



**NDSBL** STANDARDS  
BASED  
LEARNING

Leadership Series  
Session 4 – April 2024

Welcome!



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**





# Improved Student Learning Outcomes Through Tier 1 Supports



[WWW.NDSBL.ORG](http://WWW.NDSBL.ORG)



### ND Priority Standards & Proficiency Scales

- English Language Arts
- Essential Skills
- Health
- Math
- Music (Coming soon!)
- Science
- Social Studies



### ND Standards-Based Learning Implementation Toolkit

- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!



### Resources

- Archived Webinars
- Archived NDSBL Newsletters
- Professional Learning Notices
- FAQs



### WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NESCL, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.



### WHO WE DO IT FOR

**Educators:** Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments

**Students:** Clear learning progressions, ownership of the learning, & actionable feedback

**Stakeholders:** Refined communications of learning expectations and grading/reporting of K-12 content standards



### HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district! We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.



## North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

**Grade K-5 ND Math & ELA Standards**  
*Priority Standards*  
*Proficiency Scales & Student-Friendly Scales*  
 9:00 am Central Time  
[Join Zoom](#)

**Grade 6-12 ND Math & ELA Standards**  
*Priority Standards*  
*Proficiency Scales & Student-Friendly Scales*  
 10:00 am Central Time  
[Join Zoom](#)

All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday  
January 10, 2024

**Session 1 - Let's Get Started**  
Introduction - Quality Instruction - Student Engagement

Wednesday  
February 14, 2024

**Session 2 - Now Meets Next**  
Formative Checks - Student Evidence - Aligned Assessments

Wednesday  
March 13, 2024

**Session 3 - All Students, All Levels**  
Data Informed Practice - Intervention - Enrichment

Wednesday  
April 10, 2024

**Session 4 - Standards-Based Learning Processes**  
Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley [melissa.stanley@k12.nd.us](mailto:melissa.stanley@k12.nd.us)

Questions? [ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)

[ndsbl.info@k12.nd.us](mailto:ndsbl.info@k12.nd.us)

[www.ndsbl.org](http://www.ndsbl.org)

# FAST Reconnect – Session 1

---

- WHY? A Leadership Series
- Be Affirmed!
- Start small.
- Much staff discussion needed
- Guaranteed & Viable Curriculum
- The Standards
- AMAZING NDS
- Mapping
- Pacing
- Teach the Learning Progression
- Scales for Stakeholders
- Intentional Planning
- Student Engagement
- Differentiation
- Template Use/Justification
- Quality Tier 1 Instruction
- Learning Target Clarity
- Proficiency Scale Use!
- Scales for Students
- Relevancy

**Access Video & Slides**

# FAST Reconnect – Session 2

---

- WHY? A Leadership Series
- Be Affirmed!
- Assessment Process
- Much staff discussion needed
- AMAZING NDSBL Reassessment
- Assess Guarantees
- Formative vs. Summative
- Evidence Collection
- Tracking Learning
- Scales in students' hand
- Feedback & FA Examples
- Visual Thinking Example
- Building Agency - Examples
- Conferences
- Scales Aligned Assessment – Resources
- Scales Aligned Assessment – Levels
- Showing Knowing Examples
- Classroom Culture Tracking
- Student Tracking
- Building Efficacy

**Access Video & Slides**

# FAST Reconnect – Session 3

---

- WHY? A Leadership Series
- Be Affirmed!
- Where are we? data
- AMAZING NDSBL Resources!
- Data Informed Practice
- Intervention
- Enrichment
- Unlearn to learn new
- Data Informed Practice & teacher responsiveness
- Data-informed or Data-driven
- Important Questions
- Enough time vs. priorities
- Dedicated Time
- Co
- Assessment
- Scales Performance levels
- Proficiency Scale learning journey
- Showing knowing & tracking to acquire data
- Scales Data – Deliver quality Tier 1
- Protected Time / Schedule Changes
- Student Goals

**Access Video & Slides**



# Connections

---

- Katie Oster, NESAC
- Laura Haynie, CREA
- Melissa Stanley





# Leadership Series Information

Wednesday January 10, 2024	<b>Session 1 - Let's Get Started</b> Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	<b>Session 2 - Now Meets Next</b> Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	<b>Session 3 - All Students All Levels</b> Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	<b>Session 4 - Standards Based Learning Processes</b> Guaranteed & Viable Curriculum Journey



# Objectives

Session 4 –SBL Journey

Guaranteed & Viable  
Curriculum Journey

**Share** ideas, considerations, and possibilities for schools

**Provide** access to NDSBL documents


**Connect** Standards Based Teaching & Learning Processes

**Connect** Data Informed Practice, Family Engagement, & Continuous Improvement

**Determine** the School Journey

## WHY? A Leadership Series

In standards-based classrooms, **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 important to know (*relevance*), and how to do it (*process*).



