

So, What *IS* a Standards-based Classroom?



Kathy Cox
State Superintendent of Schools



The best way to teach
is the way that makes sense
to you, your kids,
and your community.



Standards-based Classrooms

A classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day (standards), why the day's learning is an important thing to know or know how to do (relevance), and how to do it (process).

Standards-based learning is a process, not an event.



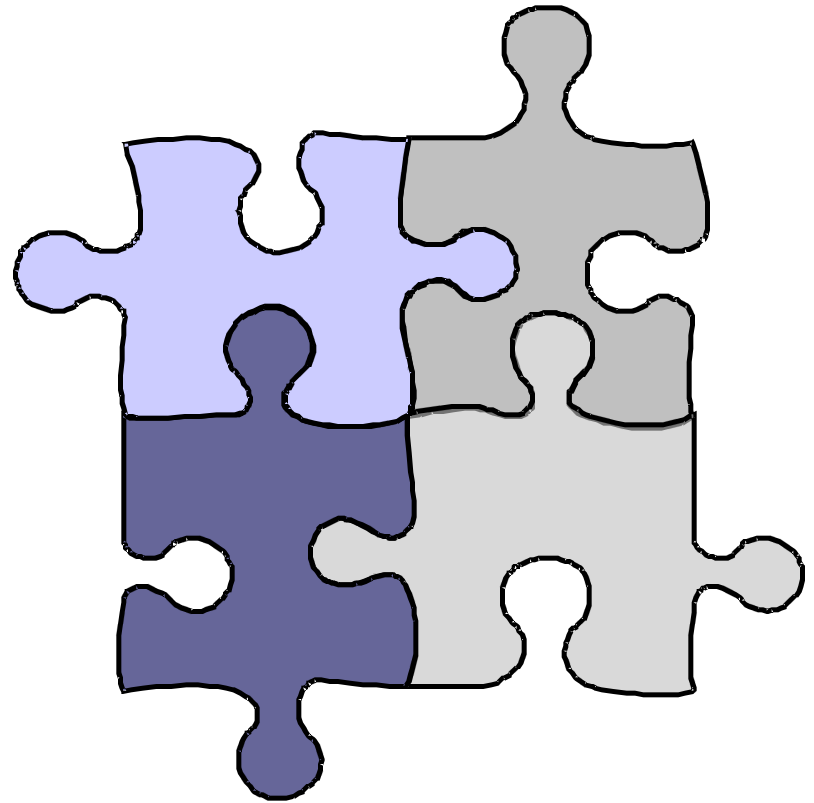
Students have a *right* to understand
the expectations they are to meet,
and teachers have a *right* to
understand the parameters within
which their instruction takes place.

~Douglas Reeves



Standards-based Classrooms

- Curriculum, Assessment, Instruction and student learning are explicitly aligned to the standards
- All students have access to the standards
- Students produce evidence of learning



**What does alignment to the
standards look like?**



A Performance Task

- **The Graduating Class of 2011: What are we like?**

This culminating task represents the level of depth, rigor and complexity expected of all 6th grade students to demonstrate evidence of learning.

Unit One Task: “The Graduating Class of 2011: What are we like?”

You will conduct a statistical investigation to determine some of the characteristics of the sixth grade class in your school. Your investigation will have several parts.

1. Designing Your Survey

- Decide what you want to know about fellow students in your graduating class. Formulate questions that are clear and will be interpreted in the same way by everyone taking the survey.
- Ask some questions that will generate categorical data and some that will generate numerical data. You should ask no fewer than six questions.
- Decide who should take your survey.
- Decide how you will distribute and collect your survey.

2. Organizing and Displaying Your Data

- Make a poster to organize and display your data using both tables and graphs. Be sure to choose the most appropriate table and the most appropriate graph for each set of data.

3. Analyzing Your Data

- Use your displays and statistics, including variability and appropriate measures of center, to analyze your data.

4. Interpreting Your Results

- Write a report to discuss your findings. How would you describe the sixth grade class?



Alignment to the standards

Standards Addressed in this Task

M6D1. Students will pose questions, collect data, represent and analyze the data, and interpret results.

- a. Formulate questions that can be answered by data. Students should collect data by using samples from a larger population (surveys), or by conducting experiments.
- b. Using data, construct frequency distributions, frequency tables, and graphs.
- c. Choose appropriate graphs to be consistent with the nature of the data (categorical or numerical). Graphs should include pictographs, histograms, bar graphs, line graphs, circle graphs*, and line plots.
- d. Use tables and graphs to examine variation that occurs within a group and variation that occurs between groups.
- e. Relate the data analysis to the context of the questions posed.

