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ABSTRACT

Consistent with school restructuring efforts and Kansas state standards of performance, this resource document provides direction and resources to practitioners preparing to move their schools toward an outcomes-based integrated curriculum. Following an introduction, the document presents discussions of: (1) the transition from a traditional to a transformational curriculum; (2) the statewide organizational structure for curriculum development; (3) integrating and aligning outcomes-based assessment, feedback, and instructional strategies; (4) districtwide outcomes-driven curriculum; (5) expectations of Kansas's local districts and schools; (6) outcomes adopted by the Kansas State Board of Education; (7) integrating outcomes within the school curriculum; (8) composition of a mission statement and outcomes teams; (9) the mission statement; and (10) learner exit outcomes, program and course level outcomes, and unit and lesson outcomes. Appendixes provide a glossary and a bibliography. (LL)

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A DESIGN FOR BUILDING OUTCOMES-FOCUSED CURRICULA

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Lee Droegemueller
Commissioner of Education

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Strategic Directions for Kansas Education

The Kansas State Board of Education is charged with the general supervision of public education and other educational interests in the state. While clearly acknowledging the role and importance of local control, the State Board of Education has the responsibility to provide direction and leadership for the structuring of all state educational institutions under its jurisdiction.

The beginning place for determining the mission for the Kansas State Board of Education is the assumption that all Kansas citizens must be involved in their own learning and the learning of others. It is the combined effort of family, school, and community that makes possible the development of a high quality of life. It is the parent who is the first "teacher" of children. As we grow older, we learn that the school, the workplace, and the community support our lifelong learning and our training and retraining. The Board recognizes the responsibility it holds for Kansas educational systems and promoting quality education programs. The mission for Kansas education is:

To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society.

We believe that the strategic directions for the structuring of Kansas education must be organized to:

- create learning communities
- develop and extend resources for parenting programs and early childhood education
- expand learner-outcome curriculum and learner-focused instruction
- provide inclusive learning environments
- strengthen involvement of business and industry in education
- provide quality staff and organizational development.

Kansas State Board of Education
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A DESIGN FOR BUILDING OUTCOMES-FOCUSED CURRICULA

A Resource For Kansas Educators

January, 1992

Kansas State Board of Education
Kansas State Education Building
120 S.E. 10th Avenue Topeka, Kansas 66612-118

Lee Droegemueller
Commissioner of Education

Preface

No sooner was the Quality Performance Accreditation system documented and endorsed by the Kansas State Board of Education, than educators started asking the question, "What is an integrated curriculum?" And, although we could answer that question on an intellectual level, providing a means of applying what we knew to be intellectually desirable to the real world of curriculum and instruction was not an easy task.

Some of our best curriculum specialists in collaboration with their colleagues on the Outcomes Education Team worked intensely to design a document that would provide needed direction to the practitioners preparing to move their schools toward an integrated curriculum. This document, "A Design for Building Outcomes-Focused Curricula" is the result of their efforts. Their intent was not to describe a methodology for creating a state-mandated curriculum. Rather, they strove to prepare a resource which would assist Kansas educators as they move toward an integrated curriculum. Those with whom we've initially shared this publication have affirmed it as just such a valuable resource document.

There is no singular answer to the question of what an integrated curriculum is, but we believe that the foundation for developing curriculum integration is best established with the direction provided in this resource document. We encourage our fellow Kansas educators to use it to whatever level and extent is appropriate for their needs. The concept of an integrated curriculum will expand as the work of restructuring education continues. We believe a significant building block in that restructuring process is "A Design for Building Outcomes-Focused Curricula."

Craig R. Shove
Team Leader
Outcomes Education Team

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INTRODUCTION

The Kansas State Board of Education's *A Design for Building Outcomes-Focused Curricula* is designed to be used as a resource for designing an outcomes-based curriculum in Kansas schools.

High standards of performance through an integrated curricular approach is one of four focus areas identified by the Kansas State Board of Education for Quality Performance Accreditation (QPA). The QPA System emphasizes critical thinking and problem solving skills needed by an educated person in the 21st century. Every individual will be affected by the rapid societal and technological changes. Schools must provide quality education to prepare all students for a complex global society. This may be accomplished through an integrated comprehensive curriculum with emphasis on outcomes for creative thinking, communication, physical and emotional well-being and lifelong learning. These are basic skills essential to live, learn and work effectively, both independently and in groups.

An **INTEGRATED CURRICULUM** is one that unites all curricula through defined outcomes in order to meet the specific needs of all learners. The integrated curriculum permeates the whole schooling process through a structure of vertical and horizontal relationships. Vertically, the curriculum is integrated by linking each level of outcomes. Horizontally, integration occurs through the inclusion of outcomes from a variety of programs in courses and/or grade level.

