

# Schools Implementing “Standards-Based Education”

## Whitford Middle School in Oregon

- ◆ The district's Standards-Based Learning system “is a teacher-led, principal-guided commitment to ensure high standards for all students by building a system...”
- ◆ System: Create Learning Targets → Moderations → Proficiency
- ◆ Created Learning Targets for Academics and Behavior
- ◆ Grading Scale is also different (see attached picture on next slide)

# Implementing Standards Based Education

**Tammy Heflebower, Jan K.  
Hoegh, Philip B. Warrick**



## **Implementing Standards Based Education:**

**Implementing Standards-based Education** Robert J. Marzano, John S. Kendall, National Education Association of the United States, 1998 The purposes of this book are to help teachers understand the rationale and nature of the current emphasis on U S education on standards and to provide classroom teachers with guidance on the many ways the standards movement might affect their classrooms Approaches to implementing standards may be organized into two general categories indirect and direct Indirect approaches are based on the assumption that even though student performance on standards is not directly tied to their performance in individual classes teachers will naturally want to provide assistance to their students and will organize their classrooms accordingly Teachers will usually choose the standards they will address in their classrooms Direct approaches necessitate a change in classroom practice for teachers because the specific standards teachers must address are mandated Section 2 considers indirect approaches and section 3 considers direct approaches Appendixes contain 1 Steps to Reasoning Processes 2 Rubrics for Reasoning Processes 3 Rubrics for Effective Communication Standards and 4 Rubrics for Lifelong Learning Standards Contains 15 figures and 130 references SLD

*Improving Education Through Standards-based Reform* Milbrey Wallin McLaughlin, Lorrie A. Shepard, 1995 Standards based reform calls for the setting of challenging standards in academic subject areas as an important means of improving student achievement In 1994 Congress passed the Goals 2000 Educate America Act which enacted the education goals into law and provided resources for the development of standards and assessments This report offers recommendations for the implementation of standards based reform and outlines possible consequences for policy changes It summarizes both the vision and intentions of standards based reform and the arguments of its critics Recommendations regarding the following elements in a system of standards and assessments are offered content standards performance standards opportunity to learn standards and assessments The report advocates a cautious learn as you go approach to implementing standards based education reform Suggestions include 1 conduct ongoing research on standards based education 2 establish a national or quasi national organization to inform standards based efforts across disciplines and states and 3 address systemic inequities A glossary of terms is included LMI

**Implementing Standards-based Mathematics Instruction** Mary Kay Stein, 2000 Presents prevalent cases of maths instruction drawn from research of classroom lessons The Mathematical Tasks Framework developed by the authors offers teachers the means to evaluate instructional decisions choice of materials and learning outcomes

**Understanding Standards-Based Education** Richard Zigranski, William T. Whigham, Patrice L. Dardenne, 2007-11-13 This comprehensive handbook which includes action plans ready to use charts rubrics and real world examples shows educators how to design a curriculum that meets today s performance and assessment goals

**Making Standards Work** Douglas B. Reeves, 2002 Rationale and step by step instructions for creating classroom assessments that accurately measure what students know and are able to do

Leading Standards-based Learning Tammy Heflebower, Jan K.

Hoegh, Philip B. Warrick, 2021 Standards based learning has been implemented into schools across the globe yet it often does not receive the attention and hard work it needs to truly affect a student's learning. A Handbook for Implementing Standards Based Learning is an all encompassing Standards Based Learning guide that authors Tammy Heflebower, Jan K. Hoegh, and Philip B. Warrick have written to help schools properly develop and implement a Standards Based Learning curriculum. The Handbook explores five different phases of Standards Based implementation with specific steps and guidelines for processes such as developing the right curriculum, gathering and implementing feedback, and modifying the curriculum to ensure the best educational experience possible. This book is ideal for those who may wish to lead a Standards Based reform in their school with in-depth processes for every step along the way. Standards Based Learning is a great step forward for education but it needs to be implemented correctly to make a difference.

**Implementing Standards-based Grading: Elementary Teachers' Beliefs, Practices and Concerns** Carrie Ann Adrian, 2012 Out of these themes recommendations were made regarding the professional development and support needed to address the concerns of teachers and to help make the transition to standards based grading as smooth as possible. *Leading Standards-Based Learning* Tammy Heflebower, Jan K. Hoegh, Philip B. Warrick, 2020-12-24 Standards based learning has been implemented into schools across the globe yet it often does not receive the attention and hard work it needs to truly affect a student's learning. A Handbook for Implementing Standards Based Learning is an all encompassing Standards Based Learning guide that authors Tammy Heflebower, Jan K. Hoegh, and Philip B. Warrick have written to help schools properly develop and implement a Standards Based Learning curriculum. The Handbook explores five different phases of Standards Based implementation with specific steps and guidelines for processes such as developing the right curriculum, gathering and implementing feedback, and modifying the curriculum to ensure the best educational experience possible. This book is ideal for those who may wish to lead a Standards Based reform in their school with in-depth processes for every step along the way. Standards Based Learning is a great step forward for education but it needs to be implemented correctly to make a difference.