*Circle graphs will be addressed after the unit on rational numbers in order to connect data, rational numbers and geometry.

Circle graphs should not be addressed in this unit organizer.

*A performance task is not standards-based unless teachers
AND students have a clear understanding of the standards
being addressed.*



Is this effective feedback?

In this piece of writing, the student provides consistently well-chosen detail to support his or her views about *The Giver*. The student states a clear position about the book by explaining, “...it would benefit future generations, because it shows human faults, gives hope, and it models the ‘real-life’ situation.” The response is very well organized with strong transitions. The student's choices of words and comfort with varied sentence structure add power to his or her insights about the importance of books and reading.



Is the feedback standards-based?

ELA4W2 The student demonstrates competence in a variety of genres.

The student produces a persuasive essay that:

- a. Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.**
- b. States a clear position.**
- c. Supports a position with relevant evidence.**
- d. Excludes extraneous details and inappropriate information.**
- e. Creates an organizing structure appropriate to a specific purpose, audience, and context.**
- f. Provides a sense of closure to the writing.**



Alignment to the standards

In this piece of writing, the student **provides consistently well-chosen detail to support his or her views about *The Giver***. The student **states a clear position** about the book by explaining, “...it would benefit future generations, because it shows human faults, gives hope, and it models the ‘real-life’ situation.” The response is **very well organized with strong transitions**. The **student's choices of words and comfort with varied sentence structure add power to his or her insights** about the importance of books and reading.



Standards-based?

Vet Club

The student's work meets the essential demands of the task.

Student represents the data in a complete and clear graph or line plot AND student's justification for choosing a typical statistic is strong.

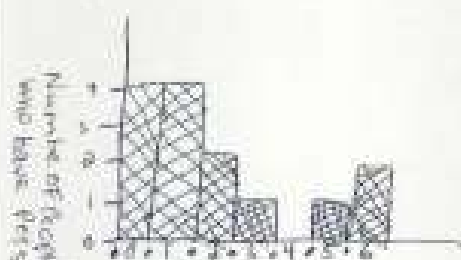
Student D

Student D represents the information in a correct and clearly labeled bar graph. The student chooses "2" as the typical statistic and provides strong justification. Student D does not simply define or explain how to find the mean, but reasons about both the mean and the spread of the data.

Vet Club • Student Work

Student D

1. Your job is to prepare a graph to go with Jerry's article. Organize the information from her notes into a graph that will show how many of her friends have no pets, one pet, two pets, and so on.



Number of Pets	Number of Friends
0	4
1	2
2	1
3	1
4	1
5	1
6	2

Jerry plans to title the article:

Typical Future Veterinarian Club Member Has 2 House Pets

2. What number should Jerry put in the blank? 2

3. Explain why the number you chose is the best number to complete the headline.

Some of the people have 6 pets, but more people have 0 or 1 pet, so about midway between these 2 is the number 2. Also if you average the number of pets people has you get 2, so the typical person has 2 pets.

218 Math 1.0 Unit 1, Lesson 7



Standards-based Classrooms: Building a Bedrock of High Expectations for ALL Students



GEORGIA STUDENT ACHIEVEMENT PYRAMID OF INTERVENTIONS



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TIER 4 **SPECIALLY DESIGNED LEARNING**

Targeted students participate in learning that includes:

- Specialized programs
- Adapted content, methodology, or instructional delivery
- GPS access/extension

TIER 3 **SST DRIVEN LEARNING**

Targeted students participate in learning that is in addition to Tier 1 and Tier 2 and different by including:

- Individualized assessments
- Interventions tailored to individual needs
- Referral for specially designed instruction if needed

TIER 2 **NEEDS BASED LEARNING:**

Targeted students participate in learning that is in addition to Tier 1 and different by including:

- Formalized processes of intervention
- Greater frequency of progress monitoring

TIER 1 **STANDARDS-BASED CLASSROOM LEARNING:**

All students participate in general education learning that includes:

- Implementation of the Georgia Performance Standards through research-based practices
- Use of flexible groups for differentiation of instruction
- Frequent progress monitoring

Increasing Intensity of
Intervention

Decreasing numbers
of students

TIER 1

STANDARDS BASED CLASSROOM LEARNING

**All students participate in general education learning that includes:
Implementation of the Georgia Performance Standards through research-based practices**

