

Western States Benchmarking Consortium

STUDENT LEARNING

Ensuring Learning for All Students

Integrating Standards

Incorporating Innovative Practice

Integrating Technology

Developing A Coherent Curriculum

Revised February 2003

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Western States Benchmarking Consortium
STUDENT LEARNING: Ensuring Learning for All Students

Impact Question: To what degree are all students, groups and subgroups demonstrating continuous progress?

Emergent	Islands	Integrated	Exemplary
<p>Instructional Practice Whole group instruction predominates, exclusively teacher-centered with very little variation.</p>	<p>Instructional Practice Whole group instruction predominates, though some teachers (and schools) are beginning to shift instruction toward meeting students' needs. Learning opportunities developed for special populations of students (low- or high-ability) are not universal.</p>	<p>Instructional Practice Differentiated instruction, anchored in rigorous standards, is available to students of varying performance levels. Teachers are beginning to use assessment data to guide instruction and to meet the learning needs of each and every student.</p>	<p>Instructional Practice Instructional practice meets the diversified learning needs of all students. Each student has a flexible, individual learning plan based on rigorous standards. These plans are based on real-time assessments, and students may test out of content they have mastered. Students are grouped and regrouped for small modules of content, based on need. Student time is carefully utilized and schedules are coordinated to maximize learning. Active, hands-on instruction is used in all district schools at all grade levels. Programming is articulated from level to level, and information on individual students is shared between levels.</p>
<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> · <i>How are instructional strategies personalized to assure that each student meets or exceeds academic standards? (PROCESS)</i> · <i>What is the articulation plan, including teachers participating between grade levels, across content areas and between institutions? (PRODUCT)</i> · <i>How is continuous progress for all students, groups and subgroups measured, reported and used?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ⇒ <i>Aggregated and disaggregated reports of student achievement over time. (impact)</i> · <i>Surveys of teachers/students regarding instructional strategies (PRODUCT)</i> · <i>Individual learning plans for all students (PRODUCT)</i> · <i>Flexible grouping (tutorials, remediation, enrichment classes) formed using achievement data (PROCESS)</i> · <i>Pretest results reported by standard (PRODUCT)</i> · <i>Posttest (growth) results reported by standard (PRODUCT)</i> · <i>Single focus, short term offerings based upon immediate needs of students (PRODUCT)</i> · <i>Surveys of parents/students regarding matriculation from graded to grade (PRODUCT)</i> · <i>Observations/documentation of personalized instructional practices</i> · <i>Individual student growth data (PRODUCT)</i> 	

<p>Schooling Alternatives/Choices The prevailing mindset is “one size fits all.” If a child doesn’t respond to available instruction, the child must be in need of “special education” and be pulled out of the regular classroom. Special needs students are placed in programs that are disconnected from regular education programs. The underlying belief is that gifted students will do well – that no special provisions are necessary to meet their needs. A lack of programming options and alternatives exists.</p>	<p>Schooling Alternatives/Choices Some stakeholders demonstrate a growing awareness of the need for schooling alternatives and choices, but most are unaware or disinterested. Tentative, pilot, or small-scale efforts may be in place.</p>	<p>Schooling Alternatives/Choices The needs of exceptional students are met through well-articulated programming. A wide range of schooling alternatives, both within a school and external to traditional programs, is available for all students. “Choice” schools or programs are supported routinely by the district. Special needs students have programs that complement the regular education programs.</p>	<p>Schooling Alternatives/Choices Choices, options, and alternatives are encouraged and offered proactively. A wide range of schooling alternatives (e.g., district/building programs, internships, or partnerships) is in place and valued by both the district and the community. This valuing is based on a commonly understood view that not every child learns in the same way or learns best in the same setting. The school district is recognized as working hard to meet student needs. Programming needs for all students are interwoven throughout the educational options.</p>
<p>GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> · <i>How are various learning alternatives/pathways integrated with the school/district program to achieve continuous learning progress? (PROCESS)</i> · <i>How are stakeholders informed of various strategies or pathways to attain academic standards? (PROCESS)</i> · <i>To what extent are alternative programs available and accessible to students and families?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ↳ <i>Reports of student achievement over time for each alternative program. (IMPACT)</i> · <i>Descriptions of schooling alternatives available at district/school level with explanation of each are available to the public (PRODUCT)</i> · <i>Satisfaction surveys of customers disaggregated by alternative programs (PRODUCT)</i> · <i>Follow-up survey data (PRODUCT)</i> · <i>Evidence of alternate pathways to a high school diploma (PRODUCT)</i> · <i>Policies, procedures and collective bargaining agreements that allow/include provisions for “pilots”, “exceptions”, side letters of agreement in order to accomplish alternative delivery systems (PRODUCT)</i> 	
<p>Resources/Facilities Staffing and other resources are allocated to meet the needs of mid-range performing students. Dollars are not prioritized to support learning (the budget structure is static), and there is no categorization of resource support for targeted populations. Classrooms are very traditional, and instructional materials are usually limited to textbooks with some teacher-provided materials.</p>	<p>Resources/Facilities Planning rarely takes into account student needs. Conflicts arise between stakeholders (e.g., parents vs. district, with teachers in the middle) regarding how financial resources are to be spent. Limited resources are allocated for targeted populations. Limited attention is given to the impact of physical facilities on student learning, including classroom arrangements. Textbooks are supplemented with teacher-developed materials. One or two computers may be available for both student and teacher use. Software is purchased randomly by individual teachers.</p>	<p>Resources/Facilities Human and financial resources are prioritized and adequate. Evidence supports that resources are differentiated according to need. The district budget routinely supports some option of “choice” schools or programs. There is an overall plan for the purchase of technology and standards-based integration into the curriculum. The physical environment of the school and classroom is conducive to learning with current technologies available for both teacher and student use. Technology is available and used by the learning community.</p>	<p>Resources/Facilities Decisions on staffing and the expenditure of dollar resources follow the needs of the students. The district’s operating budget is prioritized around student learning, including professional development. Physical learning environments are conducive to a wide range of learning needs. A variety of instructional materials are present, including multiple computers and high quality software for student use) software and web-based resources that significantly facilitate both teaching and learning.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How are resources prioritized around student learning needs to support the continuous progress of all students? (PROCESS)</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Budgets that show differentiated allocation of funds based upon needs of students (PRODUCT)</i> · <i>Teacher surveys regarding availability of resources (PRODUCT)</i> ? <i>Student work samples reflect the use of software productivity tools for research and learning (PRODUCT)</i> · <i>Separate budget analyses for each program or alternative pathway (PRODUCT)</i> · <i>Budgets that show differentiated allocation of funds based upon qualifications of staff or requirements of the learning environment (PRODUCT)</i> · <i>Use of technology to create alternatives (PROCESS)</i> · <i>Evidence of budget allocations based upon needs/goals/priorities (PRODUCT)</i> · <i>Percent of budget for instruction vs. non-instruction activities</i> 	

