

Critical Attributes

Curriculum

1. Based on state standards and/or common core.
2. Standards unwrapped key learning targets identified – Power standards
3. Information chunked in small but critical units
4. Learners can only retain about 17 days' worth of data (Marzano and Pickering, 2010). This means 3 weeks' worth of data or less in each chunk
5. Curriculum mapped with pacing guides
6. All stakeholders know what mastery is prior to entering the unit s of study

Wiggins & McTighe (1998); Marzano and Pickering (2006)

Learner Centered Educational System

All stake holders measure the success of the education system by what students know and can demonstrate as a result of their interactions with our system. This idea is based on the concept that a teacher measures his or her success by what students know and can demonstrate as a result of the interactions that takes place in the classroom.

Success in this model is measured by how well students demonstrate knowledge and skill mastery within each unit.
Pradere (2010)

Instruction

1. Instruction is based on unit system
2. Instruction designed for student group based on pre-assessment data – a connection is made by the teacher identifying where student is currently and where that must go to reach mastery.
3. All students can learn (reach mastery) though they may reach it at different times with enough support all can meet expectations
4. Students who fall behind must receive interventions and accelerated learning opportunities so that can meet peer level learning targets.
5. Instruction utilizes strategies to support all learners GT, ESL, Sped etc.
6. Engage all learners, set learning targets, check for understanding throughout, and utilize vocabulary inst.
7. All learners are presented in a student friendly manor what mastery is prior to entering the unit of study.
8. Instructional success = student mastery
9. Spiraling content – Students must see important information enough times to commit it to long term memory
10. Instruction includes how to learn as well as what to learn

Tomlinson & McTighe (2006); WestEd (2009) T4S

Assessment

1. Based on the unit model with pre and post assessments pre-determined
2. Common formative and summative assessments all classes and all grade levels
3. Assessments are chunked – No more than 3 weeks' worth of data.
4. Unit is the primary chunk of information, though comprehensive quarter or semester assessments may be used, these are added to the unit system.
5. 85/85 assessment – students can retake
6. Students who do not meet mastery receive remediation until they do
7. All stakeholders know what mastery is prior to entering unit of study
8. Interim assessments used whenever possible to measure progress (MAP and Writing)

Stiggins (2005)

Leadership

1. Teacher, Teacher Leader, Administrator (T, TL, A) roles are learner centered (The focus of all work is student mastery within the units – all content and all grade levels.
2. Collaboration is critical – PLCs needed to plan, review, and evaluate success of each unit. Common classes have common planning time system-wide
3. Transparency is critical – unit assessment data is public (in PLC's and school-wide) in some cases district-wide.
4. All teachers, all subject areas take responsibility to lead all students to mastery – shared unit results
5. Leaders have skills to support and facilitate this initiative (Training provided to lead the system-wide shift when necessary)

NAESP (2008) Leading Learning Communities; Dufour, Dufour, and Eaker (2008); Lipton, Welman, and Humbard (2003)