Appendixes

Appendix A

Reference List

Reference List

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Appendix B

Missouri Department of Elementary and Secondary Education

Report Writing Form Definitions

Report Writing Form Definitions

These definitions are to be used by MSIP Team Members as they gather information and complete the Report Writing Form.

Term	Definition	Additional Information	Standards & Indicator
academics	classes presenting formal instruction; classes for credit		6.7.1/6.7.3
accommodation	change in test presentation or response requirements that are designed to provide <u>all</u> students with an equal opportunity to demonstrate what they know and can do; Accommodations do not substantively alter a test's content, level, or performance criteria.		
achievement test	a test that measures knowledge of acquired information and skill mastery, usually attained as a result of planned instruction or training		
action research	a form of collective, self-reflective inquiry undertaken by educators in order to improve instructional practices, as well as their understanding of these practices and the situations in which these practices are carried out	the project proceeds through cycles of planning, acting, observing, and reflecting and is systematically and self-critically implemented and interrelated; it seeks both action outcomes and research data	6.7.1/6.7.3
activity	description of the presentation of the material that reflects the learning level of the objective and the knowledge and skills necessary for success on the assessment.	reference to the teaching/learning strategy (the teaching technique; manner in which the material is presented) should be included	6.1.1
alignment, external	the measurable learner objectives and related activities and assessments reflect the demands of the Show-Me Process and Knowledge Standards at the appropriate learning level	alignment to the Curriculum Frameworks is also acceptable. Additional alignments to national standards, etc., are acceptable but not required	6.1.1
alignment, internal	there is close relationship among measurable learner objectives, instructional activities, and assessments (all having external alignment to the Show-Me Standards or Curriculum Frameworks)		6.1.1

articulation	how the curriculum fits together among grade levels and courses within a subject; an exercise to ensure that essential skills and knowledge are introduced, practiced, mastered, and reviewed at the appropriate grade/developmental levels	developing a comprehensive scope-and-sequence outline and/or completing a curriculum mapping project are steps to determine the level of articulation	6.1.1; 6.1.2
articulation agreement	written agreements between school districts and postsecondary institutions to ensure that students completing vocational programs can continue their education after high school		7.3.3
assessment	the process of collecting, analyzing, and interpreting information about academic performance related to educational goals. Assessments, as opposed to tests, typically employ a variety of procedures for evaluating student work and learning.	for MSIP--a clear description and/or example of appropriate summative evaluation for the majority of objectives. Formative assessments may accompany instructional activities. Multiple objectives may be assessed in one test or performance event.	6.1.1
assessment data	information on individuals and groups of students gathered from standardized tests, district-level tests, individual tests, and other classroom evaluations.		6.2
at-risk student	students who, without intervention and support, would not achieve at a level equal to their potential; students who, without intervention and support, will not graduate from high school		6.3.6
authentic assessment	tests demanding the application of skills and knowledge in a "real-life" situation		6.1.2
benchmark	expected or anticipated skill or understanding at various developmental levels; A specified step along a path toward achievement of a goal or standard	generally identified for a few key levels or grade spans; could be identified for each grade span	

board approval	the local board of education has adopted the written curriculum	minor, ongoing adjustments in the curriculum can be made without board approval; It is suggested that the board be kept informed on general curriculum and instructional matters on an annual basis. Guides formally reviewed and revised as part of the district's systematic procedures should be approved by the board.	6.1.1
code of conduct	school district document that describes expected behavior and consequences for noncompliance	also known as a discipline policy	6.6.1
comprehension skills	understanding the meaning of or making meaning of spoken or written words		6.3.3
Comprehensive School Improvement Plan (CSIP)	long-range plan developed by the district with involvement by staff, board, parents, patrons to address needs of the district	MSIP concerns must be addressed in the CSIP	6.8.2; 6.8.4; 8.2.1; 8.2.2
constructed response items	these items ask students to give their own short answers rather than choosing from a list of possible answers		6.1.1
cooperative learning	students work in organized groups to learn; roles are assigned to each member of the group and each is accountable for mastery of the concept being learned		6.3.3
course description	a description of the overall course content and major activities or requirements is printed in each curriculum guide; the course description may include broad course objectives used to plan learner objectives/outcomes	may be a course description for each grade level or grade span of the subject, discrete courses should have course descriptions (for example, Algebra II would have a different description than General Math)	6.1.1
course objective	broad expectation for a course of study or individual course	more focused and discrete learner objectives usually supplement and support these course objectives	
cross-reference	objectives are matched, either in part or whole, with some aspects of the Show-Me Standards; without specific focus		6.1.1
curriculum	the plan for the presentation of educational activities in an educational institution		6.1

