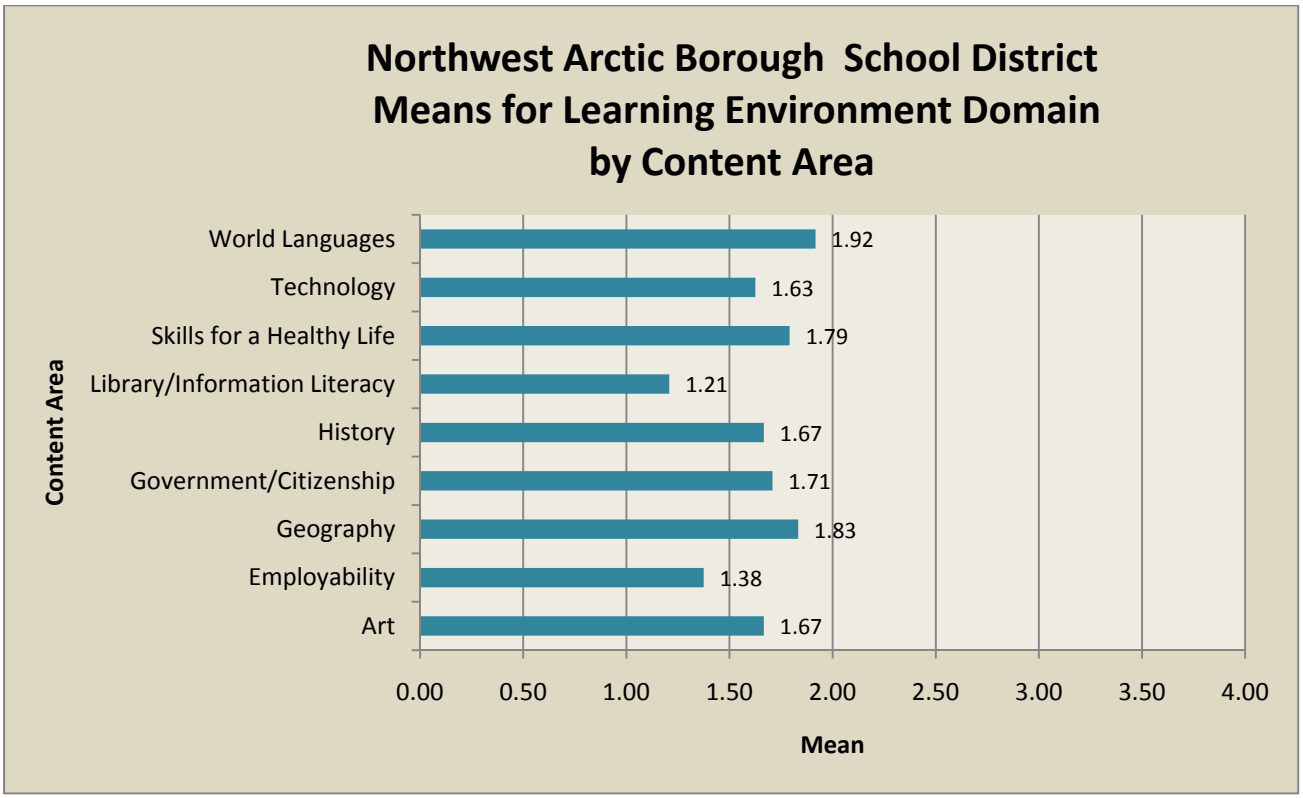


FIGURE 58 NORTHWEST ARCTIC MEANS FOR LEARNING ENVIRONMENT DOMAIN BY CONTENT AREA



The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards (Element 5.1, Figure 59). Inservice training for 2010-2011 includes curriculum writing for social studies teachers, and use of the Alaska State Library online resources, as well as sessions for teachers to increase their skill in using technology such as podcasts, iPhoto, and SMART Boards. Teachers at June Nelson Elementary School were trained to use Art Kits and integrate arts instruction, though other teachers across the district articulated feelings of unpreparedness to integrate arts and an interest in more Art Kit-related professional development. We could not determine the process for identifying and planning professional development priorities in the district.

Teachers are not systematically or specifically observed or evaluated while teaching non-tested content unless it is the teacher's only area of instructional responsibility. District and school administrators instead focus on evaluating teachers' instruction of core content areas.

FIGURE 59 PROFESSIONAL DEVELOPMENT DOMAIN ELEMENTS FOR NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

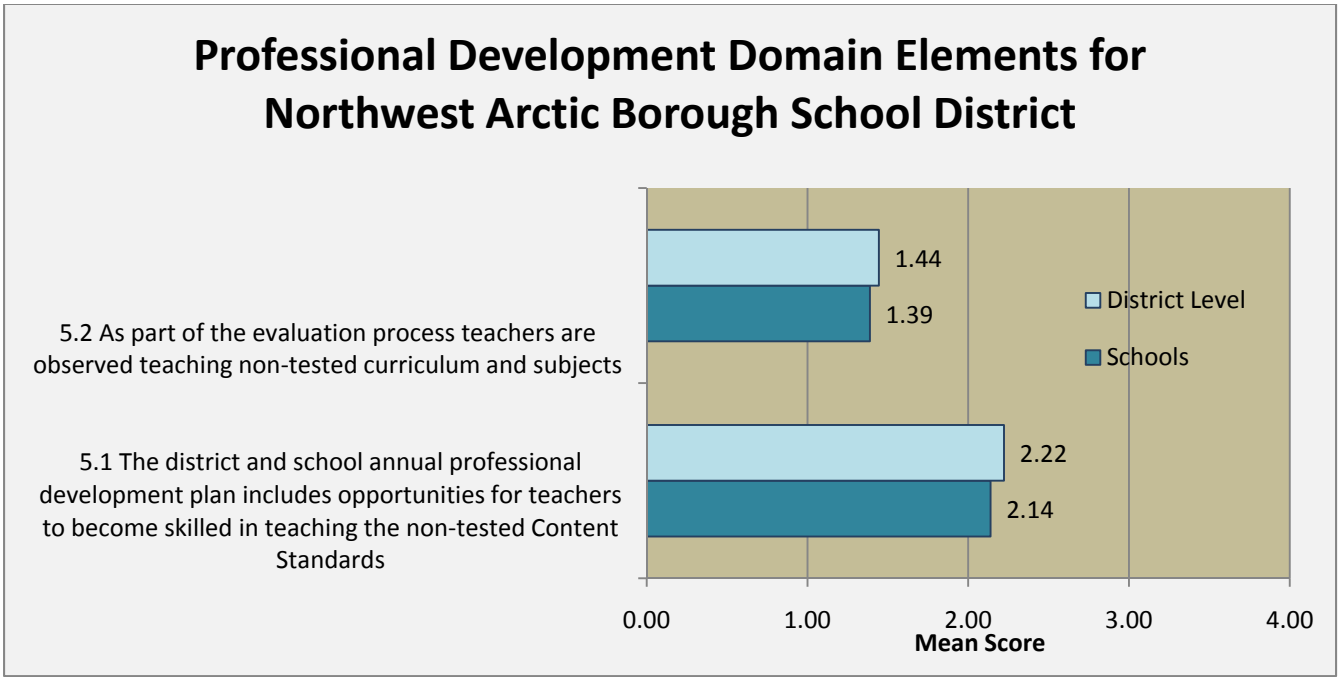
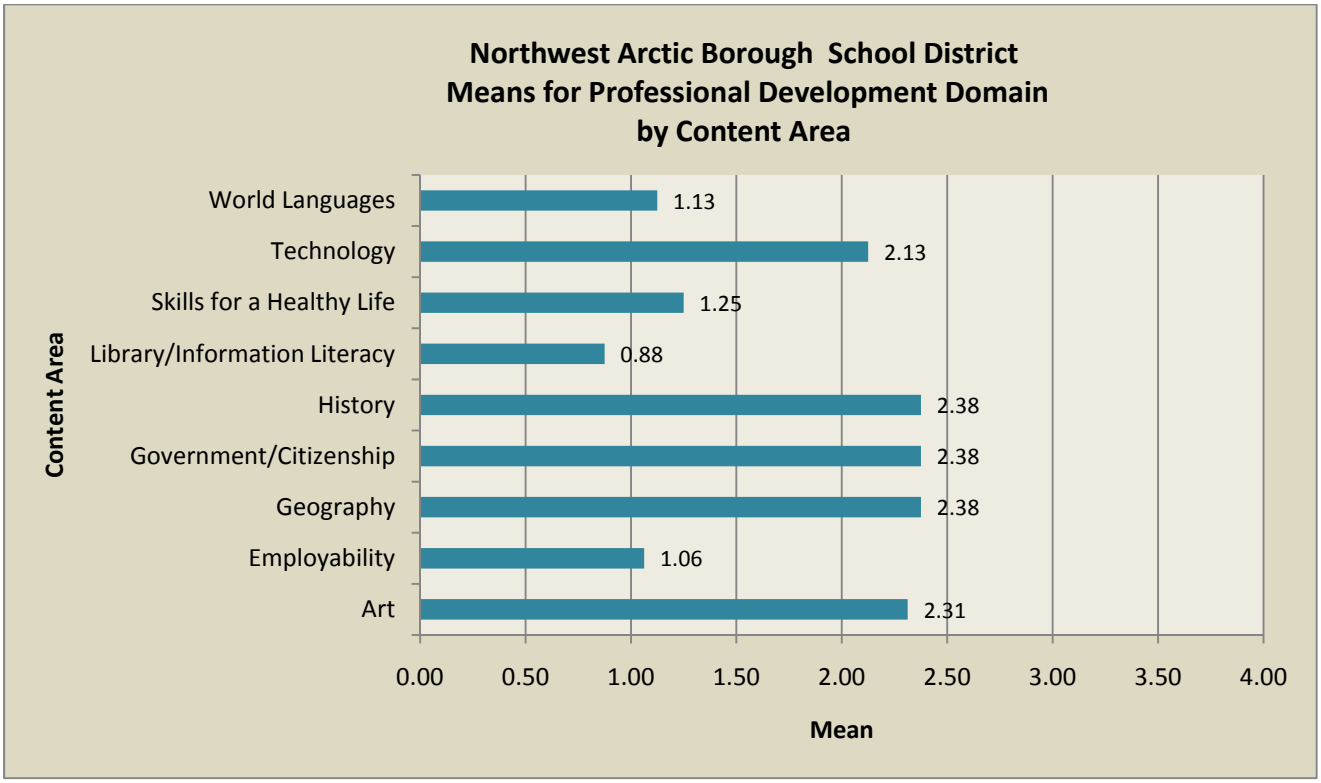


FIGURE 60 NORTHWEST ARCTIC MEANS FOR PROFESSIONAL DEVELOPMENT DOMAIN BY CONTENT AREA



LEADERSHIP

District administrative leaders voiced a strong commitment to developing teachers' capacity to instruct art. They have provided teachers with information and encouragement to use Art Kits. Currently, the highest level of training has been most available to teachers at June Nelson Elementary School and they represent 80% of the Kit usage. NWABSD administrators said they are aware of a general need to improve the breadth of non-tested curriculum instructed across the district, in particular the art and vocational programs.

Teachers are expected to submit weekly lesson plans electronically to their school principal. School administrative leaders conduct formal or informal classroom observations of some teachers while teaching the non-tested curriculum, but feedback is not specific to these areas unless it is the teacher's only assignment. District and school administrators said their focus is on evaluating teachers' instruction of core content areas.

FIGURE 61 LEADERSHIP DOMAIN ELEMENTS FOR NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

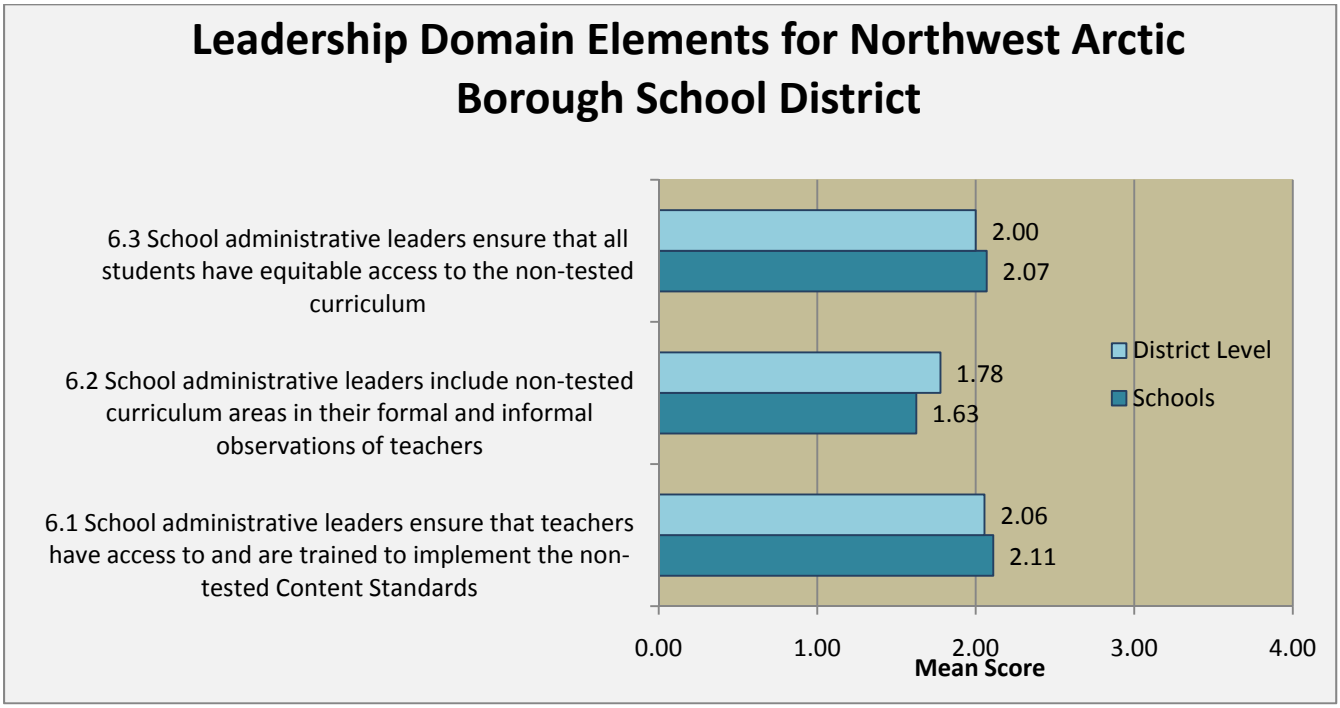
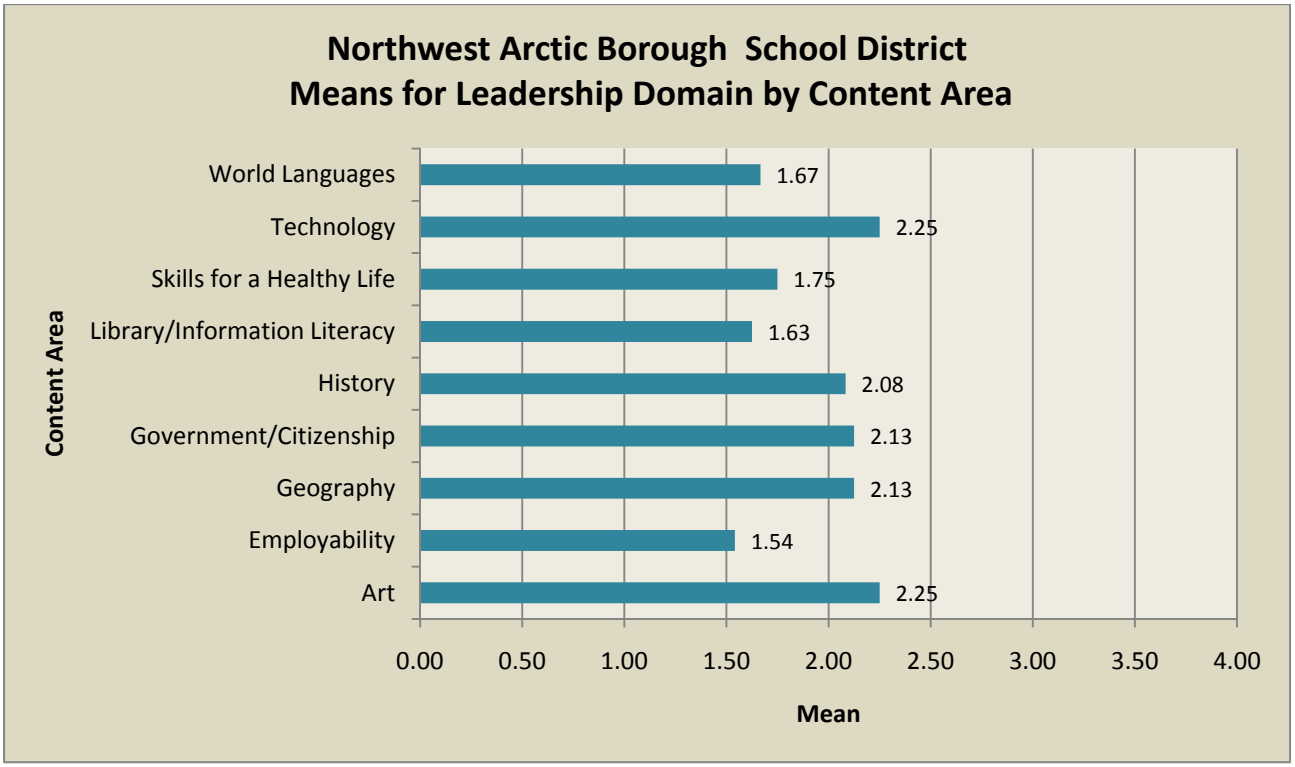
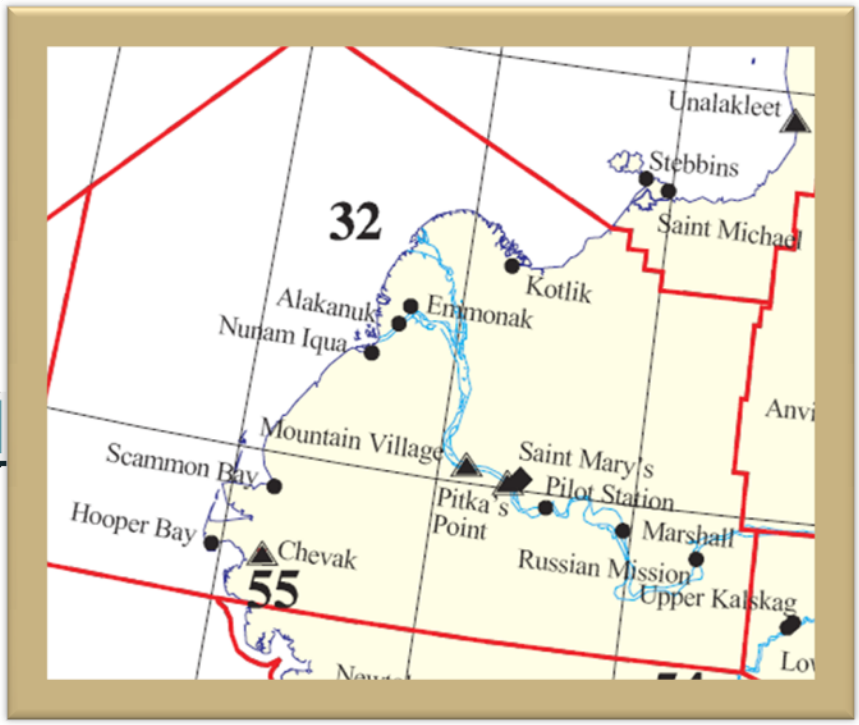


FIGURE 62 NORTHWEST ARCTIC MEANS FOR LEADERSHIP DOMAIN BY CONTENT AREA



Lower Yukon School District



Demographics for District and Schools

Figure 63 Lower Yukon School District Demographics 2010 - 2011

Lower Yukon School District Demographics 2010 - 2011												
School Name	School Location	School Configuration (K-12, Elem, MS,HS, etc)	Enrollment FY 11		Teachers		% AK Native	% SpEd	% ELL	AYP Percent Proficient		Gradua-tion Rate
			PK-12	K-12	Number	FTE				LA	Math	
Alakanuk School	Alakanuk	PK-12	229	229	16	16	100	14.41	82.53	31%	46%	35.7%
Emmonak School	Emmonak	PK-12	209	209	17	17	99.52	18.18	85.65	37%	48%	62.5%
Hooper Bay School	Hooper Bay	PK-12	414	414	29	29	100	9.18	94.20	26%	26%	255%
Ignatius Beans School	Mountain Village	KG-12	236	236	19	19	99.17	21.90	85.95	40%	32%	50%
Kotlik School	Kotlik	PK-12	171	171	14	14	100	8.19	91.81	31%	26%	30.4%
Marshall School	Marshall	PK -12	132	132	9	9	100	10.61	87.88	38%	35%	60%
Pilot Station School	Pilot Station	PK-12	172	172	13	13	97.67	12.79	88.37	35%	33%	85%
Pitkas Point School	St. Mary's	PK-12	15	15	2	2	100	0	93.33	33%	≤20%	---
Russian Mission School	Russian Mission	PK-12	117	117	8	8	99.15	9.40	86.32	70%	65%	38.5%
Scammon Bay School	Scammon Bay	PK-12	212	212	16	15	100	8.49	85.38	38%	37%	47.4%
Sheldon Point School	Nunam Iqua	PK – 12	67	67	6	6	100	31.34	97.01	24%	30%	37.5%

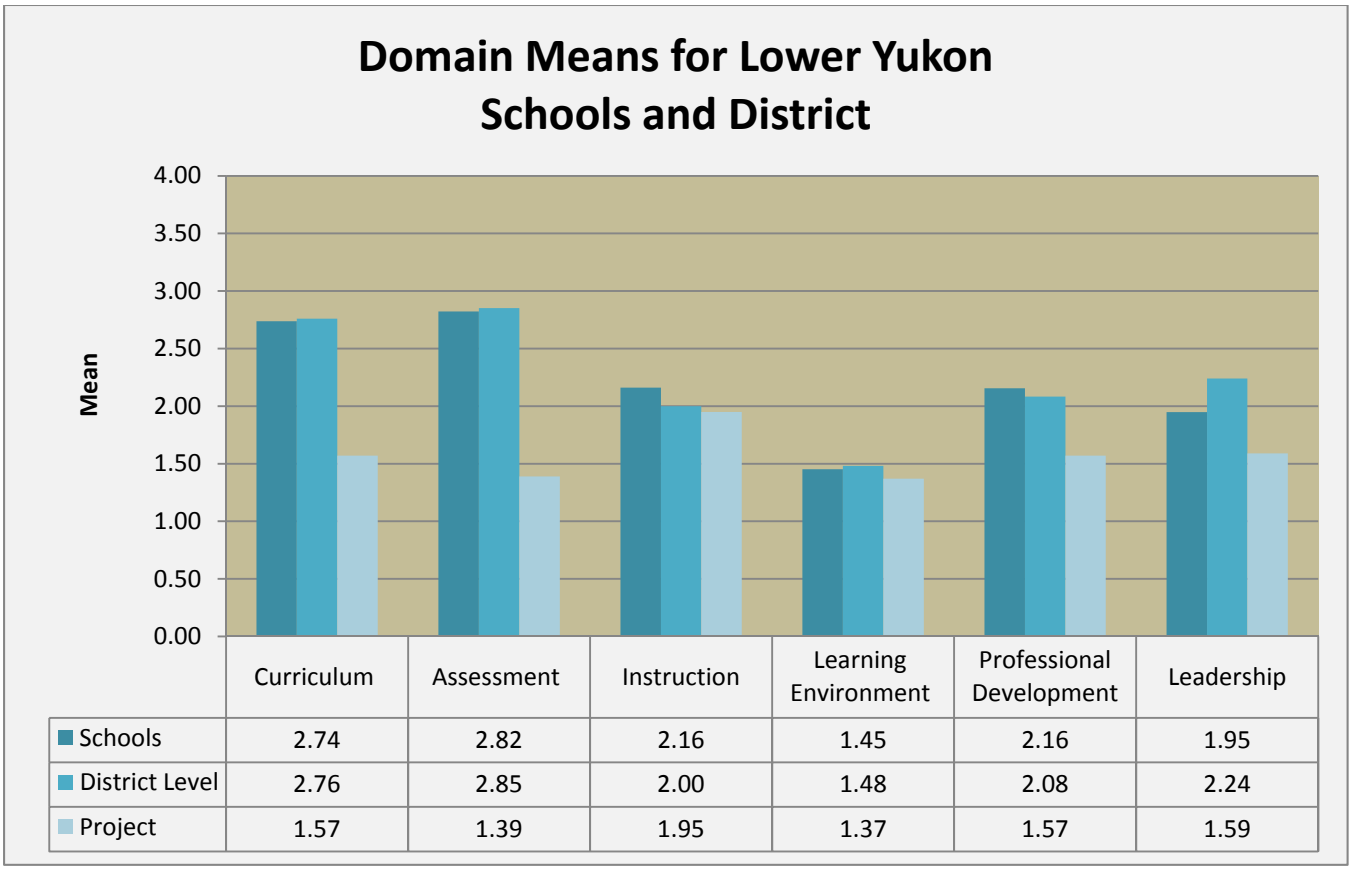
Introduction

Lower Yukon School District serves students in eleven villages located along the Yukon River and northwest coast of Alaska. Nine of the eleven schools have a student population of more than 100. The student population is 98% Alaska Native. YFSD characterizes itself as "standards-based" with curriculum resources selected to address specific learning targets along a continuum of levels that students progress through at their own rate of learning.

Our original itinerary for LYSD included five schools we planned to visit in December 2010. Weather severely affected our travels and we were able to visit just one school on our list – Ignatius Beans School in Mountain Village. We substituted Pitkas Point School because we were not able to travel to any of the other schools we planned. In January 2011, we made a second trip to LYSD with plans to visit Hooper Bay and Russian Mission Schools. Weather intervened a second time and we were only able to visit Hooper Bay School that week. Thus, the review of LYSD schools included three locations: Ignatius Beans School, Pitkas Point, and Hooper Bay.