<p>Professional Development Scarce allocation of time and funds are made for staff development with limited linkage to student learning.</p>	<p>Professional Development Little allocation of time and funds is made for staff development linked to student learning. Some limited initiatives receive district support.</p>	<p>Professional Development Staff development activities are aligned with district priorities and state standards. (Since teachers have the responsibility of teaching all students, they) teachers are trained to implement school-level and district-wide program adoptions and to differentiate instruction.</p>	<p>Professional Development Professional development supports and sustains standards-based learning and student-centered teaching in all classrooms. In this context (All) teachers are trained in a broad array of instructional strategies to address the diverse learning needs of all students.</p>
<p>GUIDING QUESTION: <i>How does the school/district provide relevant and sustained professional development for all teachers that ensures the accomplishment of standards by all students? (Process)</i></p> <p><i>What changes are observed in classrooms as a result of professional development?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Professional development plan that aligns with standards based and child-centered strategies (PROCESS)</i> · <i>Systematic professional development program for all staff that spans multiple years/multiple sessions (PRODUCT)</i> · <i>Professional development fliers, notices or catalog with course objectives aligned with standards-based and child-centered strategies (PRODUCT)</i> · <i>Professional development offerings focus on current research (PRODUCT)</i> · <i>Professional development offerings that meet National Staff Development Council (NSDC) standard for staff development (PRODUCT)</i> · <i>Staff survey results</i> · <i>Feedback forms/analysis after each staff development session or offering</i> 	

Western States Benchmarking Consortium
STUDENT LEARNING: Integrating Standards

Impact Question: To what degree are all students achieving academic standards over time?

Emergent	Islands	Integrated	Exemplary
<p>Alignment to Standards Little or no connection exists between standards and curriculum, instruction, or assessment. There is heavy emphasis on students "preparing for the test."</p>	<p>Alignment to Standards Awareness of standards enters the system, and attempts are made to integrate standards material. However, curriculum revision is often only a restatement of the language in the standards, and instruction usually remains unchanged. Special instruction in test preparation is still prevalent across the system.</p>	<p>Alignment to Standards Teachers link curriculum, instruction, and assessment with standards. Some differentiated (programming) instruction is evident across the district. Emphasis on special "test preparation" declines.</p>	<p>Alignment to Standards Curriculum, instruction, assessment, and professional development are aligned with standards, and teachers are trained to make full use of this alignment. Differentiated (programming) instruction enables students of all abilities to meet or exceed standards. Standards aligned instruction prepares them well for assessments.</p>
<p>GUIDING QUESTION: · <i>How does the school/district demonstrate that curriculum, instruction and assessment are aligned with academic standards? (PRODUCT)</i></p>		<p>POSSIBLE EVIDENCE: ⇨ <i>Percent meeting/exceeding standards over multiple years for all subgroups and by program (IMPACT)</i> ⇨ <i>Assessment reports of student achievement gains by standard and by program (IMPACT)</i> ⇨ <i>Student achievement gains disaggregated by cohort (IMPACT)</i> · <i>Curriculum audit (PRODUCT)</i> · <i>Curriculum guides that address/align with standards (PRODUCT)</i> · <i>Professional development or course descriptions of professional workshops address a standards focus (PRODUCT)</i></p>	
<p>Understanding/Support Little or no support exists for the standards movement. "Status quo" is the modus operandi. Program and instruction tend to be characterized by textbook-driven models. The district works without community support or input.</p>	<p>Understanding/Support Although standards exist, significant numbers of teachers (and perhaps administrators) resist giving them credence or attention. At the same time, there are likely to be educators who understand the purpose and power of applying standards to the work of the district. These individuals are working to bring attention to these standards.</p>	<p>Understanding/Support Standards are understood and implemented. Connections with the community, colleges, businesses, and other high-achieving districts (through benchmarking) result in programs being current and open to change.</p>	<p>Understanding/Support All stakeholders understand and support the standards system. Students and parents believe the curriculum is meaningful, which fosters an environment of lifelong learning. The community and district support differentiated (programming) instruction for all students. This support is manifested through sufficient budget allocations for alignment activities. The community demands state support of education as a public priority.</p>
<p>GUIDING QUESTION: <i>To what degree does the community understand and support district programs?</i></p>		<p>POSSIBLE EVIDENCE: · <i>Customer satisfaction surveys (product)</i> · <i>Enrollment history of differentiated programs (PRODUCT)</i> · <i>School bond/levy history of success (PRODUCT)</i> · <i>Evidence of alignment efforts in goals, budgets, publications, staff development (PRODUCT)</i> · <i>Partnerships with community colleges, businesses, universities that create opportunities for students (PRODUCT)</i></p>	

