Department of Defense Education Activity

Quality Indicator Map for Standards-Based Curriculum and Program Implementations:

A Self-Assessment and Program Improvement Tool

The DoDEA Quality Indicator Map for Standards-Based Curriculum and Program Implementations: A Self-Assessment and Program Improvement Tool

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Background

The DoDEA Community Strategic Plan (CSP) for 2001-2006 reflects DoDEA's commitment to improving student achievement. Goal One states, "All students will meet or exceed challenging standards in academic content so that they are prepared for continuous learning and productive citizenship." Milestones in Goal One and Goal Three cite the use of Quality Indicator Maps as a way of measuring progress and change in practice in both curriculum and program areas.

In addition to the CSP, the DoDEA Curriculum Development Cycle clearly establishes a process for program improvement. While some areas in DoDEA have used Innovation Configuration (IC) Maps to address program improvement, there was a need for a streamlined and comprehensive approach for identifying best practices across curriculum and program areas (See Appendix A for Timeline for Development).

Description of the Quality Indicator Map

The Quality Indicator Map for Standards-based Curriculum Implementations is a cross-discipline map that addresses common multi-disciplinary best practices for a standards-based system. As described earlier, the Map serves a two-fold purpose. It <u>replaces</u> the former IC Maps as a tool for determining needs for curriculum or program implementations in the curriculum development cycle. In addition, the Map addresses the requirements outlined in milestones for Goals 1A, 1B, and 3B of the DoDEA Community Strategic Plan to determine quality indicators for curriculum and program areas.

The Quality Indicator Map addresses common cross-curricular practices that support a standards-based system. It provides a common view of the best practices in curriculum, instruction, student assessment, and environment necessary to help all students reach high standards. The QI Map is divided into four main areas called clusters. The clusters were selected based on the relevance these areas have in implementing standards-based programs. The four cluster areas are as follows: curriculum, instruction, assessment, and environment. Each cluster is made up of several components. The components provide a broad description of the best practices within the cluster. The clusters and the respective components are defined below:

1. **Curriculum** – The standards determine the curriculum.
   - ➢ **C-1**. Standards provide the foundation for the design, content, and delivery of instruction.
   - ➢ **C-2.** The teacher possesses content knowledge, an understanding of its relation to standards, and a facility in adapting content to allow all students access to standards.
   - ➢ **C-3.** The teacher promotes diversity as an integral part of the curriculum.
   - ➢ **C-4**. Approved and appropriate materials correlated to standards are used for instruction.

2. **Instruction** – Students are taught in ways that respond to their needs, are standards-based, and are developmentally appropriate.
   - ➤ **I-1.** Teaching practices reflect high expectations for student achievement of the standards.
   - ➤ **I-2.** Students are meaningfully engaged throughout the learning process.
   - ➤ **I-3.** Students have multiple and varied opportunities to meet/exceed the standards.
   - ➤ **I-4.** Varied questioning strategies are used to support student learning.
   - ➤ **I-5.** Varied and flexible groupings are used to assist students in achieving/exceeding the standards.
   - ➤ **I-6.** Varied teaching strategies are used to support inquiry, higher order thinking, and problem solving.
   - ➤ **I-7.** Technology is meaningfully integrated throughout instruction to support student achievement of the standards.

3. **Assessment** – On-going assessment of student learning supports student development and uses a variety of measures.
   - ➤ **A-1.** Assessment is used to make instructional decisions in support of the standards.
   - ➤ **A-2.** Assessment is used to measure and improve standards-based student performance.

4. **Environment** – The school supports an environment that is respectful, trusting, fair, and safe.
   - ➤ **E-1**. The teacher promotes a safe and flexible physical environment, meeting the needs of diverse learners.
   - ➤ **E-2**. Instructional time is maximized to support all students in meeting/exceeding standards.
   - ➤ **E-3**. The teacher provides a supportive climate and promotes a learning community.

Each component (best practice) of the QI Map identifies several dimensions of the best practice. These dimensions take one aspect of the component or best practice and describe its variation in the continuum in the four levels. The QI Map is designed to show a continuum from early use of a practice to mastery use of a practice. The terms used to identify each level are:

Initiation	The beginning stages of using a practice;
Involvement	Limited use and or partial implementation;
Implementation	Fully functioning and meeting expectations; and
Innovation	Exemplary level of use with additional creative enhancement of the practice.