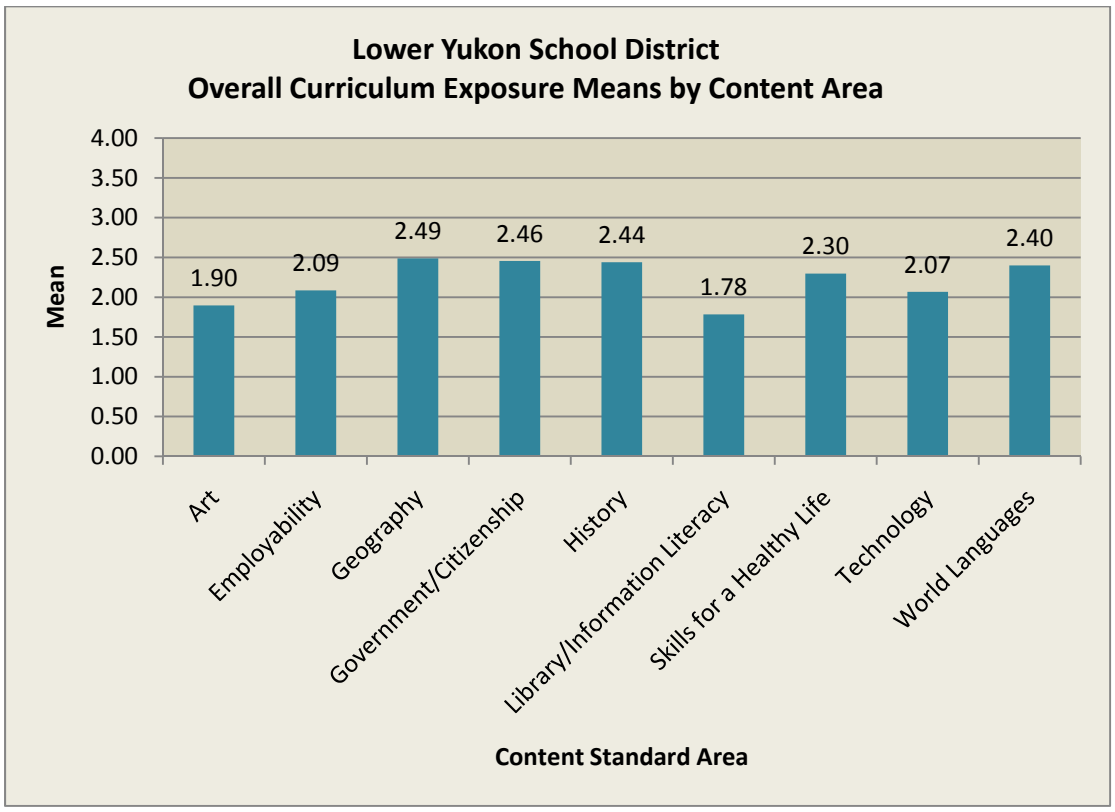
Lower Yukon School District had the highest domain mean scores of the five districts in the project for the Curriculum, Assessment, Professional Development, and Leadership domains (see Figure 64). This was the only district where we saw assessments purposefully aligned with non-tested curriculum. Curriculum was explicitly aligned to district standards though the alignment with Alaska Content Standards was implicit and assumed; there was no document available to show how the district standards were "cross-walked" to State Standards. Despite the relatively high mean score for Professional Development (2.16), teachers were expected to write individual plans for professional learning and achieve their goals independently.

Figure 64 Domain Means for Lower Yukon Schools and District



	Curriculum	Assessment	Instruction	Learning Environment	Professional Development	Leadership
Schools	2.74	2.82	2.16	1.45	2.16	1.95
District Level	2.76	2.85	2.00	1.48	2.08	2.24
Project	1.57	1.39	1.95	1.37	1.57	1.59

FIGURE 65 LOWER YUKON SCHOOL DISTRICT OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA



DISCUSSION OF RESULTS BY DOMAIN

CURRICULUM

The Curriculum domain mean for Lower Yukon School District was 2.76, more than a full point higher than the project mean. The district has formally adopted curriculum in most of the non-tested content areas. The district has followed a standards-based system of "levels" since 2005. Discrete curriculum exists for the Social Studies areas, Skills for a Healthy Life, World Languages, and Employability. Administrators report that Alaska Content Standards in Arts are addressed throughout district curriculum, most strongly in Yup'ik, while Technology and Library/Information Literacy are addressed in district Employability curriculum. District standards are aligned with GLEs, and the district also developed levels beyond the tenth grade (graduation level). There were no documents presented to us to show how or if the district Standards Continuum is formally aligned with the Alaska Content Standards for non-tested curriculum so it is impossible to precisely determine the breadth of coverage. The district has approved elective course titles, but there is no adopted curriculum or approved resources for any elective courses. Some teachers instruct non-tested content without curriculum or formal administrative support, like elementary teachers in Mountain Village who lead musical activities. District administrators report that there are pacing guides for all curriculum areas and levels; although some pacing guides were examined, an independent comprehensive review was not possible. The district reading program units alternate integration with Science and Social Studies.

The district received the relatively high score of 3.50 for indicator 1.2, *"There is a schedule for the review and/or development of the non-tested curriculum"* (see Fig. 66). There is a schedule for the review and development of most non-tested curriculum. Board Policy is consistent with the Alaska statute calling for a six-year curriculum review cycle; district administrators report following a five-year cycle. All district curricula are reviewed, including Social Studies, Yup'ik, Health, and Employability. Arts, Technology, Library/Information Literacy are reviewed to the extent that they are encompassed by other curricula; while district administrators report these areas are integrated, this is impossible to determine without formal alignment. Reviews are conducted at the end of the school year and led by "Content Committees." Administrators follow Board Policy in selecting interested teachers to serve Content Committees of about five staff considered experts in the content area. Content Committees select, develop and/or review standards, resources, skills assessments, project portfolios and performance assessments. In 2010, Content Committees reviewed science, social studies, and writing curriculum; in 2011, they will review employability, health and Yup'ik curriculum.

LYSD has established a systematic process for the selection of resources. Content Committees select resources as part of the curriculum review process. The district standards are used in the selection of resources; to whatever extent the district standards are aligned with Alaska Content Standards and GLEs so are the supporting resources. A district document titled 'General Criteria for Selection and Evaluation of Resources' does not mention Alaska Content Standards as a selection criterion, but identifies other factors that should be considered in the selection of resources, including equity, reading level, ability to engage students, availability of teacher resources. Administrators report that after the Content Committee, Superintendent, Curriculum Director, and District Improvement Team select a program or resource for purchase, it is sent out to the school communities for a thirty-day public comment period.

There are district-approved resources for every district-identified curriculum area. However, not all formally selected resources are in use district-wide. For example, one teacher does not use the district-supplied Social Studies resources (they are still in their original packaging) but instead integrates Social Studies with reading. Administrators report that initial purchases of curriculum resources are made with district funds. In all three schools we visited we saw a rich supply of new curriculum resources, some still in original packaging. By contrast, a Health teacher told us there were no district-selected textbooks available at her school, and administrators had not reacted to her repeated requests for curriculum resources. She said she developed her own projects and units using books from prior teaching experience, materials from colleagues, and from the Internet. LYSD schools are expected to replenish consumables out of site budgets, including purchasing any additional textbooks needed due to, for example, changing student population. One middle school Social Studies teacher told us she photocopies pages from the consumable student workbooks rather than allowing students to mark in the originals – she is fearful that if the originals are used as intended, they may not be replaced. Because Arts, Library/Information Literacy and Technology are integrated with other curriculum areas, the formal district processes for the selection of resources are inconsistently applied in those areas. The district recently purchased two sets of all 83 Art Kits produced by Project ARTiculate. Administrators report that teachers will be able to check them out after district staff completes an inventory. In the meantime some teachers in the district selected their own resources and instructed art or music without using the curriculum selection processes.

The learning needs of all students were considered in the formal selection of resources and materials for non-tested content (Element 1.4, Figure 66). The 'General Criteria for Selection and Evaluation' document identifies equity as a factor in resource selection. However, there are not explicit curriculum modifications to meet the needs of both struggling and gifted students. Administrators said that because district curriculum is organized into standards-based 'Levels,' students move ahead at the rate at which they can work. However, there is no evidence that curriculum is modified for students; that is, there are opportunities for students to learn at different speeds but not in different

formats. Administrators reported that few students advance beyond district Levels, and the district has not established procedures for those situations.

The highest LYSD rating in the Curriculum domain was 3.72 for indicator 1.5, *"The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards"*. The LYSD Academic Continuum of progressive standards and 'Levels' show cognitive complexity and an expectation that students will develop a depth of understanding as they move through the Levels. Administrators report that Alaska GLEs, examples from other standards-based school districts (Chugach and Bering Strait), and teacher expert content knowledge were used to develop the curriculum continuum.

The lowest rating in the Curriculum domain (1.94) was for indicator 1.6, "*A system is used to monitor implementation of the non-tested curriculum to ensure the full range of non-tested Alaska Content Standards is taught"*. The implementation of non-tested curriculum is in fact inconsistently monitored in LYSD. Teachers use the district-developed 'SMART' student information system to mark student achievement of district standards. District administrators admitted that not all teachers regularly mark the standards their students meet; teachers confirmed this report, saying that the record keeping for standards targets was very time-consuming. Some teachers showed us their paper record keeping system for daily tracking of standards targets met. Teachers then transferred this information to the electronic SIS at the end of each academic quarter. SMART can generate reports showing, for example, which standards a teacher has covered, or how many students in a class have not achieved a particular standard. However, the types of reports SMART can generate are limited, especially when dealing with aggregate data. Because teachers enter information into the SMART system at infrequent intervals, the system is not useful to monitor the teaching and learning of non-tested content. There is no evidence that student achievement of non-tested content guides administrative decision-making.

FIGURE 66 CURRICULUM DOMAIN ELEMENTS FOR LOWER YUKON SCHOOL DISTRICT

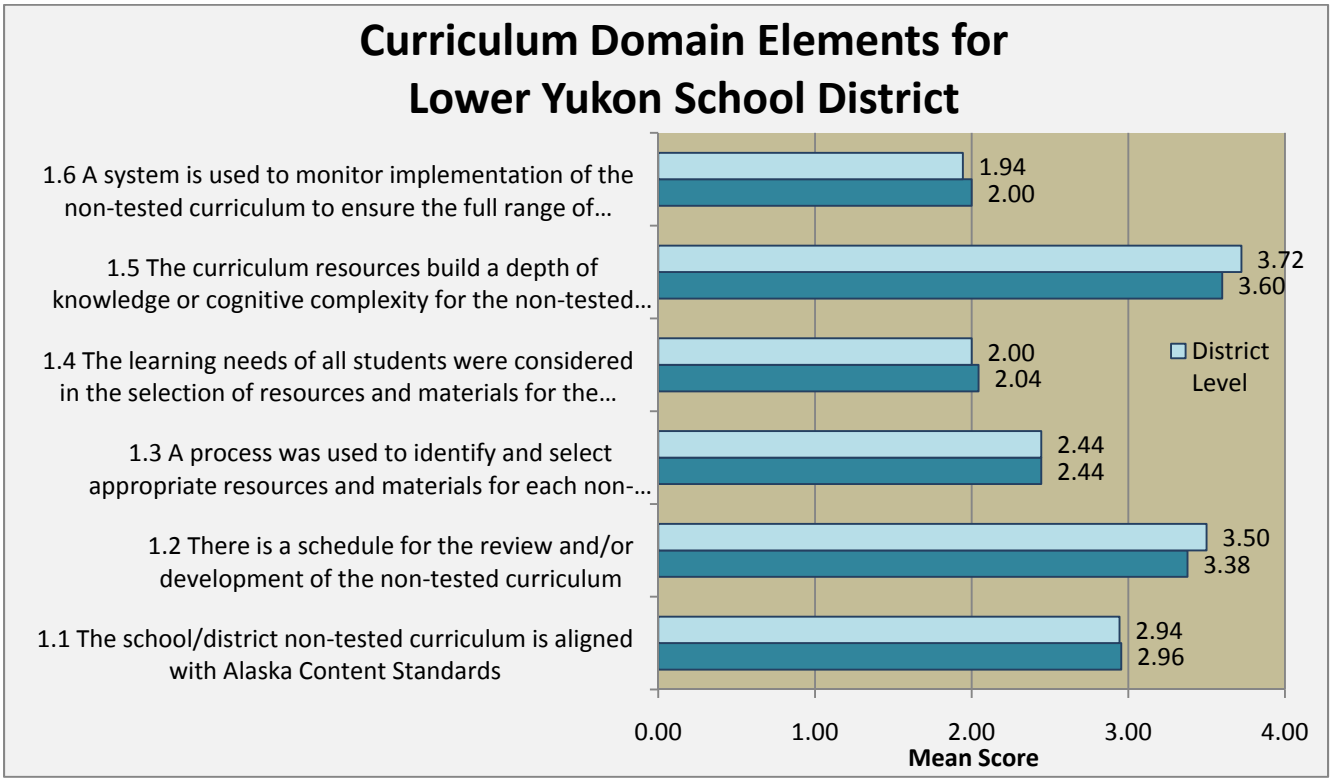
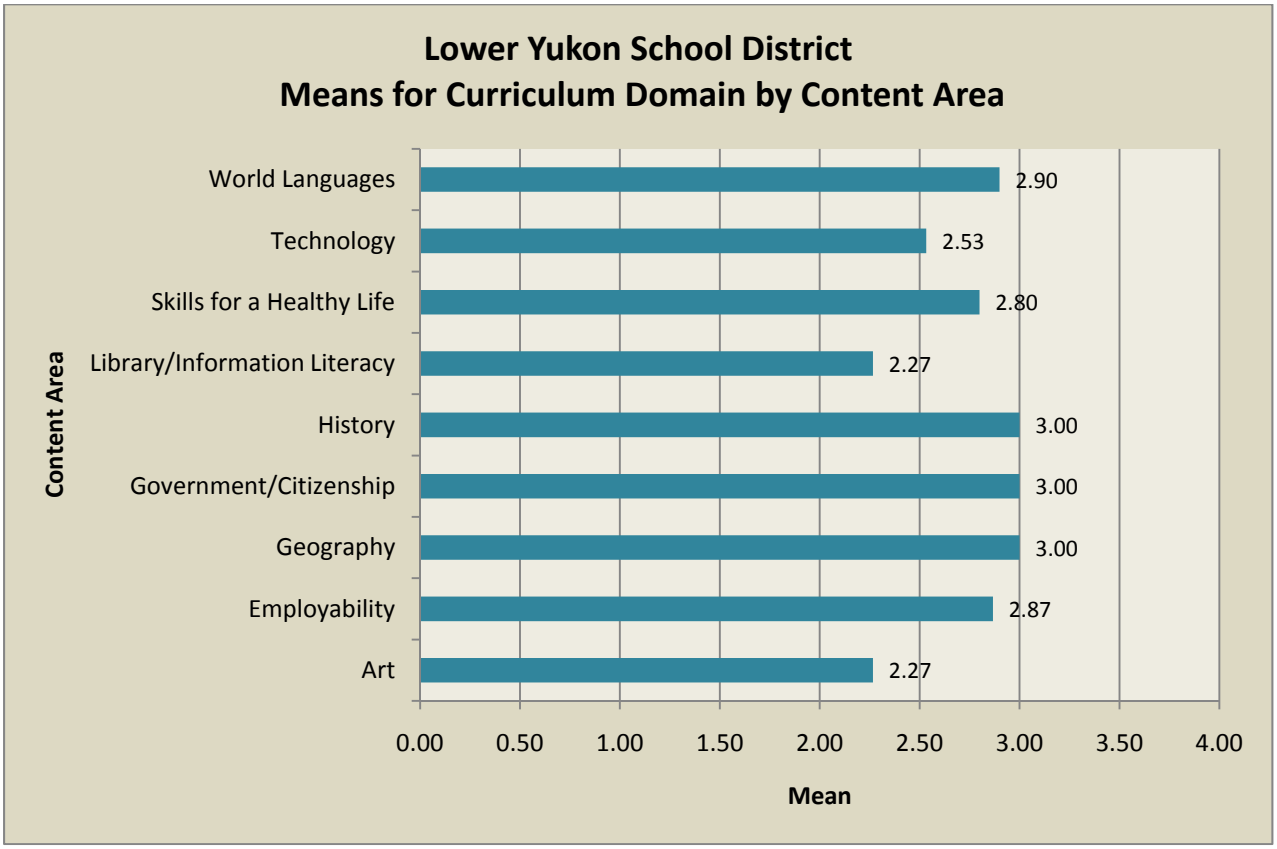


FIGURE 67 LOWER YUKON SCHOOL DISTRICT MEANS FOR CURRICULUM DOMAIN BY CONTENT AREA



ASSESSMENT

The Lower Yukon School District Assessment domain score was nearly 1.5 points higher than the project mean (see Fig. 64). The district score for indicator 2.1 *("There is alignment between the non-tested written and taught curriculum, non-tested Alaska Content Standards, and assessments")* was 2.94 because, as part of its 'Levels' system, the district has skills assessments, project portfolios and performance assessments for every district standard. These assessments are provided to teachers through the SMART system and are used throughout the district. Results of student assessments are indexed in SMART, and teachers and administrators can generate reports of achievement records. Thus, assessments for non-tested curriculum are congruent with both the written and taught curriculum, and assessments provide quantifiable data to determine student achievement of district standards.

The lowest assessment domain score was 2.61 for indicator 2.2, "*Results of student assessments of non-tested curriculum are used by teachers to guide and improve instruction.*" There is a formal expectation that teachers assess student achievement of district standards, including those in non-tested curriculum areas. Teachers are provided with assessments and expected to enter the results into SMART. However, as noted in the Curriculum domain discussion, teachers enter the information about student standards achievement into the SMART system at infrequent intervals. Moreover, there was no evidence that teachers respond to assessment data by changing their instructional practices by using another delivery method or different materials.

The district score for indicator 2.3 was 3.0. Student achievement of most non-tested content is measured using a range of assessment strategies. District assessments include skills assessments, project portfolios and performance assessments for every district standard. Thus, students consistently have multiple ways to demonstrate achievement. Many assessments include opportunities for differentiation. Library/Information Literacy, Technology and Arts are integrated into other curriculum and it was not apparent how or whether the content standards in those areas are assessed using best practices.

FIGURE 68 ASSESSMENT DOMAIN ELEMENTS FOR LOWER YUKON SCHOOL DISTRICT

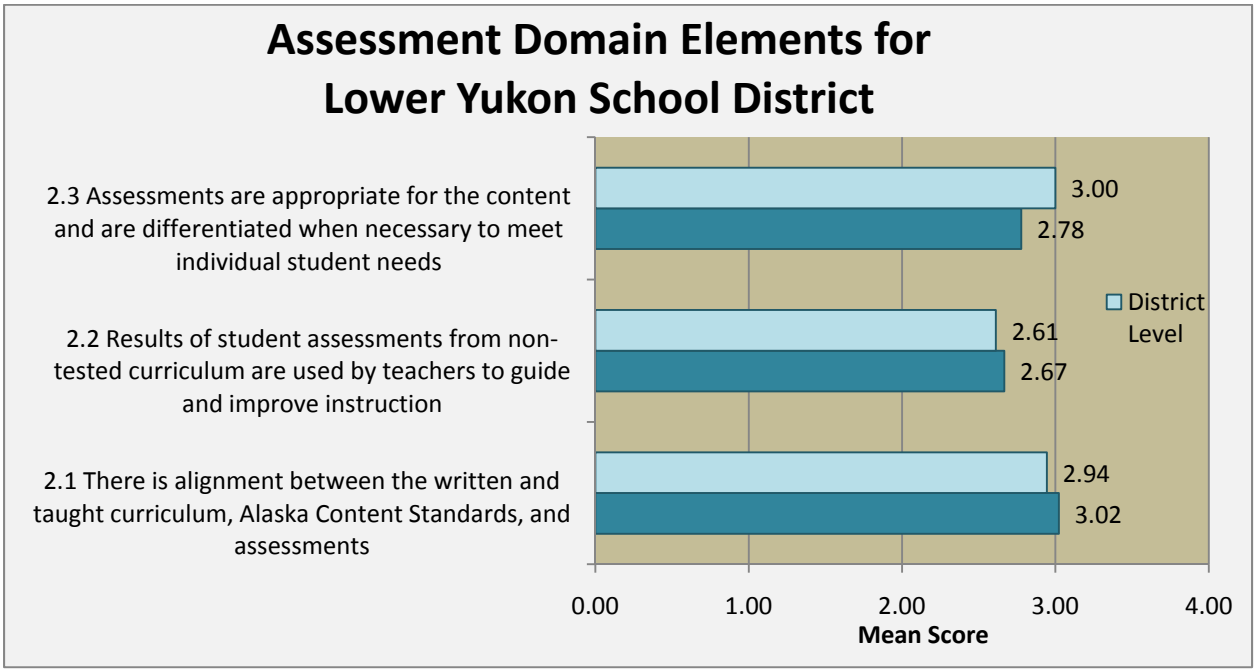
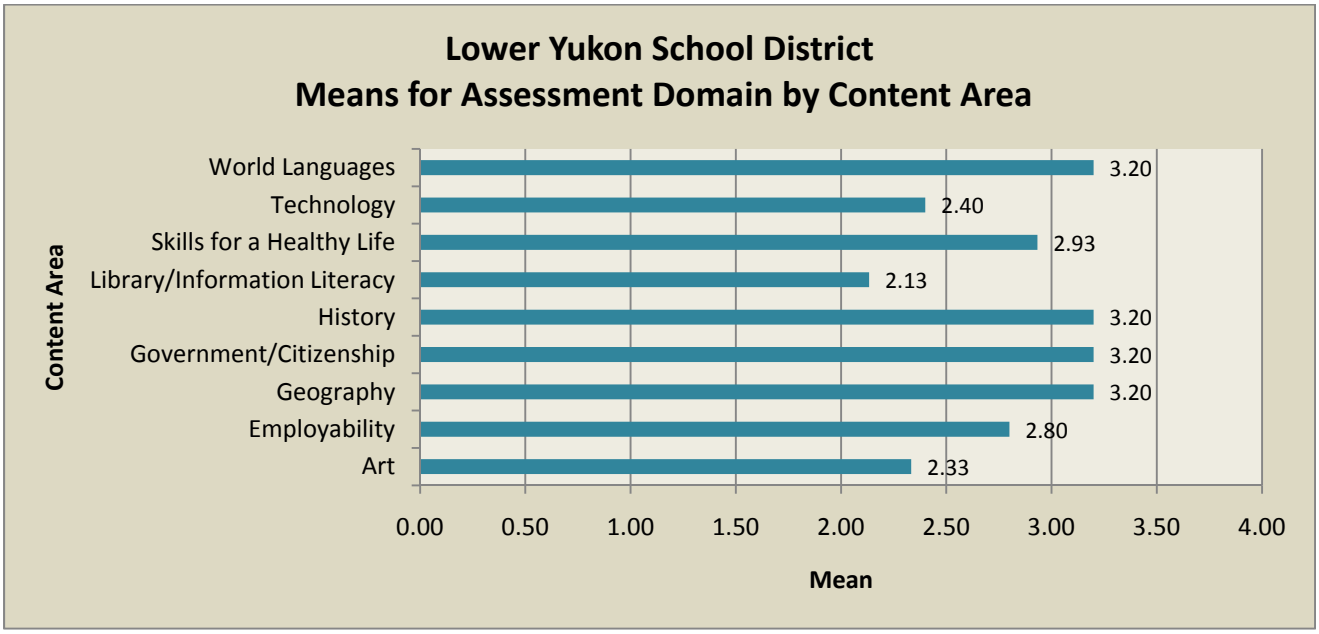


FIGURE 69 LOWER YUKON SCHOOL DISTRICT MEANS FOR ASSESSMENT DOMAIN BY CONTENT AREA



We found that most of the non-tested Content Standards are taught as discrete courses or integrated with other core content in LYSD(see Fig. 71). Yup'ik is taught at every school, and there is an immersion program in Hooper Bay. Social Studies is also taught throughout the district; compared to other content areas, the Social Studies areas had the highest overall instruction domain scores of 2.60 (see Fig. 71). Technology is widely, although informally, integrated. In Hooper Bay School we saw some excellent examples of technology used to support instruction. In the high school Social Studies class in Hooper Bay, the use of technology actually increased instructional time by eliminating time to collect student work and transition to the next activity. In Mountain Village several elementary teachers provide both integrated and discrete Art instruction. For example, a fourth grade teacher begins every day by having her students sing along to YouTube videos for 15 minutes, and a second and third grade teacher has students play recorders twice weekly. Health is taught as a discrete subject to all levels in Mountain Village and Hooper Bay, but there is no evidence of Health instruction in Pitkas Point. During the 2009-2010 school year, Ignatius Beans School in Mountain Village offered informal electives on Friday afternoons, including cooking, photojournalism, and music. Electives did not follow a formal curriculum and may not have been included in lesson plans; no similar programming is in place this school year. Until this year in Hooper Bay, there was an aviation elective course for students. This year Hooper Bay high school students may take a Shop elective. There are no elective courses for middle school students in Hooper Bay though Yup'ik instruction was reintroduced with a new teacher for second semester.

Classroom instruction addresses diverse student needs, but inconsistently. Some teachers differentiate instruction with practices recognized as best practice for the content area. For example, a second and third grade teacher instructed recorder fingering, led students in group practice, and also had each student perform individually. A high school Social Studies teacher in Hooper Bay had the rapt attention of all students as she quickly moved through preselected clips from the movie *Fantasia* as a way to teach the genealogy of the Greek gods. In contrast, a teacher in Mountain Village teaches Alaska History and World History at the same time in the same room; he lectured to Alaska History students while World History students copied notes from the textbook or did nothing. The teacher's lecture moved slowly and without focus and covered six bullet points, each about one sentence long, during the forty-five minute class period.

The lowest score in the Instruction domain was for indicator 3.3, "*Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards"* (see Fig. 70). Many teachers submit lesson plans that include non-tested content. However, any annotation reflects alignment to district standards (and presumably Alaska GLEs) for core subject areas, but not Alaska Content Standards for non-tested areas.

There is limited collaboration among teachers to ensure that students receive exposure to non-tested Content Standards. District administrators report ongoing work to develop 'professional learning communities.' District administrators use Elluminate Live to hold weekly meetings with school administrators and monthly meetings with all teachers, although there is no evidence that these meetings facilitate collaboration related to non-tested content. The district SMART program includes a teacher collaboration forum in which teachers post questions, thoughts, documents, and lesson plans. In response to our direct question about collaboration though, many teachers report that they do not work with other teachers in their building. An exception to this pattern and an exemplar of collaboration was seen at Hooper Bay School where the high school Social Studies and English teachers supported one another by teaching complementary units related to American History. Administrators report that a teacher may only teach an elective if he or she is highly qualified in the content area; this may be part of the reason for the limited elective offerings we observed.