Essential to integration is **CURRICULUM ALIGNMENT.** Curriculum alignment is the agreement that exists among the mission for education, specific learner outcomes, assessment and feedback, and instruction. Instruction is based on predetermined outcomes, and student assessment is parallel to the outcomes. Alignment of the curriculum should be ongoing throughout the educational process.

The instructional process in an outcomes-based system emphasizes design and uses a wide variety of instructional strategies to maximize student achievement. Instructional strategies should include multiple learning opportunities and assessment for the student. The selection of strategies must be based upon the nature of the outcomes and individual student learning styles and needs.

Curriculum decisions must deal with the current issues of curricular fragmentation, relevance, and continuous growth of knowledge. Curriculum planners and teachers must focus on the continuous process of curriculum integration and alignment to resolve these issues.

The model outlined in this publication is based primarily on the work of Larry Lezotte, and of William Spady. On various occasions, Lezotte has expressed his belief that an integration of disciplines leads to an integration of thought, and that students need to develop comprehensive understanding and abilities.

William Spady and Kit Marshall have collaborated in helping schools define and implement outcomes-based education in a series of stages that lead from traditional programs (calendar based, cellularly structured) to transitional and, eventually, transformational models (outcome driven, integrated, collaborative), as summarized in the following chart:

MODELS FOR DESIGNING OUTCOME-BASED CURRICULUM

Envisioned Outcome:	Exit Outcomes Derived From:	Intended Curriculum Result:	Use of Outcomes:	Measures/ Indicators:
Academically Competent Students	Academic Subject Orientation	Subject Structure Maintained	Focus and Align Existing Programs	Test Results and Papers
Broadly Competent Persons Competencies	School/Future Oriented Generic	Subject Structure Integrated	Incorporate Across Programs Processes	Problems and Observable/ Measurable
Competent Future Citizens	Future Context Challenges/ Opportunities	Subject Structure Redefined	Fundamentally Restructure Programs	Projects Products, and Performances

* TRADITIONAL → TRANSITIONAL → TRANSFORMATIONAL

Adapted from Kit Marshall and William Spady material - 1990

STATEWIDE ORGANIZATIONAL STRUCTURE FOR CURRICULUM DEVELOPMENT

Every district's/school's curriculum will be affected by the Quality Performance Accreditation (QPA) system adopted by the Kansas State Board of Education. The following chart depicts the state organizational structure for implementation of QPA as it relates to curriculum. This chart illustrates how the system is aligned and integrated with the intent of building a consistent educational process.

1.

Kansas State Board of Education

Writes and Adopts

Statewide Mission for State Educational System
Statewide Outcomes for State Educational System
Statewide Assessment and Feedback Procedures

2.

Local School District

Writes and Adopts

District Mission for Local Educational System
Districtwide Outcomes for Local Educational System
Districtwide Assessment and Feedback Procedures
Districtwide Instructional Design

3.

Local School Attendance Center

Writes and Adopts

Schoolwide Mission for Local School Programs of Study and Service
Schoolwide Outcomes for Local School Programs of Study and Service
Schoolwide Assessment and Feedback Procedures
Schoolwide Instructional Design

INTEGRATING/ALIGNING OUTCOMES-DRIVEN CURRICULUM

Part I - Outcomes

An integrated curricular approach is the basis for decision making regarding such factors as student achievement, programs, instructional strategies, learning experiences, and assessment. Outcomes identify the skills, knowledge and attitudes necessary for the success and personal and professional achievement for all students.

The state-level learner outcomes for Kansas are identified in the state mission for public education adopted by the Kansas State Board of Education. These outcomes may also be referred to as learner exit outcomes since they are the state expectations for all learners after participation in the schooling process, K-12. Each local district must incorporate the state-level learner outcomes within their identified local district/school exit outcomes.

Exit outcomes are formulated as integrated learning experiences which are the foundation for the total curriculum. From exit outcomes, program, course/grade level, unit and lesson outcomes emerge. The intent is to align the local outcomes with the state-level learner outcomes, standards, and indicators.

Both learner exit outcomes and program outcomes are generally stated. Learner exit outcomes are not subject specific but are stated in terms of integrated learning experience. Program outcomes follow the subject/discipline approach and address content scope and depth of knowledge. Exit and program outcomes must be addressed at the district level as well as the building level.

Specificity of outcomes occurs at the course/grade level with further refinement at the unit and lesson levels. Attention is given to subject integration. Although course/grade level outcomes are readily addressed at the building level, a means for coordinating districtwide course/grade level outcomes should be developed.

Unit and lesson outcomes are developed at the building level by appropriate teacher(s).

