



# Options in education

## Spring Conference: A Recap

by Gary Babcock, Conference Coordinator

Upon returning from Ocean Shores I took a deep breath (and a couple of days away from WALA) then began reading all of the conference and session evaluations. While that is a time consuming task I find it enjoyable as you, the membership provide candid and honest information regarding your experiences at the Conference. Through your input we will, hopefully, be able to make improvements to future conferences.

Ron Glodoski, one of our keynote speakers, was very accurate in his assessment of how the audience would respond to his presentation. The majority of the audience enjoyed his presentation and felt connected while some questioned his approach and style and a few saw no connection at all to their situation and kids. However, nearly all recognized the need to never give up on one of our kids and to not pre-judge them, as we may not be fully aware of the challenges that make up their everyday experiences. A number of those

***As always, the willingness of the membership to volunteer to present played a major role in making the conference a success.***

who attended his second session commented that the ten points brought them back to the focus of why they are in the alternative arena, whether that is in alternative schools or programs, Parent Partner Programs or working with adjudicated youth.

Dr. Bergeson and the other members of the OSPI staff and those from WEA, the State Board of Education and the auditor's office, were well received and comments expressed a genuine appreciation for their time and for the information that was presented in an effort to keep us current with the latest legislation and other action regarding assessments and requirements in many areas both nationally and locally within our state.

Always a highlight and continually growing is the student art show. Thank you to all of those who shared examples of their work and a huge thank you to Mike Carlson who organized the exhibit and to those who helped set up and took the time to write out and share their thoughts about the work with the students.

In the area of the arts also a huge thank you to the Native American Dancers from Wapato who graciously shared a part of their rich culture and tradition with us

*Continued on page 4*



*Exhibit of student art at Art Fest 2004*

## Conference Auction Brings in \$4000 Toward Scholarships

by Dianne Korvola



With your support, we again had a very successful auction generating over \$4,000 toward scholarships.

Thank you to everyone who donated items, especially Region VI for generously donating such a large amount. Thank you attendees who bid on and purchased items.

Special thanks to Kelly Hill and her daughters; Barbara and David Bennett and their daughters; and Kevin Hanefeld and Jo Cochran for your help and assistance.

### *The Inside Scoop*

Conference Recap	Regional News	Admin News	PPP Update	Accountability in Education	Award Winners	Charter Schools	Curriculum Corner	Board Contacts	Calendar
1, 4	2-3	3	4	5	6	6	6-7	8	8



*Series of masks at Arts  
Fest by students at  
Two Rivers School*



## Region IV by Tom Hays

Greetings from your Region IV representatives. We've made some good connections this winter and spring with WALA member schools in the southern portion of the region recently, as well as a Region IV meeting in Centralia on the 24<sup>th</sup> of January. I attended a Parent Partnership "Conversation" at the Camas "Riverlink" PPP site on February 6<sup>th</sup>. Marilyn Boerke (the new Region IV representative) was there from the Camas School District's alternative program, as well as WALA President Elect Jim Sparks and the Parent Partner Representative Marianna Hanefeld. The conversation was designed to involve regional members in a discussion of their programs and concerns that could be served by WALA in general, and the Parent Partner groups in particular. We were treated to lunch and a tour of the Riverlink facility, as well as an overview of how the various needs of their clients were being met. I must say I learned more than I shared. One of the results of the conversation was a visitation by a group of Riverlink teachers to the Excelsior High School program last month to sit in and check out Northwest Evaluation Association's "Measure of Academic Progress." They were interested in its capability for assigning specific work and learning objectives/lessons, to kids based on their scores on the MAP as aligned with essential learning goals.

Discussion has begun on the possibility of bringing in Ron Gladoski, one of the keynote speakers from the Spring Conference, to a fall presentation for staff and students of Region IV schools. The site and date would be determined at the May board meeting in Snoqualmie. This is resulting from what seemed to be some strong interest expressed during the conference by region attendees for exploring the possibility. If a suitable time and place were arranged for, it would be something open to all WALA members outside of Region IV as well.