Figure 70 Instruction Domain Elements for Lower Yukon School District

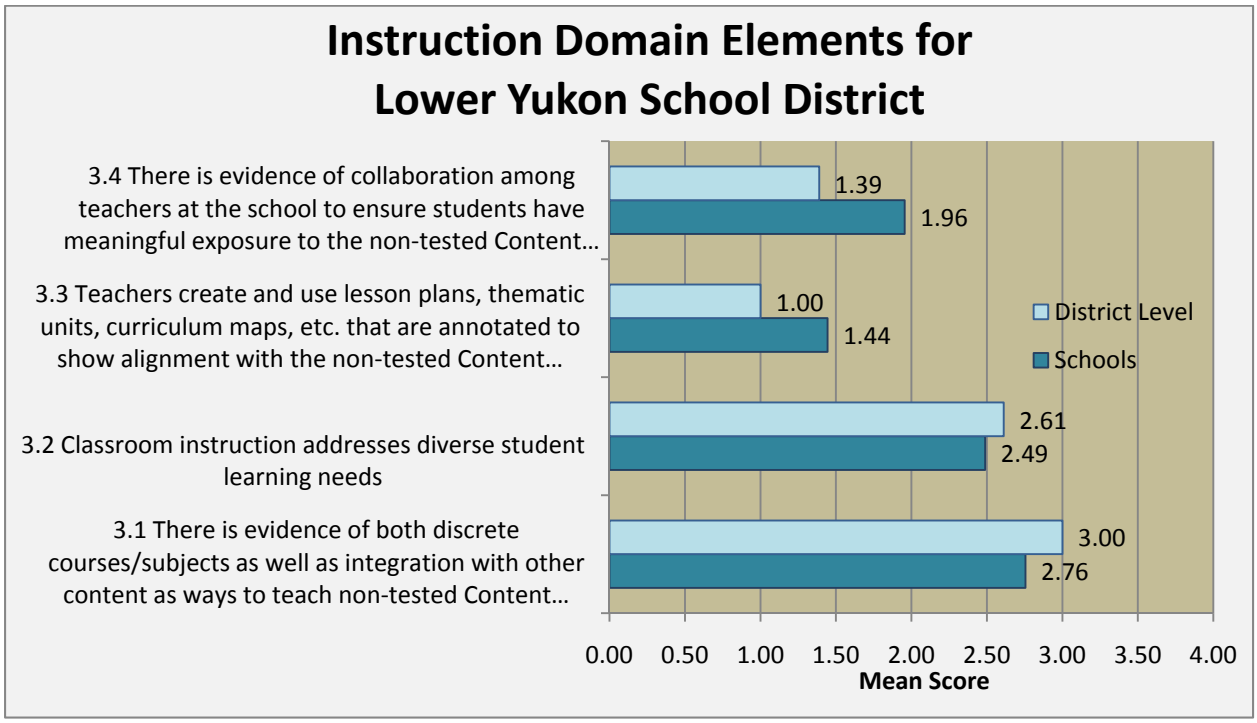
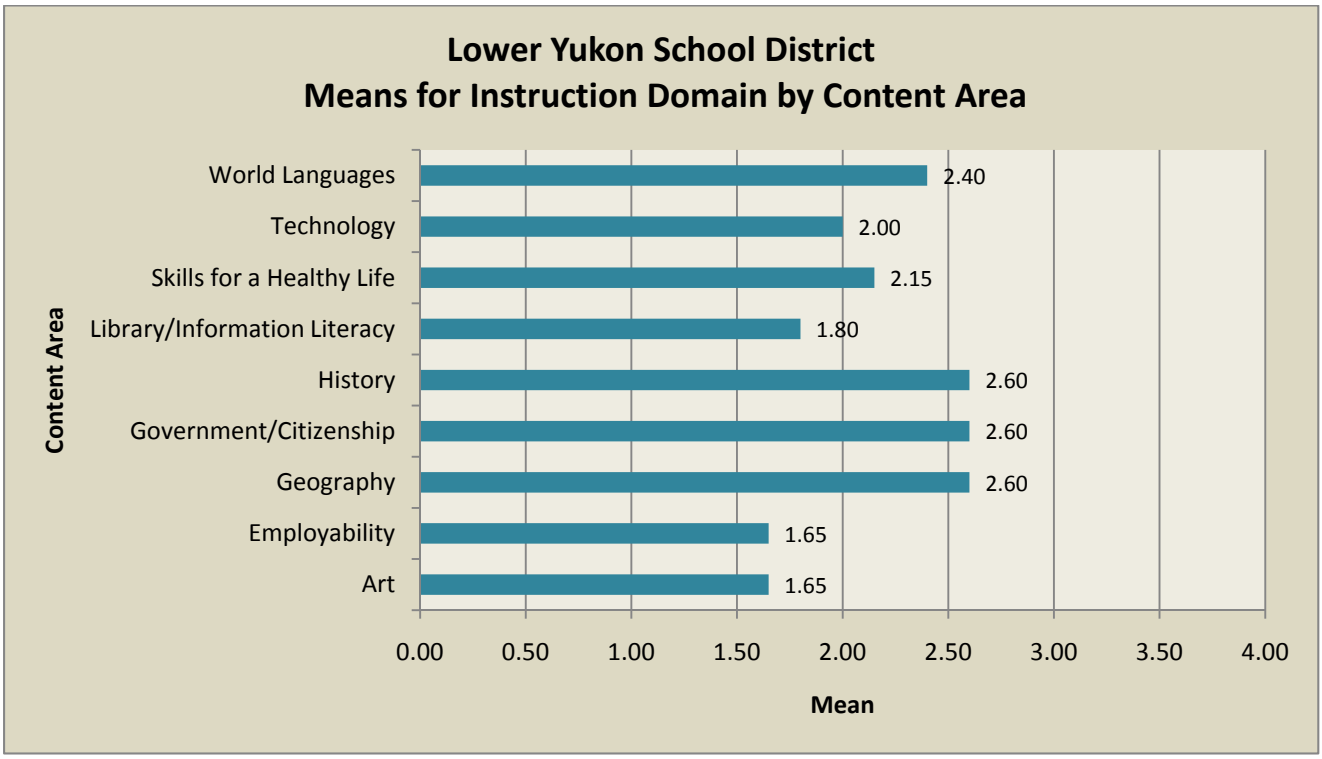


Figure 71 Lower Yukon School District Means for Instruction Domain by Content Area



Learning Environment

LYSD's Learning Environment domain mean score of 1.48 is substantially lower than its other domain means, although still slightly higher than the project average for this domain (see Fig. 64). School schedules include courses related to some non-tested content areas, specifically Health/PE and Social Studies. Related to other non-tested content, district administrators report that interventions in core areas consume a significant portion of the school day and make it difficult to schedule non-tested content instruction. LYSD recently adopted graduation requirements that include two credits in Social Studies, one in Yup'ik, one in Employability, one in PE or Health, and eight electives. The district does not have district-wide adopted curriculum or resources for elective courses. Teachers instead submit proposals to teach an elective course, suggesting that elective offerings are at the discretion of each school site. We did not see evidence that student or community input was sought in the development of any school schedule, nor is there an established process for garnering input.

In LYSD we saw limited evidence of instruction related to non-tested content offered outside the regular school day e.g. opportunity for students to participate in the Close up Program. We did not find any alternate instructional delivery methods in use in LYSD such as distance delivered or technology-based curriculum. District administrators report that students have taken distance courses in the past, and the district will pay for tuition. Currently one student in Mountain Village is enrolled in a distance English course from UAF, but school administrators report she is the first student in at least three years to take a university course while in high school. The district recently purchased two complete sets of Art Kits produced by Project ARTiculate, and district administrators report teachers will be able to check out the kits after an inventory is completed. World Languages is the content area with the highest Learning Environment domain mean of 1.87. Schools and teachers informally utilized community members or resources for instructing Yup'ik and cultural content (see Fig. 73).

Progress related to non-tested content is included on student report cards. In Mountain Village and Hooper Bay the school hosted an annual community festival; in Mountain Village the school also held community meetings and grade level meetings for parents.

FIGURE 72 LEARNING ENVIRONMENT DOMAIN ELEMENTS FOR LOWER YUKON SCHOOL DISTRICT

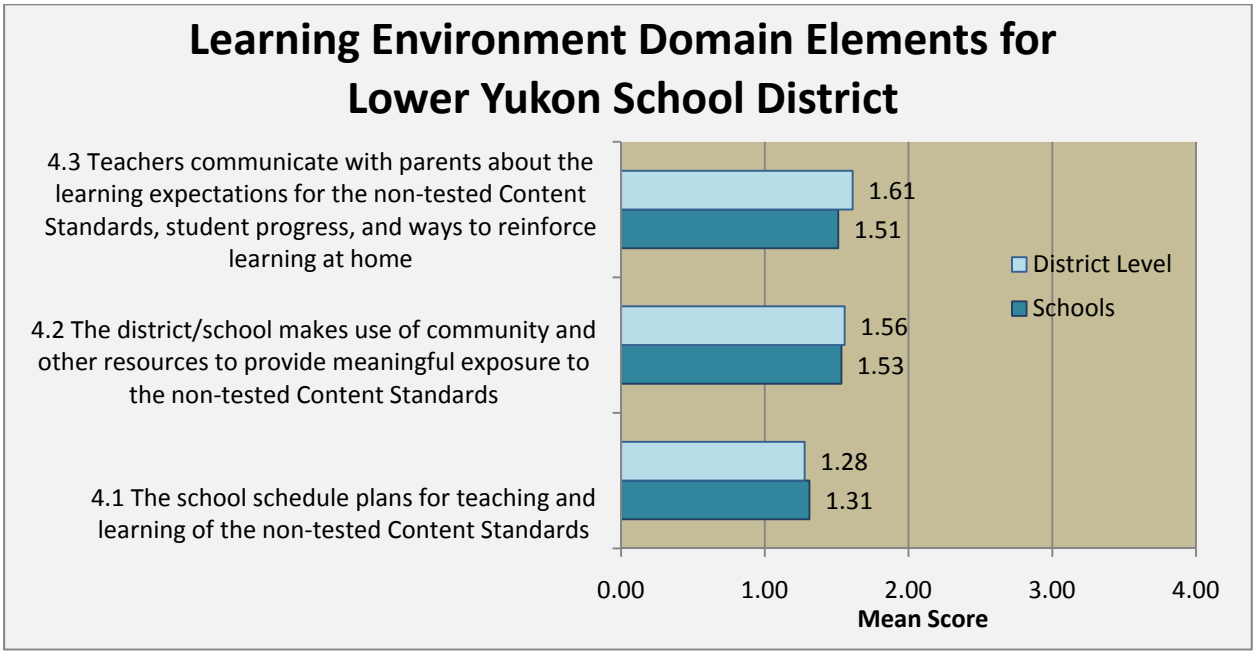
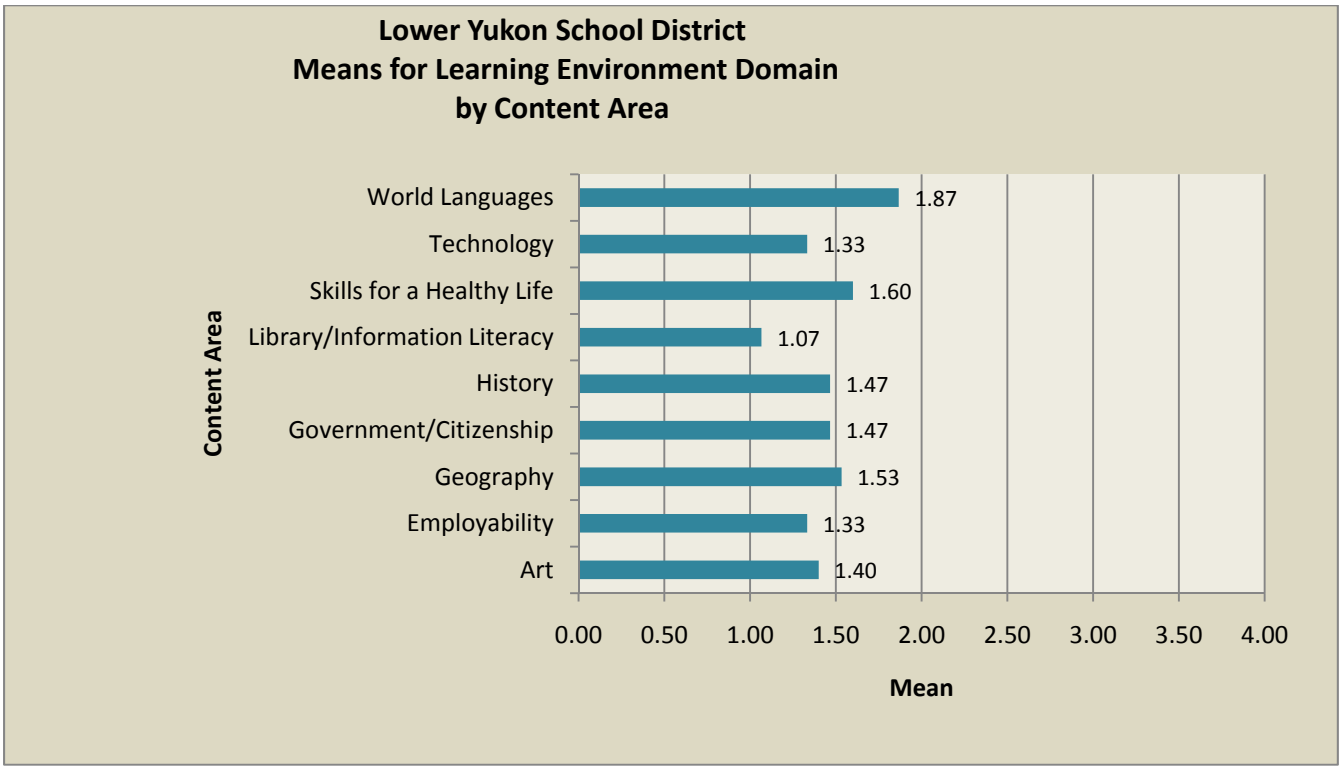


FIGURE 73 LOWER YUKON SCHOOL DISTRICT MEANS FOR LEARNING ENVIRONMENT DOMAIN BY CONTENT AREA



The district professional development plan includes some opportunities for teachers to become skilled in teaching non-tested content. The professional development plan explicitly prioritizes differentiated instruction and multi-content Highly Qualified status. District administrators said that the district is using the 'Learner Focused Continuous Improvement Model', which emphasizes writing in order to increase student achievement in multiple areas; it is the focus of all district-sponsored professional development this year. Each teacher is expected to develop an individualized professional development plan, selecting webinars and ASDN offerings of personal relevance. The district also holds training specific to the needs of new teachers, although school administrators report that follow-up is a weakness.

As in the other districts and schools we visited, teachers are not systematically or specifically observed or evaluated while teaching non-tested content unless the teacher did not have instructional responsibility for core content (Language Arts, Math, or Science). Most teachers submit weekly lesson plans that include non-tested instruction. School administrators said they focused on core content in their evaluative observations of classroom teachers and in providing feedback related to teachers' lesson plans.

FIGURE 74 PROFESSIONAL DEVELOPMENT DOMAIN ELEMENTS FOR LOWER YUKON SCHOOL DISTRICT

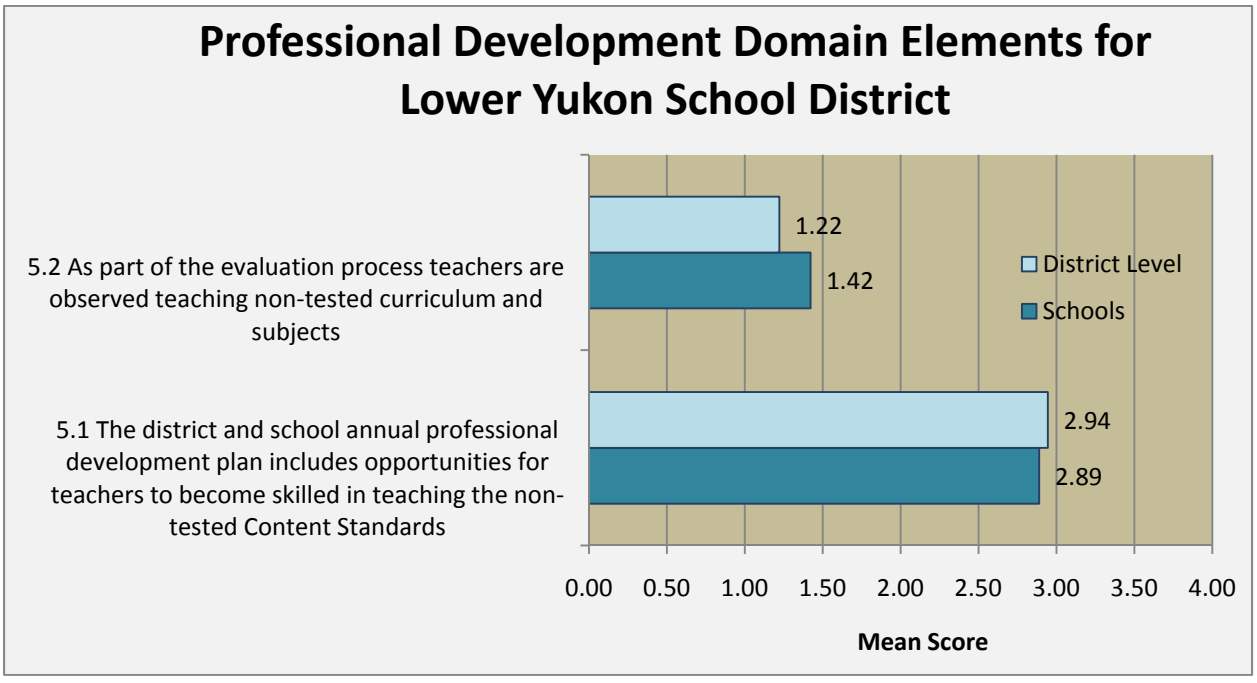
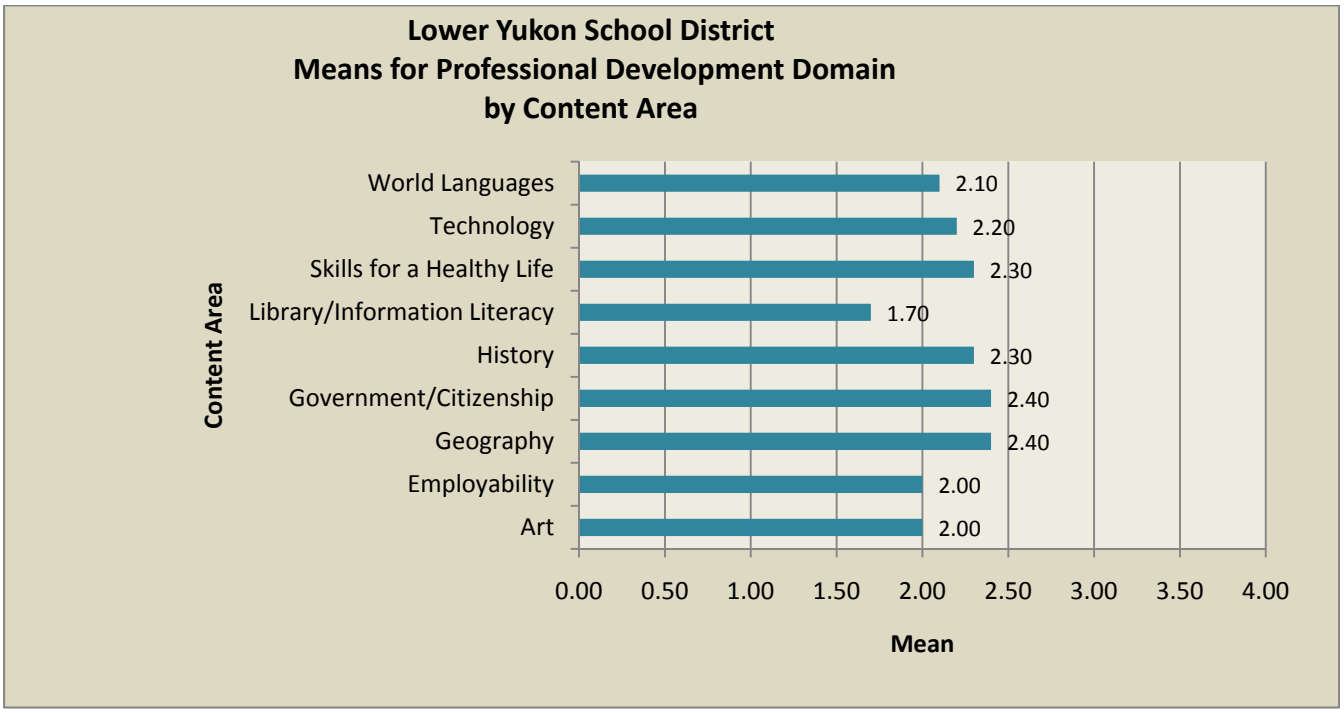


FIGURE 75 LOWER YUKON SCHOOL DISTRICT MEANS FOR PROFESSIONAL DEVELOPMENT DOMAIN BY CONTENT AREAS



LEADERSHIP

District administrators provide teachers with access to district standards in non-tested areas. Standards are readily accessible on 'SMART' software. There is also an online teacher collaboration forum accessible district wide in which teachers can post questions, thoughts, documents, and lesson plans. However, administrators have not taken systematic steps to develop teacher's skills related to implementation of district standards in non-tested areas. While we were assured that the district standards align with Alaska Content Standards and GLEs, we did not see any document showing the cross-walk or alignment. A school administrator reported, with some frustration, that there is no discussion about improving or establishing programs to instruct non-tested content in the district.

Within the Leadership domain, the district received the highest score for indicator 6.3; *"School administrative leaders ensure that all students have equitable access to the non-tested curriculum"* (see Fig. 76). Administrators implement solutions so that most students have access to non-tested curriculum. For example, each high school student at Ignatius Beans School has an Individualized Learning Plan. Additionally, the district will fund distance courses, although few students take advantage of this opportunity and there were no examples of students take courses to supplement non-tested curriculum.

Within the Leadership domain, the district received its lowest score of 1.72 for indicator 6.2 (see Fig. 76). School administrators do not observe teachers while teaching non-tested content unless the teacher only teaches that subject (e.g. Social Studies or Health). Administrators do not otherwise provide feedback related to the non-tested curriculum.

FIGURE 76 LEADERSHIP DOMAIN ELEMENTS FOR LOWER YUKON SCHOOL DISTRICT

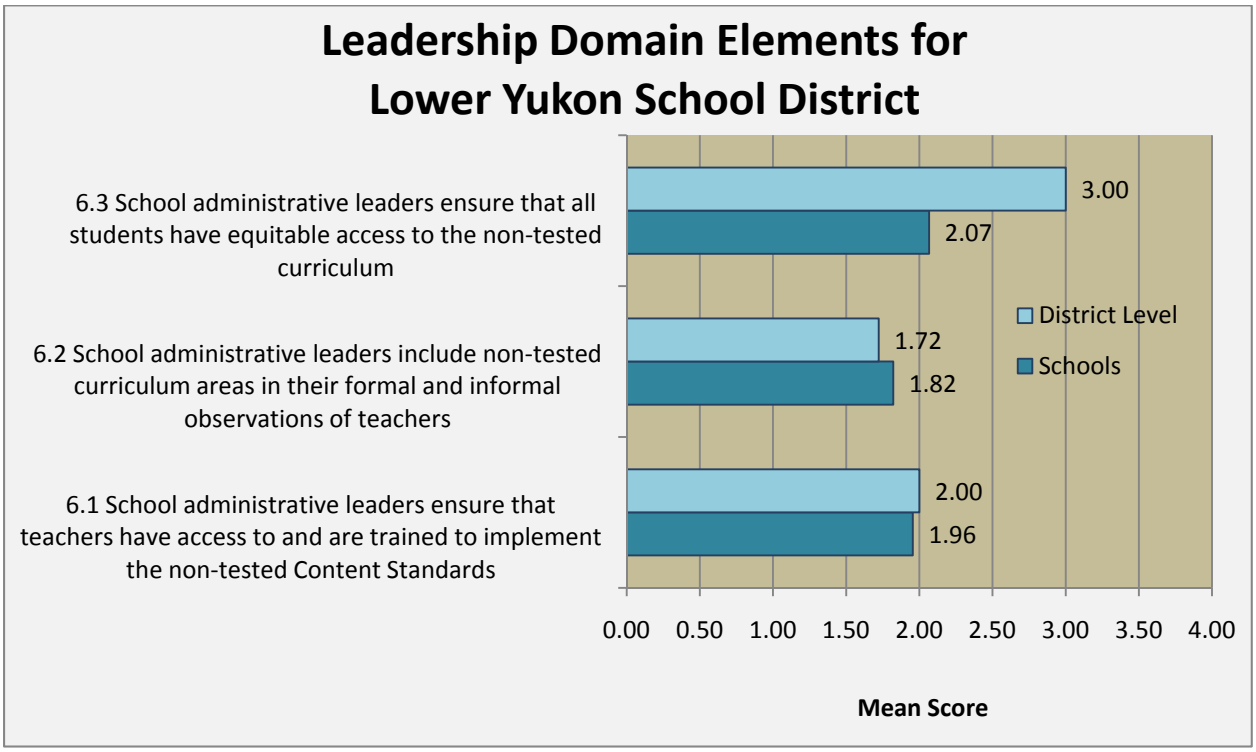
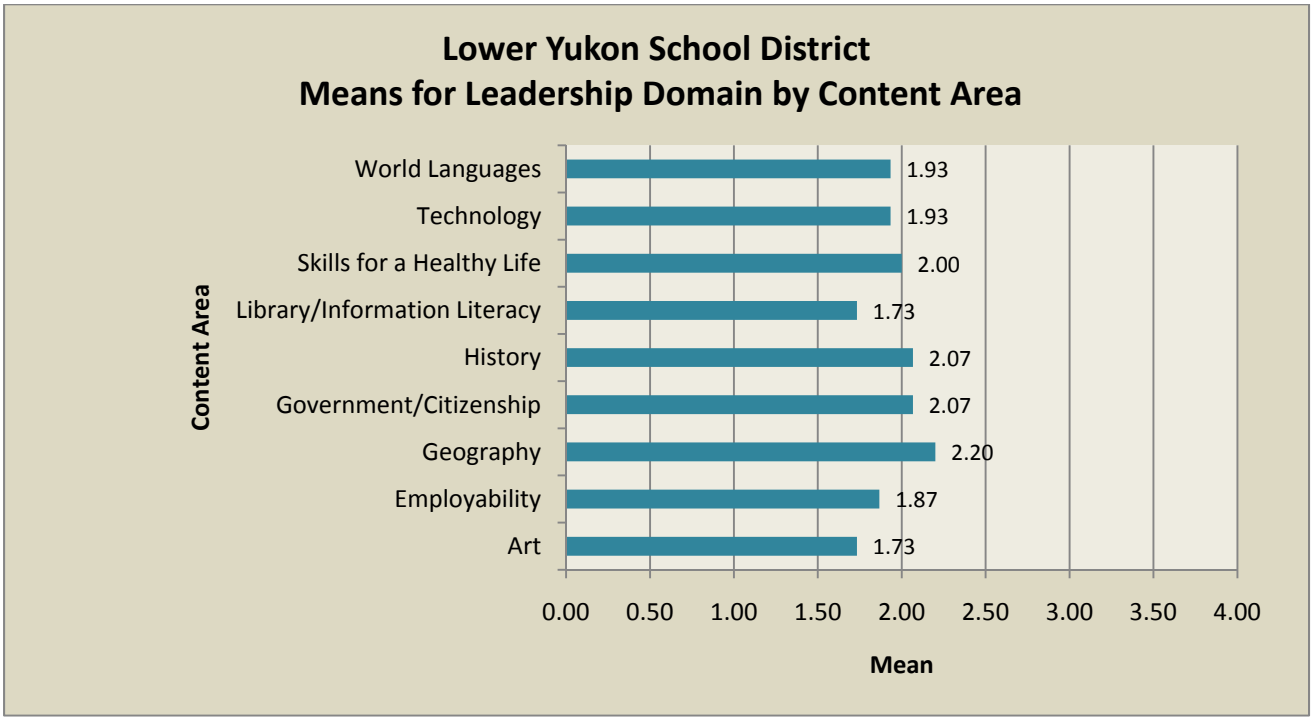