ASSESSMENT/FEEDBACK/INSTRUCTIONAL STRATEGIES

Part II - Assessment

Curriculum must be carefully aligned to assure that outcomes (the written curriculum), instruction (what is taught), and assessment (what is tested) are matched. Curriculum alignment must be accomplished at the district, building, and/or classroom levels. Once the outcomes have been determined, assessment strategies are designed.

The National Standards for Teacher Competence in Educational Assessment defines **student assessment** as a process of obtaining information that is used to make educational decisions about students, to provide feedback regarding student progress, strengths, and weaknesses, and to judge instructional effectiveness and curricular adequacy. Traditionally, educators have determined whether students have met learning outcomes through "testing." The concept of assessment should be viewed more broadly when measurement of student performance is based on outcomes. It entails the use of multiple assessment strategies to gather information about the progress of students. Examples include the use of portfolios, observation, self assessment, student projects, student records, interest surveys, oral questioning, demonstrations/performances, and paper/pencil tests. Assessment is a reflection of instructional needs of individual students. Clearly stated outcomes, coupled with focused instruction, monitored student learning, and assessed outcomes, equate to an evaluation process that produces useful data and shows that learning has occured.

Part III - Instruction

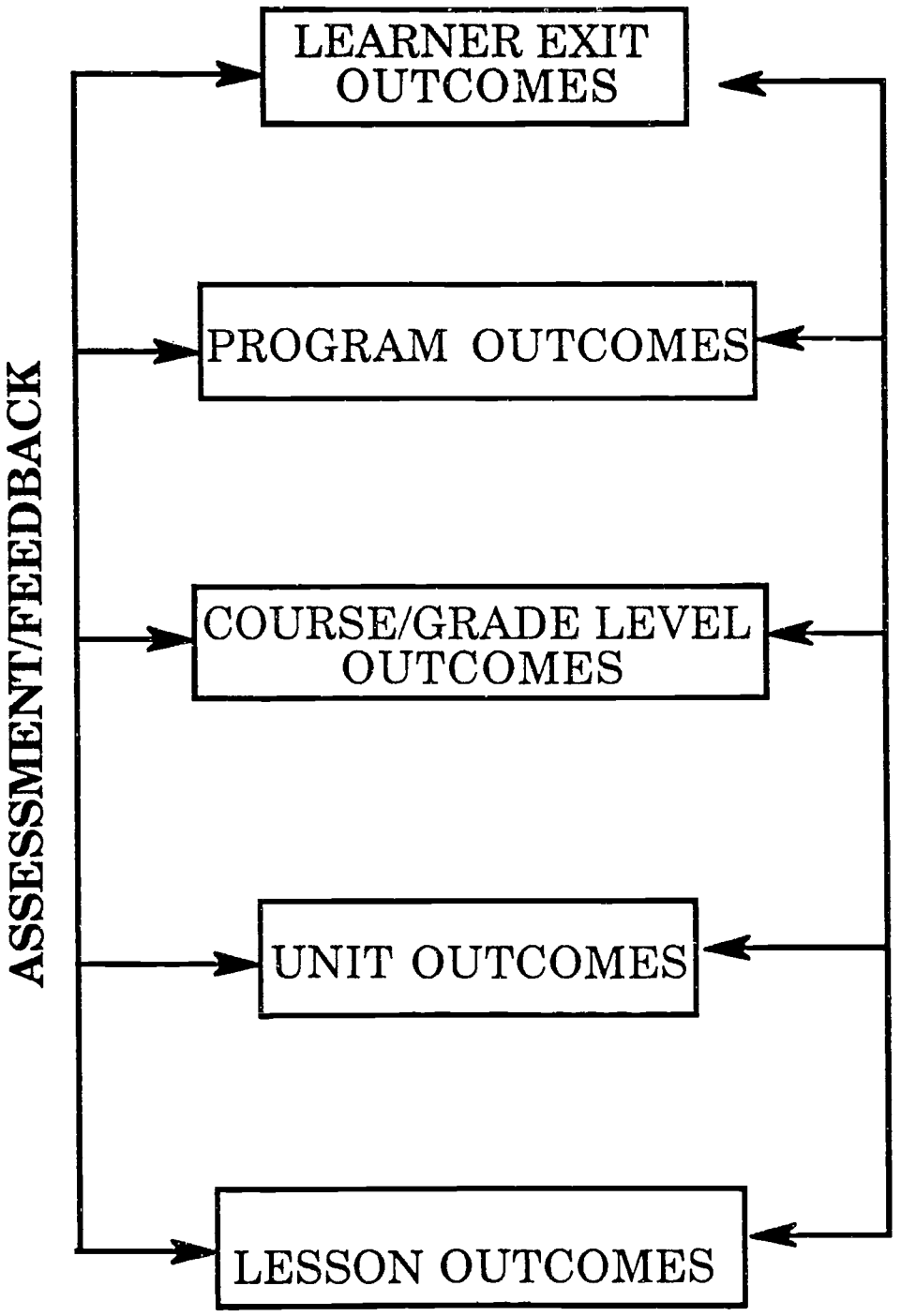
Instruction is the component to be developed after assessment. It is the process for providing learning experiences, based on learner outcomes. It assumes that all students can learn and that learning is the constant and time the variable. Instruction is a process which uses a variety of teaching models, methods, and materials with provisions for extensions and re-teaching. This process includes planning, implementation, and evaluation.