Please drop Maureen Harkcom ([mharkcom@centralia.wednet.edu](mailto:mharkcom@centralia.wednet.edu)) or myself ([tom.hays@washougal.k12.wa.us](mailto:tom.hays@washougal.k12.wa.us)) an e-mail if you would like to express an opinion regarding bringing in Ron Gladoski, or if you have a site that you feel would be a good venue for such a presentation. We would be very interested in a site as centrally accessible as possible to all of Region IV.

Have a great spring and be sure to e-mail your representatives pieces of good news and exciting events your sites are involved with.

## Region V by Mark Brundage

Region V and Region VI held a joint mini-conference at West Valley City School in Spokane on Feb. 20-21. Friday night, Mary Ann Campo hosted a wonderful Thai dinner. Saturday morning, vice principal Kerri Barsness gave a very informative overview of her program. West Valley City School is a unique alternative middle school. They use a constructionist approach to their curriculum, which entirely involves a hands-on investigation of subject matter. Then three eighth grade girls gave a presentation of various science projects that they were involved with and explained what they have learned. The three girls also gave us a grand tour of the unique set-up of their school, which definitely impressed everyone. Another highlight was having author Terry Trueman read to us from his best selling novel, "Stuck in Neutral." He talked to us about some non-traditional aspects of education. WALA president, Cathy Hammerberg, told us about some important new legislative updates. The visit to West Valley City School was informative, impressive, unique, and definitely worth the time. It was great!

## Region II by Cherie Exner and Martha Daman

Last Friday, March 12<sup>th</sup>, 2004 at the Annual Spring WALA Conference Region II members met for a very informative and productive meeting. Region II representatives Cherie Exner and Martha Daman were happy to see the roughly twenty-five attendants at the meeting. We began by having the members present vote on a representative for next year. Jane Andrew will be our new Region II representative with Martha Daman for the school year 2004 – 2005. Both ladies are excited and look forward to working together. Cherie Exner was elected to the Executive Board as Treasurer/Secretary for the next two years.

Once the voting was done we then heard from Chris Allen of Shoreline about this year's Friendship Games that he and his students are organizing. This year's Friendship Games will also include Region I people as well, if they choose to participate. This was discussed on Thursday evening during the round table discussions. We had a great discussion of ideas and look forward to all who are interested in participating to attend. The Friendship Games will take place on May 27<sup>th</sup> in Seattle. Please contact Martha Daman, Cherie Exner, or Chris Allen for more information about the details of the games if you are interested in participating.

## Region III by Randy Hill

Region III would like to welcome our new Southern Director. Bonnie Jump will be organizing activities in the Hoquiam/Aberdeen portion of the region.

Region III is looking at hosting a golf get together. If you would like to take part in the fun, call or e-mail Randy Hill, Region III director. The event could be conducted later this spring or early in the fall depending on interest.

We will also be looking for ideas to pursue for the 2004-05 school year to get students from different programs together. If you have ideas, contact either Randy at [rhill@televar.com](mailto:rhill@televar.com) or Bonnie at [bjump@hoquiam.k12.wa.us](mailto:bjump@hoquiam.k12.wa.us).



## Regional News

### Region VI

by Allan Korvola

Thank you for the large number of members who attended and supported the Annual Conference.

As follow-up to Region V's Mini-Conference, several schools will have the keynoter Terry Trueman speaking at their schools/programs. Mr. Trueman is an award winning author of books for reluctant readers. He will be speaking at Prosser Falls High School, March 31<sup>st</sup>; Rivers Edge High School, March 31<sup>st</sup>; Kennewick Alternative Programs, April 1<sup>st</sup>; COM-PASS High School, April 12<sup>th</sup>; and Sunnyside High School, April 13<sup>th</sup>.

April 24<sup>th</sup> is Region VI Spring Mini-Conference. Board Members and Members from other Regions are invited and encouraged to attend, along with Members from Region VI. It will be held at Stanton Academy, Yakima with a start time of 9:00 am. Randal Town, ESD 105, Federal Drug Free Schools Project Coordinator will be the keynoter. The agenda will also include a description and tour of Stanton's programs.

