# MODULE 7
## *Instruction in a Standards-based System*

### *OVERVIEW*

**Once units of instruction have been determined,** the next step is to take the learning targets in each proficiency scale and plan a logical sequence of lessons. Any instructional framework can be adapted to standards-based practices. However, a shift in lesson planning will be the way in which you think about a single lesson—a chunk of content vs a period of time; a lesson may take more than a day based on the learning targets.

**As you sequence the type of lessons and their associated content**, the focus is on gradually moving students along the learning progression depicted in the proficiency scale. In general, you will make decisions about which strategies, activities, and resources to use to deliver content to learners. Students, early on in the unit, will probably need work at level 2.0 in order to understand and process new information. When ready, you will move them to level 3.0 activities and eventually the opportunity to work beyond level 3.0, so students are working toward and possibly beyond proficiency on a standard.

**Each lesson should begin with an introduction or review of the unit proficiency scale,** so students can focus on their growth as well as understand the relevance of activities. Always have the P-scale visible within the classroom and reference it frequently. Recommended steps when introducing the P-scale include:

1. Set the unit learning goal (usually proficiency on the standard at score 3.0).
2. Help students identify their current performance in relation to the learning goal (usually through a preassessment). "I Can" statements, with developmentally appropriate language, are particularly effective in helping students reflect on their current level of performance.
3. Identify the next steps in the journey toward proficiency on the learning goal. Use exemplars if applicable.
4. Describe the P-scale as a learning progression students will undertake (reinforcing a growth mindset), so they understand what they need to know and be able to do to reach proficiency on the standard. This step will also provide clarity as they set and track progress toward accomplishing their own personal goals on the standard.
5. Help students develop and track progress on personal goals related to the standard. Goal setting is an integral part of a standards-based learning environment because it helps students focus on individual needs related to specific learning

### *READ*

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

Chps. 2 and 3

A Teacher's Guide to Standards-based Learning

### *DO*

- PPT to support this module

**Facilitation Guides:**
- Instructional Cycle

**Templates:**
- Goal Setting Template
- SMART Goals Template
- Tracking Student Progress Template

**Handouts:**
- Instructional Strategies (Marzano)
- Learning Goals and Instructional Strategies (McTighe)
- Ranking of Instructional Strategies (Hattie)
- Surface to Deep Learning Strategies (Hattie)
- Multi-grade Instructional Cycle
- Module 7 Terminology

### *REFER*

**Examples/Additional Reference Items:**
- Madeline Hunter Lesson Plan Example
- Marzano Lesson Plan Example
- Classroom P-scale with "I Can" Statements Example
- SMART Goals Example—pp. 57-58
- Goal Setting and Tracking Progress Example
- Lesson Sequence Example—pp. 19-21
- Communication with Parents #6

**Videos:**
- Framing the Learning
- Connection to Activities
- Carol Dweck on Growth Mindset
- Instructional Impacts
- Two Brains
- SMART Goals
- Student-centered Learning with Madeline Hunter's Model
- Moving Students from Surface to Deep to Transfer Levels of Learning

targets, and engage in the adoption of new learning strategies to meet the goals.  Questions to guide students' goal setting:
A. Where am I going?
B. Where am I now?
C. What strategy or strategies will help me get to where I need to go?

After introducing the proficiency scale and the learning goal, **begin content instruction by using specific instructional strategies related to three types of lessons** that were introduced in Module 4.  The instructional strategies you use in every lesson will be appropriate to the taxonomic level or cognitive demand of the targets of the standard.  (See the handout that provides a description and examples for each type of lesson.)  Remember that there is no content that falls at 4.0; there are no instructional lessons, just activities.

**Follow these three steps in aligning instructional strategies to the scale.**
1.  Unpack the learning target(s)—what the student must know and be able to do.
2.  Determine the cognitive demand or DOK level(s) of the learning target(s)—the mental processes that the learning target(s) requires of the student.
3.  Select an instructional strategy that matches the learning target's cognitive demand.

**Types of Lessons aligned with Levels of a Proficiency Scale**

| Proficiency Scale Level | Type of Lesson |
|---|---|
| 4 | Knowledge Application Lessons |
| 3 | Direct Instruction Lessons and Practicing and Deepening Lessons |
| 2 | Direct Instruction Lessons |
| 1 | |
| 0 | |

**Make adjustments to the instructional cycle** based on formative assessment data.  The decision to regress or move on depends on summative assessment data, the complexity of the standards, the time of year, or time allowances.

*REFLECTION QUESTIONS*

1. How does a standards-based approach to instruction intersect with the various instructional frameworks available to teachers?
2. How do students use the proficiency scale to set personal goals?
3. Describe the three types of lessons and how they align with levels of a proficiency scale.

# Madeline Hunter Lesson Plan Example

## Objective
This identifies what the students will be able to do upon completion of the lesson.

Students will be able to understand why some nouns need to have capital letters and others don't.

## Behaviour Standards/Expectations
What behavioural objectives do you want the students to meet during the lesson?

Goal:  to elicit 100% of active student engagement
Specific expectations:
- raise their hands to participate
- taking turns to share their ideas
- build confidence in skills

## Anticipatory Set
Sometimes this is called a "hook" to grasp the student's attention to put them into a receptive frame of mind. Activate student's prior knowledge and experience to help them relate to the lesson. The anticipatory set does not over-stimulate, but elicits student interest to attend to the lesson.

Show an example of written directions from a house to a hospital that is all jumbled up (ie: mix up of directional language and places that are not emphasized properly with capital letters). Reinforce the importance of knowing the correct way to write important street and building names to get important information across.

## a) Input -Teacher Directed Lesson
What knowledge will you explicitly communicate to the students so that the concept is defined, clarified and understood by all?

Write on board:  *A noun is a person, place or thing. A proper noun is the name given to specific people, places and things (ie: CN Tower, Mary, Main St.) All proper nouns begin with a capital letter.*

## b) Modeling
Active demonstration of the teacher to show what is an acceptable finished product /or process by the students.

1. Review examples and non-examples of proper and common nouns.
2. Demonstrate a story with common nouns and show how to change common nouns to proper nouns.
3. Provide the tags "P" and "c" to identify each type of noun and ask students to restate the rule on why it's identified as such.
4. Demonstrate rewriting the proper word (either with a capital letter or not) in place of the wrong example.