Knowing-Doing Gap

*Moving From*

*Theory to Practice*

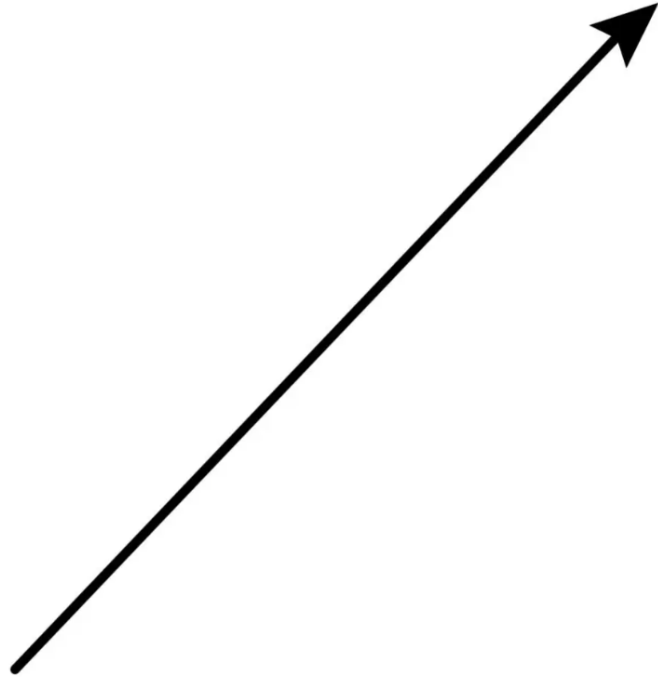


Please be affirmed in your best practices for  
celebrations and consider next steps and/or  
growth opportunities.

