SOUTHWESTERN UNION
EDUCATION

LSA Learning Systems Associates

Module 2
Overview of Standards-based Practices

OVERVIEW

Standards-based refers to integrated systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding or proficiency of the knowledge 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.

Standards-based practices will provide a set of outcomes/metrics that will enable the measurement of the vision components of the **EDUCATION** by Design Framework. These outcomes include the areas of curriculum, instruction, assessment, and learning environment.

The NAD academic standards are at the center of these practices. Standards, in general, articulate specific elements of knowledge and skill that all students should know and be able to do as a result of schooling. One major focus of standards-based learning, then, is to identify and to clarify those standards so they can serve to integrate everything that teachers do.

To accomplish the aforementioned goals, standards-based learning will require some fundamental paradigm shifts, but these shifts won't mean teaching in a completely different and unfamiliar way. The content (what) won't change very much or the teaching strategies (how). But how you think about what and how you teach will change profoundly, as well as how you assess student learning. Specifically, the purpose of the content will change; standards rather than content will be the driver of learning. Curriculum and instruction will be designed to promote student learning of the standards through the content; assessments will be designed to show student growth on the standards through use of the content they've learned.

During this transition, schools will also be engaged in articulating a robust shared vision, that will not only include a summary statement of a desired future state but fundamental objectives relative to key, core areas—curriculum, instruction, assessment, learning environment. Take the pre-assessment provided in this module to measure your school's current stance on a shared vision, and examine the vision examples and template to inform future work as you move to a shared language for teaching and learning.

Finally, communication with parents will be key during the transition to standards-based practices. In conjunction with each module in this workbook, beginning with Module 2, you will be given some suggestions on what to communicate to parents at that point of the transition. It is important that communication be ongoing so parents will be gradually introduced to the practices and not be overwhelmed with too much information at one time.

Learning/Learners become the focus in a standards-based system!

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher's guide to standards-based learning.* Bloomington, IN: Marzano Research.

Introduction, pp. 1-6

A Teacher's Guide to Standards-based Learning

DO

- PPT to support this module

Facilitation Guides:
- Pre-assessment on Standards-based Practices

Templates:
- Vision Template

Handouts:
- Education *by Design* Framework
- Vision Framework
- SWUC Vision
- Module 2 Terminology

REFER

Examples/Additional Reference Items:
- Vision Example
- Communication with Parents #1

Videos:
- Mission & Vision
- A Teacher's Guide to Standards-based Learning Webinar
- Calibrating Language for Your School
- Why Standards-based
- Introduction to SCIA (Standards, Curriculum, Instruction, Assessment)

REFLECTION QUESTIONS

1. Distinguish between **standards-based grading** and **standards-referenced grading.**
2. What are the key components of standards-based learning?
3. What is the key idea regarding content in a standards-based system?
4. How do teachers and students benefit from standards-based learning?