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ABSTRACT

This document reports responses from Alaska's 54 school districts to a Department of Education survey on curriculum, instruction, and assessment. The first section provides general information about the school districts' responses in those three areas, including information on curriculum guides, graduation requirements, student assessment programs, and district compliance with planning and evaluation components of curriculum regulations. District responses to specific questions dealing with state curriculum regulations and the curriculum review cycle are displayed, and a second section features information on the targeted area of interdisciplinary education. Appended (the bulk of the document) is information on the elementary and secondary curricula; graduation requirements; tests used; compliance with regulation requirements; curriculum review cycles; perceived curriculum, instructional, and assessment strengths and needs; interdisciplinary initiatives; resources needed; practices; and obstacles in each district as well as district and Department of Education contacts and information on the MERITS program. (CLA)

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A Status Report:
Curriculum, Instruction,
and Assessment in
Alaska School Districts
1990-91

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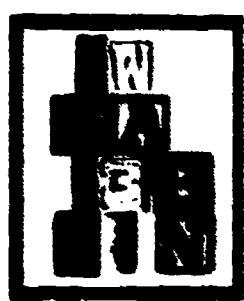
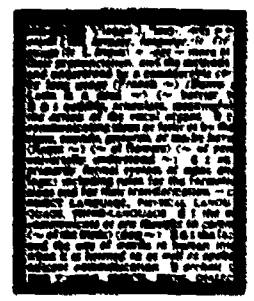
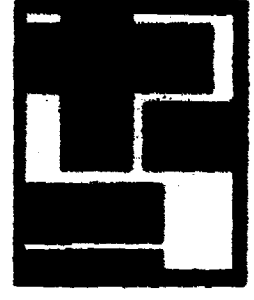
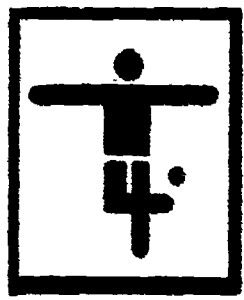
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With supplementary information about interdisciplinary education in Alaska school districts



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INTRODUCTION

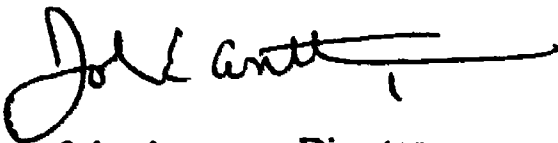
Alaska State Statutes Sec. 14.070.020 directs the Department of Education to study the conditions of the public schools of the state and adopt or recommend plans for the improvement of the public schools.

Accordingly, the Alaska State Board of Education passed a regulation in June 1984 that established expectations for school districts in regard to curriculum, instruction and assessment. The regulation requires the alignment of curriculum, instructional practices and assessment with the district goals established by a local school board.

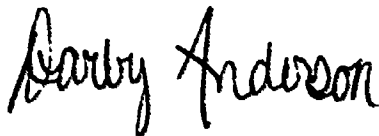
This seventh annual report reflects responses to a Department of Education survey on curriculum, instruction and assessment by Alaska's school districts. The report compiles responses into statewide composites and also shows information reported for individual school districts. This edition highlights the changes in reported school district practice from 1984-85 to the present. In addition, this year the report contains more detailed information about school districts in the area of interdisciplinary education. Interdisciplinary education is targeted for emphasis during the 1990-91 school year under the State Curriculum Review Cycle. The review cycle provides a focus to assure that curriculum is written, evaluated and reviewed regularly to help provide the best education for all children and youth in Alaska.

We appreciate the contributions and cooperation of each Alaska school district. This report could not have been produced without their support.

Each school district's response to the department's curriculum survey, upon which this report is based, is available from the Department of Education. Specific questions about individual school districts can be addressed directly by the school district contacts listed in this report.



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Educational Program Support



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Educational Program Support
Office of Basic Education

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Part One

Curriculum, Instruction and Assessment in Alaska School Districts

This portion of the Status Report features general information about school districts in the areas of curriculum, instruction and assessment. Information is included for all 54 Alaska school districts. The 1990-91 school year is designated as the year to evaluate and, as necessary, to redesign the department's current curriculum review cycle. To highlight changes since the start of the cycle in 1984-85, 1984-85 responses are shown along with responses for the 1990-91 school year where appropriate.

Over the past seven years, new districts have been created while other have been consolidated. As a result 1984-85 and 1990-91 information is shown as percentages so that more accurate comparisons can be made.

Also displayed are districts' responses to specific questions which deal with the State's curriculum regulations and the curriculum review cycle just completed. This information will be used by department policy makers and specialists as they make decisions for next steps to take.

Alaska State Regulations on Curriculum, Instruction and Assessment

4 AAC 05.080. School Curriculum and Personnel reads:

(d) The governing body of a district must adopt, in the manner required by AS 14.14.100 (a), a curriculum which describes what will be taught students in grades kindergarten through twelve. The curriculum must contain at least

(1) a statement that the document is to be used as a guide for planning instructional strategies,

(2) a statement of goals that the curriculum is designed to accomplish,

(3) content which can reasonably be expected to accomplish the goals, and

(4) a description of a means of evaluating the effectiveness of the curriculum.

(e) The governing body for a district shall provide for the systematic evaluation of its curriculum on an ongoing basis with each content area undergoing review at least once every six years. This requirement does not relieve a school district of the independent annual planning and evaluation requirement imposed

School District Curriculum Review Cycles

All of Alaska's 54 school districts reported they have an ongoing, six year review cycle in place, as is specified in the regulations. Appendix E indicates the years in which districts said they would be reviewing and developing curriculum in specified content areas. Several districts indicated in the survey narrative that they have altered their local cycles to coordinate with the statewide review cycle initiated by the Department of Education.

by 4 AAC 05.070.

(f) The governing body of a district shall provide for the annual assessment of academic progress made by students in attendance in the district using a test, administered at appropriate grade levels, that is appropriate for the grade tested and designed to assess student skill level or achievement in at least reading and mathematics. The test required by this subsection must be approved by the commissioner before it is administered for the first time.

(g) The governing body of a district shall ensure that each school provides the educational program described in the plan developed under 4 AAC 05.070 (a) and the curriculum required by this section. (Eff.11/21/84, Reg.92) Authority: AS 14.07.020 (1) and (2); AS 14.07.060.

4 AAC 05.020 Definitions:

(6) "curriculum" means a written plan which sets out the scope and arrangement of the education program planned for a school district. (Eff.9/3/76, Reg. 59; am 11/24/84, Reg.92) Authority: AS 14.07.020 (1) and (2); AS 14.07.060.

In 1990-91, the six year review cycle will be reevaluated along with the state regulation that governs the program. An additional emphasis in 1990-91 will be an analysis of the interdisciplinary issues involved in curriculum planning and implementation.

In 1991-92, a new review cycle will be implemented.

District Compliance with Curriculum, Instruction and Assessment Regulations

Nine questions in the survey dealt directly with the regulations. Almost every Alaskan district indicated it was in compliance with the regulations. Individual district responses are recorded in Appendix D.

In addition to answering the nine questions, many districts provided additional narrative information along with copies of district handbooks and guidelines. These provide valuable information to the Office of Basic Education and are available on loan through the State Curriculum Collection.

The responses to the nine questions are as follows:

A. *Has your local board adopted school board policies for curriculum which describe what will be taught to students in grades kindergarten through twelve?*

Yes -- 51 (94%)
No -- 3 (6%)

B. *Does your curriculum serve as a guide for planning instruction?*

Yes -- 54 (100%)
No -- 0 (0%)

C. *Does your curriculum include a statement of goals?*

Yes -- 54 (100%)
No -- 0 (0%)

D. *Does the content of your curriculum reflect the goals?*

Yes -- 54 (100%)
No -- 0 (0%)

E. *Do you have a way to evaluate the effectiveness of the curriculum?*

Yes -- 51 (94%)
No -- 3 (6%)

F. *Do you have a continuing curriculum review cycle at least every six years?*

Yes -- 54 (100%)
No -- 0 (0%)

G. *Do you conduct an annual assessment of student progress?*

Yes -- 54 (100%)
No -- 0 (0%)

H. *Does your district have an established procedure to use student assessment scores for improvement of educational programs and to increase student achievement?*

Yes -- 47 (87%)
No -- 7 (13%)

I. *Does your district have established procedures to align curriculum, assessment and instruction?*

Yes -- 42 (78%)
No -- 12 (22%)

Five districts will be reviewed on-site during the fall 1990 and winter and spring 1991:

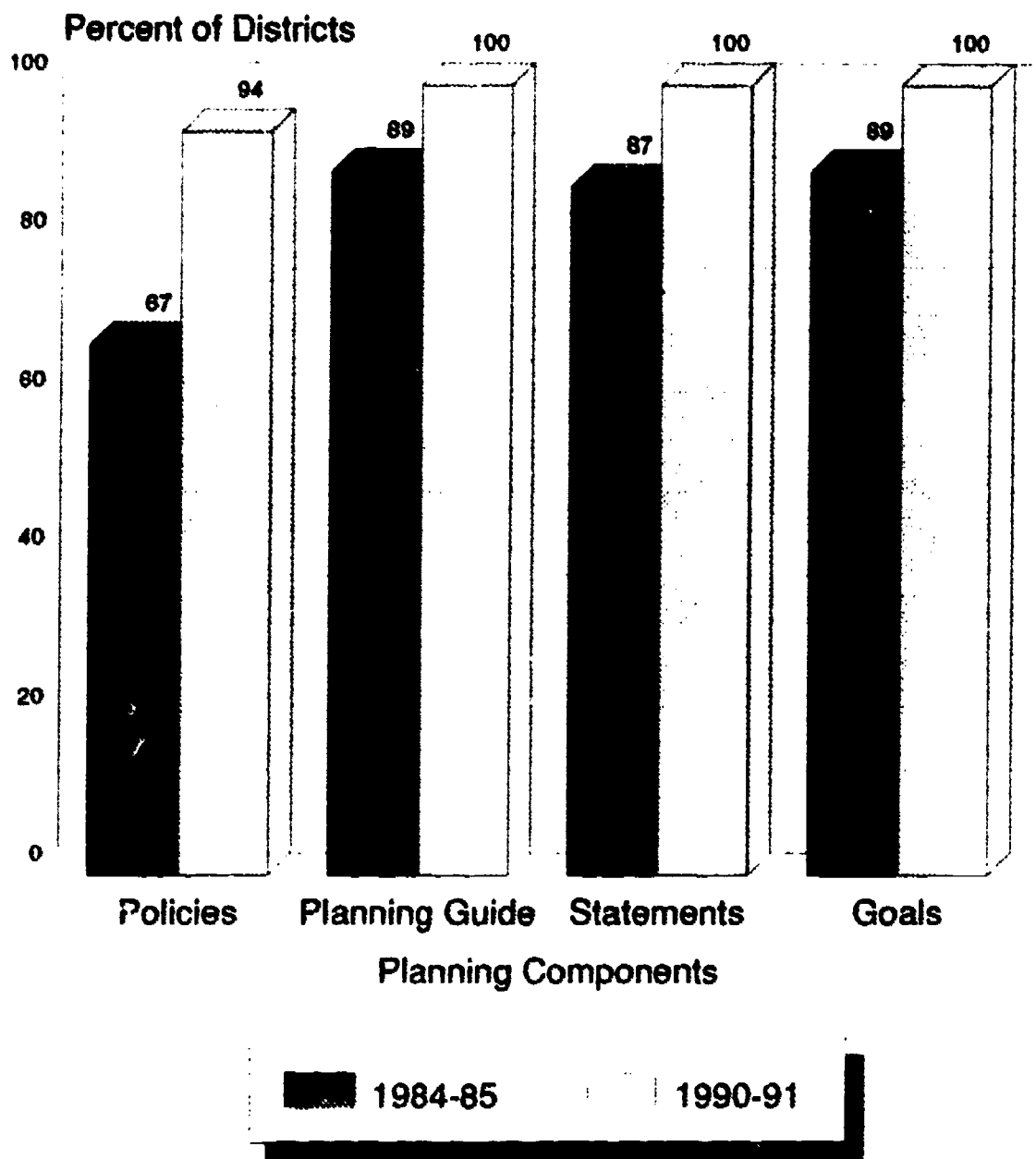
Bering Strait Schools
Kashunamuit School District
Lower Yukon School District
Matanuska-Susitna Borough Schools
Northwest Arctic Borough Schools

During the 1990-91 school year, the department's entire compliance monitoring system will be reviewed. Also, a comprehensive compliance report dealing with most state regulations will be prepared and be presented to the State Board of Education in November 1990.

Figures 1 and 2 show the percentage of districts responding *yes* to each of the nine questions dealing with the regulations in 1984-85, the first year of the cycle, and in 1990-91. Figure 1 shows the percentage of districts responding *yes* to each of the first four questions dealing with planning

and policy as they deal with curriculum and instruction. Over the six years there were increases in affirmative responses in all areas, with the largest change in the area of school board policies dealing with curriculum.