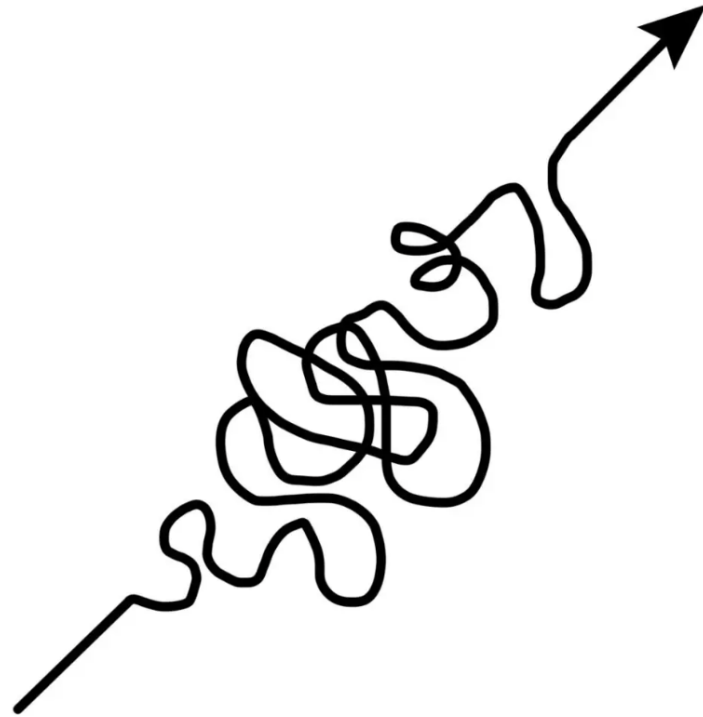


SUCCESS

SUCCESS

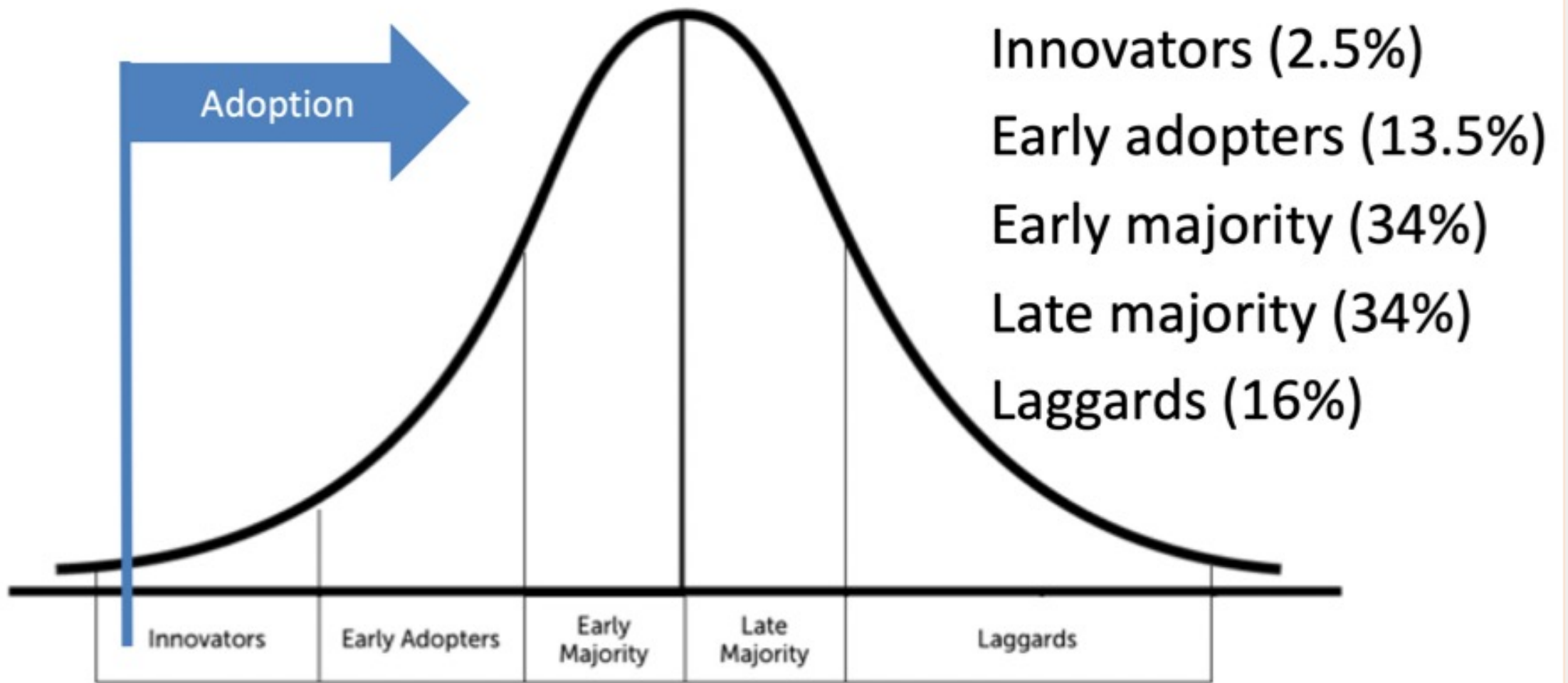


what people think  
it looks like



what it really  
looks like

Embrace  
the tangles  
to get to  
what will  
work best.



From *Diffusion of Innovations*, by Everett Rogers, 1962, 2003





CREATING

THE CONDITIONS





P  
R  
O  
C  
E  
S  
S  
E  
S

NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	✓ Quality Tier 1 Instruction for Learners

P  
R  
O  
C  
E  
S  
S  
E  
S

NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #d3d3d3; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #c8e6c9; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff9c4; height: 40px;"></div> <div style="background-color: #ffe0b2; height: 40px;"></div> <div style="background-color: #e1f5fe; height: 40px;"></div> <div style="background-color: #ffcdd2; height: 40px;"></div> <div style="background-color: #e1bee7; height: 40px;"></div> <div style="background-color: #c8e6c9; height: 40px;"></div> <div style="background-color: #e57373; height: 40px;"></div>

P  
R  
O  
C  
E  
S  
S  
E  
S

<b>NDSBL Leadership Series - Standards Based Teaching &amp; Learning</b>	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #d3d3d3; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #c8e6c9; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff9c4; padding: 5px; text-align: center;"><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</div> <div style="background-color: #ffe0b2; height: 40px;"></div> <div style="background-color: #bbdefb; height: 40px;"></div> <div style="background-color: #ffcdd2; height: 40px;"></div> <div style="background-color: #e1bee7; height: 40px;"></div> <div style="background-color: #c8e6c9; height: 40px;"></div> <div style="background-color: #e57373; height: 40px;"></div>



P  
R  
O  
C  
E  
S  
S  
E  
S

NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #d3d3d3; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #c8e6c9; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff9c4; padding: 5px; text-align: center;"><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</div> <div style="background-color: #ffe0b2; padding: 5px; text-align: center;"><b>District Approved Resources</b> Delivering equitable learning opportunities for students</div> <div style="background-color: #e0f2f1; height: 40px;"></div> <div style="background-color: #ffe0e0; height: 80px;"></div> <div style="background-color: #e1bee7; height: 80px;"></div> <div style="background-color: #c8e6c9; height: 80px;"></div> <div style="background-color: #e57373; height: 80px;"></div>

P  
R  
O  
C  
E  
S  
S  
E  
S

NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #d3d3d3; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff2cc; padding: 5px; text-align: center;"><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</div> <div style="background-color: #fce4d6; padding: 5px; text-align: center;"><b>District Approved Resources</b> Delivering equitable learning opportunities for students</div> <div style="background-color: #d9e1f2; padding: 5px; text-align: center;"><b>Intentionally Planned Instructional Delivery</b> Engaging learners in whole group, small group, &amp; individual instruction Differentiation for on-level, intervention, &amp; challenge needs</div> <div style="background-color: #f4cccc; padding: 5px; text-align: center;"> </div> <div style="background-color: #e1d5f0; padding: 5px; text-align: center;"> </div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;"> </div> <div style="background-color: #e6b0aa; padding: 5px; text-align: center;"> </div>

