millard
PUBLIC SCHOOLS

*COMMITTEE OF THE WHOLE
MEETING*

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MAY 12, 2003

Minutes
Board of Education
May 12, 2003

The members of the Board of Education met for a Committee Meeting on Monday, May 12, 2003 at 7 p.m. at the Don Stroh Administration Center, 5606 South 147th Street. The discussion topics included Educational Program Services Update and Demonstration of Proficiency.

PRESENT: Jean Stothert, Mike Pate, Brad Burwell, Linda Poole, and Mike Kennedy.
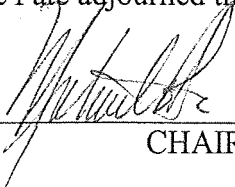
ABSENT: Julie Johnson

             Others in attendance were Keith Lutz, Martha Bruckner, Carol Newton, and Judy Porter and other administrators

Six students who participated in the High HAL seminars gave a short presentation on their experience in the seminar. Curt Anderson demonstrated Blackboard, which is a web based organizer and delivery system for materials and activities related to the curriculum. Sharon Comisar-Langdon reviewed the progression of the new staff indication program. More written information was provided on Palm Pilots, Grading of music and physical education classes at the middle level, Elementary Electronic Report Card, and Electronic IEP's. This information was provided so that board members understand the main aspects of each project.

The board policy on requiring student mastery of ELO assessments for high school graduation has a clause specifying that students may receive credit for an ELO assessment mastery by demonstrating his or her proficiency in an alternative manner. This proposal will allow students to present a "best of evidence" portfolio or pass a "parallel" assessments or a series of remediation class-based tests to show performance equivalent to the ELO cutscore.

Mike Pate adjourned the meeting.

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                CHAIRMAN

MILLARD PUBLIC SCHOOLS

BOARD MEETING NOTICE

The Board of Education will meet on Monday, May 12, 2003 at 7:00 p.m. at the Don Stroh Administration Center, 5606 South 147th Street.

Public Comments on agenda items - <u>This is the proper time for public questions and comments on agenda items only. Please make sure a request form is given to the Board Vice-President before the meeting begins.</u>

<u>A G E N D A</u>

1.   Educational Program Services Update

2.   Demonstration of Proficiency

AGENDA SUMMARY SHEET FOR COMMITTEE OF THE WHOLE

AGENDA ITEM: Report on Selected Educational Services Projects

MEETING DATE: May 12,2003

DEPARTMENT: Educational Services

TITLE AND BRIEF DESCRIPTION: Representatives of Educational Services (or their designees) will give a brief report on each of the following topics. Students will present information about the HAL Seminars.

> HAL (High Ability Learners) Seminars at Elementary and Secondary Levels
> Blackboard
> Palm Pilots
> Grading of music and physical education classes at the middle level
> Elementary Electronic Report Card
> Electronic IEPs
> New staff induction

ACTION DESIRED: APPROVAL __   DISCUSSION X INFORMATION ONLY

BACKGROUND: These projects are samples of the many exciting things going on in Millard Schools. Information is presented so that board members may understand the main aspects of each project.

RECOMMENDATIONS:

STRATEGIC PLAN REFERENCE:

RESPONSIBLE PERSON(S):   Martha Bruckner, Judy Porter, Carol Newton, Donna Flood, Tom Wise, etc.

ASSOCIATE SUPERINTENDENT'S APPROVAL: _Martha Bruckner_

1.

2002-2003 Second-Fifth Grade
High HAL Seminars

Overview

This year marked the first year for High HAL Seminar program for identified students in second through fifth grades. Seminar topics were chosen and developed to support and extend grade level expectations for the High Ability learner.

The seminar program not only provided students with intellectually challenging real-world experiences, they also gave these students the opportunity to build friendships with their peers at many different elementary schools.

Grades 2-3

2nd Quarter – "Classifying Fingerprints"

This seminar will give students an opportunity to explore the history of fingerprint identification, the binary systems used to store fingerprints, and how fingerprints are used to help solve crimes. Assisting the students will be Millard Public School facilitators as well as a crime scene investigator from the Omaha Police Department. This seminar will culminate with a tour of the Omaha Police Department Crime Lab.

- Of the twenty 2nd & 3rd grade students invited, 16 participated – 80% response

3rd Quarter – "Writing in the Real World"

The writing seminar will focus on three professions that involve writing: advertising, newspaper, and television. Day one of the seminar will include field trips to an advertising firm, the Omaha World Herald, and WOWT television station, where the students will tour the facilities and meet with professionals in these fields. In the afternoon, students will select one of these areas for in-depth exploration. Day two will again find the children working with experts, as well as Millard staff, to develop and present projects in each field.

- Of the 20 students invited, 15 participated – 75% response

4th Quarter – "Behind the Scenes at the Zoo"

Day one of our seminar will include a visit to the Henry Doorly Zoo, where we will visit with staff to learn about how exhibits are developed to best meet the needs of the animals. We will also tour some of the exhibits to compare habitats of animals in captivity and in their natural environment. On the second day students will continue their study of biomes and animal habitats.

- Of the 20 students invited, 18 participated – 90% response

2.

Grades 4-5

2nd Quarter – 'Goldilocks on Trial"

This seminar will give students an opportunity to do in-depth research in various topics including citizen's rights, jury selection, and criminal vs. civil court. Assisting the students will be Millard Public School facilitators, local attorneys and judges. This seminar will culminate with the children's participation in a Mock Trial.

- Of the 58 students invited, 52 participated – 90% response

3rd Quarter – "The History of Flight"

The flight seminar will include a visit to the Strategic Air & Space Museum to participate in their latest program/exhibit entitled "Lindbergh". In the afternoon students will have an opportunity to join a panel discussion with real life pilots, work on line to explore a variety of elements of aviation, and participate in hands-on group flight activities.

- Of the 62 students invited, 57 participated – 92% response

4th Quarter – "Teambuilding"

On day one of the seminar, 4th and 5th grade children will work together to complete a variety of teambuilding activities that enhance self-confidence, motivation and self-esteem, skills that will help prepare them to make positive personal decisions. These activities are action-oriented, while at the same time require quick thinking, alertness, and strategic thinking.

On day two, fifth grade students will travel to Camp Cedar, a Boy Scout camp near Fremont, NE, to participate in additional activities that help develop leadership skills. On both days of this seminar, students will be working under the direction and supervision of certified staff from Millard Public Schools as well as the Mid-America Boy Scouts.

- Of the 62 students invited, 57 participated – 92% response.

Grades 4-5 Fine Arts

"Minnesingers"

An honors choral group consisting of 4th and 5th graders from across the district identified as having exceptional talent or strengths in voice and musical performance, 96 students participated.

"Orff Schulwerk Honors Ensemble"

An honors group consisting of 5th graders from across the district identified as having exceptional talent in the skills of singing, playing instruments, creatively moving and improvising, 28 students participated.

"HAL Visual Art"

A program offered to identified 4th and 5th grade students from across the district that, based on teacher nomination exhibited talent or strengths in visual art, 22 students from each building participated.

"Drama Workshop"

The Drama workshop gathered 52 students from grades 4 and 5 in a workshop setting to learn theater skills and techniques. He theater activities chosen were designed to help raise self-esteem, make it easier for children to step into new situations, encourage problem-solving and cooperation, and manage public speaking fears.
The first workshop was held during the 2nd quarter. Twenty-five students participated. The workshop was then replicated for 4th quarter and 27 students participated at that time.

for your *information*

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Contact: Amy Friedman, 895-8209

5606 S. 147 Street
Omaha, NE. 68137

FOR IMMEDIATE RELEASE
CONTACT: Amy Friedman   895-8209

Millard Public Schools High Ability Learner Fine Arts Night

<u>What:</u>
The Millard Public Schools High Ability Learner Fine Arts Night is an event designed to highlight the accomplishments of elementary students identified as having exceptional talents in the visual and performing arts. These students participate in the district's High Ability Learner arts programs during the current school year. Programs offered are:

Millard Minnesingers – an honors choral group consisting of 4th and 5th graders from across the district identified as having exceptional talent or strengths in voice and musical performance.

