

**Kosrae State
Department of Education**

**Strategic Plan
2008—2012**



Developed by the Kosrae Department of Education
With support of the
Pacific Regional Initiatives for the Deliver of Basic Education
(PRIDE)

March 2008

Governor's Message

It is indeed my pleasure to congratulate the Kosrae Department of Education for the recent development of its Education Strategic Plan for 2008=2012. The Plan will now serve as the vehicle through which improvement efforts will be made to bring about positive changes for the betterment of our education system. With this new Education Strategic Plan, I am confident that the Department of Education will chart its course properly for the next 5 years so that improvements can be achieved annually with regards to student achievement and teacher performance.

I am sure that all of us believe in the fact that Education is the key to any development in a society, whether it is social, political, or economic development. With an educated community we will have people who will be able to implement the goals and objectives of the state to promote the well-being of our people and our island.

My office will stand ready to provide assistance and support to the implementation of the Education Strategic Plan in any way that we are capable of. While our resources in the government may not be sufficient at this time, I will, nevertheless, work with the Director of the Department of Education and the staff to seek for ways and resources to help with the implementation of the activities in the plan so that our improvement efforts will continue to produce positive results in the school system and most importantly the performance of our school children and teachers.

Once again, I would like to offer my congratulations to the Director of Education and the staff for the development of the Kosrae Department of Education Strategic Plan. I would also like to recognize the PRIDE Project, the Forum Secretariat, and the donor countries; the European Union and New Zealand Aid for their financial and technical supports.

Finally, I would like to call on all parents, students, community and state leaders to join hands with our department of education staff in implementing this Education Strategic Plan so that our goals and objectives can be realized.

Robert James Weilbacher
Governor, Kosrae State

Director's Message

I am delighted to acknowledge the completion of the Kosrae Department of Education Strategic Plan for 2008-2012. The plan will serve as a document to guide the department in its efforts to bring change and improvement to the operation of our school system through goals and strategies that are aimed at improving our educational services and thereby improving the performance of our students. I am confident that when we implement the plan effectively we will realize changes that will result in the improvement of our student achievement.

I would like to recognize the hard work and dedication that have been put into the development of this plan. I recognize the contribution of the PRIDE Project for the funding support and technical assistance that it provided to make the development of this plan possible. As the PRIDE Project is an activity of the Forum Secretariat funded by external donors, I would like to offer my most sincere appreciation and **Kulo Ma Lulap** to the two primary donors; the European Union and the New Zealand Aid.

I also recognize Mr. Jimmy Hicks from the College of Micronesia-FSM for providing consultancy and technical assistance and training to the department staff and the education stakeholders in order that the development of this plan could be completed. Similarly, I would like to thank the Education Strategic Plan steering committee and the department staff for actively participating in the consultation sessions and workshops to help with the development of the plan. Finally, I would like to recognize the contributions and participation of the education stakeholders for taking precious time from their busy schedules to participate in the plan development process.

Now that the plan is in place, I would like to encourage all education staff, parents, community leaders, students, and government leaders to put our hands together and try to implement the plan so that together we will realize positive changes in the performance of our school system and most importantly, the performance of our school children.



Mr. Paul Hadik
Director of Education, Kosrae State

Acknowledgement

The Kosrae Department of Education is indebted to many individuals and programs that provided their supports and contributions to make the development of the Kosrae Department of Education Strategic Plan for 2008-2012. The funding support was provided by the European Union and the New Zealand Aid through the PRIDE project. The consultancy and technical support and training were provided by Mr. Jimmy Hicks from the College of Micronesia. The support and guidance of the Director of Education, Mr. Paul Hadik kept the development process going smoothly. The stakeholders recognized below sacrificed their precious time to collaborate and provided their inputs to help complete the Plan. The department is offering our most sincere gratitude to all the contributors.

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Department of Economic Affairs:	Director Steven George, Mr. Remos Livaie, Mr. Robert Sigrah
Office of Community Affairs:	Mr. Bell Tosie
Department of Health Services:	Mr. Jacob Ned
College of Micronesia-FSM:	Director Kalwin Kephas, Mr. Nena Mike, Rev. Willer Benjamin Director Morgan Jonas (Upward Bound Program)
Community Leaders:	Mayor Alik Livaie (Utwe), Mayor Widmer Sigrah (Lelu) Mayor Johnson Taulung (Tafunsak), Mayor Maheta Kilafwasru (Malem)
Parents Reps:	Mr. Telsin Kephas, Mr. Kun Jack, Mr. Anton Jonah, Mr. Nena S. Nena Mr. Nena Tolenna, Mr. Bob Tilfas
PREL Service Center:	Mr. Winton Clarence, Mrs. Monalisa
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Student Services Coordinator:	Mr. Alokoa Joab
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Introduction

Background to Kosrae and Its Education System

Kosrae State¹ is a small island developing state in the Northwestern Pacific. Kosrae has a land area of 42 square miles with a population of approximately 8,000 with two-thirds of the population under 30 years of age.

Vast body of water separates Kosrae from the rest of the Pacific Islands. It is situated southwest of the Pacific approximately 2500 nautical miles southwest of Honolulu and 1500 nautical miles east of Guam. The closest suburban islands to Kosrae are Pohnpei, the capital of the Federated States of Micronesia, which is 360 miles northwest of Kosrae, and Kwajalein, which is 350 miles northeast. Figure 1 & 2 shows Kosrae Island and its location in the FSM and the Pacific.

Kosrae can only be accessed by three Continental Airlines flights going east and three flights going west each week. Surface transportation is via freighter ships that service the island every two weeks. Communication facilities and Internet access available at the central Offices and some schools, however, bandwidth is limited and connectivity costs are very high.

Since World War II, Kosrae has been running a US model school system. Currently the school system runs an instructional schedule that begins at 8:00 am and ends at 1:30 pm – Monday through Friday. One hundred percent of the time has been designated for direct instruction on academic and vocational skill development.

