



Leadership Series – PART II
Session 1 – October 2024

Welcome!



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION





Improved Student Learning Outcomes Through Tier 1 Supports



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 NESB, 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.

CONTACT US



ndsbl.info@k12.nd.us



www.ndsbl.org



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

Questions? ndsbl.info@k12.nd.us

2024 - 2025

YOUR
SCHOOL



NORTH DAKOTA STANDARDS-BASED LEARNING SCHOOL LEADERSHIP SERIES II

Responsive Implementation of
Standards-Based Learning Processes

SCOPE + SEQUENCE

SESSION 1

Monday, October 7th 2024
10:30am-11:30am

SESSION 2

Monday, November 4th 2024
10:30am-11:30am

SESSION 3

Monday, December 2nd 2024
10:30am-11:30am

[Click to join virtually!](#)

FACILITATOR

Melissa Stanley, Associate Director of
High Quality Instruction, Central Region
Education Association



This virtual series is offered at NO COST
through ND Regional Education Association
collaboration and is supported by the
ND Department of Public Instruction.

DESCRIPTION

You've completed the NDSBL Leadership Series Part I "Now What?"

Part II of the Leadership Series will advance:

- Development of action steps for implementation to make practical, sustainable change
- Strategies to look more closely at school strengths and growth opportunities
- SBL practices to provide direct focus on instruction for student success

The NDSBL Leadership Series Part I is a prerequisite to this opportunity. Missed it? Click here to view recordings and presentations for use with your leadership team in preparation for Part II!

COURSE TOPICS

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness.**

Establish a Guaranteed & Viable Curriculum

Create Standards Mapping for Instruction

Align School Resources for Instruction

Intentionally Plan for Quality Core Instruction

Track Student Performance

Examine Evidence for Learning and Growth

Provide Student Tracking to Empower Learners

Develop Scales Aligned Assessments

Design Communications with Stakeholders

AUDIENCE: K-12 leadership teams including educators, instructional coaches, and building and district leaders

QUESTIONS?

ndsbl.info@k12.nd.us



Introductions

- Laura Haynie, CREA
- Melissa Stanley, CREA



Introductions – YOUR TURN

- Name(s)
- School
- What draws you to SBTL work?



Objectives

Session 1

Operationalizing Standards Based Teaching & Learning

Access NDSBL documents

Connect with Standards Based Teaching & Learning Processes to ascertain needs

Analyze considerations and ideas for SBTL implementation planning

Determine practical and doable action steps

WHY? NDSBL Leadership Series – Part II

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*).

WHY? NDSBL Leadership Series – Part II

In standards-based classrooms, **teachers** and **students** have a clear understanding of the **expectations** (**standards**) that they are teaching and learning. They understand **why** the **standards** are important to know (**relevance**), and **how** to do it (**process**).

Operationalize SBTL in Schools

NDSBL Leadership Series – Part II

<p>Monday October 7, 2024 10:30 am</p>	<p>Session 1 – Ready for “NOW WHAT?” Series Overview - What’s Foundational? Got It! Need It? Reflect & Evaluate</p>
<p>Monday November 4, 2024 10:30 am</p>	<p>Session 2 – How are we doing?– Part 1 Guaranteed & Viable Curriculum - Mapping for Teaching & Learning District Approved Resources – Intentional Planning for Instruction</p>
<p>Wednesday December 2, 2024 10:30 am</p>	<p>Session 3 – How are we doing? – Part 2 Formative Checks for Understanding - Tracking /Teachers & Students Scales Aligned Assessment - Standards Based Reporting School Implementation/Next Steps</p>





After completing the
NDSBL Leadership Series – Part I,
you may be asking...



NOW WHAT?

How do schools put new learning
into action steps for implementation
making sustainable changes that are
practical and **doable**?

How can schools look more closely
at school strengths and growth
opportunities to improve
SBTL practices?

Implementing
Standards Based Teaching & Learning
processes in schools involves a
systematic approach to ensure
consistency, alignment, & effectiveness.

Authentically **reflecting** on the current state of school processes with **evidence** to support team rationale will allow for strengthening the system and identification of **next steps**.

Moving From Theory to Practice

Navigating the
Knowing to Doing Gap

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



CREATING
THE CONDITIONS

QUALITY
INSTRUCTION
FOR
STUDENTS

What will we do for students who already know?

What do we want students to know?

How will we know students know?

What will we do for students who do not know?