Orff Schulwerk Honors Ensemble – an honors group consisting of 5th graders from across the district identified as having exceptional talent in the skills of singing, playing instruments, creatively moving and improvising.

HAL Visual Art – a program offered to identified 4th and 5th grade students from across the district that, based on teacher nomination exhibited talent or strengths in visual art.

HAL Drama Workshop – a program offered to identified 4th and 5th grade students from across the district that, based on teacher nomination exhibited talent or strengths in drama.

<u>Where:</u>
Millard North High School, 1010 S. 144th St.
The HAL Fine Arts Night art exhibit will be in the Millard North High School cafeteria, performances by the HAL Drama Workshop participants, Millard Minnesingers and Orff-Schulwerk Honors Ensemble will be in the Millard North High School auditorium. There will be visual art demonstrations by Millard North High School art students, a concurrent show of art work by Millard North High School Art students in the display area in front of the Millard North High School Art Department. Representatives of community arts organizations that have outreach and educational programs in the "Foyer" area, immediately inside the main entrance to Millard North High School.

<u>When:</u>
Thursday, April 24th
The art exhibit will run from 6:45 to 8:00 PM
The HAL Drama Workshop participants, Millard Minnesingers and Orff-Schulwerk Honors Ensemble performance schedule is as follows:
6:30 – 7:00 – HAL Drama Workshop participants
7:15 – 7:45 – Orff Schulwerk HonorsEnsemble
8:00 – 8:30 – Millard Minnesingers

– END –

5.

Middle School HAL Seminars – An Overview

The middle school seminar programs include three seminars for identified students at each middle school grade. These seminars include:

- 6th Grade Orientation – provides an overview of personal learning styles and strategies students can use to maximize the benefits of the characteristics of their own learning styles.
- Art and Animation – identified 6th graders learn several approaches to animation, then as teams, create animations related to curriculum they cover in their classes.
- Archeology – This seminar enables identified 6th graders to gain an in-depth look at the study of cultures, archeology and anthropology. Students participate in a "dig" with an anthropology professor and students from UNO as well as creating their own cultures and artifacts in cooperative groups.
- Forensic Science – Identified 7th grade students participate in a staged crime scene and run forensic tests on evidence. Other features include touring the Omaha Police Department Crime Lab and listening to speakers trained in various areas of Forensic Science.
- Space/Astronomy – 7th grade students selected to participate work with simulations of space flight and other activities surrounding a trip to the moon. There is a culminating trip to the Iowa Science Center in Des Moines to work with the Space Shuttle simulator.
- Writing Workshop – Identified 7th graders get the opportunity to work with published Nebraska authors. They spend a day engaged in creative writing and sharing with small groups.
- City Planning Seminar – Selected 8th grade students work with city planners and engineers to learn an overview of the city planning process and all the factors that need to be considered. The students then create their own city, working in small groups.
- Lewis and Clark Historical Re-enactment – All 8th grade students have an opportunity to hear a storyteller recount George Drouillard's participation in the Lewis and Clark Expedition. This is part of 8th Grade American History.
- University of Nebraska Medical Center Career Seminars – 8th graders with expressed interest in medical related careers participate in monthly seminars at the University of Nebraska Medical Center to explore hands-on and behind the scenes perspectives of a variety of medical careers.

Although specific topics for the seminars may change somewhat from year to year, depending on access to resources and topical expertise although general themes should be similar. The goal will be to continue offering at least three HAL Seminars per grade level.

Blackboard

Background:
Blackboard is a web based organizer and delivery system for the materials and activities related to the curriculum of a class. All files are stored on a Blackboard server (at UNO) which is password protected for the exclusive use of those who are part of a class (teachers and students). Since everything is web based, our teachers and students have potential access at school and home. Blackboard is used extensively at Nebraska's Universities and Colleges to supplement and extend learning beyond class contact time. It has also been used successfully for complete distance learning where students never see their teacher face to face during the class.

Our focus:
High school students of 6 teacher volunteers were given accounts on the UNO Blackboard system for the purpose of a preliminary look at the usefulness of this learning system for our students during the second semester.
Features of the system available to our teachers are listed below. Teachers choose what to use – and they control what students can do. While teaches may vary in what they use, the user interface does NOT change which promotes ease of use for everyone.
Class announcements
Course Information (Syllabus, Lesson plans, Schedule information)
Staff Information (Teacher contact information)
Course Documents (Handouts, Notes, Reference materials)
Assignments
Discussion Board (a net thread discussion area)
Virtual Classroom (live chat with dialog recorded)
Email (will work with the Blackboard account or an outside system)
Assessments (as a survey or test format – checks all but essay responses)
Digital Drop Box – secure place to submit a computer file to your teacher
External Links – Teachers provide helps and easy access to recommended Internet sites

The effort originated in the MOEC relationship of Millard and UNO and was provided to us without cost. Beyond that, staff from MOEC/UNO did training for our teachers in Millard and are providing ongoing support without any compensation.
Millard currently has 12 administrator/teacher and 266 student accounts.

The following Millard teachers/classes are involved:

Millard North High	Bill Cunningham	Japanese – multiple levels
	Melanie Wolff	Span II, Honors Span III
Millard South High	CeCe Schwennsen	Chem and AP Chem
	Tom Neuman	Physics (account from UNL)
Millard West High	Amy Delehant	Algebra and Geometry
	Lori Scolaro	Personal Finance – 3rd term
	Theresa Hovorka	Personal Finance – 4th term

What we have learned so far:
Early evaluation data, emails and meeting conversations are indicating :
Teachers are comfortable with the system and have used a lot of the available features.
They like the way it helps students who are in attendance:
>   Shy and quiet students contribute online more freely than in live class setting.
>   Learning support can continue after the bell ends class.
>   Access is 24/7 to what the teacher provides– fits all schedules and preferences
>   A tardy student can join in when they arrive with minimum interruption
>   Access to class notes and archived handouts for students who lose things
>   Instant feedback on tests make assessments more connected to learning

For students who are absent:
>   Hardly any time is needed to discuss missed assignments.
>   Very little time is used when a student returns to address make up work
>   This is good for both the teacher and the student (and the pace of the class).

Evaluation process this year:
Teachers are giving us feedback about their experience which will be compiled by the end of May.

Cost:
Evaluations this year and next year are virtually free of cost to us.
The cost to deploy this service or the district has not been estimated. We understand the NITC is negotiating with Blackboard (and other similar products) for pricing that would make this affordable for all interested schools (K-12 and University).

Where do we go from here:
At this time all indicators suggest students and teachers are very positive about Blackboard and will give it high marks.
Unless UNO changes their mind (they have said we could maintain our arrangement through next year), we would advocate for a more structured evaluation with teachers in more subjects and at the middle schools also.
State level people are organizing an evaluation process using other school districts and university campuses that parallels much of what Millard has done with UNO . They have indicated an interest in collaborating on design and sharing data.

8.

Information on Palm Pilot Projects

9.

