



The ESD SOURCE

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STEPS to success

By Sandra Heinzl Crews

In the STEPS Program, we sometimes measure success in small steps: selecting what to have for lunch, playing with other children, asking for a favorite toy, finishing a job. The stories below celebrate successes of children served in STEPS.

Sams Valley Elementary

Bonnie McKinley, STEPS teacher, writes that CJ is not a loner any more. Last year, CJ only worked in 1:1 situations. When he was frustrated or angry, he screamed, bit himself, or ran out of the room. Now that he understands his picture symbol communication system, he can make choices for his wants and needs. He rarely tantrums. More importantly, he can be part of a group with other students and is starting to learn a lot of new skills. His family says he loves school and can't wait to attend each day.

Nathaniel started in the STEPS Program as a kindergartner two years ago. He communicated by vocalizing, smiling, or crying and was unable to bear weight on his feet. Now he understands his tangible object communication system and can ask for more of a favorite activity. He can make choices with some assistance and can independently use switches to play music or turn on lights while in his stander or playing on a mat. This year he is working on independently communicating a choice and making standing transfers with assistance. Bonnie proudly notes, "Big progress for a little kid!"

McLoughlin Middle

Ryan is a STEPS student with autism, who had difficulty following the school curriculum and interacting with others. Due to Ryan's limited language skills, his only way to tell you that he was upset was by acting out. Because of his behavior, Ryan spent much of his time isolated from others. Strategies were put into place to help Ryan understand the world around him. Ryan responded positively to a structured, predictable environment paired with visual cues. Chrissy Gehr, augmentative communication specialist, reports that, three years later, Ryan can independently follow a visual schedule, start and complete a variety of work jobs, and is now showing an interest in others. Ryan initiates social interactions, is participating in all classroom activities with his peers, and is beginning to use verbal language to communicate his needs.



Joyce Porter assists Ryan in Dottie Moseley's STEPS classroom at McLoughlin

North Medford High School

Before they started using calendars and planners this fall, NMHS STEPS students were not able to talk about what they had done. Now they can look back and answer questions about Thanksgiving and where they went the first week of December. According to their STEPS teacher, Kaye Dowling, "This activity has really helped students increase their independence. By checking their planners, they are able to answer their own questions about what is happening next, or when are we going bowling."

Crater High School

Sean is a student with limited expressive language skills due to multiple disabilities. Sean had a lot to say but no way to say it. To help Sean's speech and language skills, he began using a software program called Clicker 4. Sean now uses Clicker 4 to reflect on his day. He generates sentences about what he did that day, how he felt, what his favorite activity was, and what he had for lunch. Sean then prints out his sentences to

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From the Superintendent

Steve Boyarsky

As Oregon approaches the 2005 legislative session, I would like to challenge three popularly held myths about education. The news media is quick to report failures and crisis in education, but reluctant to showcase the successes of American education. The cumulative effects of these critical reports are assumed to be true even though there may be little substantiation or balance. Three statements reiterated by the media and politicians need to be challenged:

*Money doesn't make a difference in education.
The state is spending far more on education than ever before.
If we just ran schools like a business they would be efficient.*

Myth 1: Money doesn't make a difference in education.

Oregon expenditure per pupil (state and local) compared to all U.S. states has dropped from 15th to 20th in the last decade.¹ Oregon has one of the shorter legislated school years (176 days) of any state not counting closures due to inadequate budgets.² It requires money to have students in school. *Money makes a difference in length of the academic year.*

For 2003-04, 86% of Oregon Title I schools met Adequate Yearly Progress standards compared with 57% of non-Title I schools.³ (Title I is the federal program that delivers funds to low-income schools.) These statistics indicate that additional *money makes a difference in providing for the needs of low-income students.*

Student to teacher ratios in Oregon moved from fifth largest in the nation in 1993 to fourth largest in 2001-02⁴ and undoubtedly will be even larger when statistics are compiled in the current school year. Lack of money is the primary reason class sizes have increased. *Money makes a difference in class size.*

Money does make a difference. School funding has been decreasing. Schools are fiscally efficient and responsible.

