Yukon Koyukuk School District

Alaska Native Education Program
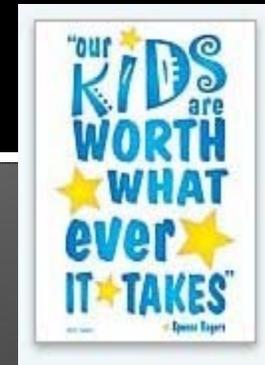
District Demographics: Yukon-Koyukuk School District

➤YKSD boundaries are larger than the state of Washington (65,000 square miles of territory)

➤YKSD serves 9 schools in remote locations

➤Villages are geographically isolated

➤Only 2 schools accessible by dirt road

Expanding our Horizons Project

- The *Expanding our Horizons* project addresses the content and language needs of students with low-level English language skills.

Project activities focus on:

- High-quality, ongoing professional development for teachers and school staff; and,
- High-quality language educational programs for students; and,

Professional Development for Staff: Laying the Foundation

Imagine a school….

- In which *ALL* children excel to high levels regardless of their background
- That treats *ALL* children as gifted and builds on their strengths
- Where *YOUR* ideas count

Professional Development: Actions are Based on Beliefs

We believe…

- Teaching is the act of facilitating learning (with that in mind, teaching is NOT complete until the students have met the standards)

- Instruction must be designed so that students are actively engaged in, and interacting with, the content continually

- Practice develops proficiency and makes permanent (focus on100% of students practicing correctly 100% of the time)

Think about this…If students practice doing things correctly, they will develop long-term proficiency *BUT* if they practice incorrectly, they *WILL* get better at doing things incorrectly…

Think About This…

If we want different results, we MUST do things differently…

"Change the way you look at things, and the things you look at change."
Wayne Dyer

High-Quality Language Instruction

How can language instruction be aligned, scaffolded, developed and taught to facilitate increased achievement?

Sprinkle, Splash, Flood, Drip, Drip, Drip Approach...

Sheltered Instruction Observation Protocol (SIOP) Model

- Incorporates best instructional practices for teaching both English language and academic content
- Research demonstrates the model's effectiveness for increasing English language development

Eight components essential for making content comprehensible for English learners:

- Preparation
- Building background
- Comprehensible input
- Strategies
- Interaction
- Practice/application
- Lesson delivery
- Review/assessment

Sprinkle, Splash, Flood, Drip, Drip, Drip …

Sprinkle – quick, pre-exposure to new content (a week or two prior to the "main instruction" of the topic

Splash – move beyond pre-exposure to a deeper awareness at least a few days before the main instruction (flood) begins

Flood – flood your content in lessons after you have used sprinkles and splashes over a few weeks to prepare students with critical background knowledge

Drip, Drip, Drip – deliberately revisit a topic at deeper and broader levels throughout the remainder of the year

Sprinkle, Splash, Flood, Drip, Drip, Drip …

To develop and deliver instruction for deep and lasting learning, you need to:

- Develop it well
- Continue to revisit
- Deepen and extend until the end of a course/unit
- Continue to drip, drip, drip throughout the remainder of the year

Assessment and Evaluation

Things to ponder on…

- Both are important tools – with each one, teachers check for the levels in which learning has occurred (BUT for very different purposes…)
- Evaluation is VERY similar to assessment, YET the differences can be profound…

With assessment, teachers determine the next "steps" they need to take with the students to ensure standards are met; With evaluation, teachers decide the grades or marks that will be averaged to determine the overall grades.

Is It Assessment or Evaluation?

ASSESSMENT

▸ Teachers are determining next steps they need to take with the students to ensure the standards are met

▸ Is about teaching and learning

▸ It is assessment if the grades/scores are changeable and students will be supported in improvement

EVALUATION

▸ Teachers are determining the grades, scores, or marks that will be averaged to determine the overall grades

▸ Is about grades and scores

▸ It is evaluation if the grades/scores are permanent and the students are expected to improve with the next task

Time for YOU to Decide…

Is it Assessment or Evaluation?

An English teacher read through the essays her students had turned in. She provided comments, and then assigned a score to the essays of an 'A' through 'F' using a scoring rubric as the guide. Is this an assessment or evaluation?

A. Assessment
B. Evaluation

One More Time...

Is it Assessment or Evaluation?

An English teacher reads through the essays her students had turned in. She provided comments, informing students what they were doing well and where they should make revisions so that their essays would be at the exemplary level. The teacher's comments provided students with feedback as to how their work compared to the coaching rubric.