Announcing important changes to the NEA Life/Health Insurance Programs. See page 42.
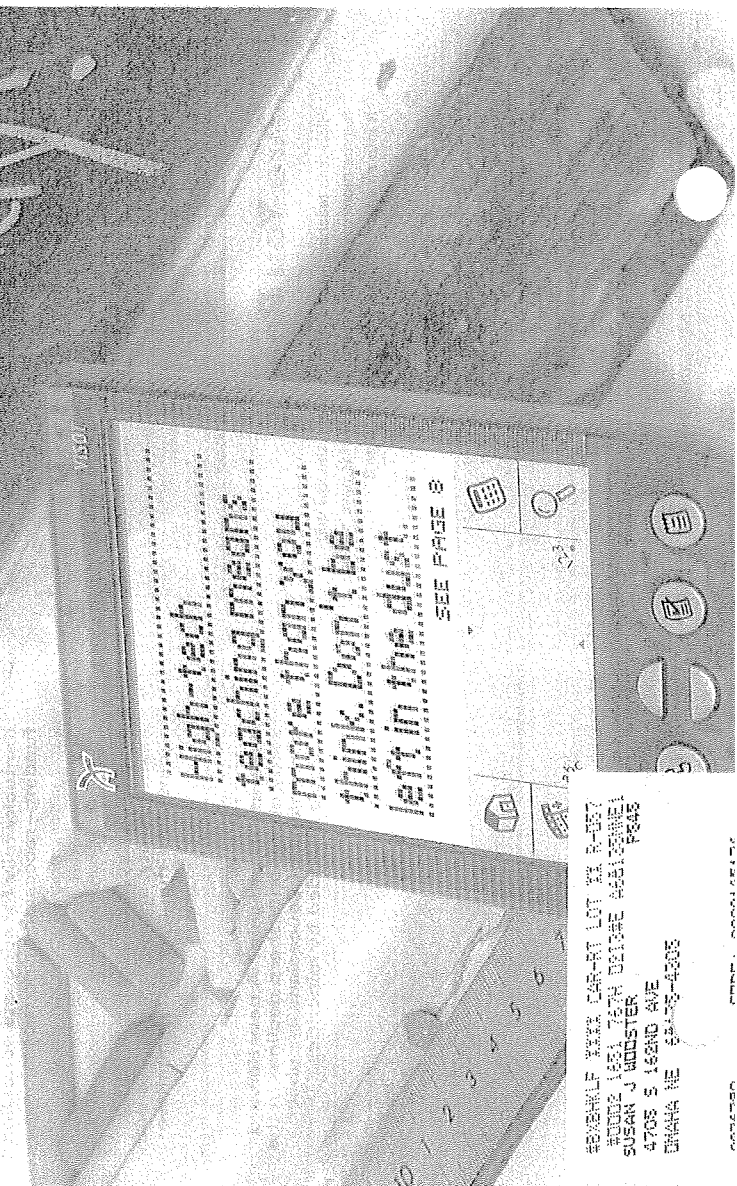
April 2003

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NEA Today

The Magazine of the National Education Association

Are You Ready?

High-tech teaching means more than you think. Don't be left in the dust.

°Are You Ready?

N ot so long ago, if you knew how to word process your reports, file grades electronically, and pull together a Microsoft® PowerPoint® presentation, you were tech-savvy—or at least tech-adequate. Yet, these skills didn't really affect the way you taught. Now educators are looking at the range of technology available and integrating it into their teaching—using technology as a tool to facilitate learning, just as the blackboard did generations ago.

And in today's classrooms, educational technology encompasses much more than desktop computers. Teachers have access to laptops and pocket PCs, digital cameras and microscopes, Web-based video equipment, graphing calculators, and even weather-tracking devices.

It's a good thing, since new laws require teachers to show greater ability to integrate technology into their lessons.

Students have high-tech expectations for their teachers as well. For students, technology has become a part of their everyday existence, and they've come to expect the same from their educational environment.

For Nebraska fifth-grade teacher Tony Vincent, technology has become as commonplace as textbooks and chalk.

Every student in Vincent's classroom at Willowdale Elementary School in Omaha has a personal handheld computer—pocket-sized computers that look more like Nintendo® Game Boys than education tools. But under the guidance of their teacher, students use the portable devices to compose and edit essays for language arts, diagram the parts of a cell for science, complete a spelling quiz their teacher "beams" to them, and even animate long division problems.

Animate long division problems?

Using a computer program called Sketchy, which functions like a digital flip book, students create short cartoons that show each step they take to solve a math problem. They move the numbers around the screen as they solve a problem and add "thought bubbles" to explain their work. Students find the programs so engaging they watch their cartoons, and ones created by their classmates, repeatedly. The process of creating the product and reviewing it reinforces the thought process students should use to solve the problems, Vincent says. As a result, a lesson that used to take two weeks now takes just three days for students to comprehend.

Having the handheld computers in class gives students immediate and regular access to the technology. And Vincent no longer has to structure his lessons around the availability of the school's computer lab. As a result, students spend more time composing and revising projects, collaborating on group assignments, and building their problem-solving skills. Students even take the small portable computers home to complete assignments.

"Now that I've had a taste of the classroom that I've always imagined, where students each have their own computer and collaborate and work together, I can't imagine teaching without them," Vincent says.

But teaching without technology is no longer an option for any teacher under new federal and state requirements.

States Setting Technology Requirements

While previous federal educational technology programs focused more on increasing student access to technology, the reauthorized Elementary and Secondary Education Act (ESEA) includes provisions about how teachers and students use it. The technology component of the law,

known as the Enhancing tiative, focuses on three
- improving student of technology,
- assisting students the time they finis
- ensuring that teacl curriculum.

Under the federal law, include strategies for accc given many states an ince their classrooms, says Ly services for the Internatio

ESEA "is motivating p improvement in the conter nology literacy and teache on technology integration

Increasingly, states re proficiency for licensure, Island, and Virginia, for (acy from candidates seek teachers to obtain gradu tification. And states such Oregon, and Texas expec

Life on Planet 5th

Omaha teacher takes on technology.

Nebraska teacher Tony Vincent (top row) and fifth-grader Katie Garth (bottom rows) share a typical day in Vincent's classroom at Willowdale Elementary School in Omaha. Vincent and his students created the following photo essays to show how he incorporates handheld computers into his lessons and how his students use them during class activities. For more photos, visit Vincent's class website, Planet 5th, at www.mpsomaha.org/willow/p5/handhelds/.
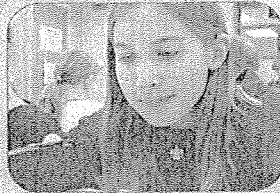
Photos by Jess McCleery and Tony Vincent

I enter the fifth-grade area and Mr. Vincent greets me.

I start the morning transfer of student work from their handhelds to the desktop computer. The fifth graders know the routine and finish the process for me.

This morning I take some time to create a Quizzler quiz with vocabulary words. I'll beam this quiz to students later today.

I pause for our class Roving Reporter to take my picture. The Roving Reporter is a different student each day who takes pictures and writes article about our activities for the day.
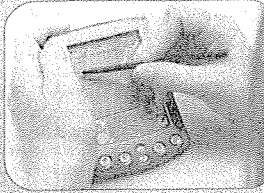
I transfer my homework from my handheld to the desktop computer using HotSync® software if Mr. Vincent has not already done so. It takes a little over a minute to "hot sync."

After syncing, I eagerly read the news and check our class website, Planet 5th, on the Palm™ handheld's Web browser, AvantGo. I can win prizes from Mr. Vincent by answering questions I find on Planet 5th.
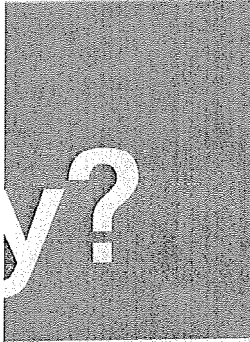
I have extra time, so I quiz myself on vocabulary words using Quizzler. Mr. Vincent beamed us a quiz that he created. He has taught us how to program our own quizzes, too.

The class is composing essays. To revise edit essays we often choose a partn help. We exchange handh read each others' essays, discuss our suggesti

High-tech teaching—students latch on *to* it, the law will require it, and educators are taking it beyond the computer lab.

," to explain their work,
atch their cartoons, and
ue process of creating the
: process students should
:suit, a lesson that used to
udents to comprehend.
ves students immediate
cent no longer has to
' the school's computer
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that I've always imagined,
and collaborate and work
i," Vincent says
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y programs focused more
e reauthorized Elementary
:s provisions about how
omponent of the law,

known as the Enhancing Education Through Technology (Ed-Tech) ini-
tiative, focuses on three goals:
- irtiproving student academic achievement through the use of technology,
- assisting students in becoming technologically literate by the time they finish eighth grade, and
- ensuring that teachers can integrate technology into the curriculum.