An example of a component of the curriculum cluster with the dimensions identified and then highlighted in blue will help the reader understand the composition of a component across a continuum.

Example:

*The fourth component of the Curriculum Cluster is: **C4 Approved and appropriate materials correlated to standards are used for instruction.** The dimensions of that component are the following:*

> *uses currently adopted material;,*
> *uses materials aligned to standards;*
> *uses/adapts materials that address standards and meets the needs of the learner.*

Cluster: Curriculum

Component
C-4. Approved and appropriate materials correlated to standards are used for instruction.

Initiation	Involvement	Implementation	Innovation
The teacher provides materials not aligned to the standards to all students to be used in the same way.	The teacher uses currently adopted materials and other materials not directly aligned with standards.	The teacher uses currently adopted materials and supplemental materials related to standards.	The teacher uses currently adopted materials and purposefully seeks and selects additional materials to address standards.
The teacher provides different materials when required as part of a student's IEP or when provided by a resource specialist for use by particular students.	The teacher provides student access to a variety of materials, based on a general understanding that students have different needs for depth and complexity in learning materials.	The teacher knows the differing needs of individual students and identifies or adapts specific materials to provide each student access to standards-based learning.	The teacher plans standards-based lessons with specific attention to modifications of materials for differing learners as it applies to each lesson.

Purposes of Quality Indicator Map:
The QI Map will serve as a self-assessment tool for educators and as a program development and improvement tool for the system. **The Quality Indicator Map will NOT be used for teacher evaluation purposes.** The QI Map is intended to serve as a tool for dialogue and deepen one's understanding of standards-based implementations. It is not intended as a tool for collecting or tabulating individual evaluation data on teachers.

DoDEA Educators
Analysis and reflection: Educators who wish to learn more about the practices that will support standards-based implementations will find that the QI Map provides a common language for discussing best practices in all curriculum and program areas. The map may be used as a road map for guiding self-improvement and school improvement in a standards-based school or classroom. Teachers may refer to the map as a resource for ideas in developing professional goals.

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*Example: Teachers may wish to analyze their own teaching and think about new or different
ways of teaching such as: using the standards, measuring student learning, or providing a
supportive environment. Based on their reflections, teachers could identify several
professional goals. Administrators, School Improvement Teams, and specialists may find the
QI Map useful for determining professional development needs for a school or district or for
identifying best practices for the school's improvement efforts.*

Collaboration/Mentoring: Teachers in collaboration with a colleague or group of
colleagues may wish to use the map to provide ideas for improvement. Teachers new to a
curriculum or grade level may find the map helpful in determining a focus for assistance.

*Example: Grade or department-level teachers might collaboratively plan a new lesson or
unit using some of the best practices from a cluster. Teachers new to a grade level may use
the map to identify a cluster area (curriculum, instruction, assessment, and environment)
they would like to focus on in their development.*

DoDEA System

DoDEA, as a system, will use the Quality Indicator Map for curriculum/program
development and improvement linked primarily to DoDEA's standards-based implementations.
DoDEA has used the Curriculum Development Cycle to systematically address the various tasks
and phases of developing and implementing a program. These tasks are divided into 6 major
steps:

Step 1 -   Evaluation of Program Implementation;
Step 2 -   Standards Development, Assessment, and Materials Review;
Step 3 –   Purchase Materials/Assessments;
Step 4 –   Pre-Implementation Training;
Step 5 –   Full Implementation and Training;
Step 6 –   Program Improvement and Monitoring.

The Quality Indicator Map serves as a useful tool in all of the steps in the cycle.

Step 1 - Evaluation of Program Implementation: Information concerning the degree of
implementation for a curriculum or program is analyzed to determine program needs in the
areas of curriculum, instruction, assessment, and environment.

Step 2 - Standards Development, Assessment, and Materials Review: The content and
performance standards identify the knowledge and skills students need to be successful.
Many of these expectations are also aligned to the student's role in curriculum, instruction,
and assessment best practices addressed in the Quality Indicator Map.

Step 3 – Purchase Materials/Assessments: The selection of materials and assessments is
based on how well the products meet established evaluation criteria. The evaluation criteria
reflect the best practices outlined throughout the Quality Indicator Map.

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Step 4 – <u>Pre-Implementation Training</u>: As a new/revised curriculum is being introduced/reviewed, teachers and administrators will receive training on the content and performance standards; the best practices in the QI Maps that will lead to a quality implementation; and tools and strategies for implementing the program.