FIGURE 77 LOWER YUKON SCHOOL DISTRICT MEANS FOR LEADERSHIP DOMAIN BY CONTENT AREA



YUPI'IT SCHOOL DISTRICT

FIGURE 78 YUPI'IT SCHOOL DISTRICT DEMOGRAPHICS 2010 - 2011

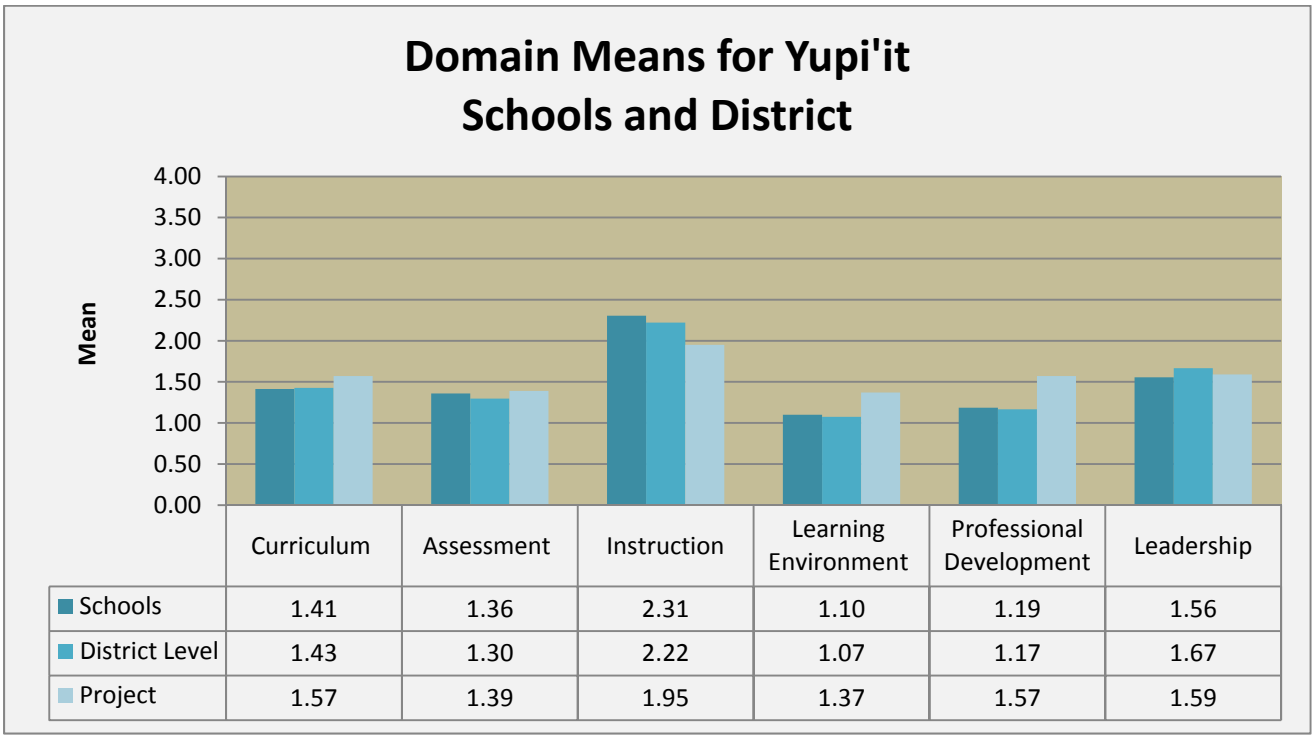
Yupi'it School District Demographics 2010 - 2011												
School Name	School Location	School Configuration (K-12, Elem, MS,HS, etc)	Enrollment FY 11		Teachers		% AK Native	% SpEd Students	% ELL	AYP Percent Proficient		Gradua-tion Rate
			PK-12	K-12	Number	FTE				LA	Math	
Akiachak School	Akiachak	KG - 12	197	197	18	16	95.43	9.14	84.26	19%	19%	14.3%
Akiak School	Akiak	PK - 12	114	114	12	12	95.61	16.67	78.95	40%	31%	50%
Tuluksak School	Tuluksak	PK - 12	142	142	15	15	97.89	14.79	91.55	20%	11%	30.8%

Introduction

Yupi'it School District was the smallest of the five in the Curriculum Exposure study in terms of number of schools. YSD serves three communities located close together along the banks of the Kuskokwim River north of Bethel in western Alaska. Each of the schools in the district is relatively large, serving between 100 – 200 students. The student population is 95% Yup'ik Eskimo. Because the communities were so close together, we included all three in our study and made school visits during December 2010.

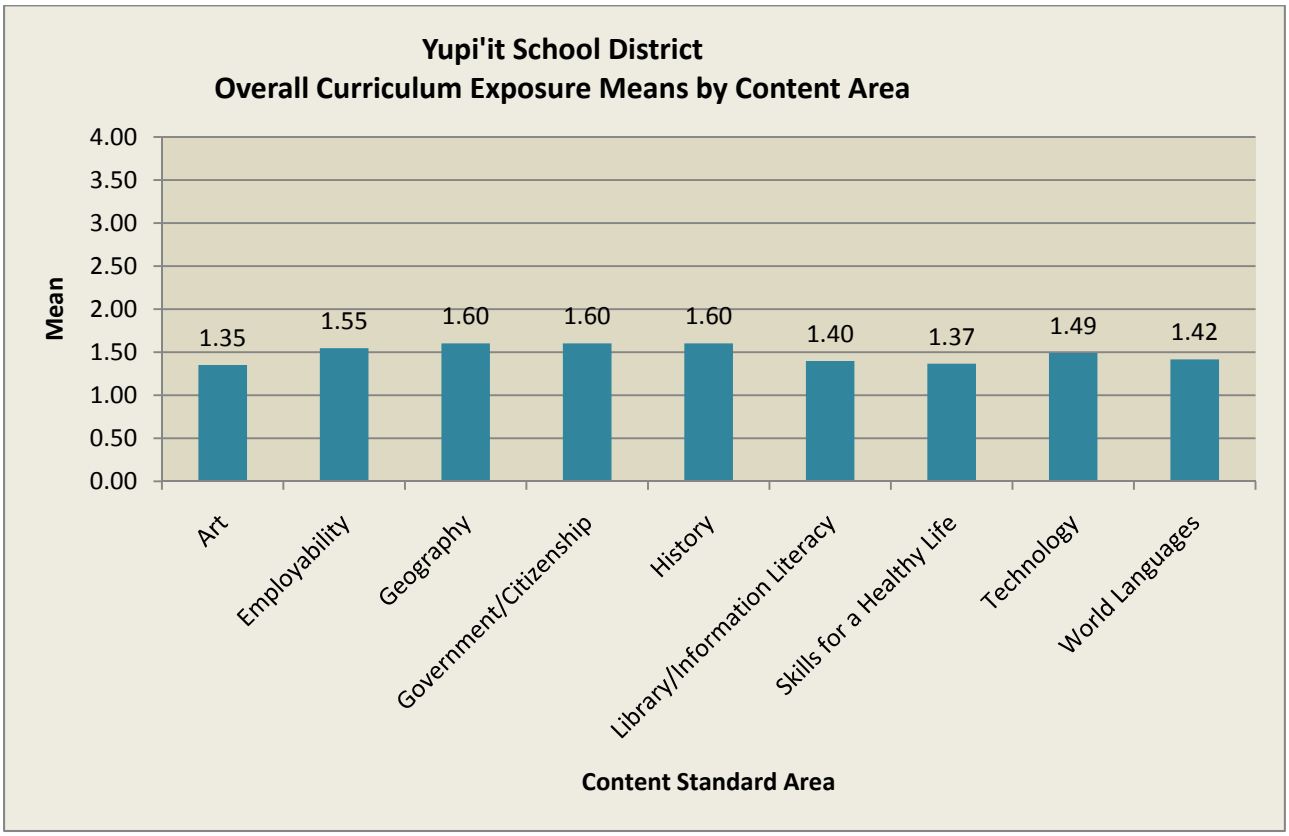
Yupi'it School District had the highest mean score for the Curriculum Exposure domain of Instruction (2.31) of all five districts in the study. This is notable in light of the fact that the district also claimed the lowest Curriculum domain score (1.44) of the five districts. Clearly, teachers in YSD are teaching the non-tested Content Standards despite a lack of curriculum in the district. We saw a number of examples to support this conclusion. Curriculum leadership in support of the non-tested content was inconsistent between schools and at the district office. The district has outsourced the Curriculum Director position for about 45 days of work. There are no curriculum reviews in progress. The contracted Curriculum Director told us there were few records of previous curriculum work in the district. The non-tested Content Standards most consistently taught in YSD were in the Social Studies, Employability, and Technology areas (see Fig. 80).

Figure 79 Domain Means for Yupi'it Schools and District



	Curriculum	Assessment	Instruction	Learning Environment	Professional Development	Leadership
Schools	1.41	1.36	2.31	1.10	1.19	1.56
District Level	1.43	1.30	2.22	1.07	1.17	1.67
Project	1.57	1.39	1.95	1.37	1.57	1.59

FIGURE 80 YUPI'IT SCHOOL DISTRICT OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA



DISCUSSION OF RESULTS BY DOMAIN

CURRICULUM

Yupi'it School District's adopted curriculum addresses Alaska Content Standards in History, Government & Citizenship, and Geography. District administrators report that there is no adopted curriculum for other non-tested areas. Administrators provided binders that included a variety of curriculum, worksheets, and course descriptions for most grade levels in Social Studies areas, the Arts, Skills for a Healthy Life, and Technology; most are aligned with Alaska Content Standards and many with the Yupi'it Cultural Content Standards. However, it is unclear which, if any, of these are adopted or used. There is also no list of approved elective courses or approved resources for such courses.

Although there is an adopted curriculum review cycle, it is not followed, and administrators offer conflicting recollections of the dates of recent reviews. Following a textbook inventory and an informal teacher review process, YSD adopted Social Studies Alive in 2007-2008. The Curriculum Director reports that different learning needs were considered and supplemental materials were purchased. However, a high school Social Studies teacher in Tuluksak reports that she uses the *Social Studies Alive* text in only one of her classes because it is not appropriate for her students' reading level. The *Social Studies Alive* resources were a district-level purchase. However, a Social Studies teacher in Akiachak subscribes to Current Events

magazine with his own money and uses it as a resource in his courses. In the other non-tested content areas, because no curriculum is adopted, resource selection and use varies by school. For example, the counselor in Akiachak uses Second Step, while the counselors in Akiak and Tuluksak do not follow an established curriculum. In Akiachak and Akiak, elective courses in broadcasting and journalism, respectively, do not follow a formal curriculum. Overall, there is no system in place to monitor the implementation of curriculum or ensure that non-tested Alaska Content Standards are taught.

FIGURE 81 CURRICULUM DOMAIN ELEMENTS FOR YUPI'IT SCHOOL DISTRICT

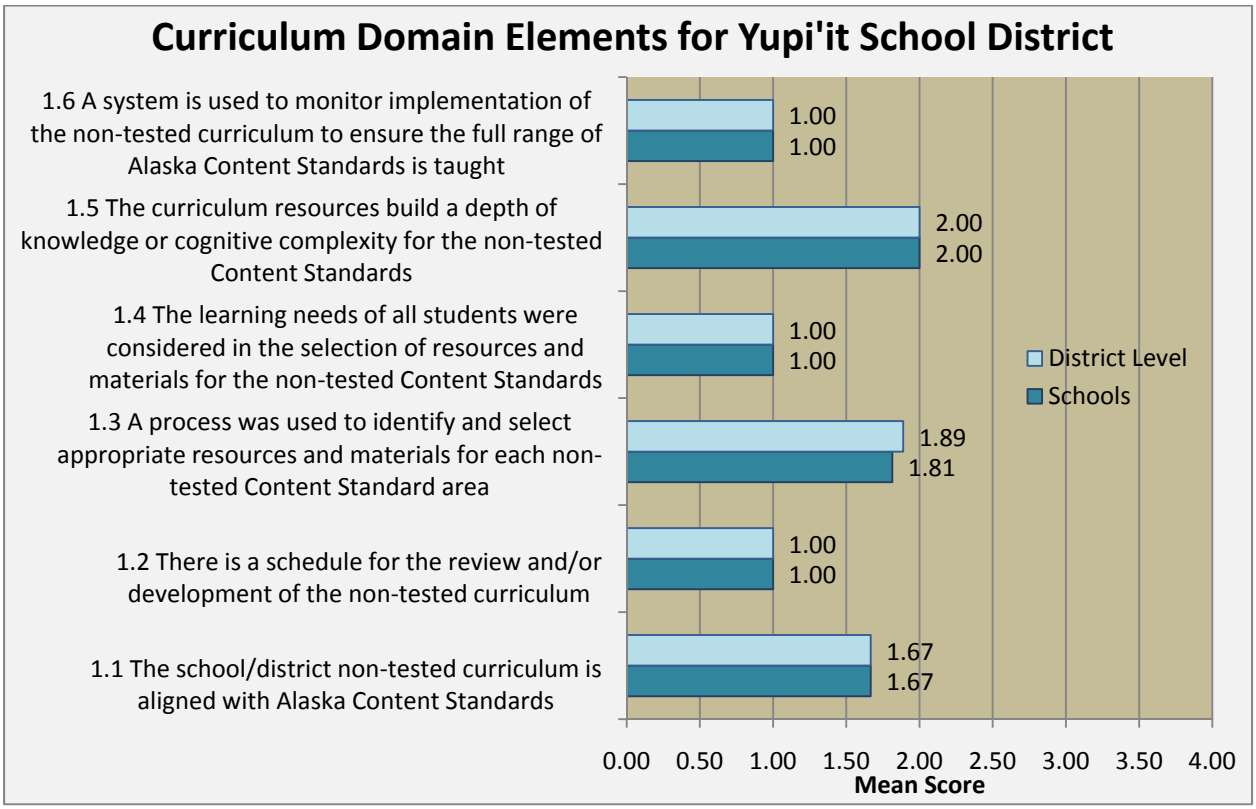
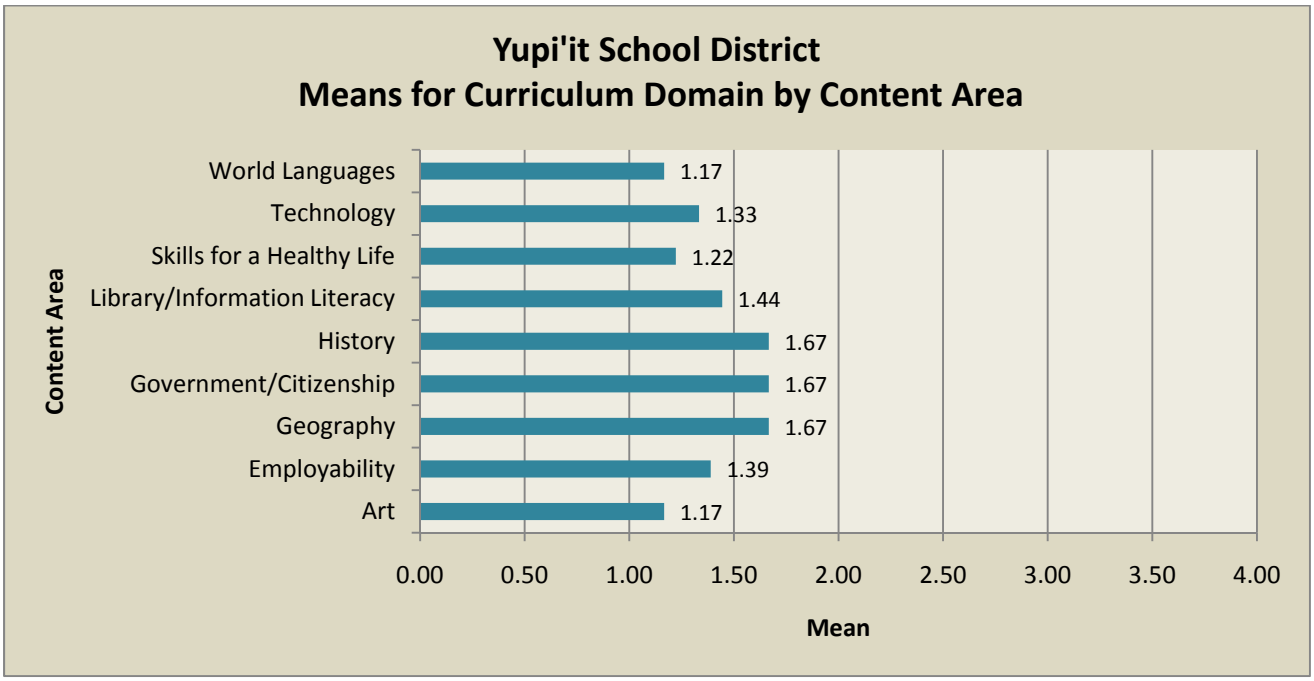


FIGURE 82 YUPI'IT SCHOOL DISTRICT MEANS FOR CURRICULUM DOMAIN BY CONTENT AREA



ASSESSMENT

There is not a distinct alignment between the written and taught curriculum, Alaska Content Standards, and assessments in Yupi'it School District. Student achievement of non-tested Content Standards is not routinely measured, in part because there is no adopted and aligned curriculum in most non-tested content areas. Some draft curricula in the Arts, Skills for a Healthy Life, and the Social Studies areas include suggested assessments; however, it is not clear if, when, or where these curricula are followed.

There is no uniform expectation that non-tested curriculum be assessed. Particularly in younger grades, there was little or no evidence that teachers assess student performance in non-tested content areas at all. If assessments are given to students, the results are rarely used to guide instruction. For example, broadcasting teachers in Akiachak have not developed formal assessments or rubrics to measure student learning or assign course grades. Similarly, journalism students in Akiak are primarily graded on their timely submission of assignments. However, there are some exceptions. The vocational teacher in Akiachak aligns his lessons with Alaska Content Standards and measures student achievement using multiple methods considered best practices in the content area. Social Studies students in Tuluksak also have multiple opportunities to demonstrate proficiency; the teacher used both written exams to test content knowledge and rubrics to assess student journals and participation.

FIGURE 83 ASSESSMENT DOMAIN ELEMENTS FOR YUPI'IT SCHOOL DISTRICT

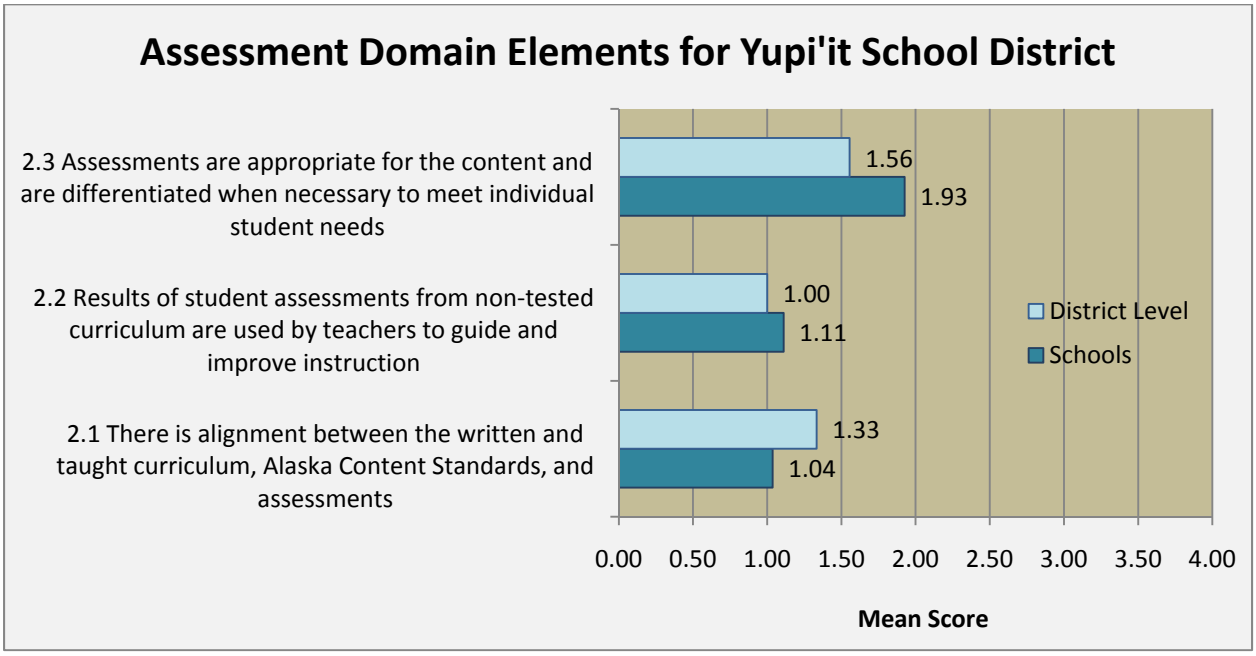
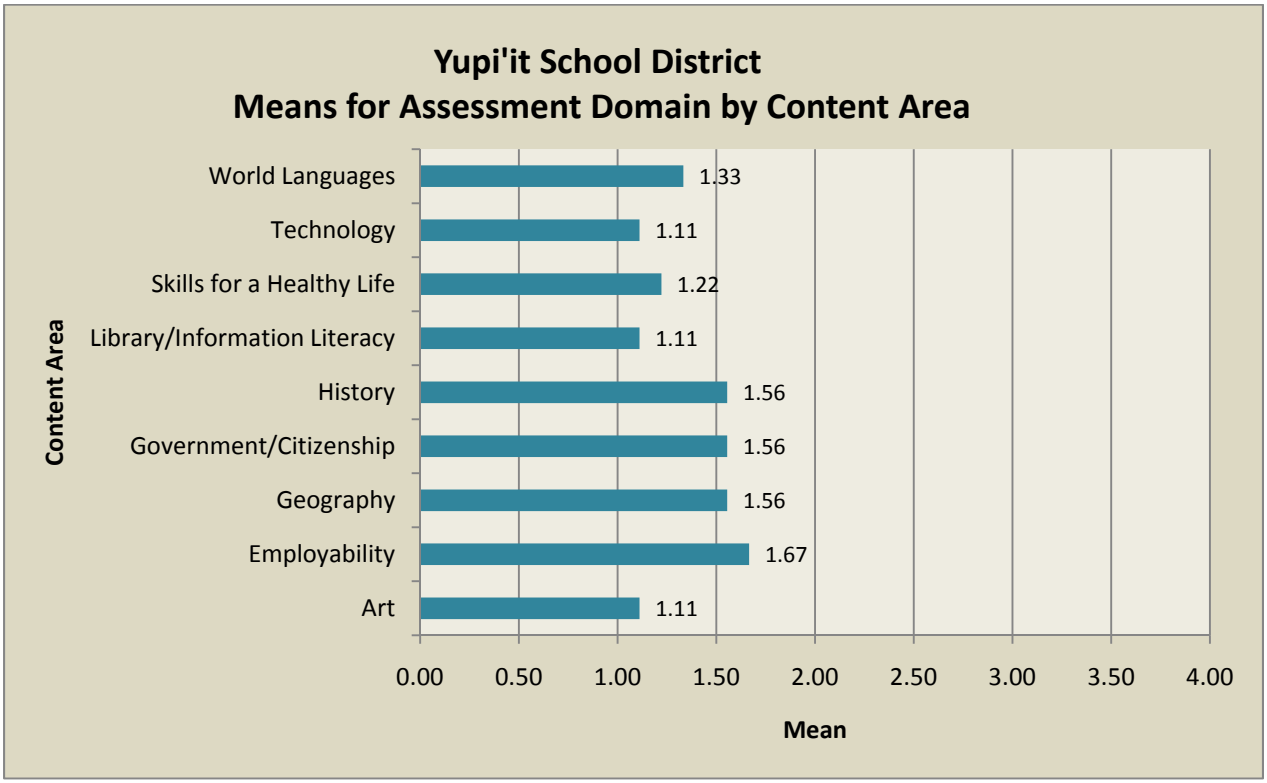


FIGURE 84 YUPI'IT SCHOOL DISTRICT MEANS FOR ASSESSMENT DOMAIN BY CONTENT AREA



Instruction

Yupi'it School District had the highest overall Instruction domain mean score (2.31) of all five districts in this study. Most of the non-tested Alaska Content Standards are taught as discrete courses or integrated with other core content in Yupi'it School District. Social Studies and Yup'ik are taught throughout the district. All schools have significant technology resources, and student computer use is prevalent at all grade levels. Almost all computer instruction is integrated and led by classroom teachers. Every school has a counselor who makes weekly visits to elementary classrooms, and Health is also taught to older students as a discrete subject. There is a library and librarian at each school, but students do not receive formal instruction in library skills or information literacy. There is very little instruction of art in Akiachak or Akiak; however, several teachers in Tuluksak provided examples of integrating the arts, and Tuluksak students also receive arts instruction as part of community and cultural projects. Akiachak and Tuluksak both have significant vocational programs, and students take multiple shop courses. Older students in Akiak also take vocational courses. There are some other elective courses offered to high school students which, as in the case of Broadcasting in Akiachak and Journalism in Akiak, integrate non-tested and core content.

Across the district, diverse student learning needs were addressed inconsistently. Teachers sometimes differentiate instruction of the non-tested content and sometimes use instructional strategies that are recognized best practice for the content. Likewise, some teachers are aligning their planning documents with some of the non-tested Content Standards. In all schools teachers are expected to turn in weekly lesson plans to the principal, but there are stark contrasts in teacher awareness and use of Alaska Content Standards. Some lesson plans include only the topic of instruction, while others are annotated with specific Alaska Content Standards. Especially at the elementary level, most teachers align their plans only to GLEs. Two teachers in Akiachak did not consider Alaska Content Standards, did not submit lesson plans, and did not develop a syllabus or plan what content they would instruct throughout their course. Alternately, a Social Studies teacher in Tuluksak aligns every lesson plan and has the Alaska Content Standards laminated on her wall.