Under the federal law, states must develop technology plans that include strategies for accomplishing these goals Thi: requirements have given many states an incentive to re evaluate the role technology plays in their classrooms, says Lynn Nolan, director of professional development services for the International Society for Technology in Education (ISTE)

ESEA "is motivating people," Nolan says "[States] need to show improvement in the content areas They need to show eighth grade tech nology literacy and teacher proficiency with technology So the emphasis is on technology integration because it meets several needs"

Increasingly, state.; require teachers to demonstrate their technology proficiency for licensure and certification Idaho, North Dakota, Rhode Island. and Virginia, for example, require roma form of computer litei acy from candidates seeking a state license South Carolina expects teachers to obtain graduate credit in instructional technology for recer tification And states such as Hawaii, Kansas, Michigan, Missouri, Oregon, and Texas expect their teacher education programs to equip

NEA Student Program member Lindsey Desmond tutors fourth grader Champrea Frye as part of her elementary education studies.

future educators with essential technology skills

Most often, states refer to ISTE's National Educational Technology Standards, a set of standards outlining core technology competencies that students, teachers, and administrators should meet

So far, 32 states have adopted, adapted, or otherwise referenced the National Educational Technology Standards for teachers in their state technology plans or other state education documents Many tie these standards to their licensure and recertification requirements

Some states require students to meet certain technology standards as well, which means teachers need those high-tech skills to prepare their students Twenty five states have incorporated the National Educational Technology Standards for students into their curriculum of technology plans Some, like Virginia, test students or require them to demonstrate their skills

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morning I take some time to
ate a Quizzler quiz with vocabulary
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I have extra time, so I quiz myself on
vocabulary words using Quizzler. Mr. Vincent
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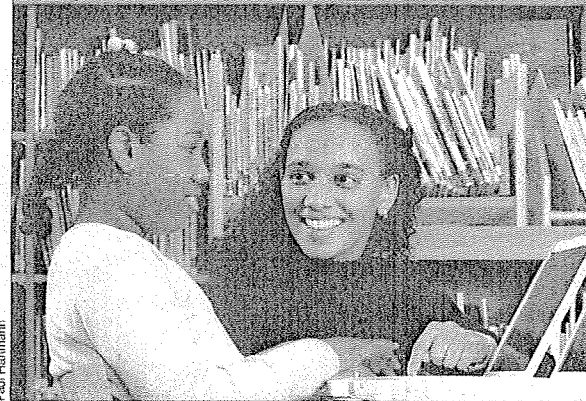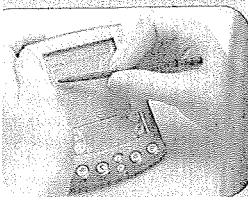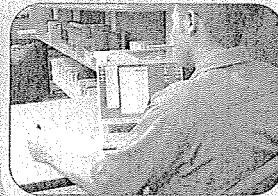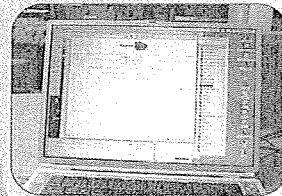taught us how to program our own
quizzes, too.

I pause for our class Roving
Reporter to take my picture. The
Roving Reporter is a different student
each day who takes pictures and writes an
article about our activities for the day.

The class is composing essays. To revise and
edit essays we often choose a partner to
help. We exchange handhelds,
read each others' essays, and
discuss our suggestions.

After attendance, students get
to work on their spelling. The class
Roving Reporter hands me his grading
rubric and a print-out of his article.

During reading, I use WordSmith to record my
thoughts as I read my book. I attach my
keyboard to the Palm because I have a
lot of typing to do in my journal.
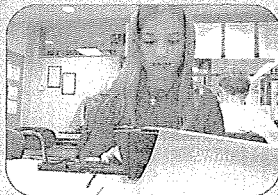My journal is safely stored in
the Palm.

I grade his Roving Reporter article,
then connect to his document
folder on the iMac². I find the photos
and article he completed and combine
them into our website.

In math (top) we use BeSmart to add and sub-
tract positive and negative numbers.
In social studies (above) I organize
and connect vocabulary words
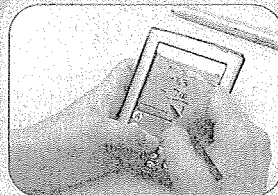from the Industrial Revolution.

I copy and paste news, information,
literature, and fun math problems
onto the class website. Students can
download the information to their
handhelds in the morning.

Sadly, it is the end of the day. I turn
in my handheld at the table at the
back of the room. Later,
Mr. Vincent will lock up all the
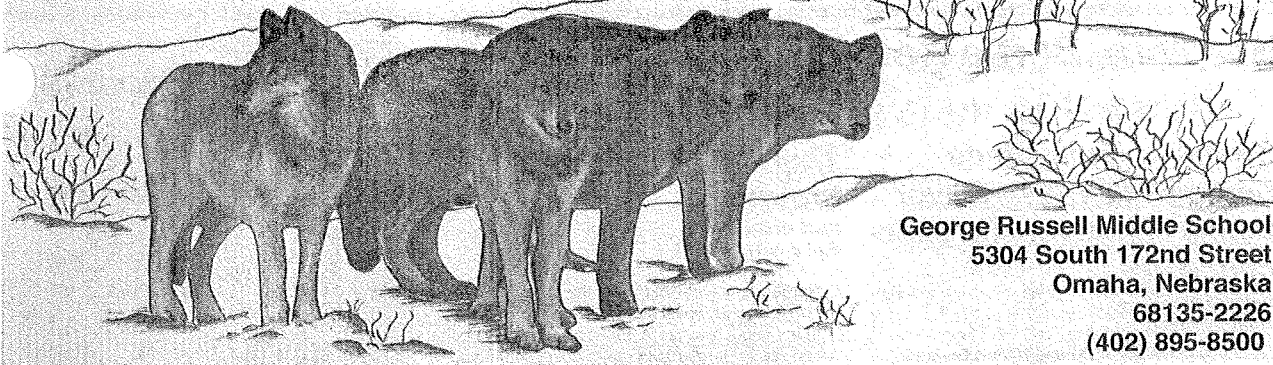handhelds overnight.

13.

Hand held computers revolutionize classrooms at Willowdale and Russell
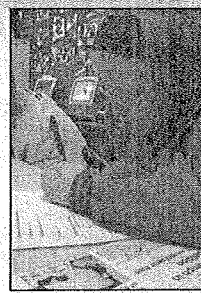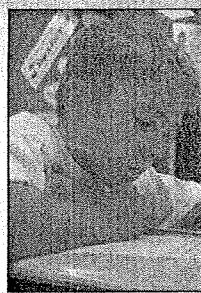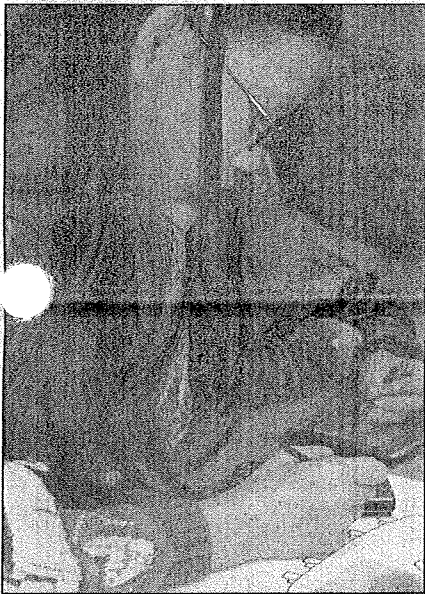
Far Left: Aileen Lee and Christian Klaiber from Mr. Tony Vincent's class at Willowdale Elementary work together using their hand held computers.
Left: Alysa Greckel completes an assignment using a hand held computer. Through a research grant, every student in the fifth grade uses a hand held or palm pilot for their school work.
Bottom left and right: The hand held has revolutionized seat work in Vincent's class as demonstrated by Tanner Knox (left) and Beth Olson (right).

Staff Writer
Katie Rice

Each year another group of sixth graders walks through the doors of Russell. Looking at them, some of us older students wonder, has fifth grade actually changed since I was there? As I have found out, the new Russell sixth graders have experienced technology as those of us who've been here a while have never seen it.

My assignment sent me back to Willowdale Elementary. I entered the past, yet familiar, world of fifth graders in Mr. Tony Vincent's class where the future is now. The room is filled with hand held computers, or Palms.

"I think a lot of people get the impression that hand helds are very complex and hard to use, but they really are a simple machine," advises Patrick Jackman, a fifth grader at Willowdale.