A. Assessment
B. Evaluation

Assessment and Evaluation Can Work Together!

- Use Assessment to Teach

- Use Tests to Celebrate

- Teach – Test –Teach Until Standards are Met

- Test & Grade **AFTER** It's Learned

- Evaluate to Celebrate **After** It's Learned

Integrating Indigenous Language into the Classrooms

- Knowledge Walls
- Content Folders
- Foldable Books
- PEAK Strategies
- Elders in the School
- Games
- Translation

Integrating Indigenous Language into the Classrooms

Culture Camps

Evaluation of Expanding our Horizons Project

Evaluation plan consists of:

- Formative Assessment
- Outcome Evaluation

Formative Evaluation – What Is It?

- Formative Evaluation provides performance feedback and permits periodic assessment of progress toward achieving performance objectives…

Formative Evaluation

- Activities being provided as planned
  - Professional development for teachers
  - Native language instruction for students

- Participant satisfaction with professional development

- Perceptions of the value of professional development

Outcome Evaluation

- Outcome Evaluation provides information about whether or not the project is meeting its goals and objectives

Outcome Evaluation

- To improve English proficiency of Alaska Native students;
- To improve the academic achievement of Alaska Native students;
- To improve the graduation rate of Alaska Native students; and,
- To increase teacher capacity to meet the academic needs of students in the YKSD
  - Teacher learning
  - Teacher implementation of learned strategies

Program Specific Data Collection Strategies & Tools

- Are activities being provided as planned?
- Are teachers satisfied with the professional development they received?

- What have teachers learned?
- How have teachers implemented what they've learned?

Are Activities Being Provided As Planned?

- Site visit report
- Lesson record matrix
- Observations of project activities
- Informal interviews

Site Visit Report – What Does It Look Like?

YKSD Expanding Our Horizons
Site Visit Report

E-mail to Angela
E-mail to Robin

Date of Site Visit:	
Teacher Name:	
School:	
Grade Level:	
Number of Students:	

Site Visit Time on Task	Time	Comments
Modeling Lessons		
Talking with Teacher		
Observing Teacher		
Other		
Other		

Modeling Strategies Employed

Lesson Taught (procedures, GLEs, Adaptations, material left)

Flow of the Classroom

Teacher Reaction (is teacher engaged?)

Student Reaction

Comments

Lesson Record Matrix

Year	Lesson Title	Adaptation of Content	Links to Background	Links to past learning	strategies incorporated	modeling	guided practice	independent practice	comprehensible input	whole class	small groups	partners	independent	reading	writing	speaking	listening	hands-on	meaningful	linked to objectives	promotes engagement	individual	group	written	oral	math computation	telling time	counting skills	Average Number of Features
2010-2011	Look, Say, Cover, Write, Spelling Practice	1		1	1		1	1					1		1				1	1	1		1		1				11
2010-2011	The Very Busy Spider	1	1	1	1	1	1		1	1	1		1		1	1	1	1	1	1		1		1				18
2010-2011	Vivid Verbs/ Awesome Adjectives	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1					22
2010-2011	Animal Riddles	1	1	1	1		1		1	1		1	1	1	1	1	1	1	1	1	1	1	1		1				21
2010-2011	Higher Level question phrases	1	1	1	1	1	1		1	1		1	1	1	1		1	1	1	1	1	1		1					18
2010-2011	Fluency Poems	1	1	1	1	1	1		1	1	1	1		1	1		1	1	1	1	1		1						19
2010-2011	Questions to Engage Higher Level Thinking Questions	1	1	1	1	1	1	1	1	1	1	1		1		1	1	1	1	1	1		1						19
2010-2011	Expository Writing- Natural Disasters	1	1	1	1	1	1		1	1	1	1	1		1	1	1	1	1	1	1	1	1						20
2010-2011	Six Traits Checklists for Writing	1	1	1	1	1	1	1	1			1		1		1	1	1	1	1		1							15
2010-2011	Making Words K-3 different than line 64	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Making Words 4-6 different than line 64	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Word parts/ syllable counting	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Rhyming Words	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Sound Blend Showdown	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Word Ending Showdown	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Consonant Digraphs Rally Coach	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Punctuation Showdown	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1					22
2010-2011	Team Performance Handout	1	1	1	1	1			1	1					1	1		1	1	1		1		1					14
2010-2011	Open Court Diagnostic Reading Assessment	1	1	1	1	1			1				1	1		1	1		1	1		1		1					14
2010-2011	Expository Writing- Diet of Black Bears	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1		1	1					21
2010-2011	Persuasive Writing- Dogs Are Man's Best Friend	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1		1	1						21
2009-2010	Stick and Elastic vocabulary book	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					24
2009-2010	Look Ahead	1	1	1	1	1	1	1	1	1	1	1		1		1	1	1	1	1		1		1	1		1		20
2009-2010	Checkbook Game	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1		1		1	1				21
2009-2010	Penny- Cup	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1		1	1				22
2009-2010	Basketball Addition	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1		1	1	1	1				22
2009-2010	Number-Grid Game	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1		1	1		1			21
2009-2010	Baseball Multiplication	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1		1	1	1	1				22
2009-2010	Harder Pattern Game	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1		1		1	1					20
2009-2010	Take Off Runaway	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1		1		1	1					20
2009-2010	Time Game	1	1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1		1		1	1		1		21