A. **Instructional planning** is the process for organization of: (1) time for instruction, (2) outcomes to be achieved, (3) data gathered about individual learners, (4) media and technology, (5) settings for learning in the school and community, (6) human resources, and (7) strategies for reinforcement and management of student behavior, and (8) alternative teaching methods and resources. This planning phase must incorporate an assurance that all students are afforded ample opportunities for learning.

B. **Instructional implementation** is the action phase where the tentative plan is tested by the learners and the teacher. The teacher conducts an initial classroom episode and a diagnosis of student learning. Some of the students will be able to continue with the instructional program as planned, while others will require more intensive practice or additional help to master the outcomes. The teacher will provide for the re-teaching of an outcome or a number of outcomes when needed using varied models, methods, materials, or time frames. Students progress through the educational process at a rate that allow each one to master all selected outcomes.

C. **Instructional evaluation** is a process of data gathering and decision making about learners, instructional events, and educational expectations for the purpose of revising expectations and instructional process to adapt to the learners needs. There are two types of instructional evaluations, formative and summative. Formative evaluation is an ongoing process of data gathering, analysis, and decision making which may result in modification of the instructional plan. Summative, is a culminating process to measure the extent to which the educational outcomes have been accomplished. Both forms are essential to the instructional process.

DISTRICT-WIDE OUTCOMES DRIVEN CURRICULUM



EXPECTATIONS OF KANSAS' LOCAL DISTRICTS/SCHOOLS

MISSION

The Kansas State Board of Education's Mission for Kansas Education is:

To prepare each person with the living, learning, and working skills necessary for caring, productive, and fulfilling participation in our evolving, global society.

FOCUS AREAS

Identified as needed to accomplish the statewide mission

1. **School improvement through effective school principles**

2. **High standards of performance through an integrated curricular approach**

3. **Human resource development/staff training and retraining**

4. **Community-based outreach programs/the community learning concept**

In addition, ten outcomes have been identified in accordance to the focus areas. Local districts/schools are responsible for incorporating and addressing all ten outcomes in their plans for school improvement. The focus areas and outcomes that specifically address curriculum are the following:

1) High Standards of Performance Through An Integrated Curricular Approach

   Outcomes 5, 6, 7, and 8

2) Community-Based Outreach Programs/The Community Learning Concept

   Outcome 10

OUTCOMES ADOPTED BY KANSAS STATE BOARD OF EDUCATION

OUTCOME 1: Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.

OUTCOME 2: Schools have a basic mission which prepares the learners to live, learn, and work in a global society.

OUTCOME 3: Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.

OUTCOME 4: Schools provide instructional leadership which results in improved student performance in an effective school environment.

HIGH STANDARD OF PERFORMANCE THROUGH AN INTEGRATED CURRICULAR APPROACH

OUTCOME 5: Students have the communication skills necessary to live, learn and work in a global society.

OUTCOME 6: Students think creatively and problem-solve in order to live, learn and work in a global society.

OUTCOME 7: Students work effectively both independently and in groups in order to live, learn and work in a global society.

OUTCOME 8: Students have the physical and emotional well-being necessary to live, learn and work in a global society.

OUTCOME 10: * Students participate in lifelong learning.

HUMAN RESOURCE DEVELOPMENT/STAFF TRAINING AND RETRAINING

OUTCOME 9: All staff engage in ongoing professional development based on the outcomes identified in the school improvement plan.