Curriculum Frameworks	Missouri's Frameworks for Curriculum Development--intended to guide Missouri Schools as they develop local curriculum aligned to the Show-Me Standards	alignment to the Curriculum Frameworks in the written curriculum may be substituted for alignment to the Show-Me Standards	6.1
curriculum guides	documents containing the aligned components of the instructional plan for a school district; MSIP requires graduate goals, rationale, course description, measurable learner objectives, learning activities, assessments, alignment to the Show-Me Standards or Curriculum Frameworks	there is to be written curriculum for each subject/course. As required components are added to the guides, they are to be aligned to the Show-Me Standards. Board approval is required for major revisions as part of the district's revision plan	6.1.1
curriculum mapping	teachers record the lessons taught during the school year and time spent on each. Maps (charts) are made from these data to indicate the subject matter emphasized and the time spent teaching each component	this system is intended to assure agreement among the contents of the curriculum guide, the actual subject matter taught within allotted time spans, and the results of testing	6.1.1, 6.1.2
decoding skills	translating symbols into words		6.3.3
design team	group formally organized to prepare a project for adoption and/or implementation		6.7
disaggregated data	the performance of various groups within a total population can be studied by dividing or separating the achievement or assessment data for specific groups of students	desegregation may be on the following basis: racial/ethnic, boys/ girls, at-risk, special education, poverty level, or other groups	6.3.4
discipline policy	school district document that describes expected behavior and consequences for noncompliance with the expected behavior	may also be called a code of conduct	6.6.1
District Response to the Standards and Indicators	written responses to specific Standards and Indicators to be used in the MSIP team's report; Some sections will be copied into the report verbatim	a publication by this title describes all of the information and documentation that a school district is required to provide for the MSIP review team. It can be found on the DESE web site under MSIP Third-Cycle Resources	
educationally disadvantaged student	students who, without intervention and support, would not achieve at a level equal to their potential; students who, without intervention and support, may not graduate from high school	may include but not limited to students in special instructional programs such as special education, Title I, 504 plans, and/or at-risk programs	6.3.6

eMINTS	"enhancing Missouri's Instructional Networked Teaching Strategies" provides computer-based classrooms for Missouri Schools and training for teachers to use the technology		6.4.4
equity	equal treatment, equal rights, equal access for all populations, and/or multicultural perspectives and cultural diversity concepts	includes gender, racial/ethnic, disability-awareness concepts	6.1.3
fellowship program	a university post awarded to a graduate student who is supported by a university department to teach or undertake research; project designed to improve skills with the support and cooperation of a university or college	the University of Missouri has a fellowship program that places first and/or second year teachers in classrooms with mentoring support from an experienced teacher as they work on their Master's Degree	6.7.6
flexible grouping	temporary groups formed on the basis of assessment results to receive instruction in specific reading strategies and skills, usually with text at the students' instructional level	may vary from whole-group to individual student instruction based on the needs of the group	6.3.3
fluency	speed and accuracy in recognizing words and comprehending connected text, and coordinating the two; identifying letters and words automatically		6.3.3
goal	a broad objective		6.1
graduate goals	a description of what the district expects of its graduates in various subject areas . In the absence of graduate goals, objectives cross-referenced to Show-Me Standards in a board-adopted guide will imply adoption of the Standards as the graduate goals	may be overall goals for all graduates, interim goals for grade levels or grade spans, and/or goals for subject matter fields that relate to the overall graduate goals; Objectives cross-referenced to the Show-Me Standards is the minimum requirement	6.1.1
guided reading	using a teacher-chosen text, the teacher works with a small temporary group of students to develop their processing strategies as they read increasingly difficult texts		6.3.3
independent reading	the student reads silently from student-chosen text at an independent level. The level of materials is monitored by the teacher		6.3.3