**Understanding Standards-Based Education** Richard Zagranski, William T. Whigham, Patrice L. Dardenne, 2007-11-13 Just what the educational doctor ordered. Written in an easy to understand format, this guide contains excellent explanations and valuable models, guidelines, checklists, unit designs, and lesson designs to help teachers implement standards based education in their classrooms. Vaughn G. Rhudy, Teacher, Shady Spring High School, WV. Zagranski, Whigham, and Dardenne tame the beast of accountability for principals, teachers, and parents by articulately defining what is really expected. A real guide for demystifying the complex world of standards based education. Erica Ann Faginski, Principal, Michael E. Smith Middle School, South Hadley, MA. Transforming your curriculum into a standards based model. What every educator needs to know. This comprehensive handbook offers a data driven curriculum design process to help educators meet today's standards of performance and assessment. Based on decades of hands on experience, Richard Zagranski, William T. Whigham, and Patrice L. Dardenne provide a clear set of

expectations and responsibilities for stakeholders at all three levels of the educational pyramid teachers teacher leaders coordinators and administrators Their user friendly approach which both incorporates and looks beyond NCLB shows readers how to take a standard transform it into a performance objective and design a corresponding assessment piece The text includes Standards based guidelines and action plans Ready to use charts rubrics and templates Real world examples and assessment methods Step by step instructions to ensure sustainability Chapter summaries and a glossary for easy reference Understanding Standards Based Education leads educators through a well defined course of curriculum revision and presents all participants with specific need to know information for accomplishing mandated goals

**Implementing Standards-Based Math Instruction** Mary Kay Stein, Margaret Schwan Smith, Marjorie A. Henningsen, Edward A. Silver, 2009 Teachers and teacher educators interested in synthesizing their current practice with new mathematics standards will welcome this highly useful volume Author Mary Kay Stein and her colleagues at the QUASAR Project at the University of Pittsburgh present prevalent cases of mathematics instruction drawn from their research of nearly 500 classroom lessons The Mathematical Tasks Framework developed by the authors and explained thoroughly in the book offers teachers and teacher educators the means to evaluate instructional decisions the choice of materials and learning outcomes and the case studies afford readers the opportunity to ground these ideas in actual classroom practice Readers will gain insight about how to foster a challenging cognitively rich and exciting classroom climate that propels students toward a richer understanding of mathematics If every teacher and teacher educator took the opportunity to study and discuss these cases students everywhere would know and value mathematics as the national standards have envisioned Susan Loucks Horsley Director of Professional Development for the National Institute for Science Education The power of case discussions can be fully realized using this book as a tool Equally important teachers will be highly motivated because they see their own practice mirrored in the cases Carne Barnett WestEd San Francisco CA

**Leading Standards-Based Education Reform** Linda R. Vogel, 2010-11-16 Standards based education SBE has been the dominant educational reform movement since the early 1980s reinforced by federal and state accountability systems This book examines the efforts of educational leaders in implementing SBE to improve student achievement in a variety of demographic contexts but with common challenges Four stages of SBE implementation are identified that focus on strong district leadership of the articulation of how SBE can benefit students an investment in collaborative structures and teacher training and the facilitation of dialogue among all educational stakeholders The descriptions of leadership actions and educator development at each stage can serve as a guide for educators and policy makers to assess which stage schools and districts are in and what steps can be taken to effectively move SBE reform efforts forward The reflective questions for district school and teacher leaders at each stage can facilitate the dialogues that can ensure that SBE reform supports changes in classroom instruction that improve the learning opportunities and educational outcomes of all students

**Standards-based Learning in Action** Tom Schimmer, Garnet

Hillman, Mandy Stalets, 2018 Learn how to overcome the knowing doing gap in standards based learning systems and move toward unpacking the standards and learning targets your students need *A School Leader's Guide to Standards-Based Grading* Tammy Heflebower, Jan K. Hoegh, 2014-05-30 Accurately report students academic strengths and weaknesses with standards based grading Rather than using traditional systems that incorporate nonacademic factors such as attendance and behavior learn to assess and report student performance based on prioritized standards You will discover reliable practical methods for analyzing what students have learned and gain effective strategies for offering students feedback on their progress **Teaching in the Standards-based Classroom**, 2001 Virtually every national standards document every state framework and every local set of standards calls for fundamental changes in what and how teachers teach The challenge for teachers is to implement the vision for mathematics and science classrooms called for in the standards This issue describes that vision and suggests ways to use the standards mandated in your school to improve your practice to help you teach in your standards based classroom *Planning and Teaching in the Standards-based Classroom* Jeff Flygare, Jan K. Hoegh, Tammy Heflebower, Robert J. Marzano, 2021 Implementing standards based learning is a paradigm shift at all levels of education and classroom teachers especially must adjust their mindsets and approaches in order to effectively enact this standards based system In *Planning and teaching in the standards based classroom* authors Jeff Flygare Jan K Hoegh and Tammy Heflebower provide an overview of standards based learning along with detailed instructions for everything from planning lessons to using proficiency scales to communicating with parents F 12 teachers who may feel overwhelmed by the prospect of standards based learning can rely on this comprehensive resource for straightforward practical tools publisher s web site **A School Leader's Guide to Implementing the Common Core** Gloria D. Campbell-Whatley, David M. Dunaway, Dawson R. Hancock, 2016-02-05 This accessible resource addresses the problems challenges and issues that general and special education leaders frequently face on a day to day basis in implementing the Common Core standards in their schools Grounded in best practices from current literature this text provides leaders with practical solutions to working with teachers and differentiating instruction for all students including students with special needs ESL and ELL learners *A School Leader's Guide to Implementing the Common Core* presents a cohesive framework and offers viable options for effective inclusive instruction based on students varied learning needs Special Features Vignettes and Research Based Practical Tips offer concrete connections to school contexts and illustrate practical applications Explores current trends in Universal Design for Learning UDL Multi tiered Systems of Support MTSS and Response to Intervention RTI and how they relate to the Common Core Standards Guides leaders through the development of effective policies for culturally responsive instruction in the classroom *What Is the Influence of the National Science Education Standards?* National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Science Education K-12, Steering Committee on Taking Stock of the National Science Education Standards: The Research, 2002-12-05 In 2001