<p>K-16 Articulation K-16 articulation does not exist.</p>	<p>K-16 Articulation Standards for student performance are more clearly understood and embraced at some level(s) of schooling, but not across the K-16 curriculum.</p>	<p>K-16 Articulation Standards for student performance are clearly understood and embraced across the K-12 curriculum.</p>	<p>K-16 Articulation A seamless continuum exists from kindergarten through grade 12 toward either post-secondary education or the workforce. All students leave grade 12 prepared to move to the next level.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>What evidence demonstrates that students successfully transition from one level to the next?</i> · <i>What evidence demonstrates K-16 curriculum articulation?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ⇒ <i>Post graduate surveys and or studies (IMPACT)</i> ⇒ <i>Longitudinal and cohort data (IMPACT)</i> ⇒ <i>Post-graduate enrollment, employment and success data</i> · <i>Student surveys and studies at transition years (PRODUCT)</i> · <i>College entrance exams (PRODUCT)</i> · <i>Curriculum guides (PRODUCT)</i> 	
<p>Resources Resources, both human and financial, are not aligned with standards goals. Instruction often utilizes outdated textbooks as the central resource.</p>	<p>Resources Resources are rarely aligned with standards. Efforts to support the standards system with appropriate human resources are fragmented. Instruction aligned to standards is in evidence in a limited number of classrooms and utilizes an appropriate variety of up-to-date resources.</p>	<p>Resources Resources are allocated to support the standards system. The district and community express support of standards and work to ensure adequate funding. A data support system is in place to drive educational delivery, and technology is updated.</p>	<p>Resources Resources are allocated to support the standards system and enable all students to reach standards. The district has a process for attracting and retaining talented education professionals. A data warehouse is in place, and technology is updated.</p>
<p>GUIDING QUESTIONS: <i>How does the district/school allocate/reallocate resources and information to enable every student to achieve academic standards?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ⇒ <i>Disaggregated reports of student achievement (IMPACT)</i> · <i>New employee orientation and retention rates (PRODUCT)</i> · <i>New employee survey/analysis (PRODUCT)</i> · <i>Data warehouse (PRODUCT)</i> · <i>Percent teachers fully credentialed (PRODUCT)</i> · <i>Technology plan/allocations (PRODUCT)</i> · <i>Percent teaching in subject of certification (PRODUCT)</i> · <i>Recruitment brochures/activities (PRODUCT)</i> · <i>Differentiated funding of programs based on student needs (PRODUCT)</i> 	
<p>Professional Development Staff development is either nonexistent or highly individualized and disconnected.</p>	<p>Professional Development Only limited financial support is available for staff development pilot programs or school/district implementation in support of standards.</p>	<p>Professional Development Professional development addresses standards-based instruction. Some allocations of time and money are available for professional development aligned with district goals.</p>	<p>Professional Development A professional development system connects curriculum, instruction, and assessment with standards. Substantial fiscal and time resources are allocated by the district to increase student learning.</p>
<p>GUIDING QUESTION: <i>How does the school/district demonstrate its support for professional development that is aligned with established curriculum, instruction and assessments?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Course descriptions for all professional development offerings that show connections with curriculum, instruction, assessment</i> · <i>Percent of budget for instructional vs. non instructional activities</i> · <i>Staff development activities embedded in curriculum/instruction/assessment goals</i> · <i>Course offerings/workshops evaluated and aligned with district goals/initiatives</i> · <i>Participant feedback regarding professional development</i> 	

Western States Benchmarking Consortium
STUDENT LEARNING: Incorporating Innovative Practice

Impact Question: How do innovative practices correlate to gains in student achievement?

Emergent	Islands	Integrated	Exemplary
<p>Instructional Practice Teaching and learning methods are not based on current research and learning theory. An outdated “factory” approach to instruction is the norm.</p>	<p>Instructional Practice Some special pilot projects based on research experiment with alternative instructional practices. These projects tend to be isolated from each other, but are stimulating some debate and discussion about potential effects.</p>	<p>Instructional Practice Teaching and learning methods are based on current research and learning theory. There are appropriate avenues to explore innovative practices. Innovative practice is integrated with accepted instructional practice.</p>	<p>Instructional Practice New practices are less frequently described as “innovative.” Ongoing modifications in teaching and learning practice are based on evidence from research and evaluation efforts in concert with teacher reflection and collaboration. The organizational culture is open to and accepting of potentially positive, new practices.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How does the district leadership value and honor innovation in instruction and problem solving?</i> · <i>What are the mechanisms for disseminating information about new practices across the district? Are these mechanisms consistent and effective?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ↳ <i>Data analyses for each innovation effort that show measurable gains in student achievement (IMPACT)</i> · <i>Professional development offerings based on needs assessments by participants</i> · <i>Professional development offerings focused on research-based practices</i> · <i>Funding for innovations</i> · <i>Pilots or new practices based on research</i> · <i>Rationale and research shared with stakeholders</i> 	
<p>Evaluation Evaluation of practices occurs only when externally mandated (e.g., for compliance with state expectations or to qualify for grants).</p>	<p>Evaluation When alternative practices are employed, little evidence is collected to document impact on student learning.</p>	<p>Evaluation Progress reports include some evidence of the correlation between innovative practices and learning. A district system evaluates innovative practices to determine the potential for broad application.</p>	<p>Evaluation Regular reviews of evidence linking innovative practices to student learning occur at virtually every school. Decisions to expand or withdraw such practices are based on the careful analysis of these evaluations.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>What is the district review process for evaluating the latest research and its implications for instructional practice?</i> · <i>Are there research study groups focused on effective new practices at the building and district level? If so, is this practice systemic and how does it impact innovation?</i> · <i>What is the district plan for evaluating innovative practices?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Research design developed for each pilot or innovation</i> · <i>Evaluation criteria for all innovations</i> · <i>Evidence of decisions to continue, abort or modify based on data</i> · <i>Decisions and evidence shared with key stakeholders</i> · <i>Consistent implementation of proven successful practice</i> 	