P  
R  
O  
C  
E  
S  
S  
E  
S

<b>NDSBL Leadership Series - Standards Based Teaching &amp; Learning</b>	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #d3d3d3; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #c8e6c9; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff9c4; padding: 5px; text-align: center;"><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</div> <div style="background-color: #ffe0b2; padding: 5px; text-align: center;"><b>District Approved Resources</b> Delivering equitable learning opportunities for students</div> <div style="background-color: #e1f5fe; padding: 5px; text-align: center;"><b>Intentionally Planned Instructional Delivery</b> Engaging learners for whole group, small group, &amp; individual instruction Differentiation for on-level, intervention, &amp; challenge needs</div> <div style="background-color: #ffe0e0; padding: 5px; text-align: center;"><b>Formative Assessment / Checks for Understanding</b> Opportunities for students to show knowing foundational skills &amp; level 3 tasks Informs next steps for instruction &amp; includes frequent feedback to students</div> <div style="background-color: #e1bee7; padding: 5px; text-align: center;"> </div> <div style="background-color: #c8e6c9; padding: 5px; text-align: center;"> </div> <div style="background-color: #e57373; padding: 5px; text-align: center;"> </div>

P  
R  
O  
C  
E  
S  
S  
E  
S

<b>NDSBL Leadership Series - Standards Based Teaching &amp; Learning</b>	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #d3d3d3; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #d4edda; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff3cd; padding: 5px; text-align: center;"><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</div> <div style="background-color: #ffe5cc; padding: 5px; text-align: center;"><b>District Approved Resources</b> Delivering equitable learning opportunities for students</div> <div style="background-color: #d1ecf1; padding: 5px; text-align: center;"><b>Intentionally Planned Instructional Delivery</b> Engaging learners for whole group, small group, &amp; individual instruction Differentiation for on-level, intervention, &amp; challenge needs</div> <div style="background-color: #f8d7da; padding: 5px; text-align: center;"><b>Formative Assessment / Checks for Understanding</b> Opportunities for students to show knowing foundational skills &amp; level 3 tasks Informs next steps for instruction &amp; includes frequent feedback to students</div> <div style="background-color: #d1c4e9; padding: 5px; text-align: center;"><b>Tracking - Teachers &amp; Students</b> Student performance evidence gathered from Proficiency Scale instruction Opportunities for accountability &amp; student agency</div> <div style="background-color: #d4edda; padding: 5px; text-align: center;"> </div> <div style="background-color: #f8d7da; padding: 5px; text-align: center;"> </div>

P  
R  
O  
C  
E  
S  
S  
E  
S

<b>NDSBL Leadership Series - Standards Based Teaching &amp; Learning</b>	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<div style="background-color: #e0e0e0; padding: 5px; text-align: center;">✓ Quality Tier 1 Instruction for Learners</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;"><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</div> <div style="background-color: #fff2cc; padding: 5px; text-align: center;"><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</div> <div style="background-color: #fce4d6; padding: 5px; text-align: center;"><b>District Approved Resources</b> Delivering equitable learning opportunities for students</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;"><b>Intentionally Planned Instructional Delivery</b> Engaging learners for whole group, small group, &amp; individual instruction Differentiation for on-level, intervention, &amp; challenge needs</div> <div style="background-color: #f4cccc; padding: 5px; text-align: center;"><b>Formative Assessment / Checks for Understanding</b> Opportunities for students to show knowing foundational skills &amp; level 3 tasks Informs next steps for instruction &amp; includes frequent feedback to students</div> <div style="background-color: #d9d2e9; padding: 5px; text-align: center;"><b>Tracking - Teachers &amp; Students</b> Student performance evidence gathered from Proficiency Scale instruction Opportunities for accountability &amp; student agency</div> <div style="background-color: #d9ead3; padding: 5px; text-align: center;"><b>Scales Aligned Assessment</b> Summative student performance evidence on the Proficiency Scale Student self evaluation of scale performance level</div> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> </div>

P  
R  
O  
C  
E  
S  
S  
E  
S

NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of <b>Professional Learning Communities</b> through content area and/or grade level teams is critical.</p> <p>The collaborative work to deliver quality instruction includes the processes listed when responding to:</p> <p><b>What do we expect students to learn?</b></p> <p><b>How will we know when students have learned it?</b></p> <p><b>How will we respond when students do not learn?</b></p> <p><b>How will we respond when students already know it?</b></p> <p>The focus is on giving students what they need, when they need it to <b>grow all learners.</b></p>	<p>✓ Quality Tier 1 Instruction for Learners</p>
	<p><b>Guaranteed &amp; Viable Curriculum</b> Prioritized Standards &amp; Proficiency Scales</p>
	<p><b>Pacing for Teaching &amp; Learning</b> Timeline for delivering Guaranteed &amp; Viable Curriculum</p>
	<p><b>District Approved Resources</b> Delivering equitable learning opportunities for students</p>
	<p><b>Intentionally Planned Instructional Delivery</b> Engaging learners for whole group, small group, &amp; individual instruction Differentiation for on-level, intervention, &amp; challenge needs</p>
	<p><b>Formative Assessment / Checks for Understanding</b> Opportunities for students to show knowing foundational skills &amp; level 3 tasks Informs next steps for instruction &amp; includes frequent feedback to students</p>
	<p><b>Tracking - Teachers &amp; Students</b> Student performance evidence gathered from Proficiency Scale instruction Opportunities for accountability &amp; student agency</p>
	<p><b>Scales Aligned Assessment</b> Summative student performance evidence on the Proficiency Scale Student self evaluation of scale performance level</p>
	<p><b>Standards Referenced Reporting</b> Grading beliefs and practices established for clear communication with stakeholders Evidence of student performance per reporting expectations</p>