There is some collaboration among teachers to instruct non-tested content. For example, in Akiachak, Art, PE, Music and Computers are taught to elementary students in rotation; each teacher teaches one content area to all grades. At a staff meeting in Tuluksak, teachers discussed how to revise the school schedule to include more instruction of non-tested content. There is no evidence that any schools follow a process to identify teachers' content knowledge so they can teach to their strengths. Although each school has a counselor and librarian, there is no evidence that these specialists collaborate with classroom teachers to teach Skills for a Healthy Life or Library/Information Literacy standards.

FIGURE 85 INSTRUCTION DOMAIN ELEMENTS FOR YUPI'IT SCHOOL DISTRICT

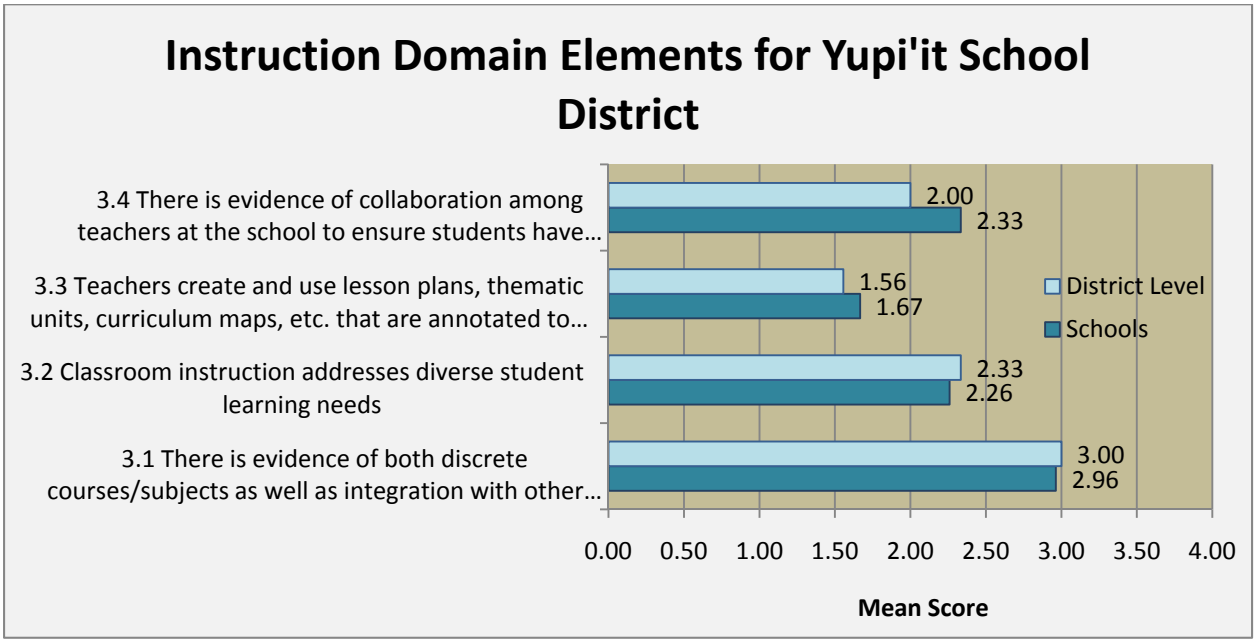
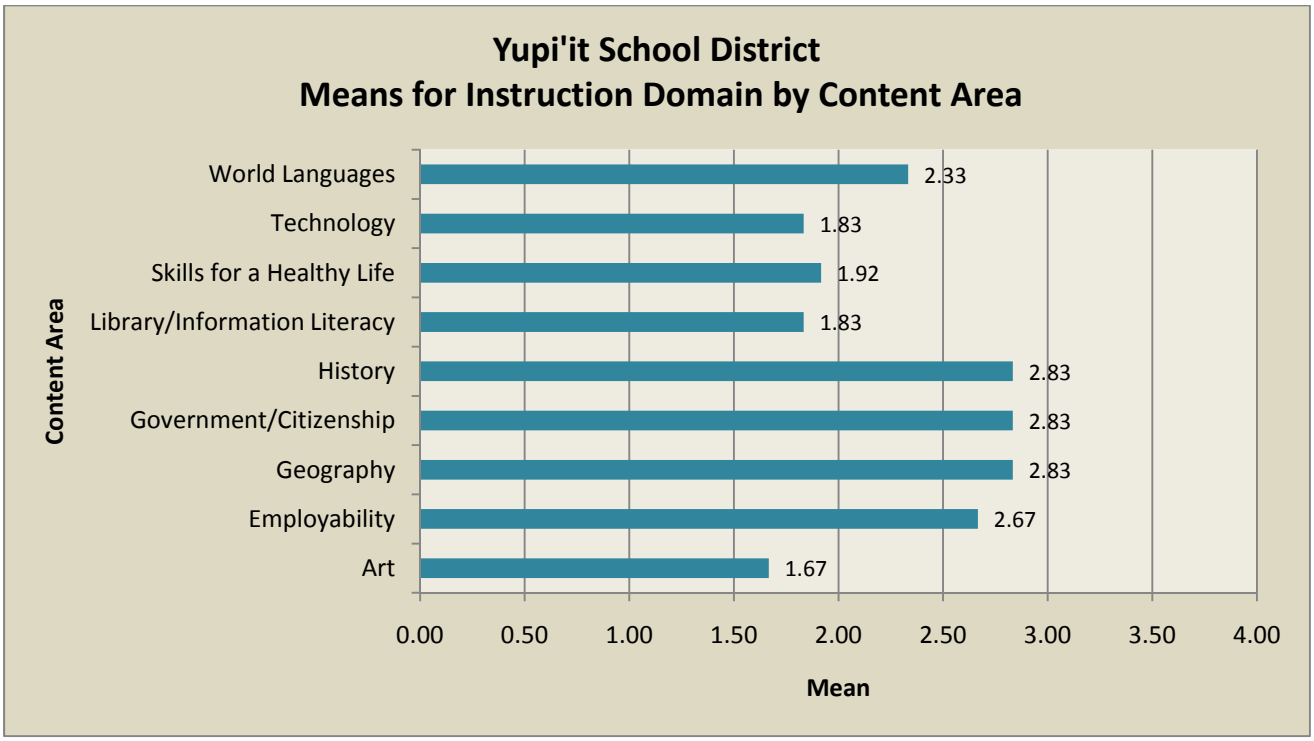


FIGURE 86 YUPI'IT SCHOOL DISTRICT MEANS FOR INSTRUCTION DOMAIN BY CONTENT AREA



The master schedules in the three Yupi'it School District schools include most non-tested content area though there are no alternate delivery options to ensure that all students receive exposure to non-tested content. District administrators articulated feelings of frustration and disappointment with the amount and quality of non-tested content instruction. The district does not offer distance or university courses as a way to supplement on-site instruction. If a student independently decides to enroll in a distance course, families pay the tuition and materials fees for these courses. The superintendent said the district would reimburse fees if students pass their distance courses; he also said the district would consider providing funding to a student in need.

There is some use of community and other resources to provide exposure to the non-tested Content Standards. At all three schools, the library and gym are open in the evenings and SERRC tutoring occurs after school. In Tuluksak, students receive some instruction in the Arts and other non-tested content areas as part of cultural projects. Elders from the community lead beading projects with students three times per week, and high school students assist and learn from community members as part of the "Elder's Project." In Akiak, all middle schools students gathered in the gym as part of a regular scheduled Elder Talk. The topic addressed during our visit was "Marriage Now and Then".

Parent and community feedback is not formally solicited or used in the development of school schedules though district administrators report that the school principals survey students annually to determine interest areas for future course offerings, but these surveys are not compiled or used at a district level. Teachers and administrators explained that course offerings are guided by graduation requirements as well as teacher availability and interest. There is not a list of district-approved elective courses. Although most students take elective courses, there is often only one elective in which they can enroll; there is no evidence that student interest has a meaningful impact on course offerings. Some non-tested content areas are included on the student report card form, and some teachers additionally provide narrative feedback in the Comments section.

FIGURE 87 LEARNING ENVIRONMENT DOMAIN ELEMENTS FOR YUPI'IT SCHOOL DISTRICT

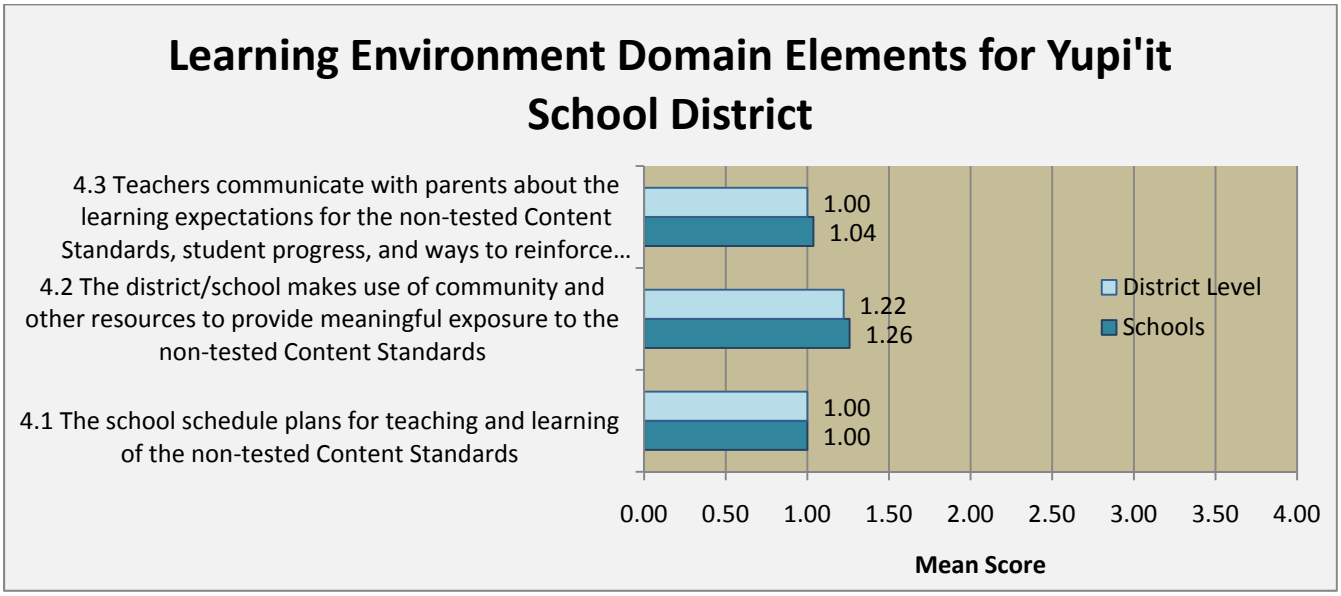
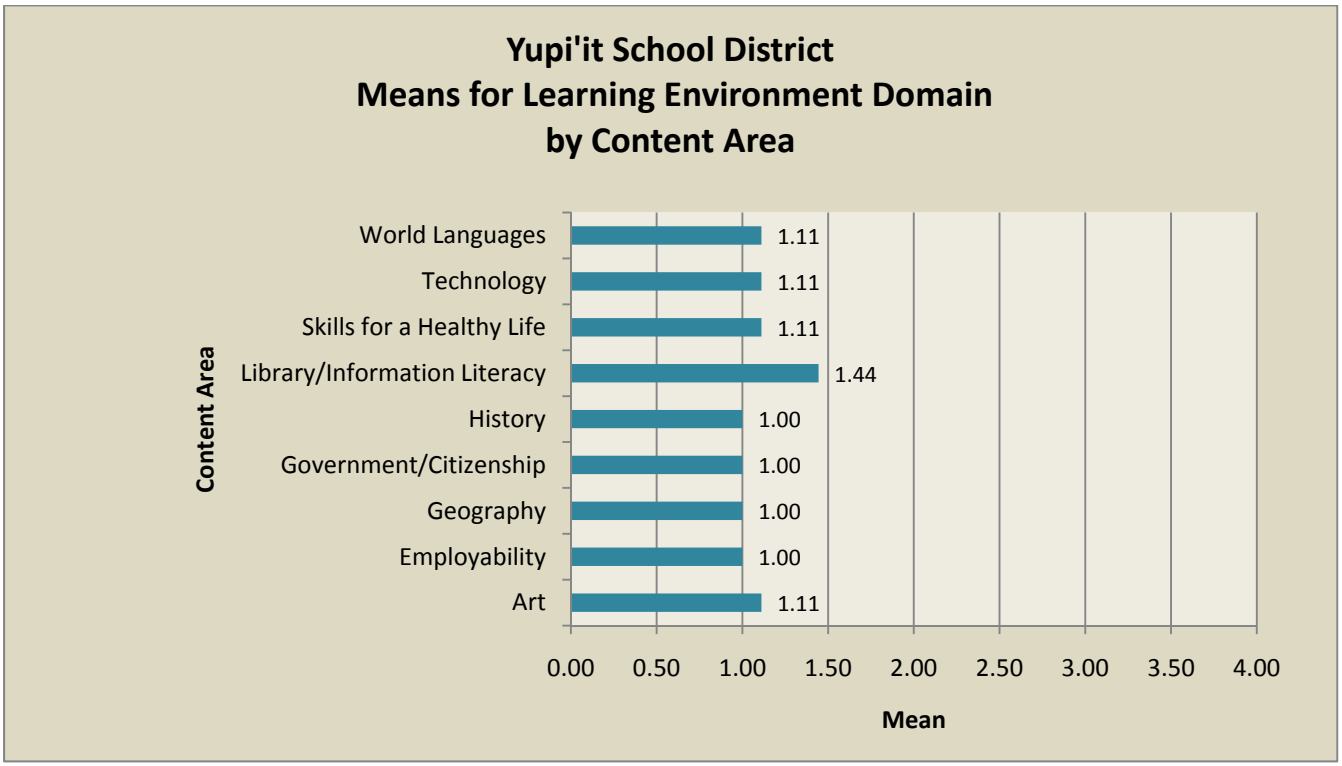


FIGURE 88 YUPI'IT SCHOOL DISTRICT MEANS FOR LEARNING ENVIRONMENT DOMAIN BY CONTENT AREA



PROFESSIONAL DEVELOPMENT

The district annual professional development plan includes some opportunities for teachers to become skilled in teaching the non-tested Content Standards. As part of its District Improvement Plan, the district has a Professional Development Plan, including several in-service sessions, optional webinars, and an immersion intensive for new teachers. The results of a teacher needs assessment survey were used in the development of the professional development plan. Technology was identified on the survey as a need; we did not see training specific to other non-tested Content Standards in the Plan or annual schedule. While there was no training available related to integration of non-tested content and core content, four teachers attended an Arts Institute in Anchorage, and some teachers of younger grades received arts training from a State System of Support coach. There are no significant differences in the professional development available to teachers across the district.

Teachers are not systematically or specifically observed or evaluated while teaching non-tested content. District and school administrators focus on evaluating teachers' instruction of core content areas, and there is no evidence that teachers are given feedback related to non-tested Content Standards.

FIGURE 89 PROFESSIONAL DEVELOPMENT DOMAIN ELEMENTS FOR YUPI'IT SCHOOL DISTRICT

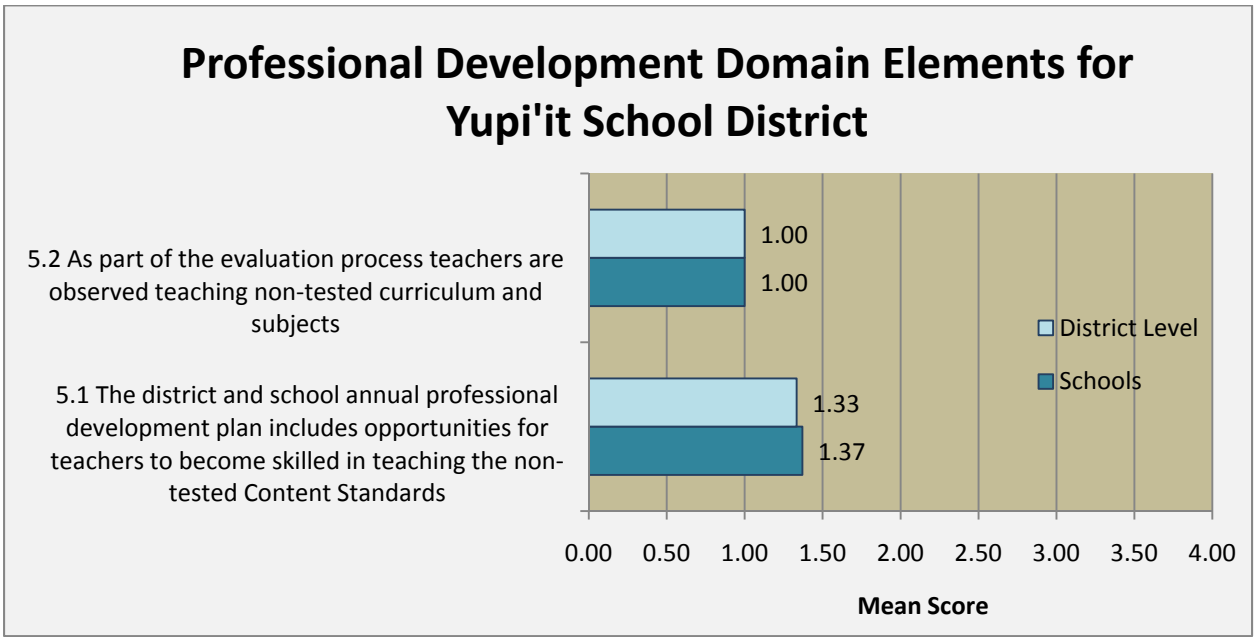
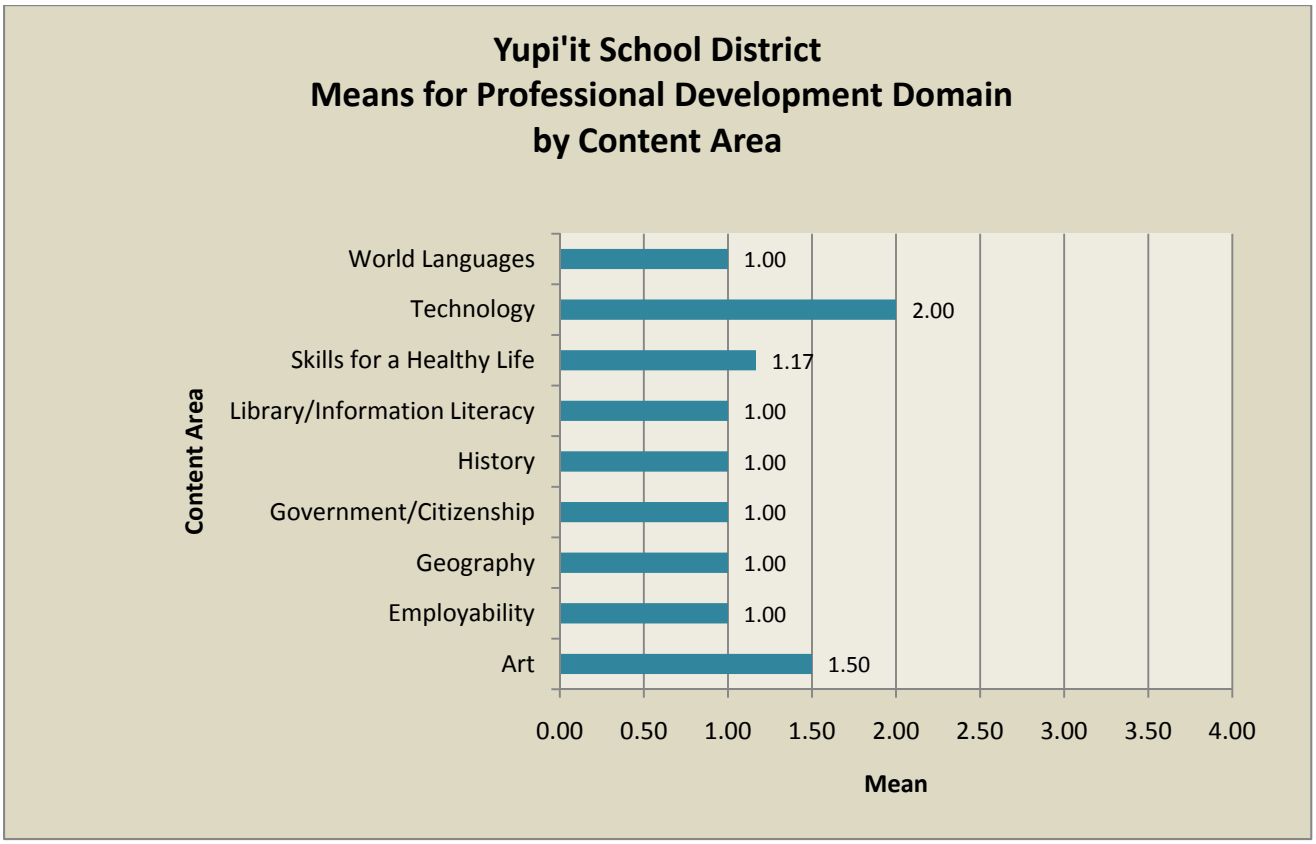


FIGURE 90 YUPI'IT SCHOOL DISTRICT MEANS FOR PROFESSIONAL DEVELOPMENT DOMAIN BY CONTENT AREA



The superintendent frankly lamented that the district does not have the training, resources, or curriculum to offer students some exposure to most non-tested Content Standards. School and district administrators have not taken steps to train teachers to implement the non-tested Content Standards. District administrative leaders provide every teacher with a copy of the Alaska Content Standards, but no formal or systematic steps have been taken to develop teachers' skills.

School administrative leaders conduct formal or informal classroom observations of some teachers while teaching the non-tested curriculum, but feedback is not specific to these areas. District and school administrators instead focus on evaluating teachers' instruction of core content areas. Across the district, teachers receive unequal amounts of encouragement and support from school leaders in teaching non-tested Content. For example, a teacher in Akiachak reported being officially discouraged from taking time away from core instruction to integrate Arts or other non-tested content. However, in Tuluksak, the school principal is working to strategically develop a curriculum and a structured program for CTE courses.

Related to element 6.3, "*School administrative leaders ensure that all students have equitable access to the non-tested curriculum",* if a student in Yupi'it School District elects to take a distance course, perhaps in a non-tested content area not offered in the district, the student's family must pay all tuition and fees. Although the superintendent claimed the district would reimburse students for passed courses and provide financial aid on a case-by-case basis, there is no written protocol to support this.

FIGURE 91 LEADERSHIP DOMAIN ELEMENTS FOR YUPI'IT SCHOOL DISTRICT

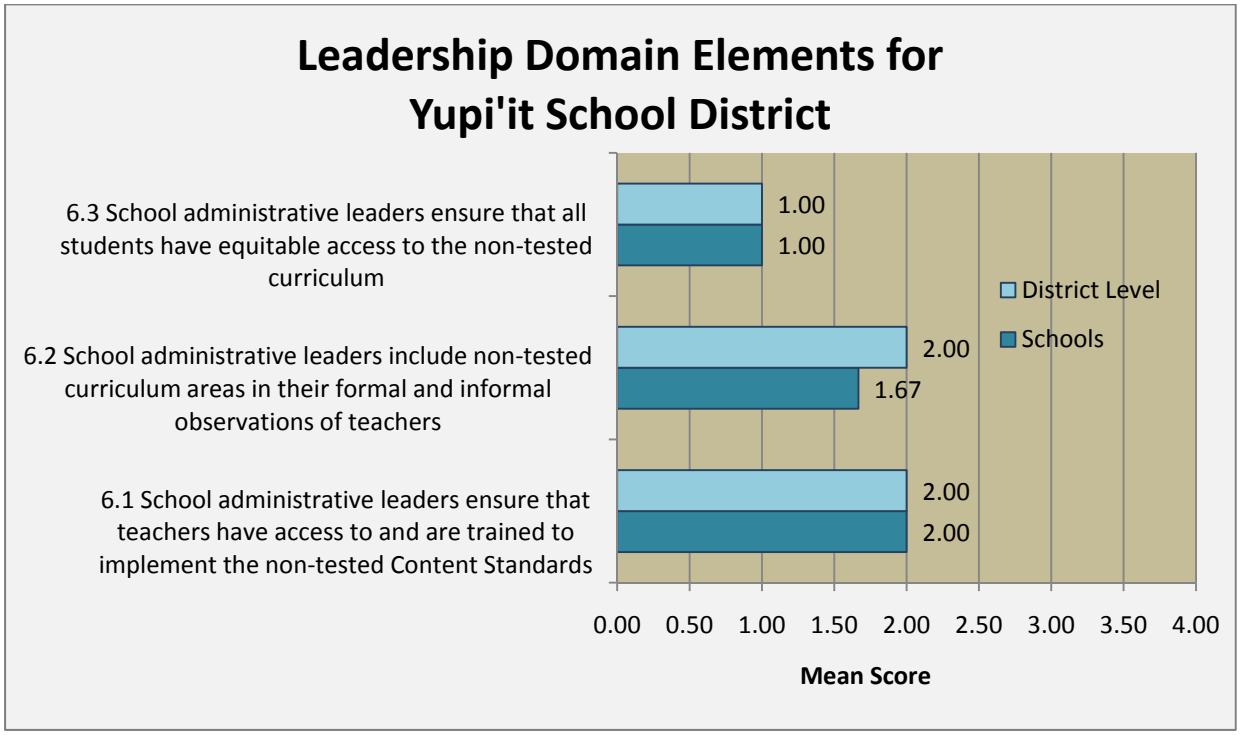
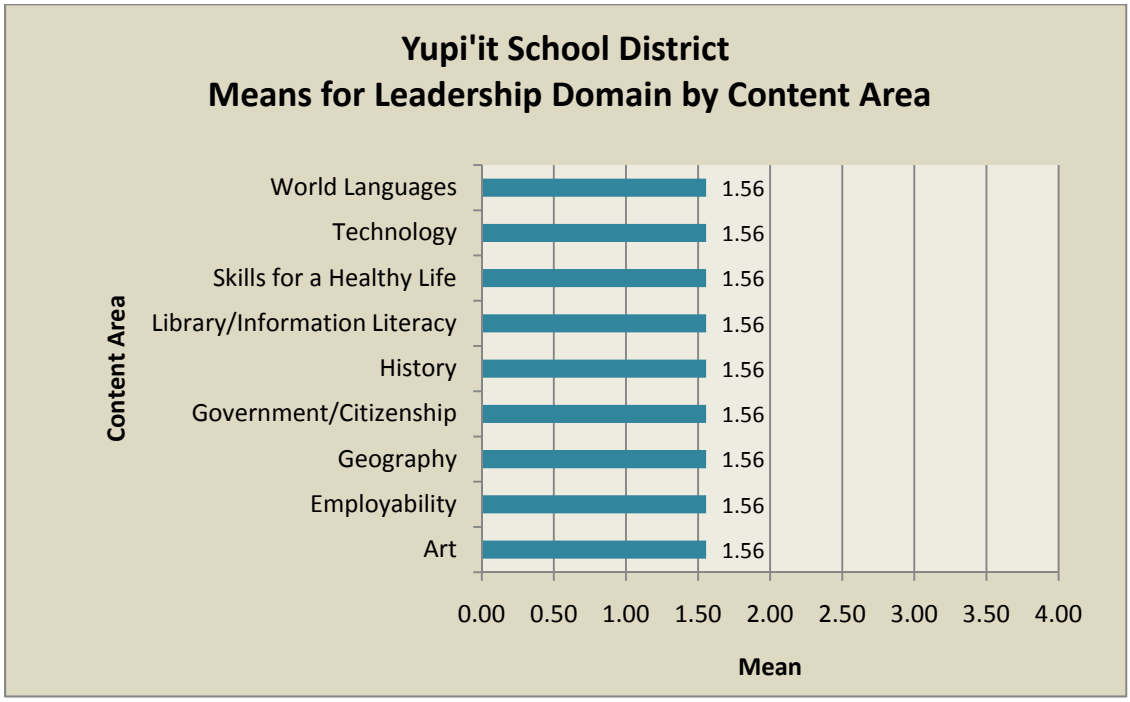


FIGURE 92 YUPI'IT SCHOOL DISTRICT MEANS FOR LEADERSHIP DOMAIN BY CONTENT AREA



APPENDIX A

NON-TESTED CURRICULUM EXPOSURE SCORING RUBRIC

DOMAINS AND ELEMENTS

There are 6 domains and 21 elements that follow the structure of the Alaska School Audit and Self-Study Tool.

