

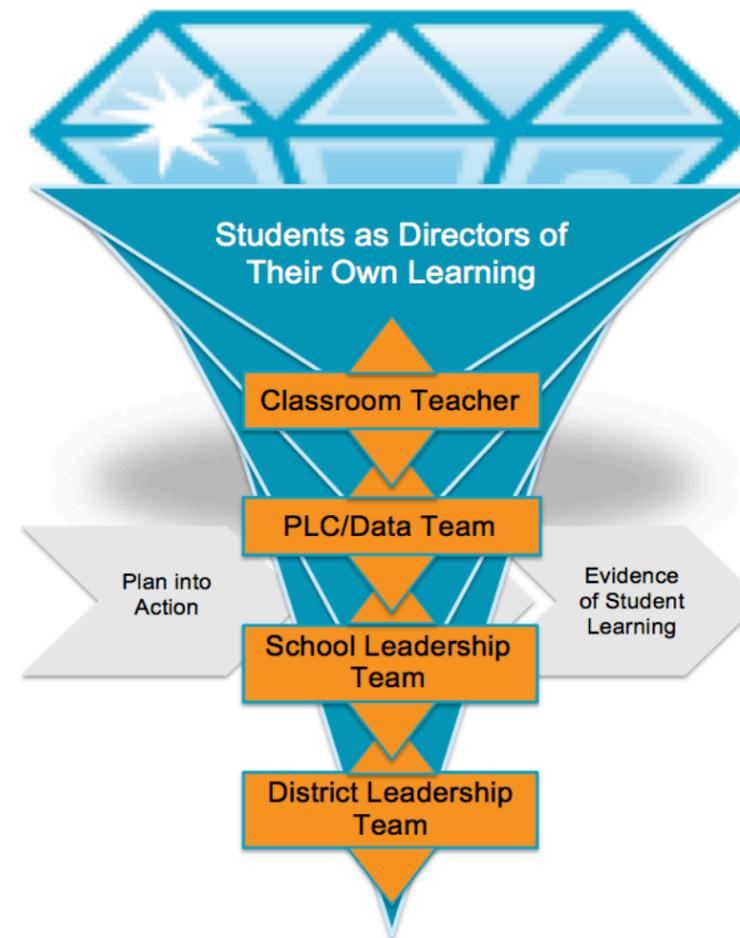
A Comprehensive Learning Framework

Reciprocal Accountability and Shared Leadership: Transforming Teaching, Leading and Learning

VISION for College & Career Readiness in Arkansas Schools

All students in every Arkansas classroom will be engaged daily in rigorous learning experiences that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate, and communicate. Students will monitor their learning and direct their thinking to become productive and contributing team members. Students will grapple with complex texts and problems, construct viable arguments, and persist until solutions are identified and substantiated. Through these learning experiences, students will be confident in their preparation for success in their post-school lives, including college and career.

Adults who are also continuously learning will support students as they prepare for college and careers. They will understand the purpose of and utilize formative assessment to provide feedback and support to student learners. Instruction will be founded on best practices grounded in research or evidence. Stakeholders will convey and support the vision by providing learning opportunities through in-school and out-of-school settings that strengthen and assist student learners.



Classroom Formative Assessment:

The Formative Assessment process includes identifying clear learning targets, setting clear success criteria and providing continuous feedback along the way. Based on student work, instructional decisions are made and data are used as frequent indicators of individual student mastery of standards. Students use these results to set learning goals and teachers use the results to guide daily instructional practice.

Interim Assessment:

Interim Assessments are generated and analyzed by PLC/data teams to measure student mastery of standards within a specific unit of instruction. Teams identify targeted standards, administer an assessment, and analyze results. Performance indicators are aligned to the curriculum and are used to measure the effectiveness of teaching and learning in the school/district. These indicators reflect both adult implementation and student achievement. Based on analysis of student performance data, PLC/data teams collaboratively discuss next steps focused on progressing all students to grade level mastery (i.e., curriculum adjustment, instructional redesign, professional learning).

Summative Assessment:

Assessments referred to as summative can range from large-scale assessment systems, such as the annual assessments administered across states, to district-wide assessment systems or tests, to classroom summative tests created by teachers. In each instance, the assessments are designed to yield interpretations regarding students' achievement or program success up to that point in time. (Formative Assessment for Students and Teachers SCASS)

Components Supporting the Framework

<u>Strategic Plan for Student Achievement</u>	<u>PLC/Data Teams</u>	<u>Educator Effectiveness System</u>	<u>Curriculum Design for College and Career Readiness</u>	<u>Proactive Continuum of Student Support with Response to Intervention (RtI)</u>	<u>Professional Learning</u>	<u>Support Systems and Communication Protocol</u>
The strategic plan for student achievement identifies and addresses the instructional needs of students and the system of support. It is rooted in the state strategic plan and actualized by each school's ACSIP. Schools are charged with the process of planning, doing, checking and taking action for strategic projects and initiatives.	PLC/data teams are collaborative grade level or content area teacher teams that use the results of common assessments to inform instructional/curricular decisions. PLC/data teams utilize formative instructional practices and focus on indicators aligned with strategies for improvement. PLC/data teams may also be formed at the district level to implement strategies and to determine effectiveness.	Teachers and administrators utilize the various components of the evaluation system to recognize the contributions educators make to student success. Through professional growth plans, educators implement professional learning to achieve student success.	Next generation learning is designed to prepare all students for college and careers. Curriculum includes purposefully planned learning experiences that provide opportunities to learn rigorous content and integrates literacy standards across all content areas. The curriculum embraces Universal Design for Learning (UDL) as a foundation for the development of a rigorous curriculum design. UDL is a teaching approach designed to help schools provide rich supports and challenges needed for learning so that all individuals can succeed in the general education curriculum.	The proactive continuum for student support is grounded in the belief that it is every educator's role to support students academically, behaviorally and physically. It is designed to help teachers provide rich supports and challenges needed for learning so that all students can succeed. It requires differentiating instruction for the whole class, flexible groups and individual learners.	Deeply embedded professional learning includes theoretical knowledge, modeling, practice, feedback, re-teaching, and coaching. Professional learning supports the deep implementation of strategies included in the strategic plan for student achievement.	The Commissioner and staff will provide frequent communication focused on district and school progress. The results from indicators included in the state strategic plan are presented and effective practices are shared statewide.