<p>Reporting Schools report to the board and/or central office “by exception,” i.e., only when they are experiencing a problem or conflict. These reports usually focus on processes and techniques instead of improved student learning.</p>	<p>Reporting Progress reports are given infrequently to the board regarding the impact of pilot projects. Reports that are given are largely anecdotal in nature. Opportunities to report the status of innovative projects to appropriate audiences are rare.</p>	<p>Reporting The district implements a vigorous public information program about changes being made across the system. Reports contain hard evidence of impact on student learning.</p>	<p>Reporting Frequent and highly visible “state of the district” reports are given by principals and the superintendent to all stakeholders. These reports focus on evidence of progress in improving learning, and engage community and staff in dialogue about further planned improvements. Reports on teaching and learning impact are routinely made to the board.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How are innovative practices incorporated into annual reports to the board and community?</i> · <i>How are they related to the district’s progress in student learning and school improvement?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Regular reporting to public about innovative practice. (Board, news media)</i> · <i>Reports include student achievement data</i> · <i>Survey of stakeholders that indicates knowledge of these reports</i> 	
<p>Support The subject of innovative practice creates discomfort. Dialogue is limited to traditional forms of schooling.</p>	<p>Support Participation in pilot projects creates tension among colleagues. Little evidence exists to demonstrate project impact on student learning. Still, these pilot projects inspire considerable debate.</p>	<p>Support New partnerships, with both internal and external partners, develop in support of pilot projects. Schools begin to network in an attempt to spread the new practices as evidence of their positive impact is reported. (The level of debate about these practices may subside.) District leadership acknowledges and supports innovative approaches to teaching and learning.</p>	<p>Support Additional partnerships emerge in support of improvement initiatives. Partner support and collaboration is prevalent across the system, within a pervasive system-wide valuing of innovative thinking and practice. District leadership expects creative instructional approaches and innovative problem solving.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How do partnerships with other educational institutions, government and community entities and the private sector support and foster innovation in instructional practice?</i> · <i>To what degree are such partnerships frequent and substantial?</i> · <i>How do they impact innovation at all levels of the organization?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Formal partnerships with business and community</i> · <i>Innovations shared within/between schools</i> · <i>Funding/human resources attributed to partnerships</i> · <i>Special interest groups formed around an innovation</i> · <i>Programs directly dependent upon or evolving from partnerships</i> 	
<p>Resources District resource allocation is aligned with traditional teaching and learning practices. Little or no funding exists for professional development of pilot projects.</p>	<p>Resources Funding for pilot projects is limited, coming primarily from soft money such as grants or discretionary funds.</p>	<p>Resources The district budget includes funds targeted for professional development and innovation.</p>	<p>Resources The budget process is based on data that is learning-focused instead of head-count focused.</p>
<p>GUIDING QUESTION: <i>How does district funding support innovative practices that improve student learning?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Allocation of funds to schools and/or programs that is differentiated by student need</i> · <i>Cost/benefit analysis</i> · <i>Allocation of funds to programs supports current need/goals/initiatives</i> · <i>Dependable funding sources are used to support innovation</i> · <i>Impact of differentiated funding</i> 	

<p>Professional Development Few professional development opportunities exist.</p>	<p>Professional Development Some professional development is provided to improve the instructional skills of those involved in pilot projects. Some effort is directed toward increasing awareness of these projects.</p>	<p>Professional Development The district establishes priorities for professional development with a view toward expanding the use of innovative practices.</p>	<p>Professional Development Professional development priorities are refined based on dialogue about innovative practices and evidence of impact on student learning. Staff development, recruitment, selection, and evaluation approaches are revised to be more consistent with the new practices.</p>
<p>GUIDING QUESTION: <i>How does staff development respond in a timely fashion to well-documented research in new targeted practices?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Course descriptions (outcomes) for all profession development offerings that show connections with curriculum, instruction, assessment</i> · <i>Staff development activities embedded in curriculum/instruction/assessment goals</i> · <i>Evidence that course offerings/workshops are evaluated and routinely aligned with District goals/initiatives</i> · <i>Budget process includes funding innovations based on student and program learning need</i> 	
<p>Policy No policy supports innovative practice and research to ensure learning for all students.</p>	<p>Policy Little push exists to promote innovative practices that ensure learning.</p>	<p>Policy The board develops goals, policies, and procedures to support proven practices that support student learning.</p>	<p>Policy New and/or revised policies that support student learning are implemented and institutionalized across the system.</p>
<p>GUIDING QUESTION: <i>How do district policies and regulations support innovative practices that improve student learning?</i></p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Policy/procedures that support innovation</i> · <i>System-wide implementation/awareness</i> · <i>Quality of policy/procedure content</i> 	

Western States Benchmarking Consortium
STUDENT LEARNING: INTEGRATING TECHNOLOGY

Impact Question: To what extent does technology use support student achievement that is standards-focused?