Figure 1
District Compliance with Planning
Components of Curriculum Regulation

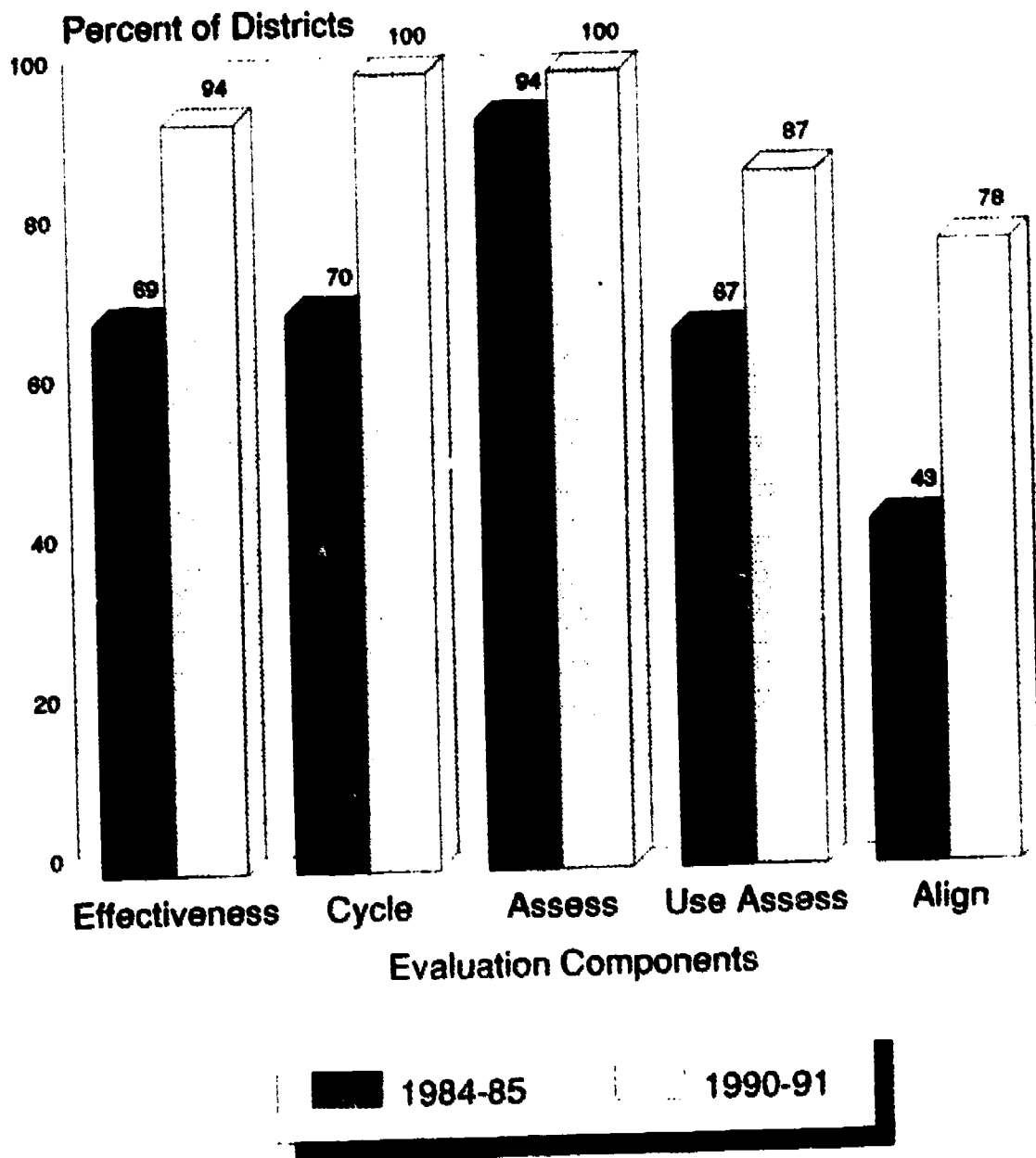


Change from 1984-85 (First Year of the Regulation) to 1990-91 (end of cycle)

Figure 2 shows the percentage of districts responding yes to each of the last five questions dealing with the Curriculum Regulations. These five questions deal with evaluation as it relates to curriculum and

instruction. Over the past six years major increases in affirmative responses were reported in most areas.

Figure 2
District Compliance with Evaluation
Components of Curriculum Regulation



Change from 1984-85 (First Year of the Regulation) to 1990-91 (end of cycle)

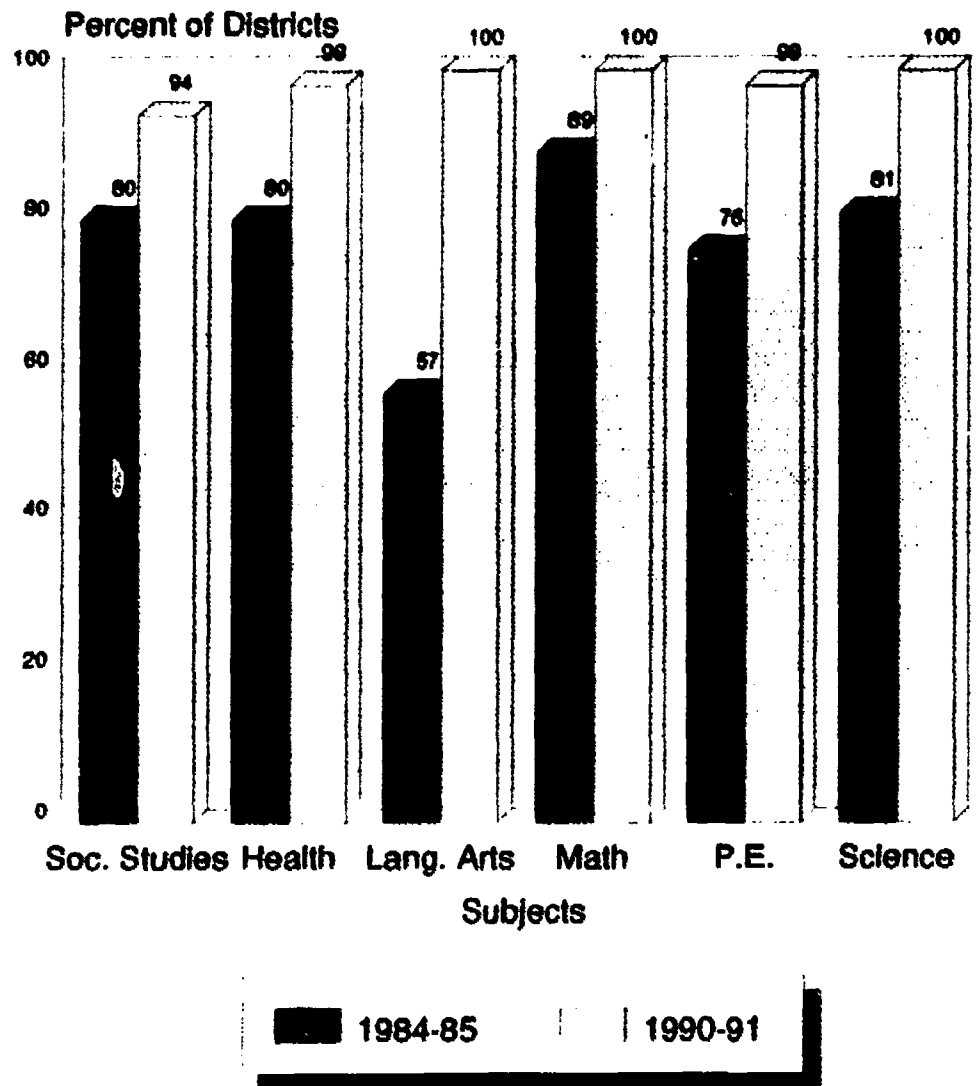
Elementary Curriculum Guides in Alaska School Districts

In the area of Elementary Curriculum, survey results indicate that a substantial number of Alaska school districts have developed curriculum guidelines in major content areas.

guides in subject areas for which there are graduation requirements. All districts now report having guides in mathematics, language arts and science. The number of guides in use in all areas for which there are graduation requirements has increased over the past six years.

Figure 3 shows the percentage of districts using

**Figure 3
Elementary Curriculum Guides
Graduation Requirement Subjects**

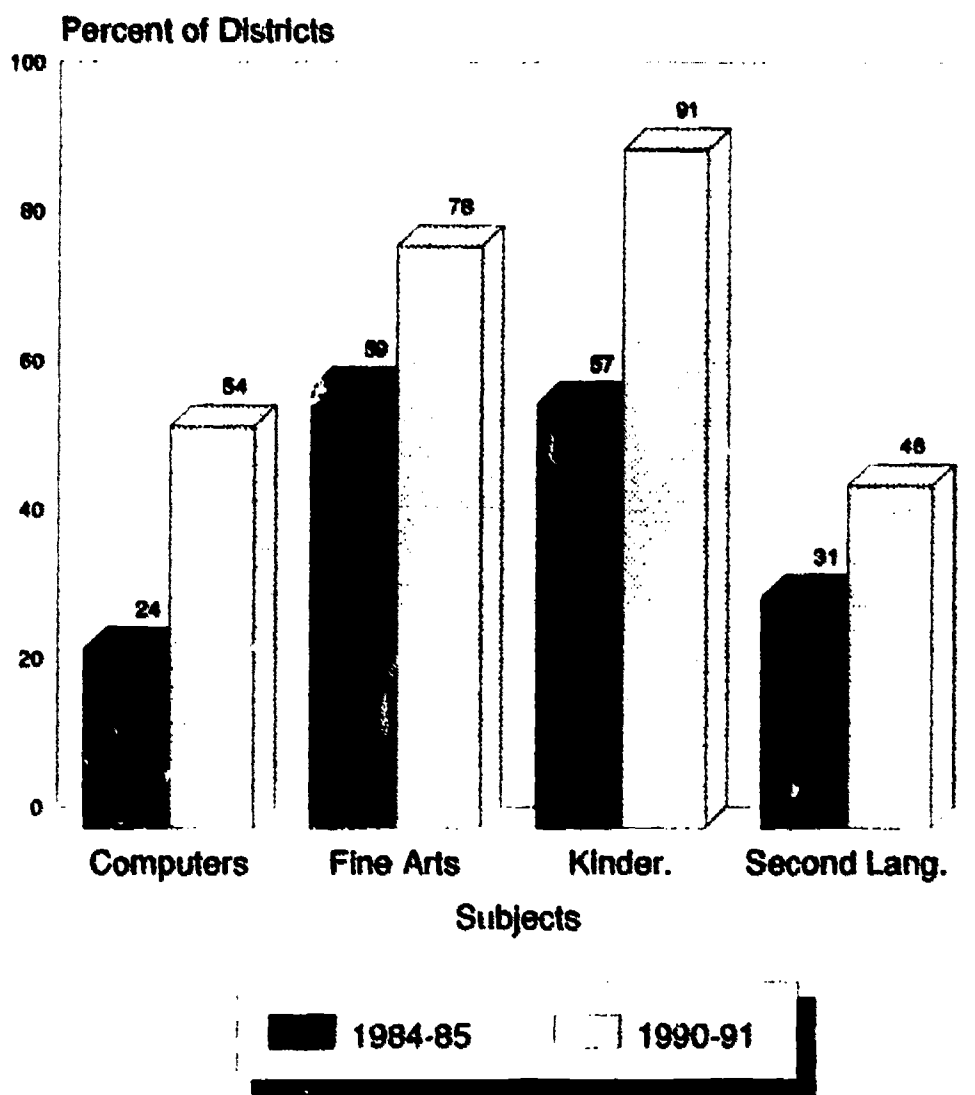


Change from 1984-85 (First Year of the Regulation) to 1990-91 (end of cycle)

Figure 4 shows the percentage of districts using elementary guides in subject areas which are elective. In all areas there have been increases in the availability of guides from 1984-85 to 1990-91. The largest increase is the number of guides available for computer education.

In all cases, fewer guides are available in elective areas than in those for which there are graduation requirements. A chart showing current use of all guides, in both required and elective areas, by individual districts can be found in Appendix A Chart 1.

Figure 4
Elementary Curriculum Guides
Elective Subjects



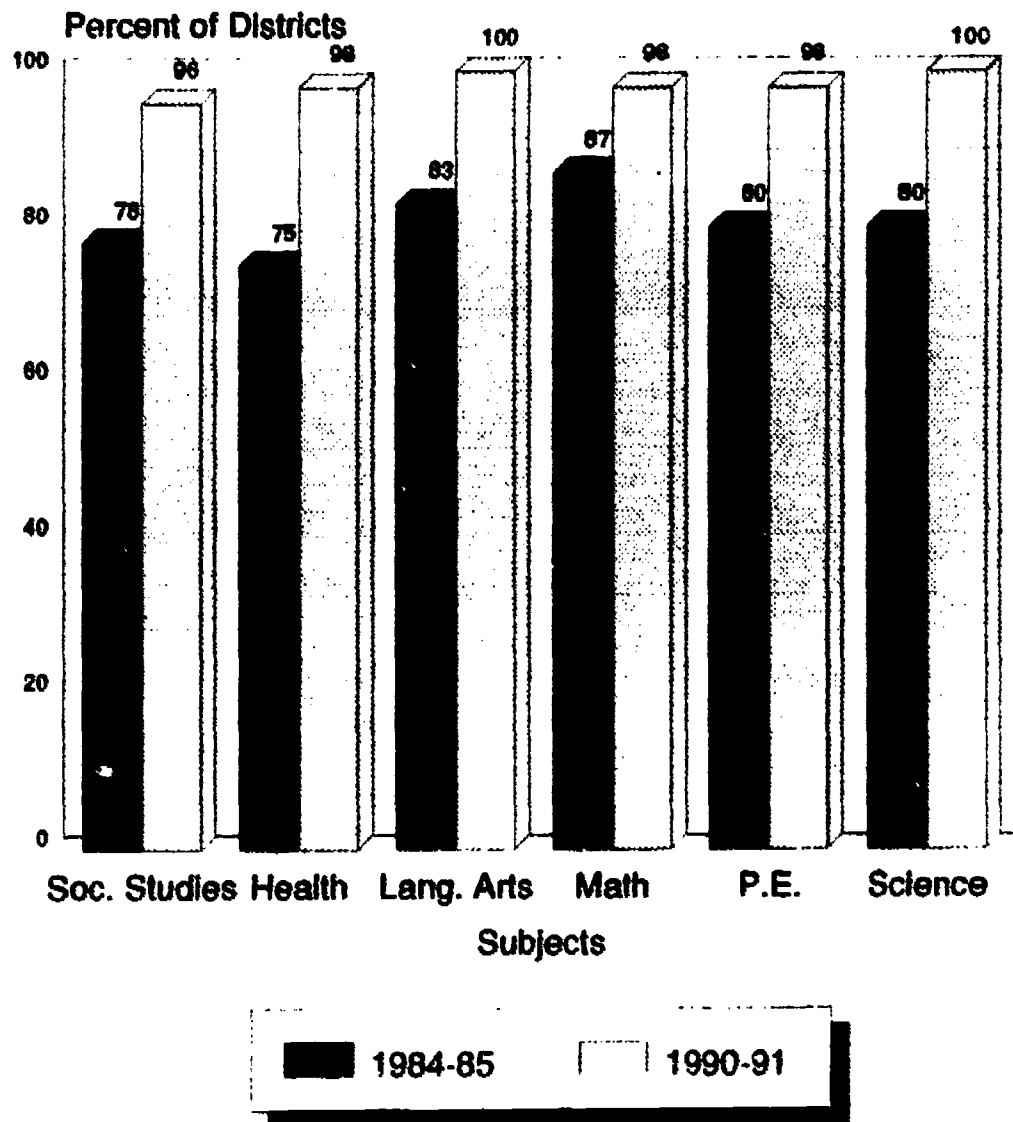
Change from 1984-85 (First Year of the Regulation) to 1990-91 (end of cycle)

Secondary Curriculum Guides in Alaska School Districts

Most Alaskan school districts have developed secondary curriculum guides. Figure 5 shows the percentage of districts using guides in subject areas for which there are graduation requirements. In all areas there have been increases in the availability

of guides from 1984-85 to 1990-91. The pattern observed for elementary guides is similar for secondary guides: virtually all districts now have guides in subject areas for which there are graduation requirements.