Adequate support for schools can provide more programs, smaller class sizes, more instructional time and higher quality educators. *Money does make a difference.*

Myth 2: The state is spending far more on education than ever before.

Talk radio hosts like to mention that Oregon's spending for education has more than doubled in the past ten years. This is only partially true. In constant 1990-91 dollars, Oregon K-12 spending has actually decreased from \$4,125 for weighted average daily membership to \$3,442 in 2003-04.⁵ *The fact is, Oregon spends 17% less per student than 13 years ago.* Since Measure 5, state income taxes have replaced local property taxes as the dominant revenue source for schools.⁶ Oregon has dropped from 10th to 34th of the 50 states in total taxes (state and local) levied since 1990.⁷

State education budgets have led to decreased administrative, teaching and educational assistant positions. Oregon teacher salaries increased slightly in 1990-91 constant dollars (\$32,300 to \$33,893) over the past 13 years.⁸ Increasing class sizes and federal certification requirements, coupled with decreased budgets for educational materials, have increased the work load and stress significantly in the past several years.

Myth 3: If we just ran schools like a business they would be efficient.

Starting ten years ago, Edison Corporation thought they could provide their shareholders with a profit by contracting with school districts to operate schools. Edison convinced shareholders that they could operate schools more efficiently and return the savings to investors. Edison's academic success has been mixed, but their goal of turning a profit has been a failure. Edison stock has dropped from \$38.75 a share to less than \$1 a share because of lack of profits and controversies over Edison's effectiveness.⁹ *Public schools in Southern Oregon are fiscally responsible and have shown improved student performance even during difficult economic times.*

Fact: State policies and funding should be based on solid data.

Educators need to be ready to provide data and challenge unproven assumptions. *Money does make a difference. School funding has been decreasing. Schools are fiscally efficient and responsible.* The upcoming legislative session will provide a challenge to create a dialogue based on facts not myths.

The sources referred to in this article are available in the online version of the Source. Please visit www.soed.k12.or.us/page.asp?navid=290.

Beginning Jan. 18 at Medford & Klamath Falls Computer Labs

Professional Development Workshops

All classes are free and meet from 4pm - 6pm

The following workshops are offered for free in our Klamath and Medford labs. Our offerings are not just “technology” classes because they model how YOUR curriculum can “drive” the use of technology in your classroom (as opposed to stand alone skills-based “computer” classes). These workshops include classroom-tested activities taught by experienced teachers and are specifically designed to support effective instructional strategies and classroom management techniques across all curricular areas and grade levels. All classes have, at their core, the ESD’s mission for promoting student success.

You may enroll for classes online using **PD Networks** (www.soesd.k12.or.us > Professional Development). You may also contact Joy West by phone at 541.776.6768 or email her at joy_west@soesd.k12.or.us.

The Power of the Web: Search, Find, and Confirm

Use of the Internet is now widespread. But it is so expansive that sometimes students feel like they are searching for a needle in a haystack. Then after all the effort, is what they find a

reliable site or junk? Is it a questionable source hiding in a cloak of reliability?

These two sessions will teach you strategies to share with students so they can get the history of China and not the history of dishes. Topics

include: choosing the right search engine for the task and for different grade-levels of students, search vs. advanced searching, Boolean searching, and how to get in the “back door” to find your topic. We’ll also explore how students evaluate sites using student website assessment forms, sleuthing Meta tags in the source code, examining “domain names” and what a difference they make, determining who owns (or sponsors) the website and how to contact them, and determining whether the site is a personal web page or one sponsored by an organization. Interestingly, most of these “tests” take only a few seconds to perform and greatly impact student success. Two 2-hour sessions beginning 1/18 (Medford) & 2/15 (Klamath Falls).

Digital Cameras in the Classroom 1

Digital cameras have become one of the most widely used



technologies. Learn how to teach students to set up a digital camera, resize images for email, and other strategies for using digital cameras in the classroom. Platform: PC. Two 2-hour sessions beginning 1/20 (Medford) & 1/20 (Klamath Falls). Note: Mac OSX Essentials has been expanded and will discuss importing and manipulating digital images with iPhoto.