Step 5 – <u>Full Implementation and Training</u>: As all levels of the system design professional development opportunities to support the curriculum and program areas, the Quality Indicator Map will serve as a tool for developing the training outcomes. Teachers will also receive training on how to use the QI Map as a self-assessment tool.

Step 6 – <u>Program Improvement and Monitoring</u>: In this step, program or content areas are monitored to determine program improvements or adjustments. The Quality Indicator Map may serve as a tool to determine program needs.

Conclusion

To put the QI Map to work for the greatest benefit, this tool should be viewed as a catalyst for change. The QI Map will be a useful, research-based way to reflect and self-assess classroom practice and, most importantly, be a powerful tool for improving student learning in accordance with the goals of the DoDEA Community Strategic Plan.

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CURRICULUM CLUSTER

Focus Questions for Reflection
Am I using the standards as a basis for planning units/lessons? (C-1) Do my students understand the standards? (C-1) Are my teaching strategies and learning activities aligned to the standards? (C-1) Am I confident in my knowledge of the content to be taught? (C-2) Am I able to adjust the content to address the needs of all my students? (C-2 – C-3) Am I respectful of diversity in my choice of materials and strategies? (C-4)

C-1. Standards provide the foundation for the design, content, and delivery of instruction.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher selects an instructional focus without using the standards. Content is often based on the teacher's interests or the availability of material. Instructional strategies and student activities are selected to cover textbook content rather than standards. Students can tell what tasks they are to accomplish but are unaware of the standards.	The teacher selects an instructional focus with limited alignment to standards. The teacher uses standards as a guide in selecting what will be taught. Teaching strategies and learning activities are selected without direct connections to standards. Students can explain the activity but are unsure of the standards.	The teacher develops an instructional focus using the standards. The teacher clearly defines the knowledge, skills, and attitudes to be addressed. Teaching strategies and learning activities are congruent with the standards and promote student construction of knowledge. Students can describe their understanding of the standards.	The teacher purposefully identifies the standards and corresponding assessments and then designs an instructional focus directly related to standards. The teacher determines specific concepts, generalizations, and principles to be developed, and connects learning across disciplines. Teaching strategies and learning activities are purposefully selected to promote student construction of knowledge related to the specific standards being addressed. Students can explain and demonstrate their understanding of the standards.

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C-2. The teacher possesses content knowledge, an understanding of its relation to standards, and a facility in adapting content to allow all students access to standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher has limited content knowledge. The teacher uses assigned texts to select what is to be taught. All students are exposed to the same level of content in the same way.	The teacher has basic content knowledge. The teacher uses knowledge of the grade level to select overall concepts and skills to be taught. The teacher adjusts the levels of difficulty in the content area during the lesson implementation, having made no prior plans for addressing differing needs.	The teacher demonstrates competence in the knowledge in the content. The teacher uses overall knowledge of student similarities and differences to select concepts, generalizations, and skills matched to the standards. The teacher plans general adjustments in content to address differing degrees of student readiness, providing a range from simple to complex, concrete to abstract, essential to extended.	The teacher pursues advanced content knowledge, expertise, and current research in the content field. The teacher uses knowledge of each student's readiness levels to select concepts, generalizations, and skills matched to the standards and plans specific adjustments in recognition of individual student differences. The teacher matches learning content, materials, and ways to access knowledge related to standards to the needs of students.

C-3. The teacher promotes diversity as an integral part of the curriculum.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher uses pre-planned lessons in the curriculum that provides examples of diversity, often planning around holidays. The teacher uses texts that do not provide examples of diversity among people. Resources used promote stereotypes of groups of people. The teacher follows the format of the pre-planned lessons on diversity. Students participate in cultural and holiday celebrations as they are scheduled.	The teacher recognizes and provides examples of diversity in the curriculum and learning activities. The teacher uses texts and resources that address diversity and provides opportunities to discuss differences among groups of people. The teacher highlights contributions of minorities during cultural heritage celebrations and provides students with information on minorities and individuals with special needs.	The teacher works at promoting a climate that respects diversity and provides opportunities to highlight diversity in the content and learning activities. The teacher uses texts and materials that are culturally diverse that provide opportunities for students to discuss similarities and differences among groups of people. The teacher initiates discussions and examinations of cultural heritage throughout the curriculum and demonstrates respect for the contributions of minorities and individuals with special needs.	The teacher and students work together to establish a climate in which respect for diversity is integrated into the content and its activities. The teacher deliberately selects and uses multi-cultural resources that will lead to respect for diversity and consistently provides opportunities to identify the types and extent of similarities and differences among and between groups of people. The teacher and students understand, respect, discuss, and examine cultural heritage and the contribution of minorities and individuals with special needs as a seamless part of their daily curriculum.