**Use of flexible groups for differentiation of instruction
Frequent progress monitoring**

All Students



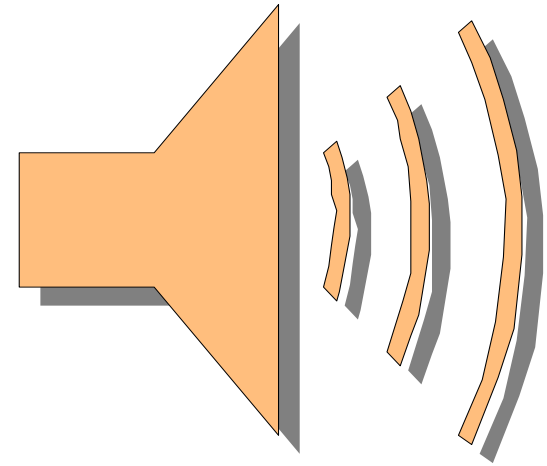
TIER 2 **NEEDS BASED LEARNING:**

**Targeted students participate in learning that is in addition to
Tier 1 and different by including:
Formalized, systematic processes of intervention
Greater frequency of progress monitoring**



Tier 2

- Formalized, systematic processes of intervention
- Interventions are in addition to classroom learning
- Participation in interventions is fluid



Not the same thing
LOUDER!



Examples of Tier 2 Interventions

- Early Intervention Program
- Reading First Supplemental Intervention
- After School Tutorials
- Peer Tutoring
- Greater frequency of assessments and/or individual teacher/student conferences, etc.
- Connections classes for acceleration



TIER 3 **SST DRIVEN LEARNING**

Targeted students participate in learning that is in addition to Tier 1 and Tier 2 and different by including:

Individualized assessments

Interventions tailored to individual needs

Referral for specially designed instruction if needed



Tier 3

- **SST driven learning**
 - Individualized instruction and assessment that is an addition to Tier 1 and Tier 2 learning



Examples of Tier 3 Interventions

- Individualized tutoring
- Assigning a mentor to a student
- Behavior Contract
- Learning Contract
- Individualized Assessments
- Referral to Specialized Program of instruction



TIER 4
SPECIALLY DESIGNED LEARNING

Targeted students participate in learning that includes:
Specialized programs
Adapted content, methodology, or instructional delivery
GPS access/extension



Examples of Tier 4

- Gifted Education Program
- Program for Exceptional Students
- ELL programs



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Ensuring Success for ALL Students



What is Standards-based Evidence of Learning?

- Student work directly connected to the standards
- Real world, relevant, and task-based work that provides evidence that students are achieving high standards



How do teachers know that work provides evidence of learning?

- Analysis of student work
 - Ongoing
 - Collaborative
 - Consensus-driven
- Anchor papers



Anchor papers

- A sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work), exemplifying each point on the scale.



How do teachers ensure that instruction is standards-based?

- Come to consensus regarding standards
- Analyze and reflect upon instruction
- Analyze and reflect upon performance tasks
- Accept and provide feedback regarding instruction



What will I see in a standards-based classroom?



- Student work aligned to the standards
- Written and oral feedback aligned to the standards
- Performance tasks aligned to the standards, including culminating performance tasks
- Data driven instructional decisions
- On-going, formal and informal assessment for learning
- Teaching and scoring rubrics aligned to the standards
- Flexible groups of students
- Differentiation of instruction
- Standards-based instructional bulletin boards



Providing Support for the Standards-based Classroom:

What Leaders Can Do



- Analyze student work based on standards
- Provide opportunities for collaboration
- Ensure that professional learning opportunities are based on the needs of the learning community
- Systematically monitor implementation of curriculum, assessment and instruction
- Attend teacher meetings, study groups and other professional learning opportunities
- Ensure that all students receive immediate intervention if they are not meeting standards
- Ensure that the focus of faculty meetings, leadership team meetings is student learning
- Regularly analyze data with regards to meeting School Improvement Goals and Annual Measurable Objectives
- Model the characteristics of a lifelong learner



Creating a Standards-based Classroom

What teachers can do





- Utilize collaborative planning time to analyze student work based on standards
- Utilize collaborative planning time to build consensus regarding standards for each grade level
- Utilize collaborative planning time to develop units, lessons and performance tasks that demand rigor and hold high expectations for all students



- Attend teacher meetings, study groups and other professional learning opportunities
- Ensure that all students receive immediate intervention if they are not meeting standards
- Regularly analyze data to plan and revise instruction
- Model the characteristics of a lifelong learner