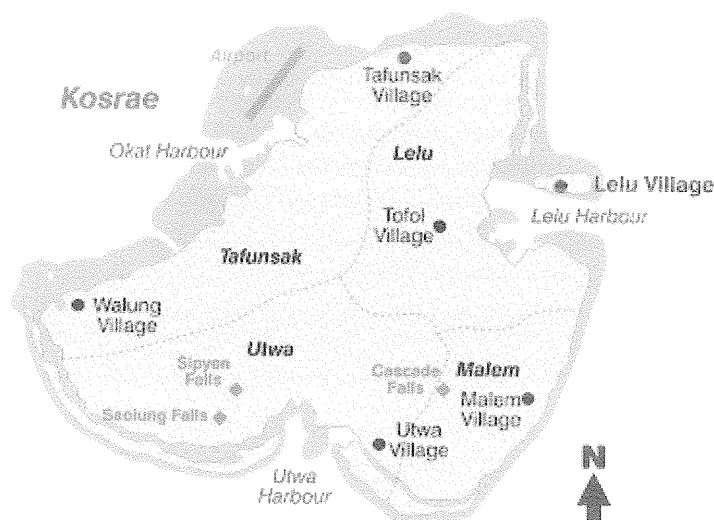


Figure 1 Map of Kosrae Island

¹ Kosrae State along with its three sister states (Chuuk, Pohnpei and Yap) compose the Federated States of Micronesia (FSM).

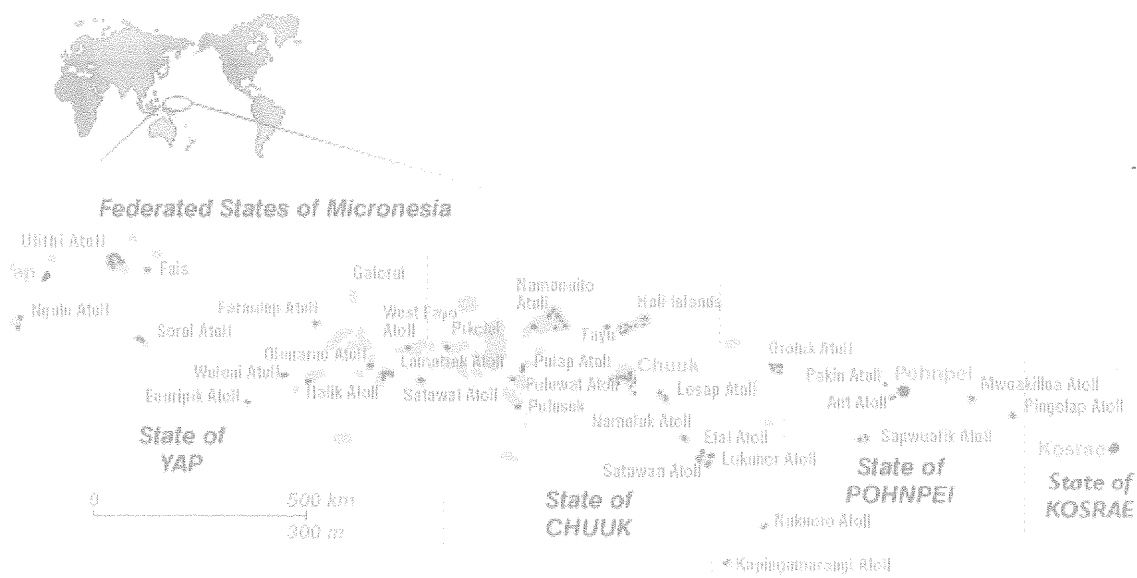


Figure 2 Map of the Federated States of Micronesia and Its Location

Purpose of the Strategic Plan

This strategic plan is designed to set a framework for decision making and resource allocation (human and financial) for improving student learning and achievement over the period 2008 – 2012. The plan sets the purpose and approach to education through its missions and values and establishes priorities for the education system through its strategic goals, objectives and major strategies. Education indicators are provided to assist in tracking plan implementation and progress.

To assist with development of this strategic plan the Kosrae State Department of Education and Pacific Regional Initiatives for the Delivery of basic Education (PRIDE) hosted a Stakeholder Workshop on December 5 – 7, at the Awane Restaurant in Tofol, Kosrae. The workshop was designed to allow all elements of the education system and key stakeholders to develop a shared understanding of the status of the education system and set priorities that will lead to improved student learning and achievement. The results of that workshop provided the critical decisions for the development of this strategic plan. The report of the Stakeholder Workshop and its supporting documents should be considered an integral part of this strategic plan.

A follow up workshop for actual writing of the Kosrae Education System Strategic Plan was held from February 19 – 22, 2008 also at the Awane Restaurant in Tofol, Kosrae. Building on the discussions, findings and recommendations of the Stakeholder Workshop, the strategic plan mission, objectives and strategies were developed and discussions held regarding education indicators and the initial year's implementation plan.

Mission and Values of the Strategic Plan

The mission and values of the Kosrae Education are designed to provide the purpose and approach for improvement of education. Kosrae sees its education system as comprising all elements of the community in addition to the actual teachers and staff of the Department of Education.

Mission

To provide a student-centered education system² that develops the skills, knowledge and values of the youth and young adults of Kosrae to become responsible, productive and life-long learners and be competitive locally and globally.

Values

Honesty

We value honesty in our work and our willingness to face the current situation and recognize the factors that contribute.

Accountability and Responsibility

We are accountable and responsible both as individuals and as an education system for improving student learning and achievement.

Respect

We respect each other, our traditions and cultures and our land and oceans environments and will work in harmony to achieve our goals.

Collaboration

We live in a society where collaboration is the norm and will exhibit the same qualities in our work environment.

Learning Centered

We focus on our students and provide quality instruction and services that promote student learning and achievement.

Factors Affecting the Kosrae Education System

Student Enrollment

The Kosrae Education System saw a decline in overall enrollment in SY 06-07 of approximately 200 students. While there are suggestions that the decline may be resulting from outmigration, there is no hard data to support this conclusion at this time. Additionally information is needed to know if this is a long term trend or a short term

² The Education System is composed of the Kosrae Department of Education, parents and communities, the Kosrae Campus of the College of Micronesia – FSM and other key stakeholders in educating the children of Kosrae.

issue. Population projection data from the FSM Office of Statistics indicate the trend may be long term.

Table 1 Enrollment by Level SY 05-06 to SY 07-08

Kosrae Enrollment by Levels

School Year	SY 05-06	SY 06-07	SY 07-08
Elementary	1906	1959	1818
Secondary	576	580	529
SMD	27	27	23
Private	56	60	61
Total	2565	2626	2431

The following graph shows that the decline is being experienced at both elementary and secondary level. There is a very slight increase at the only private school on the island.