Members need to provide input on the Fall Mini-Conference to be held October 30<sup>th</sup>: location and whether or not to have another one combined with Region V. We have been invited back by the Grand Coulee Dam school district. At this point, this would be the preferable location to accommodate both Regions, along with possible Board Members.

Gary Jensen is the newly elected Region VI rep. He taught for 31 years in Washington state, his last three years at the Juvenile Justice Center in Kennewick. He is now one of the aging retire/rehire folks, who has a full reserve of energy and enthusiasm for alternative education. He works in the alternative middle school program in the morning in Kennewick, has a nice long lunch break, then works in the afternoon at River's Edge High School in Richland in the afternoon. He chairs the River's Edge Site Council (Learning Improvement Team) and has been an enthusiast of action research since working with Carl Glickman and Emily Calhoun as a part of the Washington Network for Public Education.

---

### Next OPTIONS Deadline

The deadline for the June issue of *OPTIONS* is May 10<sup>th</sup>. Please submit your articles, thoughts or opinions to Jim Sparks at [jimsparks3098@msn.com](mailto:jimsparks3098@msn.com).

*Martin Mueller receives a Special Recognition Award from Cherie Exner at the Spring Conference*



### Seeing the Bigger Picture

by Terry Smith, Admin Rep

I just finished having the same discussion about the WASL test that I've been having for the last eight or nine years (can it truly have been that long?). While my position remains the same regardless of who the other party in the discussion is, the other side varies. It might be another teacher, parent, friend, relative or even an occasional student. At this point, the easiest thing for me to do would be to reiterate how this discussion goes and give my opinion, but it really doesn't matter what I think. What does matter is that the discussion still is going on, and that's a good thing.

In the last six weeks I've visited three programs either through Region meetings or WALA board meetings. These visits gave me a small idea of the range of options available in our state. I was so impressed with what I saw and heard. The dedication of the people involved, whether by paid staff or volunteers, was unbelievable. The programs ranged from elementary to secondary and had very little in common other than the fact that they were serving the needs of their individual students. But all three were excellent!

I also was involved in the standard setting for the tenth grade math portion of the WASL test in February. There were only twenty-one people on the committee and they represented both educators and industry. Everyone had their own personal agenda and they all did a good job of representing that position. The facilitators also did a good job of refocusing on the big picture. The process was fair and we were certainly given a lot of information. I came away from that experience feeling like I knew so much more!

I have heard that being involved in state committees makes you feel like a small cog in a giant machine. I think that is a good analogy. The input you have is small. The machine is big. But for the first time in my professional career I wasn't on the outside looking at the machine and complaining about how slow it was moving. I was in there. I was a part of the process and although I only had 1/21<sup>st</sup> of the final decision it was 1/21<sup>st</sup> more than I would have had otherwise.

So that brings me back to my more "accepting" attitude. Between the two experiences I have been reassured that more and more students have been reached through varying alternatives. We will continue to define learning challenges and the students we need to reach. We will also continue to change, modify, or make new alternatives to meet those individual needs. If that means we become part of the big picture, so be it. For me to say become part of the process is a huge change for me. But I have learned that in order for us to serve the students we choose to work with, we need to see and embrace the larger picture. This is where WALA can help. WALA is our professional organization. It represents all of us regardless of the differences in our programs and the students we serve. If you have concerns communicate them to the organization so they can be discussed and addressed. In the meantime WASL on.



*Collections of artwork on display at Art Fest 2004 at the Spring Conference*

## Conference Recap

### Continued from page 1

through their performance during lunch and during their breakout session. Many in attendance stated this was a major highlight of the conference and indicated a desire to see more student groups.

As always the willingness of the membership to volunteer to present played a major role in making the conference a success. While there are those whose expertise we may become aware of and who we may seek out to present, the majority of the information shared comes from within the organization itself. There are many of you with success stories or successful programs, practices and or methods. As we look toward the conferences for next November and March with the theme of Keeping the Focus by providing Safety, Quality and Accountability Through Alternative Education for All Students, please think about what you have to offer to and share with others.