Digital Cameras in the Classroom 2

Learn advanced digital camera techniques; explore digital image manipulation, slideshow options, making movies, and effective strategies for using digital cameras in your classroom to enhance student learning. Platform: PC. Two 2-hour sessions beginning 2/7 (Medford) & 2/17 (Klamath Falls). Note: Mac OSX Essentials has been expanded and will discuss importing and manipulating digital images with iPhoto. (See below)

Excel: From Number Crunching to Forms

Learn the basics of the Excel spreadsheet for use in and out of the classroom. Want to know what all the fuss is about? Or, how to use Excel to simplify your life? Learn how to enter data, format it, use formulas, and automatically graph; learn how to read the Excel screen, make multiple worksheets and make Excel do the number crunching for you. Then learn about Excel’s less known capabilities: how to quickly and easily make forms and get them to fill themselves in; how to Mail Merge for letters, progress reports and label; plus how to add comments, insert pictures and start writing your own formulas. Two 2-hour sessions beginning 2/15 (Medford) & 2/1 (Klamath Falls).



Student-Created Digital Video

New editing software has changed the game for digital video production. Learn how to jumpstart your curriculum and your students with these powerful high interest, hands-on video tools. One 2-hour session on 2/9 (Medford) & 1/18 (Klamath Falls).

Creating Basic Web Pages with Word

Use Word to create and publish your classroom web page and learn how your students and their parents may access them from home. We'll learn basic web design and use sound pedagogy to enhance your presence. We'll also put PowerPoint presentations, photos, and Word files on the web server so all can see (and share) them.



Web server space will be provided for the remainder of this academic year. This class relies heavily on familiarity with basic Windows navigation when connecting to remote servers to save files. Note: skills learned are directly applicable to the new workshop dealing with creating a web presence on a Mac. Three 2-hour sessions beginning 2/10 (Medford) & 2/9 (Klamath Falls).

Improving Student Success with Word

Learn to use this popular word processing program to develop successful teaching strategies that promote student success. You'll learn basic word processing tasks (edit, spell check, format, insert graphics, and print) as you develop a parent newsletter and a daily assignment template. Other features covered will include find and replace, and special characters like ¡Feliz Cumpleaños! Two 2-hour sessions beginning 1/19 (Medford) & 1/19 (Klamath Falls).

FileMaker Pro: the Database of Champions

FileMaker Pro is a cross-platform (Mac and Windows) database with powerful features for creating reports and automating scripts. We will walk you through the creation of a new database; search and sort; add fields; define fields; and the creation of new layouts including lists and mailing labels. Then we will build upon basic database concepts to create a report that performs calculations and automates data entry. You will use graphic tools to create visual cues by using predefined values, check boxes, radio buttons, popup menus, and lists. One 2-hour session on 1/24 (Medford) & 1/31 (Klamath Falls).



Graphics Galore

Learn to find, manipulate, and use an amazing variety of graphics in your correspondence and web pages. We'll use free software (some of which is already installed on your machine) to locate,

download, manipulate, and insert into your publications.

Platform: PC. One 2-hour session on 2/28 (Medford) & 2/2 (Klamath Falls). Note: Many participants in the fall Mac OSX Essentials workshop requested more time dealing with graphics and iPhoto, so we rewrote it. See below.

PowerPoint for Powerful Presentations

PowerPoint is a versatile presentation program. Learn strategies to make quality teacher presentations and to insure student presentations are not "powerpointless."

Create slides, charts, handouts, and speaker notes. Other skills addressed include use of drawing tools and importing clip art. One 2-hour session on 1/31 (Medford) & 1/25 (Klamath Falls).