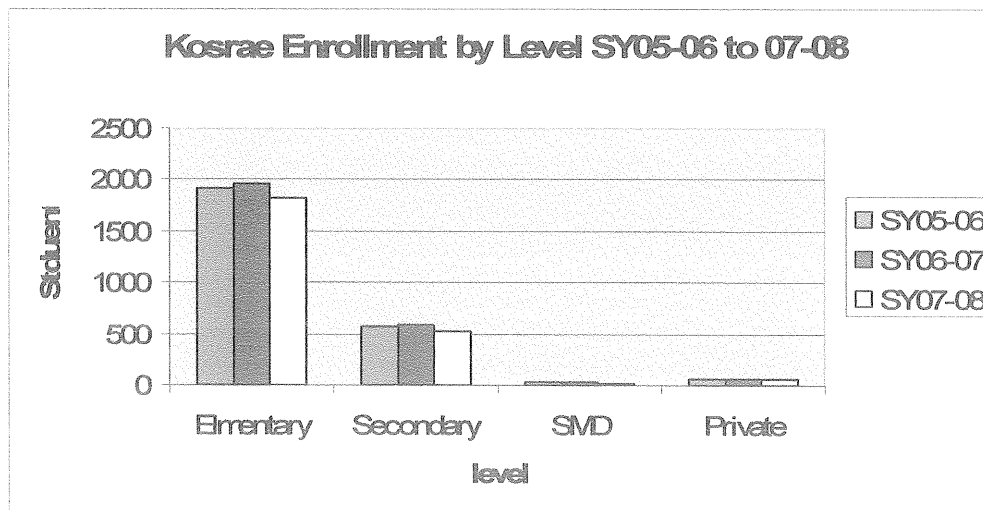


Figure 3 Enrollment by Level SY05-06 to 07-08

Looking at the same data in the following table and graph but by school shows a decline at all public schools except Sansrik Elementary School.

Table 2 Enrollment by School SY 05-06 to SY 07-08

Kosrae Enrollment by Schools

SY	SY 05-06	SY 06-07	SY 07-08
LES	507	530	478
TES	504	512	467
MES	363	349	332
UES	275	281	269
SES	163	169	176
WES	74	81	71
Etc	20	37	25
KHS	576	580	529
SMD	27	27	23

SDA	56	60	61
Total	2565	2626	2431

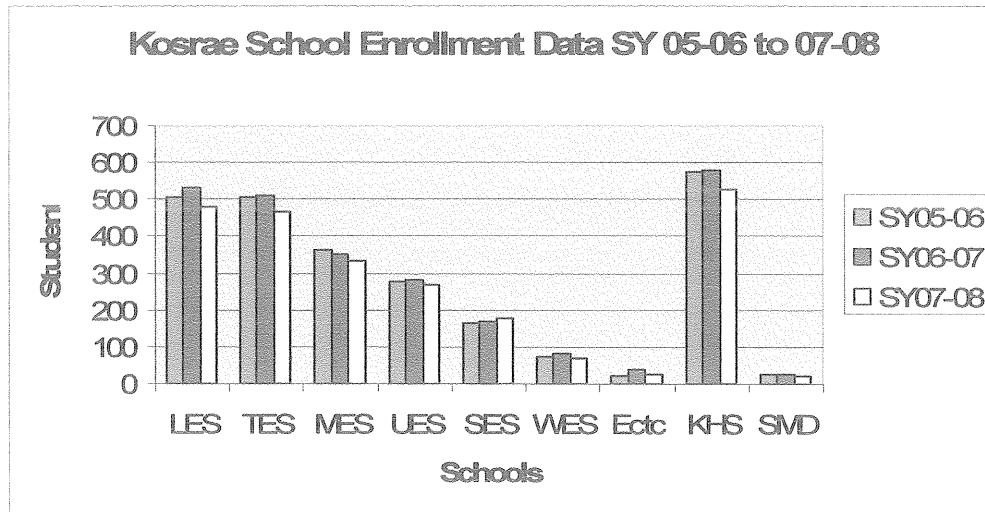


Figure 4 School Enrollment Data SY 05-06 to 07-08

The following tables show the distribution of students by grade level based on FY 06-07 figures.

Table 3 Elementary Enrollment SY 06-07 by Grade & Gender

	EC	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	TTL
Male	119	88	81	89	86	75	86	107	92	92	915
Female	116	99	102	101	98	68	75	73	82	89	903
TOTAL	235	187	183	190	184	143	161	180	174	181	1818

Table 4 Secondary Enrollment SY 07-08 by Grade & Gender

KHS	10th	11th	12th
Male	134	73	91
Female	96	67	68
Total	230	140	159

It needs to be noted that the ratio of male to female increases at the secondary level. Overall 56% of students at the secondary level are males. There does appear to be a trend where per cent of females are reduced as higher grade levels are obtained.

Student enrollment will need to be closely monitoring in future years. KDOE should, in cooperation with the state statistics office and the national immigration office, monitor changes in both school enrollment and state population figures including distribution by age group.

Teacher Profile

Teacher degree data is straight forward. Eight seven per cent of teachers have an AA/AS degree with approximately 6% having no degree and 6.5% having a BA/BS degree.

Table 5 Teacher Degree Status SY 06-07
Teacher Degree Status SY 06-07

No degree	12	6.0%
AA/AS degree	174	87.4%
BA/BS	13	6.5%
Total	199	100.0%

A major piece of missing data is the major of the degree linked to the area being taught.

The following table shows the breakdown of teachers by program and school. Approximately 25% of teachers are either special education or early childhood.

Table 6 Teachers by School & Program SY 06-07
Teachers by Program and School SY 06-07

Schools	Total	Regular	Special Ed	ECE
KHS	41	37	4	0
ECTC	3	0	0	3
SMD	9	0	9	0
UES	23	18	3	2
MES	26	19	3	4
SES	13	10	1	3
TES	34	27	3	4
WES	11	9	1	1
LES	35	27	3	5
Total	195	147	27	22
Per cent	100.0%	75.4%	13.8%	11.3%

Student teacher ratios are very good in Kosrae. The following table shows the ratios of total teachers divided by total school enrollment. The student teacher ratios should allow significant amount of teacher interaction with small groups or individual students.