The auction was again a success with over \$4000 being raised for scholarships. Some indicated a desire for a larger auction or for more and/or larger items for the live auction. You, the membership, control this as we will put in the silent auction items that are brought by individuals as well as region representatives and we are always looking for those who can come up with the "big ticket" items for the live auction. You do not have to be a region representative to procure and bring auction items.

I have enjoyed serving as your conference coordinator this year, appreciate your candid reviews of the conferences and wish each of you a rewarding and successful completion of the 2003 - 2004 school year.

## A Call to Action: PPP's in the Spotlight

by Marianna Hanefeld,  
Parent Partner Program Rep

Recent events in the past legislative session have brought into sharp focus the need for our programs to be clearly defined. It is not enough that we, as administrators, teachers, para-pros, or even parents can define a Parent Partnership "type" alternative learning experience. Unfortunately, this session, we found that many legislators found PPPs defined by factions that would seek challenge or limit PPPs and subsequently, their sister programs, the more traditional ALE(s).

As I researched the source of some of the then pending legislation (they have since died in committee), I found that a very small faction that have been lobbying various legislators for several years wrote them. These individuals have been collecting evidence and claim misuse of the ALE statutes and state funds. These are very serious charges and not without cause. There are PPPs in our state that are not willing to organize themselves by the commonly held rules that we are all aware of (WAC 392-121-182). While the current rules are general, and leave some questions unanswered, all of the basics are there for allocation and program purposes.

At the end of the session, the legislature appropriated \$100,000 to fund a study by the Joint Legislative Audit and Review Committee. This group will be looking into all ALE programs, to determine "the adequacy of current rules, regulations, and procedures to safeguard against the misuse of public resources..." and to "determine the potential fiscal impacts of any proposed changes to ALE programs." Their interim deadline to report back to the legislature is February 1, 2005.

In response to this action, I would like to suggest it is time to act in a proactive manner on two fronts:

First, if you have any question that your program is not in compliance with the current ALE WAC, I encourage you to contact first your district supervisors and then OSPI or WALA. We are here to assist you and provide you with support and information. It is critical to all ALE programs that we work together to be responsible and legal.

Second, if your program is one of the majority that is in compliance, it is time to mount a public information campaign. Legislators only know the horror stories that they hear, and unless we invite them into our programs, show them how successful they are and how well tax dollars are spent, etc; they will vote upon the rumor and innuendo they have heard heretofore. This is a terrific area to enlist your parent groups. Another way is to fully inform your school administration and allow them to join the battle for you.

Martin Mueller, of OSPI, spoke truthfully at Ocean Shores last month when he said of PPPs, "you are going to be under a big spotlight this year." While that may be true, it is still up to us (for now) what that spotlight shows.

It has been said that the best defense is a good offense—we have much that we can be proud of as PPPs across the state, and much to point to in success for children, and families. It is vital to the continuation of our valuable programs to work together and show who we really are to those that have the power to help us continue.

I am here to assist and facilitate in any way I can. Please feel free to contact me at [mhanefeld@verizon.net](mailto:mhanefeld@verizon.net) or call me anytime at (425) 820-5338.



*Keynote Speaker  
Ron Glodowski at  
the Spring  
Conference  
Auction*



# Accountability in Education

Education is the guardian genius of democracy. It is the only dictator that free men recognize, and the only ruler that free men require.

*Mirabeau Buonaparte Lamar*

## Charter Schools & the WASL

by Ann Randall,  
WEA Accountability Coordinator

I received several questions during my WALA session concerning charter schools and the WASL. I'm continuing to get e-mail questions. Some WALA members are under the impression that charter schools will be exempt from the WASL and federal testing regulations. In fact, legislators wrote the bill in such a way that WASL administration and results are tightly linked to charter schools. Since many WALA students or parents of students opt out of taking the WASL, that practice will actually work against any alternative schools considering conversion to a charter or opening a new charter.

1. Charter Schools must administer the WASL and any other state required tests such as the ITBS and ITED and comply with all provisions of the No Child Left Behind Act.