The students in Mr. Vincent's class are experiencing the fifth grade curriculum in a way that it has never been seen before. "Hand helds can be used in every curricular area!," enthused Mr. Vincent. The funding of this new way of teaching came from research and Development Fund of the Millard school district.

Students are very excited about the new technology. "I think all Millard schools should have Palms. Willowdale fifth graders will then help teach others how to use them," said Ali Kuehl, a member of Vincent's class.

Using the research funding, Mr. Vincent began experimenting with the academic uses of hand helds in the classroom. The experience made a big impression on Vincent's students. " Before fifth grade, I had barely any experience with the technology" remarked Katie Garth, RMS sixth grader," but as soon as I walked into Mr. Vincent's room, that all changed." Garth was one of the many students last year who experienced using the PDA's (personal digital assistants) in Mr. Vincent's room.

Vincent believes that "Hand helds are a way to achieve a 1 to 1 student to computer ratio". This idea flourished to the all fifth grade classrooms at Willowdale Elementary. "We have extremely bright and creative students," said Vincent.

As the late and recent fifth graders move up to Russell, will their knowledge of the PDA's or "higher learning" as Vincent calls it, help them or will it just become old news as the future is still yet to come for the Hand Held savvy students at Russell?

There is barely enough time to answer that question. Those prior fifth graders from Willowdale are now in our hallways. They use their unique technological ability to their advantage in this very school. "I use technology a lot after getting the Palm," remarked Matt Sifers.

Some may question the use of PDA's in the classroom, but soon learn that the resources and uses for this device are endless. The device is useful for any subject area, as is seen at Willowdale. Again, let us enter the world of fifth graders and see how much of a difference technology can make.

'We are more than just a class; we are a special class, with a gift, Palms!" said Alysa Greckel.

During English class the Palms are used as other subject textbooks, all the way to literature or reading books. This is where the capability of hand helds to "beam" comes into use. Each PDA is equipped with an infrared beam at the top of the device. This infrared beam can send a book, note, or animation to another PDA just by setting the units across from one another.

Animations are created with a program called Sketchy that turns hand drawings on the PDA screen into animated drawings. With beamed e-books, the students can instantly create book reviews, book reports, or wordmasters. After students are done with these assignments, they can just "beam" them to their teacher.

"Palms require us to do a lot more learning," commented Alysa Greckel, a fifth grader in Vincent's class. In Math, students can practice multiplication with digitized flash cards or just study for their upcoming Math quiz or test by reviewing digital worksheets or just studying out of an e-book.

"Hand helds have really improved my skills at Math" remarked math student Michael Anderson. "Instead of taking written, timed tests, we use digital math flash cards on the Palms."

Students also use the games on the hand helds for review and study. "Quizzer" helps improve study habits in various subjects. "My hand held helps me

Bottom left: The small device that is changing the educational world at Willowdale and Russell.
Bottom right: Brandon Hoke and Christian Klaiber collaborating with their hand helds.
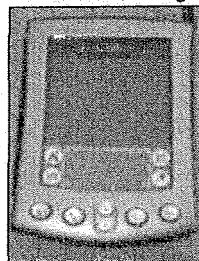
tions.

Hand Held Computers revolutionize classrooms

(continued from page 1)

with my spelling because of the game "Hangman", it's then a lot easier to remember my words," said Tanner Knox.

Another use for the PDAs in a specific subject would be Journalistic English, even at this young age. "Avant Go", an internet software displays the daily news in a digital format.

Another form of journalism used in Mr. Vincent's classroom is a task called "Roving Reporter". Each day a new student is chosen to take pictures of the happenings of the day. Students take pictures with a Kodak Palm Pix Camera, that attaches to the back of the Palm. Digital Technology enables the student to preview their photographs before taking them.

These pictures are then "beamed" to the teacher (Mr. Vincent), along with a written article about the day's activities and learning for each picture. Mr. Vincent then downloads the articles and pictures to the internet for parents, students, and anyone who is interested to see (www.mpsomaha.org/willow/P5/log/log.html).

Hand held technology will not only be useful when these Willowdale students move up to Russell next fall, but will continue to be very helpful in the years ahead. Collin Craft is an enthusiastic supporter of this technology. "The hand held is a great way to learn with technology. It opens up kids to learning and different ways to perceive the learning from the hand helds." Connor Whitcomb agreed and commented, "I think using Palms is a big jump in learning."

The uses of this technology seem endless. Michael Anderson said that the Palm provides an "unusual approach to Math, Social Studies, and other subjects." For example "Picomaps", a digital concept map, came in good use during Social Studies, providing a better visual aid for the students.

These technologically advanced students have had an impact on Russell. The many features of the PDAs, (Dictionary, Calculator, Address Book/Calendar) give these students a better advantage in their first year of middle school

"I'm glad I had an experience to work with the Palms. I think it will help me in the long run, and I had a lot of fun with learning," remarked Katie Garth, a sixth grader at Russell who helped to pilot the technology in Mr. Vincent's class last year. But the useful devices had to be left in the chargers at Willowdale. The question has now become, how will Russell adapt to these hand held savvy students? The school has already begun to adapt.

"Innovative technology is always good if it enhances student learning," commented Russell Principal Marge Welch. "I strongly believe that usage should be governed by how it can be helpful in learning."

The potential of PDA technology at RMS has long interested the administrators. For the last five years, Russell administrators have been using hand helds to explore their potential. This fall, the school purchased 26 hand helds with financial assistance from the school district. Teachers volunteered for the unique experience.

"The first step of putting the PDA's into the curriculum is to make the teachers familiar with the technology. The second and final step of integrating Palms into Russell would be to have the teachers and students become familiar with the hand held's instructional use," remarked Principal Marge Welch. With this two step plan, the palms will become a part of Russell very soon.

So a pilot program at Willowdale has begun to change the curriculum at Russell. "As we learn better what hand helds can do, we can apply this to the Russell curriculum," said Mrs. Welch.

Students at Russell are eager for the change. "Beam it across, Scotty" will soon become reality in the teal hallways of Russell. The change is inevitable.

As Willowdale fifth grader Jessica Kylm said, "Paper just doesn't cut it anymore."

Palm Pilot/Hand- Held
Russell Middle School

Strategy 4 of the Russell Site plan states: Develop and implement plans to acquire, integrate, and expand the technology needed to optimize learning, teaching, communication and school management.

Action Plan #4 states: RMS will create procedures to effectively integrate hand held (eg Palm Pilot devices) into management and instruction by teachers and students.

In October 2002, teachers at RMS were invited to apply to learn to use the Palm Pilot for the purposes of personal learning and application in instsuction. The first year would be focused on personal learning, staff development and sharing with colleagues. The second year would add the focus of using hand-helds with students, as well as continuing to share with colleagues and mentor others.

Twenty seven staff members applied and were selected, representing a cross section of Russell teachers in exploratory classes, counselors, sixth, seventh and eighth grade teachers. Students familiar with hand helds acted as student mentors.

From December until the present time, Mary Ehlers from the tech department has devoted two sessions per month to work with teachers. Large group after school sessions have focused on:
*Getting our handhelds and keyboards "up and running". Troubleshooting
"Synchronization of handheld with desktop computers using Hot Sync
*Pre-installed applications such as Address Book, Date Book, To Do List, Memo Pad, and Note Pad
"Installing applications such as Documents To Go, Giraffe (Graffiti practice)
"Educational software from the Center for Highly Interactive Computing in Education at the University of Michigan (Hi-CE). Software packages demonstrated have included Sketchy and BubbleBlaster. PicoMap and HandySheets could also be downloaded from this site.
"Downloading Internet information (channels) using Avantgo
"Configuring conduits to make application connectivity possible
*Using Palm Reader application to download and view ebooks
"Printing directly from the handheld to a printer's IR (infra-red) receiver using PrintBoy

Teachers have also worked on some school projects with students as they have become familiar with what the Palm Pilots can do. The drawback has been availability for large groups. This lack of availability has been helped on one of the teams by the offer from Dr. Porter and Dr. Feldhausen to use devices called Danas, which are a lightweight notebook/keyboard that runs on the palm OS operating system. The team is using the Danas for word processing in the classroom, writing in language arts, mitosis review using sketchy for science.