Figure 5
Secondary Curriculum Guides
Graduation Requirement Subjects

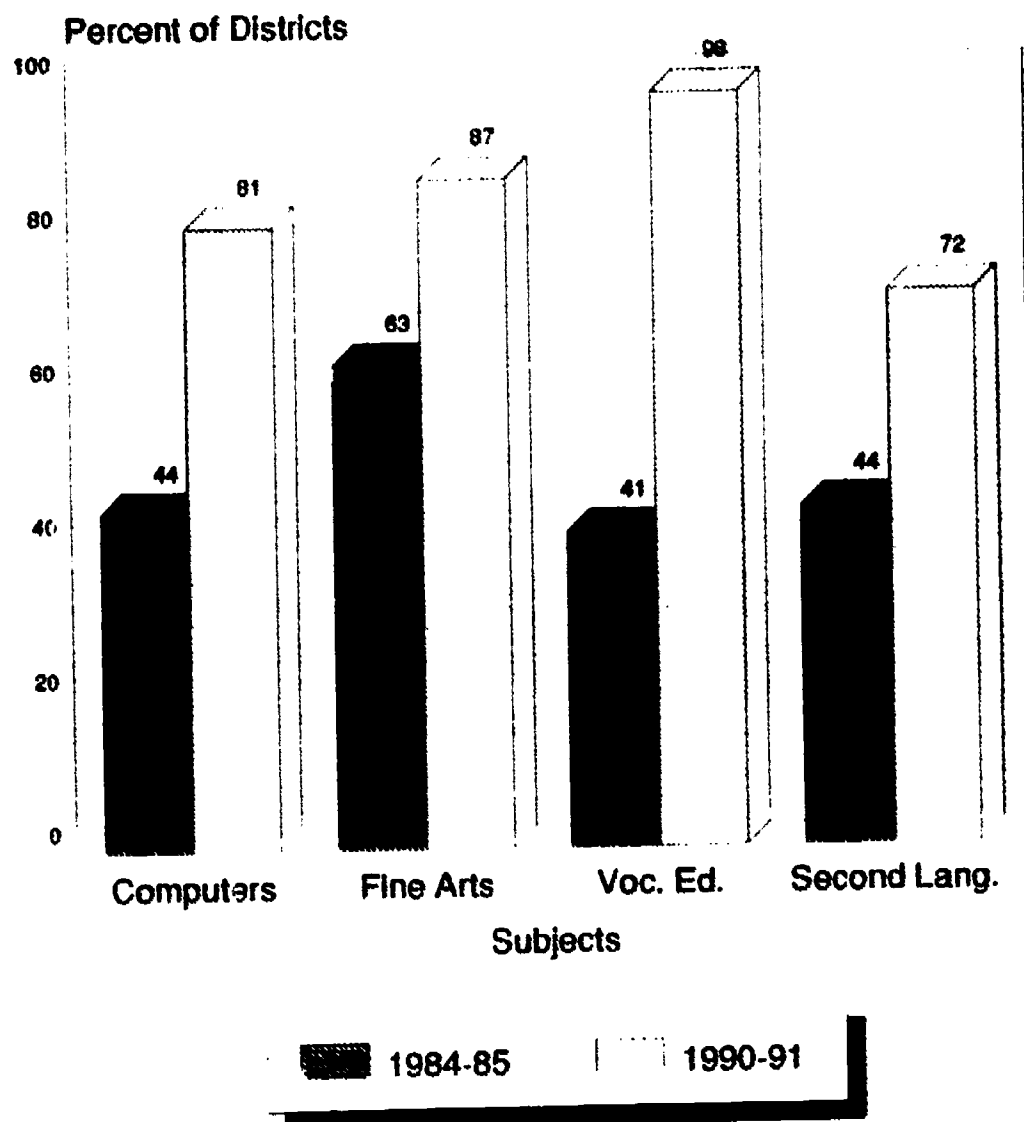


Change from 1984-85 (First Year of the Regulation) to 1990-91 (end of cycle)

Figure 6 shows the number of districts using secondary curriculum guides in subject areas which are electives. In all areas there have been increases in the availability of guides from 1984-85 to 1990-91. Almost every district now has a vocational education guide. In other elective areas, however,

fewer secondary guides are available than in those areas for which there are graduation requirements. A chart showing current use of guides by individual districts can be found in Appendix A Chart 2.

Figure 6
Secondary Curriculum Guides
Elective Subjects



Change from 1984-85 (First Year of the Regulation) to 1990-91 (end of cycle)

Alaska State Regulations on High School Graduation Requirements

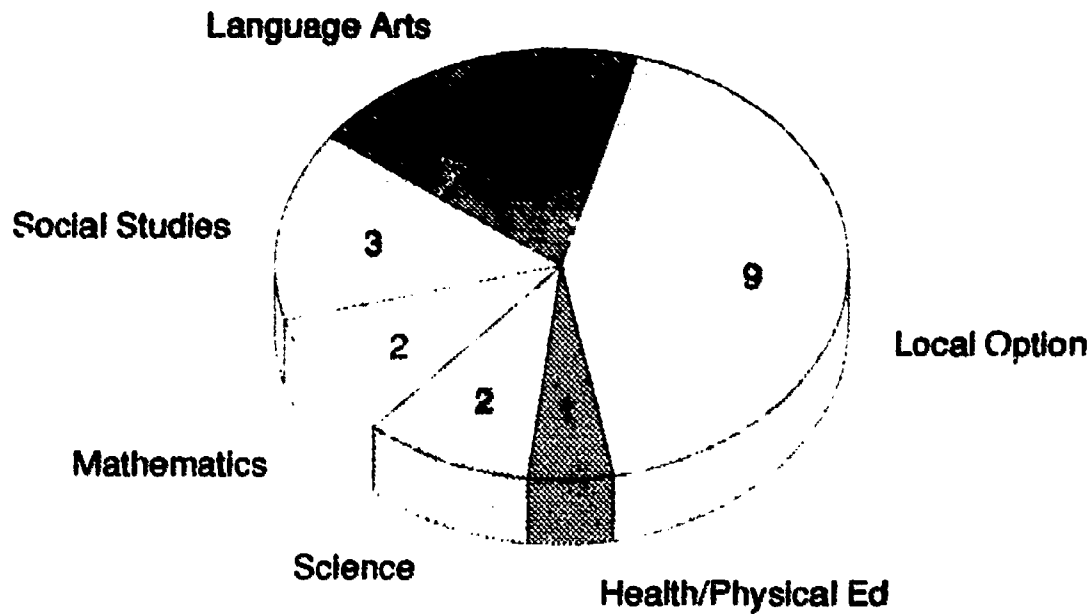
4 AAC 06.075. High School Graduation Requirements.

(a) Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit.

(b) Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following:

- (1) language arts--4 units of credit;
- (2) social studies--3 units of credit;
- (3) mathematics--2 units of credit;
- (4) science--2 units of credit;
- (5) health/physical education--1 unit of credit
- (6) electives--9 units of credit

Figure 7
Alaska High School
Graduation Requirements in Credits

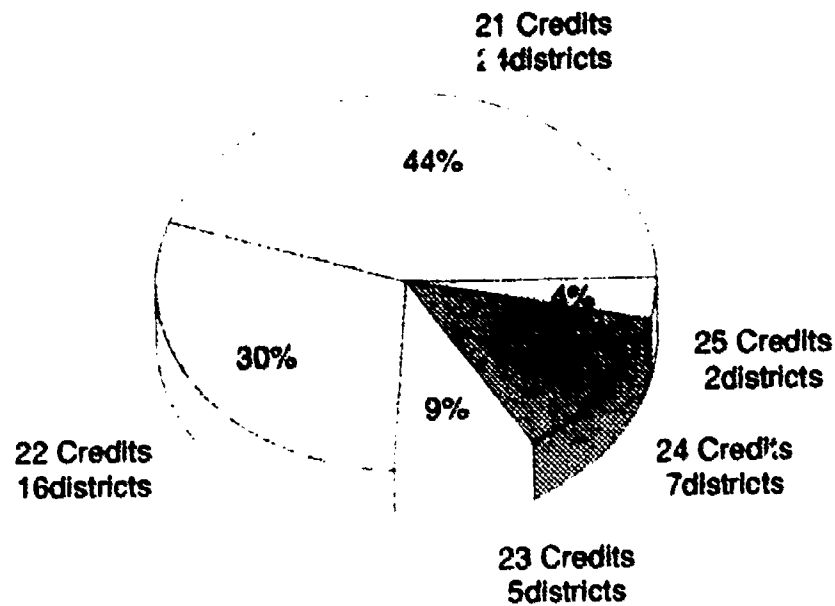


School District Graduation Requirements

In 1984-85, five school districts did not meet the state requirements for a minimum of 21 units of credit for graduation. In 1990-91, all 54 school districts meet or exceed the state requirements.

Figure 8 shows the number and percentage of districts requiring different units of credit in 1990-91. A complete chart of graduation requirements by district can be found in Appendix B.

Figure 8
School District
Graduation Requirements (1990-91)

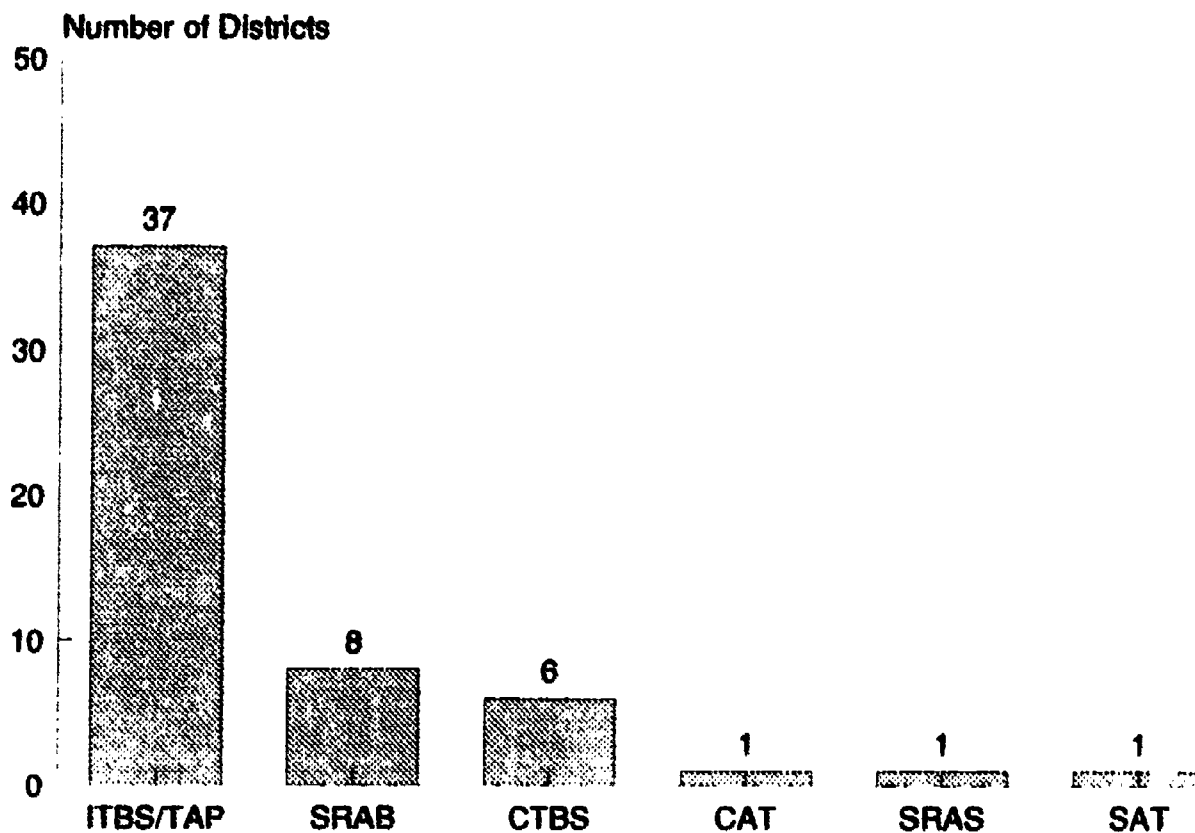


Student Assessment Programs

All school districts in Alaska use standardized achievement tests as part of their system to assess student growth in basic skills. Fifty-one districts indicated they participate in one of three college placement examinations. Forty-eight districts administer the Armed Services Vocational Aptitude Battery. Twenty-six districts conduct some form of early childhood assessment, with the Early Prevention of School Failure being the device used most often.

Appendix C shows major tests used in each district. The grade levels at which individual tests are used are listed when that information was recorded on the survey form. All districts administer the ITBS in grades 4, 6 and 8 as part of the statewide basic skills testing program. Figure 9 shows the basic skills achievement tests in use throughout Alaska in 1990-91. In response to the statewide requirement to test students with the ITBS in grades 4, 6 and 8, many districts have altered their testing programs.

Figure 9
Standardized Tests Used in Alaska



CAT California Achievement Test
 CTBS Comprehensive Test of Basic Skills
 ITBS Iowa Tests of Basic Skills
 MAT Metropolitan Achievement Test

SAT Stanford Achievement Test
 SRAB Science Research Associates Survey of Basic Skills
 SRAS Science Research Associates Achievement Test Series
 TAP Test of Academic Progress

Program Evaluation

To assess the impact of the state's curriculum regulations and review cycle, districts were asked four questions. The questions and responses are described below. This information is consistent with the trends from 1984-85 to 1990-91 described earlier: the regulation and review cycle have had a definite impact on local school district practice. Additionally, the responses and comments indicate that for the most part this impact is perceived by district office personnel to be positive.

