

Yukon Koyukuk School District



Professional Development and Integrating Indigenous Language into the Classroom



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

How Do We Do This?

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

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 on 100% 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...

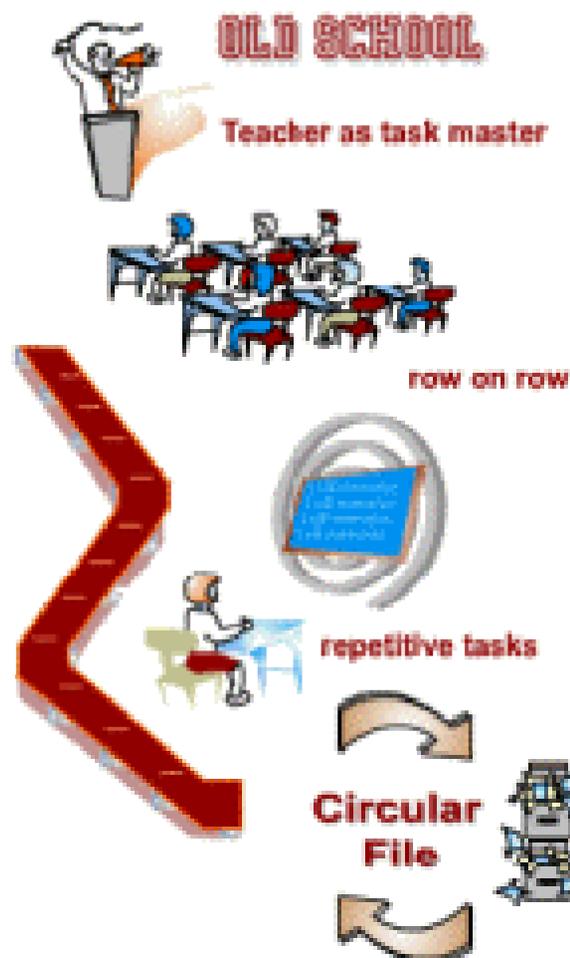
Think About This...

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

Anticipating the Road Ahead – What Does it Look Like?



Effective Language Instruction

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



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



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

How Do We Know Students Are Making Progress?

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 scored them with grades of an 'A' through 'F' with the use of a scoring rubric.

- 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 as to where 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.

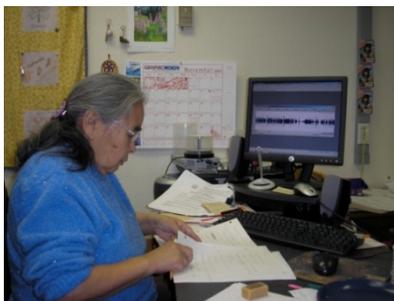
- A. Assessment
- B. Evaluation

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