Macintosh OSX Essentials for Teachers

Learn how to make the most of your new Mac. In this two-session workshop, you'll learn how to navigate through OSX, and we'll explore the power of teacher-friendly applications built into OSX: iPhoto (for photo editing and creating slide shows), iTunes (add background music to your slide show), and new Internet browsers. In session two, learn how to maintain your Mac with the latest and greatest software tools, including several free downloads that make it work that much better. Note: check out the new OSX workshop dealing with creating a web presence on a Mac. Two 2-hour sessions beginning 2/1 (Medford).



Your Web Presence with Mac OSX

In this one-session workshop, participants comfortable with OSX and the web will use built-in iPhoto and CyberDuck (a Mac-specific FTP client) to post collections of class photos, QuickTime movies, and other media onto the SOESD web server. It's recommended that newbies to web authoring attend the Word4Web workshops offered in February. Skills learned will allow you to post similar items onto your district's web space. All you need is district permission, and we'll discuss the vocabulary needed to communicate your needs. One 2-hour session on 3/3 (Medford).

Teaching Keyboarding: Touch Typing in Ten Hours!

This workshop will demonstrate this teacher-directed keyboarding curriculum for elementary and middle school students. Participate in a teacher-delivered sample lesson and learn about instructional objectives, ergonomics, multi-sensory techniques, student performance evaluation and more. This commercial curriculum includes scripted lessons and correlated keyboarding software. One 2-hour session on 3/8 (Medford).

Enroll for all workshops at www.soesd.k12.or.us

What? More standards? And why now?

The real story behind the new English Language Proficiency (ELP) standards

By Charlie Bauer, Coordinator, Migrant Education/English Language Learners

Schools are designed to meet the needs of their students. Effective schools change and grow as their student needs change and grow. Oregon schools, like many in the United States, are facing changes in the make up of their school population. Schools, and the institutions that support them, are adjusting to increasing numbers of students who are English Language Learners (ELL). The NCELA (National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs) states that from the academic year of 1989-1990 to 2003-2004 the ELL population of the state of Oregon went from 7,557 to 61,695 students. That's a 716% growth rate! During the same period, the growth rate for the entire student population increased by only 7.5%.

Have Oregon teachers been given adequate tools to deal with this major change? According to the ODE's Annual Report, the average classroom teacher had 13.1 years of teacher experience in 2003-2004. This means that many teachers earned their licenses at a point in our state's history when issues concerning ELL's were generally not emphasized in their training programs. They've been teaching in the workforce during this major change in student demographics, but often have had little access to professional development designed to prepare them to teach this new type of learner. Additionally, in 2002 the NCELA issued a report stating that in 00-01 the average ESL or ESOL certified teacher to LEP student ratio nationwide was about 1:24. Oregon's rate was 1:42.

So, if the ELL population has skyrocketed and the number of ESOL certified teachers is relatively low, who does that leave in charge of ELL students' education? Once again, we come back to the teacher. As our student population changes we all must embrace the need to change our instructional strategies if we wish to continue teaching effectively. According to the NCLB, all teachers, with the support of their administrators, must ensure that ELL students receive:

- *Instruction in English at his or her level of proficiency in English, and*
- *Meaningful access to grade-level academic content*

This is true, regardless of the type of program the school implements for ELL students (Two Way Immersion, early transition-bilingual, late transition-bilingual, Structured English Immersion, ESL, etc.)

Separate from NCLB, this is a goal that most of us would support. But in order to do so, we must begin to consider English language development as a separate discipline. We must begin to consider the language we use, and expect our

students to use, as a separate and important discipline. This is a tall order, but the state of Oregon has responded with the ELP standards.

OK, so just what is in the new "English Language Proficiency Standards"?

The ELP standards are a tool that the ODE has provided in order to help teachers meet the needs of their second language learners. Principally, the ELP Standards were created to provide a means to track ELL students' progress and help teachers assess and instruct Limited English Proficient (LEP) or English Language Learner (ELL) students more effectively. Oregon educators will recognize the format since the ELP standards are based on existing English Language Arts standards.