independent reading level	the student reads 96%+ of words accurately and comprehends 100% of the passage		6.3.3
indicator	one of the requirements for meeting a standard		
instructional activities	clear description and/or specific example of how the material (content and process) is to be presented to achieve the learner objective	may be combined with instructional strategies and teacher activities to give a complete explanation of the presentation of the material	6.1.1
instructional reading level	student reads 90-95% of words accurately with 85-90% comprehension		6.3.3
instructional strategies	teaching-learning techniques used to present instruction in the classroom	examples—lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, and hands-on activities	6.1.1; 6.3.2
Integrated Standards and Indicators Manual	MSIP publication that lists the standards and indicators for school accreditation adopted by the State Board of Education	it can be found on the DESE web site under MSIP Third-Cycle Resources	
journals	written record of experiences; may be general in nature or include specific experiences with a certain subject	these are individually composed, not published professional journals	6.7.1/3
learning level	the level of expected mastery of a learning objective as related to Bloom's Taxonomy (knowledge, comprehension, application, etc.) or similar hierarchy	the learning level demanded to meet the Show-Me Performance Standards is at the application level and above	
measurable learner objectives	descriptions of expected learner outcomes in terms of observable learner behavior including a clear delineation of the content to be learned and the learning level	learner competencies, performance indicators, and other terms may also meet this definition. Measurable objective may imply the type of activity and assessment	6.1.1
measure	quantitative condition for meeting an indicator or a standard		
mission statement	a formally adopted declaration that states the aims of a school district or other organization in very general terms		
outcome	expected or anticipated result of an instructional activity for a learner	objective, performance indicator, competency	6.1
peer coaching	learning or improving knowledge or skills with the help of staff or students of equal standing	this could be an instructional strategy, tutoring strategy, or staff development or support activity	6.1.1

performance indicator	a discrete objective or learner outcome that leads to meeting a broader learner objective or outcome; could also be a measure of performance	may be considered a "measurable learner objective" for MSIP purposes in some instances	6.1.1
performance task/event	complex demonstration of student knowledge (i.e. project, speech, essay, concept map, experiments, or research paper)		6.1.1
philosophy	set of precepts, beliefs, principles, or aims, underlying the educational practices in a school district	should directly support the mission statement; sometimes called "beliefs"	
phonemic awareness	insight that every spoken work can be conceived as a sequence of phonemes, units of sound that represent and distinguish meaning in language, early introduction to the letters of the alphabet	an awareness of phonemes is the basis for the understanding of the alphabetic principle and thus the ability to learn phonics and spelling	6.3.3
phonics	instructional practices that emphasize spellings are related to speech sounds in systematic ways; letter-sound correspondences		6.3.3
portfolios	organized collection of artifacts meant to represent the work of an individual or organization		
rationale	a reason or justification for teaching the subject/course related to the district's mission and philosophy is printed in the curriculum guide	may be a rationale for the entire subject matter field, rationale for the subject in a grade span, and/or rationale for individual courses in subject matter fields. Separate rationales may be written for secondary level courses	6.1.1
reading goals	reading expectations for each grade level K-3	these may be district or school reading and/or communication arts curriculum goals for each grade level	6.3.3
Reflective Journals	reflective journals or logs are recordings of key events, thoughts, or feelings in the educator's work days to reflect on for improvement and/or to share learning with colleagues...(Wood and McQuarrie, 1999)		6.7
Report Writing Form	the document on which the MSIP review team records its findings	it can be found on the DESE web site under MSIP Third-Cycle Resources	
rubric	scoring guide with written expectations or levels necessary to earn a certain point value or grade		6.1.2