1.0 Curriculum: What evidence is there that the non-tested curriculum is selected and aligned with Alaska Content Standards and that a plan exists for the review and implementation of curriculum in non-tested areas?

1.1 The school/district non-tested-curriculum is *aligned* with the non-tested Alaska Content Standards.
1.2 There is a *schedule* for the review and/or development of the non-tested curriculum.
1.3 A *process* was used to identify and select appropriate resources and materials for each non-tested Content Standard area.
1.4 The *learning needs of all students* were considered in the selection of resources and materials for the non-tested Content Standards.
1.5 The curriculum resources build a depth of knowledge or *cognitive complexity* for the non-tested Content Standards.
1.6 A system is used to monitor *implementation* of the non-tested curriculum to ensure the full range of non-tested Alaska Content Standards is taught.

2.0 Assessment: What evidence is there that student achievement of non-tested Content Standards is measured using formative and summative assessments that are appropriate to the content?

2.1 There is alignment between the non-tested written and taught curriculum, non-tested Alaska Content Standards, and assessments.
2.2 Results of student assessments of non-tested curriculum are used by teachers to guide and improve instruction.
2.3 Assessments are appropriate for the non-tested content and are differentiated when necessary to meet individual student needs.

3.0 Instruction: What evidence is there that effective and varied instructional strategies are used by teachers to ensure students have exposure to the non-tested Content Standards?

3.1 There is evidence of both *discrete courses/subjects as well as integration* with other content as ways to teach non-tested Content Standards.
3.2 Classroom instruction addresses diverse student learning needs.
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are *annotated to show alignment* with the non-tested Content Standards.

3.4 There is evidence of *collaboration* among teachers at the school to ensure students are exposed to the non-tested Content Standards.

4.0 Learning Environment: What evidence is there that the district/school culture and climate support exposure to the non-tested Content Standards?

4.1 The school schedule plans for teaching and learning of non-tested Content Standards.
4.2 The district/school makes use of community and other resources to provide exposure to non-tested Content Standards.
4.3 Teachers communicate with parents about the learning expectations for non-tested Content Standards, student progress, and ways to reinforce learning at home.

5.0 Professional Development: What evidence is there that teachers have professional development in preparation for teaching the non-tested Alaska Content Standards?

5.1 The district and school annual professional development plans include opportunities for teachers to become skilled in teaching non-tested Content Standards.
5.2 As part of the evaluation process, teachers are observed teaching non-tested curriculum and subjects.

6.0 Leadership: What evidence is there that district and school leaders are committed to providing students with exposure to non-tested Alaska Content Standards?

6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards.
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers.
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum.

1.0 *Curriculum Domain:* What evidence is there that the non-tested curriculum is selected and aligned with Alaska Content Standards and that a plan exists for the review and implementation of curriculum in non-tested areas?				
Key Element				
1.1 The school/district non-tested curriculum is *aligned* with Alaska Content standards.				
Guiding Questions: • *What was the process to ensure that Alaska Content Standards are covered within the non-tested curriculum?* • *Is there discrete evidence of curriculum alignment to the Content Standards for these curriculum areas?* • *Is the full range of content in the Content Standards represented in the district/school curriculum for non-tested content areas?* • *If there was an effort to align the curriculum with Content Standards, who was involved in doing so?* • *Are there any district standards or performance standards that explicate the Alaska Content Standards for the non-tested curriculum?*				
Rubric for Rating Element 1.1	**4**	**3**	**2**	**1**
	Meets criteria for rating of "3" on this indicator plus: The district and/or school has intentionally established curriculum to teach the non-tested Alaska Content Standards that without exception is fully aligned with the Standards.	The district and/or school non-tested curriculum includes most of the non-tested Alaska Content Standards.	Some of the non-tested Alaska Content Standards have been aligned to district and/or school curriculum.	There was no evidence that the district and/or school curriculum was aligned with the non-tested Alaska Content Standards.
Element Rating	**Evidence Related to Element 1.1**			
Geography: **4** **3** **2** **1** **Government/Citizenship:**				

4	3	2	1

History:

4	3	2	1

Skills for a Healthy Life:

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

Key Element				
1.2 There is a *schedule* for the review and/or development of the non-tested curriculum.				
Guiding Questions: • *Is there a formally approved curriculum review cycle in the district that includes review of the non-tested curriculum?* • *Who is included in the review of the curriculum?* • *Is the curriculum up-to-date?*				
Rubric for Rating Element 1.2	**4**	**3**	**2**	**1**
	All of the non-tested curriculum is included in a regular review cycle.	Most of the non-tested curriculum identified in the district/school is included in a regular review cycle.	Some of the non-tested curriculum identified in the district/school is included in a regular review cycle.	None of the curriculum identified in the district/school is included in a regular review cycle.

Element Rating	Evidence Related to Element 1.2
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

Key Element				
1.3 A *process* was used to identify and select appropriate resources and materials for each non-tested Content Standard area.				
Guiding Questions: • *How were Alaska Content Standards used in the selection of curriculum resources for non-tested curriculum areas?* • *Which stakeholders were involved in the selection of resources?* • *Which resources are in use district-wide and which ones are school-selected?*				
Rubric for Rating Element 1.3	**4**	**3**	**2**	**1**
	There was a	There was a	There was a	There was no

	systematic process applied to the selection of resources and materials for all of the non-tested Content Standards areas and the process included content-knowledgeable stakeholders.	systematic process applied to the selection of resources and materials for most of the non-tested Content Standards areas and the process included content-knowledgeable stakeholders.	systematic process applied to the selection of resources and materials for some of the non-tested Content Standards areas. The process may not have included content-knowledgeable stakeholders.	systematic process applied to the selection of resources and materials for the non-tested Content Standards areas.

Element Rating	Evidence Related to Element 1.3
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

Key Element				
1.4 The *learning needs of all students* were considered in the selection of resources and materials for the non-tested Content Standards.				
Guiding Questions: • *What considerations were made for students with disabilities, English language learners, and advanced learners?* • *Are there explicit curriculum modifications to meet the needs of both struggling and gifted students?*				
Rubric for Rating Element 1.4	**4**	**3**	**2**	**1**
	All curriculum related to the non-tested Content Standards was reviewed by district and/or school staff to ensure responsiveness to the learning needs of all student subpopulations and any changes or modifications are explicitly available.	Most of the curriculum related to the non-tested Content Standards was reviewed by district and/or school staff to ensure responsiveness to the learning needs of all student subpopulations and any changes or modifications are explicitly available.	Some of the curriculum related to the non-tested Content Standards was reviewed by district and/or school staff to ensure responsiveness to the learning needs of all student subpopulations, but modified resources may or may not be available.	The curriculum related to the non-tested Content Standards was not reviewed by district and/or school staff to ensure responsiveness to the learning needs of all student subpopulations. Modified resources may or may not be available.
Element Rating	**Evidence Related to Element 1.4**			
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:**				

4	3	2	1

Skills for a Healthy Life:

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

Key Element				
1.5 The curriculum resources build a depth of knowledge or *cognitive complexity* for the non-tested Content Standards.				
• *How did stakeholders determine the appropriate range of cognitive levels in the curriculum and assign the level at which it would be taught?* • *Are there curriculum frameworks or maps that show a plan for progression in student understanding?*				
Rubric for Rating Element 1.5	**4**	**3**	**2**	**1**
	There are curriculum frameworks or maps that show a progression in student understanding for all of the non-tested Content Standard areas.	There are curriculum frameworks or maps that show a progression in student understanding for most of the non-tested Content Standard areas.	There are curriculum frameworks or maps that show a progression in student understanding for some of the non-tested Content Standard areas.	There are no curriculum frameworks or maps that showing a progression in student understanding for any of the non-tested Content Standard areas.
Element Rating	**Evidence Related to Element 1.5**			

Geography:			
4	3	2	1
Government/Citizenship:			
4	3	2	1
History:			
4	3	2	1
Skills for a Healthy Life:			
4	3	2	1
Arts:			
4	3	2	1
World Languages:			
4	3	2	1
Technology:			
4	3	2	1
Employability:			
4	3	2	1
Library/Information Literacy:			
4	3	2	1

Key Element				
1.6 A system is used to monitor *implementation* of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught.				
Guiding Questions: • *Which non-tested Content Standards are taught as discrete courses and which are integrated into other curriculum?* • *Is student achievement in non-tested courses monitored (i.e. course passing rates)?*				
Rubric for Rating Element 1.6	**4**	**3**	**2**	**1**
	District and school leaders can articulate the	District and school leaders can articulate the	District and school leaders can articulate the	There was not a consistent process used to determine

	decision making process to determine the placement of non-tested content within the curriculum and student achievement of that content is monitored.	decision making process to determine the placement of non-tested content within the curriculum and student achievement of most content is monitored.	decision making process to determine the placement of non-tested content within the curriculum but student achievement of that content is not monitored.	the placement of non-tested content within the curriculum and student achievement of that content is not monitored.

Element Rating	Evidence Related to Element 1.6
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

2.0 *Assessment Domain:* What evidence is there that student achievement of non-tested Content Standards is measured using formative and summative assessments that are appropriate to the content?				
Key Element				
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments.				
Guiding Questions: • *How are teachers assessing student achievement of non-tested curriculum? Is assessment quantifiable?* • *Are there documents showing alignment of assessments to the Content Standards?*				
Rubric for Rating Element 2.1	**4**	**3**	**2**	**1**
	The assessments for non-tested curriculum are congruent with both the written and taught curriculum and provide quantifiable data to determine student achievement of non-tested Content Standards.	The assessments for most of the non-tested curriculum are congruent with both the written and taught curriculum and provide quantifiable data to determine student achievement of non-tested Content Standards.	The assessment of some non-tested curriculum is aligned with the appropriate Content Standards but the assessments may not yield any quantifiable data about student achievement.	Student achievement of non-tested Content Standards is not measured.
Element Rating	**Evidence Related to Element 2.1**			
Geography: **4** **3** **2** **1** **Government/Citizenship:** **4** **3** **2** **1** **History:**				

4	3	2	1
Skills for a Healthy Life:			
4	3	2	1
Arts:			
4	3	2	1
World Languages:			
4	3	2	1
Technology:			
4	3	2	1
Employability:			
4	3	2	1
Library/Information Literacy:			
4	3	2	1

Key Element				
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction.				
Guiding Questions: • *How do teachers use assessment data in non-tested curriculum areas?* • *How do district and school leaders support assessment of student learning for the non-tested Alaska Content Standards?*				
Rubric for Rating Element 2.2	**4**	**3**	**2**	**1**
	There is an expectation and evidence that teachers regularly use assessment data from non-tested curriculum to guide instructional decision making.	There is an expectation and some evidence that teachers use assessment data from non-tested curriculum to guide instructional decision making.	Some teachers are using assessment data from non-tested curriculum to monitor and adjust their instruction, though there is no formal expectation they do so.	There is no uniform expectation that non-tested curriculum be assessed and if assessments are given to students, the results are not used to guide or improve

				instruction.

Element Rating	Evidence Related to Element 2.2
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

Key Element				
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs.				
Guiding Questions: • *What assessments are given in each non-tested curriculum area and at each level of the subject?* • *Is assessment differentiated to meet the needs of individual students?* • *Does assessment include performance, portfolios, simulation, and demonstration of mastery where appropriate?*				
Rubric for Rating Element 2.3	4	3	2	1
	Student	Student	Student	Assessments do

	achievement of non-tested content is measured using the full range of assessment strategies considered best practice for that content area and students have multiple ways to demonstrate achievement.	achievement of most of the non-tested content is measured using the full range of assessment strategies considered best practice for that content area and students have multiple ways to demonstrate achievement.	achievement of non-tested content is measured but not necessarily with assessment strategies considered best practice for that content area and there may be some differentiation for individual students.	not represent best practice for the content area and there may not be multiple ways for students to demonstrate their proficiency of the content.

Element Rating	Evidence Related to Element 2.3
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:**	

4	3	2	1
Library/Information Literacy:			
4	3	2	1

3.0 *Instruction Domain:* What evidence is there that effective and varied instructional strategies are used by teachers to ensure students have exposure to the non-tested Content Standards?				
Key Element				
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards.				
Guiding Questions: • *Which non-tested Content Standards are taught as discrete subjects/courses and which ones are integrated with other content?* • *Can teachers articulate and provide examples of integration of non-tested curriculum in other core content?*				
Rubric for Rating Element 3.1	**4**	**3**	**2**	**1**
	The full range of non-tested Content Standards is taught either as discrete courses or by integration with other core content.	Most of the non-tested Content Standards are taught as discrete courses or integrated with other core content.	Some of the non-tested Content Standards are taught as discrete courses or integrated with other core content.	While some non-tested Content Standards may be taught in discrete courses, there is no conscious effort to integrate them with other core content.

Element Rating	**Evidence Related to Element 3.1**
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1	

World Languages:			
4	**3**	**2**	**1**
Technology:			
4	**3**	**2**	**1**
Employability:			
4	**3**	**2**	**1**
Library/Information Literacy:			
4	**3**	**2**	**1**

Key Element				
3.2 Classroom instruction addresses diverse student learning needs.				
Guiding Questions: • *How do teachers differentiate instruction to ensure all students receive exposure to the non-tested Content Standards?* • *Are teachers using recognized best practices in instruction specific to each non-tested Content Standards area?* • *How are teachers using formative assessments to monitor and adjust their instruction?*				
Rubric for Rating Element 3.2	**4**	**3**	**2**	**1**
	Teachers actively and regularly differentiate instruction of the non-tested content using instructional strategies that are recognized best practice for the content.	Teachers often differentiate instruction of the non-tested content using instructional strategies that are recognized best practice for the content.	Teachers sometimes differentiate instruction of the non-tested content but may not always use instructional strategies that are recognized best practice for the	Teachers do not appear to differentiate instruction of the non-tested content and do not use instructional strategies that are recognized best practice for the

			content.	content.

Element Rating	Evidence Related to Element 3.2
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

Key Element				
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards.				
Guiding Questions: • *Are instructional planning documents aligned with Content Standards?*				
Rubric for Rating Element 3.3	**4**	**3**	**2**	**1**
	All teacher planning	Most teachers are noting in their	Some teachers are noting in their	There is no evidence of

	documents are annotated to show alignment of instruction with the non-tested Content Standards where appropriate.	planning documents the alignment of instruction with the non-tested Content Standards where appropriate.	planning documents the alignment of instruction with some of the non-tested Content Standards.	alignment of teacher planning documents with non-tested Content Standards.

Element Rating	Evidence Related to Element 3.3

Geography:

4	3	2	1

Government/Citizenship:

4	3	2	1

History:

4	3	2	1

Skills for a Healthy Life:

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

Key Element				
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards.				
Guiding Questions: • *How are teachers collaborating to teach non-tested curriculum?* • *Do teachers have an opportunity to teach to their strengths?* • *Are there any limitations to exposure to the non-tested Content Standards due to teachers' lack of content or pedagogical knowledge?*				
Rubric for Rating Element 3.4	**4**	**3**	**2**	**1**
	There is a process to identify teachers' content knowledge so they can teach to their strengths and teachers are collaborating to ensure all non-tested Content Standards are taught.	Teacher content knowledge may be a factor in assigning responsibility for teaching the non-tested Content Standards and there is some collaboration among teachers to teach the non-tested Content Standards.	Teacher content and/or pedagogical knowledge is a limiter in teaching the non-tested Content Standards and there may be limited collaboration among teachers to provide the instruction.	There is no collaboration among teachers for the purpose of maximizing effective instruction of the non-tested Content Standards and teacher strengths are not considered in assigning responsibility for instruction related to the non-tested Content Standards.
Element Rating	**Evidence Related to Element 3.4**			
Geography: **4 3 2 1** **Government/Citizenship:** **4 3 2 1**				

History:

4	3	2	1

Skills for a Healthy Life:

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

4.0 *Learning Environment Domain:* What evidence is there that the district/school culture and climate support exposure to the non-tested Content Standards?				
Key Element				
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards.				
Guiding Questions: • *What non-tested curriculum is included in the master plan and school schedule?* • *How is student interest included in determining non-tested curriculum offered?* • *How is community interest included in determining non-tested curriculum offered to students?* • *How many teachers in the district are Highly Qualified in non-tested curriculum areas?*				
Rubric for Rating Element 4.1	**4**	**3**	**2**	**1**
	Both the school master plan and schedule show inclusion of courses/curriculum for teaching non-tested Content Standards and student/community interests are included in determining elective and enrichment courses and curriculum. Flexible and alternative instructional delivery options	The school master plan and schedule shows inclusion of courses/curriculum for teaching most non-tested Content Standards and student/community interests were sought though not necessarily included in determining elective and enrichment courses and curriculum. There are some alternate delivery options available to	The school master plan shows inclusion of courses/curriculum for teaching some non-tested Content Standards and the school schedule shows some flexibility for alternate content delivery methods though the schedule and offerings were developed with little or no student/community input.	The school master plan shows inclusion of courses/curriculum for teaching some non-tested Content Standards but there are no other instructional delivery options to ensure full coverage of the Content Standards. No student/community input was sought in the development of the plan or schedule.

	are included so that students have exposure to all non-tested Content Standards.	students.		

Element Rating	Evidence Related to Element 4.1
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

Key Element				
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards.				
Guiding Questions:				

- *What, if any non-tested curriculum is offered to students outside the school day?*
- *Does the district leverage distance and university courses to extend the breadth and depth of curriculum offered in the school?*
- *How does the district/school ensure the quality of non-tested curriculum/instruction from non-district sources and for which students request district credit?*

Rubric for Rating Element 4.2	4	3	2	1
	The district/school ensures students have exposure to all non-tested Content Standards through a variety of sources/delivery methods and formally monitors the quality of that curriculum and instruction.	The district/school ensures students have exposure to most of the non-tested Content Standards through a variety of sources/delivery methods and formally or informally monitors the quality of that curriculum and instruction.	The district/school ensures students have exposure to some of the non-tested Content Standards through a variety of sources/delivery methods but the quality of that curriculum and instruction is not monitored.	There is no other curriculum/instruction offered to students outside of the regular school plan/schedule.

Element Rating	Evidence Related to Element 4.2
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:**	

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

Key Element				
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home.				
Guiding Questions: • *What non-tested curriculum is included on the student report card form?* • *For which non-tested curriculum is student progress reported as descriptive or qualitative information?* • *How are teachers encouraging the extension of learning in non-tested subjects outside of the classroom?*				
Rubric for Rating Element 4.3	**4**	**3**	**2**	**1**
	Teachers regularly communicate both quantitative and qualitative descriptors of student progress in achieving non-tested Content Standards to parents and	Teachers communicate both quantitative and qualitative descriptors of student progress in achieving non-tested Content Standards to parents at least	Student progress related to at least some of the non-tested Content Standards is included on the student report card form but learning opportunities or	Student progress related to at least some of the non-tested Content Standards is included on the student report card form for some grade levels/spans but

	regularly provide opportunities or suggestions to extend learning of the non-tested Content Standards outside the classroom.	quarterly and sometimes provide opportunities or suggestions to extend learning of the non-tested Content Standards outside the classroom.	suggestions to extend learning of the non-tested Content Standards outside the classroom are infrequent, if at all.	no evidence that student are provided with suggestions for extending learning of the non-tested Content Standards outside of the classroom.

Element Rating	Evidence Related to Element 4.3
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

5.0 *Professional Development Domain:* What evidence is there that teachers have professional development in preparation for teaching the non-tested Alaska Content Standards?				
Key Element				
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards.				
Guiding Questions: • *Does the district/school professional development include explicit training for teachers in the non-tested curriculum?* • *What was the process for determining professional development priorities in the district/school?* • *What professional development is offered to new teachers to assist them with implementation of non-tested curriculum?*				
Rubric for Rating Element 5.1	**4**	**3**	**2**	**1**
	The district/school professional development plan and calendar include explicit training related to the non-tested Content Standards specific to the needs of veteran and new teachers.	The district/school professional development plan and calendar include some training related to the non-tested Content Standards.	The district/school professional development plan and calendar do not include training related to the non-tested Content Standards though teacher attendance at conferences or requests for individual training are supported.	The annual district/school professional development calendar does not include training related to the non-tested Content Standards.
Element Rating	**Evidence Related to Element 5.1**			
Geography: **4** **3** **2** **1**				

Government/Citizenship:

4	3	2	1

History:

4	3	2	1

Skills for a Healthy Life:

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

Key Element				
5.2 As part of the evaluation process, teachers are observed teaching non-tested curriculum and subjects.				
Guiding Questions: • *Do building administrators conduct formal and informal observations of teachers while they are teaching non-tested curriculum?*				
Rubric for Rating Element 5.2	**4**	**3**	**2**	**1**
	All teachers are observed teaching non-tested Content Standards either embedded in other core content or as discrete instruction, and receive feedback for instructional improvement related to the non-tested Content Standards.	Most teachers are observed teaching non-tested Content Standards either embedded in other core content or as discrete instruction, and receive feedback for instructional improvement related to the non-tested Content Standards.	Some teachers are observed teaching non-tested Content Standards either embedded in other core content or as discrete instruction, and may receive feedback for instructional improvement related to the non-tested Content Standards.	Teachers are not systematically or specifically observed or evaluated while teaching the non-tested Content Standards.
Element Rating	**Evidence Related to Element 5.2**			
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:**				

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

6.0 *Leadership Domain:* What evidence indicates that district and school leaders are committed to providing students with exposure to non-tested Alaska Content Standards?				
Key Element				
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards.				
Guiding Questions: • *Are there print copies of the non-tested Content Standards available for teachers and/or are they aware of how to access them from the Internet?* • *Can school administrative leaders provide examples of the ways they have provided access/training/encouragement to teachers related to use of the non-tested Content Standards?*				
Rubric for Rating Element 6.1	**4**	**3**	**2**	**1**
	Meets the criteria for a rating of "3" on this indicator plus: School administrative leaders invest time and effort throughout the school year to assist teachers in their understanding of the non-tested Content Standards and ways to teach them.	School administrative leaders ensure that all teachers have access to and are trained to implement the non-tested Content Standards.	School administrative leaders have provided some teachers with information related to the non-tested Content Standards but no formal or systematic steps have been taken to develop teachers' skills.	School administrative leaders have provided no information or opportunities to develop teachers' awareness or skills related to the non-tested Content Standards.
Element Rating	**Evidence Related to Element 6.1**			
Geography: **4** **3** **2** **1** **Government/Citizenship:**				

4	3	2	1

History:

4	3	2	1

Skills for a Healthy Life:

4	3	2	1

Arts:

4	3	2	1

World Languages:

4	3	2	1

Technology:

4	3	2	1

Employability:

4	3	2	1

Library/Information Literacy:

4	3	2	1

Key Element				
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers.				
Guiding Questions: • *How often are teachers observed by an administrator while teaching non-tested content?* • *Do teachers receive feedback from administrators related to their instructional practices re: non-tested curriculum?*				
Rubric for Rating Element 6.2	4	3	2	1
	Meets criteria for a rating of "3" on this indicator plus: School administrative leaders make regular informal	School administrative leaders conduct required formal and informal classroom	School administrative leaders conduct formal or informal classroom observations of some teachers while teaching the non-	School administrative leaders do not observe or provide feedback to teachers related to the non-tested curriculum/Content

	observations of the non-tested curriculum and provide teachers with feedback to make improvements in their instructional practices.	observations that include the non-tested curriculum and provide teachers with timely feedback that includes reference to the non-tested Content Standards.	tested curriculum/Content Standards but feedback is not specific to these areas.	Standards.

