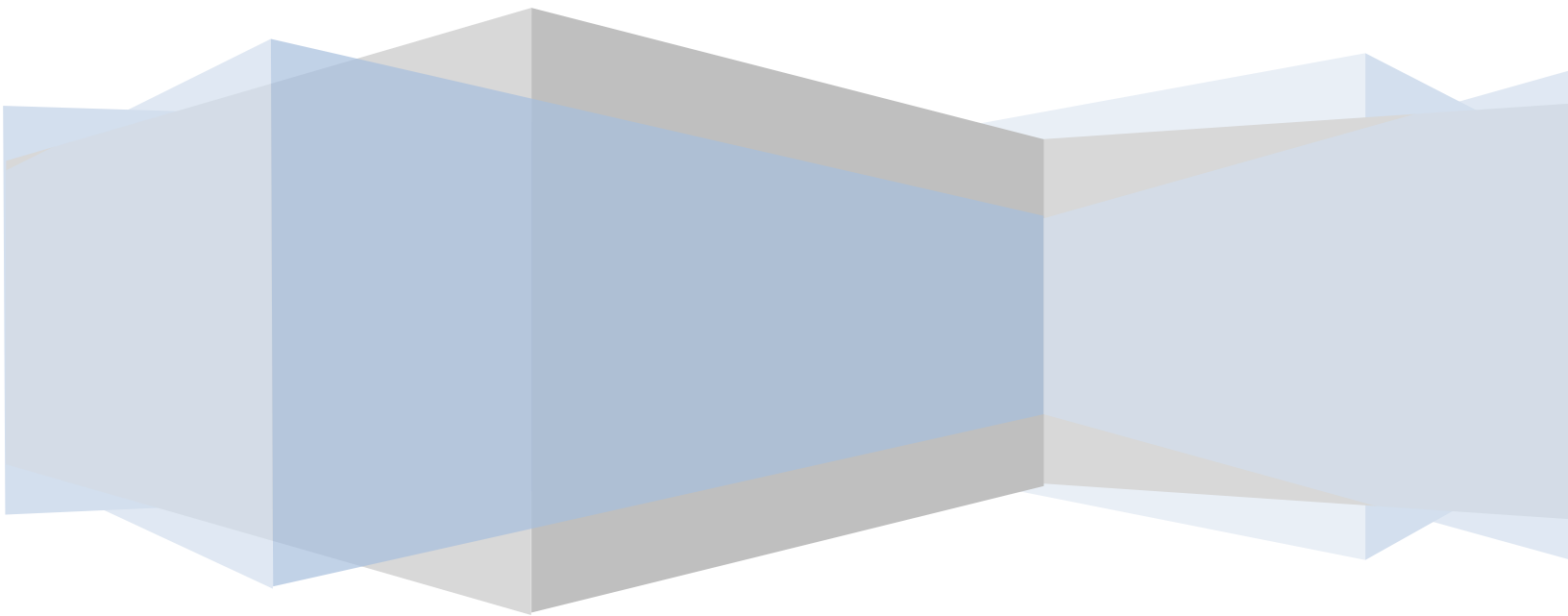# Curriculum Exposure:

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

Dale Cope

June 7, 2011

FOREWORD

This report presents recommendations stemming from the Curriculum Exposure analysis conducted between September 2010 and February 2011. 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.

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. Within this freedom related to design and delivery of non-tested Content Standards we expected to see a plan for either discrete instructional units or content intentionally integrated into other core subjects. We also expected districts and schools to support teachers with professional development to understand the non-tested Content Standards, and best practice pedagogy and resources for teaching them.
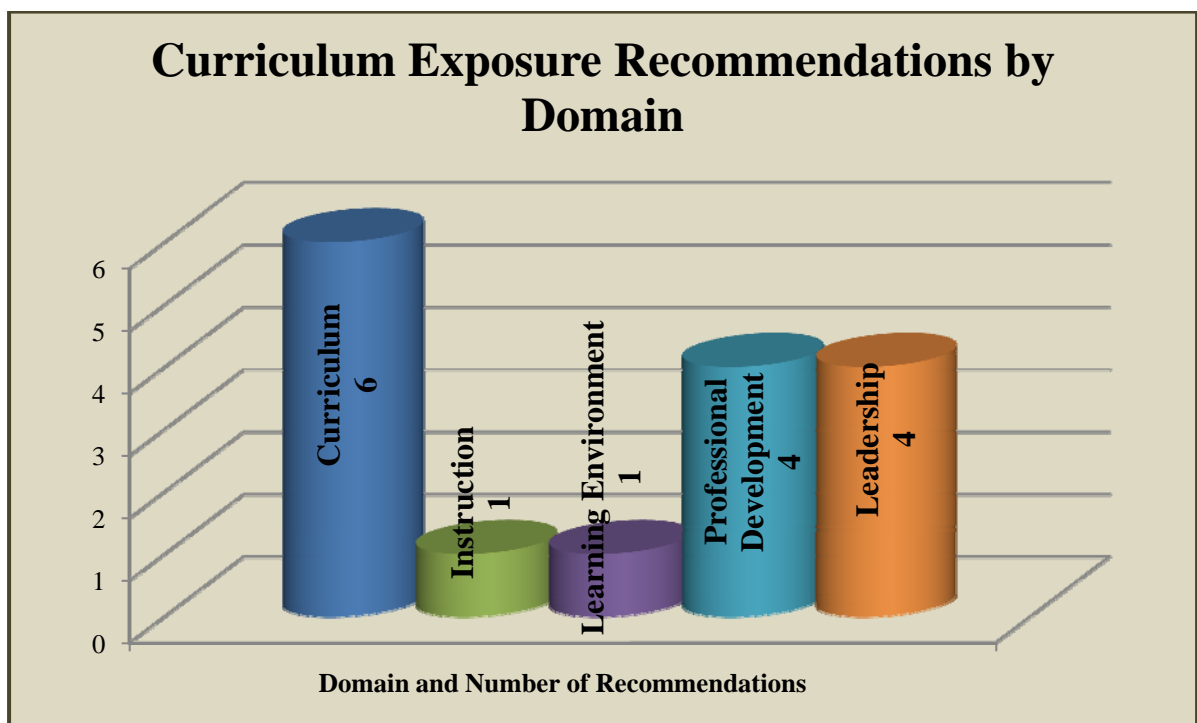
As the project unfolded and we accumulated data, some themes and potential recommendations began to emerge. The recommendations fall into two categories: suggestions to the Alaska Department of Education and Early Development (DEED) and suggestions for the individual districts in the study. The recommendations to Alaska DEED are based on findings across some or all of the participant districts and represent activities that would be most effective if centrally facilitated. The school district suggestions are unique to the circumstances and findings in each individual district in the study. The district-level suggestions were presented to each Superintendent and his or her leadership team in April/May 2011. The district suggestions are non-binding, meant to help districts make use of the data collected during the study. At the conclusion of each district meeting, the Superintendent received a copy of the overall Curriculum Exposure report, his or her district report, and an Executive Summary with a comparative summary of results and recommendations for using the results and/or addressing gaps or apparent needs.

This report reviews the research questions and methodology of the Curriculum Exposure project and briefly restates the overall conclusions. Next, the recommendations to Alaska Department of Education and Early Development are presented and discussed. Following that the recommendations for each district are listed and summarized. The individual district Executive Summaries are included as an Appendix to this report. Results of the statistical analysis of the revised Curriculum Exposure rubric are also included in an Appendix.

EXECUTIVE SUMMARY

This report completed the Curriculum Exposure project commissioned by the Alaska Department of Education and Early Development with recommendations based on the findings reported in *Curriculum Exposure: An analysis of student exposure to non-tested curriculum standards in five rural Alaska school districts.* The Curriculum Exposure study showed evidence that teachers are teaching the Alaska non-tested Content Standards and are doing so despite a lack of curriculum, resources, and/or administrative support for their effort.

This report includes 16 different recommendations made to Alaska Department of Education and Early Development, and to the individual school districts that participated in the project, summarized in the chart below. There are three recommendations related to leadership and the school learning environment that apply across all five districts. Most of the recommendations are related to development of a guaranteed and viable curriculum for the nine non-tested Alaska Content Standards and establishment of curriculum systems and processes to guide ongoing curriculum renewal efforts in the districts that participated in the study. Many of the recommendations affect more than one aspect of curriculum exposure. All of the recommendations can be directly linked to the theoretical literature and research related to educational best practices.

Curriculum Exposure Recommendations by Domain

Curriculum 6 · Instruction 1 · Learning Environment 1 · Professional Development 4 · Leadership 4

Domain and Number of Recommendations

Curriculum Exposure Project Recommendations

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OVERVIEW OF THE REPORT

This Recommendations report begins with a brief review of the Curriculum Exposure project design, including the participant schools. Next is a review of the methodology employed for the study and the research questions that guided the study. Recommendations are presented related to the findings along with related theoretical and empirical justification. The recommendations are followed by two appendices: The first Appendix includes individual district summaries that were delivered and presented in-person to the district Superintendents in April and May 2011. The second Appendix contains the revised Curriculum Exposure rubric with results of a statistical analysis of internal consistency of the six rubric scales.

INTRODUCTION

The Curriculum Exposure project was conducted in five rural Alaska school districts identified by Alaska Department of Education and Early Development: Yukon Flats School District; Yupi'it School District; Yukon Koyukuk School District; Lower Yukon School District; and Northwest Arctic Borough School District. A total of 20 schools were included in the project, shown 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

Schools Included in the Curriculum Exposure Study		
District Name	School Name	Location
Northwest Arctic	June Nelson Elementary	Kotzebue
	Kotzebue Middle/High	Kotzebue
	McQueen School	Kivalina
	Shungnak School	Shungnak

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.

RESEARCH QUESTIONS

The overall question addressed by the Curriculum Exposure project 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

The Curriculum Exposure project 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 quantitative data source was a 4-point rubric adapted from the *Self Study Tool for Alaska Schools.* The rubric created for this study has 21 elements or indicators grouped into six research-based domains that contribute to effective teaching and learning: Curriculum; Assessment; Instruction; Learning Environment; Professional Development; and Leadership. All nine non-tested content standards areas were scored for all 21 elements for each school and district which created a data set with over 9,000 individual data points.

Rubric data was gathered by an experienced lead researcher and an intern trained for the project. An inter-coder reliability analysis (Cohen's kappa) showed good intersubjectivity between the coders. Cronbach's alpha was calculated to confirm the internal consistency of the six domains related to Curriculum Exposure. The quantitative rubric data was triangulated with interviews of school principals, teachers, and district administrators, and through document review.

RECOMMENDATIONS

From the Curriculum Exposure project, there are four recommendations for Alaska Department of Education and Early Development primarily related to curriculum and instruction, three recommendations for all districts in the project related to leadership and learning environment, and nine specific recommendations for the individual districts that fall for the most part into curriculum and professional development. A summary of the recommendations by domain and audience is shown in Figure 2. In total there are 15 recommendations: 8 of the recommendations are related to curriculum and 5 are related to professional development. In reality, while the matrix is a useful tool for summarizing the recommendations and categorizing them, almost all of them relate to one or more other domains as well as the one in which it is placed. For example, the recommendation that Alaska Department of Education and Early Development purchase and promote the use of resources that are exemplars of curriculum integration is relevant to the curriculum domain recommendations and the design of district curriculum with strategies for integration between content areas. It is also related to the recommendation for

professional development for teachers to increase skills for teaching content in an integrated manner. Following the matrix, the specific recommendations are discussed by domain along with the supporting theoretical and research basis.

Recommendation		Domain					
		Curriculum	Assessment*	Instruction	Learning Environment	Professional Development	Leadership
Alaska Department of Education and Early Development							
1. Provide the project districts with curriculum expertise to develop systems and processes for the review, selection and/or design, and implementation of guaranteed and viable curriculum.		X	(X)				
2. Promote the use of resources that are exemplars of integration of concepts (e.g. Art Kits).		X	(X)	X			
3. Provide the SSOS coaches with professional development to increase their awareness of and skill in assisting teachers and administrators with integration and instruction of non-tested content.						X	
4. Revise the Curriculum Exposure Rubric to improve the internal consistency of the Professional Development and Leadership scales, and make the revised rubric available to districts as an option within Alaska STEPP.							X
Overall District Recommendations							
5. Assist principals and head teachers in the development of leadership skills that value and encourage teaching of non-tested content in locally appropriate ways.							X
6. Provide leadership that holds teachers accountable for lesson planning tied to standards that is inclusive of content-appropriate assessments.							X
7. Seek out and leverage community and other resources that could be leveraged for teaching non-tested curriculum.						X	
Individual District Recommendations							
8. Develop and adopt guaranteed and viable curriculum for non-tested Content Standards.	**District** YSD, YFSD	X X	(X)			X	
9. Provide teachers with professional development to increase skill in curriculum integration.	YFSD, YSD					X X	
10. Cross-walk the district standards/curriculum to the Alaska Content Standards for non-tested areas.	LYSD	X					

Recommendation		Domain					
		Curriculum	Assessment*	Instruction	Learning Environment	Professional Development	Leadership
11. Utilize software features such as pivot tables to make the SIS data more useful to principals for instructional decision making.	LYSD						X
12. Provide teachers with professional development to develop skills for differentiation within whole group instruction in a standards-based environment.	LYSD					X	
13. Inventory existing curriculum resources.	YKSD, YFSD	X X					
14. Facilitate some district-wide similarity in school schedules to accommodate distance-delivered instruction.	YKSD				X		
15. Adopt uniform language and format for curriculum resources.	NWABSD	X					
Total Number of Recommendations by Domain		**8**	**3**	**1**	**2**	**5**	**4**

*The assessment recommendations are described as part of the curriculum domain recommendations in this report.

CURRICULUM AND ASSESSMENT -RELATED RECOMMENDATIONS

The recommendations related to Curriculum and Assessment are:

#1 and #8 – It is recommended that Alaska Department of Education provide the districts in the project (especially Yukon Flats School District and Yupi'it School District) with technical curriculum expertise and assistance to develop the *systems* and *processes* necessary to establish and maintain guaranteed and viable curriculum for the non-tested content areas. The systems and processes, once established, should be applicable for the review and renewal of *all* curriculum areas. The systems and processes should include development of related assessments to ascertain the degree and effectiveness of instruction and learning related to the non-tested content.