scope and sequence outline	concrete, often graphic or tabular representation of the presentation of the learner objectives; Scope is the latitude or breadth of the curriculum and sequence is the time order and/or grade level of the presentation of educational experiences	a comprehensive scope and sequence outline can indicate that a curriculum is articulated	6.1.1
selected response items	test that requires the student to choose a correct answer from a limited list of possibilities (i.e. multiple choice, true-false, or matching)		6.1.1
self study	the school district's responses to a given set of standards and indicators such as MSIP, NCA, or other national standards	not required by MSIP, but used by districts for planning purposes	
shared reading	student reads with others (teacher, small group, or partner), usually familiar text		6.3.3
Show-Me Standards	thirty-three performance standards listed under four broad goals and forty knowledge standards listed under six content areas--what high school graduates in Missouri should "know" and be able "to do"	authority for the Show-Me Standards: Section 160.514 RSMO	6.1.1
standard	expected level of quality or excellence against which judgments and accreditation decisions are made		
strategic planning	formal, long-range planning effort that involves school staff, district patrons, and others; elements include developing and refining a plan as well as the steps necessary to implement the components of the plan upon board approval		
strategy	the manner in which the lesson material is presented and practiced; the teaching/learning technique		6.1
study group	group that has an interest in or responsibility for learning about a common topic		
targeted instructional services	Title I reading, math, communication arts, LEP/ESOL differentiated instruction, supplemental reading instruction (e.g. Reading Recovery)		6.3.6
teacher collaboration	groups of teachers working together to achieve improvement		6.7.1/3

technology	the application of scientific, electronic, and/or computer tools in the educational process	technology should not be defined narrowly to include only the latest computer hardware and programs or so broadly to include outdated tools that will not prepare students for today's workplace or higher education challenges	6.1.3, 6.4
training	course work, in-service workshops, coaching activities, study groups, mentoring, administrative guidance and support may all provide ways for teachers to learn or improve knowledge and skills		6.7
word-attack skills	learned strategies to decode, sight read and recognize written words		6.3.3

Appendix C

Missouri School Improvement Program (MSIP)

MSIP Frequently Asked Curriculum Questions

MSIP Frequently Asked Curriculum Questions

6.1 The district implements written curriculum for all its instructional programs.

Q 1—What are the main differences between second- and third-cycle curriculum guides?

A 1—During the second cycle, curriculum guides were required to have these components: rationales, course descriptions, goals for graduates, measurable learner objectives, cross references to the Show-Me Standards or Curriculum Frameworks, and the date of board approval. During the second cycle instructional strategies and assessments were optional components. During the third cycle, instructional activities and assessments are required components along with those that were required during the second cycle, in accordance with the required phase-in schedule. If the district has evidence of curriculum review during the past five years and meets all of the Second Cycle Standards, scoring guide points will not be deducted based on Indicator 6.1.1 alone. The absence of appropriate activities and assessments will generate comments and/or concerns. District with written curriculum that does not meet Second Cycle Standards will receive no points and concerns.

Q 2—What curriculum guides will the team review when they are in the district?

A 2—The team will review curriculum guides for **all** instructional programs listed on the Report Writing Form curriculum chart. The Report Writing Form asks the team to review curricula for communication arts, math, science, social studies, health education, physical education, art, music, all vocational programs, foreign language, and practical arts.

The team will also note the presence of curriculum guides in the areas of preschool, gifted education, guidance, technology, LMC, special education (life skills), cadet teaching, and other. This group of guides will not be held to the same MSIP Standards as the subjects listed in the curriculum chart. In order to qualify as a curriculum guide, appropriate grade-level learner objectives are required.

The schedule for reviewing written curriculum guides for Third-Cycle MSIP required standards is as follows:
- 2001-2002 one of the core subjects tested on the MAP (math, science, social studies, communication arts) is required.

- 2002-2003 two of the core subjects are required.
- 2003-2004 three of the core subjects are required.
- 2004-2005 four of the core subjects are required.
- 2005-2006 **all MAP subject curriculum guides, core and non-core areas, will be reviewed using Third-Cycle MSIP Standards.**

(NOTE: Every year during the Third Cycle, all other guides will be reviewed on the basis of Second-Cycle standards.)

Q 3—Are the curriculum requirements the same for A+ Schools and approved vocational courses?

A 3—A+ and vocational curricula should have contained all of the required and optional components during second cycle. Therefore, all of the components should be there during third-cycle. The A+ curriculum should be fully aligned in one subject area each year until all subjects are fully aligned. The vocational curriculum must be brought fully to third-cycle standards before the beginning of the 2004-2005 school year.

Q 4—Can the district use the Show-Me Standards for the graduate goals?

A 4—Graduate goals for a subject area can be considered in place if cross-references to the Show-Me Standards are in place K-12 and the local school board has reviewed and approved the curriculum guide.

Q 5—What is cross-referencing, and is it required?