Table 7 Student Teacher Ratios SY 06-07
Student to Teacher Ratio

School	Teacher	Student	T/S Ratio
LES	35	478	13.7
TES	34	467	13.7
MES	26	332	12.8
UES	23	269	11.7
SES	13	176	13.5
WES	11	71	6.5
ECTC	3	25	8.3

SMD	9	23	2.6
KHS	41	529	12.9
Total	195	2370	12.2
SDA	4	61	15.3
Total	199	2431	12.2

Student Learning and Achievement

Student assessment data from the Kosrae Department of Education, FSM National Division of Education and College of Micronesia – FSM indicate that on average students are not performing at desired levels. However, there is extensive assessment data that allows identification of student and system strengths and weaknesses and setting of improvement goals for the education system and individual schools and grade clusters.

Details of student learning and achievement are provided in the Stakeholder Workshop Report.

Political Environment

Kosrae, along with its sister states of Chuuk, Pohnpei and Yap, comprise the Federated States of Micronesia (FSM). The FSM national capital is located in Pohnpei State.

The FSM has entered into a Compact of Free Association with the United States of American. The Compact sets forth a unique relationship between the FSM and the United States where financial and other assistance is made in exchange for certain defense related concerns. The Compact offers free access to the United States by FSM citizens for education or employment purposes. FSM citizens may also join the U.S. military.

The vast majority (98+%) of funding for the education system in the FSM and in Kosrae state comes Compact sources. The Joint Economic Management Committee (JEMCO) composed of 3 U.S. and 2 FSM members make final decisions on the use of Compact funds.

Language

Kosraean and English are the official languages of Kosrae State. Kosarean is the language of the home while English is the primary means of communication among the citizens of the different states in the FSM and the language of government and business. However, less than two percent of students speak English as their first language. While Kosraean part of the general Proto-Austronesian language structures it is spoken nowhere else in the world. There is a strong desire to preserve and strengthen Kosraean language and culture.

Implementing the Plan

To implement its strategic plan, the Kosrae Education System is committed to:

- Wide dissemination and education on the plan to the education community, students, parents, community and other key stakeholders.
- Development of yearly system priorities and implementation plans at system, division and schools.
- Commitment to continuous improvement of all aspects of the education system and its interaction with parents, community and other key stakeholders.
- Reporting on plan status and accomplishments on a quarterly and an annual basis.
- Linking planning, resource allocation (human and finances) and assessment.
- Assessing and evaluating the strategic plan and the education system.
- Providing quality³ in all aspects of the education system.
- Developing understanding and capacity to guide and sustain change.

Specific recommendations and strategies for implementing the strategic plan are included in Appendix B.

Strategic Goals, Objectives, Strategies and Indicators

To assist in achieving our mission the following strategic goals, objectives and strategies provide direction to the education system over the next five years. The strategic goals, objectives and strategies will be reviewed and updated yearly. The education indicators allow us to monitor the condition of education, set improvement goals and determine if we are making adequate progress in improving student learning and achievement.

Strategic Goal 1: Enhance quality of teachers and support staff to promote student learning and achievement

Strategic Goal 2: Increase Parent/Community Involvement

Strategic Goal 3: Provide for Testing and Program Evaluation

Strategic Goal 4: Promote Continuous Improvement of the School System

Strategic Goal 5: Enhance Instructional and Curriculum

Strategic Goal 6: Provide Appropriate Learning Environments and Facilities

³ See appendix A for a “Framework of Delivery Quality in Education Systems” from the Harvard Graduate School of Education for an overview of how the elements of the education system link together to provide quality in an education system.

Strategic Goal 1: Enhance quality of teachers and support staff to promote student learning and achievement

Objectives	Strategies	Indicators
1.1: By year 2012, 20% of all teachers obtain BA/BS degree with a major in Education or core subject area he/she is teaching.	<p>1.1.1 Establish a professional development program for increasing the number of instructional staff possessing BA/BS degrees</p> <p>1.1.1a: Establish Individual degrees plans for instructional staff with prioritization on those closest to obtaining a BA/BS degree</p> <p>1.1.1b: Continue to provide technical and financial support for teachers seeking higher degrees with negotiated Memorandum of Agreements regarding years of service requirements based on level of technical and financial support</p> <p>1.1.1c: Explore and expand pathways for instructional staff to obtain BA/BS degrees through site based and Internet options</p> <p>1.1.1d: Improve regional and international internet connectivity in Kosrae to support information technology in schools and accessibility to teachers to attain online BA/BS degrees</p> <p>1.1.1e: Seek assistance from World Teach and other volunteer and support programs to accelerate obtainment and enhancement of instructional staff capacity and degree level</p>	<ul style="list-style-type: none"> ■ % of teachers by degrees (criteria 8 teachers obtain BA/BS degrees each year) ■ % of teachers teaching in major are of study ■ % of teachers actively seeking higher degrees ■ % of teachers participating in in-service training ■ % of staff participating in in-service training ■ % of instructional staff showing improvement based on classroom observations (rubric) ■ Recognition and incentive awards ■ Increased number of teachers with BA degrees. ■ Increased number of teachers teaching with education majors. ■ Increased number of teachers seeking higher degrees. ■ Increased number of teachers participating in in-service training each year. ■ Increased number of
1.2: Establish rigorous in-service training for instructional and support staff and induction programs to new teachers	<p>1.2.1: Develop and implement a rigorous in-service training program for instructional and support staff</p> <p>1.2.1a: The in-service training for instructional staff should include, but not limited to:</p> <p>1.2.1a1: Improving course contents and teaching methodology for specialized core courses</p> <p>1.2.1a2: Enhance classroom instructional delivery with focus on active, cooperative and collaborative learning strategies</p> <p>1.2.1a3: Provide for periodical performance monitoring, evaluation and follow-ups</p> <p>1.2.1a4: Provide for recognitions of progressive teaching including considerations for salary increase, certificates,</p>	<ul style="list-style-type: none"> ■ Increased number of