#10 – In Lower Yukon School District where there are curriculum and assessments for non-tested content, it is recommended that the district standards (which form the basis of the district curriculum) be mapped or cross-walked to the Alaska Content Standards to determine the degree to which the non-tested Content Standards are included in the curriculum and expected to be taught.

#13 – It is recommended that Yukon Flats School District and Yukon Koyukuk School District inventory their existing curriculum resources school by school since there are many outdated resources in use (both districts), and a high degree of local choice in the selection of curriculum resources (YFSD). This recommendation could be enfolded in the establishment of curriculum processes in YFSD.

#15 – It is recommended that Northwest Arctic Borough School District adopt common language and vocabulary across the district related to curriculum so that everyone has the same schema for a curriculum guide, or resource binder, or scope and sequence document.

DISCUSSION OF CURRICULUM AND ASSESSMENT RECOMMENDATIONS AND RELATED FINDINGS

Overall across the districts and schools included in the Curriculum Exposure project, there was a lack of curriculum (and sometimes curriculum resources) for non-tested content (Figure 3). This is significant given that effective teaching is a complex endeavor with many components. Teachers must rely on their knowledge of their students, their subject matter, and their situation to identify the most appropriate instructional strategies. Without curriculum for guidance the quality of the instruction is highly variable from school to school and district to district. What is actually offered is dependent on teacher interest; there is in fact uneven interest among teachers and administrators for teaching non-tested content.

In Yukon Flats School District there is an extremely high degree of local autonomy at the school level. Monies for curriculum resources are dispensed to schools in their general budget. The local principal or principal teacher determines whether to purchase resources and what to buy with little guidance or supervision from the district. Some schools in the district are resource-rich while others have few or outdated texts purchased by someone who has since moved on. We found an eclectic mix of outdated resources in schools in both Yukon Flats and Yukon Koyukuk School Districts. Both districts would benefit from knowing what is actually in use at schools. YKSD has a textbook evaluation form in their Curriculum Handbook that could be used to make a systematic inventory of current resources.

In Yupi'it School District there are parts and pieces of curriculum for Social Studies, Arts, and Health and Wellness. These existing documents could be viewed as a starting place for systematic curriculum review and the development of documented processes for future curriculum review. The development of consistent processes would be extremely

helpful and practical if the district continues its current practice of contracting for a limited amount of curriculum-related services each year. Instructional quality would likely become more consistent across the district if teachers had content-specific scope and sequence and pacing guides.

In Northwest Arctic Borough School District there are differences in semantics related to curriculum: Curriculum binder, curriculum map, resource guide, and curriculum guide are all terms variably used in the district. In his discussion of strategies related to effective teaching, Marzano said that school districts need to have a common language of instruction – a way to talk about instruction *that is shared by everyone in the district.* He also said that common language of instruction should be comprehensive and robust.[1] The information in each of the NWABSD curriculum documents could be collected into a unified Curriculum Guide for some or all of the non-tested content areas to provide some consistency and incorporate all of the components of best practice in Curriculum Guide design.

Lower Yukon School District adopted a standards-based instructional model in 2005. The district standards have been frequently modified within a continuous improvement cycle but without the step of reverifying congruence with Alaska Content Standards for non-tested areas. A standards cross-walk document would answer the question about whether all of the state standards are integrated into the district standards areas, and highlight any gaps in coverage. This may be especially worthwhile given the new Alaska grade span objectives for PE released in July 2010.

FIGURE 3 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

[1] Marzano, R. J. (2009) Setting the record straight on "high yield" strategies. *Phi Delta Kappan,* 91(1), p. 30-37.

Figure 4 shows that while there is adopted curriculum in some cases, it has not always been reviewed 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 conditions.

FIGURE 4 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

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. There is a high need to develop a system and processes related to curriculum that will provide consistency and continuity in the district regardless of the administrative turnover.

The recommendation to Alaska Department of Education and Early Development (EED) is to provide assistance to districts to develop systems and processes – distinctly different from a recommendation to help with or design curriculum for districts. Curriculum should reflect the interests and values of local stakeholders; it would be difficult for EED to write or sponsor development of curriculum individualized for all districts. In addition, ongoing curriculum development and renewal by EED is probably not sustainable. A more practical solution is technical assistance, in the form of a curriculum expert who can provide on-call and scheduled support to help district administrators with responsibility

for curriculum functions to develop sustainable and ongoing processes. This will build local capacity for curriculum renewal; the expert could also help build EED capacity if SSOS coaches and/or other staff are mentored by the curriculum expert.

> *One of the tasks of curriculum leadership is to use the right methods to bring the written, the taught, the supported, and the tested curriculums into closer alignment, so that the learned curriculum is maximized.* [2]

THEORETICAL/RESEARCH BASIS FOR THE CURRICULUM RECOMMENDATIONS:

Within the context of an educational system and its governance and operational structure, curricular quality control requires: (1) a written curriculum in some clear and translatable form for application by teachers in classroom or related instructional settings, (2) a taught curriculum which is shaped by and interactive with the written one, and (3) a tested curriculum which includes the tasks, concepts, and skills of pupil learning which are linked to both the taught and written curricula.

Robert Marzano, in his meta-analysis of in-school factors that affect student achievement, named a guaranteed and viable curriculum (what gets taught) as having the highest importance.[3] A guaranteed and viable curriculum (GVC) is one that guarantees equal opportunity for learning for all students. Similarly, it guarantees adequate time for teachers to teach content and for students to learn it. A guaranteed and viable curriculum is one that guarantees that the curriculum being taught is the curriculum being assessed. It is viable when adequate time is ensured to teach all determined essential content. Within a guaranteed and viable curriculum, clear guidance is given to teachers regarding the content to be addressed in specific subjects, at specific grade levels. In addition, individual teachers do not have the option to disregard or replace content that has been assigned to a specific course or grade level.[4] One value for guaranteed and viable curriculum designed at the district rather than school level, is that it ensures consistency. No matter who teaches a given course or grade level, or at which school in the district the

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[2] Glatthorn, A. (1987). *Curriculum Renewal,* p. 4. Alexandria, VA: Association for Supervision and Curriculum Development.

[3] Marzano, R. (2003). *What works in schools: Translating research into action.* Alexandria, VA: ASCD.

[4] Ibid.

content is taught, administrators and the School Board can guarantee that certain topics will be addressed.

A truly standardized curriculum is one of the most crucial issues that a district must attend to if they are to significantly improve their influence on student achievement. Without a standardized curriculum in place, a school has little chance of moving significantly beyond its current level of effectiveness. A standardized, or "guaranteed" curriculum means that a fifth grade student studying geography in one classroom will be exposed to the same information and skills as students in the fifth grade class taught by a different teacher in another village in the district. In order to guarantee essential content is covered, principals have to monitor coverage, by examining lesson plans, having conversations with teachers about the content to be covered, and through observation of the content being taught. A standardized curriculum provides a basis for awarding grades that mean the same thing from classroom to classroom and school to school across the district.[5]

Curriculum review needs to start with a review of the School Board policy related to curriculum review, and the development of a viable, multi-year rotation for curriculum renewal. Questions that should be asked related to curriculum include: "What is worth learning?", "Who needs to learn it?" and, "How should it be taught?" One reason to critically review each curriculum area on a scheduled basis is to make sure it represents the most current and up-to-date content (the *what*). Another reason is to reexamine *how* the content is taught to students –new technology, student/teacher expectations, and best practice in the content area can all impact the way a content area is taught. Another reason for scheduled curriculum review relates to students (*who)* and their level of readiness for instruction. It is a chance to examine the pacing and vertical articulation of the curriculum based on understanding of the student audience.

There are a number of benefits of curriculum review and renewal including:

- Provides focus for goals and planning
- Informs budget process
- Maximizes use of resources
- Focuses staff development
- Promotes a climate of systematic and thoughtful change
- Promotes K-12 articulation and vision
- Can extend the shelf life of curriculum

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[5] Marzano, R. J. (2002). In search of the standardized curriculum. *Principal,* 81(3), p. 6-9.

Ideal components of a sustainable curriculum review process

Ideally, a program evaluation should be the first step in the curriculum renewal process. It is a mechanism to critically review the existing curriculum in a systematic and collaborative manner. It is a means of determining whether the existing curriculum (or resources, if that is the total of the curriculum) is meeting the needs of learners, the expectation of the community and is true to the discipline. The evaluation of the current curriculum should result in identification of strengths and weaknesses.

The curriculum review processes should include a comparison of the actual program in place to the ideal for that content. It should include an analysis of alignment to the Content Standards, analysis of student achievement, research, and comparisons. This step should result in recommendations related to the curriculum under review, and a timeline for implementation of the recommendations. The curriculum review processes need to include the steps that will be followed for curriculum design/revision, and the processes that will be followed to make textbook and other resource adoption recommendations. The processes should identify how and when professional development for staff will take place, and define who, how, and when mid-cycle feedback will be gathered so adjustments can be made if necessary.

The district curriculum review processes should identify the individuals, based on their role, who will be included in the review. When curriculum teams work collectively early in the process on the development or review of learner outcomes for a particular content, they build a shared sense of purpose and agreement about what should be taught. Garvin and Roberto suggested that there is a small set of process traits that are particularly salient in curriculum review: perceived fairness and opportunity for dissent or debate. Perceived fairness of the process can be monitored based on continued willingness to participate. Opportunity for debate and dissent allows for a range of options and opinions to come forward during the review rather than at the point when curriculum should be implemented.[6]

The curriculum review processes need to take into account the local context and constraints. For example, how many times should curriculum teams meet face-to-face? and, what interests voiced by external stakeholders need to be included in the decision making related to the curriculum. Processes should be developed for the critical review of resources before they are purchased, and should include indicators that can be applied across content areas. Another important element of curriculum review that should be

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[6] Garvin, D.A. and Roberto, M. A. (2001). What you don't know about making decisions. *Harvard Business Review,* 79(8),

defined with district processes is the opportunity for parent and community input into the proposed curriculum and the resources that will be used to teach the content.

The curriculum review process should result in the development of Standards-based Curriculum guides for the content area under review. The guides should identify which content standards are to be taught and where, pacing guides for instruction, expected learner outcomes, resources to be used, and instructional strategies for teaching the content.

RECOMMENDATIONS RELATED TO ASSESSMENT

Designing assessments to determine whether students have learned what was intended should be a part of the curriculum review/renewal process. Therefore, recommendations #1, #2, and #8 are shown in the matrix in the assessment domain as well as in the curriculum domain.

FINDINGS RELATED TO ASSESSMENT OF NON-TESTED CONTENT

Just one district in our study had consistent assessments for non-tested content. The instructional leaders at most schools have ultimate authority for awarding credit for the non-tested curriculum without district procedures for guidance. 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). The lack of classroom assessments and variability in awarding credit make it difficult to say with certainty what non-tested content was actually learned by students. *In short, across all the schools and districts we visited no one knows how much exposure students receive related to specific non-tested content standards over their school career.*

DISCUSSION AND THEORETICAL/RESEARCH BASIS FOR THE ASSESSMENT RECOMMENDATIONS:

In his comprehensive list of strategies known to relate to effective teaching, Marzano lists "Providing clear learning goals [to students] and scales to measure those goals" and "Tracking student progress [using formative and summative assessments]". [7] The curriculum review process should include time for the development of assessments so that the following questions can be answered related to the content area: "Are students learning what we expect them to?" and, "How do we know?" Assessments need to be closely aligned to the standardized curriculum in the district. Then teachers and administrators can have confidence that if they teach the curriculum effectively, the result will be measurable student learning per the assessments.[8] Then schools and districts will be able to say with certainty whether or not students have received meaningful exposure to non-tested Content Standards. Of course, another way to determine exposure is through course completion, documented on school transcripts but this is only an accurate measure of exposure if a district has confidence that what was taught and measured at school A was the same as at school B.

RECOMMENDATIONS RELATED TO INTEGRATED INSTRUCTION

There is one recommendation to EED in the Instruction domain but as noted earlier, there are recommendations that actually fit in more than one area. It is recommended that EED purchase and promote the use of resources that are exemplars of curriculum integration (recommendation #2). It is also recommended that teachers in Yukon Flats and Yupi'it School Districts receive district-sponsored professional development to increase their knowledge and skills related to curriculum integration (recommendation #9).

FINDINGS RELATED TO INTEGRATED INSTRUCTION

We concluded from our school visits and after review of building master schedules, staffing configurations, etc. that there simply is not enough time in the day to teach each and every Alaska non-tested Content Standard as a discrete and stand-alone concept. Nor

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[7] Marzano, R. J. (2009). Setting the record straight on "high-yield" strategies. *Phi Delta Kappan,* 91(1), p.30-37.

[8] Hamilton, L.S. (2010). Testing what has been taught, Helpful, high quality assessments start with a strong curriculum. *American Educator,* 34(4), p. 47-52.

do we think that would be a model of instructional best practice since the transfer of many concepts is higher when taught in relationship to others. In many schools in all five participating districts we saw teachers using the Art Kits designed by the Alaska State Council on the Arts. Teachers who used the kits were enthusiastic about the quality of the curriculum and the way the Art Kits helped them make connections between Art, Literacy, Math, Social Studies, and Science. The only restraint in their use seemed to be availability of the resources. Each district had at least one complete set of Art Kits but in all of the districts some teachers lamented not having the resources when they wanted them. In Northwest Arctic Borough School District, the Art Kits were in constant use by teachers at June Nelson Elementary School because they could check them out by walking across the parking lot. District administrators acknowledged the need for a more equitable check-out system and/or more kits.

The Art Kits are a very visible and high-quality way to help teachers integrate the non-tested content standards with core curriculum and it serves two purposes for EED to purchase and distribute more of the Art Kits. First, it demonstrates a commitment to help districts provide instruction in non-tested content standards in a practical, doable manner – through integration of instruction. Second, it helps ensure equitable distribution and access to the Art Kit resources. As an additional recommendation, districts should be encouraged to develop check-out procedures for the kits to ensure the widest use possible and that all schools and teachers have an opportunity to use the resources. Teachers need to know the check-out procedures in advance so they can pace their instruction accordingly if they want to incorporate Art Kits and districts need to follow the procedures they establish so teachers have confidence the Kits will be available when needed/requested.