C-4. Approved and appropriate materials correlated to standards are used and adapted for instruction.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher provides materials not aligned to the standards to all students to be used in the same way. The teacher provides different materials when required as part of a student's IEP or when provided by a resource specialist for use by particular students.	The teacher uses currently adopted materials and other materials not directly aligned with standards. The teacher provides student access to a variety of materials, based on a general understanding that students have different needs for depth and complexity in learning materials.	The teacher uses currently adopted materials and supplemental materials related to standards. The teacher knows the differing needs of individual students and identifies or adapts specific materials to provide each student access to standards-based learning.	The teacher uses currently adopted materials and purposefully seeks and selects additional materials to address standards. The teacher plans standards-based lessons with specific attention to modifications of materials for differing learners as it applies to each lesson.

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INSTRUCTION CLUSTER

Focus Questions for Reflection

I-1. Teaching practices reflect high expectations for student achievement of the standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher reminds students to try their best to succeed. Quality work is rarely displayed or discussed.	The teacher encourages students to work hard and put forth their best effort. At lease one example of quality work is provided with limited discussion of how/why the example meets standards.	The teacher demonstrates high expectations for all students and constructs opportunities that promote student perseverance and confidence. Multiple examples and modeling of quality work are provided with teacher comments highlighting important evidence of meeting/exceeding standards.	The teacher conveys high expectations for all students, promotes confidence, and assists students in developing their own goals. Multiple examples and modeling of quality work are provided which display diverse ways to be successful and with teacher comments highlighting evidence of meeting/exceeding standards.

I-2   Students are meaningfully engaged throughout the learning process.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher directs all aspects of the learning process. Students have limited types of learning activities. Students demonstrate minimal sharing and lack attention to classroom instruction. Only some students are directly engaged in learning activities. Others seem unclear about requirements for learning assignments or are disengaged.	The teacher seeks to motivate students primarily through rewards and maintaining a teacher-centered classroom. The teacher routinely involves the same students in class discussions that are related to the standards. Students receive information in a passive mode. Students are actively engaged in learning, only some of which is directly related to standards.	The teacher provides a motivating climate that enhances student interest and engagement in learning activities. The teacher establishes an engaging and high academic learning environment to meet the standards and emphasizes the meaningfulness of the material. Students are provided a variety of opportunities and choices to demonstrate their knowledge. Students are engaged in productive learning activities related to standards.	The teacher creates a motivating climate that enhances student interest and engagement in activities, providing for student input in designing learning activities. Teachers and students equally contribute to maintaining the highest level of meaningful engagement to meet or exceed standards. The teacher consistently interacts with all students for input and explanations. Students are engaged in productive learning activities directly connected to meeting/exceeding standards.

I-3. Students have multiple and varied opportunities to meet/exceed the standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher rarely deviates from a particular way of presentation (i.e. lecture, centers) and students have limited types of learning activities. The teacher tells students to seek help when they need it. The teacher provides individual assistance when requested. The teacher identifies students in need of extra help when requested to do so by other educators in the school. Students participate in learning activities that are only related to textbook materials/information. The teacher and students focus on a narrow area of learning without connecting new knowledge and skills to prior learning.	The teacher uses a limited number of teaching strategies* and learning activities to impart information or teach skills. The teacher plans for accommodations for a few students with identified needs (special education, ESL, gifted) to assist them in meeting/exceeding standards. The teacher identifies students in need of extra help and makes attempts to seek additional support for their learning. Students participate in learning activities that are connected to standards. Students participate in activities that require them to make connections to prior knowledge, experience, and skills.	The teacher uses multiple teaching strategies* and learning activities to help students to meet/exceed the standards. The teacher makes changes in learning activities to address varying needs of all students, including those with identified needs (special education, ESL, gifted), assisting them in meeting/exceeding standards. The teacher adjusts his/her role and uses the support available from other adults in the school community to help students in meeting/exceeding standards. Students participate in learning activities that address essential questions and key concepts related to the standards. Students apply prior knowledge, experience, and skills from multiple sources to develop new understandings.	The teacher regularly matches teaching strategies* and learning activities to student needs to ensure all students meet/exceed standards. The teacher plans standards-based instruction that provides for various ways to address the specific and changing needs of students. The teacher adjusts his/her role and seeks additional support (guiding, tutoring, mentoring, modeling, and reteaching) from other adults to assist students in meeting/exceeding standards. Students participate in extended investigations that address essential questions and key concepts related to the standards. Students apply prior knowledge, experience, and skills from multiple sources to integrate new learning with existing knowledge.

