Sandy Spinrad and Sean Mitchell, current and former Microsoft software engineers, who are teaching the class distantly. Both live in the greater Seattle area.

Students are teamed with professionals

TEALS from Page 1A

Classroom teachers are supported by the four programmers.

"The first year they support a beginning programming class, and the second year they support an advanced programming class, increasing the responsibility of the classroom teacher over time to take over the class," Brown said.

The professional programmers leave after two years.

The school district pays the programmers a stipend. The school district also seeks local professional programmers to teacher or provide classroom support.

"TEALS will provide programmers if we can't," Brown said.

Courses include an introduction to computer science course using SNAP, a visual object-oriented language.

"The goal with this course is not so much to teach coding, but to teach the foundation of computer science," Brown said. "To make sure students understand how this all works."

Students learn using games like Hangman, Space Invaders and Mario Brothers.

The second semester introduces data types, functions, loops and the Python language.

The results appear to be paying off, Papini said. "We have seen, consistently, year to year, half of the students who take TEALS courses say they're more likely to pursue careers in computer science."

Nine out of 10 students say TEALS is beneficial to their learning, and TEALS students scored higher on national computer programming exams.

TEALS also provides the curriculum and summer training for the classroom teacher and the professional programmers.

"We want to continue to make a deep impact in Seaside and other parts of Oregon to ensure students have access to rigorous high-quality computer science and that teachers are able to build their capacity to teach computer science," Papini said.

County grades decline in English, math, science

By Betsy Hammond
The Oregonian

Oregon students lost ground in reading, writing and math over the past year, according to test results released Sept. 7.

Particularly in the elementary grades, fewer students achieved proficiency on end-of-year exams designed to show whether they are on track to be ready for college and the world of work.

No grade level showed substantial improvement from 2016.

Clatsop County schools mirrored the state, with most grades showing declines in college and career readiness in English, language arts, mathematics and science.

Astoria fifth- and 11th-graders largely outperformed the state average in English and language arts but fell behind in

math, with a third or fewer students college and career ready.

Seaside fifth-, eighth- and 11th-graders outperformed the state average on English and language arts, but fewer than 30 percent of those grade levels reached proficiency in mathematics. Warrenton-Hammond students fell behind on English and language arts but nearly matched state averages in mathematics, especially in later grades.

How well Oregon schools prepared high school juniors, who have just a year before they face college or the job market, was less than clear. Roughly 6,000 students, or about 15 percent of the junior class, skipped the tests, which are more demanding than the previous generation of year-end exams. That was a tad more than ducked testing in 2016.

Seaside students get new online science curriculum

Students learn by doing, not just watching

By R.J. Marx
Seaside Signal

Students at Seaside High School will see big changes this fall with a newly adopted science and technology curriculum.

A science program, STEMscopes, helps kids get experiential learning to meet national standards. A computer science program developed by Microsoft helps students get the kind of computer training needed to understand advanced programming.

The program was developed by teachers and scientists at Rice University in Houston to meet national standards for science, known as the Next Generation Science Standards.

"Teachers were very excited during the training today," Sande Brown, the Seaside School District's curriculum director, said after a teacher training at the high school Wednesday. "We know that excitement will translate to the students once school starts. Excited students are engaged students, and engaged students are learning."

The program focuses on connecting science to reading, writing, speaking and math and helps students prepare for careers in science and technology, Brown said. Students learn by doing,

Clockwise from top left, teachers Erin Meyer, Chuck Albright, Danielle Reese and Toni Paino at a training in Seaside School District's new technology curriculum.

not just watching, and kids work in groups to solve problems.

"We are also excited about this curriculum because it is our school district's first completely online curriculum," Brown said. "By purchasing this online curriculum instead of textbooks, we were able to save money and use some of that money to purchase computers and science materials and equipment for the classrooms."

Although the curriculum is online, teachers have the flexibility of downloading and printing paper copies of worksheets, information pages or tests online in a program that varies by grade level.

"The focus, however, is to have students doing science, not just be on the computer," Brown said.

The text is in both English and Spanish, and the computer can read out loud text in both languages.

Dunzer is lone voice in opposition to changes

Campus from Page 1A

The ordinances are considered administrative steps endorsing the plan, Mayor Jay Barber said. A third reading is required for adoption of the ordinance.

About 49 acres of zoned forest land on the 89-acre campus, donated to the district by Weyerhaeuser Co., needs to be brought into Seaside's urban growth boundary and rezoned before building can proceed. Another 40 acres, already in Seaside but zoned low-density residential also requires

a zone change. Both parcels will be rezoned as institutional campus, a designation for properties more than 20 acres intended for large-scale uses such as hospitals and school campuses.

Seaside's John Dunzer was a lone voice in opposition to ordinance changes designed to facilitate construction of the new campus.

"This urban growth boundary expansion — the concept is wrong," Dunzer said.

The council's decision did not meet state goals, he said.

Dunzer said the city could find alternate sites within the urban growth boundary that did not require the ordinance changes.

"We can do this on the existing ground inside the city," he said. "There's absolutely no reason to spend all that money going up that hillside. Absolutely none. It won't make them any safer, it will not make them any smarter. It will not make them any of those things."

After a public hearing on both ordinances, councilors unanimously voted to approve both ordinances in

first and second readings by title only. A third reading is planned for the council's Oct. 9 meeting.

"This is one of the key pieces in moving the schools up onto the new property," former superintendent and member of the district's construction oversight committee Doug Dougherty said in August. "This is a major step."

Should the council pass the third reading as expected, Dunzer said he intends to file an appeal of the decision with the state's Land Use Board of Appeals.