Mentoring/Coaching Observation Form

Expanding Our Horizons Classroom Mentoring Observation Form

Observer's Initials

A. General Information

Adults in the Room

Adult 1 =
Adult 2 =
Adult 3 =
Adult 4 =

Date: 9/19/2011   Start Time: End time:

Teacher Name: School Name:

Grade Levels: Number of Learners Present:

Scheduled Class Duration in minutes:

Classroom Environment Description

B. Lesson Observation

Lessons Taught:

Running Record Observation

Cycle #1
(Time: to   )

Informal Interviews

- Evaluator conducts informal interviews with program staff throughout the school year.

    - Mentor Teacher
    - Language Instructor
    - Program Director

Teacher Satisfaction and Learning

TEACHER SATISFACTION

- Written Feedback Form

TEACHER LEARNING

- Written Feedback Form
- Interviews

On-Site Mentoring Feedback

Expanding our Horizons On-Site PD Feedback Form

Introduction

Please share your perceptions of the Expanding Our Horizons professional development you received from Mentor Teacher Robin Davis. Your feedback will help the district improve this training. All of your answers will remain confidential; only the external evaluator hired by the YKSD to evaluate the grant that is providing the Expanding Our Horizons funding, will see your responses. This feedback form should take you about 15 minutes. Please return this form to your principal by April 8, 2011. Thank you!

1. Name

2. School Site

- Allakaket School, Allakaket
- Andrew K. Demoski School, Nulato
- Ella B. Vernetti School, Koyukuk
- Gladys Dart School, Manley Hot Springs
- Jimmy Huntington School, Huslia
- Kaltag School, Kaltag
- Merreline A Kangas School, Ruby
- Minto School, Minto
- Johnny Oldman School, Hughes

Questions

1. Which statement below most accurately describes your teaching assignment (you may check more than one box)?

- I teach primary students
- I teach middle school students
- I teach high school students
- I teach Special Education
- I am a counselor
- I am an administrator

2. Please tell us whether you worked with Robin Davis this year or in previous years.

- I worked with Robin this year (please continue the survey)
- I worked with Robin in previous years (please continue the survey)
- I have not worked with Robin this year or in previous years (please stop the survey)

3. Please rate your learning. Choose only one response.

	Not at all	Slightly	Moderately	Greatly	Not Applicable
I have a better understanding of the Expanding Our Horizons instructional techniques.	○	○	○	○	○
I am better able to provide learning strategies to my students that will help them comprehend, learn, and/or retain new information.	○	○	○	○	○

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Expanding our Horizons On-Site PD Feedback Form

4. Please rate the overall Expanding Our Horizons site visit using the criteria listed below. Choose only one response.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
Overall, the Expanding Our Horizons site visit was of high quality.	○	○	○	○	○
The activities were carefully planned.	○	○	○	○	○
The objectives of the Expanding Our Horizons site visit were clear.	○	○	○	○	○
The time was used effectively.	○	○	○	○	○
Robin was well prepared.	○	○	○	○	○
Observing Robin teach a model lesson to my students was an effective way to learn about implementing the Expanding Our Horizons instructional techniques.	○	○	○	○	○
I would recommend this Expanding Our Horizons training to other teachers.	○	○	○	○	○
This Expanding Our Horizons training was a good use of my time.	○	○	○	○	○

5. Robin will continue to provide mentoring during the next four school years. Please indicate how likely you are to attend these activities. Choose only one response.