P  
R  
O  
C  
E  
S  
S  
E  
S

## NDSBL Leadership Series - Standards Based Teaching & Learning

Designated time for the advancement of **Professional Learning Communities** through content area and/or grade level teams is critical.

The collaborative work to deliver quality instruction includes the processes listed when responding to:

**What do we expect students to learn?**

**How will we know when students have learned it?**

**How will we respond when students do not learn?**

**How will we respond when students already know it?**

The focus is on giving students what they need, when they need it to **grow all learners.**



✓ Quality Tier 1 Instruction for Learners

### Guaranteed & Viable Curriculum

Prioritized Standards & Proficiency Scales

### Pacing for Teaching & Learning

Timeline for delivering Guaranteed & Viable Curriculum

### District Approved Resources

Delivering equitable learning opportunities for students

### Intentionally Planned Instructional Delivery

Engaging learners for whole group, small group, & individual instruction  
Differentiation for on-level, intervention, & challenge needs

### Formative Assessment / Checks for Understanding

Opportunities for students to show knowing foundational skills & level 3 tasks  
Informs next steps for instruction & includes frequent feedback to students

### Tracking - Teachers & Students

Student performance evidence gathered from Proficiency Scale instruction  
Opportunities for accountability & student agency

### Scales Aligned Assessment

Summative student performance evidence on the Proficiency Scale  
Student self evaluation of scale performance level

### Standards Referenced Reporting

Grading beliefs and practices established and clear communication with stakeholders  
Evidence of student performance per reporting expectations





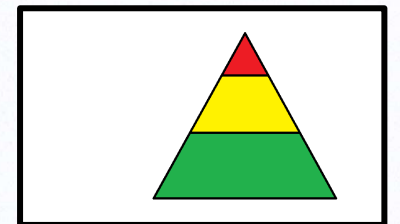
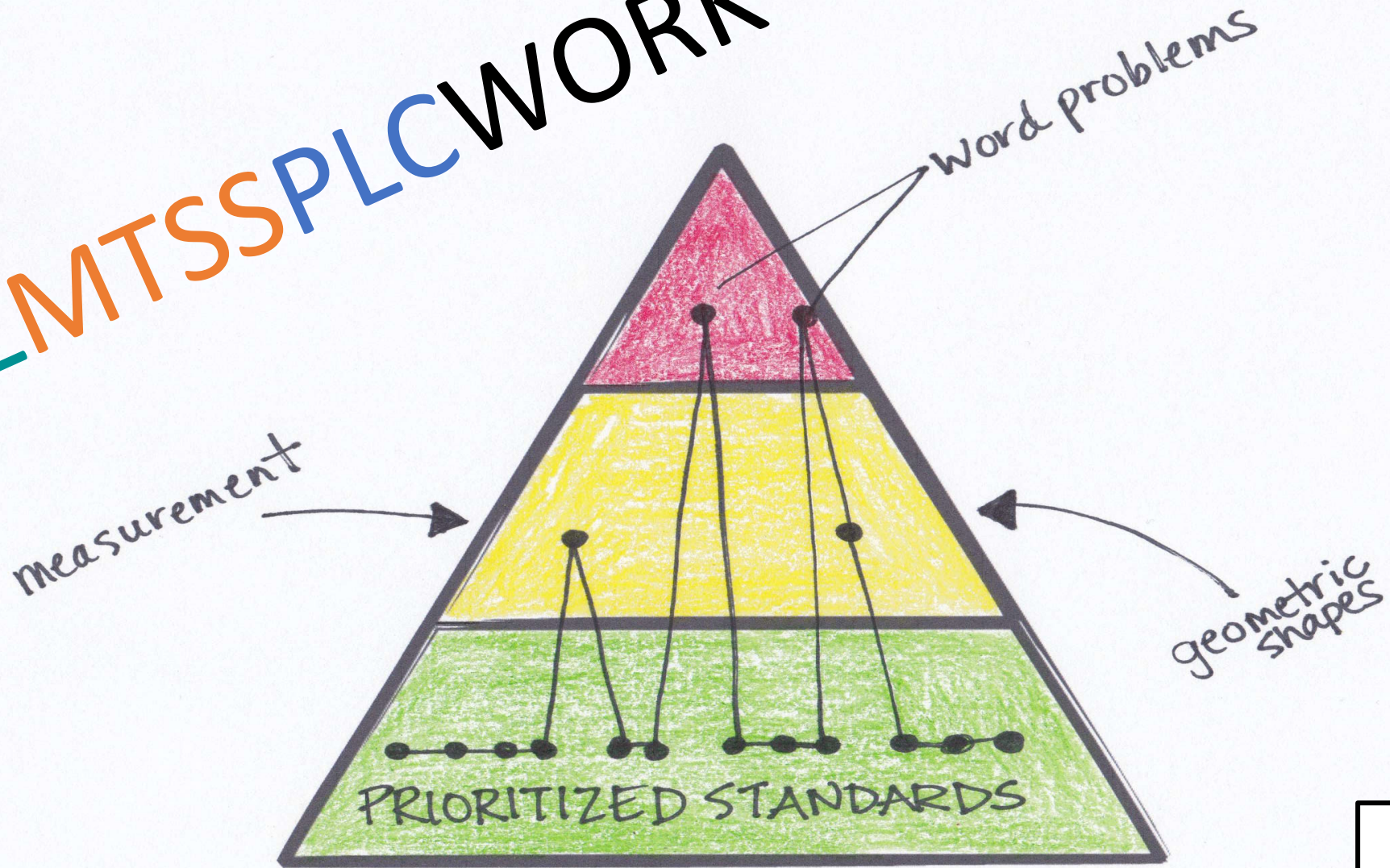
# The Power of Yet!

