# Recommendations made to Board of Education

The task force made the following recommendations to the Alaska State Board of Education:

#### Responsibility of schools

- 1. That the State Board of Education incorporate into a statement of policy the concepts that:
- Schools are responsible for providing schooling - instruction - but share responsibility with other segments of society
- b. Responsibilities of schools may be regarded as being either primary, shared, or supportive responsibilities. While schools cannot guarantee learning, they
- are responsible for providing instruction and school staffs are expected to make every effort to insure that learning is likely to occur.
- The student, ultimately, must assume responsibility for his or her learning.

## Kindergarten

That the State Board of Education adopt by regulation (or recommend the adoption of statute if needed) the requirement that all school districts offer kindergarten programs in all locations where elementary schools are operated, with the provision that kindergarten attendance be optional.

#### Goals

- That the State Board of Education adopt the goals of education, specified by the Task Force, as goals of education for Alaska, with the provision that levels of responsibility specified for schools relative to meeting the goals be regarded as minimum levels of responsibility for the public schools
- That the State Board of Education revise the

count Task Force recommendations regarding curriculum for grades one through six as well as Task Force recommendations regarding curriculum for grades seven and eight.

#### Curriculum

5. That the State Board of Education review requirements for grades nine through twelve, taking into consideration Task Force recommendations regarding curriculum for those grades and review current high school graduation requirements as referenced in 4 AAC 06.075, with particular attention being addressed to computer literacy and other technological competency.

## Adoption of standards

6. That the State Board of Education adopt the statements of primary conditions and the research-based statements of effective schooling practice as developed by the Task Force as a combined set of statements of effective schooling practices to be implemented by public schools in the State of Alaska. This could be accomplished by directing the Department of Education staff to prepare a document entitled "Effective Schooling Practices for Alaska Public Schools," which could then be referenced in regulation, along with a specification of timelines for implementation.

#### Public communication

That the State Board of Education and local school districts communicate to the general public that schools will be limited in effectiveness if the indirect conditions are unmet

## Extended school year

providing sufficient time for the purpose of parent-teacher conferences. The use of substitute teachers or teacher inservice days are viewed as options which are less desirable than the extended year. In any case the primary concern is that the selected procedure result in an unhurried, planned, and productive session between the parents and the teachers or other staff members.

#### Evaluation and research

- 9. That the state board direct that the committee on monitoring and reporting be given the added assignment of assisting in developing an evaluation and research system for determining the effect of effective schooling practices in a variety of settings.
- 10. That the state board support requests for the funding of evaluation efforts regarding the efficacy of effective schooling practices.
- 11. That, subject to appropriations, the Department of Education issue requests for proposals pertaining to on-site research.
- 12. That the Department of Education apprise the state board (on an annual basis) of any apparent problems associated with implementation of effective schooling practices, as evidenced by evaluation findings.

## Continuing research

- 13. That the state board request additional funding for fiscal year 1983 and thereafter to provide for a continuing effort to review research both as a means of reviewing new research related to variables previously investigated, and as a means of examining additional variables.
- 14. That the state board direct the Department of Education to initiate efforts to secure joint agreements with other states for continuation of activity to produce research reviews.
- 15. That the adoption of any added effective schooling practice be preceded by review by a designated group, with both professional and lay representatives.

# Monitoring and reporting

- 16. That the state board of Education and the Department of Education establish a committee of involved parties (lay and professional) to design a monitoring and reporting system pertaining to effective schooling practices.
- 17. That the committee consider local communities (individual attendance areas) as the primary audience for reporting of implementation of effective schooling practices. Where present, the local advisory school board would receive the report. Overall district reports would be submitted to district boards.

Further provision should be made for district reports to be submitted to the Department of Education for incorporation into annual state reports to be made available to the state board, the Office of the Governor, the Legislature and the public at large.

18. That the Committee include the development of a key-point monitoring system in its design, supplemented by the provision of random audits on the information submitted by districts.

#### Training

The task force also made recommendations in the areas of evaluation of professional educators and inservice training for currently employed

Two of those recommendations were of primary importance: (1) that state education regulations governing the evaluation of professional staff members be revised to reflect that educators are gearing their programs toward effective schooling practices; and (2) that schools place an emphasis on high quality inservice training for principals in order to help them become effective instructional leaders.

Public opinion	on survev			
Task Force on Effec	•			
Please take a few moments of your time to complete the				will be of grea
lue to the State Board of Education as that body determines the		on these m		
Education is the responsibility of many, not just the schools	strongly disagree	disagree	agree	strongly agree
The major responsibility of public schools should be limited to:				
a/ basic instruction	strongly disagree	disagree	agree	strongly agree
b/ leadership in the establishment of positive relationships with parents and others	strongly disagree	disagree	agree	strongly agree
As major goals, all public schools should develop student				
abilities and knowledge in:				
a/ basic skills and subject matter	strongly disagree	disagree	agree	strongly agree
b/ reasoning logic and problem solving	strongly disagree	disagree	agree	strongly agree
c/ interpersonal relations in groups d/ government and democratic action	strongly disagree	disagree	agree	strongly agre
e/ other (please specify)	strongly disagree	disagree	agree	strongly agre
My position on the minimum curriculum proposed by the Task	Force is:			
a/ elementary	strongly disagree	disagree	agree	strongly agre
b/ Grades 7-8	strongly disagree	disagree	agree	strongly agree
c/ Grades 9-12 d/ I would add:	strongly disagree	disagree	agree	strongly agre
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I would delete: subject and grade i	subject and grade level			
Subject and grade I The State Board of Education is most interested in knowing it	ever f vou feel that the Re	port of the	Task Fo	orce on Effectiv
Schooling is reasonable in terms of what should be expected o opinion.	f public schools. Circl	e response	that best	represents you
Circle o	ne			
	expects too little			xpects too muc
omments:				