* Examples of teaching strategies:

- Varied styles of presentation of content
- Varied ways for students to access to knowledge
- Differing learning activities
- Independent and collaborative learning opportunities
- Alternatives for integrating new learning with prior knowledge skills and understandings
- Time for inquiry learning and reflection

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I-4. Varied questioning strategies are used to support student learning.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher uses a question and answer format, generally directing questions to individual students. The teacher generally asks questions that require one-word or limited responses. Students generally ask questions only to clarify procedures or ask for directions.	The teacher poses questions related to the content area, encouraging all students to respond and elaborate. Questions focus on basic knowledge and recall, summarizing basic facts and information addressed in the lesson. Students generally ask questions about areas of personal interest or to clarify procedures or ask for directions.	The teacher poses open-ended questions related to the content area that require students to reason and respond thoughtfully. Questions focus on responses that require students to make a connection, support a hypothesis, consider possibilities, or summarize understandings. Students are asked to elaborate on responses or respond to other students' questions and comments. Students generate relevant questions that extend learning.	The teacher and students share responsibility for posing higher level thinking questions engaging in authentic dialogue. Students are well prepared to engage in meaningful dialogue about the topic. The dialogue reflects student engagement in making inferences, developing hypotheses, synthesizing understandings, considering possibilities, and making connections to prior learning and other content areas. Students deepen their understanding of the standards through dialogue. The discussion itself becomes the vehicle for questions.

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I-5. Varied teaching strategies are used to support inquiry, higher order thinking, and problem solving.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher uses textbook materials and lecture format to guide student investigations. Students are engaged in recalling and summarizing information. The teacher limits investigations to one-time independent projects such as science share or invention convention. Projects are not directly related to current standards being addressed. Students display their completed projects. Students can follow and describe the project guidelines.	The teacher engages students in some inquiry-based experiences related to content areas. Students follow defined steps and procedures to complete investigations. The teacher limits explorations to those defined in the lesson plan and those that have limited responses/solutions. Students record their results. Students can articulate the steps they followed to complete the activity but cannot explain the key questions, concepts, results.	The teacher provides frequent opportunities for inquiry-based experiences. Students engage in careful observations, reasoning, critical thinking, collaboration, reflection, and testing of their ideas and then choose ways to communicate findings. The teacher engages students in first-hand inquiry, using real data, primary sources, and interactive materials in the investigations. Students share their work/findings with each other. Students can explain their thinking processes.	The teacher encourages students to identify meaningful questions, issues, and problems to be solved. Students make connections across content areas in the inquiry process. Students work with the teacher to identify important questions to be explored. They use first-hand inquiry, generating real data, using primary source, prior work of others, and interactive materials in the investigations. Student investigators share their work/ findings with interested audiences (i.e. experts, older classes, mentors, interest groups) for presenting the results of the inquiry. Students can articulate the thinking patterns used in constructing their knowledge.

I-6. Varied and flexible groupings are used to assist students in achieving/exceeding the standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher provides most instruction to the whole group. When groups are formed, they are generally unchanging. Student group work is provided to facilitate tasks rather than build group cohesion.	The teacher generally groups students only by size (i.e. one-on-one, small group, whole class) rather than for differentiating learning tasks or grouping by interest/choice or need. Students in groups work more as individuals than as a team. Individuals are not held accountable for the group effort.	The teacher uses a variety of flexible instructional groupings to match student learning needs. Groups at times reflect student choices and interests. Each student is expected to contribute productively to the group, with each student held accountable for their work.	The teacher varies the grouping of students according to individual learning needs, interests, and styles. The composition of student groups is dynamic and often reflects student input. Students are actively involved in the groupings, self-monitor their productivity, are individually accountable, and coach each other to meet the established standards.