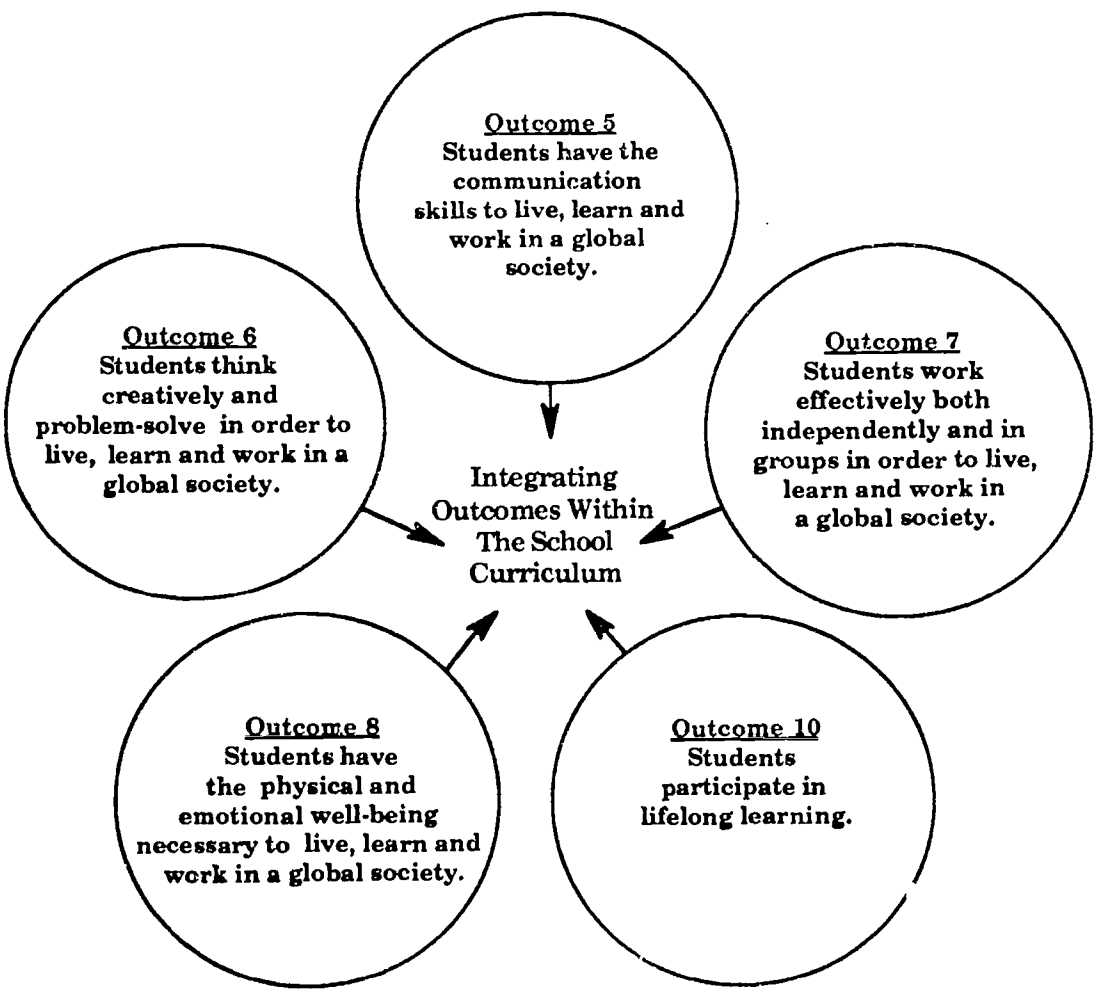
COMMUNITY-BASED OUTREACH PROGRAMS/ THE COMMUNITY LEARNING CONCEPT

OUTCOME 10: Students participate in lifelong learning.

All of the above "State Board of Education Outcomes" have State Board of Education Standards, State Indicators, and some suggested Local Indicators. It is expected that Kansas districts and schools will identify and work towards locally determined standards and indicators to support a comprehensive school program.

* Outcome 10 plays a dual role as it addresses an integrated curricular approach as well as community-based outreach programs and the community learning concept.

INTEGRATING STATE BOARD OF EDUCATION OUTCOMES WITHIN THE SCHOOL CURRICULUM



Composition of Mission Statement and Outcomes Teams

This model follows a teaming approach for developing the mission statement, learner exit outcomes, program outcomes, course/grade level outcomes, unit outcomes and lesson outcomes.

Mission Statement Team:

Composed of parents; students or recent students; board of education members; teachers; school support services staff; administrators; business and industry representative persons; and persons not currently associated directly with a school.

Learner Exit Outcomes Team:

Composed of similar representatives as the Mission Statement Team.

Program Outcomes Team:

Composed of representatives of the instructional staff, administrative staff, students, support services staff, and the local community.

Course/Grade Level Outcomes Team/Teams:

Composed of representatives of the instructional staff, administrative staff and the local community.

Unit Outcomes Team:

Composed of similar representatives as the course/grade level team.

Lesson Outcomes Team/ Teams:

Composed of instructional staff within each grade level.

The above teams may be combined.

MISSION STATEMENT

Definition:

A statement of mission answers the questions: "What is the purpose of the organization?", "What is its major function?", and "Why does it exist?". The mission is determined through state and local community needs assessments/analyses. A mission statement should:

- be broad, idealistic and philosophical
- be outcomes driven and articulate the outcomes
- identify the clientele
- be broad enough that it does not require frequent changes (unless the community changes)
- be based on a statewide or district mission

Procedure:

Activity 1. Review the profile data of the district/attendance center.