A 5—Objectives are matched, either in part or whole, with some aspects of the Show-Me Standards and, may or may not represent true external alignment. At a minimum, objectives must be cross-referenced to the Show-Me Standards or Curriculum Frameworks

Q 6—What is meant by full alignment, and is it required?

A 6—Full alignment means that both external alignment and internal alignment are present. External alignment means that the measurable learner objectives reflect the demands of the Show-Me Performance and Knowledge Standards or Curriculum Frameworks at the appropriate learning level. Internal alignment means that there is close relationship among measurable learner objectives, instructional activities, and assessments. Both must be present for full alignment. Full alignment is not a requirement for MSIP during the third cycle.

Q 7—Are full alignment and cross-referencing different?

A 7—For MSIP purposes, full alignment and cross-referencing are considered different. Cross-referencing is the minimum requirement for the third cycle of MSIP. Full alignment is a factor that could support a strength for the curriculum standard.

Q 8—How will full alignment be determined?

A 8—During each year of the third cycle, the district will choose two objectives for each grade level from each curriculum guide evaluated by the third-cycle standards according to the phase-in schedule for that year to check for full alignment. If 75% of the components display appropriate full alignment, credit will be given for full alignment.

Q 9—What does it mean that a district must have instructional activities and assessments (including performance-based assessments) for a majority of the objectives?

A 9—Most districts will have the goal of writing instructional activities and assessments for all of the measurable learner objectives. However, in order to get full credit for the Third-Cycle Standard, only a majority of the measurable learner objectives must have activities and assessments in the required guides during the review. There should be a variety of assessment types, including performance-based assessments, in the required curriculum guides. Some activities and assessments may cover more than one objective, or one objective may have multiple activities and/or assessments.

Q 10—How are instructional strategies and instructional activities different?

A 10—For MSIP purposes, instructional activities are descriptions of the presentation of the material that reflects the learning level of the objective and the knowledge and skills necessary for success on the assessment.

Instructional strategies are teaching-learning techniques used to present instruction in the classroom. Some examples are: lecture, whole-group instruction, cooperative learning, flexible grouping, one-on-one instruction, computer-assisted instruction, and hands-on activities. Reference to the instructional strategy should be included in the required curriculum guide. It may be part of the description of the instructional activity or listed separately.

The team will determine if a variety of appropriate strategies are implemented and record that on the Report Writing Form.

Q 11—Will the team need to see copies of the actual activities and/or assessments?

A 11—The team will need to see a complete description of the activity and/or assessment. The description should be detailed enough that a teacher could easily understand how to duplicate the activity and/or assessment. The learning level of the activity and assessment should match that expected in the objective to be fully aligned. It should include the teaching strategy. For A+ and vocational, each assessment should include a mastery level.

It is also acceptable to have copies of the actual activities and/or assessments in the guide or cross-referenced to the objectives in a separate file or binder. It is important that the team members have access to enough information to help determine if the curriculum is complete and aligned.

Specific references to pages in a textbook or other resources are also acceptable as long as all teachers have access to those resources, and MSIP team members have access to these publications.

Generic references such as "worksheet, quiz, unit test, or rubric-graded test" are not acceptable.

Q 12—Do all measurable objectives have to be aligned?

A 12—The district is responsible for having learner objectives in place to meet the demands of the Show-Me Standards. The district may go beyond the standards and offer programs and instruction that exceeds the breadth and depth of the standards. The curriculum guides may also list required objectives that may be at a level not easily aligned to the standards. In instances such as these, objectives may not be aligned.

MSIP will look at all of the listed curriculum objectives for each course or grade to determine alignment to the Show-Me Standards or Curriculum Frameworks and a sample of objectives with accompanying activities and assessments to determine full alignment.

Q 13—Can goals for graduation be different at elementary, middle, and high school levels?

A 13—Graduate goals may be overall goals for all graduates, interim goals for grade levels or grade spans that lead to meeting the overall goals, and/or goals for subject matter fields that relate to the overall graduate goals.

Q 14—How does the district show that an activity or assessment deals with more than one objective?

A 14—The district should devise a system for tracking the connections among objectives, activities, and assessments. If they are always printed together in the curriculum guides, there should not be a problem in determining the connections. The simplest way is to think about how the teachers in the district will know which objectives are aligned with which activities and assessments. If the objectives, activities, and assessments are not printed in the same document, it would be helpful to mark the aligned components in some manner such as colored highlighters or colored tape tabs.