DISCUSSION AND THEORETICAL/RESEARCH BASIS FOR THE INSTRUCTION RECOMMENDATIONS:

Numerous authors and researchers have studied and/or written about the benefits of integrated curriculum and interdisciplinary teaching. Flowers, Mertens, and Mulhall identified four research-based outcomes: schools where teachers team up to integrate content have a more positive work climate, parental contact is more frequent, teachers report higher job satisfaction, and student achievement scores are higher.[9] Curriculum integration fosters the ongoing reinforcement of skills and information learned in one area of study when utilized in another area. Ultimately, the more students can interrelate

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[9] Flowers, N., Mertens, S.B., and Mulhall, P. F. (1999). The impact of teaming: Five research-based outcomes. *Middle School Journal,* 36(5), 9-19.

their knowledge, the more useful it will be to them. It provides students with a richer academic experience by broadening the context and applicability of information and skills that are learned.[10] Integration is not merely a way to justify non-tested content but is a way to show how it is interconnected with other branches of knowledge. Curriculum integration also maximizes the utilization of learning time by "borrowing" from one area to support another.[11] Barton and Smith noted that integrating instruction may allow teachers to better differentiate instruction to meet individual student needs, and provide opportunity for more project-based assessment of the learning.[12] Interdisciplinary instruction gives students a chance to work with multiple sources of information, making it likely they are receiving a more expansive perspective than they would by using the resources for just one subject or content area.[13]

Hirsch concluded from his study related to the depth and breadth of instruction that, "broad general knowledge is the best entrée to deep knowledge (p. 23) and that it is highly correlated with general ability to learn. He continued by saying, the best way to learn a subject is to learn its general principles and to study an ample number of diverse examples that illustrate those principles" (p. 23).[14]

The research literature is full of studies that conclude interdisciplinary collaboration improves student achievement. One quasi-experimental study infused music into the social studies and science curriculum of an experimental group of elementary students twice each week while a comparison group studied each subject as independent and discrete content. The researcher drew a causal conclusion that learner achievement in social studies, science, and music concepts was higher than that resulting from the separate subject curriculum model.[15] Orlofsky pointed out the literacy connections that can be made by teaching students a familiar song: structural analysis, contextual analysis, phonic generalizations, repetitive patterns, figurative language usage, and syllabication.[16]

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[10] Brophy, J. and Alleman, J. (1991). A caveat: Curriculum Integration isn't always a good idea. *Educational Leadership,* 49(2), 66.

[11] Peerless, S. Introduction, online Digest of Literature on Curriculum Integration, n.d. *Jewish Educational Leadership,* Ramat Gan, Israel. available: http://www.lookstein.org/integration/curriculum_intro.htm . Last accessed on 6/3/11.

[12] Barton, K.C. and Smith, L.A. (2000). Themes or motifs? Aiming for coherence through interdisciplinary outlines. *The Reading Teacher,* 54(1), 54-63.

[13] Wood, K. (1997) *Interdisciplinary instruction: A practical guide for elementary and middle school teachers*. Upper Saddle River, NJ: Merrill.

[14] Hirsch, E.D. (2001). Seeking depth and breadth in the curriculum. *Educational Leadership,* 59(2), p. 22-25.

[15] Eady, I. and Wilson, J. (2004). The influence of music on core learning. *Education,* 125(2), p. 244, reporting on a study conducted by V. N. Brunk, "Validations of a sociomusic curriculum: Music integrated with social studies and science". Ph. D. dissertation, Texas A & M University, College Station, 1981.

[16] Orlofsky, D. D. (1994). Language Arts and Music. *Music Educators Journal,* 81(2), p. 10.

Interdisciplinary instruction also has the potential to positively affect student motivation. Weisskoff conducted a study where teachers gauged student motivation using a Likert-scale instrument with treatment and control groups of students. She concluded that students who received the music condition scored significantly higher with regard to continuing motivation for school.[17]

Fogarty identified ten methodologies for integrating curriculum and clustered them into three general categories (forms of integration): integration within a single discipline; integration across several disciplines; and integration within and across learners (this form is very student-directed).[18] Perkins and Salomon call the desired outcome of curriculum integration "transfer" and differentiate between "learning" and "transfer" this way: *Learning* is characterized by the ability of the student to demonstrate performance in a context that is more or less the same as the learning situation. *Transfer* takes place when a student is able to apply knowledge acquired to different situations. Teachers can foster transfer through their use of specific instructional methodologies to integrate the curriculum.[19]

The success of interdisciplinary curriculum integration depends in large part on the motivation and commitment of participating teachers, especially in small rural schools where teachers may be more like generalists and without easy access to colleagues who are subject matter experts in other content areas. Collaborative teaching to achieve integrated instruction can be a good use of each teacher's unique capabilities and knowledge. When teachers *are* able to collaborate with colleagues with content knowledge in other disciplines it takes effort and a measure of flexibility to embrace different styles of teaching. Teachers who plan to collaborate for the purpose of interdisciplinary instruction would be wise to discuss their classroom management expectations, assessment options, planned instructional strategies, etc. with one another. The expectation should be purposeful methodology for each of the integrated disciplines along with assessment of the learning of each content area. The success of teacher collaboration for the purpose of integrated instruction is dependent on administrative support. Administrative support may be in the form of scheduling to accommodate the collaboration, common planning time for collaborating teachers, or providing access to professional development, as requested, to make the collaboration/integration initiative successful.[20]

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[17] cited in Eady, I. and Wilson, J. (2004). The influence of music on core learning. *Education,* 125(2), p. 243

[18] Fogarty, R. (1991). Ten ways to integrate curriculum. *Educational Leadership,* 49(2).

[19] Perkins, D.N. and Salomon, G. (1988). Teaching for transfer. *Educational Leadership,* 46(1).

[20] Cane, S. (2009). Collaboration with music: A noteworthy endeavor. *Music Educators Journal,* 96(1), pp. 33-39.

Heidi Hayes Jacobs said that one of the largest obstacles to curriculum integration may be teachers trying to do too much and offered the following observations/recommendations. First, integration *does not have to be* interdisciplinary – for example, students could be encouraged to transfer what they have learned in geography to a particular lesson in World History. Second, teachers who are capable of drawing on information from other disciplines should be encouraged to do so when appropriate, but not at the expense of the mastery of their own curriculum. Her third observation was that interdisciplinary integration can be fostered, without interdisciplinary instruction. For example, a student may be called upon to draw on a variety of disciplines to complete an assignment or project such as producing an architecturally correct scale model of a famous building using ratios and proportions learned in mathematics.[21]

RECOMMENDATIONS RELATED TO PROFESSIONAL DEVELOPMENT

There are recommendations related to professional development for EED and for three districts specifically. The recommendations for professional development relate back to the Curriculum and the Instruction recommendations.

#3 – It is recommended that Alaska Department of Education and Early Development provide the State System of Support coaches with professional development to increase their awareness of and skill in assisting teachers and administrators with the integration and instruction of non-tested Content Standards. Since the coaches are experts in the core content areas of literacy, math, science, and in instructional leadership they are well qualified to help teachers find and implement ways to integrate concepts once they become aware of the interest and need from EED.

#8 and #9 – It is recommended that content-related professional development become a regular part of the curriculum review processes in both Yukon Flats and Yupi'it School Districts. At the same time, district-sponsored professional development in core areas such as literacy and math could include skill-building for integrating the curriculum. This is especially important in YFSD and YSD where other variables such as building schedules, staffing, and availability of external resources make it less likely students will be exposed to the non-tested Content Standards unless they are integrated with other core curriculum.

#12 – It is recommended that Lower Yukon School District provide teachers with some professional development to build skills for differentiating instruction while teaching

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[21] Jacobs, H. H. (1991). Planning for curriculum integration. *Educational Leadership,* 49(2).

whole group instruction. We recognize that in a standards-based school system, meeting the instructional needs of each student is highly valued. However, in one classroom, we counted 14 students working at eight different standards levels! The teacher accommodated the different levels by providing students with worksheets and had an established classroom routine where students worked independently with the teacher available to answer questions as needed. There are a number of replicated studies suggesting that regular classrooms (meaning not special education) offer very limited differentiated activities.[22] At the other end of the continuum, LYSD teachers are perhaps differentiating when whole group instruction might be a more suitable strategy. Additional professional development in this topic may help the teachers struggling in the standards-based system to differentiate for everyone by steady use of uninspiring worksheets is counter to learning theory and instructional best practice; both the theory and best practice literature acknowledge the value of collaboration and whole group instruction to stimulate learning. In fact, whole group instruction used with student independent work would alleviate some of the instructional preparation currently shouldered by LYSD teachers in creating/preparing so many distinct and individual lessons regularly.

FINDINGS RELATED TO PROFESSIONAL DEVELOPMENT

In all five districts included in the Curriculum Exposure study, professional development was managed at the district level. All but one district included some training for teachers in integration and use of technology but there were noticeable gaps in professional development related to many other non-tested content areas (Figure 5).

FIGURE 5 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		

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[22] Westberg, K. L. and Daoust, M. E. (2003). The results of the replication of the classroom practice survey replication in two states. *The National Research Center on Gifted and Talented Newsletter,* Fall 2003, p. 3-8.

LYSD							
YSD			A		A		

*Professional Development provided to Counselors

RESEARCH AND THEORETICAL BASIS FOR PROFESSIONAL DEVELOPMENT RECOMMENDATIONS:

In essence, teaching is a performance art where one measure of success is the ability to demonstrate mastery of relevant techniques. The degree to which students receive meaningful exposure to the non-tested Alaska Content Standards depends on the qualifications and effectiveness of teachers. Adopting a more balanced approach to instruction to include non-tested content increases the need for teachers to understand the non-tested subject matter and how students learn those subjects. Teachers need to acquire the ability to communicate basic knowledge about the subject and help students develop thinking and problem-solving skills about the subject.[23] Changes in classroom instruction are highly dependent on positive teacher behavioral change. A strong background in both content and pedagogy are positively correlated to change in teacher behavior and instruction.[24] Without professional development to provide encouragement, teachers may find the technical language of a non-familiar subject daunting – or simply get the fact wrong, as we witnessed in one classroom where the teacher gave students a very incorrect tally of the membership of the United States Congress!

District- and school-sponsored professional development activities are the primary way for in-service teachers to increase their knowledge and skills. Activities may range from formal, highly structured training on set-aside inservice days to everyday, informal hallway discussions with other teachers. The definition of teacher professional development may also include co-teaching, mentoring, group discussions or collaborative meetings centered on student work, a book club, or study group. Professional development sometimes includes individual activities such as using online resources, individual action inquiry research, and university course taking. Another form of professional development is participation on curriculum review or resource selection committees. While each of these methods for acquiring professional development may

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[23] Loucks-Horsley, S., Hewson, P. W.., Love, N., and Stiles, K.E. (1998). *Designing professional development for teachers of science and mathematics.* Thousand Oaks, CA: Corwin Press.
[24] Joftus, S. and Maddox-Dolan, B. (2002). New teacher excellence: Retaining our best. Washington D.C.: Alliance for excellent education.

have their place, without *overall district direction* teachers may be left to act as entrepreneurs, deciding what and how much to take in and implement in the classroom.[25]

"Job-embedded" professional development receives a lot of attention as a model of best practice for teacher inservice training. It is interesting though, that in a meta-analysis of studies of professional development purporting to affect student achievement, the nine studies that met the Institute of Education Sciences standards for rigor all employed workshops or summer institutes with follow-up session(s) during the school year. In all nine of the rigorous studies, the professional development went directly to teachers rather than through a "train the trainer" model and was delivered by subject experts.[26]

One major national study found that it is the substantive features of professional development, not the structure or format, that matter most when it comes to enhancing teachers' knowledge, skills, and classroom practice. Researchers quantitatively identified five primary characteristics of effective professional development: *content focus* – a focus on subject matter content and how students learn that particular content; *active learning* – teachers should have opportunities to get involved (creating lesson plans, critiquing student work samples, etc) as opposed to passive listening to lectures; *coherence* – consistency with other professional development goals and offerings in the district; *duration* – professional development was most effective if it included at least 20 hours of instruction/contact spread over time; and *collective participation* – meaning that teachers have colleagues in the school or district with whom they can discuss their learning.[27,28]

Researchers also found that teacher involvement in planning professional development and a clear message from administrators about the value of the professional development was important for shaping teachers' positive experience with the training. [29] Not only is the district message important for positive reception of the professional development, one study documented a connection between teacher perception of the value placed on

[25] Killion, J. (2002). *Assessing Impact: Evaluating staff development.* Oxford, OH: National Staff Development Council.

[26] Yoon, K.S., Duncan, T., Lee S.W.Y., Scarloss, B., and Shapley, K. (2007) *Reviewing the evidence on how teacher professional development affects student achievement* (Issues and Answers Report, REL 2007 – No. 033). Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Education Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabs

[27] Garet, M.S., Porter, A.C., Desimone, L., Birman, B.F., and Yoon, K.S. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal,* 38(4), pp. 915-945.

[28] Desimone, L.M. (2011). A primer on effective professional development. *Phi Delta Kappan,* 92(6), pp. 68-71.

[29] Buczynski, S., Hansen, C.B. (2010). Impact of professional development on teacher practice: Uncovering connections. *Teaching and Teacher Education,* 26(2010), pp. 599-607.

particular content by the district, and the actual amount of time and manner in which the content was presented to students.[30] Teacher involvement in planning helps to ensure that specific knowledge and skills gaps are identified and can be addressed through the professional development.[31]The school district management and implementation strategies related to alignment of professional development for non-tested content with other district professional development is key for high quality transfer of learning among teacher participants.[32] While it is not the intent of this report to discuss evaluation of professional development, the studies cited here provide a number of suggestions for gathering meaningful data about the quality and success of professional development offered to teachers.

LEADERSHIP AND LEARNING ENVIRONMENT RECOMMENDATIONS

There are four recommendations related to Leadership, and one recommendation in the matrix under Learning Environment that must actually be facilitated by administrators. There is one Leadership recommendation to EED and two that apply generally across all five districts.

#4 – It is recommended that EED support the revision of the Curriculum Exposure Rubric to improve the internal consistency of the two scales with the lowest Cronbach's alpha values (Professional Development and Leadership). The revised rubric could then be made available as an optional tool with Alaska STEPP so that districts could self-assess in relation to the Alaska Content Standards for the nine non-tested areas.