Element Rating	Evidence Related to Element 6.2
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1 **Arts:** 4 3 2 1 **World Languages:** 4 3 2 1 **Technology:** 4 3 2 1 **Employability:** 4 3 2 1 **Library/Information Literacy:** 4 3 2 1	

Key Element				
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum.				
Guiding Questions: • *How have district/school administrators removed or mitigated barriers to student participation in non-tested courses?*				
Rubric for Rating Element 6.3	**4**	**3**	**2**	**1**
	School administrative leaders find and implement creative solutions so that all students have equitable access to the non-tested curriculum.	School administrative leaders find and implement creative solutions so that most students have access to the non-tested curriculum.	Not all students are able to participate fully in all non-tested curriculum because of unresolved barriers though school administrative leaders are aware of the specific needs.	School administrative leaders are unaware of barriers preventing some students from full participation in the non-tested curriculum and have not taken steps to provide accommodations.
Element Rating	**Evidence Related to Element 6.3**			
Geography: 4 3 2 1 **Government/Citizenship:** 4 3 2 1 **History:** 4 3 2 1 **Skills for a Healthy Life:** 4 3 2 1				

Arts:			
4	3	2	1
World Languages:			
4	3	2	1
Technology:			
4	3	2	1
Employability:			
4	3	2	1
Library/Information Literacy:			
4	3	2	1

APPENDIX B

CURRICULUM EXPOSURE DATA TABLES

Measure of Inter-Rater Reliability Using Cohen's Kappa

N = 207

Element	Kappa	S.E.
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	0.86	0.029
1.2 There is a schedule for the review and/or development of the non-tested curriculum	0.90	0.026
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	0.73	0.038
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	0.76	0.050
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	0.84	0.033
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	0.45	0.069
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	0.61	0.048
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	0.73	0.054
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	0.91	0.023
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	0.76	0.037
3.2 Classroom instruction addresses diverse student learning needs	0.66	0.043
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	0.73	0.048
3.4 There is evidence of collaboration among teachers at the school to ensure students have l exposure to the non-tested Content Standards	0.77	0.037
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	0.76	0.047
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	0.76	0.041
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	0.55	0.069
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	0.90	0.027
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	0.57	0.070
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	0.86	0.037
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	0.77	0.043
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	0.90	0.029

Item Statistics for Curriculum Exposure Indicators

	Mean	Std. Deviation	N
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	1.80	0.91	333
1.2 There is a schedule for the review and/or development of the non-tested curriculum	1.78	0.98	333
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	1.77	0.94	333
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	1.29	0.59	333
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	1.62	0.93	333
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	1.18	0.49	333
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	1.35	0.81	333
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	1.29	0.63	333
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	1.53	1.10	333
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	2.62	0.97	333
3.2 Classroom instruction addresses diverse student learning needs	1.86	1.01	333
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	1.40	0.71	333
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	1.90	0.92	333
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	1.39	0.76	333
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	1.56	0.69	333
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	1.19	0.46	333
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	2.01	0.96	333
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	1.14	0.44	333
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	1.81	0.56	333
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	1.51	0.53	333
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	1.49	0.79	333

Descriptive Statistics for Yukon Koyukuk Schools					
	N	Minimum	Maximum	Mean	Std. Deviation
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	63	1.00	3.00	1.68	0.78
1.2 There is a schedule for the review and/or development of the non-tested curriculum	63	1.00	3.00	2.48	0.80
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	63	0.00	4.00	1.98	0.83
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	63	0.00	3.00	1.25	0.59
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	63	1.00	1.00	1.00	0.00
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	63	0.00	2.00	1.03	0.36
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	63	0.00	2.00	1.05	0.38
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	63	1.00	2.00	1.16	0.37
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	63	0.00	3.00	1.02	0.96
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	63	1.00	3.00	2.46	0.67
3.2 Classroom instruction addresses diverse student learning needs	63	0.00	4.00	1.78	0.89
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	63	1.00	3.00	1.76	0.64
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	63	1.00	4.00	2.02	0.96
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	63	1.00	4.00	1.57	1.03
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	63	1.00	4.00	1.90	0.84
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	63	1.00	3.00	1.08	0.33
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	63	1.00	3.00	2.48	0.67
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	63	0.00	2.00	1.00	0.36
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	63	2.00	2.00	2.00	0.00
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	63	1.00	1.00	1.00	0.00

6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	63	1.00	3.00	1.29	0.71

Descriptive Statistics for District-Level Data for Yukon Koyukuk School District					
	N	Minimum	Maximum	Mean	Std. Deviation
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	18	2.00	4.00	2.33	0.69
1.2 There is a schedule for the review and/or development of the non-tested curriculum	18	1.00	3.00	2.44	0.86
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	18	2.00	4.00	2.67	0.84
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	18	1.00	1.00	1.00	0.00
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	18	1.00	1.00	1.00	0.00
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	18	1.00	1.00	1.00	0.00
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	18	1.00	1.00	1.00	0.00
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	18	1.00	2.00	1.33	0.49
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	18	1.00	3.00	1.83	0.79
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	18	2.00	3.00	2.56	0.51
3.2 Classroom instruction addresses diverse student learning needs	18	1.00	3.00	2.11	0.58
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	18	2.00	2.00	2.00	0.00
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	18	1.00	3.00	1.78	0.65
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	18	2.00	3.00	2.89	0.32
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	18	1.00	3.00	2.22	0.55
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	18	1.00	1.00	1.00	0.00
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	18	1.00	3.00	2.44	0.70
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	18	1.00	1.00	1.00	0.00
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	18	2.00	2.00	2.00	0.00
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	18	1.00	1.00	1.00	0.00
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	18	3.00	3.00	3.00	0.00

Group Statistics

	District	N	Mean	Std. Deviation	Std. Error Mean
Mean for Curriculum Scale	Yukon Koyukuk	63	1.5714	.26726	.03367
	YKSD	18	1.7407	.26335	.06207
Mean for Assessment Scale	Yukon Koyukuk	63	1.0741	.44175	.05566
	YKSD	18	1.3889	.40016	.09432
Mean for Instruction Scale	Yukon Koyukuk	63	2.0040	.60156	.07579
	YKSD	18	2.1111	.34537	.08140
Mean for Learning Environment Scale	Yukon Koyukuk	63	1.5185	.65248	.08220
	YKSD	18	2.0370	.25280	.05959
Mean for Professional Development Scale	Yukon Koyukuk	63	1.7381	.37949	.04781
	YKSD	18	1.7222	.35240	.08306
Mean for Leadership Scale	Yukon Koyukuk	63	1.4286	.23516	.02963
	YKSD	18	2.0000	.00000	.00000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Curriculum Scale	Equal variances assumed	.471	.495	-2.378	79	.020	-.16931	.07120	-.31104	-.02758
	Equal variances not assumed			-2.398	27.817	.023	-.16931	.07062	-.31401	-.02462
Mean for Assessment Scale	Equal variances assumed	.002	.967	-2.720	79	.008	-.31481	.11576	-.54523	-.08440
	Equal variances not assumed			-2.875	29.905	.007	-.31481	.10952	-.53850	-.09112
Mean for Instruction Scale	Equal variances assumed	10.059	.002	-.720	79	.473	-.10714	.14873	-.40318	.18889
	Equal variances not assumed			-.963	49.124	.340	-.10714	.11122	-.33064	.11636
Mean for Learning Environment Scale	Equal variances assumed	10.588	.002	-3.289	79	.002	-.51852	.15763	-.83228	-.20476
	Equal variances not assumed			-5.107	71.890	.000	-.51852	.10153	-.72092	-.31612
Mean for Professional Development Scale	Equal variances assumed	.212	.647	.159	79	.874	.01587	.09991	-.18299	.21474
	Equal variances not assumed			.166	29.251	.870	.01587	.09584	-.18006	.21181
Mean for Leadership Scale	Equal variances assumed	16.853	.000	-10.263	79	.000	-.57143	.05568	-.68225	-.46061
	Equal variances not assumed			-19.287	62.000	.000	-.57143	.02963	-.63065	-.51220

Descriptive Statistics for Yukon Flats Schools					
	N	Minimum	Maximum	Mean	Std. Deviation
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	108	1.00	3.00	1.28	0.62
1.2 There is a schedule for the review and/or development of the non-tested curriculum	108	1.00	2.00	1.45	0.50
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	108	1.00	3.00	1.12	0.40
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	108	1.00	3.00	1.15	0.41
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	108	1.00	2.00	1.06	0.25
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	108	1.00	3.00	1.15	0.41
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	108	1.00	3.00	1.16	0.41
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	108	1.00	2.00	1.07	0.26
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	108	0.00	3.00	1.03	0.97
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	108	1.00	4.00	2.32	0.92
3.2 Classroom instruction addresses diverse student learning needs	108	0.00	4.00	1.42	1.04
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	108	1.00	3.00	1.19	0.55
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	108	0.00	3.00	1.32	0.87
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	108	1.00	3.00	1.29	0.56
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	108	1.00	3.00	1.53	0.60
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	108	1.00	2.00	1.07	0.26
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	108	1.00	3.00	1.68	0.95
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	108	0.00	2.00	1.08	0.34
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	108	1.00	2.00	1.36	0.48
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	108	1.00	2.00	1.51	0.50
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	108	1.00	4.00	1.26	0.75

Descriptive Statistics for District-Level Data for Yukon Flats School District					
	N	Min	Max	Mean	sd
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	18	1.00	3.00	1.39	0.70
1.2 There is a schedule for the review and/or development of the non-tested curriculum	18	1.00	2.00	1.50	0.51
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	18	1.00	3.00	1.44	0.62
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	18	1.00	1.00	1.00	0.00
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	18	1.00	2.00	1.11	0.32
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	18	1.00	1.00	1.00	0.00
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	18	1.00	2.00	1.44	0.51
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	18	1.00	1.00	1.00	0.00
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	18	1.00	2.00	1.61	0.50
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	18	1.00	3.00	2.22	0.65
3.2 Classroom instruction addresses diverse student learning needs	18	1.00	3.00	1.94	0.42
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	18	1.00	2.00	1.56	0.51
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	18	1.00	3.00	1.44	0.62
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	18	1.00	3.00	1.72	0.67
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	18	1.00	2.00	1.56	0.51
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	18	0.00	1.00	0.94	0.24
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	18	1.00	4.00	1.94	1.39
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	18	1.00	2.00	1.33	0.49
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	18	1.00	3.00	1.39	0.70
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	18	1.00	2.00	1.50	0.51

6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	18	1.00	3.00	1.22	0.65

Group Statistics

	District	N	Mean	Std. Deviation	Std. Error Mean
Mean for Curriculum Scale	Yukon Flats	108	1.2022	.21862	.02104
	YFSD	18	1.2407	.22304	.05257
Mean for Assessment Scale	Yukon Flats	108	1.0864	.45200	.04349
	YFSD	18	1.3519	.31253	.07366
Mean for Instruction Scale	Yukon Flats	108	1.5648	.63427	.06103
	YFSD	18	1.7917	.40448	.09534
Mean for Learning Environment Scale	Yukon Flats	108	1.2963	.41351	.03979
	YFSD	18	1.4074	.33442	.07882
Mean for Professional Development Scale	Yukon Flats	108	1.3796	.51096	.04917
	YFSD	18	1.6389	.68181	.16070
Mean for Leadership Scale	Yukon Flats	108	1.3765	.36768	.03538
	YFSD	18	1.3704	.41047	.09675

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Curriculum Scale	Equal variances assumed	.132	.717	-.691	124	.491	-.03858	.05581	-.14905	.07189
	Equal variances not assumed			-.681	22.787	.503	-.03858	.05662	-.15577	.07861
Mean for Assessment Scale	Equal variances assumed	2.406	.123	-2.394	124	.018	-.26543	.11088	-.48489	-.04597
	Equal variances not assumed			-3.103	30.333	.004	-.26543	.08555	-.44006	-.09080
Mean for Instruction Scale	Equal variances assumed	6.137	.015	-1.466	124	.145	-.22685	.15477	-.53319	.07948
	Equal variances not assumed			-2.004	32.912	.053	-.22685	.11320	-.45718	.00348
Mean for Learning Environment Scale	Equal variances assumed	.318	.574	-1.081	124	.282	-.11111	.10275	-.31448	.09226
	Equal variances not assumed			-1.258	26.495	.219	-.11111	.08830	-.29244	.07022
Mean for Professional Development Scale	Equal variances assumed	3.439	.066	-1.894	124	.061	-.25926	.13687	-.53016	.01164
	Equal variances not assumed			-1.543	20.303	.138	-.25926	.16806	-.60949	.09097
Mean for Leadership Scale	Equal variances assumed	.407	.525	.065	124	.948	.00617	.09517	-.18220	.19455
	Equal variances not assumed			.060	21.789	.953	.00617	.10301	-.20758	.21993

Descriptive Statistics for Northwest Arctic Borough Schools					
	N	Min	Max	M	sd
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	72	0.00	4.00	2.21	1.11
1.2 There is a schedule for the review and/or development of the non-tested curriculum	72	0.00	2.00	1.47	0.87
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	72	0.00	4.00	2.21	1.05
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	72	0.00	4.00	1.36	0.68
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	72	0.00	4.00	1.71	0.90
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	72	0.00	2.00	1.21	0.47
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	72	0.00	4.00	1.29	0.81
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	72	0.00	2.00	1.14	0.42
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	72	0.00	4.00	1.75	1.08
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	72	0.00	4.00	2.90	1.00
3.2 Classroom instruction addresses diverse student learning needs	72	0.00	4.00	1.96	1.07
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	72	1.00	4.00	1.33	0.65
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	72	0.00	4.00	2.42	0.83
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	72	1.00	4.00	1.79	0.92
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	72	0.00	3.00	1.67	0.71
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	72	0.00	3.00	1.47	0.69
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	72	1.00	4.00	2.14	1.01
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	72	0.00	3.00	1.39	0.66
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	72	0.00	3.00	2.11	0.78
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	72	0.00	2.00	1.63	0.64
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	72	1.00	3.00	2.07	0.54

Descriptive Statistics for District-Level Data for Northwest Arctic Borough School District					
	N	Min	Max	M	sd
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	18	1.00	3.00	2.50	0.71
1.2 There is a schedule for the review and/or development of the non-tested curriculum	18	2.00	3.00	2.22	0.43
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	18	1.00	3.00	2.22	0.55
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	18	1.00	3.00	1.94	0.87
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	18	1.00	3.00	2.17	0.92
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	18	1.00	3.00	1.78	0.88
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	18	1.00	3.00	1.78	0.88
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	18	1.00	2.00	1.17	0.38
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	18	0.00	3.00	2.11	0.96
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	18	1.00	3.00	2.67	0.59
3.2 Classroom instruction addresses diverse student learning needs	18	0.00	3.00	2.22	0.73
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	18	1.00	2.00	1.50	0.51
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	18	2.00	3.00	2.44	0.51
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	18	1.00	4.00	2.28	1.02
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	18	1.00	2.00	1.78	0.43
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	18	0.00	2.00	1.22	0.55
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	18	1.00	3.00	2.22	0.94
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	18	1.00	2.00	1.44	0.51
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	18	1.00	3.00	2.06	0.54
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	18	1.00	2.00	1.78	0.43
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	18	2.00	2.00	2.00	0.00

Group Statistics

	District	N	Mean	Std. Deviation	Std. Error Mean
Mean for Curriculum Scale	Northwest Arctic	72	1.6944	.54457	.06418
	NWABSD	18	2.1389	.45103	.10631
Mean for Assessment Scale	Northwest Arctic	72	1.3935	.65560	.07726
	NWABSD	18	1.6852	.57704	.13601
Mean for Instruction Scale	Northwest Arctic	72	2.1528	.67207	.07920
	NWABSD	18	2.2083	.39528	.09317
Mean for Learning Environment Scale	Northwest Arctic	72	1.6435	.64356	.07584
	NWABSD	18	1.7593	.46870	.11047
Mean for Professional Development Scale	Northwest Arctic	72	1.7639	.69694	.08213
	NWABSD	18	1.8333	.66421	.15656
Mean for Leadership Scale	Northwest Arctic	72	1.9352	.47020	.05541
	NWABSD	18	1.9444	.20612	.04858

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Curriculum Scale	Equal variances assumed	.774	.381	-3.195	88	.002	-.44444	.13909	-.72085	-.16804
	Equal variances not assumed			-3.579	30.674	.001	-.44444	.12418	-.69782	-.19107
Mean for Assessment Scale	Equal variances assumed	.176	.676	-1.726	88	.088	-.29167	.16896	-.62745	.04412
	Equal variances not assumed			-1.865	29.019	.072	-.29167	.15642	-.61158	.02824
Mean for Instruction Scale	Equal variances assumed	2.609	.110	-.336	88	.738	-.05556	.16554	-.38453	.27342
	Equal variances not assumed			-.454	44.843	.652	-.05556	.12229	-.30188	.19077
Mean for Learning Environment Scale	Equal variances assumed	2.681	.105	-.716	88	.476	-.11574	.16172	-.43712	.20564
	Equal variances not assumed			-.864	34.943	.394	-.11574	.13400	-.38780	.15632
Mean for Professional Development Scale	Equal variances assumed	.148	.701	-.382	88	.704	-.06944	.18202	-.43118	.29229
	Equal variances not assumed			-.393	27.154	.698	-.06944	.17679	-.43210	.29321
Mean for Leadership Scale	Equal variances assumed	6.773	.011	-.081	88	.935	-.00926	.11383	-.23547	.21696
	Equal variances not assumed			-.126	64.052	.900	-.00926	.07369	-.15648	.13796

Descriptive Statistics for Yupi'it Schools	N	Min	Max	M	sd
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	54	1.00	2.00	1.67	0.48
1.2 There is a schedule for the review and/or development of the non-tested curriculum	54	1.00	1.00	1.00	0.00
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	54	1.00	3.00	1.81	0.91
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	54	1.00	1.00	1.00	0.00
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	54	2.00	2.00	2.00	0.00
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	54	1.00	1.00	1.00	0.00
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	54	1.00	2.00	1.04	0.19
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	54	1.00	2.00	1.11	0.32
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	54	1.00	4.00	1.93	0.72
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	54	1.00	4.00	2.96	1.05
3.2 Classroom instruction addresses diverse student learning needs	54	1.00	4.00	2.26	0.59
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	54	1.00	4.00	1.67	1.03
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	54	2.00	3.00	2.33	0.48
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	54	1.00	1.00	1.00	0.00
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	54	1.00	2.00	1.26	0.44
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	54	1.00	2.00	1.04	0.19
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	54	1.00	3.00	1.37	0.68
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	54	1.00	1.00	1.00	0.00
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	54	2.00	2.00	2.00	0.00
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	54	1.00	2.00	1.67	0.48
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	54	1.00	1.00	1.00	0.00

Descriptive Statistics for District-Level Data for Yupi'it School District	N	Min	Max	M	sd
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	18	1.00	2.00	1.67	0.49
1.2 There is a schedule for the review and/or development of the non-tested curriculum	18	1.00	1.00	1.00	0.00
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	18	1.00	3.00	1.89	0.90
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	18	1.00	1.00	1.00	0.00
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	18	2.00	2.00	2.00	0.00
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	18	1.00	1.00	1.00	0.00
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	18	1.00	2.00	1.33	0.49
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	18	1.00	1.00	1.00	0.00
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	18	1.00	2.00	1.56	0.51
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	18	2.00	4.00	3.00	0.97
3.2 Classroom instruction addresses diverse student learning needs	18	2.00	3.00	2.33	0.49
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	18	1.00	2.00	1.56	0.51
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	18	2.00	2.00	2.00	0.00
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	18	1.00	1.00	1.00	0.00
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	18	1.00	2.00	1.22	0.43
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	18	1.00	1.00	1.00	0.00
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	18	1.00	3.00	1.33	0.69
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	18	1.00	1.00	1.00	0.00
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	18	2.00	2.00	2.00	0.00
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	18	2.00	2.00	2.00	0.00
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	18	1.00	1.00	1.00	0.00

Group Statistics

	District	N	Mean	Std. Deviation	Std. Error Mean
Mean for Curriculum Scale	Yupi'it	54	1.4136	.20665	.02812
	YSD	18	1.4259	.21559	.05081
Mean for Assessment Scale	Yupi'it	54	1.3580	.34173	.04650
	YSD	18	1.2963	.30008	.07073
Mean for Instruction Scale	Yupi'it	54	2.3056	.58007	.07894
	YSD	18	2.2222	.42779	.10083
Mean for Learning Environment Scale	Yupi'it	54	1.0988	.17886	.02434
	YSD	18	1.0741	.14260	.03361
Mean for Professional Development Scale	Yupi'it	54	1.1852	.34059	.04635
	YSD	18	1.1667	.34300	.08085
Mean for Leadership Scale	Yupi'it	54	1.5556	.15861	.02158
	YSD	18	1.6667	.00000	.00000

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Curriculum Scale	Equal variances assumed	.060	.807	-.217	70	.829	-.01235	.05684	-.12572	.10103
	Equal variances not assumed			-.213	28.161	.833	-.01235	.05808	-.13128	.10659
Mean for Assessment Scale	Equal variances assumed	.558	.458	.683	70	.497	.06173	.09039	-.11854	.24200
	Equal variances not assumed			.729	32.902	.471	.06173	.08465	-.11051	.23397
Mean for Instruction Scale	Equal variances assumed	.930	.338	.560	70	.577	.08333	.14887	-.21359	.38025
	Equal variances not assumed			.651	39.468	.519	.08333	.12806	-.17558	.34225
Mean for Learning Environment Scale	Equal variances assumed	1.414	.238	.531	70	.597	.02469	.04648	-.06800	.11738
	Equal variances not assumed			.595	36.303	.556	.02469	.04150	-.05945	.10883
Mean for Professional Development Scale	Equal variances assumed	.075	.785	.199	70	.843	.01852	.09286	-.16668	.20372
	Equal variances not assumed			.199	29.006	.844	.01852	.09319	-.17207	.20911
Mean for Leadership Scale	Equal variances assumed	140.000	.000	-2.958	70	.004	-.11111	.03756	-.18603	-.03620
	Equal variances not assumed			-5.148	53.000	.000	-.11111	.02158	-.15440	-.06782

Descriptive Statistics for Lower Yukon Schools					
	N	Min	Max	Mean	SD
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	45	2.00	4.00	2.96	0.52
1.2 There is a schedule for the review and/or development of the non-tested curriculum	45	1.00	4.00	3.38	0.96
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	45	1.00	4.00	2.44	0.92
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	45	1.00	3.00	2.04	0.64
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	45	2.00	4.00	3.60	0.65
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	45	1.00	4.00	2.00	1.00
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	45	1.00	4.00	3.02	0.84
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	45	1.00	3.00	2.67	0.67
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	45	1.00	3.00	2.78	0.60
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	45	1.00	4.00	2.76	1.07
3.2 Classroom instruction addresses diverse student learning needs	45	0.00	4.00	2.49	0.87
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	45	1.00	4.00	1.44	0.87
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	45	1.00	4.00	1.96	0.95
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	45	1.00	3.00	1.31	0.60
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	45	1.00	4.00	1.53	0.81
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	45	1.00	3.00	1.51	0.69
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	45	2.00	4.00	2.89	0.38

5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	45	1.00	3.00	1.42	0.62
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	45	1.00	2.00	1.96	0.21
6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	45	1.00	3.00	1.82	0.58
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	45	1.00	3.00	2.07	0.89

Descriptive Statistics for District-Level Data for Lower Yukon School District					
	N	Min	Max	Mean	Std. Deviation
1.1 The school/district non-tested curriculum is aligned with Alaska Content Standards	18	2.00	4.00	2.94	0.42
1.2 There is a schedule for the review and/or development of the non-tested curriculum	18	2.00	4.00	3.50	0.86
1.3 A process was used to identify and select appropriate resources and materials for each non-tested Content Standard area	18	1.00	4.00	2.44	0.98
1.4 The learning needs of all students were considered in the selection of resources and materials for the non-tested Content Standards	18	1.00	3.00	2.00	0.49
1.5 The curriculum resources build a depth of knowledge or cognitive complexity for the non-tested Content Standards	18	2.00	4.00	3.72	0.67
1.6 A system is used to monitor implementation of the non-tested curriculum to ensure the full range of Alaska Content Standards is taught	18	1.00	3.00	1.94	0.80
2.1 There is alignment between the written and taught curriculum, Alaska Content Standards, and assessments	18	1.00	4.00	2.94	0.73
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction	18	1.00	3.00	2.61	0.78
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs	18	3.00	3.00	3.00	0.00
3.1 There is evidence of both discrete courses/subjects as well as integration with other content as ways to teach non-tested Content Standards	18	1.00	4.00	3.00	0.97
3.2 Classroom instruction addresses diverse student learning needs	18	2.00	4.00	2.61	0.70
3.3 Teachers create and use lesson plans, thematic units, curriculum maps, etc. that are annotated to show alignment with the non-tested Content Standards	18	1.00	1.00	1.00	0.00
3.4 There is evidence of collaboration among teachers at the school to ensure students have exposure to the non-tested Content Standards	18	1.00	2.00	1.39	0.50
4.1 The school schedule plans for teaching and learning of the non-tested Content Standards	18	1.00	3.00	1.28	0.67
4.2 The district/school makes use of community and other resources to provide exposure to the non-tested Content Standards	18	1.00	3.00	1.56	0.70
4.3 Teachers communicate with parents about the learning expectations for the non-tested Content Standards, student progress, and ways to reinforce learning at home	18	1.00	3.00	1.61	0.61
5.1 The district and school annual professional development plan includes opportunities for teachers to become skilled in teaching the non-tested Content Standards	18	2.00	3.00	2.94	0.24
5.2 As part of the evaluation process teachers are observed teaching non-tested curriculum and subjects	18	1.00	2.00	1.22	0.43
6.1 School administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards	18	2.00	2.00	2.00	0.00

6.2 School administrative leaders include non-tested curriculum areas in their formal and informal observations of teachers	18	1.00	2.00	1.72	0.46
6.3 School administrative leaders ensure that all students have equitable access to the non-tested curriculum	18	3.00	3.00	3.00	0.00

Group Statistics for Lower Yukon School District

	District	N	Mean	Std. Deviation	Std. Error Mean
Mean for Curriculum Scale	Lower Yukon	45	2.7370	.43007	.06411
	LYSD	18	2.7593	.38443	.09061
Mean for Assessment Scale	Lower Yukon	45	2.8222	.61381	.09150
	LYSD	18	2.8519	.47448	.11183
Mean for Instruction Scale	Lower Yukon	45	2.1611	.64657	.09639
	LYSD	18	2.0000	.33211	.07828
Mean for Learning Environment Scale	Lower Yukon	45	1.4519	.63626	.09485
	LYSD	18	1.4815	.58547	.13800
Mean for Professional Development Scale	Lower Yukon	45	2.1556	.39632	.05908
	LYSD	18	2.0833	.25725	.06063
Mean for Leadership Scale	Lower Yukon	45	1.9481	.38896	.05798
	LYSD	18	2.2407	.15363	.03621

Independent Samples Test for Lower Yukon School District

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Mean for Curriculum Scale	Equal variances assumed	.669	.417	-.191	61	.849	-.02222	.11653	-.25525	.21080
	Equal variances not assumed			-.200	34.902	.842	-.02222	.11100	-.24758	.20314
Mean for Assessment Scale	Equal variances assumed	1.082	.302	-.184	61	.855	-.02963	.16130	-.35217	.29291
	Equal variances not assumed			-.205	40.386	.839	-.02963	.14450	-.32158	.26232
Mean for Instruction Scale	Equal variances assumed	3.474	.067	1.002	61	.320	.16111	.16076	-.16035	.48257
	Equal variances not assumed			1.298	57.002	.200	.16111	.12417	-.08753	.40975
Mean for Learning Environment Scale	Equal variances assumed	.274	.603	-.171	61	.865	-.02963	.17361	-.37679	.31753
	Equal variances not assumed			-.177	33.930	.861	-.02963	.16745	-.36995	.31069
Mean for Professional Development Scale	Equal variances assumed	6.037	.017	.713	61	.478	.07222	.10122	-.13019	.27463
	Equal variances not assumed			.853	47.916	.398	.07222	.08466	-.09800	.24245
Mean for Leadership Scale	Equal variances assumed	15.984	.000	-3.084	61	.003	-.29259	.09486	-.48229	-.10290
	Equal variances not assumed			-4.280	60.999	.000	-.29259	.06836	-.42929	-.15590

APPENDIX C

LETTER TO SCHOOL DISTRICT SUPERINTENDENTS

Dale L. Nelson Cope, Ph.D.
23617 Big Sky Drive
Chugiak, AK 99567
PHONE (907) 227-6599 FAX (907) 688-6598
Dalecope@aol.com

November 1, 2010

Mr. John Lamont, Superintendent
Lower Yukon School District
PO Box 32089
Mountain Village, AK 99632

Re: Curriculum Exposure District and School Visits

Dear Mr. Lamont,

Deputy Commissioner Les Morse notified you in September that I have been contracted by the Alaska Department of Education and Early Development to conduct a comprehensive review of the non-tested curriculum in your district. The purpose of the review is to determine the degree to which students have exposure to non-tested content standards as part of a balanced education. Alaska school districts have wide latitude and flexibility in designing systems to provide students with exposure to the non-tested Alaska Content Standards. Meaningful exposure may include discrete instruction via units or courses in a particular content, or content standards (such as Information Literacy or Employability, for example) integrated into other content area courses or instructional units. The definition of meaningful exposure also includes professional development for staff.