1. Have the curriculum regulations enhanced, constrained, both enhanced and constrained, or not made a difference to your district's instructional program?

| | |
|---------------|----------|
| Enhanced | 23 (43%) |
| Constrained | 1 (2%) |
| Both | 11 (20%) |
| No difference | 10 (19%) |
| No response | 9 (17%) |

2. Have you used the model curriculum guides in the development of your local district curriculum?

| | |
|-------------|----------|
| Yes | 41 (76%) |
| No | 8 (15%) |
| No response | 5 (9%) |

3. Were the guides useful?

| | |
|-------------|----------|
| Yes | 40 (74%) |
| No | 1 (2%) |
| No response | 13 (24%) |

4. Has the established six year curriculum review cycle been helpful?

| | |
|-------------|----------|
| Yes | 35 (65%) |
| No | 10 (19%) |
| No response | 9 (17%) |

In addition to these four general evaluative questions, districts also responded to other questions about

specific details of the state's curriculum regulation. These responses and their accompanying narratives will be invaluable to the department's planning efforts. More detailed information about district's responses is available from specialists in the Office of Basic Education.

Strengths

Districts were asked to identify their greatest strengths in the areas of curriculum, instruction and assessment. Thirty-nine districts identified at least one curriculum strength. Curriculum strengths identified included the availability of guides and courses, community support, and local development.

Thirty-three districts identified at least one instructional strength. Areas mentioned included staff development programs, pupil/teacher ratios, materials, and staff.

Thirty-four districts identified at least one assessment strength. Areas mentioned included curriculum referenced tests, portfolio assessment, and writing assessment.

Districts' responses are listed in Appendices F, G and H.

Needs

Districts were asked to identify their most urgent needs in the areas of curriculum, instruction and assessment. Forty-one districts identified at least curriculum need. Areas mentioned included planning time, training, and need for revisions and updates.

Thirty-six districts identified instructional needs. Areas identified included time, training, personnel and funds.

Thirty-eight districts identified assessment needs. Areas identified included alignment, alternative assessments, and broader range of assessments.

Districts' responses are listed in Appendices I, J and K.

PART TWO

Interdisciplinary Education in Alaskan School Districts

This portion of the Status Report features information on the targeted area of Interdisciplinary Education.

An interdisciplinary approach to education intentionally applies methods and language from more than one discipline to examine a central theme, issue, problem, topic, or experience. The value of this approach is that it enhances the ability of the student to acquire the knowledge, skills, and attitudes of the various disciplines.

During a targeted year in the six-year state review cycle, the Office of Basic Education collects as much information as possible from a variety of sources. The items reported here were suggested by many Alaskan educators during the 1989-90 school year. All districts responded to questions about their programs in this area. Summary information included on the following pages is based on the responses from these 54 school districts.

On the basis of information collected, needs reported, technical assistance requested, and changes in the state of the art, a multi-year action plan will be made for interdisciplinary education at the end of the targeted year. Districts may then expect Department staff to work on disseminating key resources and implementing programs, policies and training as appropriate.

INTERDISCIPLINARY EDUCATION

Initiatives

The survey queried districts on initiatives in interdisciplinary education. A summary of district responses appears below.

In which areas does your district have initiatives that intentionally encourage the enhancement of interdisciplinary education?

Each area is listed below along with the number and percentage of districts indicating yes.

| | |
|------------------------|----------|
| Curriculum guides | 31 (57%) |
| Staff development | 31 (57%) |
| Staffing | 28 (52%) |
| School structure | 24 (44%) |
| Planning opportunities | 23 (43%) |
| Program evaluation | 14 (26%) |
| Written policy | 13 (24%) |
| Staff evaluation | 10 (19%) |

Appendix L lists this information for each district. Additionally, more detail can be obtained by contacting the Curriculum Specialists in the Office of Basic Education.

Inservice

Districts responded to the following questions regarding interdisciplinary inservice programs.

During the last year, how many inservice days focused on interdisciplinary education? How many staff were involved in this training?

Forty-one districts indicated they offered inservice in interdisciplinary education for a statewide total of 136 days. Approximately 3844 staff statewide were involved in this training. Appendix M lists this information for each district.

Resources

One question on the survey asked districts to identify resources that would best assist them in

developing interdisciplinary programs in their district.

What resources would best assist you in developing interdisciplinary education programs?

Each resource area is listed below along with the numbers and percentage of districts indicating yes.

| | |
|-------------------------|----------|
| Teacher training | 38 (70%) |
| Workshops | 34 (63%) |
| Administrative training | 24 (44%) |
| Model curriculum guide | 24 (44%) |
| Resource people | 24 (44%) |
| Resource materials | 22 (41%) |
| Publications | 12 (22%) |
| Other | 3 (6%) |

Appendix N lists this information for each district.

Alaska Practices

Twenty-one districts indicated they have implemented interdisciplinary programs. These programs include team planning, cross curriculum work, and theme units. Appendix O lists districts which have implemented practices and, when provided by the districts, includes a brief description of those practices.

Obstacles

Districts were asked about obstacles they face in designing and implementing interdisciplinary programs. Twenty districts indicated that time was a critical obstacle, both in terms of meeting current demands and planning for new programs. Other areas identified included: staff training, reduction and turnover (17), skepticism (10) and size and location of the district (6). Appendix P lists each district's response to this question.

Appendix A Chart 1

| Elementary Curriculums in Alaska School Districts | | | | | | | | | | |
|---------------------------------------------------|--------------------|-----------|--------|--------------|---------------|-------------|--------------------|---------|-----------------|----------------|
| | COMPUTER EDUCATION | FINE ARTS | HEALTH | KINDERGARTEN | LANGUAGE ARTS | MATHEMATICS | PHYSICAL EDUCATION | SCIENCE | SECOND LANGUAGE | SOCIAL SCIENCE |
| Adak | | • | • | • | • | • | • | • | • | • |
| Alaska Gateway | | • | • | • | • | • | • | • | | • |
| Aleutian Region | • | • | • | • | • | • | • | • | | • |
| Aleutians East | • | • | • | • | • | • | • | • | • | • |
| Anchorage | • | • | • | NS | • | • | • | • | | • |
| Annette Island | • | | • | • | • | • | • | • | | • |
| Bering Straits | • | • | • | • | • | • | • | • | | • |
| Bristol Bay | | • | • | • | • | • | • | • | | • |
| Chatham | | | • | • | • | • | • | • | | • |
| Chugach | | | • | • | • | • | • | • | | • |
| Copper River | • | • | • | • | • | • | • | • | • | • |
| Cordova | | • | • | • | • | • | • | • | | • |
| Craig | | • | • | • | • | • | • | • | | • |
| Delta/Greely | • | • | • | • | • | • | • | • | | • |
| Dillingham | • | • | • | • | • | • | • | • | • | • |
| Fairbanks | • | • | • | • | • | • | • | • | | • |
| Galena | • | • | • | • | • | • | • | • | • | • |
| Haines | • | • | • | • | • | • | • | • | • | • |
| Hoonah | | | • | • | • | • | • | • | | • |
| Hydaburg | | | • | • | • | • | • | • | | • |
| Iditarod | | • | • | • | • | • | • | • | | • |
| Juneau | • | • | • | NS | • | • | • | • | | • |
| Kake | • | • | • | • | • | • | • | • | • | • |
| Kashunamiut | | | • | NS | • | • | • | • | • | • |
| Kenai Peninsula | | • | • | • | • | • | • | • | • | • |
| Ketchikan | • | • | • | NS | • | • | • | • | • | |
| Klawock | • | • | • | • | • | • | • | • | | • |

NS = Not Separate

Appendix A Chart 1

| Elementary Curriculums in Alaska School Districts | | | | | | | | | | |
|---------------------------------------------------|--------------------|-----------|--------|--------------|---------------|-------------|--------------------|---------|-----------------|----------------|
| | COMPUTER EDUCATION | FINE ARTS | HEALTH | KINDERGARTEN | LANGUAGE ARTS | MATHEMATICS | PHYSICAL EDUCATION | SCIENCE | SECOND LANGUAGE | SOCIAL SCIENCE |
| Kodiak Island | • | • | • | • | • | • | • | • | • | • |
| Kuspuk | • | • | • | • | • | • | • | • | • | • |
| Lake & Peninsula | | • | • | • | • | • | • | • | • | • |
| Lower Kuskokwim | | • | • | • | • | • | • | • | • | • |
| Lower Yukon | | | • | • | • | • | | • | | • |
| Matanuska-Susitna | • | • | • | • | • | • | • | • | • | • |
| Nenana | | • | • | • | • | • | • | • | | • |
| Nome | • | • | • | • | • | • | • | • | • | • |
| North Slope | • | • | • | • | • | • | • | • | • | |
| Northwest Arctic | | • | • | • | • | • | • | • | • | • |
| Pelican | • | • | • | • | • | • | • | • | | • |
| Petersburg | | | • | • | • | • | • | • | | • |
| Pribilof | | | • | • | • | • | • | • | | • |
| Railbelt | • | • | • | NS | • | • | • | • | | • |
| Saint Mary's | • | • | • | • | • | • | • | • | • | • |
| Sitka | • | | • | • | • | • | • | • | | • |
| Skagway | | • | • | • | • | • | • | • | | • |
| Southeast Island | | • | • | • | • | • | • | • | | • |
| Southwest Region | • | • | • | • | • | • | • | • | • | • |
| Tanana | | | | • | • | • | • | • | | • |
| Unalaska | | • | • | • | • | • | • | • | • | |
| Valdez | • | • | • | • | • | • | • | • | | • |
| Wrangell | • | • | • | • | • | • | • | • | • | • |
| Yakutat | • | • | • | • | • | • | • | • | • | • |
| Yukon Flats | | • | • | • | • | • | • | • | | • |
| Yukon/Koyukuk | | • | • | • | • | • | • | • | • | • |
| Yupiit | • | | • | • | • | • | • | • | • | • |

NS = Not Separate

Appendix A Chart 2

| Secondary Curriculums in Alaska School Districts | | | | | | | | | | |
|--------------------------------------------------|--------------------|-----------|--------|---------------|-------------|--------------------|---------|-----------------|----------------|----------------------|
| | COMPUTER EDUCATION | FINE ARTS | HEALTH | LANGUAGE ARTS | MATHEMATICS | PHYSICAL EDUCATION | SCIENCE | SECOND LANGUAGE | SOCIAL SCIENCE | VOCATIONAL EDUCATION |
| Adak | • | • | • | • | • | • | • | • | • | |
| Alaska Gateway | • | • | • | • | • | • | • | | • | • |
| Aleutian Region | • | • | • | • | • | • | • | | • | • |
| Aleutians East | • | • | • | • | • | • | • | • | • | • |
| Anchorage | • | • | • | • | • | • | • | • | • | • |
| Annette Island | • | | • | • | • | • | • | | • | • |
| Bering Straits | • | • | • | • | • | • | • | • | • | • |
| Bristol Bay | • | • | • | • | • | • | • | • | • | • |
| Chatham | • | | • | • | • | • | • | | • | • |
| Chugach | • | • | • | • | • | • | • | • | • | • |
| Copper River | • | • | • | • | • | • | • | • | • | • |
| Cordova | • | • | • | • | • | • | • | • | • | • |
| Craig | | • | • | • | • | • | • | • | • | • |
| Delta/Greely | • | • | • | • | • | • | • | • | • | • |
| Dillingham | • | • | • | • | • | • | • | • | • | • |
| Fairbanks | • | • | • | • | • | • | • | • | • | • |
| Galena | • | • | • | • | • | • | • | • | • | • |
| Haines | • | • | • | • | • | • | • | • | • | • |
| Hoonah | | • | • | • | • | • | • | | • | • |
| Hydaburg | • | • | • | • | • | • | • | • | • | • |
| Iditarod | | • | • | • | • | • | • | | • | • |
| Juneau | • | • | • | • | • | • | • | | • | • |
| Kake | • | • | • | • | • | • | • | • | • | • |
| Kashunamiut | • | • | | • | | | • | | | • |
| Kenai Peninsula | • | • | • | • | • | • | • | • | • | • |
| Ketchikan | • | • | • | • | • | • | • | • | • | • |
| Klawock | • | • | • | • | • | • | • | • | • | • |

Appendix A Chart 2

| Secondary Curriculums in Alaska School Districts | | | | | | | | | | |
|--------------------------------------------------|--------------------|-----------|--------|---------------|-------------|--------------------|---------|-----------------|----------------|----------------------|
| | COMPUTER EDUCATION | FINE ARTS | HEALTH | LANGUAGE ARTS | MATHEMATICS | PHYSICAL EDUCATION | SCIENCE | SECOND LANGUAGE | SOCIAL SCIENCE | VOCATIONAL EDUCATION |
| Kodiak Island | • | • | • | • | • | • | • | • | • | • |
| Kuspuk | • | • | • | • | • | • | • | • | • | • |
| Lake & Peninsula | | • | • | • | • | • | • | • | • | • |
| Lower Kuskokwim | | • | • | • | • | • | • | • | • | • |
| Lower Yukon | | | • | • | • | • | • | | • | • |
| Matanuska-Susitna | • | • | • | • | • | • | • | • | • | • |
| Nenana | • | • | • | • | • | • | • | | • | • |
| Nome | • | • | • | • | • | • | • | • | • | • |
| North Slope | • | • | • | • | • | • | • | • | | • |
| Northwest Arctic | | • | • | • | • | • | • | | • | • |
| Pelican | • | • | • | • | • | • | • | | • | • |
| Petersburg | • | • | • | • | • | • | • | • | • | • |
| Pribilof | • | | • | • | • | • | • | | • | • |
| Railbelt | • | • | • | • | • | • | • | • | • | • |
| Saint Mary's | • | • | • | • | • | • | • | • | • | • |
| Sitka | • | | • | • | • | • | • | • | • | • |
| Skagway | • | • | • | • | • | • | • | | • | • |
| Southeast Island | | • | • | • | • | • | • | | • | • |
| Southwest Region | • | • | • | • | • | • | • | • | • | • |
| Tanana | • | | • | • | • | • | • | • | • | • |
| Unalaska | • | • | • | • | • | • | • | • | • | • |
| Valdez | • | • | • | • | • | • | • | • | • | • |
| Wrangell | • | • | • | • | • | • | • | • | • | • |
| Yakutat | • | • | • | • | • | • | • | • | • | • |
| Yukon Flats | | • | • | • | • | • | • | • | • | • |
| Yukon/Koyukuk | | • | • | • | • | • | • | • | • | • |
| Yupit | • | | • | • | • | • | • | • | • | • |