I-7. Technology is meaningfully integrated throughout instruction to support student achievement of the standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher uses a limited number of technology applications for students with no direct connections to standards. The teacher makes limited use of technology in presenting lessons and providing learning activities. The teacher allows student access to computers for word processing and/or limited use of selected software programs. Students' use of technology is minimal.	The teacher occasionally modifies lesson plans to include technology in meeting/exceeding standards. The teacher previews and selects specific software and technology for use in delivering instruction and providing learning activities. The teacher provides content specific programs and technology tools for some assignments. All students use similar technology tools and resources.	The teacher plans technology-rich experiences in support of standards-based instruction. The teacher integrates the use of multiple delivery methods with technology, including multimedia and computer video presentations, to engage students in learning. The teacher selects specific programs and activities and encourages student use of assistive technology tools, programs, and internet resources in support of the needs of diverse learners in various content areas. Students are directed to use technology for assignments related to communication, research, design, and work products.	The teacher creates an environment where technology is used effortlessly as a tool in support of learning. The teacher seeks out new technology and determines appropriate uses for presentations and learning activities in support of student learning. The teacher modifies learning activities and content for select students, using assistive technology tools, programs, and internet resources. Students are able to select the appropriate technology tool for a variety of tasks/projects related to communication, research, design, problem-solving, and creative products.

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ASSESSMENT CLUSTER

Focus Questions for Reflection
Am I routinely assessing my students throughout my instruction for the purpose of providing feedback? (A-1) Do I routinely monitor and adjust my instruction based on my assessment of student progress throughout instruction? (A-1) Am I using a variety of assessment techniques and tools? (A-1) Do I have evidence to show my students have met the standards? (A-2)

A-1. Assessment is used to make instructional decisions in support of the standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher plans instruction without assessing students' current knowledge and skills. Assessments are used for record keeping, grading, managing the classroom environment, and/or forming fixed instructional groups.	The teacher uses formal and informal assessments to determine students' current levels of knowledge and/or skills but designs instruction with no clear connection to standards. Assessments are used to form fluid or temporary instructional groups of students requiring remedial instruction of isolated knowledge and/or skills.	The teacher routinely uses formal and informal assessments to determine students' current levels of understanding, knowledge and/or skills, and to design instruction in support of the standards. Assessments are used to adjust and differentiate instruction and learning activities as appropriate to ensure students' ability to meet/exceed standards.	The teacher and students use formal and informal assessments to determine what the students know, what they need to know, and how instruction should be differentiated for students to meet the standards. Based on assessment results, students are provided opportunities to work individually or in collaborative groups and on varied assignments designed to support their learning.

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A-2. Assessment is used to measure and improve standards-based student performance.			
INITIATION	**INVOLVEMENT**	**IMPLEMENTATION**	**INNOVATION**
The teacher provides the students with a score or grade without using specific criteria to measure their performance. Teacher feedback is provided in the form of a grade. The teacher provides students with limited or no opportunity to re-do their work after the assessment is given. The assessment is seen as the conclusion to the activity. The teacher uses the same forms of assessment for all students.	The teacher provides the students with criteria used to measure their performance after the assessment is completed. Teacher feedback is provided based on isolated skills or knowledge and not on the criteria. Students are encouraged to review their mistakes and re-do their work. The teacher uses different forms of assessment only for students identified with special needs.	The teacher provides the student with the criteria for demonstration of success in meeting the standard and shares examples of meeting/exceeding the criteria. The teacher provides feedback to students linked to criteria. Students are provided on-going opportunities to improve, based on the criteria. Retesting/assessment is used to document mastery/understanding. The teacher uses multiple forms of assessment to allow all learners to demonstrate progress toward attainment of the standards.	Students participate in the development of the criteria for demonstration of success in meeting/exceeding the standards. Students monitor and improve their performance, using feedback from teachers, peers, and self-assessment. Students are encouraged to assist the teacher in documenting and monitoring their progress. Students review tests/performances, find ways to improve, and repeat the test/performance to document mastery/understanding. The teacher provides students with opportunities to choose how they will demonstrate their current levels of understanding, skills, and/or knowledge and opportunities to retest or repeat a performance.