The content areas that will be reviewed include: Geography, Government and Citizenship; History; Skills for a Healthy Life; Arts; Technology; Employability; Library/Information Literacy; and World Languages. The upcoming review will include all course offerings in those content areas, including those offered via distance delivery; curriculum guides and resources for teaching the curriculum; teacher professional development; and any grants or unique local efforts that support the non-tested curriculum areas.

The visit to your district will include three components: document review, observations at some school sites, and informal interviews with district staff. I have attached a list of the documents that would be helpful in conducting the review. Some of the documents are district-level and likely apply to many or all schools in the district and others are documents the individual schools

will have. In addition to document review I would like to interview you and your district office personnel with responsibility for curriculum and instruction. I would like to speak informally with school principals or head teachers, and teachers at the school sites I visit as their schedules permit. I realize that interviews and conversations will need to be somewhat flexible as teachers (and many principals) will be engaged in instruction during my visit. The third element of the district visit is classroom observation where the intent is to document evidence of instruction of the non-tested Content Standards taught discretely or integrated with other subjects. The school master schedule will be helpful for making decisions about what and where to observe.

I am currently working on an itinerary for my visit. Please let me know if there are any last minute changes or extenuating circumstances that will affect the school visits. Any local knowledge about flights and possible accommodations (if necessary) would be very helpful.

I am looking forward to conducting a high-quality and comprehensive review of the non-tested curriculum areas in your district with your assistance. I would appreciate the following information as soon as possible:

- Name of the current principal for site visit schools
- Current teacher FTE and number of teachers for site visit schools
- Current student enrollment for the site visit schools

The last attachment to this letter is a brief biographical sketch to introduce myself to you and your principals. I am traveling with a college intern and have included some of her background information as well. Please feel free to contact me by phone or e-mail with any additional questions or request for information prior to my visit.

Sincerely,

Dale L. Cope, Ph.D.

Attachments: Document List
Itinerary for District and School Visits
Biographical Sketch

Documents to Support the Non-Tested Curriculum Review

Please have as many of the following items available for review at the time of the district office or school visit. If any of these items is unavailable it would be helpful if you cross it off the list. If another documents satisfies provides the intended information, please note that too. You may also provide other documents for review that are not on this list if they support the delivery of the non-tested curriculum in your district or school.

1. Curriculum guides, maps, or other documents that reflect the taught curriculum
2. Curriculum scope and sequence documents (Note: please also include any documents where non-tested curriculum is integrated with other content)
3. Sample teacher lesson plans that relate to the non-tested curriculum
4. Sample assessments for non-tested curriculum
5. Information about after-school, summer, and or/enrichment programs
6. Information about distance-delivered non-tested curriculum
7. Any aggregate information about student enrollment in non-tested courses, if available (for the last two years, if possible)
8. District and school-level professional development plans (last two years)
9. Board policy and/or district procedures for curriculum review including the curriculum review cycle
10. List of School Board-approved high school graduation requirements
11. Any meeting notes from curriculum review meetings for non-tested curriculum
12. Any list of resources available to teachers for teaching non-tested curriculum areas
13. District list of teachers certificated in non-tested curriculum areas, including school assignment

The following items are school-specific and need to be available either before or on the day of the site visit:

1. A map of the school (a floor plan) with room numbers and teachers' names
2. A current master list of faculty and their teaching assignment(s) and certification information
3. A copy of the school master schedule (last two years)
4. Daily schedule for all staff who deliver instruction (last two years)

Biographical Sketch for Dr. Dale Cope

Dr. Dale Cope was born and raised in Alaska and graduated from high school in Anchorage. She has lived in Madison, WI; Chicago, IL; Denver, CO; Honolulu, HI; and Tacoma, WA. She has a B.S. in Foods and Nutrition, and Communication from Oregon State University, a M.Ed. in Curriculum Design from the University of Puget Sound, and a Ph.D. in Education Leadership and Business Administration from the University of Alaska Fairbanks. Her Master's thesis analyzed the role of parents in school-based decision-making. Dr. Cope's Ph.D. dissertation topic was Knowledge Management in rural standards-based school districts, where she used Structural Equation Modeling to analyze and report results.

Dr. Dale Cope has 23 years of experience in education. She taught middle and high school math, science, health, and home economics in the Tacoma and Federal Way School Districts for ten years. During that time, she was selected as the National Vocational Teacher of the Year by the American Vocational Association (now the Association for Career and Technical Education). She has been a Vocational Director (Federal Way School District), a high school assistant principal (Anchorage School District), and Executive Director for Curriculum, Assessment, and Professional Development in Anchorage School District. She has designed and written eight different curriculum guides for K-12 education and industry training including the *Careers in Education* high school curriculum now in use across Washington State.

Dr. Cope has been a project evaluator, and grant and technical writer for the last seven years. Her current evaluation projects include eleven federal and two foundation grants. She has written over 40 successful grant proposals for a variety of agencies and institutions. She has participated on five Instructional Audit teams (two as Audit Team Leader) under the direction of Alaska Department of Education and Early Development. She is a trained Phi Delta Kappa Curriculum Management Auditor. Dr. Cope also provides contracted services to the University of Alaska Statewide Office Of Academic Affairs and the Alaska Humanities Forum.

Dr. Cope currently lives in Chugiak, Alaska. She is married and has two adult children and a 3-year old granddaughter.

Biographical Sketch for Maya Pisel

Maya Pisel is from Juneau, AK and is an intern working with Dr. Cope on this project. Ms. Pisel is a Bonner Community scholar at Macalester College in St. Paul, MN. The Bonner program is a four-year intensive civic engagement program that facilitates internships for college students. Ms. Pisel has experience as a teacher's aide, and as a member of two different research teams. She was trained in observation and interview techniques as part of World Vision's Youth Empowerment Project. Ms. Pisel plans to live and work in Alaska after graduation with an ultimate interest in civic engagement and the promotion of self-determination.

APPENDIX D

RESEARCHER VITA

23617 Big Sky Drive, Chugiak, 99567 (907) 227-6599

Dale L. Cope, Ph.D.

Education

2008 University of Alaska Fairbanks, AK

- **Ph.D., Business Management and Education Leadership.**
- Dissertation Title: *The Quality Schools Model of Education Reform: A Description of Knowledge Management Beliefs and Practices using Baldrige in Education Criteria*

1997 University of Puget Sound Tacoma, WA

- **Washington State Principals Certificate.**

1995 University of Puget Sound Tacoma, WA

- **M. Ed., Curriculum Development.**
- Master's Project: Created *Careers in Education h.s.* program and curriculum adopted across WA State, including course credit agreements at WSU, WWU, and CWU

1987 Seattle Pacific University Seattle, WA

- **Washington State Teachers Certificate.**
- Completed 67 quarter hours post-baccalaureate for certificate.

1976 Oregon State University Corvallis, OR

B.S., Home Economics Communications, *and* **Foods and Nutrition.**

Education Related Experience

2003 - Present Anchorage, AK

Education Consultant

- Grant and technical writing, and project evaluation. Current projects include:
  - *Meaningful Exposure* project, Technical report commissioned by Alaska Department of Education re: Moore vs. State of Alaska
  - *Take Wings Alaska*, Alaska Humanities Forum, Alaska Native Education federal grant
  - *Bridging the e-Skills Gap in Alaska*, University of Alaska Statewide, federal BTOP grant
  - *Rose Urban Rural Exchange Program*, Alaska Humanities Forum federal grant
  - *School-to-Life Expansion*, Lake and Peninsula School District, Pebble Foundation grant
  - *District-wide Curriculum Alignment Self-Study*, Lake and Peninsula School District, Pebble Foundation grant
  - *Elementary and Secondary School Counseling*, Lake and Peninsula School District, federal discretionary grant

- *Literacy Education for Bristol Bay Communities: Birth to Graduation*, Lake and Peninsula School District, Alaska Native Education federal grant
- *Alaska Teacher Incentive Fund*, Chugach, Lake and Peninsula, and Kuspuk School Districts, federal discretionary grant
- *EXCEL*, Chugach School District, Alaska Native Education federal grant
- *Aluti'iq Life*, Chugach School District, Carol M. White P.E. federal grant
- *Healthy Pathways*, Chugach School District, Safe and Drug Free Schools federal grant
- *Climate Change and Mitigation in Prince William Sound*, Chugach School District, NASA grant
- *Contracted Services* to University of Alaska Statewide, Office of Academic Affairs for grant writing, proposal analysis, and project design consultation
- *Contracted Services* to Alaska Department of Education, Office of the Deputy Commissioner, for State System of Support projects including NCLB school and district audit team leadership

2001-2003 Anchorage School District Anchorage, AK

Executive Director, Curriculum, Evaluation, & Staff Development

- Supervised 34 employees in three departments.
- Supervisor for federal programs including Bilingual Education, Migrant Education, and Indian Education.
- Facilitated district Controversial Issues Committee. *(It's Perfectly Normal*, by Robie Harris)
- Responsible for curriculum design, training for curriculum delivery, and evaluation of instructional delivery.
- Responsible for large-scale district-wide student assessments.
- Responsible for all district teacher and paraprofessional training to meet federal No Child Left Behind requirements.
- Facilitated Curriculum Management Audit by Phi Delta Kappa.
- Responsible for state reporting and compliance, including the consolidated No Child Left Behind application and annual report.
- Supervised discretionary grants and personnel.
- Edited the district annual Profile of Performance, and supervised collection, analysis, and preparation of all data (student achievement, demographics, and trends).

1997-2001 Anchorage School District Anchorage, AK

High School Principal

Bartlett High School, Anchorage, AK, July 2000 – July 2001.

A.J. Dimond High School, Anchorage, AK, July 1997 – July 2000.

- Facilitated staff development and in service including new teacher induction.
- Wrote and managed grants.
- Developed and maintained business partnerships.
- Conducted new student interviews, produced monthly parent newsletter, and other building communication.
- Developed building master schedule.
- Interviewed and hired certificated and classified staff.
- Managed standardized testing of students, including HSGQE.
- Coordinated graduation, honors and other student recognition events.
- Coordinator for reaccreditation self-study.
- Monitored student attendance.
- Conducted student/parent conferences related to attendance/discipline.

1994-1997 Federal Way School District Federal Way, WA

Vocational Director and Special Project Manager

- Lead, Internet High School Design Team.
- Facilitated district restructuring of vocational education to site-based management.
- Cross-referenced all vocational curriculums to state language arts and mathematics standards.
- Updated and edited the secondary school program of studies.
- Facilitated revision of all student-related school board policies.
- Developed curriculum articulation agreements with 2-year colleges and 4-year universities.
- District representative to four site-based councils (two elementary, one mid-level, one high school).
- Coordinated K-12 staff inservice related to standards and articulation of curriculum K-12.
- Developed business partnerships.
- District representative to numerous business and industry consortiums.
- Facilitated district-wide implementation of high school *Careers in Education* internship program.

1992-1994 Sacajawea Junior H.S. Federal Way, WA

Health and Home and Family Life Teacher

- Introduced new eighth grade health curriculum.
- Developed and maintained ongoing community service opportunities for students.
- Member of Reaccreditation steering committee.

1993 Tacoma Community College Tacoma, WA

Part-Time Mathematics Instructor, High School Completion Program

- Taught mathematics to diverse student population aged 19-72.

1987-1992 Tacoma School District Tacoma, WA

Home Economics, Mathematics, and Science Teacher

- Taught child development and managed an on-site preschool.
- Created an award-winning student-run holiday childcare business based at Tacoma Mall to meet needs of military families during Desert Storm.
- Scholarship committee, Daffodil Princess Coordinator, Site Management committee, Reaccreditation steering committee.
- Selected National Vocational Teacher of the Year, 1992.
- Taught algebra and pre-algebra.
- Taught physical science and home economics in classes with large ESL and newcomer populations.
- Developed video resources based on classroom activities for use by ESL students.
- Developed and coordinated use of advisory period teaching resources.
- Coordinated building reaccreditation self-study.

Other Experience

Weyerhaeuser Company
Marketing Specialist, Wood Products Marketing Department

- Prepared marketing presentations for wood products clients.
- Conducted marketing research as requested.
- Facilitated department and headquarters communication with pulp mills and other production facilities.
- Scheduled department update meetings with R & D department.

Central Bank of Denver
Human Resource Specialist, Personnel Department

- Conducted initial applicant interviews in compliance with federal and state laws.
- Supervised testing of job applicants.
- Made recommendations for hire.
- Conducted new employee orientations.

Alaska Title Guaranty Company
Title Insurance Examiner, Title Research Department

- Progressive responsibility culminating with title examining for high liability title insurance orders (over $50 million.)
- Responsible for employee incentive program within title department.
- Supervised clerical staff and document recording specialists.
- Liaison to the title department plant (document facility).

Landmark Escrow, Ltd. Honolulu, HI
Escrow Technician

- Answered telephones, scheduled client appointments, and prepared documents and files for closing.
- Ordered legal documents and ensured their accuracy upon delivery
- Prepared documents for recording and submitted them to the state recording office.
- Demonstrated good listening and language skills with unusual names and nouns in a multi-cultural environment.

Grant Writing, Publications, and Technical Reports

- Investing In Innovation Grant, The Alaska Statewide Mentor Project Urban Growth Opportunity, University of Alaska Statewide Programs, 2010, $28M
- Fund for Improvement of Postsecondary Education, A Framework for Academic Master Planning: From Conceptualization to Assessment, University of Alaska Statewide, 2010, $500K
- Office of Indian Education, Careers in Education for Alaska: College Ready Program, University of Alaska K-12 Outreach, 2010, $1.2M
- Office of Indian Education, Brighter Beginnings Phase II, Chugach School District, 2010, $1.2M
- Elementary and Secondary School Grant Program, Chugach School District, 2010, $1.2M
- Investing in Innovation Grant, Voyage to Excellence, Chugach School District, 2010, $3.5M
- Investing in Innovation Grant, Innovations in Teacher and Principal Compensation in Alaska, Chugach School District, 2010, $6M
- Susan Harwood Training Grant, US Department of Labor, 2010, Arctic Region Safety Center of Competence for Offshore Oil and Gas Industry Personnel, University of Alaska Statewide Corporate Programs, Mining and Petroleum Services, 2010, $231K
- State Personnel Development Grant, 2010, GAINS for Alaska, University of Alaska K-12 Outreach and Alaska EED, 2010, $1.6M
- Chevak School Audit Report, Alaska Department of Education, 2010
- Alaska Native Education Program Grant, Lake and Peninsula School District, 2009, Literacy Education for Bristol Bay Communities: Birth to Graduation, $1.36M
- Pebble Fund Grant, Lake and Peninsula School District, 2009, School-

to-Life Expansion, $265K

- Indian Education Demonstration Grant, Lake and Peninsula School District, 2009, Literacy Education: Birth to Graduation, $1.1M
- Broadband Technology Opportunities Program Sustainable Adoption grant, University of Alaska Statewide Office of Information Technology, 2009, Bridging the e-Skills Gap in Alaska, $4.5M
- Broadband Technology Opportunities Program Public Computing Centers grant, University of Alaska Statewide Office of Information Technology, 2009, Enhancing Alaska's Rural Community Computing Centers, $21.6M
- U.S. Department of Labor Pathways out of Poverty SGA, University of Alaska Office of Workforce Programs, 2009, Creating Bioenergy Jobs in Interior Alaska, $2.76M
- NASA Global Climate Change Education Grant, Chugach School District, 2009, Climate Change, Adaptation, and Mitigation in Prince William Sound, $300K
- U.S. Office of Juvenile Justice Mentoring Grant, Chugach School District, 2009, MAGIC: Mentoring to Achieve Graduation in Chugach, $500K
- Alaska Department of Labor and Workforce Development consolidated grant, Chugach School District, 2009, START +, $835K
- Alaska Native Education Program Grant, Chugach School District, 2009, Voyage to Excellence Career Academy, $1.7M
- Indian Education Demonstration Grant, Chugach School District, 2009, Brighter Beginnings II, $1.2M
- Alaska Performance Excellence Application (APEX) 2008, Chugach School District
- School Audit Reports, Nunapitchuk and Bethel Regional High School, 2009, for Alaska Department of Education and Early Development
- NASA Global Climate Change Education Grant, Chugach School District, 2008, Climate Change, Adaptation, and Mitigation in Prince William Sound, $150K
- Alaska Energy Authority Grant, Chugach School District, 2008, Reconnaissance and Feasibility of Alternative Energy Use, $1.5M
- School Audit Reports, Glacier View Elementary and Big Lake Elementary School, 2008 for Alaska Department of Education and Early Development
- Alaska Native Education Grant, Chugach School District, 2008, Voyage to Excellence: Early Childhood, $2.4M
- Carol M. White P.E. Grant, Chugach School District, 2008, Alutiiq Life, $954K
- Safe Schools/Healthy Students Grant, Chugach School District, 2008, Healthy Pathways, $2.6M
- AT & T High School Special Programs Grant, Chugach School District, 2008, Magic: Mentoring to Achieve Graduation in Chugach, $100K
- Alaska Native Education Grant, Chugach, Lake and Peninsula and Kuspuk School Districts, 2007, EXCEL $1.7M
- School Audit Reports, Arctic Village, Beaver and Ft. Yukon Schools, 2007, for Alaska Department of Education and Early Childhood
- Teacher Incentive Fund Grant, Chugach, Lake and Peninsula, and

Dale Cope Vita, page 6

Kuspuk School Districts, 2006, $5.5 M

- Indian Education Early Childhood Demonstration Grant, Chugach School District, 2006, $1.3 M
- School Audit reports, Akiak, Akiachuk, and Tuluksak Schools, 2006, for Alaska Department of Education and Early Childhood
- Algebra and Geometry Mathematics Curriculum Alignment, Lake and Peninsula School District, Dec. 2005
- Creating Safe and Caring Learning Communities Project Final Evaluation (180 pgs.), Ministry of Justice, Ontario, Canada, Nov. 2005
- High Intensity Summer Reading grant, Anchorage School District, $151K
- Wallace Foundation Leadership Grant, $32K
- Alaska Native Discretionary Grant, TDX Corporation, $3.6M
- Alaska Quality Teachers Professional Development Grant, Bartlett H.S.
- Block Scheduling Grant, Dimond H.S.
- Editor for Anchorage School District consolidated No Child Left Behind grant
- "Students Face a Big Test", editorial, Anchorage Daily News, Feb. 27, 2000
- Curriculum Management Audit, La Porte, Texas School District, September 2003. Wrote findings and supporting narrative for Staff Development and Program Evaluation audit standards.
- Profile of Performance, Anchorage School District, 2001-2002.
- Harassment and Discrimination student information brochure, Anchorage School District, 2000
- Brochure, "Parent Conferencing Tips" for teachers, Anchorage School District, 1999
- "Managing Achievement, Doing What Makes a Difference". 2004. Cope, D., Johnson, P., and Lancaster, M.
- "Parent Participation in School Leadership: Menial or Meaningful". 1998. Cope, D. and Merz, C. American Educational Research Journal, Fall 1998.
- Editorial Committee chair, Vocational Education Journal, 1990-1996.
- Editor, U.S.S. Thatcher DD-514 Reunion Association Newsletter, 2004 – 2006. (Circulation 240).
- Newsletter Editor, Rainier Chapter, Phi Delta Kappa, 1995-1997 (circulation 760).
- Newsletter Editor, Dimond High School monthly parent newsletter, 1997-1998. (Circulation 2,300).
- Newsletter Editor, Bartlett High school monthly parent newsletter, 1999-2000. (Circulation 1,900).

Curriculum and Courses Developed

- Designed, developed, and taught a high school elective course "Careers in Education" based on the Future Teachers model to encourage students to consider teaching as a career. The year-long course included over 150 hours of internship, and satisfied the initial exploratory classroom observation course requirements in the School of Education at Central Washington University and Washington State University. The course was

adopted throughout the state of Washington.

- Designed, developed, and taught a high school Social Studies elective course specifically for International Baccalaureate students, called "Food in History." The specific needs of the students called for a rigorous elective; this course contained a foods lab component.

- Designed, developed, and taught "Consumer Math" to satisfy district mathematics graduation requirements for students not wishing to or not able to progress beyond Algebra I. Course content focused on practical application of mathematics concepts with many activities.

- Designed and developed an internet-based customer service training course called "Total Quality Service" for United Airlines, in partnership with Federal Way School District. The course was delivered via the web to increase customer service skills of employees, and also offered to high school students who wanted to consider a career as an airline customer service representative.

- Developed curriculum and supervised an on-site preschool lab at Foss High School to complement Child Development courses. The not-for-profit preschool operated three days a week with two age groups of children.

- Supervised the initial development of "Alaska Studies" to satisfy a new high school graduation requirement. Designed and used a validation matrix to map proposed curriculum content to state standards, and beliefs and interests of various stakeholder groups.

- Designed and developed a six week curriculum, "Home Alone" for fourth grade students in Tacoma School districts, where statistics showed many students were home for one to three hours before parents after school. The curriculum was taught to high school students who then taught the curriculum to fourth graders, as a community service project.

- Designed and developed curriculum for middle school advisory period (20 min/day). The curriculum was used by all teachers at Mason Middle School, Tacoma School District, following the district reorganization from junior high schools into a middle school model.

Conference and Professional Development Presentations

- "Middle Level Learners", U.S. Department of Education, Washington, D.C., 1994.
- "Monitoring of Instruction", Hawaii E-School Conference, February 2004.
- "Using the Right Assessment Measures", Microsoft Council on Education Solutions, November 2003.
- Aspen Group Policy Governance Conference, co-presenter with Turnleaf Education Solutions, March 2004.
- "Implementation Monitoring", Alaska Quality Schools Conference

2004.

- "Making Special Ed./Regular Ed. Collaboration Work for Teachers and Students", multiple sessions, Puget Sound ESD 121, Burien, WA. 1992-1994.
- Technical Teacher Preparation trainer, Seattle Pacific University, 1995.
- "Curriculum Integration", Federal Way School District, throughout 1994-1996.
- "Breaking Ranks" study group facilitation, Dimond High School, 1999.
- New Teacher Induction sessions, Dimond High School, 1999-2000.
- Math Throughout the Curriculum, Bartlett High School, 2000.
- "Deep Curriculum Alignment" study group, Anchorage School District, 2002.
- "The Careers in Education Model", Future Teachers Training, Washington, 1997.
- "Is it Necessary to Track Seat Time in Distance Education?" Northwest Association of Schools and Colleges Annual Meeting, Bellevue, WA, 1996.

Maya Pisel

253.332.2416
mayapisel@gmail.com

512 w. 11th
Juneau, AK 99801

Education

Macalester College – St. Paul, Minnesota
BA Graduation Anticipated 2013
36 Credits, GPA 3.93

University of Alaska – Fairbanks, Anchorage, Southeast Alaska
Non-degree seeking
9 Credits, GPA 4.0

Select Employment, Internships & Community Work

Intern
'Curriculum Exposure' Project,
Moore v. State of Alaska
Alaska Dept. of Education & Early Developm
August 2010-Present

- Traveled to 21 schools in 5 rural Alaskan school districts
- Reviewed students' Curriculum exposure to Alaska Content Standards in non-tested areas, e.g. history, health, art, voc. ed.
- Interviewed teachers and administrators, observed classes, and reviewed documents in order to measure six domains: curriculum, assessment, instruction, learning environment, professional development and leadership
- Compiled notes, summarized data and narrative accounts, assisted Dr. Dale Cope with report of project findings

Direct Service Professional
REACH, Inc.
Part-time, July 2010-Dec. 2010
Juneau, Alaska

- Provided day habilitation to an adolescent with a severe disability, developing appropriate and enjoyable activities
- Supported the client in reaching her physical, emotional, and behavioral treatment goals

Sales and Service Representative
Holland America Line / Princess Cruises
40 hours/week, May 2010 – Sept. 2010

- Served cruise ship visitors to Juneau from a dockside tour center that sold over forty tours operated by a dozen vendors
- Communicated with fast-paced dispatch offices to book the best tour options for customers

Juneau, Alaska
Classroom Assistant and Tutor
Open World Learning Community (School)
7 hours/week, Sept. 2009 – May 2010
St. Paul, Minnesota

- Provided individual reading instruction to first grade students
- Helped individual students during class or large group activities
- Aided teacher with classroom management

Part of the Macalester College Bonner Community Scholars Program

Youth Evaluation Team
Youth Empowerment Project
World Vision
February 2007 – August 2009
Tacoma, Washington

YEP engages over 100 disadvantaged youth from 13 cities in transformational community development and advocacy

- Lobbied Rep. Norm Dicks and local councils against the relocation of a downtown youth-run dance club and center
- Created logic model of YEP, conducted interviews and surveys, observed meetings, submitted formal report to improve curriculum and activities based on evaluation results
- Led workshops on participatory evaluation

Board Member
Make the Dash Count Foundation
5 hours/month, Sept. 2007 – May 2009
Tacoma, Washington

- Evaluated non-profit programming and financial sustainability, conducted site visits and interviews
- Granted to organizations that prevented gang violence
- Wrote and replaced the Constitution and Bylaws

Current Employment

Reconnect Intern
Amicus
8 Hours/Week, January 2011-Present
Minneapolis, Minnesota

- Amicus clients are ex-felons seeking support with re-ent
- Practice 'radical welcoming,' active listening and respect
- Connect clients with resources for employment, legal action,
  shelter, recovery, clothing, communication & transportation
  Part of the Macalester College Bonner Community Schola Program

Activities

- Bonner Community Scholar *(Macalester College)*
- The Mac Weekly – Associate News Editor *(Macalester College, 2010)*
- Writing Center Tutor *(Annie Wright School, 2 hours/week, 2007-2009)*
- Window into Inspiring Political Thought (WIPT) *(Annie Wright School, Founder & President, 2007-2009)*