Mounting Evidence GROWTH

4 I can also compare/contrast real world shapes into categories based on shared attributes.

3 I can classify shapes into groups based on shared attribute.

Vocabulary	Skills
<ul style="list-style-type: none"> quadrilateral rhombus rectangle square trapezoid parallelogram polygon attribute congruent parallel perpendicular right angle sides vertices opposite sides closed/open 	<ul style="list-style-type: none"> identify attributes of shapes compare/contrast attributes of quadrilaterals classify shapes based on attributes

1 With help!

√4U

Identify

- model - Strategic Guide F14 / Geoboards 1a
- dialogue - Ask Me? 2
- P/P - WB - Draw given vocab 2
- IXL - BBB Code SKS 2
- Game - Game Time 2

Compare/contrast

- model - TE p. 853-854 Form Assess
- DKAW ex. or nor 2
- dialogue - Yes/No Why? 1 2
- P/P - Ind Prac p. 853 #2-5 1 2

Classify

- model - MyMath etool kits Attribute blocks or MathMat 2
- dialogue - I know because 2
- P/P - Check My Progress p. 340 #1-6 1 2
- IXL - BBB Code C
- Game - Game Time

3 task

WB	3
p. 878 #15/#16	
Ch. Review	
Lesson 5	
Reteach p. 103 #1-3	3

SAA's

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SRG

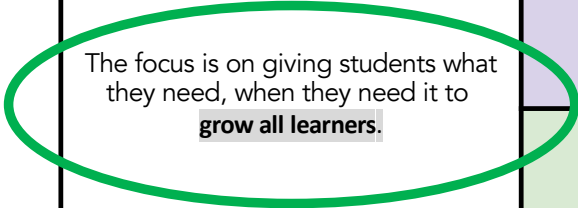
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PLC Big 4 ?s



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NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of Professional Learning Communities 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>What do we expect students to learn?</p> <p>How will we know when students have learned it?</p> <p>How will we respond when students do not learn?</p> <p>How will we respond when students already know it?</p> <p>The focus is on giving students what they need, when they need it to grow all learners.</p>	<p>✓ Quality Tier 1 Instruction for Learners</p>



ALL STUDENTS

ALL LEVELS



The prioritized standards are the
guaranteed & viable curriculum.

*Resources, textbooks, & supplements are used to
deliver quality instruction aligned to the standards.
Formative and summative assessments will align to
the proficiency scale.*



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24-25 Math Guaranteed & Viable Curriculum

