<table>
<thead>
<tr>
<th>Term</th>
<th>Acronym</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authentic Assessment</td>
<td></td>
<td>Assessment characterized by tasks and items that require students to demonstrate skills and concepts in a real work context. Students usually develop responses, in writing or in performances, e.g., investigations, presentations, and portfolios, rather than by selecting predetermined options, e.g., multiple choice tests.</td>
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<tr>
<td>Benchmark Assessments</td>
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<td>Assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students’ knowledge and skills relative to an explicit set of longer-term learning goals that measure student learning progressions toward incremental targets. The design and choice of benchmark assessments is driven by the purpose, intended users, and uses of the instruments. Benchmark assessment can inform policy, instructional planning, and decision-making at the classroom, school, district, and/or school system levels.</td>
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<tr>
<td>Center for Instructional Leadership</td>
<td>CIL</td>
<td>The Centers for Instructional Leadership are geographically dispersed organizations that will enable DoDEA to bring the required educational resources closer to schools and students. Through the CILs, DoDEA will invest in ongoing learning opportunities for instructional leaders, conduct professional development that helps us reach our priorities, establish and sustain learning networks, and build capacity for innovative best practices. The CILs will:</td>
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<tr>
<td></td>
<td></td>
<td>• Assist in the implementation of the College and Career Readiness standards</td>
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<td></td>
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<td>• Provide targeted and timely professional development to staff</td>
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<td></td>
<td></td>
<td>• Establish leadership pathways for teachers and school leaders</td>
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<tr>
<td></td>
<td></td>
<td>• Ensure consistency and conformity among DoDEA initiatives</td>
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<td></td>
<td></td>
<td>• Address skill gaps for district program support staff and instructional leaders</td>
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<tr>
<td></td>
<td></td>
<td>• Build structures for collaboration and networking</td>
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<tr>
<td>CIL District Support</td>
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<td>Professional development experts that are part of the CIL, but co-located with district offices, district field offices and if necessary, geographically remote locations to provide district staff, principals, superintendents and assistant superintendents with ongoing, embedded professional development.</td>
</tr>
<tr>
<td>Centers of Excellence</td>
<td>COE</td>
<td>In earlier iterations of the RSA, some functions were housed under Centers of Excellence. Based on feedback from DoDEA staff, we determined that these functions are better aligned with other education resources under the CILs. COEs no longer exist in the current RSA model.</td>
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<tr>
<td>Centralization</td>
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<td>The hierarchical alignment of functions across levels of the organization to centralize the supervision of key functions up to the Headquarters level while encouraging cross-functional collaboration.</td>
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</tbody>
</table>
## Collaborative Planning
A research-based professional dialogue between two or more staff members working interdependently to develop and achieve common goals that are focused on the following: continuous improvement of student performance, professional practice, and/or the achievement of school improvement goals.

## College and Career Readiness
**CCR**
Level of preparation a student requires in order to succeed without remediation at a postsecondary institution offering a degree or certification program or in a career pathway where one can achieve a financially-secured career.

## Common Core State Standards
**CCSS**
The CCSS are a single set of clear educational standards for literacy and mathematics. The standards are research-based, rigorous, relevant to the real world, and reflect the knowledge and skills America's students need for success in college and careers. The standards are internationally benchmarked to the top performing nations around the world.

## Conditions for Success
For DoDEA students to be college- and career-ready, we must:
- Adopt, develop and consistently implement an aligned, rigorous, PreK-12 standard-based curriculum with detailed teacher resources. Curricula align vertically between grades and horizontally across classrooms at the same grade level and sections of the same course.
- Adopt and consistently implement a well-defined, balanced system of aligned assessments.
- Collect and analyze data to inform continuous improvement, instruction, and decision making.
- Meet the needs of all students through research-based, innovative, and tiered instructional practices.
- Provide optimal learning time within the school schedule design.
- Promote a culture that values learning as an ongoing and creative process for teachers and students and transforms itself in response to the needs of all learners.
- Lead effectively by observing classroom instruction and monitoring improvement in student learning.
- Plan strategically to appropriately allocate resources to achieve DoDEA’s priorities.
- Establish processes to attract, select, and retain highly qualified educators.
- Support academic progress and social and emotional well-being of every student through communication and engagement.