#5 and #6 – It is recommended that district-level leadership communicate a strong commitment to the value of the non-tested content to principals and head teachers, and encourage them to expect teachers to include the non-tested content in their instruction in locally appropriate ways. In addition, until teachers are expected to design and turn in lesson plans that include the standards, activities, and assessments to be used to teach non-tested content standards, no one will really know what non-tested content is actually taught to which students, or how well students learned the concepts.

#11 – It is recommended that Lower Yukon School District incorporate some simple, readily available software features such as pivot tables into the massive amount of

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[30] Ibid.
[31] Desimone, L., Porter, A.C., Birman, B.F., Garet, M.S., and Yoon, K.S. (2002). How do district management and implementation strategies relate to the quality of the professional development that districts provide to teachers?, *Teachers College Record,* 104(7), pp. 1265-1312.
[32] Ibid.

student standards achievement data that is collected by the district and provided to principals. This would make the data far more useable for building-level decision making related to instructional pacing and teacher accountability.

#14 – It is recommended that Yukon Koyukuk School District-level administrators facilitate discussion among schools in the district to achieve some common scheduling for the subjects expected to be taught across the district. YKSD has a rich supply of asynchronous distance-delivered courses and capacity to deliver synchronous distance instruction to all schools from a central location; the confounding variable is conflicting school schedules.

FINDINGS RELATED TO LEADERSHIP AND LEARNING ENVIRONMENT

Across all five of the districts and the individual schools in this study, there was very little supervision of teachers teaching non-tested content. 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 all the schools we visited 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. It is certainly more difficult to provide students with a learning goal related to the non-tested Content Standards if they are not even noted on lesson plans. 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. Feedback and discussion about the content and quality of lesson plans is critical for helping teachers develop expertise.[33] Even when teachers noted the standards they were addressing through their instruction, there was little record keeping.

As noted, Lower Yukon School District teachers collect a vast amount of data about student achievement of individual standards targets. The data is available to school principals as a massive Excel spreadsheet. Currently this data is primarily used at the individual teacher level; it is too unwieldy and time consuming to sort or aggregate in ways that are useful to an administrator for school-level planning and decision making.

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[33] Ericcson,K.A. and Charness, N. (1994). Expert performance: Its structure and acquisition. *American Psychologist,* 49(8), p. 725-747.

The SSOS Technology coach demonstrated the use of pivot tables to group and organize data for the Mountain Village principal who immediately saw the value for ensuring standards are taught and for future instructional planning. This tool/feature may help other school leaders with or without incorporating it into the LYSD SMART student information system.

The recommendation to EED to revise and make the non-tested Curriculum Exposure rubric available for future use stems from questions we received while doing the project field study. School and district leaders expressed interest in using the rubric for district self-assessment. While using the initial rubric we discovered some indicators that could be reworded to more closely measure what we intended. Also, and not surprisingly, the two scales with the least number of indicators (professional development and leadership) had the lowest internal consistency measured using Cronbach's alpha. Since there was interest in using the rubric again, it is worthwhile to strengthen the scales and make the tool more effective. The revised Curriculum Exposure Rubric and internal consistency analysis are included in Appendix B to this report.

In Yukon Koyukuk School District, there is the capacity to offer distance instruction of uniform quality to students across the district. Some of the non-tested content not currently offered could lend itself to distance delivery. We noted that autonomy in the development of individual school schedules may be hampering the synchronous use of technology for instruction and limiting participation. Perhaps a schedule-building session led by district administrators would result in more consistent time blocks among schools for distance delivery of Art, World Language, and other non-tested content.

RESEARCH AND THEORETICAL BASIS FOR THE LEADERSHIP RECOMMENDATIONS

The research literature related to school leadership is replete with descriptions of the connection between the characteristics and behaviors of leaders and the success of schools. Marzano synthesized the research from the last 35 years into 21 responsibilities of school leaders[34] that could be correlated to student academic achievement. Related to and supporting the recommendations in this report, his list includes:

- School leaders communicate and operate from within strong ideas and beliefs about schooling. Marzano notes that "academic achievement is not the only

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[34] Marzano, R.J., Waters, T., and McNulty, B.A. (2005). *School Leadership that Works, From Research to Results.* Alexandria, VA: Association for Supervision and Curriculum Development, p. 42-43.

measure of success in a school" (p. 51). The beliefs of the school leader have a powerful effect on change, school climate, and the actions of teachers.

- School leaders are knowledgeable about current best practices, and directly involved in the design and implementation of curriculum, instruction, and assessment practices. In fact, one study identified these characteristics as the ones teachers valued most in their leaders.[35]

- The school leader monitors the effectiveness of school practices and their effect on student learning. In our recommendations, this is directly related to examination of teacher lesson plans for linkages to the non-tested Alaska Content Standards, and observations of teachers while teaching the concepts represented by the non-tested Content Standards.

- School leaders provide teachers with the materials and professional development necessary to be successful at the job of teaching. School leaders are responsible for designing the school schedule to accommodate strategies such as integrated instruction. School leaders also have ultimate control over the school budget and decision making over some of the instructional resources to be purchased.

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[35] National Institute on Educational Governance, Finance, Policymaking & Management. (1999). *Effective leaders for today's schools: Synthesis of a policy forum for educational leadership.* Washington, D.C.: United States Department of Education Office of Educational Research and Improvement.

APPENDIX A: DISTRICT EXECUTIVE SUMMARIES

Highlights from the Report
Curriculum Exposure: *An analysis of student exposure to non-tested curriculum standards in five rural Alaska school districts*
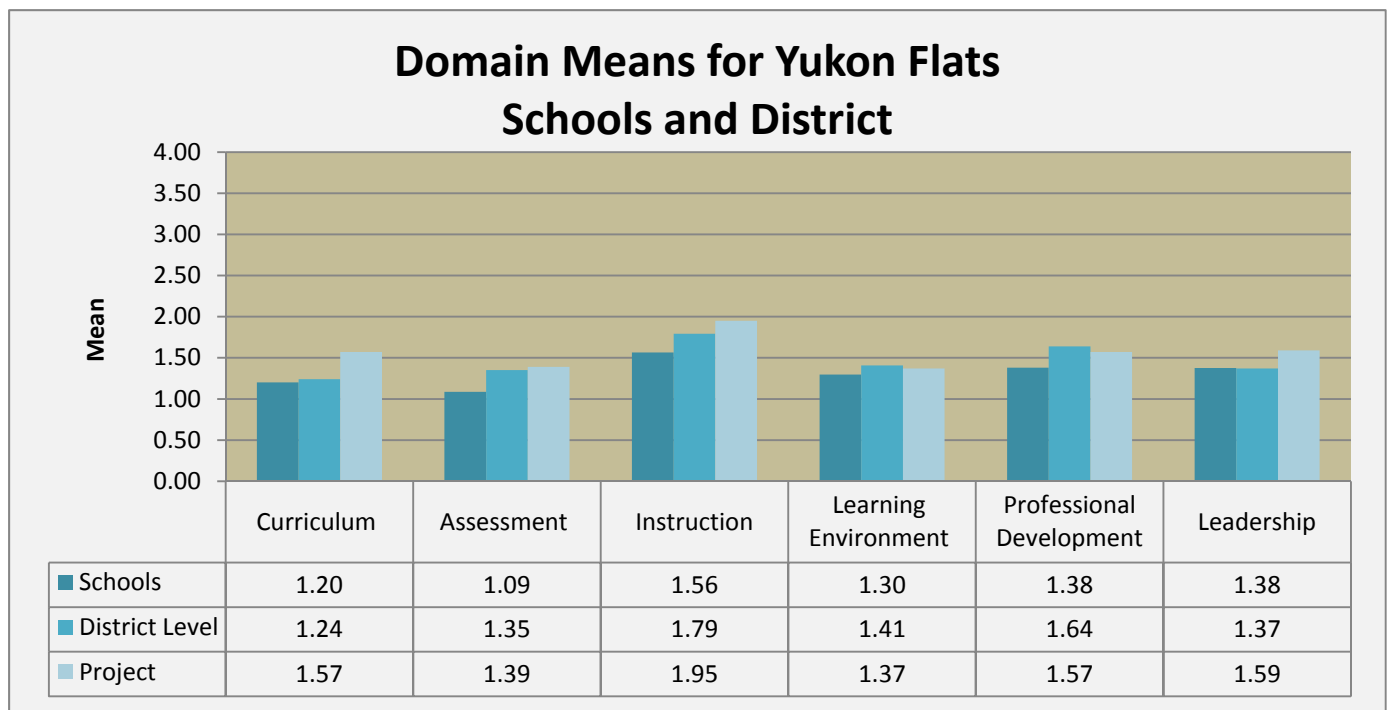
Introduction

The purpose of the Curriculum Exposure Project was to conduct an overall inventory of students' exposure to curriculum content in the nine non-tested Alaska Content Standards areas. Data was gathered through classroom observations, interviews, and document review. Findings were reported two ways: 1) quantitatively using a 4-point rubric with six scales aligned to the *Self Study Tool for Alaska Schools*, and 2) qualitatively as narrative.

Overview

We calculated domain means for schools in the district as a group using all three data sources, and also for the district office/administration based on our interviews and document review. For the Learning Environment and Professional Development domains, the YFSD district-level means exceeded the project average (Figure 1). Across all six domains, the YFSD school means were lower than the project-wide mean scores and the district-level mean scores. The difference in school-level and district-level means were statistically significant for Assessment and Instruction. The higher district-level scores reflect the existence of elementary Library curriculum and Native Language curriculum, both aligned with Alaska Content Standards, a CTE facility for teaching Employability and Technology skills, and district-sponsored professional development for teachers to increase skills related to the non-tested content, most specifically Technology and Native Language.

FIGURE 1 CURRICULUM EXPOSURE DOMAIN MEANS FOR YUKON FLATS SCHOOLS AND DISTRICT

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

Curriculum Exposure by Content Area

Another way we looked at curriculum exposure was by individual content area. We did this by combining the six domain scores to get an overall score for each content area. The scores shown in Figure 2 are based on the school-level data, reflecting actual exposure to the non-tested content. The areas with the highest curriculum exposure in YFSD are World Languages and Art. When compared to the project-level mean scores by content area, YFSD scores were much lower. The low Curriculum Exposure scores by content area may be related to the high level of local school autonomy over curriculum, resources, instruction, and leadership decision making. Resources for many curriculum areas are outdated, selected by a teacher who since left the school. The elementary Library curriculum, which in our opinion is excellent, is unused outside of Fort Yukon School.

FIGURE 2 YUKON FLATS SCHOOL DISTRICT OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA
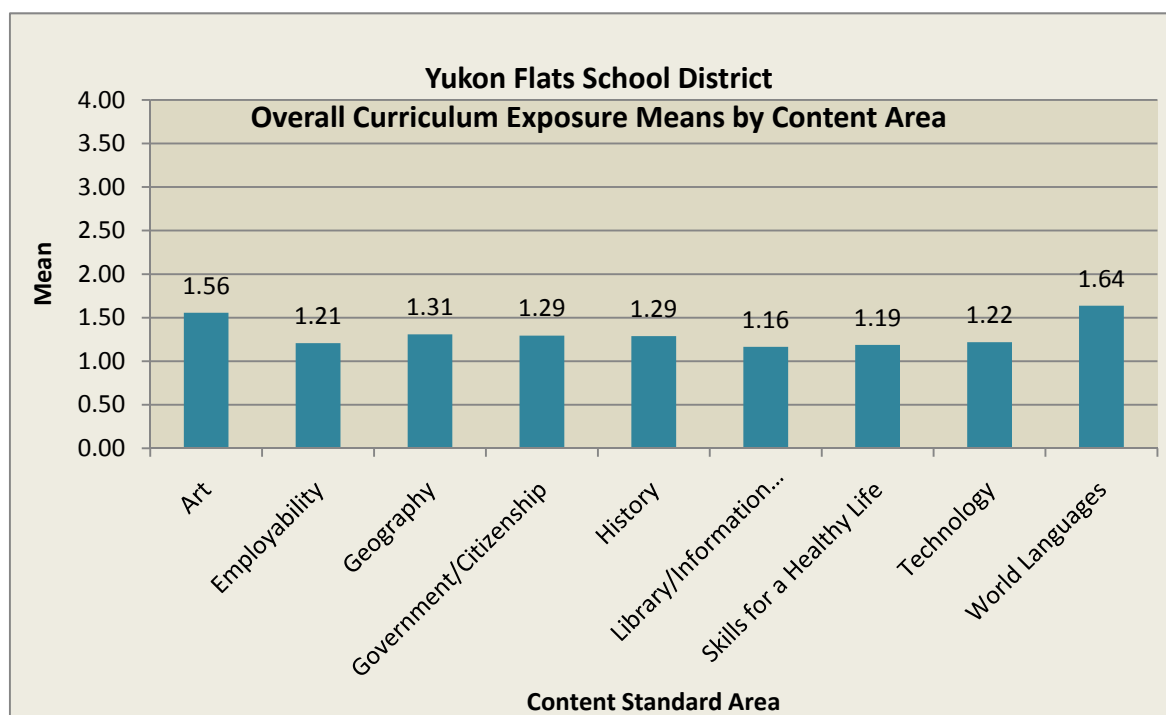
Placement of the Content

We expected the possibility that the Alaska Content Standards could be taught in various ways – as discrete courses, integrated with other content, during extracurricular activities, and/or by leveraging community and other resources. We reviewed school master schedules, teacher lesson plans, daily classroom schedules, school newsletters and other parent publications, etc. in addition to interviews and observations to determine if and where content is taught. Figures 3 and 4 summarize this information for YFSD. Our review showed that some students at some levels at some schools are exposed to the non-tested curriculum. At the schools where we noted

gaps in exposure, we expected and looked for but did not find a cycle or plan for covering the curriculum in alternating semesters or years.

FIGURE 3 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
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			

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

FIGURE 4 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
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	

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

Ideas/Suggestions for Using this Information

Our review showed that YFSD has a five-year curriculum review cycle but is has not been followed. There is no consistent curriculum for any of the non-tested content areas and a high degree of school autonomy. It may be useful to review and reestablish the curriculum review cycle in the district. It may be helpful to collect a comprehensive list of the resources in current use to determine the curriculum area of highest priority for review. Given that YFSD has adopted a direct reading instruction approach and curriculum, teachers could benefit from more professional development to learn how to integrate the non-tested content with language arts.

