

2. In our school the basics have not changed in years. We have not kept up with changes in the world, or with what students need to know and be able to do when measured against common standards.

11. In our school the principal is more focused on management than on instructional issues that help students become independent learners and problem solvers, or on curriculum issues that create links between different curriculum subjects.

16. In our school, teachers believe that students should be taught the basic skills before they engage in higher-order thinking such as application of knowledge, and the synthesis of ideas.

10. In our school students master the basics:
- Elementary school: proficient reading by 3rd grade
 - Middle school: algebra by eighth grade
 - High school—ability to:
 - Read at 9th-grade level or higher
 - Do 9th-grade math

15. In our school the principal promotes the goal of helping students become independent learners and problem solvers.

The principal seeks to establish conceptual and experiential links between different areas of the curriculum.

3. In our school, the learning of basic skills, such as measurement in math, and higher-order thinking, such as application to real world problems and using many concepts to solve a problem, go hand-in-hand.

6. In our school, it is important to cover all the content in our textbooks, even if it is not covered in-depth.

Students will get into depth later in their school years.

8. In our school, it more important to teach topics and content in depth so that sufficient time is spent on higher order thinking.

14. In our school the principal does not work with the faculty on deep thinking, rigorous curriculum, or other curriculum issues like giving student practice on open-ended questions and on problems that involve a multi-disciplinary approach to solve. Instead, the principal leaves curriculum matters to the district and occasionally to faculty committees.

4. In our school the principal supports deep thinking by encouraging the explicit teaching of cognitive strategies, and by encouraging teaching in which all students are provided with challenging tasks, open-ended questions, and problems that involve a multi-disciplinary approach to solve

9. In our school the assessments, curriculum frameworks, instructional materials, and instruction are disconnected.

Teachers do not teach lessons that are aligned with the standards, the curriculum, instructional materials, or the assessments.

5. In our school the standards, assessments, curriculum frameworks, instructional materials and instruction are in full alignment with the standards and with one another.

7. Grades in our school are not based on meeting the standards, but are distributed on a bell curve with most students getting B's and C's for their work.

13. Grades in our school are based on achieving the standards and are not distributed to match an ideal configuration on the bell curve.

12. In our school the principal leaves all curriculum and standards work to the district or to teachers to find their own individual staff development.

Staff development is sometimes linked to improved alignment, but not necessarily.

1. In our school the principal works with the staff and with all stakeholders to ensure that an aligned instructional system is in place.

The principal ensures that professional development focuses on improving alignment in each classroom—based on data and analysis.