Appendix B

| Graduation Requirements in Alaska School Districts | | | | | | | | | | |
|----------------------------------------------------|---------|--------|-------------|-------------|---------|----------------|---------------|-----------|-----------|------------------------|
| | ENGLISH | HEALTH | MATHEMATICS | PHYSICAL ED | SCIENCE | SOCIAL STUDIES | VOCATIONAL ED | FINE ARTS | ELECTIVES | TOTAL CREDITS REQUIRED |
| Adak | 4 | .5 | 3 | .5 | 3 | 3 | 0 | 0 | 10 | 24 |
| Alaska Gateway | 4 | .5 | 3 | 1.5 | 3 | 3 | 0 | 0 | 6 | 21 |
| Aleutian Region | 4 | 1 | 3 | 1 | 2 | 3 | 1 | 1 | 5 | 21 |
| Aleutians East | 4 | 1 | 2 | 1 | 2 | 3 | 0 | 0 | 9 | 22 |
| Anchorage | 4 | 0 | 2 | 1.5 | 2 | 3 | .5 | 0 | 8 | 21 |
| Annette Island | 4 | 1 | 3 | 1 | 2 | 4 | 1 | 0 | 6 | 22 |
| Bering Straits | 4 | 1 | 2 | 2 | 2 | 3 | 2 | 0 | 5 | 21 |
| Bristol Bay | 4 | 0 | 2 | 2 | 2 | 3 | 2 | 0 | 7 | 22 |
| Chatham | 4 | 1 | 2 | 1 | 2 | 3 | 0 | 1 | 7 | 21 |
| Chugach | 4 | 0 | 3 | 1 | 2.5 | 3 | 0 | 0 | 8.5 | 22 |
| Copper River | 4 | .5 | 2 | .5 | 2 | 3.5 | 0 | 0 | 9.5 | 22 |
| Cordova | 4 | 0 | 2 | 2 | 2 | 3 | 0 | 1 | 11 | 25 |
| Craig | 4 | 0 | 2 | 2 | 2 | 3 | 0 | 0 | 8 | 21 |
| Delta/Greely | 4 | 0 | 2 | 1 | 2 | 3 | 0 | 1 | 8 | 21 |
| Dillingham | 4 | .5 | 2 | 2 | 2 | 3.5 | 5 | 0 | 4 | 24 |
| Fairbanks | 4 | .5 | 2 | 1.5 | 3 | 3 | 0 | 0 | 7 | 21 |
| Galena | 4 | 0 | 2.5 | 2 | 2.5 | 4 | 1.5 | 0 | 8.5 | 25 |
| Haines | 4 | .5 | 2 | 1.5 | 2 | 3 | 0 | 0 | 11 | 24 |
| Hoonah | 4 | 1 | * | 1 | * | 3 | 1 | 0 | 7 | 22 |
| Hydaburg | 4 | 0 | 2 | 2 | 2 | 3 | 0 | 0 | 8 | 21 |
| Iditarod | 4 | .5 | 3 | 1 | 3 | 3 | .5 | 0 | 7 | 22 |
| Juneau | 4 | .5 | 2 | 1.5 | 2 | 3 | 1 | 1 | 6 | 21 |
| Kake | 4 | ** | 3 | 2 | 2 | 4 | 1 | 0 | 5 | 21 |
| Kashunamiut | 4 | 0 | 4 | 0 | 4 | 4 | 0 | 0 | 7 | 23 |
| Kenai Peninsula | 4 | .5 | 2 | 1 | 2 | 3 | 1 | 1 | 6.5 | 21 |
| Ketchikan | 4 | .5 | 2 | .5 | 2 | 3 | 0 | 0 | 10 | 22 |
| Klawock | 4 | ** | 2 | 2 | 2 | 3 | 2 | 0 | 8 | 23 |

*Either 3 Math and 2 Science or 2 Math and 3 Science by 90-91.

**Physical Education includes health.

Appendix B

| Graduation Requirements in Alaska School Districts | | | | | | | | | | |
|----------------------------------------------------|---------|--------|-------------|-------------|---------|----------------|---------------|-----------|-----------|------------------------|
| | ENGLISH | HEALTH | MATHEMATICS | PHYSICAL ED | SCIENCE | SOCIAL STUDIES | VOCATIONAL ED | FINE ARTS | ELECTIVES | TOTAL CREDITS REQUIRED |
| Kodiak Island | 4 | .5 | 2 | 1 | 2 | 3 | 1 | 0 | 7.5 | 21 |
| Kuspuk | 4 | .5 | 3 | 1.5 | 2 | 3 | 3 | 0 | 6 | 23 |
| Lake & Peninsula | 4 | ** | 3 | 2 | 2 | 3 | 0 | 0 | 8 | 22 |
| Lower Kuskokwim | 4 | .5 | 3 | 1 | 2.5 | 3.5 | 0 | 0 | 6.5 | 21 |
| Lower Yukon | 5 | 1 | 3 | 1 | 2 | 3 | 0 | 0 | 9 | 24 |
| Matanuska-Susitna | 4 | .5 | 2 | 1 | 2 | 3 | 0 | 0 | 8.5 | 21 |
| Nenana | 4 | .5 | 2 | 1.5 | 2 | 3 | 3 | 0 | 5 | 21 |
| Nome | 4 | 0 | 2 | 2 | 2 | 3 | 3 | 0 | 6 | 22 |
| North Slope | 4 | ** | 2 | 1 | 2 | 3 | 0 | 0 | 9 | 21 |
| Northwest Arctic | 4 | 1 | 2 | 1.5 | 2 | 3 | 0 | 0 | 8.5 | 22 |
| Pelican | 4 | 1 | 3 | 1 | 3 | 3 | .5 | 0 | 8.5 | 24 |
| Petersburg | 4 | .5 | 2 | 1.5 | 2 | 3 | 0 | 0 | 8 | 21 |
| Pribilof | 4 | .5 | 2 | 1 | 2 | 3 | 0 | 0 | 8.5 | 21 |
| Railbelt | 4 | .5 | 2 | 1 | 2 | 3 | 1.5 | .5 | 6.5 | 21 |
| Saint Mary's | 4 | .5 | 2 | 1 | 2 | 3 | 0 | 0 | 11 | 23.5 |
| Sitka | 4 | 0 | 2 | 2 | 3 | 3 | 1 | 0 | 8 | 23 |
| Skagway | 4 | 0 | 2 | 1 | 2 | 3 | 1 | 1 | 8 | 22 |
| Southeast Island | 4 | 1 | 3 | 1 | 3 | 3 | 0 | 0 | 6 | 21 |
| Southwest Region | 4 | .5 | 3 | 2 | 2 | 3 | .5 | 0 | 6 | 21 |
| Tanana | 4 | 1 | 4 | 1 | 3 | 4 | 2 | 0 | 3 | 22 |
| Unalaska | 4 | .5 | 2 | 1.5 | 2 | 3 | 0 | 0 | 9 | 22 |
| Valdez | 4 | .5 | 2 | 1.5 | 2 | 3 | 0 | 0 | 11 | 24 |
| Wrangell | 4 | .5 | 2 | .5 | 2 | 3 | 1 | 1 | 8 | 22 |
| Yakutat | 4 | 0 | 3 | 1 | 3 | 3 | 0 | 0 | 8 | 22 |
| Yukon Flats | 4 | .5 | 3 | 1 | 2.5 | 3 | .5 | 1 | 5.5 | 21 |
| Yukon/Koyukuk | 4 | 1 | 3 | 1 | 3 | 3 | 1 | 0 | 5 | 21 |
| Yupit | 4 | 1 | 4 | 1 | 3 | 4 | 0 | 0 | 7 | 24 |

*Either 3 Math and 2 Science or 2 Math and 3 Science by 90-91.

**Physical Education includes health.

Appendix C

| TESTS USED IN ALASKA SCHOOL DISTRICTS | | | | | | | | | | | |
|---------------------------------------|------|------------------|-----|------|------|----------|--------------------|-----|----------|-------|-----|
| Core Achievement Tests | | | | | | | Supplemental Tests | | | | |
| SRAB | SRAS | ITBS/ TAP | MAT | CAT | CTBS | SAT 1 | PSAT | ACT | SAT 2 | ASVAB | ECE |
| Adak | 1-12 | * | | | | | • | | • | • | |
| Alaska Gateway | | k-12 | | | | | • | • | • | • | • |
| Aleutian Region | | k-12 | | | | | | • | | | |
| Aleutians East | | k-12 | | | | | • | • | | • | |
| Anchorage | | 4,6,8,11 | | | | | • | • | • | • | • |
| Annette Island | | k-12 | | | | | • | • | • | • | |
| Bering Strait | | 2-12 | | | | | • | • | • | • | • |
| Bristol Bay | | k-11 | | | | | • | • | • | • | • |
| Chatham | | 3-12 | | | | | • | • | • | • | • |
| Chugach | | k-12 | | | | | | | • | • | |
| Copper River | | k-12 | | | | | • | • | • | • | |
| Cordova | | * | | | | 1-11 | • | • | | • | |
| Craig | | 1-12 | | | | | • | • | • | • | • |
| Delta/Greely | | 2,3,4,8, 8,10 | | | | | • | • | • | • | • |
| Dillingham | 1-12 | * | | | | | • | • | • | • | • |
| Fairbanks | | 1-10 | | | | | • | • | • | • | • |
| Galena | k-12 | * | | | | | • | • | • | • | |
| Haines | 2-10 | * | | | | | • | • | • | • | |
| Hoonah | | 1-12 | | | | | • | • | • | • | |
| Hydaburg | | * | | k-12 | | | • | • | | • | |
| Iditarod | | * | | | k-12 | | | • | • | • | • |
| Juneau | | 2-11 | | | | | • | • | | • | • |
| Kake | | * | | | k-12 | | • | • | • | • | |
| Kashunamiut | | * | | | k-12 | | | | | | |
| Kenai Peninsula | | 3,4,8, 8,10 | | | | | • | • | • | | • |
| Ketchikan | | 4,6,8,10 | | | | | • | • | • | • | |
| Klawock | | k-12 | | | | | • | • | • | • | |

- ACT American College Test
- ASVAB Armed Services Vocational Aptitude Battery
- CAT California Achievement Test
- CTBS Comprehensive Test of Basic Skills
- ECE Early Childhood Testing (including Early Prevention of School Failure or Brigance Inventory of Basic Skills or Gessell)
- ITBS Iowa Test of Basic Skills
- MAT Metropolitan Achievement Test
- PSAT Preliminary Scholastic Aptitude Test
- SAT 1 Stanford Achievement Test
- SAT 2 Scholastic Aptitude Test
- SRAB Science Research Associates Survey of Basic Skills
- SRAS Science Research Associates Achievement Test
- TAP Test of Achievement and Proficiency

* District also uses ITBS for grades 4, 6 and 8 as part of the Statewide Testing Program.

| TESTS USED IN ALASKA SCHOOL DISTRICTS | | | | | | | | | | | |
|---------------------------------------|------|----------------|-----|-----|------|----------|--------------------|-----|----------|-------|-----|
| Core Achievement Tests | | | | | | | Supplemental Tests | | | | |
| SRAB | SRAS | ITBS/ TAP | MAT | CAT | CTBS | SAT 1 | PSAT | ACT | SAT 2 | ASVAB | ECE |
| | | 4,6,8, 9,11 | | | | | • | • | • | • | • |
| | | k-12 | | | | | | • | | • | |
| k-12 | | • | | | | | | • | • | • | |
| | | • | | | k-12 | | • | • | • | • | • |
| | | k-12 | | | | | | • | | • | |
| | | 1-12 | | | | | • | • | • | • | • |
| | | 1-12 | | | | | • | • | • | • | • |
| | k-12 | • | | | | | • | • | • | • | • |
| | | 1-12 | | | | | • | • | • | • | |
| | | 2-12 | | | | | • | • | • | • | • |
| | | k-10 | | | | | | | • | | |
| | | k-12 | | | | | • | • | • | • | • |
| | | • | | | k-12 | | | • | | • | |
| | | 4,6,8,10 | | | | | | | | | • |
| k-12 | | • | | | | | • | • | • | • | |
| | | k-12 | | | | | • | | • | | • |
| | | k-12 | | | | | • | • | | • | |
| | | 1-12 | | | | | • | • | | • | |
| | | 3-12 | | | | | • | | • | • | • |
| | | 1-11 | | | | | • | • | • | • | • |
| | | 2-12 | | | | | • | • | • | • | • |
| k-12 | | • | | | | | • | • | • | • | |
| | | k-12 | | | | | | • | • | • | |
| | | k-12 | | | | | • | • | • | • | • |
| | | • | | | k-12 | | | • | | • | |

- | | | | |
|-------|-------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------|
| ACT | American College Test | PSAT | Preliminary Scholastic Aptitude Test |
| ASVAB | Armed Services Vocational Aptitude Battery | SAT 1 | Stanford Achievement Test |
| CAT | California Achievement Test | SAT 2 | Scholastic Aptitude Test |
| CTBS | Comprehensive Test of Basic Skills | SRAB | Science Research Associates Survey of Basic Skills |
| ECE | Early Childhood Testing (including Early Prevention of School Failure or Brigance Inventory of Basic Skills or Gessell) | SRAS | Science Research Associates Achievement Test |
| ITBS | Iowa Test of Basic Skills | TAP | Test of Achievement and Proficiency |
| MAT | Metropolitan Achievement Test | | |

* District also uses ITBS for grades 4, 6 and 8 as part of the Statewide Testing Program.