	Definitely not	If I have nothing better to do	Maybe	Definitely yes
Attend video conferences to learn more about the Expanding Our Horizons instructional techniques.	○	○	○	○
Email Robin with questions and concerns about implementing the Expanding Our Horizons instructional techniques in my classroom or self-critiquing.	○	○	○	○
Work with Robin in my classroom again.	○	○	○	○

6. What changes or improvements would you suggest for Robin's next site visit?

7. In particular, what did you like about Robin's site visit?

8. What did you learn about your teaching during Robin's site visit?

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Language Immersion Instruction Feedback

Language Immersion Workshop -- Participant Feedback

Section 1: Course Environment

1. During the this workshop:

	Strongly Disagree	Disagree	Agree	Strongly Agree
a) The activities were carefully planned	O	O	O	O
b) The objectives of this workshop were clear	O	O	O	O
c) The time was used effectively	O	O	O	O
d) The presenter was an effective instructor	O	O	O	O
e) The presenter was well prepared	O	O	O	O
f) This workshop held my interest	O	O	O	O
g) The workshop requirements were about right	O	O	O	O
h) My questions and concerns were addressed	O	O	O	O
i) Participants were active learners	O	O	O	O
j) The activities reflected participants' experience, preparedness, and/or learning styles	O	O	O	O
k) Interactions between the presenter and participants were collegial	O	O	O	O
l) Interactions among participants were collegial	O	O	O	O
m) The facilities (room, coffee) were conducive to learning	O	O	O	O
n) An appropriate balance between presentation and interaction was achieved	O	O	O	O
o) The expectations of the workshop were clear.	O	O	O	O

2. Please rate this workshop on the following:

	Poor	Fair	Good	Excellent
a) Opportunity to improve your knowledge about second language learning.	O	O	O	O
b) Opportunity to build your interest in second language learning.	O	O	O	O
c) Opportunity to network with people with similar interests.	O	O	O	O
d) Opportunity to be part of a professional community.	O	O	O	O
e) Opportunity to consider classroom applications of second language teaching and learning.	O	O	O	O
f) Desirability of workshop location.	O	O	O	O
g) Presenter responsiveness to your concerns.	O	O	O	O
h) Its length in days.	O	O	O	O
i) Its length in hours per day.	O	O	O	O
j) Opportunity to develop language immersion lessons for classroom use.	O	O	O	O

Comments:

Language Immersion Workshop -- Participant Feedback

Section 2: Outcomes

3. Please check the appropriate circle to indicate how much you knew about methods and strategies of second language learning before this workshop and now after the workshop.

	BEFORE the Workshop				AFTER the Workshop			
	I didn't know anything about this topic	I knew a little about this topic	I knew a fair amount about this topic	I knew a lot about this topic	I don't know anything about this topic	I know a little about this topic	I know a fair amount about this topic	I know a lot about this topic
a) Crucial factors in language learning	O	O	O	O	O	O	O	O
b) Methodological approaches to language learning	O	O	O	O	O	O	O	O
c) Developing language immersion lessons	O	O	O	O	O	O	O	O
d) Second language immersion instructional strategies	O	O	O	O	O	O	O	O

Section 3: Overall Assessment

1. List three things you learned during this workshop.

2. List three things that you liked about this workshop?

3. What changes or improvements would you suggest to the presenters?

4. Overall, how would you rate the Language Immersion Workshop? O Poor O Fair O Good O Excellent

Teacher Interviews

- Interviews with participating teachers

  - Four or five teachers annually during on-site observations

Teacher Interviews

- In what ways have you used the information that Robin provided?
- Can you provide examples of ways that you have integrated the lessons or techniques into your instruction?
- Have you changed your instruction in any significant ways?
- How do the strategies Robin models help you understand the techniques or implement the ideas in your classroom?

Student Denaakk'e Outcomes

Denaakk'e Assessment

Student's Name: _____ Date: _____

Denaakk'e Speaker: _____

Directions for the speaker:

Part 1: Vocabulary Comprehension
1. Say each of the words below in your language. Do not use English.
2. Ask the student to point to the correct object in the picture as you say each word.
3. The student does not need to say the word, only point to it.
4. Place a check √ in the blank under the Listening column if the student points to the correct object.
5. If the student does not point, place a null symbol ø in blank, go on to the next word.
6. After you are done with the Listening portion, ask the student to say each word in your language.
7. Place a check in the blank under the Speaking column if the student says the correct word.

