

Policymakers

Systemic Alignment

- A K-16 system that has aligned pedagogy, curricula, and assessment is characterized by policies that provide focus, direction, and a common vision that promotes academic success for all students.
- A K-16 system that has aligned pedagogy, curricula, and assessment is successful when students are provided with a quality education, with equal opportunities supported by policies that provide focus, direction, and a common vision for academic success.

Professional Learning Communities

- A school community that supports continuous learning for professional staff is characterized by broad acceptance, clear focus, consistent delivery among all adults and all pupils are learning what they need for successful lives.

Tracking Student Performance

- A comprehensive assessment system that informs and improves the teaching/learning process is characterized by stakeholders who understand and buy into both the process and consequences of assessments at all levels in the education process.
- It is clear that a comprehensive assessment system is achieving its goals when student and teacher assignments are based on disaggregated data.

Evaluators

Systemic Alignment

- A K-16 system that has aligned pedagogy, curricula, and assessment is characterized by a common vision and understanding across the system that creates a high degree of morale among all stakeholders. This results in students who are willing and active participants in learning and in better access and equity for all stakeholders.
- A K-16 system that has aligned pedagogy, curricula, and assessment is successful when all stakeholders are contributing to a unified program that embraces all students and provides for a deeper understanding of math, science, and technology.

Professional Learning Communities

- A school community that supports continuous learning for professional staff is characterized by leadership that is focused on instruction for improved student achievement. It will lead to improved and open communication and a higher level of content knowledge and pedagogy among all stakeholders.
- A school community that supports continuous learning for professional staff is making a difference when continuous learning for professional staff is supported by the larger school community and implemented at the classroom level.

Tracking Student Performance

- A comprehensive assessment system that informs and improves the teaching/learning process is characterized by the assessment of higher order skills; the generation of useful data to support instructional improvement, and the demonstration and communication that students are meeting high levels of expectations.
- It is clear that a comprehensive assessment system is achieving its goals when the assessment system provides accurate and meaningful data for unified instructional implementation to the district, schools, teachers, students, and the public, and thus results in improved instruction and student learning.

Instructional Leaders

Systemic Alignment

- A K-16 system that has aligned pedagogy, curricula, and assessment is characterized by consistent achievement of all students.
- A K-16 system that has aligned pedagogy, curricula, and assessment is successful when graduates who are well-rounded academically, become competent, confident and productive leaders in their fields and communities.

Professional Learning Communities

- A school community that supports continuous learning for professional staff is characterized by shared values, visions and supportive leadership, collective learning, shared practice, and supportive conditions.
- A school community that supports continuous learning for professional staff is making a difference when time is provided for focused conversation on improved teaching and learning that is linked to data, continuous and sustainable improvement that builds capacity.

Tracking Student Performance

- A comprehensive assessment system that informs and improves the teaching/learning process is characterized by
 - 1) data that is useful and disaggregated and reported in a timely manner and accessible by all,
 - 2) alignment with the curriculum,
 - 3) clear expectations and standards understood by all teachers,
 - 4) providing data that can be used to improve classroom instruction and professional development, and
 - 5) a variety of ongoing assessments that are continuously improving.
- It is clear that a comprehensive assessment system is achieving its goals when data is used to drive school-district improvement for professional development, curriculum, instruction, assessment, and program evaluations, and ALL STUDENTS are successful!

Project Directors

Systemic Alignment

- A K-16 system that has aligned pedagogy, curricula, and assessment is characterized by ownership and ongoing collaboration among stakeholders that ensures the integration of pedagogy, curriculum, and instruction.
- A K-16 system that has aligned pedagogy, curricula, and assessment is successful when there is a seamless connection between K-12 and 13-16 education in all areas (pre-service, professional development support, and student progression) characterized by ALL students being prepared for ALL options in post-secondary education and careers.

Professional Learning Communities

- A school community that supports continuous learning for professional staff is characterized by teachers and other instructional leaders and administrators that value that process and that ensure that the process is collaborative, data driven, and supported by appropriate resources and time.
- A school community that supports continuous learning for professional staff is making a difference when educational leaders, K-16, support, expect, and model exemplary instructional practices that result in all students achieving high levels.

Tracking Student Performance

- A comprehensive assessment system that informs and improves the teaching/learning process is characterized by all stakeholders receiving, analyzing, interpreting, utilizing, and sharing data from multiple sources to make ALL critical decisions.
- It is clear that a comprehensive assessment system is achieving its goals when it drives improvement in curriculum, instruction, and assessment by
 - 1) establishing a baseline,
 - 2) ensuring that all stakeholders have a clear understanding of the connection between teaching and learning,
 - 3) assisting decisionmakers in establishing realistic expectations for student growth, and
 - 4) using data results to make decisions on budgeting, professional development, and instruction.

Instructional Implementers

Systemic Alignment

- A K-16 system that has aligned pedagogy, curricula, and assessment is characterized by success for ALL students so they can become productive, contributing, happy citizens!
- A K-16 system that has aligned pedagogy, curricula, and assessment is successful when high-achieving students are productive citizens contributing positively to an ever-changing society.

Professional Learning Communities

- A school community that supports continuous learning for professional staff is characterized by a commitment of resources for equipment, materials, and supplies;

time for reflection and collaboration; participation in training, workshops, conferences, and other professional development; and has an accountability system that is tied to student achievement.

- A school community that supports continuous learning for professional staff is making a difference when
 - 1) student achievement, attitude, and success are positively impacted, and
 - 2) the system provide monetary assistance and incentives for meaningful professional growth opportunities to learn and share.

Tracking Student Performance

- A comprehensive assessment system that informs and improves the teaching/learning process is characterized by
 - 1) a total buy-in by the teaching community,
 - 2) alternative methods of assessment,
 - 3) frequent assessments, and
 - 4) ability to read and USE the data to plan and improve teaching and learning.
- It is clear that a comprehensive assessment system is achieving its goals when all student groups are entering institutions of higher learning and succeeding as a result of intense focus on curriculum continuously redesigned to meet student needs.

Higher Education Partners

Systemic Alignment

- A K-16 system that has aligned pedagogy, curricula, and assessment is characterized by high collaboration between all stakeholders, especially K-12 and higher education, where everyone is responsible for successful student learning.
- A K-16 system that has aligned pedagogy, curricula, and assessment is successful when there is a seamless K-16 program, explicit and inclusive of all stakeholders, that results in a measurable increase in student confidence, learning, and test scores.

Professional Learning Communities

- A school community that supports continuous learning for professional staff is characterized by a clear vision, strong leadership, and buy-in of all stakeholders.
- A school community that supports continuous learning for professional staff is making a difference when all stakeholders have the same vision for high student achievement and have identified, understand, and are empowered to address barriers to student learning.

Tracking Student Performance

- A comprehensive assessment system that informs and improves the teaching/learning process is characterized by clearly aligned instructional goals which provide valuable feedback to educators and students and supports student attainment of real-world knowledge and applications.
- It is clear that a comprehensive assessment system is achieving its goals when it informs and influences instruction and learning, and enables educators and students to share and use assessment results to plan for future growth for life-long learning.