2. School boards may convert any school to a charter school if they fail to meet adequate yearly progress (AYP) on their WASL results for three consecutive years.

3. After three years of operation, the charter school must reapply for renewal. The renewal will be automatically denied if the WASL results for the last two consecutive years are less than the average WASL results of students in the district's non-charter schools. Low WASL results are the only criteria that initiates an automatic closure of the charter school.

4. New charter schools must primarily serve "educationally disadvantaged" children; defined in the law as students with limited English proficiency, special education students, economically disadvantaged students and students who are at risk of failing the WASL.

As you can see, WASL results are some of the criteria that determine which students are enrolled in charter schools. Those schools must administer the WASL and all other state tests. And low WASL results for school performance (remember students who don't take the WASL get a zero which gets factored into the school performance score) will result in an automatic closure of the school.

## Doing the Right Thing

by Lile Holland,  
Executive Director, WALA

In reading the evaluations from the March Conference, it appears that many of us have the same concerns. Because of the need to comply with both existing and new rules and regulations, we are forced to learn the how's and why's of the RCWs, WACs, and NCLB; because of increased accountability standards, we are forced to accept new ways of defining success; and, because of the continual evolution of the education reform package, many are feeling overwhelmed, left out, or under informed. WE have become consumed with doing education the right way. We have to be cautious that we are "legal." We have to be cautious that our test scores are up. We have to be cautious that we are only teaching in the right subject areas. Why have we become so concerned about everything except the student?

Have we become so aware of "doing it right", that we have lowered "doing the right thing" to second class status?

Don't get me wrong – we must continue to provide everyone up-to-date information on current state and federal requirements. We must support individual and organizational efforts to improve the "paperwork" side of the education business. We must offer the latest in research on teaching and learning. But, we must not forget the reason we are doing all of this – the students and their needs!

Do you know of someone who has improved student retention and decreased the dropout rate over a three or four year period? Do you know of a program that has improved reading, writing, or math scores for three straight years? Do you know of a program that has improved attendance figures for the last three years? Do you know a program that is challenging students to go beyond their perceived limits? These folks are "doing the right things." If you know of anyone doing these things, let us know – we need to share this success with others.

In the last session the Legislature authorized the establishment of a limited number of charter schools. Like it or not, they are now a reality. The reasons for this passage are varied, but it is safe to say that a majority of the legislators felt that education was not providing the right things for a specific group of students. To this end, charter schools will provide an opportunity heretofore unavailable to meet the needs of select groups of students. Charters will not be the answer to all that is wrong with public education, but they may be able to help some students succeed.

As we look at the ever changing face of alternative education we cannot forget

---

***It is time to refocus our attention from doing things right to "doing the right things."***

---

why we got into the alternative end of education or why we have been successful – it is because we are doing the right things for kids! The program format may be an alternative school, a parent-partner program, contract studies, re-entry, credit recovery, day care, skill center / job corps, or now a charter school. Each will succeed because it is doing

the right things for kids – each will fail if they do not. If you know of a success, let us know. We need to highlight these successful programs at our conferences and region meetings so others can copy the model. It is time to re-focus our attention from "doing things right" to "doing the right things." It is time to re-focus on meeting the needs of our students – when we do; the other "stuff" will take care of itself.

---

***We must not forget the reason we are doing all of this – the students and their needs.***

---



Teacher of the Year Kyle Liberty (left), receives her award from Cherie Exner



## Congratulations to Award Winners

### SECONDARY EDUCATOR OF THE YEAR:

**Kyle Sonnabend Liberty**  
P.R.I.D.E. High School  
Sunnyside, Wa.

### FRIEND OF ALTERNATIVE EDUCATION:

**Dr. Roger Barnhart**  
Volunteer at: OPTIONS H.S.  
Bellingham, WA.

### SPECIAL RECOGNITION:

**Martin Mueller**  
Director of Teaching/Learning, OSPI

## WALA Board Election Winners

Many thanks and a warm welcome to all the newly elected officers of the WALA Board. Their term will begin in September.