|	Listening	Speaking			Listening	Speaking
A. *Dzaatsen' hoolaanh.*				G. *tole¬*		
It is cloudy.	___	___		soup	___	___
B. *E¬konh.*				H. *k'eyoge'*		
It is raining.	___	___		half-dried fish	___	___
C. *E¬konh dehoon hek'edee'onh.*				I. *sookaanee*		
It is raining while sun is shining				bread	___	___
	___	___		J. *daalggune*		
D. *E¬yo¬.*				crackers	___	___
It is snowing.	___	___		K. *geege*		
E. *Yokku¬ hoolaanh.*				berries	___	___
It is partly cloudy.				L. *nonaa¬dlode*		
	___	___		fish ice cream	___	___
F. *Hedeets'eeyh.*						
It is windy.	___	___				

Part 2: Sentence Comprehension
1. Say each of the sentences below in your language. Do not use English.
2. Ask the student to move the pictures to the position which you are describing.
3. The student does not need to speak, only point.
4. Place a check in the blank under the Listening column if the student points to the correct object.
5. If the student does not point, go on to the next word.
6. After you are done with the Listening portion, ask the student to say each sentence in your language.
7. Place a check in the blank under the Speaking column if the student says the correct word.

	Listening	Speaking
A. *Òeek dets'eege nee¬'aanh.*		
The dog is looking at the calf moose.	___ ___ ___	_____
B. *Òeek dekehone nee¬'aanh. (C); Òeek noone nee¬'aanh. (U);*		
Òeek legedze nee¬'aanh. (L)		
The dog is looking at the porcupine.	___ ___ ___	_____
C. *Dekehone noye'e nee¬'aanh. (C); Noone noye'e nee¬'aanh. (U);*		
Legedze noye'e nee¬'aanh. (L)		
The porcupine is looking at the beaver.	___ ___ ___	_____
D. *Noye'e ledo.*		
The beaver is sitting.	___ ___ ___	_____
E. *Debee lehaanh.*		
The sheep is standing.	___ ___ ___	_____
F. *Telele doldo.*		
The eagle is sitting (up there).	___ ___ ___	_____
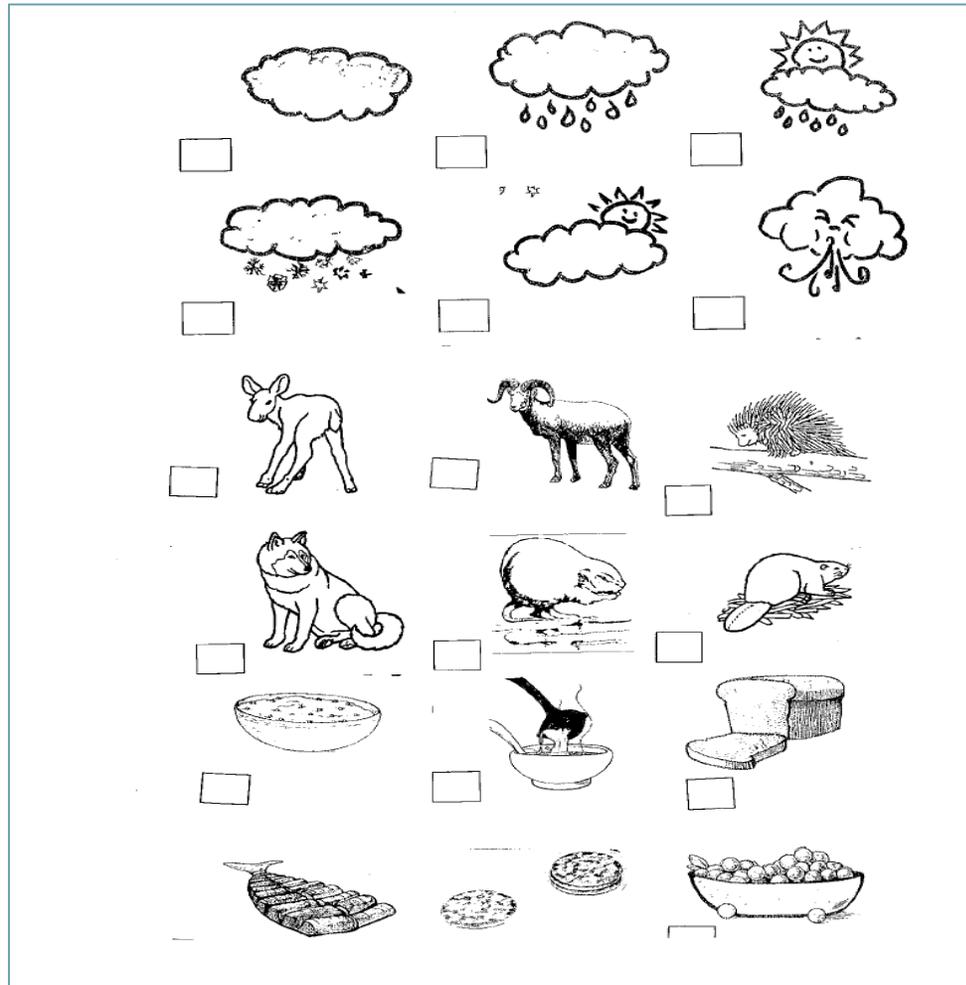
Part II: APR Data Collection