## CONUS Education Options Assessment
**CEOA**
Comprehensive study performed by The National Defense Research Institute (RAND) to conduct an assessment of DoDEA’s DDESS-operated schools and assess education options that most effectively balance cost and quality considerations for the DDESS schools in CONUS.
## Cycle of Continuous Improvement

Clearly defined procedures that identify areas of need, then develop and implement action plans, and continually assess progress to the identified goal.

## Cross-Functional

Individuals with different areas of functional expertise working towards a common goal.

## Curriculum Roll-out Package

**Standards-based curriculum package must include:**

- Professional Development (PD) package that has been developed with input from the field
- Ongoing, job-embedded (for example quarterly regularly scheduled) PD
- Timeline for implementation to include: Pre-Implementation, Implementation, & Post Implementation
- Training slides
- Scope-in-sequence
- Curriculum Map
- Common Assessment
- Model lessons
- Inherent resources – digital space – DoDEA
- Parent PR piece

## Delayering

A DoD-led and DoD-wide initiative aimed at right-sizing the number of staff reporting to each manager within DoD organizations. External influences such as delayering can impact the timing, rollout and implementation of RSA.

## District Field Office

**DFO**

A part of the District Office that is located in an area that is geographically separated from the main district office and thus unable to access regular DSO support. The DFOs have a community superintendent and 4-5 permanent staff. They are a part of the DSO, not separate from them.

## District Superintendent’s Office

**DSO**

The school district’s main office, which holds the mission of supporting school operations and executing and monitoring district initiatives.

## Field

Refers to anyone outside of the Headquarters location.

## Forward Integrated Support Team

**FIST**

Regionally based offices with staff who carry out Finance & Business Operations support functions within that region.

## Horizontal Collaboration

Students working cooperatively to accomplish a goal and learn from each other across a grade level.
## Innovation
A new idea, approach, strategy, or practice to solve problems or meet needs in a fundamentally different way.

## Instructional Framework
Set of research-based components of instruction that provide a common language and practice, shared systemically.

## Learning Organization
An organization that develops and sustains a culture to enhance the learning of all members and grow the organization.

## Major DoD Headquarters Activities
**MHA**
DoD initiative that may seek to streamline DoD headquarters and support services up to 25 percent through 2020.External influences such as MHA can impact the timing, rollout, and implementation of RSA.

## Mentoring
A learning partnership encouraged by DoDEA in which a more experienced and knowledgeable person helps to guide a less experienced or knowledgeable person.

## Professional Development Roll-outs
Systemic (across DoDEA) plan for delivery of professional development.

## Professional Learning Community
**PLC**
A group of educators who meet regularly to share expertise, review student data, and work collaboratively to improve teaching skills and/or improve student academic performance.

## Remote District Support
1-2 District-aligned instructional support staff who are located in geographically remote locations to provide timely and consistent support.

## Root Cause Analysis
Review and assessment of data to determine the main triggers for events and/or progress.

## Standards-based Educational System
An educational system where system components (standards, curriculum, instruction, and assessments) are aligned into a coherent educational delivery system that establishes and enables the achievement of high academic expectations.

## Stovepipe
The “silos” alignment of functions within the organization in a manner that sometimes limits cross-functional collaboration. Under RSA, key functions will be centralized from the field up to Headquarters to ensure HQ has direct supervisory control over the field while fostering cross-functional collaboration. (See also, Centralization.)

## Vertical Collaboration
Students in different grade levels or in educational transitions working cooperatively together to accomplish a goal and learning from each other.

## Walkthrough
A tool and a process used to improve teaching and learning by observing functional performance onsite, while that function is underway.