Appendix D

| School District Compliance / Regulation Requirements | | | | | | | | | |
|---------------------------------------------------------|--------------------------|--------------------------|------------------------------|-----------------------|--------------------------|----------------------------|----------------------|---------------------------|-------------------------|
| | SCHOOL BOARD POLICIES | CURRICULUM AS A GUIDE | CURRICULUM CONTAINS GOALS | CURRICULUM CONTENT | CURRICULUM EVALUATION | CURRICULUM REVIEW CYCLE | ANNUAL ASSESSMENT | CURRICULUM IMPROVEMENT | CURRICULUM ALIGNMENT |
| Adak | • | • | • | • | • | • | • | • | • |
| Alaska Gateway | • | • | • | • | • | • | • | • | • |
| Aleutian Region | • | • | • | • | • | • | • | • | • |
| Aleutians East | • | • | • | • | • | • | • | • | • |
| Anchorage | • | • | • | • | • | • | • | • | • |
| Annette Island | • | • | • | • | • | • | • | • | • |
| Bering Strait | • | • | • | • | • | • | • | • | • |
| Bristol Bay | • | • | • | • | • | • | • | • | • |
| Chatham | • | • | • | • | | • | • | • | • |
| Chugach | • | • | • | • | • | • | • | • | • |
| Copper River | • | • | • | • | • | • | • | | |
| Cordova | • | • | • | • | • | • | • | | |
| Craig | • | • | • | • | • | • | • | • | • |
| Delta/Greely | • | • | • | • | • | • | • | | |
| Dillingham | • | • | • | • | • | • | • | • | • |
| Fairbanks | • | • | • | • | • | • | • | • | |
| Galena | • | • | • | • | • | • | • | • | • |
| Haines | • | • | • | • | • | • | • | • | • |
| Hoonah | • | • | • | • | | • | • | | • |
| Hydaburg | • | • | • | • | • | • | • | • | • |
| Iditarod | | • | • | • | • | • | • | • | |
| Juneau | • | • | • | • | • | • | • | • | • |
| Kake | • | • | • | • | • | • | • | • | • |
| Kashunamiut | • | • | • | • | • | • | • | • | • |
| Kenai Peninsula | • | • | • | • | • | • | • | • | • |
| Ketchikan | | • | • | • | • | • | • | • | |
| Klawock | • | • | • | • | • | • | • | • | |

Appendix D

| School District Compliance / Regulation Requirements | | | | | | | | | |
|-----------------------------------------------------------------|--------------------------|--------------------------|------------------------------|-----------------------|--------------------------|----------------------------|----------------------|---------------------------|-------------------------|
| | SCHOC: BOARD POLICIES | CURRICULUM AS A GUIDE | CURRICULUM CONTAINS GOALS | CURRICULUM CONTENT | CURRICULUM EVALUATION | CURRICULUM REVIEW CYCLE | ANNUAL ASSESSMENT | CURRICULUM IMPROVEMENT | CURRICULUM ALIGNMENT |
| Kodiak Island | | • | • | • | • | • | • | • | • |
| Kuspuk | • | • | • | • | • | • | • | • | • |
| Lake & Peninsula | • | • | • | • | • | • | • | • | • |
| Lower Kuskokwim | • | • | • | • | • | • | • | • | • |
| Lower Yukon | • | • | • | • | • | • | • | • | • |
| Matanuska-Susitna | • | • | • | • | | • | • | | |
| Nenana | • | • | • | • | • | • | • | • | • |
| Nome | • | • | • | • | • | • | • | • | • |
| North Slope | • | • | • | • | • | • | • | • | • |
| Northwest Arctic | • | • | • | • | • | • | • | • | • |
| Pelican | • | • | • | • | • | • | • | | • |
| Petersburg | • | • | • | • | • | • | • | • | |
| Pribilof | • | • | • | • | • | • | • | • | • |
| Railbelt | • | • | • | • | • | • | • | • | • |
| Saint Mary's | • | • | • | • | • | • | • | • | |
| Sitka | • | • | • | • | • | • | • | • | • |
| Skagway | • | • | • | • | • | • | • | | |
| Southeast Island | • | • | • | • | • | • | • | • | • |
| Southwest Region | • | • | • | • | • | • | • | • | • |
| Tanana | • | • | • | • | • | • | • | • | • |
| Unalaska | • | • | • | • | • | • | • | • | |
| Valdez | • | • | • | • | • | • | • | • | • |
| Wrangell | • | • | • | • | • | • | • | • | • |
| Yakutat | • | • | • | • | • | • | • | • | • |
| Yukon Flats | • | • | • | • | • | • | • | • | • |
| Yukon/Koyukuk | • | • | • | • | • | • | • | • | • |
| Yupit | • | • | • | • | • | • | • | • | • |

Appendix E

| School District Curriculum Review Cycles * | | | | | | | | | | | |
|--------------------------------------------|-----------|-----------|--------|--------------|------------|-------------|-------------|---------|--------------|----------------|---------------|
| | COMPUTERS | FINE ARTS | HEALTH | KINDERGARTEN | LANG. ARTS | MATHEMATICS | PHYSICAL ED | SCIENCE | SECOND LANG. | SOCIAL SCIENCE | VOCATIONAL ED |
| Adak | 88 | | 91 | 89 | | 91 | 91 | 92 | | 92 | |
| Alaska Gateway | 95 | 90 | 91 | | 93 | 92 | 92 | 91 | 92 | 94 | 90 |
| Aleutian Region | 89 | 89 | 89 | 90 | 89 | 93 | 89 | 93 | 92 | 91 | 90 |
| Aleutians East | | 92 | 91 | 90 | 89 | 90 | 91 | 91 | 92 | 92 | 90 |
| Anchorage | | 94 | 90 | | 89 | 95 | 93 | 92 | | 91 | |
| Annette Island | 91 | 90 | 92 | | 95 | 89 | 93 | 94 | 89 | 92 | 94 |
| Bering Strait | | 89 | 90 | 92 | 90 | 91 | 93 | 92 | | 94 | 93 |
| Bristol Bay | 88 | 89 | 89 | 88 | 93 | 91 | 89 | 92 | 90 | 90 | 90 |
| Chatham | | | | | | | | | | | |
| Chugach | 89 | | 88 | | 89 | 90 | | 90 | 87 | 91 | 90 |
| Copper River | 88 | 89 | 88 | | 88 | 88 | 88 | 89 | 89 | | 88 |
| Cordova | 89 | 90 | 92 | 95 | 88 | 92 | 92 | | | 93 | |
| Craig | 88 | | 91 | 89 | 90 | 91 | 91 | 89 | 88 | 89 | 91 |
| Delta/Greely | 91 | 90 | 89 | | 91 | | 88 | 89 | | 92 | 92 |
| Dillingham | 89 | 88 | 90 | 92 | 90 | 92 | 92 | | 89 | 91 | 92 |
| Fairbanks | 89 | 88 | 89 | | 90 | 93 | | 90 | 90 | 89 | 90 |
| Galena | 91 | 88 | 88 | 90 | 89 | 92 | 88 | 89 | 92 | 90 | |
| Haines | 89 | 88 | 92 | 90 | 88 | 92 | 92 | 94 | 89 | 93 | 94 |
| Hoonah | 96 | | 96 | | 91 | 93 | 96 | 94 | | 95 | |
| Hydaburg | 88 | 88 | 88 | | | 90 | 88 | 89 | 88 | 91 | 88 |
| Iditarod | 88 | 91 | 90 | 89 | 93 | 90 | 91 | 90 | 92 | 91 | |
| Juneau | 91 | 93 | 92 | 92 | 93 | 90 | 94 | 95 | 91 | 94 | 92 |
| Kake | 89 | 89 | 89 | 89 | 90 | 91 | 89 | 88 | 89 | 92 | 89 |
| Kashanamiut | 89 | | 89 | | 89 | 90 | | 90 | 87 | 91 | 89 |
| Kenai | 91 | 88 | 91 | | 93 | 90 | 91 | 89 | 90 | 94 | 92 |
| Ketchikan | 88 | 89 | 91 | 93 | 94 | 91 | 91 | | 88 | 92 | 90 |
| Klawock | | | 89 | | 90 | 88 | | 91 | | 89 | |

* The year indicated is the first year of an academic schedule (e.g. 89 = 1989-90 school year)

I = Integrated into other areas.

A = Annually

| School District Curriculum Review Cycles * | | | | | | | | | | | |
|--------------------------------------------|-----------|-----------|--------|--------------|------------|-------------|-------------|---------|--------------|----------------|---------------|
| | COMPUTERS | FINE ARTS | HEALTH | KINDERGARTEN | LANG. ARTS | MATHEMATICS | PHYSICAL ED | SCIENCE | SECOND LANG. | SOCIAL SCIENCE | VOCATIONAL ED |
| Kodiak Island | | 95 | 93 | | 95 | 90 | 92 | 94 | | 92 | 91 |
| Kuspuk | 89 | 92 | 90 | 88 | 89 | 91 | 90 | 90 | 93 | 92 | 91 |
| Lake & Peninsula | | | 90 | | 88 | 87 | 90 | 90 | | 89 | 89 |
| Lower Kuskokwim | I | 90 | 89 | I | 91 | 87 | 89 | 90 | | 88 | |
| Lower Yukon | 89 | 88 | 92 | 89 | 89 | 90 | 92 | 90 | 89 | 91 | 90 |
| Matanuska-Susitna | 90 | 91 | 89 | 88 | 87 | 88 | 91 | 89 | 89 | 91 | 90 |
| Nenana | 88 | | 88 | 89 | 91 | | | 88 | 89 | 88 | 88 |
| Nome | | 87 | 89 | | 89 | 88 | 89 | 88 | 89 | 90 | 89 |
| North Slope | 90 | 92 | 93 | | 90 | 90 | 90 | 92 | 91 | 91 | 90 |
| Northwest Arctic | 90 | 90 | 88 | I | 88 | 91 | 88 | 93 | | 93 | 91 |
| Pelican | 91 | 89 | 88 | | 90 | 91 | 88 | 89 | | 92 | 92 |
| Petersburg | 89 | 90 | 91 | 91 | 88 | 92 | 91 | 91 | 89 | 89 | 88 |
| Pribilof | 89 | 88 | 91 | | | 89 | | 88 | | | 91 |
| Railbelt | 90 | 93 | 89 | | 91 | 90 | 92 | 92 | 91 | 90 | 89 |
| Saint Mary's | 88 | | 91 | 88 | | 91 | 91 | 92 | 88 | 92 | 88 |
| Sitka | 94 | 89 | 88 | I | 91 | 89 | 90 | 89 | 92 | 88 | 89 |
| Skagway | 91 | 91 | 89 | | 92 | 89 | 90 | 90 | 88 | 88 | 92 |
| Southeast Island | | 92 | 94 | | 89 | 93 | 91 | 92 | | 94 | 91 |
| Southwest Region | | 94 | 92 | 90 | 94 | 92 | 92 | 93 | 91 | 90 | 90 |
| Tanana | 88 | | 88 | 89 | 89 | 89 | 88 | | | 90 | 89 |
| Unalaska | 88 | | 91 | 90 | 93 | 92 | 90 | 91 | 88 | 92 | 90 |
| Valdez | 91 | 90 | 91 | | 89 | 87 | 91 | 87 | | 90 | |
| Wrangell | 94 | 91 | 89 | | 90 | 89 | 91 | 90 | 91 | 89 | 89 |
| Yakutat | 88 | | 90 | 89 | | 90 | 90 | 91 | 88 | 91 | 88 |
| Yukon Flats | 92 | 89 | 90 | 92 | 88 | | 89 | 88 | | 88 | 89 |
| Yukon/Koyukuk | 88 | 94 | 94 | A | 90 | 92 | 95 | 91 | 89 | 93 | ** |
| Yupiit | 95 | 93 | 92 | 91 | 88 | 88 | 90 | 89 | 94 | 89 | 94 |

* The year indicated is the first year of an academic schedule (e.g. 89 = 1989-90 school year)

** Three Year Cycle

I = Integrated into other areas.

A = Annually

What is your greatest curriculum strength?

Aleutians East: Language arts.

Anchorage: Selection process.

Annette Island: Well developed curriculum statements for each curricular area.

Bering Strait: Have one in place.

Chatham: Breadth of offerings.

Copper River: Curriculum for all areas is in place.

Craig: Updating.

Delta/Greely: Curriculum guide.

Fairbanks: Generally up-to-date, well organized, and community approved.

Haines: In most instances, curriculum is well-defined and practical.

Hoonah: Time to do it in.

Hydaburg: It is up-to-date.

Iditarod: Language arts. Also, our de-emphasis on the use of textbooks.

Juneau: Finally have written K-12 curriculum in core projects with simplified brochure for each grade level.

Kake: Curriculum guide is good foundation.

Kashunamiut: We have strong local input in

cultural heritage.

Kenai: Guides.

Ketchikan: Diversity.

Klawock: Courses available.

Kodiak: Locally written documents with learning activities.

Kuspuk: The newly written language arts and computer/technology curriculum for our district.

Matanuska-Susitna: Freedom to pursue innovative ideas based on research (although funding is too often missing).

Nome: Much experience in several districts and with government agencies.

Northwest Arctic: Our greatest asset is the teacher and community interest in our curriculum and instruction project. We're on a roll, as they say, and this enthusiasm is carrying us through much hard work.

Pelican: Adapting to community.

Petersburg: District-wide periodic review.

Railbelt: Review process tying all together in place. Staff development activities tied to also.

Saint Mary's: Community support.

Sitka: We have good guides.

Appendix F

Southeast Island: Well-developed performance criteria for multi-grade situations.

Southwest Region: Locally-developed for many content areas.

Tanana: School board and parents and students.

Unalaska: Our general interest and support for expansion.

Valdez: A curriculum guide that has been developed and is utilized by the instructional staff.

Wrangell: We now have curriculum aligned with materials.

Yakutat: Middle school.

Yukon Flats: Curriculum is supported with teaching materials.

Yukon/Koyukuk: Our curriculum guides.

Yupit: Programs for reading; H.S. math (Saxon's).

What is your greatest instructional strength?

Aleutians East: Spirit of staff.

Anchorage: Staff development.

Annette Island: Training programs for reading/writing across the curriculum.

Bering Strait: Math manipulatives.

Copper River: Good alignment with curriculum and with testing.

Craig: Low class numbers.

Haines: Pupil/teacher ratio.

Hoonah: Time to do it in.

Hydaburg: Small class size which allows for individualization.

Juneau: Staff development program in district.

Kake: Knowledge of current research on education.

Kashunamiut: Large supply of material.

Kenai: Instruction center.

Ketchikan: Quality.

Klawock: Almost 100% taught by correctly certified personnel.

Kodiak: Strong programs and materials for staff.

Matanuska-Susitna: Freedom to pursue and improve instructional pedagogy and methodology.

Northwest Arctic: Our greatest asset is the teacher and community interest in our curriculum and instruction project.

Pelican: Class size.

Petersburg: Sequential materials.

Railbelt: Review process tying all together in place. Staff development activities tied to all also.

Saint Mary's: Flexibility.

Sitka: We do a good job.

Southeast Island: Materials matched to curriculum and extensive resource library.