15.

Teachers have registered for the summer class being taught by Millard teacher Tony Vincent. Three of them are taking graduate class from the College of St. Mary to learn better ways to integrate the palm pilot into classroom instruction.

Our teachers have only "scratched the surface" of potential uses for these devices. They have plans to do more interdisciplinary integration using the palms for next year. This year has been the opportunity to learn how to operate the palms so they can then apply their uses.

Russell administrators and teachers have very much appreciated the support and encouragement of Dr. Porter, Dr. Feldhausen and Mrs. Ehlers for this opportunity. Several of them have said "I hope they don't get taken away" because they are so excited about plans for next year. Our student newspaper, from the perspective of our Russell students, explains well where we hope to go as a school. (Attached.)

In a world of technology, Russell intends to continue being a "Palm friendly environment" where students can utilize their own personal or the school's hand held devices as a tool for personal time management and learning.

Middle School Grading for PE and Music

PE

The only subject areas at the middle level that do not use a number grade to reflect student learning and performance are physical education and music. The PE framework was adopted last year and with that adoption from the PE Core committee, made up of teacher, parent and administrative representatives, a recommendation was made that students be graded in PE class as in other classes. The Core committee and teachers believe that students do not now receive complete feedback about their level of learning in physical education.

Andersen Middle School asked to develop grading criteria for physical education. The understanding was that the criteria be in line with the National Association of Sports and Physical Education Content Standard emphasizing participation, lifetime fitness, safety, knowledge, skill development and sportsmanship. All students would be able to achieve all grades based upon this criteria.

Andersen implemented grading in grade 8 during the 2002-03 school year. Students responded very well to this format. Teachers saw an increased commitment to meeting criteria. Parents responded favorably to teacher feedback. Only three students failed the course. This level of failure was consistent with the number of student failures in the past.

Reports were made to middle level principals about the progress and success of grading in PE this year.

Music

The music framework is in the process of being developed. Music teachers would also like to provide more specific feedback to students and parents via giving number grades. Music teachers will need time to complete their framework and would like to develop criteria and use the criteria in a sampling format similar to PE. Total grading for middle school music would go in to effect in 2004-05.

Elementary Web-Based Report Card

Elementary teachers have had the option to use a computerized report card for several years. While this provided an alternative to the written report card, it has experienced several problems. After discussions last spring, the Elementary Ed Services and Technology Departments embarked on designing a web-based report card. Wheeler and Willowdale staff worked with the two departments throughout the year to revise and refine the report card.

First semester, teachers were not able to access the report card from home. With the assistance of Dr. Feldhausen, accommodations were made so access via the web from home became a reality. This being the most requested feature by staff. Four teachers are using the secondary gradebook to assist us in making decisions about the appropriate use for elementary teachers.

A printer was installed in each elementary office to support the printing of the report card at the building. A report can be generated to compile grades for each classroom to be reviewed by the teacher or principal. Grades will become part of a historical file if needed for future reference. One computer per classroom was added in each K-1-2 classroom to support the implementation of the report card and other curriculum related software.

Bids are being accepted for the final development of this report card. All elementary teachers will use the web-based report card next fall, with staff development occurring in September.

Special Education: Electronic IEP

During the 2001-02 school year administrators and teachers in the Special Education Department began work to update the method by which Individual Education Plans and other required paperwork for students with disabilities was generated. Commercial products were examined and rejected due to the companies' inability to individualize the product to meet the needs of Millard Public Schools and excessive costs.

Beginning in late spring and continuing through the summer of 2002, Millard Public Schools special education and technology administrators worked with ESU 3 programmers and staff to develop a program that would support the use of the current Student Information Management System (SIMS) to create and store electronic versions of required special education forms.

In September 2002, an initial group of special education staff members, including special educators and speech-language pathologists at all instructional levels, were trained on the use of the Electronic IEP program. This core group of staff provided meaningful feedback regarding the usability of the program and served as support to the remaining special education staff as they were trained. Beginning in November 2002 and continuing through February, full-day training sessions were held for special education staff. Staff members were trained at the Technology Resource Center at Beadle Middle School. Implementation of the program began immediately following training; full implementation of the program will be effective with the beginning of the 2003-04 school year.

The Electronic IEP integrates with the Student Information Management System, assuring that up-to-date demographic information is recorded on the IEP and other special education forms. The Electronic IEP allows staff members to record a student's eligibility for special education transportation or Extended School Year services in SIMS, as well as document the student's participation in district-wide assessments, including the use of accommodations or participation in an alternate assessment. The program enables any staff member who provides services to a student to make his/her contribution to the IEP via the computer and permits all staff members who are sewing the student to see all of the goals and objectives for the student during process of developing the student's IEP. Additionally, each school principal is able to view special education data and documents for students at his/her school; Special Education district office administrators are able to access information for students at their level of responsibility. The use of this program facilitates the efficient exchange of information between IEP Team members and between building staff and district special education administrators, as well as enhancing the storage and retrieval of data pertaining to students with disabilities.

19.

New Staff Induction Program
2002-2003 Summary of Activity

Implementation of the New Staff Induction Program began with the district's new certificated staff hired for the 2002-2003 school year. Forty-three new mentors were trained this fall, which brings the total of trained mentors to 201 throughout the district. We anticipate an additional 20 mentors will be trained for fall, 2003.

Fifty-four certificated staff participated in Peer Coaching on a voluntary basis this school year. Full-scale implementation will begin August 2003 with our 2002-2003 hires. An anticipated 202 certificated staff members will participate in Peer Coaching throughout the 2003-2004 school year, 101 second-year staff members and their self-selected, more veteran partners. Quarterly sessions focus on the Indicators of Effective Teaching. Differentiated sessions focusing on the Indicators of Effective Counseling will be conducted for the 10 participating counselors. Building implementations follow each quarter session that include a non-evaluative observation in each partner's classroom or professional setting, a pre-observation conversation, and a post observation conversation. Successful completion of Peer Coaching fulfills the flexible contract day requirement for all participants.

Forty third-year certificated staff members participated on a voluntary basis in the Productive Approaches for Teaching and Learning course. This district-developed course aligns Millard's Indicators of Effective Teaching or the Indicators of Effective Counseling with the Elements of Differentiated Instruction and The Dimensions of Learning strategies for effective instructional practice. Participants are granted 3 hours of graduate credit from UNO for successfully completing the course. The district currently pays the tuition, fees, and materials costs for all participants. Successful completion of the course fulfills the differentiation requirement for certificated staff members. Full-scale implementation will begin August 2004 with anticipated participation by all third-year certificated staff throughout the 2004-2005 school year. Ten veteran certificated staff members are trained as course instructors and teach the course on a regular basis. Plans include increasing the pool of trained instructors to a minimum of 12.

(Attached- Induction Program Rationale, Induction Program Implementation)

Purpose: Develop and retain the highest quality staff, support learning, and realize the greatest student achievement through
- caring, effective mentoring
- successful peer coaching experiences
- extended professional development

Intended Outcomes: Support for new teachers
Collegiality
Extended professional relationships
Theoretical and practical framework for effective instruction
Improved instruction through professional development
Increased student achievement
Development of a community of learners

Rationale: Create and implement a new teacher induction model that is planful and deliberate in supporting professional development, is proactive in retaining new staff, and supports building principals   in their efforts of teacher development and student achievement.