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ENVIRONMENT CLUSTER

Focus Questions for Reflection
Is the physical design of my classroom conducive to movement, flow, and accessibility? (E-1) Does the physical design of my classroom allow for modifications and adjustments to match instructional needs? (E-1) Is the amount of time I allow for instruction and/or assessment matched to my students' needs? (E-2) Do my students know classroom rules and are they aware of the rationale for my rules for conduct and safety? (E-3) Is my interaction with parents meaningful, positive, and frequent enough? (E-3)

E-1. The teacher promotes a safe and flexible physical environment, meeting the needs of diverse learners.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher addresses his/her space needs first before addressing student needs in the learning environment. The physical learning environment is unchanging. Students rely on instructions from the teacher to access materials for their on-going learning needs. The teacher has awareness of safety practices but is not proactive in planning and organizing for safety. Students' knowledge and use of best practices for classroom safety are varied.	The teacher considers the typical needs of students when providing materials and resources and arranging the learning environment. The teacher occasionally changes the physical environment to meet instructional needs. The teacher structures access to resources and materials to support the learning objectives. The teacher adheres to age and/or subject matter safety practices when organizing materials and learning activities. Students are varied in their knowledge and use of best practices for classroom safety.	The teacher designs the physical environment to meet the diverse needs of all students. The teacher modifies the work space according to instructional needs, allowing for varying learning activities to occur simultaneously. Students have ready access to resources and materials to achieve learning objectives. The teacher adheres to and promotes age and/or subject matter safety practices when organizing materials and learning activities. Students are knowledgeable of and use best practices for classroom safety.	The teacher creates a physical environment that supports student learning needs and enhances their personal productivity. Students use the classroom as a place adaptable to the learning situation. Changes in the physical environment are made purposefully. Students use the workspace productively, locating and accessing resources as needed. The teacher adheres to and promotes age and/or subject matter safety practices when organizing materials and learning activities. Students are knowledgeable of and use best practices for classroom safety.

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E-2. Instructional time is maximized to support all students in meeting/exceeding standards.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher plans learning activities without a standards focus. Time for learning activities is connected to a schedule rather than to learning objectives. There are many interruptions during instructional time, and time is lost moving from one activity to another. The teacher expects all students to follow the same time allotments for learning activities and assignments.	The teacher plans lessons to cover content related to standards, but often time blocks are poorly matched to the accomplishment of the learning objectives. Routines and procedures for managing instructional and non-instructional activities are established but enforced inconsistently. The teacher makes some whole class adjustments to requirements for completing activities and assignments.	The teacher plans for efficient use of time, anticipating the amount of time likely to be needed for an activity or assignment. The teacher and students use efficient routines and procedures for accomplishing tasks and transitioning between activities. Time is spent on learning activities that are directly matched to standards and often incorporate multiple standards. The teacher makes accommodations for students needing more time to complete learning activities and assignments.	The teacher guides students to use instructional time productively, providing options for getting information and help to complete assignments. Routines and procedures are well established, with students assuming considerable responsibilities for efficient transitions and operations. The teacher provides individual flexibility in the amount of time provided to students for completing learning activities.

E-3. The teacher provides a supportive climate and promotes a learning community.

INITIATION	INVOLVEMENT	IMPLEMENTATION	INNOVATION
The teacher relates to students as a conveyor of knowledge, limiting interpersonal interactions. The teacher provides critiques of student work and behavior with minimum encouragement or praise. The rules of conduct are unclear. Adult assistance is generally given to the class as a whole. The teacher works independently, engaging in limited conversations about teaching and learning. Communication with parents occurs at their request.	The teacher shows evidence of interest in students as individuals. The teacher serves as the director of all learning, and students respond to teacher expectations. Rules of conduct are developed by the teacher. Adult assistance is provided for students through clear directions. The teacher engages in limited sharing and collaboration with other teachers and plans limited communications with parents in assisting students to meet/exceed standards.	The teacher interacts with all students both as learners and individuals. The teacher provides the degree of guidance, intervention, and discipline necessary to maintain individual student engagement. Expectations for student conduct are very clear, with students participating in the development of rules for conduct. Adult support is provided to encourage learning and assist students toward competence, independence and challenge. The teacher collaborates with professional peers and communicates with parents in supporting standards-based learning for all students.	The teacher demonstrates care, encouragement, and respect for all students and becomes familiar with their individual interests and accomplishments. Students show empathy and are supportive of one another, providing help (academic, social, emotional, physical) on their own initiative. Students monitor their own behavior, guided by rules of conduct they helped to develop. Adult support is provided, and students give input into the type of assistance needed in reaching their learning goals and becoming more independent learners. The teacher collaborates with professional peers, communicates with parents, and seeks community assistance to help all students meet/exceed standards.