Southwest Region: Small, multi-grade classrooms lend themselves to interdisciplinary approach.

Tanana: Planning.

Unalaska: Access to technology and materials.

Valdez: The update of instructional materials/equipment used with students.

Wrangell: Small classes, individual attention possible.

Yakutat: Language arts.

Yukon Flats: Good materials and equipment are available.

Yukon/Koyukuk: Staff is the only possible strength in instructional delivery.

Yupiiit: Use of multi-disciplinary materials and technology.

What is your greatest assessment strength?

Adak: We are pleased with the SRA/SBS.

Aleutians East: Non-traditional (portfolios, etc.) starting.

Anchorage: Curriculum reference tests.

Annette Island: Our comprehensive evaluation plan.

Bering Strait: Uniform method.

Copper River: Community and students value testing -- positive efforts produce better results.

Craig: Statewide testing.

Fairbanks: Standardized test program (1-10) allows for evaluation. Exploring alternative evaluation programs (CRT Portfolio).

Haines: In process of setting up test review committee and defining their tasks for FY 91.

Hoonah: Time to do it in.

Hydaburg: We have an extremely comprehensive process.

Juneau: Development of portfolio and alternate assessment tools and skills.

Kenai: Analytic assessment.

Ketchikan: Variety.

Klawock: Different testing tools.

Kodiak: Locally written CRT.

Matanuska-Susitna: Funding from school board and superintendent support.

Nome: Writing assessment. Tailoring tests to local situations.

North Slope: Continued development of criterion-referenced tests.

Northwest Arctic: We are not yet satisfied with our assessment system and are still looking at other possible options.

Pelican: Individual assessment.

Petersburg: District-wide ITBS testing.

Railbelt: Review process tying all together in place. Staff development activities tied to all also.

Saint Mary's: Northwest Association of Schools and Colleges.

Sitka: We need another means of assessing student programs besides ITBS.

Southeast Island: None.

Southwest Region: Redesigning assessment to include student work samples and demonstrations of concept application (portfolios).

Tanana: Patience.

Appendix H

Unalaska: Our recognition of its need, despite our low levels of implementation.

Valdez: To date, our greatest strength has been student performance.

Wrangell: New assessment program can be used to guide instruction.

Yukon Flats: Frequent assessment is provided.

Yukon/Koyukuk: Writing Assessment.

Yupit: Longitudinal study can be completed using CTBS results. Yupik children part of norm used for CTBS.

What is your most urgent curriculum need?

Aleutians East: Whole language.

Anchorage: Student-centered senior high program.

Annette Island: Greater definition of interdisciplinary content.

Bering Strait: To keep the decision and development at local level.

Chatham: Aligning and evaluating curriculum.

Chugach: Our curriculum must be revised to include a whole language approach to learning, applied math, and manipulative math.

Copper River: Updated content. Standard format. Complete for all areas.

Craig: Updating.

Dillingham: Continue cycle (second six-year local).

Fairbanks: Curriculum specialists in each school.

Haines: Staff time for reviews and development.

Hoonah: Time to do it in.

Hydaburg: More time.

Iditarod: On-site inservicing of staff on its use. With ten sites, it is difficult to get everywhere early enough in the year.

Juneau: Develop realistic and sustainable revision/review cycle.

Kake: Alignment through grade levels. Implementation and ongoing development.

Kashunamiut: Complete for all content areas.

Kenai: Specialized staff: health, science/math, music, language arts.

Ketchikan: Alignment across the district.

Klawock: Fine arts.

Kodiak: Planning time for integration across the curriculum.

Kuspuk: Revision of our core subjects ASAP.

Matanuska-Susitna: Time and staff to complete all our wonderful projects started. I am one person K-12 with one secretary in the 3rd largest school district.

Nenana: Scheduled review cycle.

Nome: Assistance with curricular areas on site.

North Slope: Cross reference existing curriculum with resources available.

Appendix I

Northwest Arctic: Our most urgent need affects curriculum, instruction, and assessment. We need to devise and fund a system through which we can secure the needed teacher time to work on curriculum, to work on interdisciplinary units, to be adequately trained in new curriculum and materials and strategies **WITHOUT SACRIFICING CLASSROOM TIME**. Teachers need assimilation time when delving into new curricular or instructional areas which short interruptions from teaching do not afford. Any ideas?

Pelican: Evaluation of curriculum.

Petersburg: Money.

Pribilof: Curriculum.

Railbelt: Reduce additional paperwork/regulatory requirements that duplicate processes already in place. Staff already handling more and more without increase in time or money. No more mandated inservice training — already consuming major portion of inservice time. Need time for inservice addressing our own identified instructional needs.

Saint Mary's: Stability in terms of continued continuity.

Sitka: Greater emphasis on interdisciplinary.

Southwest Region: A core "mastery" curriculum taught in-depth.

Tanana: DOE staff on site in Tanana.

Unalaska: New/revised guide.

Valdez: Computers

Wrangell: Time to complete alignment.

Yakutat: Interdisciplinary instruction and format.

Yukon Flats: More revision is required.

Yupit: Complete our own curriculum in science and social studies.

What is your most urgent instructional need?

Aleutians East: Organizing for whole language.

Anchorage: Staff development.

Annette Island: Training of staff in interdisciplinary techniques.

Bering Strait: Uniform method.

Chatham: Enlarging the repertoire of teaching techniques.

Copper River: Update on current research.

Cordova: Instruction.

Craig: Class offerings.

Dillingham: Workshop on clinical teaching.

Fairbanks: More time in the day.

Haines: Figuring out how to fit everything into the day that we are supposed to be teaching.

Hoonah: Time to do it in.

Hydaburg: More time.

Iditarod: Helping teachers to use the processes which are emphasized in our curriculum.

Juneau: Tie instruction training to curriculum being approved.

Kake: More innovative teaching methods based on current research.

Kashunamiut: Development of distance delivering.

Kenai: Expand instruction center.

Ketchikan: Development.

Klawock: Classroom management.

Kodiak: Staff training for more integration.

Kuspuk: Staff training on interdisciplinary education, training re: teaching in a multi-grade situation.

Nome: Talent bank assistance.

North Slope: More personnel.

Pelican: Individual student differences and home life of students.

Petersburg: Money and inservice for language arts.

Saint Mary's: More time on task.

Southeast Island: More on-site support materials (funds!).

Southwest Region: Greater cooperative, interdisciplinary effort among staff.

Appendix J

Tanana: DOE staff on site.

Unalaska: Training in area of available technology/interdisciplinary.

Valdez: Ensure that homework is given for the right reasons and in reasonable amounts.

Wrangell: Instructional delivery training and desire to be trained.

Yakutat: Interdisciplinary instruction and format.

Yukon Flats: Staff development needs to continue.

Yupitit: Consistency in staff.

What are your most urgent assessment needs?

Alaska Gateway: Viable complete portfolio plan.

Aleutians East: Non-traditional assessment including whole language.

Anchorage: Effective measures and portfolio assessment.

Annette Island: Development of a clearer means of using standardized testing results for overall assessment.

Bering Strait: Analysis.

Chatham: Early childhood assessment tools.

Craig: Testing in a broader range.

Delta/Greely: We have cut back to only required ITBS assessment. This conflicts with federal reporting or identification requirements. We need the DOE to give us some alternatives to qualify for program monies.

Dillingham: Re-align curriculum to ITBS and drop SRA.

Fairbanks: Valid, empirical alternatives to supplement standardized tests.

Haines: Adequate time for review committee to perform tasks related to test selection, curriculum alignment and better utilization of assessment results.

Hoonah: Time to do it in.

Hydaburg: No needs.

Iditarod: Continuity in assessing curriculum and its delivery. Standardized tests do not and cannot assess our curriculum. We need to better train our principals to be the educational leaders and curriculum experts in each of their schools.

Juneau: Refinement and expansion of performance and multi-criterion assessment tools.

Kake: Development of testing to get away from relying strictly on standardized test scores (ITBS).

Kashunamiut: Culturally relevant measures.

Kenai: Adding higher cognitive skills testing.

Ketchikan: Meaningful.

Klawock: Speech assessment.

Kodiak: Revision of CRT's and methods to assess writing, etc. Devising a portfolio method of assessment/record keeping.

Kuspuk: An appropriate valid assessment tool for grades 1-3.

Lake and Peninsula: CRT's.

Lower Yukon: Further support on development of alternatives to standardized testing: portfolios, writing assessment, etc.

Appendix K

Nome: Updating district assessment testing procedures.

Pelican: Community understanding of ITBS.

Petersburg: Formal writing assessment; alignment.

Saint Mary's: The state needs to develop regionally normed tests and remove the politics from state testing.

Sitka: Defining an assessment device which more accurately reflects what is taught; high level thinking skills, for example.

Southeast Island: Well developed criterion-referenced tests.

Southwest Region: Staff involvement in determining measures/standards in evaluating student learning.

Tanana: DOE staff on site.

Unalaska: A real, usable plan that broadly assesses what we do.

Valdez: Develop a data base of results for a newly adopted assessment instrument.

Wrangell: None.

Yukon Flats: funding for more assessment and need for staff commitment.

Yukon/Koyukuk: Need more quality technical assistance.

Yupit: Raise our achievement test scores. No consideration given to Bilingual Chapter I schools on ITBS.

Appendix L

| Interdisciplinary Initiatives | | | | | | | |
|-------------------------------|-------------------|----------|------------------|------------------|--------------------|-------------------|-----------------------------|
| WRITTEN DISTRICT POLICY | CURRICULUM GUIDES | STAFFING | SCHOOL STRUCTURE | STAFF EVALUATION | PROGRAM EVALUATION | STAFF DEVELOPMENT | PLANNING TIME OPPORTUNITIES |
| Adak | | | | | | | |
| Alaska Gateway | • | • | • | • | | | |
| Aleutian Region | • | • | • | | | • | • |
| Aleutians East | • | • | • | | • | • | • |
| Anchorage | | • | • | | | | • |
| Annette Island | | • | • | | • | • | • |
| Bering Strait | | • | • | | | | |
| Bristol Bay | | | | | | | |
| Chatham | | • | | | | • | |
| Chugach | • | • | • | • | • | • | • |
| Copper River | | | | | | | |
| Cordova | • | • | | | • | • | |
| Craig | • | • | • | | • | • | |
| Delta/Greely | | • | | | | • | |
| Dillingham | • | • | • | | | | |
| Fairbanks | | • | • | | | • | • |
| Galena | | | | | | | |
| Haines | | | | | | | • |
| Hoonah | | | | • | | • | |
| Hydaburg | • | • | • | • | • | • | • |
| Iditarod | | • | | | | • | • |
| Juneau | | | | | | • | • |
| Kake | | | • | | | | |
| Kashanamiut | • | • | • | • | • | | • |
| Kenai | | • | | | | • | |
| Ketchikan | | • | • | | | • | • |
| Klawock | | • | | | | • | |

Appendix L

| Interdisciplinary Initiatives | | | | | | | | |
|-------------------------------|-------------------------|-------------------|----------|------------------|------------------|--------------------|-------------------|-----------------------------|
| | WRITTEN DISTRICT POLICY | CURRICULUM GUIDES | STAFFING | SCHOOL STRUCTURE | STAFF EVALUATION | PROGRAM EVALUATION | STAFF DEVELOPMENT | PLANNING TIME OPPORTUNITIES |
| Kodiak Island | • | • | • | | | | • | • |
| Kuspuk | | • | | | | | • | |
| Lake & Peninsula | | • | • | • | • | | | |
| Lower Kuskokwim | | | | | | | | |
| Lower Yukon | | • | • | • | | • | • | • |
| Matanuska-Susitna | | • | • | • | | • | • | • |
| Nenana | | • | • | | | | | |
| Nome | | • | • | | | | • | • |
| North Slope | | | | | | | | |
| Northwest Arctic | • | • | • | • | • | • | • | • |
| Pelican | | | • | • | | | | |
| Petersburg | | | | | | | | |
| Pribilof | | • | • | • | | • | | |
| Railbelt | | | | • | | | • | |
| Saint Mary's | | | | | | | | |
| Sitka | | • | • | • | | | • | • |
| Skagway | | | | | | | | |
| Southeast Island | | | | | | | | |
| Southwest Region | | | • | | | | • | |
| Tanana | • | • | • | • | • | • | • | • |
| Unalaska | | | • | • | | | • | • |
| Valdez | | | | | | | | |
| Wrangell | | | • | • | | | • | • |
| Yakutat | • | • | | • | | | | |
| Yukon Flats | | • | • | • | • | • | • | |
| Yukon/Koyukuk | • | • | • | • | | • | • | • |
| Yupit | | • | | | • | | • | • |

Appendix M

| Interdisciplinary Inservice | | | |
|------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|-------------------------|
| | How many inservice days were focused on interdisciplinary education? | How many staff were involved in this training? | Total Staff Days |
| Adak | | | |
| Alaska Gateway | 1 | 40 | 40 |
| Aleutian Region | 2 | 6 (all) | 12 |
| Aleutians East | 3 | 27 | 81 |
| Anchorage | 4 | 1700 | 6,800 |
| Annette Island | 2 | 42 | 84 |
| Bering Strait | | | |
| Bristol Bay | 1 | 20 | 20 |
| Chatham | 1 | 21 | 21 |
| Chugach | 10 | 12 | 120 |
| Copper River | 1 | 50 | 50 |
| Cordova | 8 | 30-36 | 264 |
| Craig | 5 | 25 | 125 |
| Delta/Greely | 2 | 55 | 110 |
| Dillingham | | | |
| Fairbanks | 3.5 | 50-75 | 219 |
| Galena | | | |
| Haines | | | |
| Hoonah | 2 | 19 | 38 |
| Hydaburg | 6 | 11 | 66 |
| Iditarod | 8 | 23 | 184 |
| Juneau | 8 | varied | |
| Kake | 1 | 19 | 19 |
| Kashanamiut | 3 | 26 | 78 |
| Kenai | 3 | 35 | 105 |
| Ketchikan | 2 | 25 | 50 |
| Klawock | 1 | 18 | 18 |