Government Performance and Results Act (GPRA)
A law was passed in 1993 that requires federally funded agencies to develop and implement an accountability system based on performance measurement.

GPRA requires that all federally funded programs:

- Outline long-term and annual performance goals that include outcomes;
- Develop indicators to assess performance goals;
- Collect and analyze data on the indicators; and,
- Report progress toward achieving performance goals based on the data collected and analyzed.

What Are the Reasons for Standard Reporting?

- It helps grantees to report higher quality data;
- It allows for aggregation of local level data to program level data; and,
- Allows the program office to show annual program progress.

GPRA Measure 1.1

The percentage of LEP students served by the Native American and Alaska Native Children in School Program who score proficient or above on the State Reading Assessment.

GPRA 1.1 Data Collection Tool

Data Collection Tool
   - State of Alaska Standards-Based Assessment for students in grades 3 to 9, and the High School Graduation Qualifying Exam for students in grade 10.

GPRA 1.1 Student Sample

Student Sample

- Denominator in your actual performance data;
- Students who were identified as LEP in the reporting year; and,
- *And* were tested in the reporting year with the State of Alaska Standards-Based Assessment or the High School Graduation Qualifying Exam.

GPRA 1.1 Performance Data

Performance Data

- Numerator in your actual performance data; and,
- The number of students included in our student sample who scored proficient or advanced on the State of Alaska Standards-Based Assessment or High School Graduation Qualifying Exam.

GPRA Measure 1.2

The percentage of LEP students served by the Native American and Alaska Native Children in School Program who are *making progress* in English as measured by the State-approved English language proficiency assessment.

GPRA 1.2 Data Collection Tool

IDEA English Language Proficiency Test categorizes students as:

- Making progress;
- Not making progress;
- Identified as LEP, but now proficient;

- Not enough information to make a determination;
- Being monitored after making proficiency; and,
- First year students were tested.

NOTE: The state adopted a new test for 2011–12 school year. It is not clear yet how the tests will be aligned…

GPRA 1.2 Student Sample

Student Sample
- Denominator in your actual performance data; and,
- Students who were identified as LEP in the reporting year including all students identified as LEP because all students receive the benefits of the professional development or language instruction whether they have been identified as LEP or not simply because it targets first teachers and provides a learning opportunity for whole classes.

GPRA 1.2 Performance Data

Performance Data
- – Numerator in your actual performance data
- – Students making progress are defined as those students who have been
  - identified as LEP, have not scored proficient, but meet the definition of making progress.
  - defined by the state of Alaska.

GPRA Measure 1.3

The percentage of LEP students served by the Native American and Alaska Native Children in School Program who are attaining proficiency in English as measured by the State- approved English language proficiency assessment.

GPRA 1.3 Data Collection Tool

IDEA English Language Proficiency Test categorizes students as:

- Making progress;
- Not making progress;
- Identified as LEP, but now proficient;

- Not enough information to make a determination;
- Being monitored after making proficiency; and,
- First year students were tested.

NOTE: The state adopted a new test for 2011-12 school year. It is not clear yet how the tests will be aligned…

GPRA 1.3 Student Sample

Student Sample
- Denominator in your actual performance data; and,
- Students who were identified as LEP in the reporting year including all students identified as LEP because all students receive the benefits of the professional development or language instruction whether they have been identified as LEP or not simply because it targets first teachers and provides a learning opportunity for whole classes.

GPRA 1.3 Performance Data

Performance Data
- numerator in your actual performance data
- Students attaining proficiency are defined as those students who have
  - been identified as LEP and scored at the proficient level on the LEP assessment;
  - Students who previously met proficiency levels, but are being monitored.

Final Thoughts...

"We cannot become what we need to be, remaining what we are." ~ Max De Pree

"Strength lies in differences, not in similarities."
~ Stephen Covey