President Elect:

**Darlene Quayle**

Secretary/Treasurer:

**Cherie Exner**

Region I Rep:

**Rob Slater (reelected)**

Region II Rep:

**Jane Andrews**

Region III Rep:

**Randy Hill (reelected)**

**Bonnie Jump (newly appointed)**

Region IV Rep:

**Marilyn Boerke**

Region V Rep:

**Mary Ann Campo (newly appointed)**

Region VI Rep:

**Gary Jensen**

## How Do Charter Schools Fit In?

by Jim Sparks, President-Elect

Well it has finally happened: Washington has become the 42<sup>nd</sup> state to adopt some form of charter school legislation. Like many educators and non-educators, I have deep concerns on the long term effect this will have on public education and teachers' unions. With that said, the charter school movement is here to stay for quite awhile.

As the state organization for alternative education, charter schools raise some interesting questions for WALA. Is a charter school an alternative school? Do we allow charter schools, and their employees to become members of our association? Do we get involved in the establishing of charter schools? Do we do anything? I am sure that we can think of many more.

During our last executive board meeting at the Spring Conference, it was pointed out by Cherie Exner, our resident WALA historian, that we had the same arguments over Parent Partner Programs. Although we continue to have healthy differences of opinion, I think we can agree that the inclusion of Parent Partner Programs has benefited those programs and WALA. Currently, Parent Partner Programs make up one-third of our membership.

Charter schools are an educational alternative. Charter school groups are proponents of small schools, and of doing things differently. So are we. It does not matter if we are an alternative school, a Parent Partner program, contract studies, re-entry, credit recovery, day care, skill center/job corps, or now a charter school. We represent alternatives in education.

If we want to continue to be at the forefront of educational alternatives, I believe we cannot shut out another alternative. This is not an official WALA position. For that, we need more input; as members of WALA, it is important for your board to know what you are thinking. Please e-mail your thoughts and opinions to [jimsparks3098@msn.com](mailto:jimsparks3098@msn.com), or by regular mail to: Ford Middle School, 1602 104<sup>th</sup> ST. E., Tacoma, WA 98445.

## A Practical Look at Math WASL Scores And Ways to Improve Them, Part 2 of 2

by James Slosson

**Piece A (Problems 1 & 2) — Change the curriculum. Expand it to include some geometry, probability, graphing, charting, pattern recognition, simple algebra and other concepts that will be tested on the WASL. Include instruction on decimals, percentages, and fractions. Accept and recognize that students struggle with math. It doesn't do any good to tell them they would be successful if they just worked harder; they know that isn't true. Intentionally teach them ways to deal with their lack of inherent math aptitude. Teach them to quickly make their own times tables on blank paper so they can use them on tests. Encourage them to do their finger counting on top of the table so they can be faster and more accurate. Teach them to use tricks and mnemonic devices.**

**Add activity components** so that students work to solve real problems in measuring, volume, area, estimating and calculation. Use assignments that mirror the WASL. Ask them to generate data, make a table, create a graph, and draw a conclusion. Ask them to write a complete sentence to explain their answer.

**Include dispersed drill and practice** on basic operations. Continue to add new skills and continue to practice all skills all year long. Recognize that students will never find math to be easy and let them use whatever shortcuts necessary—except **No Calculators** unless the numbers involved are so large or small as to necessitate a calculator. If you need to simply assignment problems so the concepts can be mastered with paper and pencil calculations that mirror the test.

**Emphasize estimating and multiplication/division by factors of ten.** Create assignments that ask students to guess the numbers involved and decide if answers are reasonable before they even begin calculating.



# Classroom Curriculum



*Jim Sparks crowns Cathy Hammerberg*

**Piece B (Problem 3) — Change the style of instruction.** Deemphasize direct instruction. These students are not listening and they will not let you know that they do not understand. In addition most first quartile students will not read detailed instructions. Use short bursts of instruction with short written instructions and lot of examples. Put the students to work quickly.

