



Quality Alignment Work Indicators – Outline

This outline is organized within a continuous improvement framework. The process is therefore intended to move forward in a somewhat linear fashion the first time, until the continuous improvement loop is completed and needs assessment begins again. This document is a companion to the *Quality Alignment Work Indicators – Field Workbook*.

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| <ul style="list-style-type: none"> I. Needs Assessment <ul style="list-style-type: none"> A. Determine purpose of work <ul style="list-style-type: none"> 1. Regulatory/compliance 2. School improvement (e.g., 4 constant conversation questions) 3. Research/evaluation 4. Professional growth of Staff II. Planning <ul style="list-style-type: none"> A. Select processes and tools that match purpose of work <ul style="list-style-type: none"> 1. Curriculum Elements <ul style="list-style-type: none"> a. Intended-enacted b. Intended-assessed c. Enacted-assessed 2. Characteristics of Alignment <ul style="list-style-type: none"> a. Directionality <ul style="list-style-type: none"> i. Horizontal ii. Vertical b. Dimensions <ul style="list-style-type: none"> i. Topical/conceptual knowledge ii. Cognitive complexity/demand iii. Emphasis c. Level of Analysis <ul style="list-style-type: none"> i. Relatively coarse-grained ii. Relatively fine-grained | <ul style="list-style-type: none"> 3. Data needs <ul style="list-style-type: none"> a. Type <ul style="list-style-type: none"> i. Quantitative ii. Qualitative b. Display <ul style="list-style-type: none"> i. Graphical ii. Tabular iii. Narrative c. Format <ul style="list-style-type: none"> i. Electronic ii. Hard copy 4. Performance criteria <ul style="list-style-type: none"> a. Set by tool(s) b. Set by policy c. Set locally d. None B. Select processes and tools based on best practices and research <ul style="list-style-type: none"> 1. Defined and standardized key concepts and terms 2. Research from one the following <ul style="list-style-type: none"> a. Opportunity to learn and alignment b. Standards-based reform c. Systems and student learning 3. A single language is used for measuring curricular content (i.e., the “what”) |
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4. Tools that allow independent and replicable descriptions of curricular content
 - a. Standardized procedures
 - b. Training available
 - c. Common language
 5. The processes and tools allow alignment to be measured across a large number of people, settings, instructional materials, and instructional practices
 - a. Intended/enacted/assessed
 - b. People
 - c. Settings
 - d. Instructional materials
- C. Determine necessary resources to do work
1. Time
 2. Financial resources
 3. Technical assistance
 4. Technology and tools
- III. Implementation
- A. Secure and organize necessary resources
 - B. Secure necessary processes and tools
 - C. Necessary stakeholders and skills identified and assessed
 1. Teachers
 2. Administrators
 3. Other (e.g., board, parents)
 - D. Provide training and support
 1. Purpose of work
 2. How to engage in the work
 3. Parameters for using alignment data
 4. How to access and use alignment data

- E. Collect alignment data
 - F. Use alignment data to develop a plan that matches original purpose of alignment work
- IV. Evaluation
- A. For each evaluation question
 1. Gather and organize data for use
 2. Analyze, interpret, and document data decisions
 3. Document next steps
 - B. Examine the following questions
 1. Extent to which implementation matched original purpose of work
 2. Extent to which secured resources were adequate to engage in alignment work
 3. Extent to which processes and tools used are based on research/best practices
 4. Extent to which stakeholders appropriately engaged in the alignment process
 5. Extent to which new plan matches needs identified through collection and analysis of alignment data