Objectives	Strategies	Indicators
	<p>and publications</p> <p>1.2.1a5: Focus on students and learning</p> <p>1.2.1a6: Enhance capacity of the education system to support the strengthening of the Kosraean language and culture</p> <p>1.2.1a7: Develops the capacity of instructional staff to provide high quality instruction in Kosraean.</p> <p>1.2.1a8: Develops the capacity of instructional staff to provide high quality instruction in English as a second or foreign language.</p> <p>1.2.1b: Focuses in-service training program for support staff on supporting instructional staff and improving student learning and achievement</p> <p>1.2.1c: Establishes an In-service Training Task Force that directly reports to the State Director of Education</p> <p>1.2.1.b1: Represents all components of the education system</p> <p>1.2.1.b2: Sets criteria for selection and prioritization of training and participants</p> <p>1.2.1.b3: Provides for periodic reporting on the status of in-service training and impact on student learning and achievement to all stakeholders</p> <p>1.2.2d: Develop and implement an induction program for new instructional staff</p> <p>1.2.2d1: Provides and understanding of standards and curriculum</p> <p>1.2.2d2: Introduces appropriate instructional techniques through the Kosrae Teach Program</p> <p>1.2.2d3: Establishes a mentor and monitoring/support program for up to two years</p> <p>1.2.2e: Enhance department database to include:</p> <p>1.2.2e1: Education background of all instructional and</p>	<p>teachers performing well on improvement-based classroom observations.</p> <p>Teachers completing training are awarded each year.</p> <p>Parents and community make one award ceremony for high performing students per year.</p>

Objectives	Strategies	Indicators
	<p>support staff</p> <p>1.2.2e2: In-service training received</p> <p>1.2.2e3: Observation criteria</p> <p>1.2.2e4: NSTT and other standardized testing data</p> <p>1.2.2e5: Awards and reorganization received</p> <p>1.2.2e6: Student learning and achievement data</p> <p>1.2.2f: Maximizes resources available to the department for training:</p> <p>1.2.2f1: Continual increases capacity of the department to provide quality training</p> <p>1.2.2f2: Works in cooperation with the Kosrae Campus of the College of Micronesia – FSM</p> <p>1.2.2g2: Makes effective use of resources such as World Teacher</p> <p>1.2.2g: Assists teachers in understanding their own learning styles and expanding their ability to promote learning through use of instructional strategies appropriate learning styles of students</p>	
1.3: Establish an incentive program for high performing teachers and staff.	<p>1.3.1: Recognize high performance for individual teachers, support staff, teacher teams (clusters), schools and principals through:</p> <p>1.3.1a: Criteria for awards to teachers should include, but not be limited to:</p> <p>1.3.1a1: Classroom performance</p> <p>1.3.1a1a: Develop observation system and observations rubric (s) for quality instruction</p> <p>1.3.1a2: Students' performance (increases in proficiency levels) in FSM National Standardized Test (NST) and other standardized tests</p> <p>1.3.1a3: Results of FSM National Standardized Test for Teachers (NSTT)</p> <p>1.3.1ba: Adherence to Code of Ethics,</p>	

Objectives	Strategies	Indicators
	<p>1.3.1b: Seek community support for establishment and funding of various award (recognition and financial) programs:</p> <p>1.3.1b1: Governor's Awards</p> <p>1.3.1b2: Speaker's Awards</p> <p>1.3.1b3: Mayor's, Municipalities and Parent Teacher Association (PTA) Awards</p> <p>1.3.1b4: School Awards</p> <p>1.3.1b5: Education System Awards</p>	
1.4 Review & enhance the state's scholarship program	<p>1.4.1: Review the state scholarship program for consideration of:</p> <p>1.4.1a: Meeting the needs of the state for economic and social development.</p> <p>1.4.1b: Increase effectiveness and efficiency of the scholarship process.</p>	

Strategic Goal 2: Increase parent/community involvement

Objectives	Strategies	Indicators
2.1: Enhance parental and community involvement in educational decision making	<p>2.1.1: Develop and implement policy regarding roles and responsibilities of parents and communities in decisions affecting local schools and the education system</p> <p>2.1.1a: Establish a working group composed of all segments of the education system to establish criteria and conditions for parental and community roles and responsibilities for education decision making prior to beginning of SY 2009 - 2010</p> <p>2.1.1a1: Develop and implement a public information campaign to support policy</p> <p>2.1.1a2: Develop and implement a continuing parent and community training program to support policy implementation including</p> <p>2.1.1a21: Roles and responsibilities of parents and communities</p> <p>2.1.1a22: Roles and responsibilities of the Department of Education</p> <p>2.1.1a23: Understanding components of student learning and achievement including child development and parent's role in developing children abilities. Knowledge and learning</p> <p>2.1.1a24: Understanding assessment and evaluation data and comparisons against FSM, regional and international peer groups</p> <p>2.1.1a25: Understanding readiness of children for participation in higher education</p> <p>2.1.1a26: Understanding impact on economic and social development of an educated population</p> <p>2.1.1a27: Incorporate training into Parent Teacher Association (PTA) meeting</p>	<ul style="list-style-type: none"> ▪ Parent – community indicators ▪ Municipal and school awards ▪ Increased number of parents in PTA meetings. ▪ Increased number of parents in Parents-Teachers conferences. ▪ More parents attend parental training. ▪ More parents visit schools to observe classes. ▪ Increased parental involvement in the decision-making process. ▪ Parents are more involved in the planning of school activities. ▪ Parents assist in ensuring that their children come to school regularly. ▪ Increased involvement of parents in the

Objectives	Strategies	Indicators
	<p>2.1.1a3: Establish parental and community involvement indicators</p> <p>2.1.1a4: Monitor and report on impact of parental and community decision making on student learning and achievement</p> <p>2.1.1a5: Consider legal requirements and organizational changes to support parent and community policy</p> <p>2.1.1a6: Enhance reporting of student learning and achievement to parents including college readiness</p> <p>2.1.2: Conduct policy evaluation of parental and community involvement every two year</p>	<p>monitoring and evaluation of teachers and principals.</p>
<p>2.2: In cooperation with local communities, establish Municipal Awards for both high performing students and parents</p>	<p>2.2.1: Develop guidelines for recognition of high performing students and effective parents and parental organizations</p> <p>2.2.1a: In cooperation with PTAs and municipality leadership establish criteria for recognition of:</p> <p>2.2.1a1: High performing students</p> <p>2.2.1a2: Actively involved parents and parental organizations</p> <p>2.2.1b: Explore legal, organizational and budgetary requirements to support PTA and municipal award programs</p>	