A. List the desired outcomes as in the following categories:

a) Needs of all students (All students can learn)

b) Needs of students in meeting the changing educational, economical, and societal demands of the future

B. List other desired outcomes such as:

a) Creative thinking, problem solving, communication, and essential basic skills

b) Physical and emotional well-being, and self-esteem

c) Diversity and interdependence of people and citizenship responsibility

Activity 2. Review the state mission for education.

Activity 3. Review literature on educational reform/restructuring. Study other school districts' mission statements.

Activity 4. Write a mission statement. Develop a plan for obtaining feedback from the district/attendance center and local community.

Example:

STATEMENT OF MISSION

LITTLE VALLEY, KANSAS, UNIFIED SCHOOL DISTRICT 541

The mission of Little Valley School District is that "All students will have the knowledge, competencies, and orientations needed for future success in a global society."

I. LEARNER EXIT OUTCOMES

Definition:

Learner Exit Outcomes are a series of statements that describe the knowledge, skills, and attitudes that all students should successfully demonstrate prior to leaving an educational system. They are based on the state and district missions for education, the state outcomes for education, and the current and future intellectual, social, emotional, physical, and occupational needs of students.

The outcomes are not intended to define specific subject knowledge nor are they to be seen as minimum competencies to be required for graduation. Learner exit outcomes define the learnings that are to be the result of active student participation in a full range of integrated learning experiences.

Procedure:

Activity 1 Review the state and district mission statements and the state outcomes.

A. List the desired outcomes in the mission and outcomes statements for the following categories:

a) Needs of all students (All students can learn)
b) Needs of students in meeting the continuously changing educational, economical, and societal demands of the future

B. List desired outcomes included in the mission and outcomes statements such as:

a) Higher order thinking and life-role performance skills and self directed lifelong learning
b) Physical and emotional well-being, self-esteem
c) Diversity and interdependence of people, and citizenship responsibility

Activity 2. Review literature on educational reform/restructuring. Study other school districts' learner exit outcomes.

Activity 3. Define the learner exit outcomes. Develop a plan for obtaining feedback from the district/attendance center and local community.

Example:

LEARNER EXIT OUTCOMES
ADAPTED FROM
TOWNSHIP HIGH SCHOOL, DISTRICT 214, ARLINGTON, ILLINOIS

Each student will demonstrate . . .

- ability to communicate (in reading, writing, speaking, listening, and numeration skills);
- skills in social interaction;
- capabilities to analyze;
- problem solving and critical thinking skills;
- skill in creative expressions;
- awareness of the creative works of others;
- civic responsibility;
- a respect for the environment;
- awareness of various peoples and cultures of the world;
- skill in developing and maintaining wellness;
- skill in using technology as a tool for learning;
- skill in career planning; and
- a willingness to participate in lifelong learning.

PROGRAM LEVEL OUTCOMES

Definition:

Program level outcomes are a series of statements that define the scope and breadth of the programs of study of a district/attendance center. They represent the contribution that each program of study makes to the total range of learner exit outcomes. In addition, they serve as a framework for developing more detailed outcomes at the course/grade level and for integrating concepts-processes content issues from the various programs of study into the curriculum.

Procedures:

Activity 1. Formulate a mission statement for each of the programs of study. Develop a plan for obtaining feedback from the district/attendance center and local community.

A. Review the state and district mission statements, the state outcomes, and the district exit outcomes to identify key ideas, concepts, processes, and issues.

B. Review literature on the vision of each program of study in the education of young people and adults to identify characteristics and priorities.

C. Review literature on educational reform/restructuring and study other school district's program outcomes to identify characteristics and priorities.

D. Write mission statements for the programs of study.

Activity 2. Develop a listing of outcomes for each program of study. Develop a plan for obtaining feedback from the district/attendance center and local community. In developing the listing, consider procedures such as:

A. An analysis of the state and district missions and outcomes statements.

B. An analysis of disaggregated data from the community, the school district, and the school attendance centers.

C. An analysis of how students learn and of what they will need to experience in a complex global society.

D. An analysis of the understandings, knowledge bases, values, and skills that make up the core of each of the programs of study.

Activity 3. Write program level outcomes based on information from activities one and two.

Examples:

Program of Study - Social Studies

Each student will demonstrate . . .

- civic responsibility and active civic participation;
- skill in developing perspectives on his-her own life experiences so he/she can see himself/herself as part of the larger human adventure in time and place;
- a critical understanding of the history, geography, economic, political, and social institutions, traditions, and values of the United States as expressed in both their unity and diversity;
- an understanding of other peoples and the unity and diversity of world history, geography, institutions, traditions, and values;
- skill in developing critical attitudes and analytical perspectives appropriate to analysis of the human condition.