Since students will talk and socialize no matter what you do, try to get them talking about math. Let them work in pairs or teams and help each other while preventing straight across copying. Increase in-class work and eliminate or decrease homework (except as a reward). Provide (require) opportunities after school to work in teams or make up work.

Minimize your own concerns about scope and sequence. It is far more important that these students learn a few things well than everything poorly (or not at all). Realistically most of these students aren't going to finish the whole high school math sequence anyway so let your pacing be directed by their accomplishments (keeping them in the zone of proximal development) rather than the calendar and chapter headings. Don't be afraid to jump around. It is only after we fully master a subject that we begin to see the beauty and logic of the sequence—that is usually not how we learned ourselves.

**Piece C (Problem 3 & 4) –Change the grading and credit systems is the first and most important change:** Give credit only for complete, quality work. Adopt an expectation that students complete every problem of every assignment every day. If it isn't right, they will need to fix it. This will require the teacher to accept late work and re-grade work until it is complete and correct.\* This is unusual, but a management system can be created to solve the problem. This is an especially important requirement for labs and activities.

Students should not be allowed to take the tests until they have proved they are ready. When they do take the test, the lowest passing grade should be in the

95 – 100% range. If they need to correct the test, or redo sections, allow them do that. Students only receive credit when they have completed all of the quality work assigned to earn credit even if they have to carry it over to the next semester. This will require whole new ways of thinking for the teacher who will have to manage correcting months old assignments, but it prevents the easy out of a low grade for low quality or incomplete work. You may need to develop a partial credit system to tidy up the loose ends when the year is over.

Do not hand back correctly completed assignments, labs, or tests. They will be copied without the copier achieving any understanding.

Students will not like these changes. They are comfortable with the status quo. They believe that they have a moral and statutory right to do low quality work.

\*You can create “micro-accommodations for special needs students. They will get accommodations they never even see and never diminishes their status with their peers.

**Piece D (Problem 4 & 5) – Intentionally change the relationships within the class.** Set the expectation for behavior at the level of “highly employable young adults.” You will have to spend time building relationships with the students and among the students. You will have to expect “please” and “thank you” as minimum behaviors. You will have to demand that your students treat you as they would their supervisor in the work place. You are not their friend. You are their friendly supervisor. They are the workers. The product they produce is skill and knowledge about math (and life). They need to work hard every day.

Like all workplaces your classroom should be safe—emotionally safe as well as physically safe. It needs to be okay to look at a times table or count on your fingers without being embarrassed or teased.

**What results can you expect?** When you make the four system changes together, you can expect dramatic improvement. In the first year we created this system-wide change in the General Math class we went from 0% passing the WASL to 22% passing. Another 22% scored “2.”

**Could anybody do this?** In the pilot program the (me) teacher had been out of the classroom for eleven years and never taught math before. We think we do even better next year. Under the right conditions (a two-year program with a looping model) we think we could probably get about half of these General Math students over the WASL bar.

Author's note: After spending two years, writing the curriculum and planning the class, I retired so I could pilot it myself. In order to have a large test group, the pilot class was conducted at a large suburban/rural high school. Rest assured, I spent nine years in alternative high schools, and these were the students you were going to see eventually.

More information is available at [techmathlab.net](http://techmathlab.net) or e-mail [jslosson@aol.com](mailto:jslosson@aol.com).



*“Helen” by Jonathan Purdy  
Category: Pen, Pencil, Ink*

**WALA**  
**P.O. Box 4596**  
**Bremerton, WA 98312-0403**

NON-PROFIT ORG  
U.S. POSTAGE  
**PAID**  
Rene's  
Mailings, Inc.