Strategic Goal 3: Provide for testing and program evaluation

Objectives	Strategies	Indicators
3.1: Enhance the testing and assessment program to increase support for student learning and achievement	<p>3.1.1: Provide for a wide range of testing and assessment activities to assist with determination of student, class, school and system levels of learning and achievement:</p> <p>3.1.1a: Convene a testing and assessment workshop to address:</p> <p>3.1.1a1: Review of current testing and assessment activities</p> <p>3.1.1a2: Strengths and weaknesses of each testing and assessment program administered</p> <p>3.1.1a3: Improved methods of reporting and tracking of testing and assessment information</p> <p>3.1.1a31: Reporting at student, class, grade, school and system levels</p> <p>3.1.1a32: Reporting to parents, community and stakeholders</p> <p>3.1.1a33: Tracking and reporting of progress made in student learning and achievement</p> <p>3.1.1a4: Provide training in interpretation of testing and assessment data and linking to standards and student learning and achievement</p> <p>3.1.1a5: Is based on clear, explicitly stated purposes</p> <p>3.1.1a6: Assists in linking curriculum, pedagogy and assessment</p> <p>3.1.1a7: Focuses on improvement of the education system</p> <p>3.1.1a8: Contributes to quality decision making and resource allocation</p> <p>3.1.1b: Provide training to instructional staff, principals and support staff on formative assessment at the classroom, grade and school levels</p> <p>3.1.1c: Review and revise the high school entrance test to better reflect student learning and achievement and assist with placement of students</p>	<ul style="list-style-type: none"> ■ % of students performing at grade level ■ Ratings against international peer groups ■ % of graduating students college ready ■ % of students taking developmental courses after graduation ■ % of programs rating satisfactory or above ■ % of teachers exhibiting high quality formative assessment in classrooms ■ Assessment/evaluation program training profile ■ Increased number of students performing at grade level. ■ Improved ratings of Kosraean students against international peers. ■ Increased number of students who are ready for college after high school. ■ Decreased number of students taking developmental courses

Objectives	Strategies	Indicators
<p>3.2: The Department of Education will develop and implement a program evaluation system to ensure that all elements of the department support student learning</p>	<p>3.2.1: Design an implement a program evaluation system by the beginning of SY 2008 that:</p> <p>3.2.1a: Broadly defines program to include instructional programs and administrative and student support services</p> <p>3.2.1b: Provide training to all staff in program assessment and interpretation of results</p> <p>3.2.1c: Is ongoing and not episodic</p> <p>3.2.1d: Provides a basis for improved decision making and resource allocation</p> <p>3.2.1e: Involves parents and the community in the program evaluation process</p> <p>3.2.1f: Provides monitoring and evaluation and periodic reporting on purchasing, recruitment and facilities construction and maintenance</p> <p>3.2.1g: Enhances teacher observation programs and reporting on teacher performance based on quality teaching and instruction rubrics</p>	<ul style="list-style-type: none"> ▪ after graduation from high school. ▪ Increased percentage of satisfactory for program rating. ▪ Increased number of teachers exhibiting high quality formative assessment in the classroom. ▪ An assessment and evaluation program is developed for the department. ▪ Training profiles of all trained personnel are developed.

Strategic Goal 4: Promote continuous improvement of the education system

Objectives	Strategies	Indicators
4.1: Improve technology and infrastructure and provide accessibility to all levels	<p>4.1.1: Develop and implement a Technology Plan that addresses:</p> <p>4.1.1a: Standards for technology usage for the education system</p> <p>4.1.1b: Standards for assess by student, instructional staff and support staff to technology</p> <p>4.1.1c: Standards for Internet Access for students, instructional staff and support staff</p> <p>4.1.1d: Maintenance and upkeep of equipment</p> <p>4.1.1e: Continual improvement of Internet Access</p> <p>4.1.1f: Schedules replacement of equipment</p> <p>4.1.1g: Determines ICT training needs for use of technology to support learning and achievement:</p> <p>4.1.1g1: Prioritizes instructional staff training but also support principal and support staff</p> <p>4.1.1g2: Promotes parental and community understanding of the role of ICT in enhancing student learning and achievement</p> <p>4.1.1h: Provides a quality ICT base for online professional development of instructional and support staff</p> <p>4.1.1i: Seeks external support for enhancing ICT in the education system</p> <p>4.1.1j: Promotes community access to ICT</p> <p>4.1.1k: Provides pathways for ICT guided instruction and development of students</p> <p>4.1.1m: Provides for adequate staffing to support ICT needs of the education system</p> <p>4.1.1n: Promotes increased technology based interaction between students, parents, community and the education system</p>	<ul style="list-style-type: none"> ■ % of schools with Internet access ■ % of students with Internet access ■ % of schools with computer access ■ % of students with computer access ■ % of communities having access to ICT ■ % of ICT technology less than 4 years old ■ Ratio of ICT staff to students and schools ■ Evidence of linkage of planning, resources and assessment ■ All schools will have internet access. ■ Number of students with internet access is increased. ■ Increased number of schools with internet access. ■ Increased number of students with internet access. ■ Communities will have

<p>4.2: Link planning, resource allocation and assessment</p>	<p>4.2.1: Establish formal strategies and processes that link planning, allocation and assessment that:</p> <p>4.2.1a: Are based on formal decision making system (s) adopted by the department</p> <p>4.2.1b: Linked to established short (yearly) and long term (3 – 5 years) priorities of the education system</p> <p>4.2.1c: Are transparent and reflect consultation with parents, community and other stakeholders</p>	
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<p>4.3: Improve communications at all levels/among stakeholders including students and teachers</p>	<p>4.3.1: Develop a communications policy, processes and procedures and guidelines that:</p> <p>4.3.1a: Determines critical needs for information at all levels of the education system (students, instructional staff, principals, schools, support staff, parents and community)</p> <p>4.3.1b: Establishes timelines for both collection and dissemination of critical information in formats appropriate to the audience</p> <p>4.3.1c: Is proactive in providing critical information to all audiences</p> <p>4.3.1d: Makes effective use of existing structures such as PTA meetings, periodic parent/teacher conferences, school newsletters to enhance communications with parents and the community</p> <p>4.3.1e: Provides for periodic meetings at grade, school and system levels that focus on student learning and achievement</p> <p>4.3.1d: Is grounded in providing information on student learning and achievement</p> <p>4.3.1e: Provides understanding to parents and community of the value of education and impact on economic and social development of the state and nation</p> <p>4.3.1f: Provides clear and explicit information on the purpose and priorities of the education system and progress being made to improve student learning and achievement</p> <p>4.3.1g: Provides timelines and guidelines for reporting on student learning and achievement to students, parents and the community based on testing, assessment and program evaluation</p> <p>4.3.1h: Emphasizes formats that enhance ability of stakeholder to understanding and</p> <p>4.3.2: Conduct an Education Summit in SY 2007-2008 and periodically in future years to allow all stakeholders to review the strategic plan and reflect on the three basic planning questions:</p> <p>4.3.2a: Where are we? (What information do we have on the current status of student learning and achievement and quality of instructional staff, support staff, facilities, ICT, etc)</p> <p>4.3.2b: Where are we going? (What is our mission, what are our priorities?)</p> <p>4.3.2c: How do we get there? (What are our strategies to reach our mission, goals and objectives?)</p>	
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4.4: Establish a code of ethics for the department	<p>4.4.1: Develop a code of ethics for the education system that:</p> <p>4.4.1a: Is developed in cooperation and collaboration with all elements of the education system</p> <p>4.4.1b: Is transparent</p> <p>4.4.1c: Is monitored and reported on periodically</p>	
4.5: Enhance the Education Management Information System (EMIS)	<p>4.5.1: Review and revise as necessary the EMIS program to provide:</p> <p>4.5.1a: Timely understanding of the status of the education system</p> <p>4.5.1b: Provides ready access to student, school and system information and information</p> <p>4.5.1c: Provides a basis for quality discussion and decision making</p> <p>4.5.1d: Brings together student assessment and testing data, program evaluation information, monitoring reports and other elements of a quality school system (see appendix a: Framework for delivering quality in education systems</p>	