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YUPI'IT SCHOOL DISTRICT

Highlights from the Report

Curriculum Exposure: *An analysis of student exposure to non-tested curriculum standards in five rural Alaska school districts*
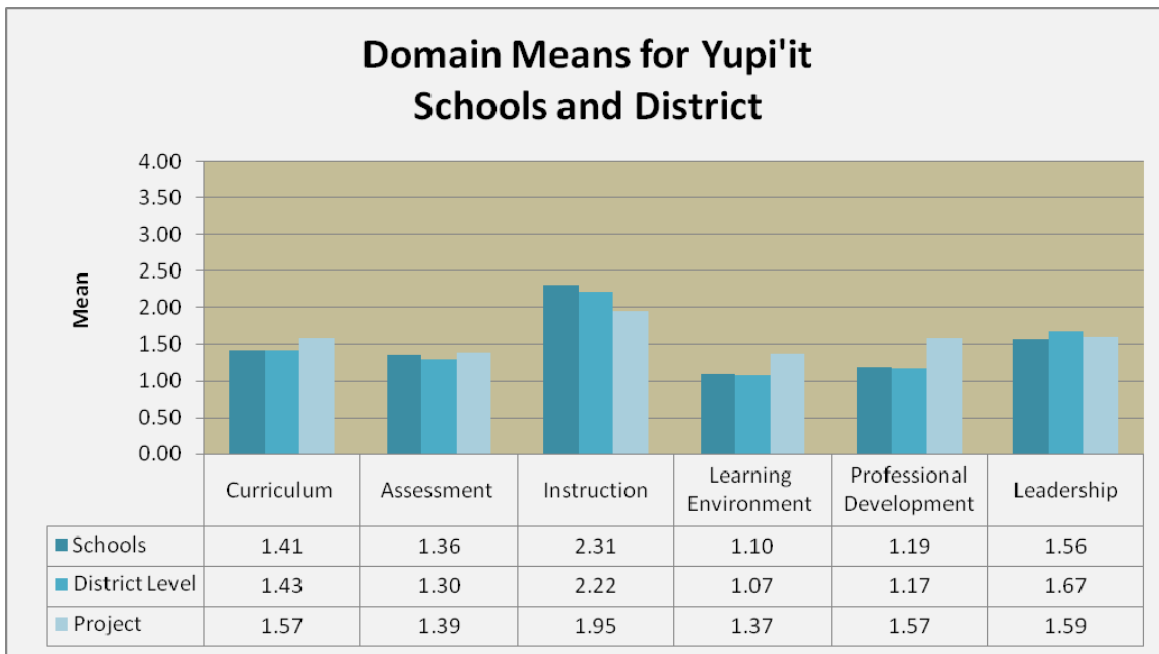
Introduction

The purpose of the Curriculum Exposure Project was to conduct an overall inventory of students' exposure to curriculum content in the nine non-tested Alaska Content Standards areas. Data was gathered through classroom observations, interviews, and document review. Findings were reported two ways: 1) quantitatively using a 4-point rubric with six scales aligned to the *Self Study Tool for Alaska Schools*, and 2) qualitatively as narrative.

Overview

Yupi'it School District had the highest Instruction Domain scores of the districts we studied (Figure 1). It is notable that YSD teachers are finding ways to teach the non-tested Alaska Content Standards since across the project we generally found a lack of formally adopted curriculum for the nine content areas. In YSD we often saw the non-tested content integrated with other core content (Figure 4).

FIGURE 1 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

In the Curriculum Domain, our rubric assessed whether curriculum and supporting resources existed in the district/school for teaching the Alaska Content Standards, and whether there were processes for the review and selection of curriculum. In all but one of the districts in the study, the Curriculum Domain scores were fairly low. Yupi'it School District had the lowest Curriculum Domain score of the five districts (Figure 1).

Exemplars

Without the structure of formally adopted curriculum we saw a lot of variability in the quality of instruction. Some examples of exemplary instruction we saw in YSD include:

- Planned, sequential welding instruction for high school students in Akiachak that followed industry-recognized curriculum.
- We found laminated copies of the Alaska Content Standards for Government and Citizenship, History, Geography, and Skills for a Healthy Life on the wall in the Social Studies classroom in Tuluksak.
- Use of community resources to extend instruction: In Akiak the entire middle school gathered to hear an Elder speak on the topic of "Marriage, Then and Now". In Tuluksak, Elders worked with students on craft projects in the library.
- At all three schools, there was strong interest in career and technical education. Students in Tuluksak have the opportunity to restore a vintage Kubota to working condition.
- All three schools have fully-functioning and staffed libraries.
- The *Imagine It!* Language Arts curriculum provided the background for integration of art, social studies, and health concepts in some elementary classrooms.

Curriculum Exposure by Content Area

Another way we looked at curriculum exposure was by individual content area. We did this by combining the six domain scores to get an overall score for each content area. The areas with the highest curriculum exposure in YSD are the three Social Studies areas followed by Employability (Figure 2). All of the content-level mean scores for YSD are lower than the project wide mean scores, which is congruent with the lower Curriculum Domain mean score for the district. The content areas with the lowest curriculum exposure in YSD are Art and Skills for a Healthy Life.

FIGURE 2 YUPI'IT SCHOOL DISTRICT OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA
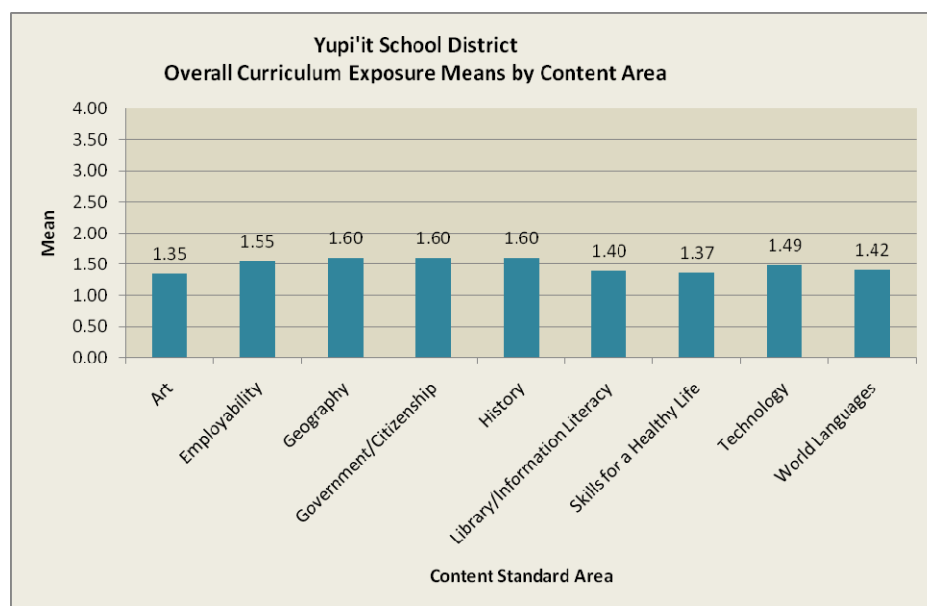
Placement of the Content

We expected the possibility that the Alaska Content Standards could be taught in various ways – as discrete courses, integrated with other content, during extracurricular activities, and/or by leveraging community and other resources. We reviewed school master schedules, teacher lesson plans, daily classroom schedules, school newsletters and other parent publications, etc. in addition to interviews and observations to determine if and where content is taught. Figures 3 and 4 summarize this information for YSD. The main gaps in content coverage are in World Languages at middle and high school, Employability skills at the elementary level, and Health/PE and Technology at middle school in Akiachak.

FIGURE 3 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
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 4 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
YSD	Akiachak	E		E, M		E, H		H
	Akiak			E		A	H	H
	Tuluksak			E, M	E	A		H

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

Ideas/Suggestions for Using this Information

There are parts and pieces of curriculum for Social Studies, Arts, and Health and Wellness. These existing documents could be viewed as a starting place for systematic curriculum review and the development of documented processes for future curriculum review. Instructional quality would likely become more consistent across the district if teachers had content-specific scope and sequence and pacing guides. It is commendable that a teacher needs assessment survey was used in the development of the district professional development plan and as a result both technology and art PD were offered (and is likely related to the content integration shown in Figs. 3 and 4). YSD is fortunate to have a teaching cadre willing to embrace instruction holistically. Additional PD focused on integrating the non-tested Content Standards into core content may be helpful to teachers.

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LOWER YUKON SCHOOL DISTRICT

Highlights from the Report

Curriculum Exposure: *An analysis of student exposure to non-tested curriculum standards in five rural Alaska school districts*
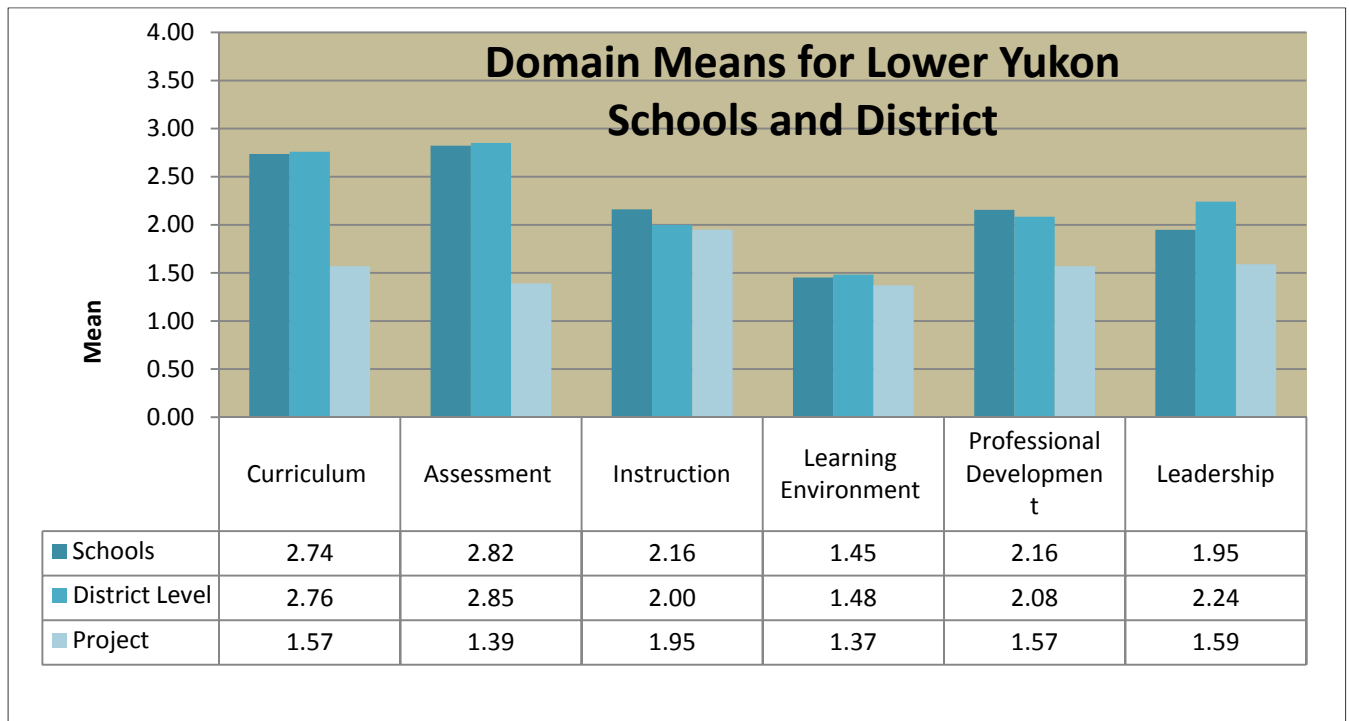
Introduction

The purpose of the Curriculum Exposure Project was to conduct an overall inventory of students' exposure to curriculum content in the nine non-tested Alaska Content Standards areas. Data was gathered through classroom observations, interviews, and document review. Findings were reported two ways: 1) quantitatively using a 4-point rubric with six scales aligned to the *Self Study Tool for Alaska Schools*, and 2) qualitatively as narrative. Our review of Lower Yukon schools was not as inclusive as originally planned due to weather which excluded some schools on two different trips.

Overview

Using the Curriculum Exposure rubric, we calculated domain means for schools in the district as a group using all three data sources, and also for the district office/administration based on our interviews and document review. In all six domains, and for both the school-level and district-level data, LYSD exceeded the project mean scores (Figure 1). LYSD is the only district in the study with formally adopted curriculum that covers all nine of the non-tested Alaska Content Standards. Consequently, LYSD had the highest Curriculum and Assessment domain scores in the study. This is the only district where we saw comprehensive assessments for the non-tested content explicitly and consistently linked to the district standards.