---

- Conversations throughout
- Protected collaboration
- PLAN intentionally
- Clarity of practice
- Scaffold for success
- Implement strategically
- Informed adjustments



# #SBTLMTSSPLCWORK





Implementation of  
processes includes  
**critical components.**





OUR  
Data Informed Practice





Our Students



A close-up, grayscale image of a compass rose. The compass is slightly out of focus, showing degree markings and cardinal directions. The text "Our Journey" is overlaid in a clean, white, sans-serif font, centered horizontally. A thin white horizontal line is positioned directly below the text.

# Our Journey



# #1 Collaboration & Professional Development

- Proficiency Scale use
- Intentional planning
- Reflecting on instructional practices
- Sharing practices
- Feedback for growth opportunities
- Others



Based on our evidence, at our school...

---

WHAT DO WE NEED  
TO ALLOW FOR  
COLLABORATION?

WHAT PD IS  
NEEDED TO GROW  
OUR PRACTICES?



## #2 Family & Community Involvement

- Build partnerships for student success
- Communicate with parents/guardians
- Involve the community in our schools
- Recognize & value diversity
- Build an inclusive culture for stakeholders
- Others

Based on our evidence, at our school...

---

WHAT ARE OUR  
SPECIFIC FAMILY  
INVOLVEMENT NEEDS?

HOW CAN WE INVOLVE  
OUR COMMUNITY TO  
ADVANCE LEARNING?



# #3 Continuous Improvement



- Embrace a **growth mindset** for next steps
- **Analyze student data**, including proficiency scale results
- Determine if **intentional planning** efforts are adequate
- **Reflect on and adjust** instruction
- Seek feedback **from students, families, and educators**
- Others