Q 15—When one assessment is aligned to more than one objective, how does this count toward the requirement that "….specific assessments (including performance-based assessments)" are to be developed "for a majority of the learner objectives?"

A 15—If one major assessment is used to assess several objectives, all of those objectives count toward the majority. Performance-based assessments that combine multiple objectives and combine multiple content and process standards can help make the kind of important connections that lead to success on the MAP.

Q 16—Will districts reviewed in years 2-5 of the third cycle be required to designate two objectives per grade level as the basis for determining full alignment?

A 16—It is anticipated that districts will continue to identify two objectives for each grade level from each required core curriculum guide. The review team may select a sample of objectives from those identified by the district to determine full alignment.

Q 17—Do DESE Curriculum Section expectations for third-cycle curriculum differ from MSIP expectations?

A 17—The Curriculum Section has designed training for school districts that need help in writing meaningful curriculum that will lead to improved instruction and improved student performance. Some of the examples

used to demonstrate well-developed curriculum go beyond the basic requirements of MSIP and would exceed the standard. However, familiarity with these examples should help districts as they write curriculum and plan for curriculum improvement.

Q 18—Must the board approve every change in the curriculum?

A 18—The date of board review and approval must be in each curriculum guide. When minor adjustments are made, it is not necessary to obtain formal adoption. MSIP requires that systematic procedures be used to review and revise curriculum. This indicator does not require formal board approval each time a guide is updated.

Q 19—How will equity, technology, research, and workplace-readiness skills be checked?

A 19—The district will complete a chart in the *District Response to the Standards* that asks for specific places in the curriculum guides where the team can find learner objectives related to the specific topics in the three grade spans (elementary, middle school, and high school). The team members will review the curriculum guides to determine how instruction is presented on each of these topics. The topics may be covered in any area of the curriculum that is appropriate and reaches all students in these grade spans.

Appendix D

Missouri Department of Elementary and Secondary Education

DESE Curriculum Sampler 2003

Note on Appendix D: When distributed in electronic format, the entire DESE Curriculum Sampler (2003) will be imbedded in this document. If viewing this document in print format, the Curriculum Sampler can be accessed by pointing your browser to:

http://www.dese.mo.gov/divimprove/curriculum/index.html

Appendix E
Missouri Center for Career Education
Curriculum Development Definitions of Terms and Proposed Operational Practice

Central Missouri State University
Missouri Center for Career Education
Curriculum Development Definitions of Terms and Proposed Operational Practice
June 29, 2004
Dr. Barton A. Washer

The purpose of this document is to provide clarification for curriculum development terminology. The following definitions are cited from professional literature, textbooks, and the Missouri Department of Elementary and Secondary Education. Where required, some definitions are operationally defined.

The second component of this document (Operational Practice) will attempt to show how these defined components interact in the curriculum development and delivery processes.

Professionally-recognized Terms

Competency. For the purpose of this document, the term ***competency*** will be operationally defined as "a broad instructional statement that, when linked with similar statements, create a listing of desired occupational competence within a specific 'duty band' that is used to plan and deliver instruction within a specific course or program." This term is sometimes used synonymously with other terms, such as measurable learner objectives or task statements (both terms are defined below). When grouped together, these competencies and duty bands form an "occupational" profile (or competency profile). Miller & Miller (2002) Describe an ***instructor's*** competence in three areas: Technical, professional, and personal.

Curriculum. "The sum of the learning activities and experiences that a student has under the auspices or direction of the school" (Finch & Crunkilton, 1999, p. 9). For the purpose of this document, it should be noted that 2003 curriculum projects in Business Education, Health Sciences Education, and Trade and Industrial Education are focusing on developing curriculum *guides* (or plans illustrating how to continue developing a full curriculum) rather than on total curriculum projects.

Curriculum Guide. "Documents containing the aligned components of the instructional plan for a school district; MSIP requires graduate goals, rationale, course description, measurable learner objectives, learning activities, assessments, alignment to the Show-Me Standards, or Curriculum Frameworks (Missouri Department of Elementary and Secondary Education, 2002, p. 3). For the purpose of this document, a curriculum guide will be operationally defined as a document or plan that assists classroom teachers and administrators in developing a full curriculum. These guides should include samples of model lesson plans, instructional strategies, resources, and assessments.