Appendix M

| Interdisciplinary Inservice | | | |
|------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------|-------------------------|
| | How many inservice days were focused on interdisciplinary education? | How many staff were involved in this training? | Total Staff Days |
| Kodiak Island | | | |
| Kuspuk | 4 | 40 | 160 |
| Lake & Peninsula | 3 | 50 | 150 |
| Lower Kuskokwim | | | |
| Lower Yukon | 5 | 100+ | 500+ |
| Matanuska-Susitna | 5 | 750 | 3,750 |
| Nenana | 2 | 7 | 14 |
| Nome | 2 | 30 | 60 |
| North Slope | 9 | 75 | 675 |
| Northwest Arctic | 4 | 115 | 460 |
| Pelican | | | |
| Petersburg | | | |
| Pribilof | 2 | 30 | 60 |
| Railbelt | 1 | 35 | 35 |
| Saint Mary's | 0* | 13 | |
| Sitka | 2 | 100 | 200 |
| Skagway | 3 | 12 | 36 |
| Southeast Island | | | |
| Southwest Region | 1.5 | 25 | 37.5 |
| Tanana | 4 | 14 | 56 |
| Unalaska | 1 | 18 | 18 |
| Valdez | | | |
| Wrangell | 2 | 40 | 80 |
| Yakutat | 1 | 10 | 10 |
| Yukon Flats | 2 | 42+ | 84+ |
| Yukon/Koyukuk | 3 | 33 | 99 |
| Yupiit | 6 | 50 | 300 |

Appendix N

| Please check the resources that would best assist you in developing interdisciplinary education. | | | | | | | |
|--------------------------------------------------------------------------------------------------|--------------------|------------------------|-----------|--------------|------------------|-------------------------|------------------------|
| RESOURCE PEOPLE | RESOURCE MATERIALS | MODEL CURRICULUM GUIDE | WORKSHOPS | PUBLICATIONS | TEACHER TRAINING | ADMINISTRATIVE TRAINING | OTHER |
| Adak | • | | • | | • | • | |
| Alaska Gateway | | | | | | | MONEY |
| Aleutian Region | • | | • | | • | • | |
| Aleutians East | | | • | | • | • | |
| Anchorage | | • | • | | • | • | |
| Annette Island | • | • | • | | | | |
| Bering Strait | | • | | | • | | |
| Bristol Bay | • | • | | | • | | |
| Chatham | | • | • | | | | |
| Chugach | • | • | • | | | | |
| Copper River | | | | | | | |
| Cordova | • | • | • | | • | | |
| Craig | • | • | • | • | • | • | |
| Delta/Greely | | | | | | | MORE \$ FOR FOUNDATION |
| Dillingham | | | • | | • | • | |
| Fairbanks | • | • | • | | • | | |
| Galena | | | | | | | |
| Haines | • | • | • | | • | | |
| Hoonah | | | • | | • | | |
| Hydaburg | | • | • | | • | • | |
| Iditarod | • | | • | | • | | |
| Juneau | | • | • | | • | • | |
| Kake | | • | | • | | | |
| Kashanamiut | • | • | • | | | | |
| Kenai | • | • | • | • | • | | |
| Ketchikan | • | | • | | • | | |
| Klawock | | | | | • | • | |

Appendix N

| Please check the resources that would best assist you in developing interdisciplinary education. | | | | | | | | |
|--------------------------------------------------------------------------------------------------|-----------------|--------------------|------------------------|-----------|--------------|------------------|-------------------------|------------|
| | RESOURCE PEOPLE | RESOURCE MATERIALS | MODEL CURRICULUM GUIDE | WORKSHOPS | PUBLICATIONS | TEACHER TRAINING | ADMINISTRATIVE TRAINING | OTHER |
| Kodiak Island | • | • | | | • | • | • | |
| Kuspuk | | | | • | | • | • | |
| Lake & Peninsula | | | | | | • | • | |
| Lower Kuskokwim | | | | | | | | |
| Lower Yukon | • | • | • | • | • | • | • | |
| Matanuska-Susitna | • | • | • | • | • | • | • | |
| Nenana | | | • | | | • | | |
| Nome | • | • | • | • | • | • | • | |
| North Slope | | • | | • | | • | • | |
| Northwest Arctic | • | • | • | • | • | • | • | STAFF TIME |
| Pelican | | | | | | | | |
| Petersburg | • | • | • | • | • | • | • | |
| Pribilof | | | | • | | • | • | |
| Railbelt | | • | | • | | | | |
| Saint Mary's | | • | • | | | • | | |
| Sitka | | | • | | | • | • | |
| Skagway | | | | | | • | | |
| Southeast Island | | • | | • | • | | | |
| Southwest Region | | | | | | • | • | |
| Tanana | | • | • | • | | | | |
| Unalaska | • | | • | • | | • | | |
| Valdez | • | • | • | • | | • | | |
| Wrangell | • | • | • | • | | • | | |
| Yakutat | • | | • | • | | | | |
| Yukon Flats | • | • | • | • | • | • | • | |
| Yukon/Koyukuk | | | | | | • | • | |
| Yupit | • | | | • | • | | • | |

Appendix O

| Do you have any interdisciplinary practices/programs which are working in Alaska? | | |
|-----------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------|
| Yes | Brief Description | |
| Adak | | |
| Alaska Gateway | • | Menten Program, block schedules, shared time |
| Aleutian Region | • | |
| Aleutians East | • | All schools have many programs |
| Anchorage | • | Lots of programs |
| Annette Island | • | Team planning, cross curriculum |
| Bering Strait | | |
| Bristol Bay | | |
| Chatham | | |
| Chugach | • | More focus on implementation of language and manipulation of math |
| Copper River | | |
| Cordova | | |
| Craig | | |
| Delta/Greely | | |
| Dillingham | • | Integration of cultural programs in regular classrooms |
| Fairbanks | • | Senior seminar, Basic computers, Applied food, science connections |
| Galena | | |
| Haines | | |
| Hoonah | • | Monthly themes throughout the school |
| Hydaburg | | |
| Iditarod | • | Language curriculum guide |
| Juneau | • | Project 2000, team structure |
| Kake | | |
| Kashanamiut | | |
| Kenai | • | Themes / topic units |
| Ketchikan | | |
| Klawock | | |

Appendix O

| Do you have any interdisciplinary practices/programs which are working in Alaska? | | |
|------------------------------------------------------------------------------------------|------------|--------------------------------------------------------------------|
| | Yes | Brief Description |
| Kodiak Island | • | "Plays R' Us" |
| Kuspuk | | |
| Lake & Peninsula | | |
| Lower Kuskokwim | | |
| Lower Yukon | • | Interdisciplinary Curriculum |
| Matanuska-Susitna | • | Currently designing an interdisciplinary program |
| Nenana | | |
| Nome | | |
| North Slope | | |
| Northwest Arctic | • | Interdisciplinary activities during 4 1/2 days of inservice |
| Pelican | | |
| Petersburg | | |
| Pribilof | | |
| Railbelt | | |
| Saint Mary's | • | Entire curriculum is interdisciplinary |
| Sitka | • | Contact: Pat Stevens or Connie Ellingson 747-8672 |
| Skagway | | |
| Southeast Island | | |
| Southwest Region | • | Writing / journalism interdisciplinary |
| Tanana | • | |
| Unalaska | | |
| Valdez | | |
| Wrangell | | |
| Yakutat | | |
| Yukon Flats | | |
| Yukon / Koyukuk | • | Interdisciplinary program |
| Yupit | • | Success in reading and writing |

What are the obstacles your district faces in designing and implementing interdisciplinary programs?

Adak: We are small, both in the size of the student body and the various departments. Scheduling would seem to be a problem but it sounds like a great idea and we would be interested in follow-up.

Alaska Gateway: Interdisciplinary programs are not an answer for all teaching.

Aleutian Region: None--we are wide open.

Aleutians East: Distance, time, follow-up.

Anchorage: I believe that interdisciplinary programs develop through creative teachers in schools with supportive principals.

Annette Island: Recognition of the value/importance of interdisciplinary approaches and planning time.

Bering Strait: Teacher training.

Bristol Bay: Meeting current curriculum requirements at high school, credit transfer and time to develop a plan.

Chatham: Lack of knowledge is probably the greatest impediment.

Chugach: Distance is our largest factor and weather is the second obstacle. It is difficult to bring teachers in to work with our staff because of the two mentioned factors.

Copper River: Funding--we are barely able to maintain essential program

Cordova: Money.

Craig: None.

Delta/Greely: We cannot keep the programs we have now without more foundation funding. Specialized money is creating more problems without enough money to run basic programs.

Dillingham: Money.

Fairbanks: Planning time for teachers and staff development and reluctance to change.

Haines: Staff planning time.

Hoonah: Time.

Hydaburg: The district lacks funds for training and travel. We are a small staff which is over-worked already as a result of our normal class loads and continuing state requirements and mandates. We simply lack the time to do any additional projects.

Iditarod: Teacher turnover and training new teachers in interdisciplinary methods. Also, teachers lacking skills in the humanities.

Juneau: Scheduling, planning time, and lack of available models with explanations.

Kake: Time devoted to it, professional expertise, and teacher acceptance due to projects that have been considered failures in the past.

Kashunamiut: Picking a time when most of the staff can be involved and having enough funding.

Kenai: Time, money/budget, and present programs.

Ketchikan: Staff resistance to what is perceived as more work.

Appendix P

Klawock: Staff with the knowledge or expertise.

Kodiak: Adhering to a six-year review cycle with diminishing revenues; time in which to design and implement the programs.

Kuspuk: Teacher turnover, remote sites hindering training of teachers, and teacher training.

Lake and Peninsula: Staff that is not trained in interdisciplinary approaches.

Lower Yukon: Deprogramming old messages about time allotments--convincing staff that it's okay to integrate and combine subjects--and turnover. It is difficult to inservice a concept to an ever-changing audience.

Matanuska-Susitna: Time for training and revising curricula documents and unit development.

Nenana: Lack of resources.

Nome: Funding and reduced staff.

North Slope: Turnover of staff and minimal instructional staff.

Northwest Arctic: We need to develop incentives which are attractive enough that people will work on interdisciplinary units etc. on their own time or for credit during the summer or something like that.

Pelican: Small size.

Petersburg: We plan to examine this area in depth in 91-92, according to our review cycle.

Pribilof: None! We promote it!

Railbelt: The biggest problem is the staff in small schools are already doing so many different grades and subjects plus many extra-curricular and community activities, it is difficult to have the time to plan with others. There is not enough staff to re-structure school programs significantly.

Saint Mary's. None--we're not sure what you are trying to do. It sounds like someone coined a new term.

Sitka: Lack of time to meet and plan.

Southwest Region: Time and training to assist site administrators in designing schedules which encourage interdisciplinary programs. Resistance from some staff.

Tanana: Our own lack of ability and creativity.

Unalaska: Existing staff are too busy to explore in a thoughtful manner such initiatives.

Valdez: Desire data to substantiate the benefit of interdisciplinary programs, teacher training and administrative monitoring/advocacy that is necessary for a successful interdisciplinary program.

Yakutat: Reduced staff causing multiple assignments.

Yukon Flats: High staff turnover and the lack of understanding of interdisciplinary programs. Also, the distant delivery of staff development is difficult and expensive.

Yukon/Koyukuk: Lack of money.

Yupit: Teacher and administrative turnover and time for more inservice. We use our ten days for maintaining the integrity of our programs. We pay teachers and aides on weekends to provide "suicide" and other prevention programs.

**Alaska School District
Curriculum Contacts**

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Appendix Q

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Within the Department of Education the following staff members can offer technical assistance with curriculum, instruction or assessment.

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**CURRICULUM RESOURCE/
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State School Librarian
Jo Morse, 261-2977, (Anchorage)

National Diffusion Network
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MERITS
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Promising Practices
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Video Programs/Instructional Television
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Alcohol, Drug Abuse Education
Helen Mehrkens, 465-2841

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Appendix R

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**Inservice Release
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**Instructional TV
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**Community Schools
Connie Munro**

**Migrant Education
Ed Obie, 465-2824**

**Public Relations
Harry Gamble, 465-2821**

MERITS in Interdisciplinary Education

MERITS is a collection of successful educational practices that are taking place in local schools and districts. **MERITS** awards are designed to promote an exchange of information and ideas among educators. **MERITS** include units, courses, methods, activities or techniques that support particular educational objectives. In 1989-90 there were eight **MERITS** practices specifically in the area of Interdisciplinary Education.

Birch Elementary School: Transition to Integration

Birch Elementary School
Fairbanks North Star Borough School District
Chris Williams, Principal

Over the past five years, Birch Elementary School has developed into an integrated early childhood program which is well accepted by staff, students and parents.

Plays 'R' Us

Kodiak Junior High School
Kodiak Island Borough School District
Hank Overturf

Plays 'R' Us is a cooperative effort between the art, language arts (drama) and music departments. About fifty students work together in all areas of a musical theater production.

Sail Around the World With Me

Unalakleet Elementary School
Bering Strait School District
Virginia M. Degnan

Beginning at a designated point, each student plots his/her course around the world and back to the originating point on an outline map. The Whole

Language Approach is incorporated into this activity by having students give written narratives (in the past tense) of their trips around the world.

Interdisciplinary Environmental Unit Gruening Middle School Anchorage School District Deborah Stafford, Principal

Recent dramatic changes in the earth's environment prompted an instructional team to devise an interdisciplinary unit that would increase students awareness of environmental issues and to use this awareness to reinforce and enhance skills in each curricular area.

Issues of concern were wastewater problems, air, water and atmosphere pollution, thinning of the ozone layer, endangered species and habitat destruction and minimum impact enjoyment of the outdoors.

Aztec Art

Matanuska-Susitna Borough School District
Cathy Walter

The Aztec Art Program incorporates art into social studies where students are then given the couce to illustrate ideas into their own example of the Aztec Calendar or combine ideas into their own example of a personal calendar.

Multi-disciplinary Research Projects

Copper River School District
Dale Judge

The project "One Room School Directory," a collection of unique schools from around the United States received special recognition from U.S. Secretary of Education, Lauro Cavazos.

Appendix S

Coping With the Crunch

Chistochina School

Copper River School District

Doyle Traw

Each of the teachers works with all of the students daily. Classes are crowded due to small rooms. Each teacher gets a turn in a larger room, while maintaining and decorating their home room.

Global Education: Teaching Across the Curriculum

Paul Banks Primary School

Kenai Peninsula Borough School District

Mary Carol Christopher

The class studies world travel according to themes of study: food producing countries, the shapes of our land - mountains, rivers, deserts, the world's architecture, people - ideas, beliefs and our place in this world.

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