Emergent	Islands	Integrated	Exemplary
<p>Integration No time has been spent at a district or building level to correlate curriculum with available technology applications and there is no awareness of educational technology standards. Instruction is limited to a single discipline. Student's use of technology has no focus, is isolated from everyday activities, and is primarily used as a reward. Computers are in labs with no or one computer per classroom.</p>	<p>Integration Integration of software and curriculum is being considered. Although the district is aware that educational technology standards exist, they are not addressed in instruction. Instruction is primarily limited to a single discipline, however, integrated units are taught occasionally. Computers are used, although, the focus is usually on the computers and technology skills and not on content. Most computers are housed in networked labs, although most classrooms have one computer and several have more than one.</p>	<p>Integration Integration of software and curriculum is widespread, but not well focused on improving student learning. The district begins to incorporate education technology standards into instruction. Instruction is multidisciplinary, however technology skills are still usually taught in isolation. Technology use in classrooms is frequent and increasing while computer lab use is decreasing. More computers are going into classrooms in a critical mass of one computer for every five students or so.</p>	<p>Integration Technology use is widespread in the district and well articulated to support curriculum and instruction. Instruction is multidisciplinary, and technology skills and standards are taught and learned in the context of projects. Technology use is seamless and is focused on standards and student learning. A critical mass of computers is in all classrooms to insure access and support daily use by both students and teachers. In addition, parents have appropriate avenues to access student information and to contact district staff through the district's technology infrastructure.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>Into what curriculum areas and levels is technology integrated to support standards-based learning?</i> · <i>How does technology use correlate with increased student achievement?</i> · <i>How is technology used by staff and the community as a primary tool to share information about the instructional program and student progress?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ? <i>Disaggregated student achievement data correlated with technology distribution and/or use (IMPACT)</i> · <i>Expansive use of wireless solutions for everyday classroom use (PROCESS)</i> ? <i>Classroom web pages that reflect student work aligned with standards (PRODUCT)</i> · <i>Established student/computer ratios (PRODUCT)</i> ? <i>Student work products, that reflect the integrated use of technology as a learning tool (PRODUCT)</i> · <i>Inventory reports of distribution into classrooms rooms (PRODUCT)</i> ? <i>Technology standards integrated across subject areas (PRODUCT/PROCESS)</i> ? <i>E-mail for all staff with links posted in public access directory (PRODUCT)</i> ? <i>Teacher use of voice mail to communicate with parents (PROCESS)</i> ? <i>Password protected Internet access for parents to obtain student records and information (PRODUCT)</i> 	

<p>Student Use Technology is used to support the knowledge and comprehension of facts and therefore, student access is limited to brief, scheduled times where they work individually on drill and practice activities. Additional resources needed for learning are only available outside of the classroom.</p>	<p>Student Use Technology is used to support the knowledge and comprehension of facts. Students occasionally use technology for predefined projects where productivity software is the norm. Group work using technology involves one student working on the computer while the others watch. Students use additional resources that are limited to local products such as encyclopedia CD-ROMs and scanners, which are selected by the teacher.</p>	<p>Student Use Technology is used to support the application and analysis of concepts. Students occasionally use technology for authentic tasks and projects where open-ended, productivity, and simulation software is used sporadically. The use of technology for group work becomes differentiated. Students access technology tools on an as-needed basis and choose from those tools as part of curriculum activities. Students access the Internet for research and projects.</p>	<p>Student Use Technology is used for creative thinking, constructing learning, collaboration, and communication results. Technology becomes a transparent indispensable tool for learning and is applied to higher order thinking skills. Technology is used for student-centered instruction where students are applying their basic and technology skills to solve real world problems through long term project based learning. Open ended, productivity, and simulation software is the norm. Technology is used to support collaboration within and among groups. Student select technological tools appropriate to the task and their utilization is as natural as paper and pencils in the classrooms of the 1950's.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How do students use technology as a key tool for gathering information, analyzing results, and presenting ideas and solutions to real-live problems?</i> · <i>What groups within and outside the district use technology to collaborate with district students?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Student performance standards in technology</i> · <i>Student work that reflects collaboration with actual researchers and subject specialists (PRODUCT)</i> · <i>Expanded virtual classroom sessions (PRODUCT)</i> · <i>Access to real world software, hardware and "probeware" (PRODUCT)</i> · <i>International connections (PRODUCT)</i> · <i>Staff development in use of current simulations and/or software solutions for teaching/learning</i> ? <i>Classroom observations (PROCESS)</i> · <i>Student work reflects real-world applications (PRODUCT)</i> 	
<p>Teacher Use The learning environment is teacher centered with all students doing the same thing at the same time. Teachers do not use technology for assessment, differentiated instruction, or communication. Teachers rarely use technology for their own professional needs.</p>	<p>Teacher Use The learning environment is teacher centered with all students doing the same thing, but at different times in a "centers" approach. Teachers use the management features of software programs for assessment at the end of units. They begin to use technology for demonstration purposes and to automate existing tasks, but do not use technology to differentiate instruction. They begin to use email to disseminate information.</p>	<p>Teacher Use Teaching is changing to a more active, student-centered approach where students are starting to use technology for projects. Teachers experiment with using computers in classrooms with students. They occasionally use technology for performance assessments at the end of projects and also begin to use technology to differentiate skills. Teachers are now using email to communicate.</p>	<p>Teacher Use Teachers create learning environments that require students to assume more independent roles in their own learning. Teachers naturally use appropriate technology to support instruction and classroom management. They regularly use technology to support ongoing, performance based assessment of student learning and to differentiate both content and process skills. Teachers collaborate in teams and use technology and communication networks to establish learning communities to advance professional practice.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How do teachers use technological tools to add value to the instructional program by creating learning opportunities and activities for students that would not otherwise be possible?</i> · <i>How do teachers use technology to monitor student progress?</i> · <i>How do teachers use technology to support authentic assessments of student learning?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ? <i>Universal teacher training and access to tech resources (PROCESS)</i> ? <i>District-sponsored discussion boards, conference rooms for teacher collaboration (PRODUCT)</i> ? <i>Teacher created performance-based assessments aligned with standards (PRODUCT)</i> ? <i>Student attendance automated and efficient (PRODUCT/PROCESS)</i> ? <i>Grades, syllabi, assignments available via web (PRODUCT)</i> ? <i>Classroom observations (PROCESS)</i> ? <i>Classroom web pages that reflect collaboration, teamwork and changed student role (PRODUCT)</i> ? <i>Teacher and student surveys (PRODUCT)</i> 	