Novice	Apprentice	Reflective Practitioner
Year 1	Year 2	Year 3

Mentor/buddy activity
Orientation
Ed. Services support
	Peer Coaching experience
	- coaching teams
	- focus on MPS Indicators
	  of Effective Teaching
		Productive Approaches for
		Teaching and Learning course
		- support MPS Teacher Evaluation
		  and Professional Growth Cycle
		- MPS Indicators of Effective Teaching
		- Dimensions of Learning (Marzano)
		- Differentiation of Instruction
		- Networking

surviving the first year	performing steps of good teaching through deliberate actions and through basic understanding of effective practice	moving toward mastery of teaching through reflection and through fluent and automatic demonstration of effective practice

Supported student learning   >   Increased student achievement

Investing In Teachers / Investing In Students

Millard Public Schools
New Staff Induction Program

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                    ┌─────────────────┐
                    │ Induction Phases │
                    └─────────────────┘
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Mentor/Buddy Activity Year 1	Peer Coaching Experience Year 2	Productive Approaches Course Year 3

2000 – 2001	2001 – 2002	**2002 – 2003**	2003 – 2004	2004 – 2005
Envision and Develop Millard Public Schools New Teacher Induction Model ────────────►		**Implement Millard Public Schools New Teacher Induction Program** ────────		────────────►
Mentor/Buddy Activity for New Teachers – Class of 2000-01 • Orientation/Practical Tips Wksh Ed. Services Support	Mentor/Buddy Activity for New Teachers – Class of 2001-02 • With Ed. Services Support	MentorJBuddy Activity for New Teachers – Class of 2002-03 • With Ed. Services Support	Mentor/Buddy Activity for New Teachers – Class of 2003-04 • With Ed. Services Support	Mentor/Buddy Activity for New Teachers – Class of 2004-05 • With Ed. Services Support
Develop MPS Peer Coaching Model • In collaboration with ESU #3 Support MPS Indicators of Effective Teaching • Support MPS Teacher Evaluation and Professional Growth Cycle	Peer Coaching Experience • "Pilot" activity • Invitation for participation 2000-01 class of new teachers and coaching partners	Peer Coaching Experience • Invitation for participation • 2001-02 class of new teachers and coaching partners • Flex day for participants	Peer Coaching Experience • 2002-03 class of new teachers and coaching partners • Flex day for participants	Peer Coaching Experience • 2003-04 class of new teachers and coaching partners • Flex day for participants
Productive Approaches Course • Revisit course content and curriculum • Infuse MPS differentiation of instruction model into content and curriculum • Infuse networking component for participants • Extend training in Dimensions of Learning for district's lead instructors for this course • Expand pool of instructors to 12 (currently have 2) to work in teaching teams of 2 for 6 teams of course instructors	Productive Approaches Course • "Pilot" activity • Invitation for participation • 1999-00 (via written invite) and 2000-01 (via New Teacher Forum) classes of new teachers • Taught by district's lead instructors • New instructors apprentice and participate in course • Train new instructors in Dimensions of Learning and adult learning theory	Productive Approaches Course • Invitation for participation • 2000-01 and 2001-02 classes of new teachers • 3 hours graduate tuition provided	Productive Approaches Course Invitation for participation • 2001-02 class of new teachers • 3 hours graduate tuition provided	Productive Approaches Course • Participation by 2002-03 class of new teachers • 3 hours graduate tuition provided
	Program Evaluation • Develop evaluation instrument	Program Evaluation ────────		────────────►

AGENDA SUMMARY SHEET

AGENDA ITEM: Demonstration of Proficiency

Meeting Date: 5/12/03

Department: Planning and Evaluation and Educational Services

Title and Brief Description: The board policy on requiring student mastery of ELO assessments for high school graduation has a clause specifying that students may receive credit for an ELO assessment mastery by demonstrating his or her proficiency in an alternative manner. The proposal here is to allow students to present a "best evidence" portfolio (i.e., build an "evidentiary" argument) OR to pass a "parallel" assessment or a series of remediation class-based tests (as per recommendations of staff committees).

Action Desired: Approval ____ Discussion __x__ Information Only _____

Background: Students who have not achieved mastery of an ELO content area on the initial assessment or on two re-testing occasions may choose to present evidence that their performance is equivalent to the ability level specified by the ELO cutscore.

Options/Alternatives Considered: To not have an alternative demonstration of proficiency.

Recommendations: That students may show performance equivalent to the ELO cutscore by either building the "evidentiary" argument through a "best evidence" portfolio OR by passing parallel assessments (see attached summaries).
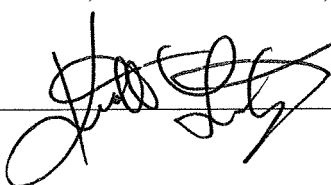
Strategic Plan Reference: Strategy #1

Implications of Adoption/Rejection: If this, or a similar plan, is not adopted, students would need to achieve mastery (on multiple retests) via the formal assessment.
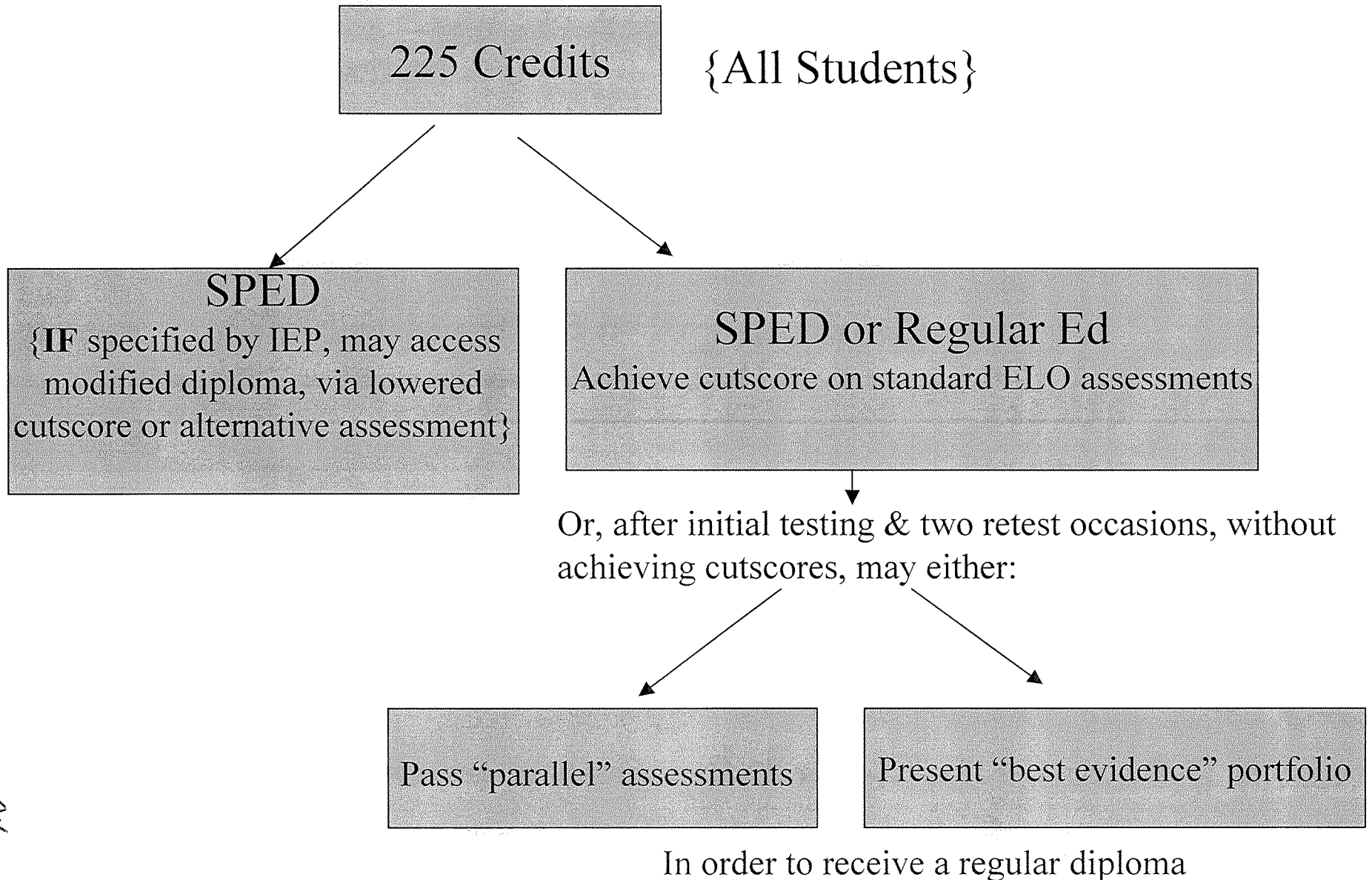
Timeline: Communicate to schools immediately; engage students in August, 2003.