Strategic Goal 5: Enhance instruction and curriculum

Objectives	Strategies	Indicators
5.1 Provide learning-centeredness in all classroom instructions and other instructional settings	<p>5.1.1: Move the education system to being a learning centered organization by:</p> <p>5.1.1a: Providing information on differences between teaching and learning centered instruction and assessment (see appendix c)</p> <p>5.1.1b: Promotes tutoring, acceleration and intervention programs,</p> <p>5.1.1c: Teachers use a wide range instructional strategies (active, cooperative, collaborative and differentiated learning strategies) that promote student learning and achievement</p>	<ul style="list-style-type: none"> • Annual review of the education system as being learning-centered • Profile of instructional strategies used in classroom • Curriculum reflects active, cooperative, collaborative and differentiated learning • Education system is

<p>5.2: Revisit and revise curriculum to include active, cooperative, collaborative and differentiated learning</p>	<p>5.2.1: Review and revise curriculum and instructional programs to:</p> <ul style="list-style-type: none"> 5.2.1a: Promote learning centered instructional and support programs 5.2.1b: Response to the diverse needs and learning styles of students 5.2.1c: Ensures articulation and transition between critical elements of the school system <ul style="list-style-type: none"> 5.2.1c1: Early Childhood Education (ECE) to 1st Grade 5.2.1c2: Transition from 9th Grade to Secondary Level 5.2.1c3: Transition from 12th grade to Post secondary 5.2.1d: Reflects an understanding of the economic, social and cultural development needs of Kosrae 5.2.1e: Incorporates active, cooperative, collaborative and differentiated learning strategies into the curriculum 5.2.1f: Enhances capacity of students to perform at the same level as their peer in other countries 5.2.1g: Is appropriate to the needs of a small island developing state <p>5.2.2: Revise the vocational curriculum.</p> <ul style="list-style-type: none"> 5.2.2a: Review and revise vocational curriculum to reflect needs of the state and nation. 5.2.2b: Review and revise vocational instructional materials to reflect active, cooperation, collaborative and differentiated learning techniques. 	
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Strategic Goal 6: Provide appropriate learning environments and facilities

Objectives	Strategies	Indicators
6.1 The Department of Education will develop and implement a facilities evaluation system to ensure that all schools meet a set standard (as appropriate for the tropical environment) before the beginning of each school year.	<p>6.1.1: Develop facilities standards that:</p> <p>6.1.1a: Promote learning centered environments</p> <p>6.1.1b: Provide for necessary support services such as computer access, science, agriculture and marine laboratories, sports and recreation facilities, adequate number of restroom and portable water supply</p> <p>6.1.1c: Are appropriate for a tropical setting</p> <p>6.1.1d: Are appropriate for a small island developing state</p> <p>6.1.1e: Identify needs for vocational facilities.</p> <p>6.1.2: Provide for facilities maintenance standards, maintenance activities and periodic monitoring and rating of school facilities</p> <p>6.1.3: Ensure that all schools meet school readiness standards at the beginning of the school year through regular maintenance activities and a school readiness monitoring and enforcement program</p>	<ul style="list-style-type: none"> • % of schools meeting school readiness standards • % of schools scoring satisfactory or higher on yearly survey • % of classrooms scoring satisfactory or higher on yearly survey • % of schools scoring satisfactory or higher on yearly survey of ICT • % of schools meeting ICT standards • % of classrooms meeting ICT standards • Profile of ICT training provided

<p>6.2: Ensure that all schools will be equipped to provide Internet access to students, staff and the communities</p>	<p>6.2.1. In conjunction with objective 4.1 establish facilities standards and upgrade plans that:</p> <p>6.2.1a: Information Communication and Technology (ICT) needs are identified and incorporated into facilities standards</p> <p>6.2.1b: High quality Internet Access is available (at a minimum meeting regional and developing countries ICT standards) to all students, instructional staff, support staff and the community</p> <p>6.2.1c: Periodic upgrading of ICT requirements is undertaken as changes in technology and instructional strategies</p> <p>6.2.1d: Adequate staffing and technical support if provided for ICT</p> <p>6.2.1e: In-service training programs and priorities reflect the needs of ICT and is in line with effective ICT instructional strategies</p> <p>6.2.1f: ICT resources are shared with the community</p>	
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Appendix

Appendix A: Framework of Delivering Quality in Education Systems

	<i>Concepts - Issues - Skill</i>
<p><i>Defining Quality</i></p> <p>Knowing what we mean by 'quality'. Knowing what quality we hope to acquire.</p>	<ul style="list-style-type: none"> • Vision. • Core values. • Goals and objectives. • Backward mapping. • Skills, knowledge, attitudes, & beliefs. • Systems dynamics. • Mental models.
<p><i>Measuring Quality</i></p> <p>Knowing systems behavior and health. Knowing management of planning.</p>	<ul style="list-style-type: none"> • Appropriate measures. • Key Performance Indicators. • Integrated data systems • Validity and reliability • Knowledge, attitudes & behavior • Relationships among elements of education system
<p><i>Organizing for Quality</i></p> <p>Knowing institutional requirements. Knowing management requirements. Knowing resources requirements.</p>	<ul style="list-style-type: none"> • Governance systems. • Institutional structures and processes. • Stakeholder analysis. • Planning, budgeting and implementation. • Quality assurance programs and incentives • Financing & resource allocation. • Accountability & accreditation. • Professional development. • Learning organizations. • Systems thinking. • Strategies of implementation
<p><i>Monitoring & Evaluating Quality</i></p> <p>Knowing "current status". Knowing the culture of making decisions based on data and information.</p>	<ul style="list-style-type: none"> • Benchmarking. • Education Management Information Systems (EMIS). • Development of educational indicators • Models of policy impact (or effect). • Feedback systems. • Assessment tools (internal / external).
<p><i>Analysis of Efforts to Strengthen Quality</i></p> <p>Knowing what relates to quality. Knowing what impacts quality.</p>	<ul style="list-style-type: none"> • Policy research and analysis. • Value of sharing vision and information. • Presentation and dissemination. • Nurturing culture of managing with data and information