<p>Resources for Integration Technical support is limited or nonexistent. Network access, including the Internet, is not available in classrooms, but a network may be used for administrative functions. Technology is viewed as computers and software only. Purchases are not related to an overall plan for increased student learning and technology is not replaced as it ages.</p>	<p>Resources for Integration Technical support is increasing, but still only available at the district level. Networks for classrooms are being installed, but are still not used to capacity. Teachers and students begin to use other technologies beyond computers. The district begins to develop standards for purchasing and the need for replacement of equipment is observed, but no plans are made to fund the replacement.</p>	<p>Resources for Integration Technical support is increasing greatly, but is provided mostly from outside the school. Some schools realize the importance of having on site technical support and provide this from building budgets. High-speed local area networks are in place to facilitate increasingly complex student projects and software. Teachers recognize that technology is not limited to computers and may include peripherals, networks, video, and other technological devices as tools for learning. Technology is purchased according to district guidelines to improve student learning and is replaced when it can no longer be repaired.</p>	<p>Resources for Integration Technical support is provided on site at the building level. Networks are in place; all classrooms have Internet access, and the network is utilized to potential. Other technologies are used seamlessly when appropriate for the task. Purchases support a district technology plan with a focus on the priorities of the district and student learning. Technology is up-to-date and (replaced at a minimum of every five years through a planned replacement cycle). A planned replacement process is used to upgrade as necessary.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How does a technology plan ensure up-to-date resources and support the focused use of technology to improve student learning?</i> · <i>What ensures that the technology infrastructure is reliable and suitable to the task for which it is used?</i> · <i>What technical support is available at each building?</i> 		<ul style="list-style-type: none"> · <i>Technology plan (PRODUCT)</i> · <i>Organizational chart that specifies network and hardware support (PRODUCT)</i> · <i>Technology advisory committee (PRODUCT)</i> · <i>Technology inventory review and replacement cycle for hardware and software (PRODUCT)</i> 	
<p>Professional Development Little or no training is available in the use of classroom technology. If it does exist, it is the same for everybody. There is no staffing to support professional development.</p>	<p>Professional Development Technology training is available for all staff, though it focuses primarily on fundamentals of technology use and teachers are given a choice of topics to choose from. There is district staffing available to support professional development.</p>	<p>Professional Development Technology staff development is provided on a more widespread basis and is focused on effective use for integration into curriculum, learning, and instruction. The professional development is geared towards individual learners to meet their needs. There is staffing at the district level and limited staffing at the school level to support professional development.</p>	<p>Professional Development Technology professional development is situated in classrooms and on-site for all staff and is focused on effective use for integration into curriculum, learning, and instruction. An individual plan is in place for each teacher that outlines opportunities to meet their goals and advance their learning. Adequate staffing is available to provide professional development at the building level. Professional development expands to include leadership opportunities where effective technology using educators coach others in effective technology use.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How does on-site professional training integrate technology use with instructional and assessment practices?</i> · <i>Are professional development activities that support technology consistent with standards for best practice in professional development?</i> · <i>How do individual professional development plans integrate technology and link to the staff appraisal/evaluation system?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Individual professional development plans (PRODUCT)</i> · <i>Lists of technology training cadres (PRODUCT)</i> ? <i>Classroom observation (PROCESS)</i> ? <i>School staffing for technology support (PRODUCT)</i> ? <i>Staff surveys (PRODUCT)</i> ? <i>List of training opportunities (PRODUCT)</i> ? <i>Staff conducted professional development that integrates technology</i> · <i>Technology performance standards for teachers and other staff</i> 	
<p>Policy No district or building planning is evident. Technology funding is low and not consistent. No evaluation of the effectiveness of technology is conducted. No formal board policy exists about technology use. The school board and community have little involvement and do not understand the</p>	<p>Policy Technology plans exist, but do not focus on student needs in terms of curriculum and integration. A district technology plan is formed to provide focus. Technology funding is at a low level, with no consideration given to the total cost of ownership. No evaluation of the effectiveness of technology is</p>	<p>Policy Planning is focused on applying technology to student learning goals. A district technology plan with this focus is in place and buildings plan with the same focus. Funding is ongoing from recurring sources. Evaluations of the effectiveness of technology are conducted when requested. Policy is</p>	<p>Policy The district technology plan is revisited on a regular basis and revised as appropriate. Planning at the building level is integrated into school improvement plans and technology is purchased to target student learning goals, standards, and curriculum. (Funding is ongoing from recurring sources.) Evaluation of progress and effectiveness is planned and</p>