They are divided into four sections (reading, writing, listening, and speaking) for each grade level, kindergarten through CIM. The ELP standards acknowledge that ELL students can acquire social, oral fluency in one to two years, but that academic competency can take five to seven years. The ELP standards are organized into six stages of language acquisition. Each stage contains descriptors of students' proficiency level for that stage. For many regular education teachers, these descriptors may provide the first exposure to realistic expectations for students of varying abilities in English. The sixth stage represents full proficiency and is synonymous with the content standard for all Oregon students.

Additionally, the ELP standards were written by and for teachers (at least eight Southern Oregon teachers participated in their creation). Within the standards you will find suggestions on strategies appropriate for each stage of language acquisition. The strategies were embedded within the ELP standards by design so that all teachers in all types of programs would have tools to move ELL students toward mastery of the Oregon English Language Arts standards.

Where can you find them and how can you get training?

The ELP standards can be downloaded from the ODE site www.ode.state.or.us/search/results/?id=36. There are four

See ELP Standards on the next page

ELP Standards (continued)

introductory documents that more fully describe the purpose of the standards and then the standards themselves, which are downloadable by grade level.

Administrative representatives from your district have already attended a half-day overview of the standards. By the time you have read this article, a team of teachers and administrators from your district will have attended a two-day workshop that will go into greater depth on the linguistic components of the ELP standards.

The Southern Oregon ESD ELL/Migrant Education Department members are available for trainings. We are happy to come to your school and present the standards in any format that is convenient—from a one hour overview to more extensive trainings that demonstrate how the standards can be implemented in the classroom. Please feel free to give us a call at 776-8520 for further information.

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take home. At home, he and his mom are able to talk about Sean's day, which otherwise would have been impossible. His mother says that this has made a huge difference in their interactions and has unlocked the door to meaningful social interactions and functional reading skills.

Transition-Klamath Falls

Twenty-one-year-old Nichol already has a place at REACH, Inc., an adult supported employment center. She goes there a few times each week and works on a crew that sorts wood. At the STEPS transition site, Nichol sweeps, vacuums, washes dishes, takes out the garbage, and cleans counters independently. She is also an expert shredder and a competent shopper. She can find most items on her picture shopping list and can check out using a debit card with some help. Although Nichol is totally nonverbal, she uses a communication book to order food in restaurants. Says Ted Vanderlip, her STEPS teacher, "Nichol's use of this book has far exceeded early expectations."



Nichol works at the STEPS Transition-Klamath Falls site.

SOESD's Accelerated Learning Opportunities featured



High school classes shared on SOESD's interactive video network are featured in a recent report from the Western Consortium for Accelerated Learning Opportunities (WCALO): *Using Technology to Increase Access to Accelerated Learning Opportunities in Four States* by Kathleen W. Marcel, December 2004. To download and view a .pdf of the report, visit www.wiche.edu/Policy/WCALO/documents/WENdocument_12.27.04_000.pdf. PDF files use Adobe Reader to view files, which is more than likely installed on your machine. If not, you may obtain the free software at www.adobe.com/products/acrobat/readstep2.html

The study provides basic information for those interested in employing interactive video technology in their school: how it works, where it has been used effectively, and how it can be used to bring accelerated learning opportunities to all students, especially those who are low-income and who reside in remote areas.

The study begins with these observations by David Longanecker:

Accelerated learning opportunities, and dual enrollment programs, are designed to introduce high school students to a college curriculum that may allow them to earn college-level credit. Among the benefits of a challenging curriculum are increased academic preparation for college, fewer students enrolled in postsecondary remedial education, and a potential head start on earning college credit. Too often, however, low-income and minority students are not afforded the same opportunities to enroll and succeed in these programs as their middle- or high-income majority counterparts.

At SOESD we agree with the reports conclusion: ... that interactive video is an increasingly popular distance learning technology that offers accelerated learning opportunities to low income and rural high school students who otherwise might not have access to accelerated learning programs. If you are interested in bringing accelerated learning opportunities to your students, please contact Jay Matheson, Supervisor, Technology and Media Services, by phone (541-776-8565) or email (jay_matheson@soesd.k12.or.us).