



Benefits of the Results-Based Education Model Instructional Management System (RIMS)



The web-based RIMS solution is designed to support the development of a new standards-based, district curriculum model that serves as a lightning rod to bring staff, students, and parents together in a common endeavor. The EVI curriculum solution (RIMS) is grounded in its Results-Based Education Model (R-BEM™) based on current research and best of practice. It uses technology and a proven training process to support districts in designing a powerful and effective curriculum that is aligned with NYS Learning Standards. And, in doing so, it provides for the following:

Curriculum Review Option

- ⇒ a review of the degree of alignment with State Learning Standards and Core Curriculum and articulation from grade to grade, based on staff member perceptions and text/material support.
- ⇒ determination of the quality of clarity of the district curriculum for classroom delivery.
- ⇒ an examination of the nature of spiraling within strands to determine systemic power and gaps.
- ⇒ review of assessment practices as an integral part of the curriculum.
- ⇒ determination regarding the degree of delivery of the district curriculum.

RIMS Software

- ⇒ a computerized district curriculum within key elements, e.g., content maps, frameworks, units, etc.
- ⇒ a common core of locally-determined learning for all students in each subject at each grade.
- ⇒ a repository for the district curriculum within a common language, format, frames of reference to enhance communications among and between staff in developing, refining, and implementing the district curriculum.
- ⇒ quick and easy access to the district curriculum, particularly for new staff members.
- ⇒ coded NYS Learning Standards and Core Curriculum to student performances and with cognitive levels, and assessments within each instructional activity.
- ⇒ ancillary instructional materials for each unit may be scanned into the software system.
- ⇒ other files include: scoring rubrics templates, learning episodes, strategies, and core knowledge.

RIMS Training Module

- ⇒ reinforced importance of teaming and sharing in the curriculum development process.
- ⇒ district-centered curriculum development process building off the best of what exists.
- ⇒ employment of a curriculum process that squares with standards-based reform.
- ⇒ a curriculum development process that represent high quality staff development in terms of its content and process, based on the Results-Based Education Model R-BEM™).
- ⇒ curriculum developed to point of classroom delivery.

RIMS Supervision Module

- ⇒ mapped district curriculum against NYS standards with recommended sequences and timelines for collegial examination and discussion during delivery of instruction.
- ⇒ opportunity for timely assistance and intervention to support teachers and improve student performance.

Parental Connections

- ⇒ curriculum maps give parents longitudinal awareness of expectations.
- ⇒ unit and activity performances may be communicated to parents for extended application.

RIMS – R-BEM Information Management System

The RIMS computer software develops and captures the local, standards-based curriculum and is supported with training materials. Technologically, RIMS represent a huge, user-friendly database that relates all of the curricular elements within the system. It informs staff regarding which elements are essential to support effective teaching, learning, and assessment as a seamless web. Curricular elements operate within the relational dimension of RIMS, and common language and frames of reference articulate all grade levels and provide for integration of the academic disciplines. Not only does the RIMS software store all elements of the curriculum, it also supports the creation of new ones. A listing of the RIMS elements follows:

- ☞ Commencement Goals with Related Webs that represent the desired attributes of the graduate of the district and are based on local, state, and national expectations, e.g., SCANS, etc.
- ☞ Grade-Level Performance Expectations, based on NYS Learning Standards and related Core Curriculum. All of the state standards are translated into performances with performance expectations drafted for all grade levels in a backwards-planning manner (e.g., 12 \wedge K).
- ☞ Scoring Rubrics for Significant Authentic Performances with Related Anchors.
- ☞ District Performance Standards for Significant Performances and Other Assessments.
- ☞ Grade and Course Topical Maps with Overviews and Descriptions Aligned with NYS Learning Standards.
- ☞ Curricular Frames for Each Unit with Theme, Concepts (Big Ideas), Unifying Idea, Essential Understandings, and Intended Results.
- ☞ Integrated, Instructional Units Developed from the Curriculum Frames with Cue Set, Supportive Activities, Performances, and Culminating Activity (with Mid- and End-of-Unit Assessments Coded against State Standards.
- ☞ Learning Episodes To Teach Difficult Skills and Content through Differing Contexts.
- ☞ Grade Core Knowledge To House Skills Matrices, Reading Lists, Projects.