value technology brings.	conducted. Some board policy about technology is formulated. The Board of Education is interested in technology because of the amount being spent and recognizes the need for organized planning and accountability.	in place to address the purpose and acceptable use of networked resources. The school board and community support the use of technology in education.	ongoing. Policy is in place to address the purpose (and acceptable use of networked resources) and support the uses of integrated technology to improve student and system performance. Board of Education and community support is high, and (bond and/or operating referendums are regularly passed for technology) funding for technology is tied to a secure and steady revenue source.
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · <i>How are building and district technology plans based on needs for school improvement and how are they evaluated?</i> · <i>What policies are in place to insure that staff and student use of technology is funded and appropriate?</i> 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · <i>Usage data (PRODUCT)</i> · <i>District technology plan updates (PRODUCT)</i> · <i>School tech plans (PRODUCT)</i> · <i>Classroom facilities standard that includes technology (PRODUCT)</i> · <i>Expanded business partnerships supporting technology</i> · <i>School board approval of tech plans, financial support and adoption of standards for technology</i> 	

Western States Benchmarking Consortium
STUDENT LEARNING: Developing A Coherent Curriculum

Impact Question: To what degree do all students demonstrate adequate yearly growth at every school each year?

Emergent	Islands	Integrated	Exemplary
<p>Curriculum Articulation The need for curriculum articulation has begun to surface. Discussions have begun to reflect some awareness of the need to link curriculum with district and external standards.</p>	<p>Curriculum Articulation Curriculum articulation is occurring in isolated pockets in the district. Within these pockets, there is growing awareness of the need to integrate curriculum with district and external standards.</p>	<p>Curriculum Articulation Curriculum articulation is evident across the system. At numerous sites, curriculum seamlessly integrates (is congruent with) district and external standards.</p>	<p>Curriculum Articulation Curriculum articulation is consistent and evident in every school in the system. The belief system demonstrates that "curriculum is about learning, not solely about teaching." Curriculum is integrated with district and external standards.</p>
<p>GUIDING QUESTION: At every site, how do teachers implement a learning focused curriculum aligned with district, state and national standards?</p>		<p>POSSIBLE EVIDENCE: ⇨ <u>Criterion-referenced data (state or local) based on a common curricular framework and showing adequate yearly progress (Impact)</u> ? Pre-K through 12th grade academic standards implemented (PRODUCT/PROCESS) ? Alignment with state standards is evident ? Assessments aligned to standards ? Staff surveys ? Student surveys ? Parent surveys ? Instructional materials selected based on alignment (PROCESS) ? District curriculum available to all (web) ? Progress reporting aligned with standards</p>	
<p>ARTICULATION DIALOGUE Dialogue about district curriculum is rare. Articulation of the curriculum is nonexistent.</p>	<p>ARTICULATION DIALOGUE Dialogue about district curriculum takes place periodically. Curriculum articulation occasionally takes place within the system and the community it serves. This dialogue is based on some knowledge of curriculum expectations.</p>	<p>ARTICULATION DIALOGUE A process is in place to provide for ongoing dialogue about the district curriculum by stakeholders. Curriculum articulation often takes place within the system and the community it serves.</p>	<p>ARTICULATION DIALOGUE Stakeholders participate in ongoing dialogue about the district curriculum. Curriculum articulation is consistent throughout the system and the community it serves. This dialogue is based on thorough knowledge of curriculum expectations at each grade level.</p>
<p>GUIDING QUESTION: To what degree can stakeholders speak knowledgeably about curriculum at each grade level?</p>		<p>POSSIBLE EVIDENCE: ? Meeting minutes/agendas (PRODUCT) ? New courses developed from stakeholder feedback (PRODUCT/PROCESS) ? Articulation time is provided (calendars/schedules) (PRODUCT) ? Progress reporting aligned with standards (PRODUCT) · Community input sought (PROCESS)</p>	