with support from National Science Foundation the National Research Council began a review of the evidence concerning whether or not the National Science Education Standards have had an impact on the science education enterprise to date and if so what that impact has been This publication represents the second phase of a three phase effort by the National Research Council to answer that broad and very important question Phase I began in 1999 and was completed in 2001 with publication of Investigating the Influence of Standards A Framework for Research in Mathematics Science and Technology Education National Research Council 2002 That report provided organizing principles for the design conduct and interpretation of research regarding the influence of national standards The Framework developed in Phase I was used to structure the current review of research that is reported here Phase II began in mid 2001 involved a thorough search and review of the research literature on the influence of the NSES and concludes with this publication which summarizes the proceedings of a workshop conducted on May 10 2002 in Washington DC Phase III will provide input collected in 2002 from science educators administrators at all levels and other practitioners and policy makers regarding their views of the NSES the ways and extent to which the NSES are influencing their work and the systems that support science education and what next steps are needed

**Standards-Based Technology and Engineering Education** Scott R. Bartholomew, Marie Hoepfl, P. John Williams, 2023-11-01 This book brings together authors from around the world to discuss the Standards for Technological and Engineering Literacy The Role of Technology and Engineering in STEM Education STEL released in July 2020 by the International Technology and Engineering Educators Association ITEEA The various chapters examine and elaborate on how educators must understand the structure of the standards used and their alignment with educational programs at specific levels and contexts both in the context of the USA and internationally It also showcases case studies analyzing the use of standards in their various contexts from a number of countries which have either adapted STEL or which have national Standards in Technology Education The STEL represents a major update to the content standards that has guided the field of technology education and later technology and engineering education in the USA since 2000 In contrast to previous standards STEL presents a substantial reduction in the number of standards and associated benchmarks and the benchmarks have been operationalized to identify the key knowledge skills and dispositions associated with each standard It also emphasizes a focus on core standards that should allow for deeper levels of understanding and engagement on the part of students who in comprehensive educational programs will continue to revisit these core standards in increasingly sophisticated ways as they progress from Pre K through Grade 12

**Investigating the Influence of Standards** National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Understanding the Influence of Standards in K-12 Science, Mathematics, and Technology Education, 2002-01-27 Since 1989 with the publication of Curriculum and Evaluation Standards for Mathematics by the National Council of Teachers of Mathematics standards have been at the forefront of the education reform movement in the United States The mathematics

standards which were revised in 2000 have been joined by standards in many subjects including the National Research Council's National Science Education Standards published in 1996 and the Standards for Technical Literacy issued by the International Technology Education Association in 2000. There is no doubt that standards have begun to influence the education system. The question remains, however, what the nature of that influence is and most importantly whether standards truly improve student learning. To answer those questions, one must begin to examine the ways in which components of the system have been influenced by the standards. Investigating the Influence of Standards provides a framework to guide the design, conduct, and interpretation of research regarding the influences of nationally promulgated standards in mathematics, science, and technology education on student learning. Researchers and consumers of research such as teachers, teacher educators, and administrators will find the framework useful as they work toward developing an understanding of the influence of standards.

*The Courts and Standards Based Reform* Benjamin Michael Superfine, 2008-07-29. Since the desegregation of public schools in the 1950s, the concept of standards-based reform has become a central topic within educational policy. Every American state is now required to enact standards-based reform policies while shifting responsibility away from the government and holding schools more accountable for their students' performance. *The Courts and Standards Based Education Reform* positions itself at the center of the long-standing dispute between law, education, and public policy and analyzes the court's growing role in educational policy. Benjamin Superfine contends that the courts are a strong force in determining education policy and have been placed in the position to decide some of the most contentious and important issues facing education law as the standards-based reform movement has grown. Such major cases addressed by the courts in light of standards-based reforms include the No Child Left Behind Act of 2001 and school finance reform litigation. As the courts continue to rule in cases that challenge fundamental aspects of U.S. educational policy, Superfine provides a new approach that can be used in the application and rulings of standards-based reforms.

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