Staff	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
K	K.GM.G.1	K.AR.OA.6 K.DPS.D.1	K.NO.CC.5	K.AR.OA.2 K.AR.OA.1 K.NO.CC.3	K.AR.OA.4 K.NO.CC.1 K.NO.CC.2	K.AR.OA.5 K.AR.OA.3 K.NO.NBT.2	K.NO.NBT.1	K.GM.G.2	K.GM.M.1	Review, Gap Skills, Challenge
1	1.AR.OA.1 1.NO.CC.1	1.AR.OA.6 1.NO.CC.2 1.NO.CC.5	1.AR.OA.3 1.NO.CC.3 1.GM.M.3 1.NO.NBT.1	1.GM.M.5 1.AR.OA.2 1.AR.OA.5	1.NO.NBT.5 1.NO.NBT.2	1.GM.M.1 1.NO.NBT.4	1.AR.OA.4 1.NO.NBT.3	1.DPS.D.1 1.DPS.D.2	Review, Gap Skills, Advancement	
2	2.NO.CC.4	2.NO.CC.1 2.NO.CC.2 2.AR.OA.1	2.NO.NBT.1 2.AR.OA.3	2.NO.NBT.3 2.NO.NBT.4	2.DPS.D.3 2.AR.OA.4	2.GM.G.1	2.GM.M.1 2.DPS.D.1	2.NO.NF.1 2.GM.M.3	2.GM.G.3	
3	3.NO.NBT.2	3.AR.OA.3 3.NO.NBT.3 3.NO.NBT.1	3.NO.CC.1	3.AR.OA.5 3.AR.OA.1 3.AR.OA.4	3.GM.M.8 3.GM.M.6	3.NO.NF.2 3.NO.NF.5	3.DPS.D.3 3.GM.M.1	3.GM.G.1	3.GM.M.4	
4	4.NO.NBT.4	4.NO.NBT.3 4.AR.OA.1	4.NO.NBT.5 4.AR.OA.2	4.NO.NBT.6	4.AR.OA.3	4.NO.NF.4 4.NO.NF.5	4.DPS.D.2 4.DPS.D.3 4.NO.NF.6	4.GM.G.1 4.GM.G.3 4.GM.M.5	4.GM.M.3 4.GM.M.4	
5	5.AR.OA.1	5.NO.CC.1 5.NO.NBT.2 5.NO.NBT.3	5.NO.NBT.5 5.NO.NBT.7 5.NO.NBT.4	5.NO.NBT.5 5.NO.NBT.	5.AR.OA.2 5.GM.G.3	5.AR.OA.4 5.NO.NF.1	5.NO.NF.3 5.NO.NF.4	5.GM.M.1 5.GM.M.2	5.DPS.D.2 5.GM.G.1	
6		6.AR.EE.1	6.NO.O.2	6.AR.RP.2 6.AR.RP.3 6.AR.RP.4	Review, Gap Skills,	6.NO.NS.1 6.NO.NS.2	6.AR.EE.2 6.AR.EE.6 6.AR.EE.5	6.GM.AV.2	6.DPS.D.2	6.DPS.D.4
7	7.NO.NS.1 7.NO.NS.2	7.NO.O.1 7.NO.O.2 7.NO.O.3	7.AR.RP.1 7.AR.RP.2	7.AR.RP.2 7.AR.RP.4	7.AR.EE.1	7.AR.EE.2	7.GM.AV.1	7.GM.AV.3	7.GM.GF.2 7.DPS.P.1	7.DPS.P.2
8	8.NO.NS.2	8.NO.O.2 8.AR.EE.1	8.AR.EE.5	8.AR.EE.7	8.AR.F.1 8.AR.F.3	8.AR.F.4	8.GM.AV.1	8.GM.GF.2	8.GM.GF. 8.GM.GF.	8.DPS.D.3
Algebra	9-10.AR.1 9-10.AR.1	9-10.AR.3	9-10.AR.4	9-10.AR.6	9-10.AR.7	9-10.AR.8	9-10.AR.10	9-10.AR.11	9-10.AR.F.1 9-10.AR.F.5	9-10.DPS.2
Geometry	9-10.GM.7	9-10.GM.8 9-10.GM.9	9-10.GM.10	9-10.GM.11	9-10.GM.17	9-10.GM.20	9-10.GM.22 9-10.GM.25	9-10.GM.27	9-10.GM.32	9-10.GM.33
Alg. 2	11-12.NO.2	11-12.NO.9	11-12.AR.4	11-12.AR.7 11-12.AR.12	11-12.AR.14	11-12.AR.17	11-12.AR.F.3	11- 12.AR.F.4 11- 12.AR.F.6	11-12.AR.F.15	11-12.AR.F.16

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NDSBL Leadership Series - Standards Based Teaching & Learning	
<p>Designated time for the advancement of Professional Learning Communities 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>What do we expect students to learn?</p> <p>How will we know when students have learned it?</p> <p>How will we respond when students do not learn?</p> <p>How will we respond when students already know it?</p> <p>The focus is on giving students what they need, when they need it to grow all learners.</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;">Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales</div> <div style="background-color: #fff9c4; padding: 5px; text-align: center;">Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum</div> <div style="background-color: #ffe0b2; padding: 5px; text-align: center;">District Approved Resources Delivering equitable learning opportunities for students</div> <div style="background-color: #e0f2f1; padding: 5px; text-align: center;"> </div> <div style="background-color: #ffe0e0; padding: 5px; text-align: center;"> </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>

Mounting Evidence GROWTH

V4U

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2

Vocabulary	Skills
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1 With help!

Intentional planning for quality core instruction for all students.
Checks for understanding to gather evidence of student growth over time.

Standard:	Foundational Skill:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

Game - Game time 10/25/16 circle

Classify

Standard:	Foundational Skill:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

Standard:	Foundational Skill:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

3 task

Standard:	Level 3 Task:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

WB
p. 878 #15/#16
Ch. Review

Standard:	Level 3 Task:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

SAA's

3

SRG

Standard #	Name
Level 1:	
Level 2:	
Level 3:	
Level 4:	
I am a _____ because _____	



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	<p>Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales</p>
	<p>Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum</p>
	<p>District Approved Resources Delivering equitable learning opportunities for students</p>
	<p>Intentionally Planned Instructional Delivery Engaging learners in whole group, small group, & individual instruction Differentiation for on-level, intervention, & challenge needs</p>

Mounting Evidence GROWTH

V4U

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Vocabulary	Skills
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1 With help!