Responsible Persons: John Crawford, Martha Bruckner, Judy Porter

Superintendent's Signature: _____

Pathways to Diploma

225 Credits   {All Students}

SPED
{IF specified by IEP, may access modified diploma, via lowered cutscore or alternative assessment}

SPED or Regular Ed
Achieve cutscore on standard ELO assessments

Or, after initial testing & two retest occasions, without achieving cutscores, may either:

Pass "parallel" assessments

Present "best evidence" portfolio

In order to receive a regular diploma

Proposal to Present an "Evidentiary Argument" (Best Evidence Portfolio) that a Student has Mastered an ELO Content Area

By board policy, high school students who do not achieve the cutscore on the formal assessment, after initial testing and at least two re-test occasions, may present evidence that their perfomlance is equivalent to the level represented by the ELO cutscore. This evidence may be course-based and is to be judged by an independent panel of teachers who are lnowledgeablc in the particular content that is being presented.

The rationale for this process is that, for some students, formal assessments may underestimate their true ability. We expect this number to be small, and based on current numbers of students who have not passed the assessments after two re-test occasions, it will be only a few students.

In broad terms, the process would consist of the student working with his or her teacher (in the area tested, either addressing writing, reading, mathematics, science or social studies), and a building counselor and/or administrator, to build an "argument" or presentation of information ("evidence") that the student can perform at the specified level. The level is expected to be equivalent to the performance level inherent in the ELO cutscore.

The evidence can be presented as a portfolio, to be judged qualitatively, by district teachers who are familiar with the curriculum, and with the ELO test and performance required by the cutscore. The "best evidence" pieces to be placed in the portfolio should be:

- selected by the student and his or her teacher,

- selected to represent as many of the major categories of the test objectives (fsom the table of specifications) as possible.

Also, the evidence presented may consist of the following:

- chapter or unit tests that address the content of the formal ELO assessment,

- projects or major writeups that the teacher will certify, to the best of his or her knowledge, that were completed independently by the student.

Where chapter or unit tests or projects are submitted, the in-class grades assigned to those course assessments would be a grade of "C" or higher. The teacher and building administrator will sign for the student's work, as support for taking this evidence as representative of the student's ability in the ELO tested content area.

The "best evidence" portfolio will be presented to a qualified panel of three district teachers to be judged. The teachers' judgements will be "acceptable" or "not yet". If the consensus is that the portfolio does not meet the standard, students will be given feedback regarding deficiencies.

**Summaries of Proposals from Staff – for "Parallel" Assessments
(Committee of 5-6 teachers in each ELO Content Area)**

Proposals for Demonstration of Proficiency Performances (Alternative Route to a Regular Diploma)

READING:

Proposal is to administer the Basic Reading Inventory, an individually administered reading inventory.

Issues: Training will be required to administer the instrument; the cutscore should not be arbitrarily set. We can do some equating analyses to determine the cutscore most closely associated with the ELO test cutscore.

WRITING:

Proposal is that students would submit collected supervised writing samples, in a portfolio. At least three pieces of supervised writing would be submitted.

Issues: At this point, the scoring of the supervised writing samples has not been addressed. If they are independently scored on the usual 6 trait, 5-point scales, then new cutscores would have to be determined (because cutscores vary with prompts). If they are part of coursework, passing grades would be required.

MATH:

Proposal is to measure students with an alternative assessment, made up of "8-10 algebra items, combined with 8-10 items from computation and other strands (including Pythagorean Theorem)" ; combine these with open-ended items, "oral or written responses" to assess all other strands.

Issues: This would essentially require development of another ELO test. Items would have to be constructed, and to the extent that open-ended items are included, we would have to have extensive training on scoring items, development of rubrics, reliability checks, etc. Also, once the new assessment was built, we would have to set a cutscore.

SCIENCE:

Proposal is essentially to construct a set of performance assessments that would address the main objectives on the ELO table of specifications.

Issues: With purely performance based assessments, the particular tasks that make up the assessment become critical. This would require a major research and development effort. Most states with such a high stakes test have moved to a combination of mostly objective

items with only a few tasks for performance assessment. Teachers have done some work on the tasks, but the proposed performance assessments are not yet complete.

SOCIAL STUDIES:

Proposal is to have a "proficiency course" which would be offered to students who "failed the 11th grade social studies assessment once OR are new to the district". Students would be given frequent exams in the class, over the same content as the ELO test. Then they would be given the regular ELO test at the end of the class. If they did not pass that, they could present their coursework and (multiple) course assessinents as evidence of demonstration of proficiency. Other ideas that were proposed included an interview by a teacher that would be taped and scored, and also the notion that Terra Nova items could somehow be used.

Issues: The idea of a "proficiency course" with the regular ELO assessment would be acceptable, but it does not involve changing the assessment, simply remediation of kids via a course. If the frequent course assessments are presented as evidence, we would need to have teachers sign off on the level of performance as being equivalent to the performance represented by the cutscore. If you went with the taped interview being subjectively scored, this would amount to a complete research and developnlent project to build a performance assessment from scratch. Or if you went with Terra Nova items, a cutscore would still have to be established.

DRAFT - DEMONSTRATION OF PROFICIENCY – PROCEDURES

<u>Notification of parents and students of DP</u>
- Rule 6320.1 and a brochure of DP protocol will be included in ELO communications from the building to home via Curriculum Handbook. If a student does not meet a cut score for any subject area, a copy of the Rule will be sent home with the testing result report.
- Provide IEP, ILP and 504 case managers and counselors with information about Demonstration of Proficiency as options for students who may not meet an assessment cut score after two retest attempts.

<u>DP Protocol</u>
1. If a student has not met the cutscore after two retest attempts, the student and/or parent should approach a building counselor, advisor, or administrator to seek information as to the procedure(s) that must be followed to request the opportunity to demonstrate his/her proficiency.
2. The student will complete application form and submit to building administrator. (See form)
3. The administrator will attach prescribed information and send application to the Associate Superintendent of Educational Services.
4. The Associate Superintendent of Educational Services will notify the student and parent as to the denial or approval of the application within two weeks.
5. The Associate Superintendent of Educational Services will notify building staff regarding the demonstration. A building representative will notify the student's parents/guardians of how and when the demonstration will occur.
6. The student demonstration of proficiency will occur according to specifications.
7. A teacher panel will be involved in reviewing student work.
    a. The Office of Secondary Education will assign teachers serving on the subject area assessment panels on a yearly basis.
    b. The teacher panel will review the "parallel" assessments or the portfolio of student work.
    c. The teacher panel recommendation will be given to the Associate Superintendent of Educational Services for consideration. The teacher panel will recommend that the demonstration meets requirements or does not yet meet requirements. If the student does not "yet" meet the requirements, he or she will be given feedback regarding deficiencies.
8. The assessment recommendations will be reviewed by the Associate Superintendent of Educational Services to determine whether there is compelling evidence that the student has demonstrated proficiency in the content area.
9. The Associate Superintendent of Educational Services will notify the parent/student of the results of the Demonstration of Proficiency within 10 school days of the panel recommendation If application for Demonstration of Proficiency has not been made by March 15, a decision may not be rendered by scheduled graduation date.

Date _____

APPLICATION
FOR
DEMONSTRATION OF PROFICIENCY

Name _____   School _____

Grade _____

Assessment Area in which you would like to demonstrate your proficiency (Check one.)

Writing _____ Science _____ Reading _____ Social Studies _____ Math _____

Describe the things you have done to improve your performance (such as attend summer school, complete ELO class, or work with a teacher before school, etc.)

Student Signature   _____

Parent/Guardian
Signature   _____

Administrator   _____

Attach   Individual Learning Plan (ILP)
              High School attendance record
              Individual Education Plan (IEP) if appropriate
              Reteaching Record Keeping Form
              Terra Nova Subject Area NP Score
              Grades in subject area courses that apply to this subject area
              Copy of Transcript to date

Date Received _____   Approved _____ Denied _____

                                            Date _____

Associate Superintendent of Educational Services