FIGURE 1 CURRICULUM EXPOSURE DOMAIN MEANS FOR LOWER YUKON SCHOOLS AND DISTRICT

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

The domain with the lowest score in LYSD was Learning Environment. This domain included indicators related to scheduling to accommodate teaching and learning of the non-tested content, leveraging of and student access to non-tested content through outside resources, and engagement of parents/community to help facilitate student exposure to the non-tested content. We found that school schedules did not always support the inclusion of non-tested content standards in the instructional day. The most notable omissions were Library/Information Science (secondary level) and Employability Skills (elementary).
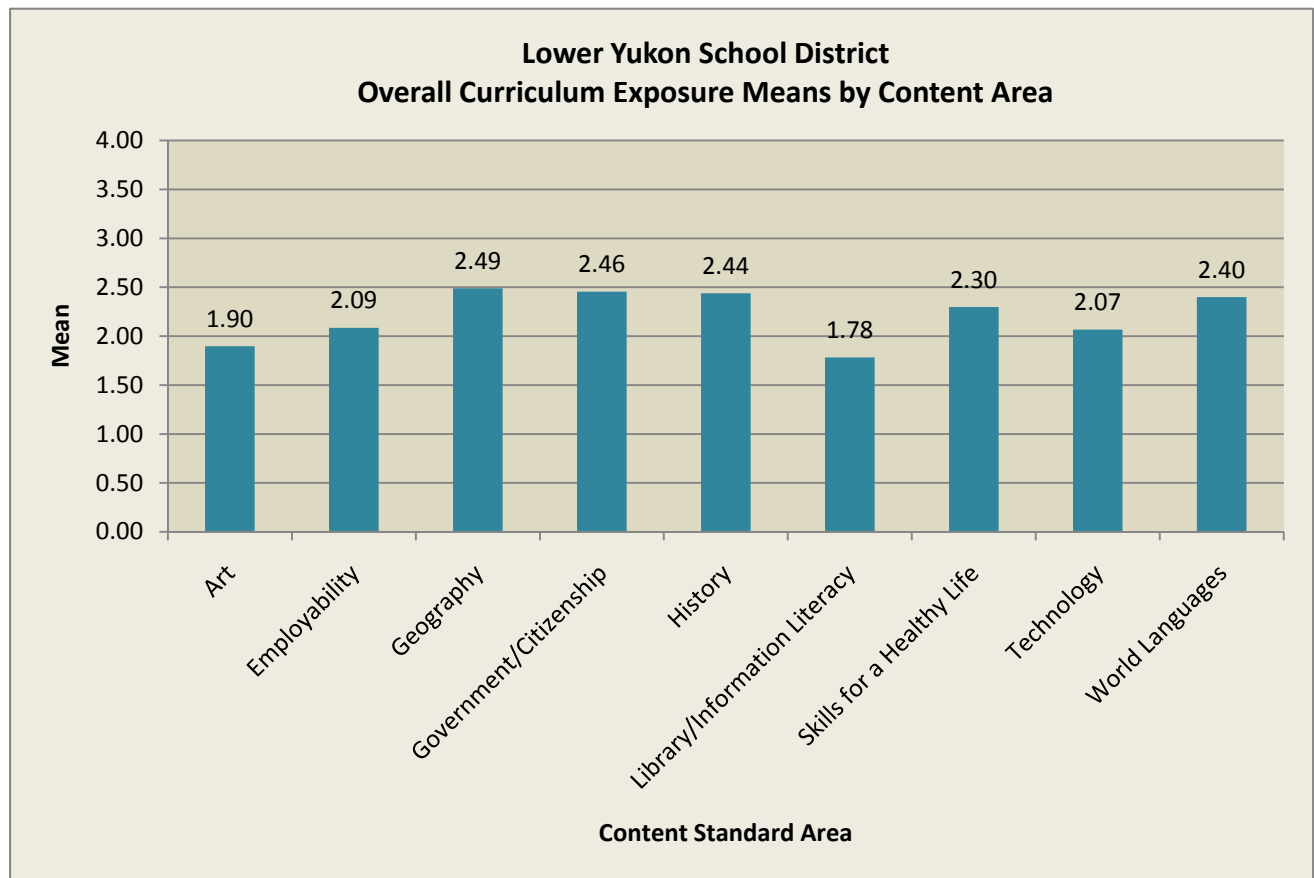
Exemplars
Some examples of exemplary instruction we saw in LYSD include:
- Fifth grade students in Hooper Bay who participated in local government by writing letters to the local council expressing their views about audience and team member behavior at a recent City League basketball game. Student s then read their letters aloud to the assembled adults.
- Highly effective use of technology to support instruction in a high school World History class in Hooper Bay. The teacher taught a fast-paced and engaging lesson on the genealogy of the Greek gods and the technology allowed her to minimize transition time between activities so all students remained on task throughout the time period.
- A district-level exemplar was that the Professional Development Plan has a stated purpose to support teachers in increasing skills for differentiating instruction.
- All three schools we visited had a wealth of new and current curriculum resources, some of which are still unused.
- All three schools had well-stocked and functional libraries for student use.
- A high school Algebra class in Mountain Village where students were constructing scale models of famous skyscrapers from around the world. The lesson included background information about the region and history related to each structure.

Curriculum Exposure by Content Area
Another way we looked at curriculum exposure was by individual content area. We did this by combining the six domain scores to get an overall score for each content area. The scores shown in Figure 2 are based on the school-level data, reflecting actual exposure to the non-tested content. Just as with the domain scores, LYSD had the highest scores of the project for overall exposure by content area, with one exception (Art in NWABSD was 2.14). The areas with the highest curriculum exposure in LYSD are the three Social Studies, Skills for a Healthy Life, and World Languages. The lowest areas were Art and Library/Information Literacy. The one caveat to these scores is that we could not tell for sure that all of the non-tested content standards are included in the district standards/curriculum since there no standards cross-walk document was available. It appeared that the only content areas formally reviewed in the last six years are the three Social Studies areas and Skills for a Healthy Life.

Placement of the Content

We expected the possibility that the Alaska Content Standards could be taught in various ways –
as discrete courses, integrated with other content, during extracurricular activities, and/or by
leveraging community and other resources. We reviewed school master schedules, teacher lesson
plans, daily classroom schedules, school newsletters and other parent publications, etc. in
addition to interviews and observations to determine if and where content is taught. Figures 3
and 4 summarize this information for LYSD. This data supports the content area mean scores
shown in Figure 2 for Library/Information Science and Employability. Other gaps exists in
World Languages at the high school level and Arts at the middle level in Hooper Bay, and
several missing content areas in the tiny school of Pitkas Point.

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

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

FIGURE 4 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
LYSD	Mountain Village	A		E, H		A	H	E
	Pitkas Point	A			E	A		
	Hooper Bay	E		A		H		E

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

Ideas/Suggestions for Using this Information

LYSD is a high functioning district for student exposure to the non-tested Alaska Content Standards. Since the district standards-based model was implemented in 2005, it might be worthwhile to create a standards cross-walk document to ensure that all of the state standards are integrated into the district standards areas. This may be especially worthwhile given the new Alaska grade span objectives for PE released in July 2010. A second suggestion relates to the school-level ability to use student standards achievement data for monitoring and planning. The SSOS Technology coach demonstrated the use of pivot tables to group and organize data for the Mountain Village principal who immediately saw the value for ensuring standards are taught and for future instructional planning. This tool/feature may help other school leaders with or without incorporating it into the LYSD SMART student information system. Last, LYSD is to be commended for including professional development opportunities for staff to increase their skill in differentiating instruction. Additional PD in this topic may help the teachers struggling in the standards-based system with students at various levels – we saw teachers trying to manage learning at up to five different levels by relying on worksheets and individual folders with limited or no whole-group instruction.

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YUKON KOYUKUK SCHOOL DISTRICT

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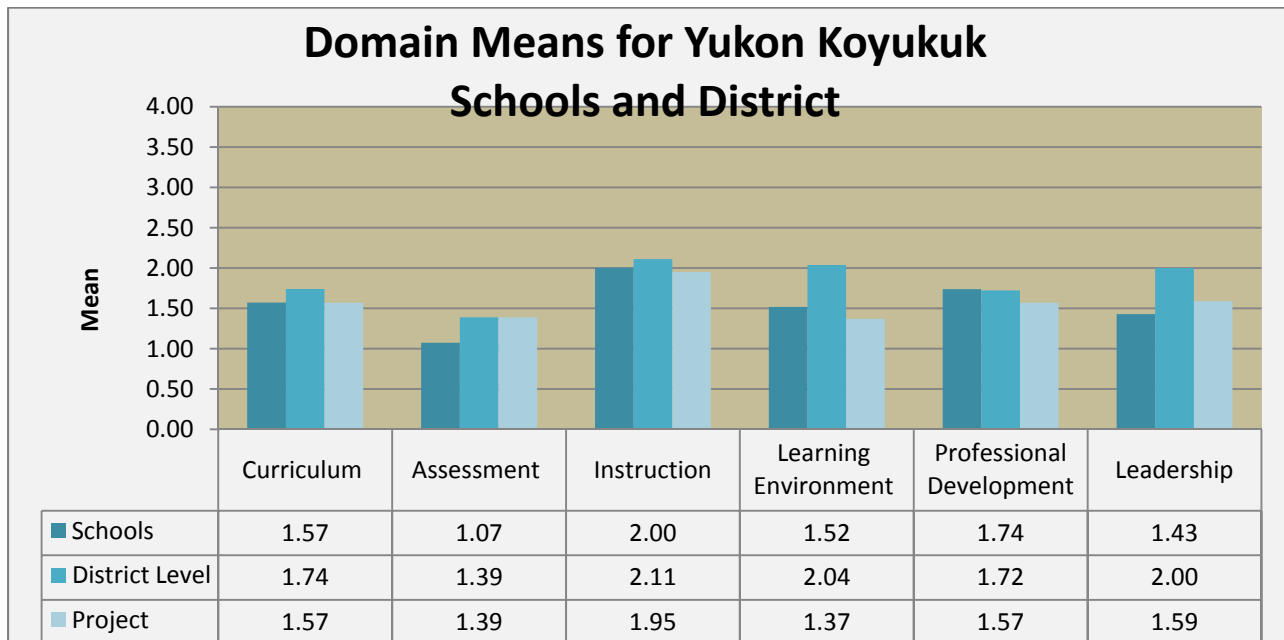
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Overview

The Yukon Koyukuk schools and district met or exceeded the project mean score for all six Curriculum Exposure domains (Figure 1). YKSD district-level leadership is quite strong; statistically the difference between the district and aggregate school scores for that domain is highly significant. The difference in mean scores was also significant for Curriculum, Assessment, and Learning Environment. The difference may be due to the district ability to offer distance instruction and the existence of fairly comprehensive curriculum procedures. The Learning Environment domain measured the existence of alternative and extended opportunities for students to have exposure to the non-tested content standards, as well as the ability of schools and the district to leverage community resources. YKSD seemed to have programs and opportunities for community engagement in many schools.

FIGURE 1 CURRICULUM EXPOSURE DOMAIN MEANS FOR YUKON KOYUKUK SCHOOLS AND DISTRICT

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

Exemplars

Some of the exemplars we saw in YKSD include:

- A well-administered service learning program for secondary students in Allakaket that incorporates best practices for teaching students community service and citizenship concepts.
- A current YKSD Curriculum Handbook with operational definitions of curriculum, curriculum development, and instruction that specify alignment to Alaska Content Standards.
- YKSD has a projected curriculum review cycle through 2015.
- Centrally-based teachers for Art and Native Language who are highly skilled in distance delivery of instruction.
- The district offers social studies, employability, and health courses for students via AIDE.
- All of the Alaska Content Standards for non-tested subjects are pre-loaded into the ClassBright system so that teachers can easily align their lesson plans to the standards.
- YKSD has actively sought discretionary grant funding to support student exposure to Art, PE, Employability, Technology, and Information Literacy.
- Students, parents, teachers, and community members all had an opportunity to provide input related to prospective district and school programs/services via a survey administered by the YKSD Federal Programs office.
- The district provides a high level of support to teachers for becoming Highly Qualified.

Curriculum Exposure by Content Area

Another way we looked at curriculum exposure was by individual content area. We did this by combining the six domain scores to get an overall score for each content area. The scores shown in Figure 2 are based on the school-level data, reflecting actual exposure to the content. The areas with the highest curriculum exposure in YKSD are Skills for a Healthy Life, Information Literacy, and Employability. When compared to the project-level mean scores by content area, YKSD scores were lower for all areas except Skills for a Healthy Life. The area with the lowest curriculum exposure score is Information Literacy though we should note that our visit was in September and the district had just been awarded a federal library grant and hired a Library Coordinator to administer the program.

Yukon Koyukuk School District
Overall Curriculum Exposure Mean by Content Area
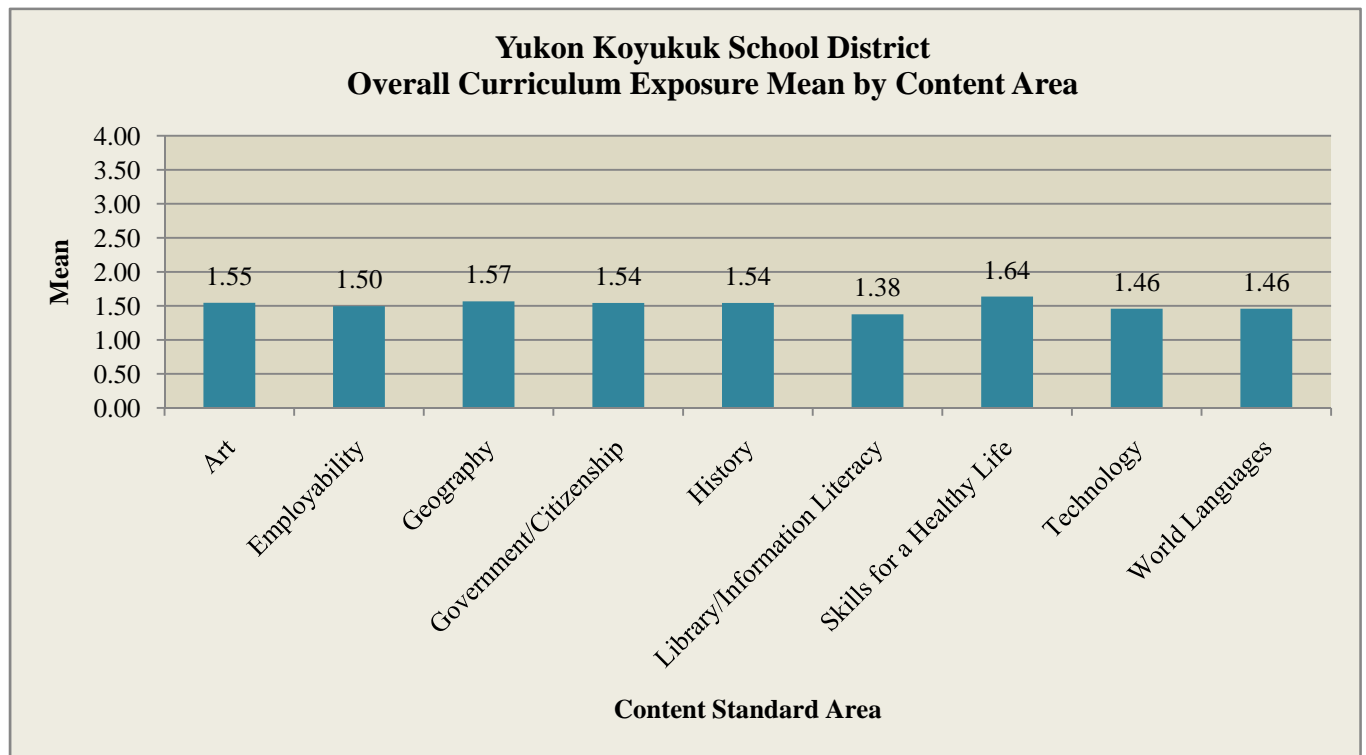
Placement of the Content

We expected the possibility that the Alaska Content Standards could be taught in various ways –
as discrete courses, integrated with other content, during extracurricular activities, and/or by
leveraging community and other resources. We reviewed school master schedules, teacher lesson
plans, daily classroom schedules, school newsletters and other parent publications, etc. in
addition to interviews and observations to determine if and where content is taught. Because we
visited YKSD so early in the fall, we examined all lesson plans posted in ClassBright for the
previous year in addition to the ones submitted early in this school year. Figures 3 and 4
summarize this information for YKSD. The content areas with the best coverage were Social
Studies and Health/PE. The content areas with the most gaps were Employability, Technology,
and Information Literacy.