Intentional planning for quality core instruction for all students.
Check for understanding by gathering evidence of student growth over time.

Standard:	Foundational Skill:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

Game - Game time 10/25/16 circle

Classify

Standard:	Foundational Skill:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

Standard:	Foundational Skill:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

3 task

WB

p. 878 #15/#16

Ch. Review

Standard:	Level 3 Task:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

Standard:	Level 3 Task:
Model	
Dialogue	
IPP	
Task	
Response Cards	
Game	
Other	

SAA's

3

SRG

Standard #	Name
Level 1:	
Level 2:	
Level 3:	
Level 4:	
I am a _____ because _____	



Intentional planning for quality core instruction for all students.

Checks for understanding to gather evidence of student growth over time.

Model	Students will <u>visually represent</u> their thinking for <u>discovery</u> and <u>conceptualization</u> .
Dialogue	Students will <u>verbalize thinking</u> ; use and <u>explain vocabulary</u> to <u>deepen understanding</u> while <u>listening</u> to the reasoning of others.
P/P	Students will <u>show knowing</u> in a manner similar to forthcoming scales aligned assessment.
Tech	Students will solve <u>scales aligned practice</u> to <u>show knowing</u> on the proficiency scale.
Response Cards	Students will <u>respond</u> to a limited number of questions that allow both a <u>response and justification</u> for their thinking.
Game	Students will <u>apply knowledge</u> for <u>success with strategy</u> and learning game <u>engagement</u> .
Other :)	

Intentional planning for quality core instruction for all students.

Checks for understanding to gather evidence of student growth over time.

Standard - <u>3.NO.NBT.3 - Add & subtract within 1000.</u> Foundational Skill - <u>Write number in expanded form.</u>	
Model	Math Mat, 100 flats, 10 sticks, cubes, dry erase marker/eraser for gradual release expanded form equations instruction Teacher models with students - 1) $76 + 14$ 2) $92 - 25$ 3) $65 + 18$ 4) $51 - 13$ Students model with teacher - 1) $17 + 24$ 2) $63 - 25$ 3) $77 + 12$ 4) $52 - 11$ Partner models - 1) $80 + 24$ 2) $92 - 25$ 3) $65 + 18$ I model - 1) $36 + 22$ 2) $92 - 16$
Dialogue	White board, dry erase marker/eraser, small group Math Talks with teacher I model while explaining my thinking - 1) $18 + 27$ 2) $45 - 16$
P/P	Exit ticket - p.138, # 12-16 District Resource
Tech	IXL code: X6Y
Response Cards	Yes & No Cards and a Partner <u>Yes, No, because</u> preview play for <i>Expanded form Missing number Partner game</i>
Game	<i>Expanded form Missing number Partner game</i>

Explicit
Instruction -
Gradual Release

Rotations –
Practice Knowing

Rotations – Practice Showing Knowing

Rotations – Practice Showing Knowing

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The teacher knows the performance level of each student at the end of the math class.