Program of Study - Art

Each student will demonstrate . . .

- a knowledge and appreciation of art and culture;
- perceptual skills for basic learning, as well as for aesthetic evaluation and artistic decision making;
- an understanding of the artistic process and skills vital to visual expression;
- thinking skills which are utilized in visual art experience and extend to daily life.

Program of Study - Science

Each student will demonstrate . . .

- an understanding of the value of science as a way of learning and communicating about self, others, and the environment;
- skill in scientific problem solving and learning processes;
- a knowledge of representative scientific theories, assumptions, principles, laws, facts, and their cultural and historical contexts;
- skill in using scientific knowledge and processes in clarifying values, examining issues, solving problems, and satisfying personal curiosity;
- skill in relating science learning to the planning and fulfilling of personal, social, and career roles;
- skill in using the appropriate language, tools, and operations of science.

COURSE/GRADE LEVEL OUTCOMES

Definition:

Course/grade level outcomes are a listing of the primary learnings of a specific course or grade. The outcomes delineate the scope of knowledge, skills, and attitudes specified in the program level outcomes for each of the programs of study. The outcomes for a particular course or grade should draw from the concepts, processes, and content of a number of different programs of study.

Procedures:

Activity 1. Delineate the essential learner outcomes of each of the programs of study. These outcomes should:

- be central to the understanding of the subject matter of a program of study
- be of lifelong importance to the learner
- be representative of the full range of cognitive, affective, and psychomotor outcomes present in the scope of a program of study
- be integrated across multiple subject areas

A. Review the state and district mission statements, the state outcomes, and the district exit and program outcomes to identify key ideas, concepts, processes and issues.

B. Review the profile data of the school district/attendance center.

C. Review literature about knowledge, understandings, values, ideals, and abilities considered to be essential in the various programs of study.

D. Review literature on educational reform/restructuring and study other school district's course/grade level outcomes to identify characteristics and priorities.

E. Write essential learner outcomes for the various course/grade level curricula. Develop a plan for obtaining feedback from the district/ attendance center and local community.

Examples:

Course/Grade Level of Study - Social Studies

The student will demonstrate a recognition of the interdependent relationships that exist among communities. (Level 3)

The student will demonstrate a recognition of the links that connect his/her own life and society with the rest of humanity. (Level 7)

The student will demonstrate the application of a historical perspective in the study of current events and trends. (Level 11)

Course/Grade Level of Study - Art

The student will demonstrate an understanding of the elements of design which include: line - shape - space - texture - form - color - value. (Level 7)

The student will demonstrate the unique importance of color in graphic design in terms of impact and alliteration. (Level HS - Commercial Design)

The student will demonstrate that art compositions can be created using the computer as a medium. (Level HS - Computer Graphics)

Course/Grade Level of Study - Science

The student will demonstrate an understanding of the concepts of length, capacity, weight, area, volume, time, and temperature. (Level 7)

The student will demonstrate an understanding of solving problems and applying problem solving strategies, including those from real life problems. (K-12)

The student will be able to demonstrate an appropriate sequence in laboratory investigations in and outside controlled classroom situations. (7-12)

UNIT LEVEL OUTCOMES

Definitions:

Unit level outcomes are a series of statements that define the scope of an instructional unit. They are the steps through which the unit is to contribute to the achievement of the course/grade level outcomes.

Procedures:

Activity 1. Write unit outcomes statements that correspond to the course/grade level outcomes.

Activity 2. Develop a plan for obtaining feedback from the attendance center on the unit outcomes.

Activity 3. Review and revise unit outcomes as needed.

LESSON LEVEL OUTCOMES

Lesson level outcomes are statements that define the purpose of a particular lesson. These outcomes represent the steps through which a set of lessons is to contribute to the accomplishment of the unit level outcomes.

Procedures:

Activity 1. Write lesson outcome statements that correspond to unit outcome statements.

Activity 2. Develop a plan for obtaining feedback from the attendance center on the lesson outcomes.

Activity 3. Review and revise lesson outcomes as needed.

GLOSSARY OF TERMS

Aligned Curriculum
see **Curriculum Alignment**

Alternative Learning Strategies
A variety of routes or programs for achieving a given set of expected outcomes.

Assessment
A variety of methods and techniques used by educators to measure student knowledge, skills, and other traits. A process for gathering data and putting it into an interpretable form for making an evaluative judgment or a decision about a student, program or school.

Basic Skills
Fundamental skills that are the basis of later learning and achievement. Traditionally, this included: computing, reading, and writing. To prepare for 21st Century technology skills such as keyboarding are needed.

Community
A social group linked by common interests through residence in a specific locality whose members perceive themselves as sharing a common ideology, interest or other characteristics.