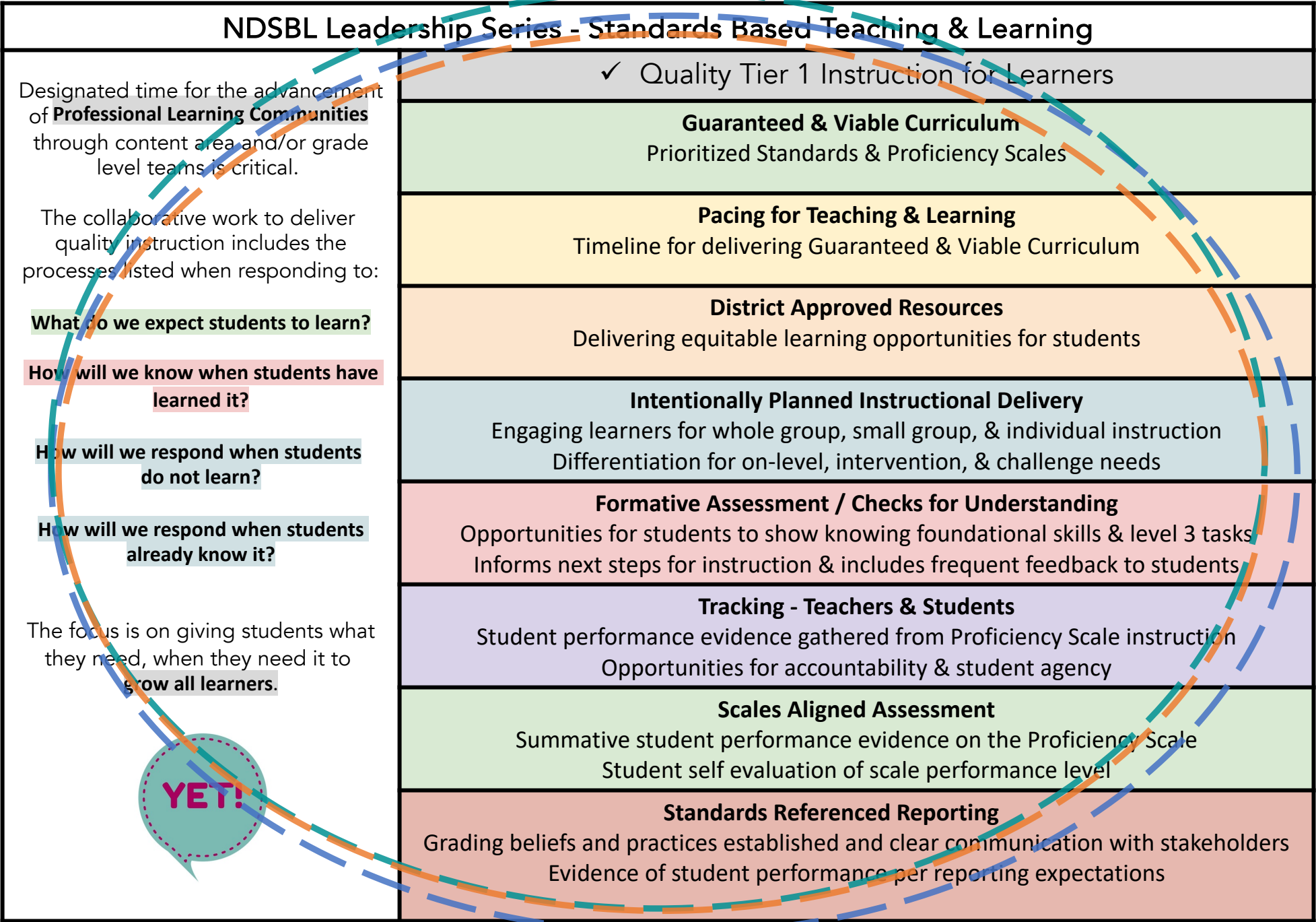
Based on our evidence, at our school...

---

WHAT AREAS DO WE  
NEED TO IMPROVE?

WHAT WILL OUR  
NEXT STEPS BE?

**P  
R  
O  
C  
E  
S  
S  
E  
S**



# The Power of Yet!

---

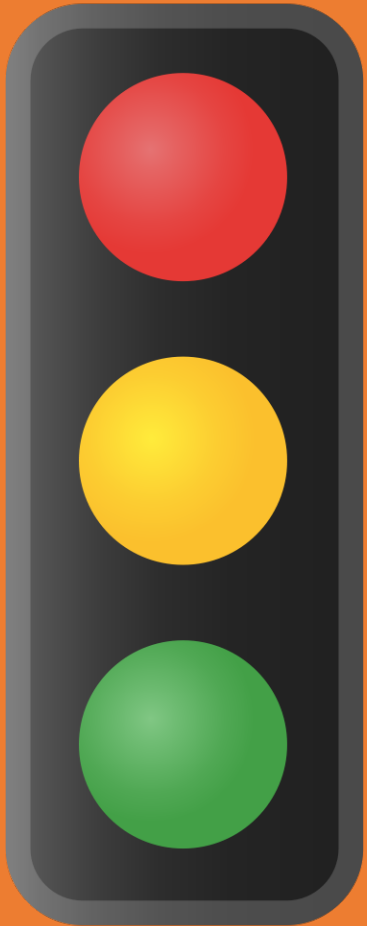
- Conversations throughout
- Protected collaboration
- PLAN intentionally
- Clarity of practice
- Scaffold for success
- Implement strategically
- Informed adjustments



TEACHERS TEACH



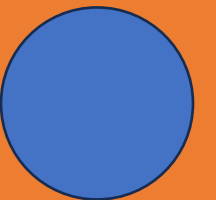
# STOP, SLOW, or READY to GO



Is it necessary to STOP and START again?

Do we need time to embed practice?

Are you ready to move on?





# Think & Rethink

Do not wait for someone else, or a better time to begin.


Waiting is not in the best interest of our students.

You have the tools & support of colleagues to start.