<p>Standards, Instructional Practice, & Assessments Discussions sometimes focus on the need to integrate standards, instructional practice, and assessments.</p>	<p>Standards, Instructional Practice, & Assessments Some efforts are made to align and integrate standards, instructional practice, and assessments.</p>	<p>Standards, Instructional Practice, & Assessments Numerous efforts are undertaken to align and integrate standards, instructional practice, and assessment across the system. Some evidence demonstrates that choices of daily instructional strategies are based on standards.</p>	<p>Standards, Instructional Practice, & Assessments Standards, instructional practice, and assessments are aligned and integrated across the system. Choices of daily instructional strategies are based on standards and on the appropriateness of the instructional strategy to the learning task and to the needs of the individual learner.</p>
<p>GUIDING QUESTION: How does the district provide for daily lesson development based on learner needs that aligns standards, curriculum, instruction and assessment?</p>		<p>POSSIBLE EVIDENCE: <ul style="list-style-type: none"> ? <i>Lessons/lesson plans reflect standards (PRODUCT)</i> · <i>Assessments aligned with standards</i> · <i>Curriculum guides aligned with standards</i> ? <i>Observation of classroom instruction (PROCESS)</i> ? <i>Instructional resources aligned with standards (PRODUCT)</i> ? <i>Teacher survey (PRODUCT)</i> ? <i>Student/parent survey (PRODUCT)</i> </p>	
<p>District Curriculum Teachers rarely refer to the district curriculum when planning for lessons. However, there is some dialogue regarding the district curriculum and curricular expectations. Some discussion focuses on the need to establish a curriculum management system.</p>	<p>District Curriculum Teachers sometimes refer to the district curriculum expectations as they prepare lesson plans. Some evidence of an achievement focus in daily instruction exists. Discussion has begun regarding the need to internalize a curriculum management system that is sustained by teachers.</p>	<p>District Curriculum Teachers often refer to the district curriculum expectations as they prepare unit and more specific lesson plans. They show some evidence of an achievement focus in daily instruction. A curriculum management system is internalized and sustained by many teachers in the system.</p>	<p>District Curriculum Teachers routinely and consciously refer to the district curriculum expectations as they prepare lesson plans. They show evidence of an achievement focus in daily instruction. The curriculum management system is internalized and sustained by virtually every teacher in the system.</p>
<p>GUIDING QUESTION: To what extent do teachers routinely design and/or implement lessons based on approved, aligned district curriculum?</p>		<p>POSSIBLE EVIDENCE: <ul style="list-style-type: none"> ? <i>Lesson plans aligned with standards (PRODUCT)</i> · <i>Classroom assessments aligned with standards</i> ? <i>Teacher evaluation documents (PRODUCT)</i> · <i>Teacher interview conferences (PROCESS)</i> ? <i>Classroom observations (PROCESS)</i> ? <i>Teacher survey (PRODUCT)</i> </p>	
<p>Responsibility Responsibility is focused on the individual with little sharing.</p>	<p>Responsibility Discussion has begun to focus on the need for shared responsibility among teaching staff.</p>	<p>Responsibility There is some evidence of shared responsibility among staff in teaching: (1) academic and social development; (2) problem-solving/critical thinking; (3) study skills; (4) communication skills; and (5) technology applications. .</p>	<p>Responsibility There is significant evidence of shared responsibility among staff across the system in teaching: (1) academic and social development; (2) problem-solving/critical thinking; (3) study skills; (4) communication skills; and (5) technology applications. Team goals for student performance are in evidence.</p>
<p>GUIDING QUESTION: To what degree do district employees share a sense of mutual responsibility for student learning and social development?</p>		<p>POSSIBLE EVIDENCE: <ul style="list-style-type: none"> · <i>Structures for collaborative planning</i> · <i>School-wide expectations that reflect shared commitment/responsibility (PRODUCT)</i> ? <i>Teacher/student/parent surveys (PRODUCT)</i> ? <i>Collective goals that reflect shared responsibility (PRODUCT)</i> · <i>Cross-curriculum-embedded objectives (PRODUCT)</i> </p>	

<p>Curriculum Review Some discussion focuses on the need to establish a curriculum review process that cuts across subject areas. Some recognize the need to identify clear student expectations and link them to curriculum and instruction.</p>	<p>Curriculum Review Discussion focuses on the need to form policy statements that provide for standards-driven, aligned, integrated, and articulated curriculum.</p>	<p>Curriculum Review The formally adopted curriculum review process often cuts across subject areas, is K-12 in its orientation, and often informs curricular change. Evidence of clear student performance expectations emerges.</p>	<p>Curriculum Review The formally adopted curriculum review process cuts across subject areas, is K-12 in its orientation, and informs curricular change. (There are clear) Student performance expectations ARE embedded within the curriculum and instruction system, and they are known by teachers, students and parents.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · How does the district curriculum review process involve teachers across subject areas K-12? · How well do teachers, students and parents articulate clear performance expectations at every grade level, for every subject area? 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> ? Clearly defined curriculum review process (PRODUCT) ? Findings of curriculum review process (PRODUCT) ? Learning expectations are known to all (PROCESS) ? Student/parent surveys (PRODUCT) · Teacher produced documents that explain performance expectations (PRODUCT) · Teacher involvement in curriculum review process (PRODUCT/PROCESS) 	
<p>Policy Some discussion may address a curriculum system, but no formal policy exists.</p>	<p>Policy Discussion addresses the need for policy on a curriculum system.</p>	<p>Policy Policy statements often advocate for a standards-driven, aligned, integrated, and articulated curriculum.</p>	<p>Policy Policy explicitly supports a standards-driven, aligned, integrated, and articulated curriculum.</p>
<p>GUIDING QUESTION: How does board policy/procedure/expectation support a coherent curriculum that includes clear performance expectations?</p>		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · Policy statement or procedure (PRODUCT) · System-wide implementation of policy/procedure (PROCESS) 	
<p>RESOURCES Curriculum development efforts are not supported by any designated revenue source.</p>	<p>RESOURCES Sources of revenue for curriculum development efforts are designated as they are requested.</p>	<p>RESOURCES There is a revenue source that supports district-wide curriculum development and improvement efforts.</p>	<p>RESOURCES There is a secure and steady revenue source that supports continuous improvement in the curriculum.</p>
<p>GUIDING QUESTION:</p> <ul style="list-style-type: none"> · What are the provisions in the district financial structure to maintain funding for continuous improvement? · Which resources are based on needs identified by review of student performance data? 		<p>POSSIBLE EVIDENCE:</p> <ul style="list-style-type: none"> · Budget allocations (PRODUCT) · Curriculum review schedule (PRODUCT) · Instructional materials adoption schedules (PRODUCT) 	