Community Analysis
A systematic process of collecting, organizing and analyzing detailed data/ information about a community/environment and its constraints. The purpose is to provide the basis for designing a system that meets the needs of its clientele.

Complementary Discipline Units or Courses (Multidisciplinary)
Teachers of related disciplines design a formal unit or course to investigate a theme or issue, i.e., high school home economics and physical education teachers team teach a course on nutrition and exercise.

Curriculum Alignment
The agreement or match that exists between the written outcomes, the instructional process and the assessment.

Curricular Design
Arrangement of the component parts of a curriculum, such as horizontal, interdisciplinary, sequential, thematic, and vertical.

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Curriculum
Plan incorporating a structured series of intended learning outcomes and associated learning experiences; generally organized as a related combination or series of courses.

Discipline Field
A specific body of teachable knowledge with its own background of education, training, procedures, methods, and content areas.

Discipline-Based Curriculum
Traditional subject areas taught in separate blocks of time.

Effective School
A school which demonstrates that all students are learning.

Equity
Freedom from bias or favoritism. All students learn the specified curriculum regardless of factors in their background which have ordinarily been identified as those that prevent such learning.

Equity in Quality
Combination of the issues of **equity in** and **quality of** education. Schools approach the education of their students with the belief that quality must be provided for all students, thus ensuring equity.

Evaluation Data
Data used to determine how well performance-based outcomes are reached connoting qualitative judgment. In education, it is the determination of the quality, effectiveness, or value of a program, product, project, process, objective, or curriculum.

Global
Approach to social, cultural, scientific and humanistic questions involving an orientation to the world as a single interacting system.

Global Education
Education which prepares persons to live in an increasingly interdependent world.

Global Society
The assumption that cultural, ecological, economic, political, and technological ties transcend national boundaries.

Goal
Statement which defines the desired results toward which the organization's efforts are directed.

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Higher Level Skills

Skills which build upon the foundation established by mastery of the basic skills. Higher level skills are needed to live, learn and work in a global society. Examples of these skills include: learning to learn, communicating, creative thinking, problem solving, goal setting, working as a team and developing organizational effectiveness.

Instructional Alignment

Scope and sequence within a content area and curricular coordination among two or more content areas.

Instructional Leadership

Leadership which gives direction, emphasis and support to a school's instructional program. It inspires others to work within the school's central mission of teaching for learning for all. Instructional leaders include teachers, support staff, central office staff and principals.

Instructional Strategies

Plans of action designed and used by educators to maximize student learning and achievement of the desired outcomes.

Integrated Curriculum

Curriculum united through clearly defined common outcomes.

Interdisciplinary

A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience.

Mastery

Ability to use a skill, capacity, proficiency, at an identified level.

Mission Statement

States the purpose of the organization, defines its chief function, justifies its existence, and identifies those who are served.

Monitoring

Portion of the accreditation/accountability process providing for systematically evaluating and assessing the degree that goals/targets have been attained.

Multiple Assessments

An assessment process which comprises the use of more than a single test or evaluation procedure; data are collected from multiple sources including formal and informal tests such as norm-referenced, criterion-referenced and performance-based assessments, and other processes such as curriculum-based procedures, observations of students, and interviews or reports from parents and professionals.

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OATF

The Outcomes Accreditation Task Force established by the Kansas StateBoard of Education in the fall of 1989 to investigate the implications of outcomes-based accreditation for Kansas. OATF was composed of representatives from State and local boards of education, district and building administrators and teachers, private schools, higher education, business, and the legislature. The OATF report was presented to the KSBE in December, 1990.

Outcomes

Results of an educational program which measures student success.

Outcomes Accreditation

Standards and procedures used to declare a school and/or district has met program specifications in terms of identified outcomes.

Outcomes Based Education

Education in which focusing and organizing of all of the school's programs and instructional efforts emphasize clearly defined outcomes that all students must demonstrate when they exit.

Portfolio

A systematic and organized collection of student work samples used by the teacher, student, and parent to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area.

Quality Performance Accreditation (QPA)

An outcomes-based accreditation system adopted March 12, 1991 by the Kansas State Board of Education, which addresses school improvement, accountability, and individual student performance at the building level.

School Improvement

A long-term, outcomes driven collegial process which creates changes within a school that lead to student success. This process includes identification of needs and strategies for accomplishing outcomes.

Staff

Group of employees, including teachers, administrators, instructional and non-instructional support personnel, charged with working together toward the goals of the school and district.

Standard

Goal statement indicating the acceptable level of excellence.

Strategy

A deliberate plan of action.

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Teaching for Learning

Using techniques for varying teaching styles to meet students' various learning styles, in order to address the concept in the effective schools philosophy that all students can learn.

Vision

An imaginative mental image of how something is perceived. Visionary leaders promote and creatively manage by searching for more ideas and solutions.

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