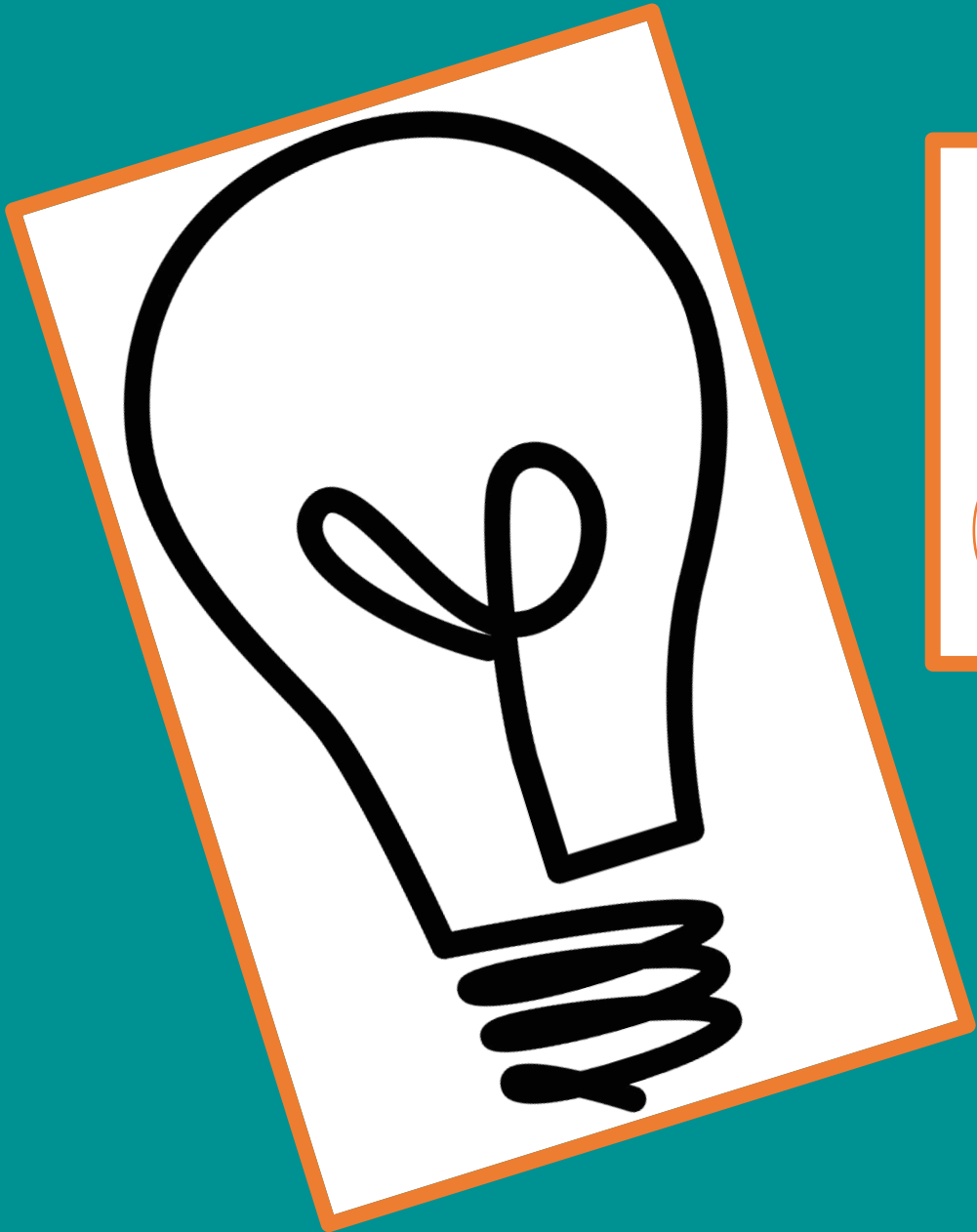
Starting SBL work is in the best interest of our students.



Ask the  
question...



What are we  
waiting for?



Start the SBTL  
CONVERSATION

# Know that you are doing the right work!

---

It is understandable and normal to feel overwhelmed. The prospect of examining and improving instructional processes can be daunting, but remember you plan for the scaffolded work. Wherever you are in establishing and delivering on your own guaranteed & viable curriculum journey is fine. Commit to moving ahead.

This work is not a sprint, complete short-term wins, not an overhaul. What matters is that the work is of quality and is sustainable practice. You will personalize the Standards Based Teaching & Learning (SBTL) journey based on your student and staff needs and the strengths and growth opportunities of your school.

Maintain a focus on the standards/student learning as your destination. With a clear focus on the destination, the journey becomes more manageable. All assessment roads lead to the standards. Keep the standards at the front for: communication with learners, well-planned instruction, identifying learning goals, designing formative checks for understanding, articulating feedback, gathering evidence, and reporting to stakeholders about performance. SBTL processes allow schools with Multi-Tiered Systems of Support to get students what they need when they need it while responding to the big PLC questions.

Bumps in the road are tangles or opportunities to learn and revise. The journey has no perfect solution that works in every classroom for every teacher with every learner. Support educators going through the journey and learn from each other. When done well, SBTL builds efficacy and increases achievement. [#sbtmtssplc](#)

Thank you

Melissa Stanley

[Melissa.Stanley@k12.nd.us](mailto:Melissa.Stanley@k12.nd.us)

701.721.2625



Q  
&  
A



Educators who focus on the **needs** of students and the **results** they are getting are powerful beyond measure.



End of Session 4