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Appendix A

Timeline for Development of the Quality Indicator Maps

The following timeline provides a description of the activities leading to the development of the DoDEA Quality Indicator Map for Standards Based Curriculum Implementations: A Self- Assessment and Program Improvement Tool.

SY – 1998-2001 DoDDS/DoDEA uses Innovation Configurations (IC) Maps in multiple program and curriculum areas to determine the quality and degree of program implementation. These maps vary in format and content.

October 2001 As required by the CSP milestones in Goals 1A, 1B and 3B, a group of cross-curricular and program coordinators initiate a review and analysis of all of the previously developed IC Maps. The group determines that a more consistent, efficient, user-friendly, and streamlined approach is needed for studying the quality and degree of implementation of curriculum and program areas. A draft of the QI Map is developed to include standards-based best practices for all curriculum and program areas.

Nov. 2001- April 2002 The group continues the work of consolidating all of the IC Maps into one map that addresses best practices common across curricular and program areas.

April 2002 The Education Chiefs review the draft of the Quality Indicator Map and approve the concept.

July 2002 The Quality Indicator Map of best practices is approved at the annual superintendents' meeting. Recommendations are made to link the QI Map to the Curriculum Development Cycle.

August 2002 The document is sent to all Superintendents for review and input from districts/area.

October 2002 The Quality Indicator Map is presented to the Teachers of the Year. Recommendations for refinement are collected.

Dec. 2002 - March 2003 The Quality Indicator Map is refined to incorporate feedback from the field.

May 2003 The Quality Indicator Map is shared with unions and negotiations are established for May 2003.

Summer 2003 Superintendents receive update on the Quality Indicator Map implementation.

Fall/Winter 2003 Training modules are developed. Administrators receive training on the QI Map. Area and district specialists in appropriate curriculum and program areas receive training of trainers.

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SY 2003 – 2004   The Quality Indicator Map is used to address curriculum improvements in Social Studies, Physical Education and Health. It is introduced in curriculum and program training to DoDEA educators and administrators at conferences.

Beginning Spring 2004   Training for teachers will be conducted by area/district specialists in appropriate curriculum and program areas.

Appendix B

Glossary

alignment	The process of linking standards to curriculum materials, assessment, instruction and learning in classrooms.
assessment	The process of acquiring qualitative or quantitative information.
assistive technology	Any item, piece of equipment, product, or system that is used to increase, maintain or improve the functional capabilities of children with disabilities. This may include such low-end technology as a pencil grip or software program like Wiggle Works. Also, any service that directly assists an individual with a disability in the selection, acquisition or use of an assistive technology device.
best practice	Thoughtful, informed, state-of-the-art innovation.
cluster	A group of best practices with a similar theme that has an impact on implementing standards-based programs (Example: The four cluster areas are curriculum, instruction, assessment, and environment).
component	Provides a broad description of the best practices within the cluster.
congruent	Being in agreement or alignment.
criteria	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance.
critical attributes	The distinctive, non-varying characteristics that make something what it is (example: island = a body of land surrounded by water).
curriculum	A body of material that defines the content to be taught.
differentiate instruction	Using a variety of challenging, appropriate options for individual students or groups of students in order for them to successfully reach targeted standards.
inquiry process	A curriculum model that begins with an exploratory phase to define the topic and builds background experiences and knowledge followed by selecting a focus and posing a question to be explored. Students then examine alternatives, consider and select the most appropriate one given their findings, and decide how to communicate their learning.
modeling	The demonstration of a process and/or an example of a product where the criteria which make the model correct are known to the students.
motivating climate	An environment where students maintain focus on the task due to success, interest, a positive feeling tone, a comfortable level of concern, and where knowledge of results is frequently given.
Quality Indicator Map	Addresses common cross-curricular practices that support a standards-based system and provides a common view of the best practices in curriculum, instruction, student assessment, and environment necessary to help all students reach high standards.
standards	Statements of specific expectations for student learning.
standards-based assessment	Assessment designed to measure student achievement of the standards
standards-based curriculum	Curriculum designed to produce student understanding and work that demonstrates achievement of the standards.
standards-based instruction	Instructional practices designed to help every student achieve the standards.
strategy	A careful plan necessary to or important in the initiation, conduct, or completion of a learning goal.
task analysis	The process of stating an objective/standard, then factoring out the learning that is essential to that objective/standard.

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