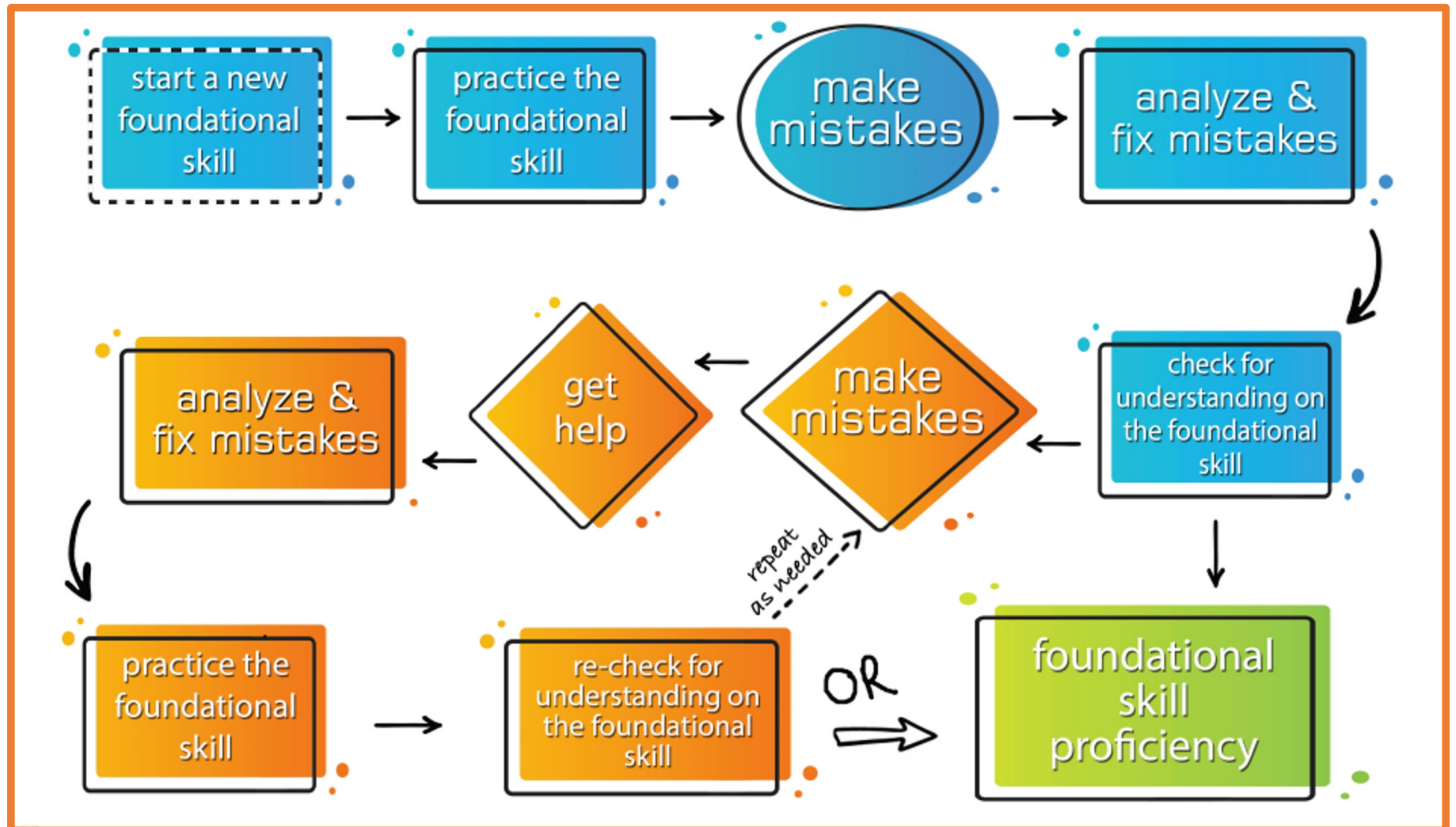
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FORMATIVE ASSESSMENT + FEEDBACK

- ✓ Proficiency scale data to guide **feedback**
- ✓ Use frequent/timely checks for understanding with corrective **feedback**
- ✓ Include specific performance level **feedback**
- ✓ Provide **feedback** for celebration or growth
- ✓ Teacher **adjusts instruction** as needed
- ✓ Teacher gives next steps **feedback**





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NDSBL Leadership Series - Standards Based Teaching & Learning	
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	(Empty colored box)

Name:

Date:

Standard: **9-10.AR.10**

I can solve quadratic equations in one variable by inspection, taking square roots, the quadratic formula, and factoring, as appropriate to the initial form of the equation.

Level 1:

1. What is the standard form for a quadratic equation?

2. What is another term for the "0's" of a quadratic equation?

Level 2:

For the following questions, solve the quadratic equation and select all answers that apply.

3. $x^2 = 81$

- a. 9 b. -9
c. -3 d. 3

5. $(7x + 3)(2x - 6) = 0$

- a. $3/7$ b. $6/2$
c. 3 d. $-3/7$

6. $a^2 + 11a = -18$

- a. 7 b. -2
c. -9 d. 13

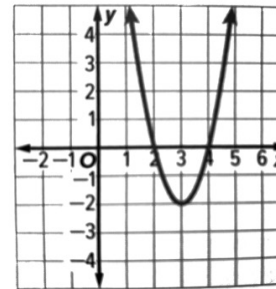
Solve the following quadratic equations using the quadratic formula.

7. $x^2 - x - 20 = 0$

8. $2x^2 - 3x = -1$

Solve the following quadratic equation through inspection.

9.



