



Module 1
Workbook Purpose & Intent

OVERVIEW

Standards-based practices shift the driver for teaching and learning from content to the knowledge and skills reflected in the NAD standards. The SWUC leadership team and Learning Systems Associates have partnered to create this workbook, specifically for Adventist educators, to provide professional learning in redefining curriculum, instruction, assessment, and the learning environment in the context of standards-based practices. Standards-based refers to integrated systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding and skills they are expected to learn as they progress through their education. This concept aligns with the **EDUCATION by Design** Framework that emphasizes coherence among the key components of teaching and learning, resulting in a shared vision. The modules focus on building staff capacity to use standards-based practices, starting with an overview of the components and leading through each stage of the process. Each module contains activities and provides multiple resources to support the learning process and practical implementation of the work described.

Learner outcomes include:

1. Shifting the focus of teaching and learning from content to the knowledge and skills reflected in the NAD standards.
2. Understanding that standards-based practices honor Adventist education as the essential vehicle for the practical expression of faith-based values and beliefs.
3. Developing a shared vision for education that addresses the key components of standards-based practices—curriculum, instruction, assessment, and learning environment.
4. Developing a data-informed Continuous School Improvement Plan to implement the shared vision, focused on implementing the leadership structure, professional learning, collaborative strategies, and partnerships needed to achieve the goals.
5. Using evaluation strategies to measure the effectiveness of standards-based practices.

READ

This workbook is explicitly intended to be used alongside ***A Teacher’s Guide to Standards-based Learning*** authored by Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, & Jeff Flygare. This book contains numerous tools and examples to guide teachers in implementing a successful system of standards-based learning. The ‘Read’ section of each module will provide reference to specific sections in the text, which can be ordered by using the following link:

[A Teacher’s Guide to Standards-based Learning](#)

A companion book, [Leading Standards-based Learning](#), can be purchased as well.

DO

Do the work. This workbook is intended to support the work of transitioning to standards-based practices, from both process and product perspectives. This section will contain downloadable resources for doing the work of standards-based practices in your learning organization, such as templates, staff engagement facilitation guides, and important handouts for use in group work.

REFER

Know what it looks like. We want you to know what it would look and feel like to be implementing standards-based practices in your school. This section will contain a variety of reference resources to support your efforts, such as links to videos with further information, additional text or document references, and examples of the work.

REFLECTION QUESTIONS

Be reflective. What are the central ideas that you should reflect upon as you implement standards-based practices? This section will contain reflection questions so you can check your understanding of the content covered in the module before moving on.

Module Topics

Module 1: Workbook Overview

Module 2: Overview of Standards-based Practices

Module 3: Proficiency Scales (P-Scales)

Module 4: Unit Planning

Module 5: Assessment and Feedback

Module 6: Grading and Reporting

Module 7: Instruction

Module 8: Communication with Stakeholders

Module 9: Exceptional Learners

Module Objectives

Workbook overview of purpose/intent.

Understand the basic elements of standards-based learning.

Understand the central role of proficiency scales in all aspects of standards-based learning.

Identify the changes that occur when planning in a standards-based system.

Identify the changes that occur when assessing and giving feedback in a standards-based system.

Identify the changes that occur when grading and reporting in a standards-based system.

Identify the changes that occur when instructing in a standards-based system.

Identify the information that is necessary to communicate to stakeholders regarding a standards-based system.

Identify the changes that occur when working with exceptional learners in a standards-based system.

EDUCATION by Design Framework