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	

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

FIGURE 4 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		

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

Ideas/Suggestions for Using this Information

YKSD has many strengths including good district-level leadership and sound curriculum processes though it appeared to us that some of the resources in use at the school level are outdated. Given that the district has a textbook evaluation form in the Curriculum Handbook, it may be useful to make a systematic inventory of resources using the evaluation form.

The district has the capacity to offer distance instruction of uniform quality to students across the district. Some of the non-tested content not currently offered could lend itself to distance delivery. We noted that autonomy in the development of individual school schedules may be hampering the synchronous use of technology for instruction and limiting participation. Perhaps a schedule-building session led by district administrators would result in more consistent time blocks among schools for distance delivery of Art, World Language, and other non-tested content.

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NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Highlights from the Report

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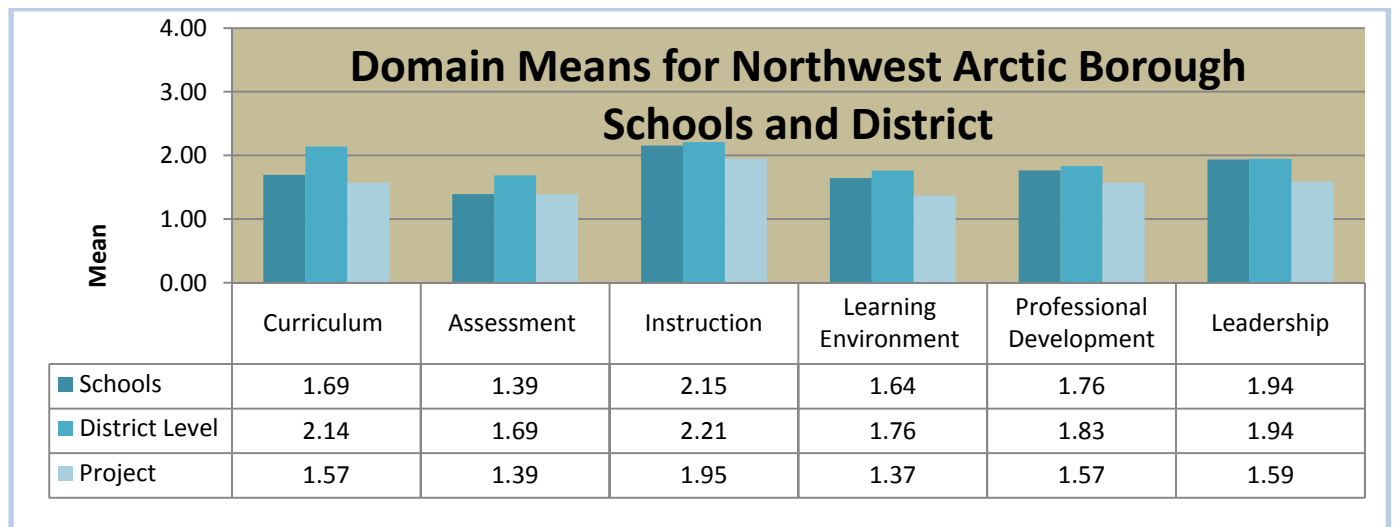
Introduction

The purpose of the Curriculum Exposure Project was to conduct an overall inventory of students' exposure to curriculum content in the nine non-tested Alaska Content Standards areas. Data was gathered through classroom observations, interviews, and document review. Findings were reported two ways: 1) quantitatively using a 4-point rubric with six scales aligned to the *Self Study Tool for Alaska Schools*, and 2) qualitatively as narrative. Our review of Northwest Arctic schools was not as inclusive as originally planned due to weather which excluded two schools.

Overview

Using the Curriculum Exposure rubric, we calculated domain means for schools in the district as a group using all three data sources, and also for the district office/administration based on our interviews and document review. Similar to the Yukon Koyukuk and Lower Yukon districts, Northwest Arctic Borough School District has strong district-level leadership. The schools we visited also had strong school-level leadership (Figure 1). For all six domains, NWABSD met or exceeded the project mean scores. The district has adopted curriculum for several non-tested content areas (Social Studies, Healthy Living, and Iñupiaq Studies). Some teachers are noting the alignment of their lesson plans to Alaska Content Standards, notably Art and Technology at Kotzebue Middle/High School. The district has a Board Policy that specifies how students are to be assessed, including application of skills. We encountered some excellent examples of teacher collaboration to cover non-tested Content Standards. The district Professional Development calendar included some opportunities for teachers to increase their skills for teaching the non-tested content but in this district more than any of the others we visited, the intentional delivery of technology-enabled instruction and professional development was hampered by poor Internet bandwidth outside of district control.

FIGURE 1 CURRICULUM EXPOSURE DOMAIN MEANS FOR NORTHWEST ARCTIC BOROUGH SCHOOLS AND DISTRICT

Domain Means for Northwest Arctic Borough Schools and District

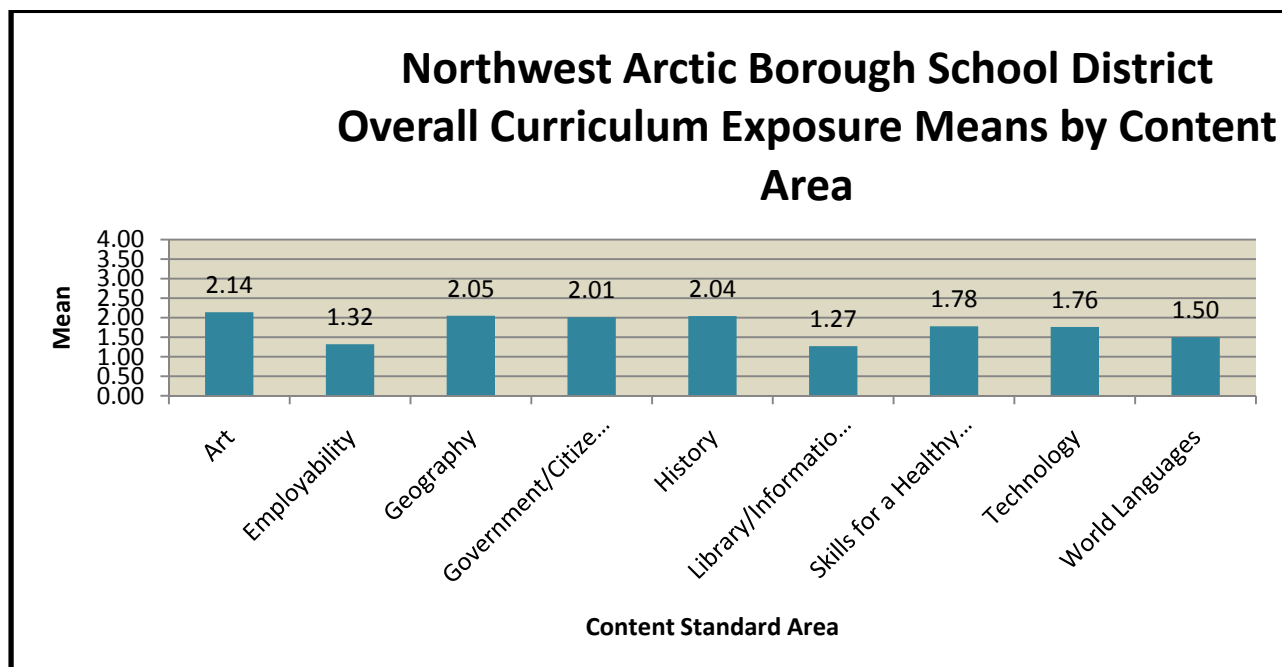|	Curriculum	Assessment	Instruction	Learning Environment	Professional Development	Leadership
Schools	1.69	1.39	2.15	1.64	1.76	1.94
District Level	2.14	1.69	2.21	1.76	1.83	1.94
Project	1.57	1.39	1.95	1.37	1.57	1.59

Exemplars

Some examples of exemplary instruction we saw in NWABSD include:

- Widespread use of the Alaska State Council of the Arts kits at June Nelson Elementary School and use of the Art Kits at Shungnak School, though to a lesser extent.
- Peer teaching by middle school students for elementary students that integrated math, art, and technology in Shungnak School.
- Art curriculum at Kotzebue Middle/High School that was explicitly aligned with both Alaska State and national Art Standards.
- The substitute 5th/6th grade teacher in Kivalina had plans to extend a Language Arts lesson on "Helping Hands" with community service for elders, later using the activity as a basis for reflection papers.
- An innovative Industrial Arts course at Kotzebue Middle/High School called "Subsistence Shop" where students where making sleds "the Native way".
- A Self-Manager program at June Nelson Elementary School that provides a platform for teaching many of the Skills for a Healthy Life Content Standards.
- The Word Processing and Business Technology courses in Kivalina had a pacing guide tied to Alaska Content Standards and to GLEs posted on the wall in the classroom.

Curriculum Exposure by Content Area

Another way we looked at curriculum exposure was by individual content area. We did this by combining the six domain scores to get an overall score for each content area. The areas with the highest curriculum exposure in NWABSD are the three Social Studies areas and Art. The Curriculum Exposure means by content area were higher for NWABSD schools than the project for all but Employability, Information Literacy, and World Languages. This district had the highest content area Curriculum Exposure mean for the whole project for Art, reflecting the district commitment to integration of Arts instruction and the use of the Arts Kits.

FIGURE 2 NORTHWEST ARCTIC OVERALL CURRICULUM EXPOSURE MEANS BY CONTENT AREA

Northwest Arctic Borough School District Overall Curriculum Exposure Means by Content Area

Content Standard Area	Mean
Art	2.14
Employability	1.32
Geography	2.05
Government/Citize...	2.01
History	2.04
Library/Informatio...	1.27
Skills for a Healthy...	1.78
Technology	1.76
World Languages	1.50

Placement of the Content

We expected the possibility that the Alaska Content Standards could be taught in various ways – as discrete courses, integrated with other content, during extracurricular activities, and/or by leveraging community and other resources. We reviewed school master schedules, teacher lesson plans, daily classroom schedules, school newsletters and other parent publications, etc. in addition to interviews and observations to determine if and where content is taught. Figures 3 and 4 summarize this information for NWABSD. This information represents just three locations (four schools) in the district; most of the omission of non-tested content was at the schools away from the district office where presumably student enrollment is smaller and support is more limited.

FIGURE 3 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
NWABSD	June Nelson	E	E	E	E	E		E
	Kotzebue Middle/ High	M, H	M, H	M, H	M, H	M, H	M, H	
	Kivalina	A	E		E, M		E, M	
	Shungnak	H	A	M	E			

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

FIGURE 4 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
NWABSD	June Nelson	E		E	E	E	E	
	Kotzebue Middle/ High		M, H	M, H	M, H	M, H	M, H	
	Kivalina	E		E, M		M, H		
	Shungnak	H	A	A		A		

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

Ideas/Suggestions for Using this Information

In NWABSD we found some difference in semantics: Curriculum binder, curriculum map, resource guide, and curriculum guide are all terms in use in the district. The information in each of these documents could be collected into a unified Curriculum Guide for some or all of the non-tested content areas to provide some consistency and incorporate all of the components of best practice in Curriculum Guide design. Second, we found the highest level of direct and integrated instruction of the non-tested content standards at the two schools closest to the district office, presumably because they had greater access to resources and support. In our opinion, with a higher level of district support (given that distance-delivered PD is problematic) the other sites might achieve the same level of non-tested curriculum exposure.

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APPENDIX B: REVISED CURRICULUM EXPOSURE RUBRIC, WITH STATISTICAL ANALYSIS OF INTERNAL CONSISTENCY OF SCALES

Background

After using the Curriculum Exposure Rubric to gather data for the project, Cronbach's alpha was calculated to determine the internal consistency of the six subscales and for the subscales in relation to their ability to measure the overall concept of Curriculum Exposure. The alpha coefficient of four of the six scales was very acceptable, as was the overall alpha coefficient for Curriculum Exposure. However, the two scales with the fewest items – Professional Development and Leadership – had lower alpha scores than desired (.36 and .39). In addition, while using the rubric we noted the ways that individual indicator descriptions could be strengthened to clarify meaning for future use.

Methodology

The two individuals who did the original coding (lead researcher and intern) met to revise the Curriculum Exposure rubric. Each indicator was discussed and wording was changed based on consensus between the coders. Two new indicators were written and added, one each in the Professional Development and Leadership domains.

The internal consistency of the scales of the revised rubric was tested by asking 19 State System of Support coaches (SSOS) to score at least two of the schools they visited most frequently this year for each of the nine content areas. The activity yielded 50 cases and a total of 31 schools that were scored. This data was used for the reliability analysis using Cronbach's alpha.

Results

The revisions to the rubric did improve the alpha coefficients for the individual scales, most noticeably for the Professional Development and Leadership scales. The overall alpha coefficient for Curriculum Exposure was slightly lower: the overall alpha coefficient for the revised rubric was .77 versus .80 for the original rubric. Cronbach's alpha coefficient for each of the six subscales is shown in Figure B-1. The revised rubric should now provide useful information to schools and districts who wish to determine the degree to which students have exposure to the non-tested Alaska Content Standards.