Cutting across all these are: *Historical Perspectives, International Perspectives, Stakeholder Perspectives, Classroom vs. School vs. System Perspectives*

Appendix B: Kosrae PRIDE Strategic Plan Implementation Strategies

- Implementation plans – system
 - Yearly implementation plan
 - Establish specific priorities for year
 - Specific objectives (SMART)
 - Task assignments to individuals and groups
 - Time bound
 - Use project management software
 - Develop specific indicators to track improvement
 - Develop baseline indicators
 - Track progress and include in regularly monthly, quarterly and yearly reports
- Implementation plans – divisions & schools
 - Yearly implementation plan
 - Establish specific priorities for year
 - Specific objectives (SMART)
 - Task assignments to individuals and groups
 - Time bound
 - Use project management software
 - Develop specific indicators to track improvement
 - Develop baseline indicators
 - Track progress and include in regularly monthly, quarterly and yearly reports
- Decision making
 - Establish formal decision making processes and procedures
 - Consider use of a process such as “Thinking in Time”
 - Evaluate decisions against priorities
- Reporting
 - Report major accomplishments against plan goals and objective at each level: System, school, office, division
 - Monthly
 - Quarterly
 - Yearly
 - Disseminate reports and/or summaries to key stakeholders
 - Ensure that reports:
 - Include information that the stakeholders are interested in
 - Is in the appropriate format for different major stakeholder groups
 - Specifically monitor and report on progress against goals and objectives
 - Report against education indicators
 - For reporting period
 - Cumulative showing trends
 - Use the reporting to reflect on progress being made
- Assessment Evaluation
 - Formative assessment
 - Assessment yearly if the plan elements are being implemented as stated
 - Take corrective action if plan elements are not being implemented
 - Summative assessment

- Assess progress made against agreed upon indicators or baseline data
 - Ensure that key stakeholders are included in the summative evaluation process
 - Ensure that the evaluation process takes into account stakeholder concerns
- Update and upgrade strategic plan based on assessment/evaluation data
- Change Management
 - Develop understanding of the change process
 - Use tools and techniques for quality implementation
 - Training
- Time Management
 - Develop time management skills
 - Use plan priorities to establish quarterly, monthly, weekly and daily work activities against strategic plan
 - Develop reflection skills for individuals and groups
 - Training
- Meetings
 - Structure meetings around progress on plan and discussion of priorities
 - Have a brief formal presentation on a plan element at each meeting
 - Provide short trainings to support plan implementation – see section on professional development
 - Report progress on plan in cabinet meetings and in meetings with legislative and community bodies
 - Ensure discussions in meeting are based on evidence
- Public Information
 - Disseminate information on the plan in a timely fashion
 - Disseminate information on implementation progress in a timely manner
 - Disseminate information on education indicators in a timely manner
 - Disseminate information in a format appropriate to the different key stakeholder groups
- Culture of Evidence
 - Develop a culture of evidence to ensure quality discussions, dialogue and decisions are based on evidence
 - Continually evaluate:
 - What do we know?
 - What do we not know?
 - What do we assume? – continually test assumptions
- Professional Development to support the implementation process
 - Develop and implement a training program that supports increasing knowledge and skills that support:
 - Systems thinking
 - Personal mastery
 - Mental models
 - Shared vision
 - Team learning

Appendix C: Teaching-Centered vs. Learning-Centered Instruction⁴

Concept	Teaching-Centered	Learning-Centered
Teaching goals	<ul style="list-style-type: none"> Cover the discipline 	Student learn: <ul style="list-style-type: none"> How to use the discipline How to integrate the disciplines to solve complex problems An array of core learning objectives such as communication and information literacy skills
Curriculum	<ul style="list-style-type: none"> Courses in a curriculum 	<ul style="list-style-type: none"> Cohesive program with systematically-created opportunities to synthesize, practice and develop increasingly complex ideas, skills and values
Course structure	<ul style="list-style-type: none"> Teachers "cover" topic 	<ul style="list-style-type: none"> Student master learning objectives (meet standards)
How students learn	<ul style="list-style-type: none"> Listening Reading Independent learning, often in competition for grades 	<ul style="list-style-type: none"> Students construct knowledge by integrating new learning into what they already know Learning as a cognitive and social act
Pedagogy	<ul style="list-style-type: none"> Based on delivery of information 	<ul style="list-style-type: none"> Based on engagement of students
Course delivery	<ul style="list-style-type: none"> Lecture Assignment and exams for summative purposes 	<ul style="list-style-type: none"> Active learning Assignments for formative purposes Collaborative learning Community service learning Cooperative learning Online, asynchronous, self-directed learning Problem-based learning
Teacher role	<ul style="list-style-type: none"> Sage on the stage 	<ul style="list-style-type: none"> Designer of learning environments
Great teaching	<ul style="list-style-type: none"> Teach (present information) well and chose who can will learn 	<ul style="list-style-type: none"> Engage students in their learning Seek ways to help all students master learning objectives Use classroom assessment – identify objectives, routinely examine student's progress and make necessary adjustments Contribute to the scholarships of teaching
Course grading	<ul style="list-style-type: none"> Faculty as gate keepers Normal distribution expected 	<ul style="list-style-type: none"> Grades indicate mastery of learning objectives
Assessment	<ul style="list-style-type: none"> Reliance on grades, registration and course completion data, etc. 	<ul style="list-style-type: none"> Faculty use classroom assessment to improve learning in day-to-day courses Faculty use program assessment to improve learning throughout the curriculum

⁴ Adopted from Mary Allen's work in higher education