Duty Band. General "organizers" that group similar competencies. For maximum
   efficiency, occupational (competency) profiles should include between eight and
   12 duty bands (Miller and Miller, 2002).

External Alignment (Curriculum). "The measurable learner objectives and related
   activities and assessments reflect the demands of the Show-Me Process and
   Knowledge standards at the appropriate level" (p. 1). External alignment to
   Missouri academic resources can also be achieved by aligning to the Curriculum
   Frameworks. Alignments to other external sources (i.e., national standards) are
   acceptable but not required (Missouri Department of Elementary and Secondary
   Education, 2002, p. 1).

Internal Alignment (Curriculum). "There is a close relationship among measurable
   learner objectives, instructional activities, and assessments (all having external
   alignment to the Show-Me Standards or Curriculum Frameworks" (Missouri
   Department of Elementary and Secondary Education, 2002, p. 1). For the purpose
   of this document and future instruction and curriculum guides, a measurable
   learner objective and its instructional activities and assessments should be in the
   learning domain (cognitive, affective, and psychomotor) and learning level
   (Bloom's Taxonomy).

Instructional Objectives. "An intent communicated by a statement describing a proposed
   change in a learner – a statement of what the learner is to be like when he [*sic*] has
   successfully completed a learning experience" (Mager, 1962, p. 3). For the
   purpose of this document, Instructional Objectives will be further defined as
   occurring at the "lesson delivery" level and are used synonymously with student
   objectives, lesson objectives, behavioral objectives, and lesson outcomes.

Measurable Learner Objective. "Descriptions of expected learner outcomes in terms of
   observable learner behavior including a clear delineation of the content to be
   learned and the learning level. Learner competencies, performance indicators,
   and other terms may also meet this definition" (Missouri Department of
   Elementary and Secondary Education, 2002, p. 1).

Occupational (Competency) Profiles. A series of task statements, organized by duty
   bands, that relay the skills required by a particular occupation. Occupational
   Profiles may include rating scales and instructor documentation areas (e.g., date,
   rating). Miller and Miller (2002) refer to these as "profile charts."

Task Statements. Precise, stand-alone action phrases that describe a specific skill within
   a duty band. For maximum efficiency, there should be at least six task statements
   for each duty band (Miller and Miller, 2002).

Proposed Operational Practice

The following operationally-defined practices are proposed to capture relationships among curricular terminologies. These relationships are designed to assist career education classroom teachers, administrators, and teacher educators in implementing improved instructional strategies and meeting State standards (based on their current curriculum) rather than following the specific definitions of the current literature previously presented.

Relationship between Task Statements, Measurable Learner Objectives, and Duty Bands. For the purpose of the Missouri School Improvement Program (MSIP), it is proposed the Missouri Department of Elementary and Secondary Education's Division of Career Education recognizes:

- *Duty Bands* (when stated in measurable terms) can meet the definition of MSIP's *Measurable Learner Objectives*.
- Existing *duty bands* on many of Missouri's occupational ("competency") profiles may be stated in two-to three-word phrases and may not be measurable.
- Existing *task statements* ("competencies") may be stated in measurable terms. However, *task statement*s should not include all components of behavioral objectives (task, condition, and criteria) since behavioral objectives should be delivered at the lesson level.
- For the purpose of instructional planning efficiency, Missouri occupational profile *duty bands* will be rephrased into *measurable learner objectives*, with the "competencies" below each new *measurable learner objective* being recognized as *task statements* that support the new *measurable learner objective*.
- MSIP standards require that:
  - Learner objectives are stated in measurable terms
  - Curriculum guides have identified instructional strategies, resources, and assessments for *each* specific measurable learner objective with full internal alignment. Although current MSIP review standards allow for "progress" towards full internal alignment, MSIP's intent is for the total curriculum to be fully aligned)
- For the purpose of MSIP documentation, the classroom teacher must address (i.e., identify instructional strategies, resources, assessments, curricular alignment) the new *measurable learner objectives* (existing "duty bands") rather than the specific *task statements* (existing "competencies") of the occupational profile. Using the existing *Core Competencies for Health Care Assistants* (#501013-C) as an example, this strategy would require aligning seven *measurable learner objectives* (existing duty bands) rather than 44 *task statements* (existing competencies).
- Lesson Objectives, for the purpose of this document, will be used synonymously with the terms Behavioral Objectives and Performance Objectives. Translated, these three terms are written for the "lesson" level to guide actual classroom instruction.