Cronbach's Alpha Test of Reliability for Rubric Scales, Revised Rubric			
Domain	Cronbach's Alpha	Number of Items in Scale	N
Curriculum	0.96	6	35
Assessment	0.95	3	45
Instruction	0.93	4	43
Learning Environment	0.93	3	39
Professional Development	0.76	3	42
Leadership	0.97	4	38

Cronbach's alpha coefficient for the six scales together for the revised Non-Tested Curriculum Exposure Rubric is .77 meaning they have good internal consistency for reporting the overall concept of exposure to non-tested content. Figure B-2 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 (.808); Curriculum and Leadership are slightly negatively correlated (-.015) in this sample. In fact, Leadership is not highly correlated with any of the other scales. Learning Environment and Instruction were also highly correlated (.798). All of the Domain scale correlations were significant at the .001 level.

FIGURE B-2 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	.808	.566	.676	.561	-.015
Mean for Assessment Scale		.612	.698	.711	.116
Mean for Instruction Scale			.798	.571	.031
Mean for Learning Environment Scale				.714	.117
Mean for Professional Development Scale					.169

CURRICULUM EXPOSURE TO NON-TESTED ALASKA CONTENT STANDARDS

Domains and Elements

There are 6 domains and 23 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* is used to identify and select appropriate non-tested content resources and materials.

1.4 The *learning needs of all students* are considered in the curriculum design and selection of resources and materials for the non-tested Content Standards.

1.5 The curriculum and supporting resources build a depth of knowledge for the non-tested Content Standards.

1.6 There is a system 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 have exposure 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 shows a plan 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 and student progress related to the non-tested Content Standards.

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 There is mentoring available to teachers to help increase their content knowledge and skill related to the non-tested Content Standards.

5.3 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 District/school administrative leaders ensure that teachers have access to and are trained to implement the non-tested Content Standards.

6.2 District/school administrative leaders include non-tested content areas in their formal and informal observations of teachers.

6.3 District/school administrative leaders include the non-tested Content Standards in their planning for future programming.

6.4 District/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 evidence of curriculum alignment to the Content Standards for the non-tested curriculum areas?*
- *To what extent are the Alaska 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 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 clearly includes most of the non-tested Alaska Content Standards.	Some of the non-tested Alaska Content Standards are aligned to district and/or school curriculum.	There is no evidence that the district and/or school curriculum is aligned with the non-tested Alaska Content Standards.

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 process in the district that includes review of the non-tested curriculum?*
- *Are there written guidelines specifying who is included in the review of the curriculum?*

Rubric for Rating Element 1.2	4	3	2	1
	All of the non-tested curriculum is included in a regular review process.	Most of the non-tested curriculum identified in the district/school is included in a regular review process.	Some of the non-tested curriculum identified in the district/school is included in a regular review process.	None of the curriculum identified in the district/school is included in a regular review process.

Key Element				
1.3 A *process* is used to identify and select appropriate non-tested content resources and materials.				

Guiding Questions:

- *How are Alaska Content Standards for non-tested curriculum areas used in the selection of curriculum resources?*
- *Which stakeholders are involved in the selection of resources?*
- *Are both district-wide and school-wide non-tested curriculum resources appropriate?*

Rubric for Rating Element 1.3	4	3	2	1
	There is a systematic process applied to the selection of resources and materials for the non-tested Content	There is a systematic process applied to the selection of most of the resources and materials for the non-tested	There is a systematic process applied to the selection of some resources and materials for the non-tested	There is no systematic process applied to the selection of resources and materials for the non-tested Content

	Standards area and the process includes content-knowledgeable stakeholders.	Content Standards area and the process includes content-knowledgeable stakeholders.	Content Standards area. The process may not include content-knowledgeable stakeholders.	Standards area.

Key Element				
1.4 The *learning needs of all students* are considered in the curriculum design and selection of resources and materials for the non-tested Content Standards.				
Guiding Questions: • *To what extent are there adaptations to resources and materials for students with disabilities, English language learners, and advanced learners?* • *To what extent are curriculum modifications available to meet the needs of both struggling and gifted students?*				
Rubric for Rating Element 1.4	**4**	**3**	**2**	**1**
	All curriculum, resources, and materials related to the non-tested Content Standards area are reviewed by district and/or school staff to ensure responsiveness to the learning needs of all student subpopulations. Modified curriculum and resources are explicitly available for the content area.	The curriculum and most of the supporting resources related to the non-tested Content Standards area are reviewed by district and/or school staff to ensure responsiveness to the learning needs of all student subpopulations. Modified curriculum and resources are explicitly available for the content area.	There is awareness in the district/school of the need for adaptation to the non-tested curriculum and supporting resources to be responsive to the learning needs of student subpopulations. 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 are not available.

Key Element				
1.5 The curriculum and supporting resources build a depth of knowledge 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?*
- *To what extent do curriculum frameworks or maps demonstrate a plan for progression in student understanding?*

Rubric for Rating Element 1.5	4	3	2	1
	The curriculum and supporting resources for the non-tested Content area deliberately and explicitly build a depth of knowledge.	There is no explicit plan for building a depth of knowledge in the Content area however most individual teachers are using curriculum frameworks or scope and sequence documents to do this.	There is no explicit plan for building a depth of knowledge in the Content area however there are some examples of individual teachers using curriculum frameworks or scope and sequence documents to do so.	There are no curriculum frameworks or maps that show a plan for building a depth of knowledge for the non-tested Content Standard area.

Key Element				
1.6 There is a system 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 of non-tested curriculum monitored (i.e. course passing rates)?*
- *Are there adequate resources available and in use in classrooms and the school for teaching the non-tested Content Standards?*

Rubric for Rating Element 1.6	4	3	2	1
	The district/school deliberately monitors the implementation of the non-tested curriculum, and student achievement of the non-tested Standards is monitored. Appropriate resources are in use to teach the non-tested Content Standards.	There is responsibility assigned for monitoring the implementation of the non-tested curriculum but it is not followed for this content area. Student achievement of the Content Standards may or may not be monitored however appropriate resources are in use to teach the non-tested Content Standards.	It is unclear if or where there is responsibility for monitoring the implementation of the non-tested curriculum. Student achievement of the non-tested content may or may not be monitored. Appropriate resources are not consistently used to teach the non-tested Content standards.	Implementation of non-tested curriculum is not monitored within the district/school. Student achievement of that content is not monitored. There may be a lack of adequate curriculum resources.

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 non-tested curriculum, Alaska Content Standards, and assessments.				
Guiding Questions: • *To what extent is student achievement of non-tested Content Standards measured?* • *Do instructional planning documents show how student achievement of the non-tested Content Standards will be measured?*				
Rubric for Rating Element 2.1	**4**	**3**	**2**	**1**
	Student achievement of non-tested Content Standards is planned for and measured in both discrete courses and when integrated into core subjects.	Student achievement of non-tested Content Standards is planned for and measured in discrete courses but not necessarily when integrated into core subjects.	There is some measurement of student achievement of non-tested Content Standards but it is haphazardly done.	Student achievement of non-tested Content Standards is not measured.

Key Element			
2.2 Results of student assessments from non-tested curriculum are used by teachers to guide and improve instruction.			
Guiding Questions: • *Do teachers plan for re-teaching non-tested Content Standards if necessary based on student achievement data?*			

- *Do teachers provide students with expected learner outcomes for non-tested Content Standards prior to assessment?*

Rubric for Rating Element 2.2	4	3	2	1
	Teachers regularly use assessment data from non-tested curriculum to guide instructional decision making.	Teachers frequently 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 but it is not systematically done.	If assessments are given to students, the results are not used to guide or improve instruction.

Key Element				
2.3 Assessments are appropriate for the content and are differentiated when necessary to meet individual student needs.				

Guiding Questions:

- *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 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.	Student 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.	Student 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.	Assessments do not represent best practice for the content area and there may not be multiple ways for students to demonstrate their proficiency of the content.

Instruction

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 in 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 in discrete courses or by integration with other core content.	Most of the non-tested Content Standards are taught in 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.	These Content Standards are not taught.

Key Element				
3.2 Classroom instruction addresses diverse student learning needs.				

Guiding Questions:

- *How do teachers differentiate instruction when teaching the non-tested Content Standards to ensure all students learn the concepts?*
- *To what extent are teachers using recognized best practices in instruction specific to each non-tested Content Standards area?*
- *How are teachers using informal 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 content.	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.

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 documents are annotated to show alignment of instruction with the non-tested Content Standards where appropriate.	Most teachers are noting in their planning documents the alignment of instruction with the non-tested Content Standards where appropriate.	Some teachers are noting in their planning documents the alignment of instruction with some of the non-tested Content Standards.	There is no evidence of alignment of teacher planning documents with non-tested Content Standards.

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 students' 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
	Teacher content knowledge determines responsibility for teaching the non-tested Content Standards. Teachers collaborate to share practices and resources for teaching the non-tested Content Standards.	Teacher content knowledge may determine responsibility for teaching the non-tested Content Standards. There is some collaboration among teachers to teach the non-tested Content Standards.	Teacher content and/or pedagogical knowledge is not a factor in determining the teaching responsibility for the non-tested Content Standards. 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. Teacher content and/or pedagogical knowledge is not a factor in determining the teaching responsibility for the non-tested Content Standards.

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 shows a plan for teaching and learning of the non-tested Content Standards.				
Guiding Questions: • *What non-tested content areas are included in the master plan and school schedule?* • *To what extent are student and community interests included in determining non-tested curriculum offered?* • *What, if any non-tested curriculum is offered to students outside the school day?*				
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.	The school master plan and schedule shows inclusion of courses/curriculum for teaching the non-tested Content Standards but not necessarily at all three levels (E, M, H). Student and/or community interests were not necessarily included in determining elective and enrichment courses and curriculum.	The school master plan shows limited inclusion of courses/curriculum for teaching some non-tested Content Standards. Student and/or community interests were not necessarily included in determining elective and enrichment courses and curriculum.	No student/community input was sought in the development of the school schedule. There are no other curricular offerings or instruction other than Language Arts, Math and Science.

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:

- *To what extent does the district/school leverage distance and university courses to extend the breadth and depth of curriculum offered in the school?*
- *To what extent are community resources used to provide for and expand the ability of the school/teachers to provide exposure to the non-tested Content Standards?*
- *How does the district/school ensure the quality of non-tested curriculum/instruction from non-district sources and for which students receive 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.	The only mode of instruction is in-person teacher delivered.

Key Element				
4.3 Teachers communicate with parents about the learning expectations and student progress related to the non-tested Content Standards.				

Guiding Questions:

- *What non-tested content areas are included on the student report card form?*
- *To what extent are other means of communication used by teachers to relay learning expectations and student progress related to non-tested Content Standards to parents (other than report cards)?*

Rubric for Rating Element 4.3	4	3	2	1
	Teachers regularly communicate expectations for learning and descriptors of student progress in achieving non-tested Content Standards to parents using multiple means.	Teachers communicate expectations for learning and descriptors of student progress in achieving non-tested Content Standards to parents using multiple means at least quarterly.	Student progress related to at least some of the non-tested Content Standards is included on the student report card form. The report card is the only means used by teachers for communicating with parents about non-tested Content Standards.	There is no expectation that teachers communicate with parents related to student achievement of Content Standards for this subject or area.

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.

Key Element				
5.2 There is mentoring available to teachers to help increase their content knowledge and skill related to the non-tested Content Standards				

Guiding Questions:

- *To what extent is mentoring leveraged to build teacher knowledge and skills related to non-tested Content Standards ?*

Rubric for Rating Element 5.2	4	3	2	1
	All teachers have access to mentoring and receive feedback for instructional improvement related to the non-tested Content Standards.	New teachers have access to mentoring and receive feedback for instructional improvement related to the non-tested Content Standards..	Some teachers receive mentoring and feedback related to their teaching of the non-tested Content Standards but only per evaluation requirements.	There is no mentoring available to help teachers improve their knowledge and skills related to teaching the non-tested Content Standards.

Key Element				
5.3 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 5.3	**4**	**3**	**2**	**1**
	All teachers are observed teaching non-tested Content Standards either embedded in other core content or as discreet 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 discreet 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 discreet 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.

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 District/school 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.

Key Element				
6.2 District/school leaders include non-tested content areas in their formal and informal observations of teachers.				

Guiding Questions:

- *How often are teachers observed by an administrator while teaching non-tested content?*
- *To what extent do school administrators review teacher lesson plans specific to inclusion of non-tested Content Standards?*
- *Do teachers receive feedback from administrators related to their instructional practices for non-tested Content Standards?*

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 as well as formal observations of the non-tested Content Standards and provide teachers with feedback to make improvements in their instructional practices.	School administrative leaders conduct required formal and informal classroom observations that include the non-tested Content Standards and provide teachers with timely feedback that includes reference to the non-tested Content Standards.	School administrative leaders conduct formal or informal classroom observations of some teachers while teaching the non-tested curriculum/Content Standards but feedback is not specific to these areas.	School administrative leaders do not observe or provide feedback to teachers related to the non-tested curriculum/Content Standards.

Key Element				
6.3 District/school leaders include the non-tested Content Standards in their planning for future program.				

Guiding Questions:

- *To what extent are district and school leaders aware of the need for and creating programming to provide students with exposure to the non-tested Content Standards?*

Rubric for Rating Element 6.3	4	3	2	1
	District/school leaders are aware of the lack of student exposure to the non-tested Content Standards. They have a well-articulated plan for increasing student exposure to non-tested Content Standards through new programming and adaptations to existing programming.	District/school leaders are aware of the lack of student exposure to the non-tested Content Standards and are beginning the process of addressing the gaps through future programming.	District/school leaders are aware of the lack of student exposure to the non-tested Content Standards but have not formulated a plan to address the gaps.	District/school leaders are unaware of any lack of student exposure to the non-tested Content Standards and have no programming changes in mind to increase teaching/learning of those Standards.

Key Element				
6.4 District/school leaders ensure that all students have equitable access to the non-tested curriculum.				

Guiding Questions:

- *To what extent have district/school administrators removed or mitigated barriers to student exposure to the non-tested Content Standards?*

Rubric for Rating Element 6.3	4	3	2	1
	School administrative leaders collaborate with parents and community to implement solutions so that all students have equitable exposure to the non-tested Content Standards.	School administrative leaders have successfully addressed some barriers so that most students have access to the non-tested curriculum.	School administrative leaders are aware of specific student needs that are limiting exposure to the non-tested Content Standards but have not taken steps to address the needs.	School administrative leaders are unaware of barriers preventing equitable exposure to the non-tested Content Standards.