---

## WALA Board Contacts

### President:

Cathy Hammerberg (509) 877-6138  
[chammerberg@nwinfo.net](mailto:chammerberg@nwinfo.net)

### President-Elect:

Jim Sparks (253) 537-0211  
[jimsparks3098@msn.com](mailto:jimsparks3098@msn.com)

### Past President:

Andy Wheeler (360) 855-3534  
[awheeler@sbsd.k12.wa.us](mailto:awheeler@sbsd.k12.wa.us)

### Sec/Treasurer:

Darlene Quayle (360) 379-4251  
[dequayle@olympen.com](mailto:dequayle@olympen.com)

### Region I:

Steve Hoffman (360) 647-6871  
[shoffman@bham.wednet.edu](mailto:shoffman@bham.wednet.edu)

Rob Slater (360) 383-9344  
[rslater@ferndale.wednet.edu](mailto:rslater@ferndale.wednet.edu)

### Region II:

Cherie Exner (253) 537-0211  
[Cherie\\_Exner@fp.k12.wa.us](mailto:Cherie_Exner@fp.k12.wa.us) Ext. 2415

Martha Daman (425) 836-8348  
[madman@lkwash.wednet.edu](mailto:madman@lkwash.wednet.edu)

### Region III:

Randy Hill (360) 582-3400  
[rhill@orca.esd114.wednet.edu](mailto:rhill@orca.esd114.wednet.edu)

Bonnie Jump (360) 538-8210  
[bjump@hoquiam.k12.wa.us](mailto:bjump@hoquiam.k12.wa.us)

### Region IV:

Maureen Harkcom (360) 748-2163  
[mharkcom@centralia.wednet.edu](mailto:mharkcom@centralia.wednet.edu)

Tom Hays (360) 904-7824  
[tom.hays@washougal.k12.wa.us](mailto:tom.hays@washougal.k12.wa.us)

### Region V:

Mark Brundage (509) 682-4061  
[brumm@lchelan.org](mailto:brumm@lchelan.org)

Mary Ann Campo (509) 354-6460  
[maryca@spokaneschools.org](mailto:maryca@spokaneschools.org)

### Region VI:

Mike Carlson (509) 942-2595  
[carlsonmik@hotmail.com](mailto:carlsonmik@hotmail.com)

Allan Korvola (509) 786-2527  
[akorvola@bentonrea.com](mailto:akorvola@bentonrea.com)

### Admin Rep:

Terry Smith (509) 877-3138  
[TerryS@wapato.k12.wa.us](mailto:TerryS@wapato.k12.wa.us)

### Parent Partner:

Marianna Hanefeld (425) 702-3331  
[mhanefeld@lkwash.wednet.edu](mailto:mhanefeld@lkwash.wednet.edu)

### Grants and Scholarships:

Billie Needham (360) 879-1218  
[billie\\_needham@eatonville.wednet.edu](mailto:billie_needham@eatonville.wednet.edu)

### Legislative Rep:

MaryAnn Campo (509) 354-6470  
[maryca@spokaneschools.org](mailto:maryca@spokaneschools.org)

### Exec. Director:

Lile Holland (800) 455-WALA  
[walakids@gte.net](mailto:walakids@gte.net)

### Conference Coordinator:

Gary Babcock (509) 836-8407  
[babcockg@sunnyside.wednet.edu](mailto:babcockg@sunnyside.wednet.edu)

### Newsletter:

Jim Sparks (253) 537-0211  
[jimsparks@3098@msn.com](mailto:jimsparks@3098@msn.com)

## Calendar Update

**APR 16**, Secondary Scholarship Applications due

**APR 17**, Executive Committee Meeting, Tri-Transition, Tacoma

**APR 24**, Spring Mini-Conference, Stanton Academy, Yakima. Presentation by Stanton Academy staff and keynote by Randal Town, Federal Drug Free Schools Project

**MAY 8**, Full Board Meeting, Best Western, Snoqualmie Pass, 9-3

**MAY 27**, Friendship Games, Shoreline Stadium, hosted by Shorewood High School; for more info, contact Chris Allen: [chris.allen@shorelineschools.org](mailto:chris.allen@shorelineschools.org).

---

### Volume 15, Number 4

A quarterly newsletter of WALA, a not-for-profit organization.

Editor: Jim Sparks  
(253) 535-0211

[jimsparks3098@msn.com](mailto:jimsparks3098@msn.com)

Production Editor: Isabel Gates  
(360) 638-0240

[gatesi@silverlink.net](mailto:gatesi@silverlink.net)