Reference List

Finch, C. R. and Crunkilton, J. R. (1999). *Curriculum Development in Vocational and Technical Education: Planning, Content, and Implementation* (4th Ed.). Allyn & Bacon.

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Missouri Department of Elementary and Secondary Education (2002). Report Writing Form Definitions. Retrieved February 26, 2003, from http://www.dese.state.mo.us/sia/msip/3rd%20cycle%20resources.htm.

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Appendix F

Missouri Department of Elementary and Secondary Education / Division of

Career Education's

Guide to Developing a Written Program Evaluation Plan

**Guide to Developing a Written Evaluation Plan for
Vocational Education Programs**

The purpose of this *Guide* is to provide an outline of the components necessary in a written evaluation plan. Evaluation of vocational education programs provides a basis for identifying the strengths and concerns for the various programs and the overall vocational education curriculum. This then leads to the development of objectives and action plans resulting in program improvement. While this *Guide* provides an outline for a written evaluation plan, it is not intended to provide information on how to design and conduct program evaluations.

A plan for the evaluation of vocational education programs should include the following components:

1. The specific goals of the evaluation process

While program improvement is always the goal of the evaluation process, a more specific goal should be set based on the type of evaluation conducted. The goal of the evaluation could be either (A) a general analysis of the vocational education program performance measures and standards or (B) a goal with a more specific focus on objectives and action plans previously established through the evaluation process.

A. Conducting a General Analysis

A general analysis of vocational education programs will provide a baseline of information from which critical issues or areas for improvement can be identified. This general analysis should use program specific standards or checklists and established performance measures for the program and/or vocational education as a basis for the evaluation process. A general analysis of programs should be conducted at least every five years or when major changes to a program have occurred.

B. Conducting an Evaluation Based on Specific Objectives

A more specific goal for program evaluation would be to determine the achievement of an objective and the effectiveness of action plans developed as a result of a previous program evaluation. This type of goal is appropriate with annual evaluations of program improvement objectives. The basis for this type of evaluation is the vocational improvement plan. The measurable objectives and evaluation procedures established for the vocational improvement plan serve as the goals and procedures for the evaluation. This information can be found on the vocational program improvement plan form, a sample of which is included. Performance standards for vocational education should also be part of the annual evaluation process.

2. A description of the evaluation process

The description will include the procedure for gathering, analyzing and reporting data generated through the evaluation process. Included in this section should be:
- A description of the specific program components, goals, performance measures, or improvement objectives to be evaluated
- Timelines for gathering and reporting data

- Assignment of responsibilities for the evaluation process
- Dissemination plan for the evaluation report

3. A list of data sources which will be used in the evaluation process

Data sources which address the evaluation goals must be identified as part of the evaluation plan. These data sources could include, among others:
- Missouri School Improvement Program reports
- Program specific standards and checklists
- The district's Comprehensive School Improvement Plan
- The district's public report data
- Performance measures for vocational education programs
- Follow-up data on students enrolled in vocational programs
- Labor market and community needs assessments
- Student interest surveys
- Surveys of employers of graduates of vocational programs
- Advisory committee review of programs and recommendations
- Student satisfaction surveys
- Information from administrative/board reviews or evaluation

4. A description of the process for program improvement

This section should include how the information included in the evaluation report will be used in planning for program improvement. Improvement plans must be tied to program standards, vocational education performance indicators, and/or standards for the Missouri School Improvement Program. Improvement plans should include measurable objectives and action plans which address the program improvement issues. The enclosed Vocational Program Improvement Plan form should be used to develop the plans.

Information for this section could include:
- How objectives for improvement will be prioritized and selected
- How the action plans to accomplish the objectives will be determined
- The relationship of the vocational program evaluation process to the building or district level Comprehensive School Improvement Plan
- How the implementation of the objectives and action plans will be monitored

Note to Course Instructors: Additional components of this Program

Evaluation document can be located at

http://www.dese.mo.gov/divcareered/