10. Indicate which method would be the appropriate for solving each quadratic equation.

- A. Graph of a function
B. $x^2 = 36$
C. $x^2 + (2/25) = (3/5x)$
D. $c^2 + 10c + 9 = 0$

Word Bank:

1. Inspection
2. Factoring
3. Quadratic Formula
4. Square Root both Sides

Level 3:



11. State the value of the discriminant of $8x^2 - 15x = -9$.
The discriminant is _____?
Determine the number of real solutions of the equation.

12. Find the value of c so that $x^2 - 24x + c$ is a perfect square.

13. Consider the equation $x^2 - 18x = -32$.

- a. Solve the equation by factoring.
- b. Identify the axis of symmetry.
- c. Sketch the function.

Level 4:

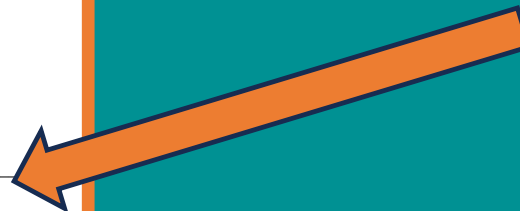


14. Write a quadratic equation for which the only solution is 4.

I am a _____ because _____

START
SMALL

Student
SELF EVALUATION



Standard: EX.

Grade: EX.

MARCH 2024	FS 1	FS 2	FS 3	SAAs
4s				7%
3s				53%
2s	12 80%	14 93%	10 67%	13%
1s	2 13%	1 7%	5 33%	27%
IE	1 7%	0 0%	0 0%	0%

Standard: 3.MD.4 (Measurement/Line Plot) - I can measure lengths using halves and fourths of an inch. I can show measurement data on a line plot.

Level 1:
Complete the picture graph

Favorite Shape	
circle	4
square	6
triangle	2

I'm a 3 because I can make line plots and measure lines. (3)

Favorite Shape	
circle	0000
square	000000
triangle	△△

Standard: 3.MD.4 (Measurement/Line Plot) - I can measure lengths using halves and fourths of an inch. I can show measurement data on a line plot.

Level 1:
Complete the picture graph

Favorite Shape	
circle	4
square	6
triangle	2

(3) 3/4 because something tick me was up. it was put the fraction in

Shape	
circle	0000
square	000000
triangle	△△

draw a 3 inch line.

Teacher: _____

I can level 2 because I can't measure 3/4 inches yet. (2)

WUTS 3 inches and a line plot i forgot

When students know what they do & do not know...

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The example below is for a proficiency scale with four foundational skills.

Intentional **checks for understanding** become **mounting evidence to show growth**.

Parts of the whole				Whole		My Learning	
FS1	FS2	FS3	FS4	3 task	3 task	SAA	SBL
2	2	2	2	3	3	3	3
show knowing, feedback, & instruction				STANDARD		My Learning	


GROWING in SHOWING KNOWING!

Traditional vs Standards Based

Traditional Report Card	
Class	Q1
Mathematics	92% = A

Standards Referenced Grading	
Mathematics Standards	Q1
3NF.1 I can model fractions.	3
3MD.7 I can relate area to the operations of addition and multiplication.	3
3OA.3 I can use multiplication and division within 100 to solve word problems.	2
3OA.7 I can use strategies to multiply numbers within 100.	3
3MD.4 I can measure lengths using halves and fourths of an inch. I can show measurement data on a line plot.	2

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The Power of Yet!

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



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HOW ARE WE DOING?

1. Effective PLCs
2. MTSS Established Tiers
3. Guaranteed & Viable Curriculum
4. Pacing for Teaching & Learning
5. District Resource Use
6. Intentionally Planned Instruction
7. Formative Checks for Understanding
8. Tracking – Teachers & Students
9. Scales Aligned Assessments
10. Standards Based reporting
11. School Plan

Taking a
first look,
what do
you think
about your
school?

First Look 10-7-24

GOT IT

NEED IT

First Look Example 10-7-24

GOT IT

2. MTSS Established Supports - ELA
3. Guaranteed & Viable Curriculum
4. Pacing for SBTL
5. District Resource Use
7. Checks for Understanding – K-6 Math
8. Tracking - K-6 Math, 7-12 Content
9. Scales Aligned Assessments - K-6 Math & 7-12 Content

NEED IT

1. Effective PLCs
10. Standards Based Reporting
2. MTSS Established Supports – Math
11. School PD Plan

Next Steps

6. Intentionally Planned Instruction
7. Checks for Understanding -
K-6 ELA, Sci, Soc St
8. Tracking – K-6 ELA, Sci, Soc St.
9. Scales Aligned Assessments TBC



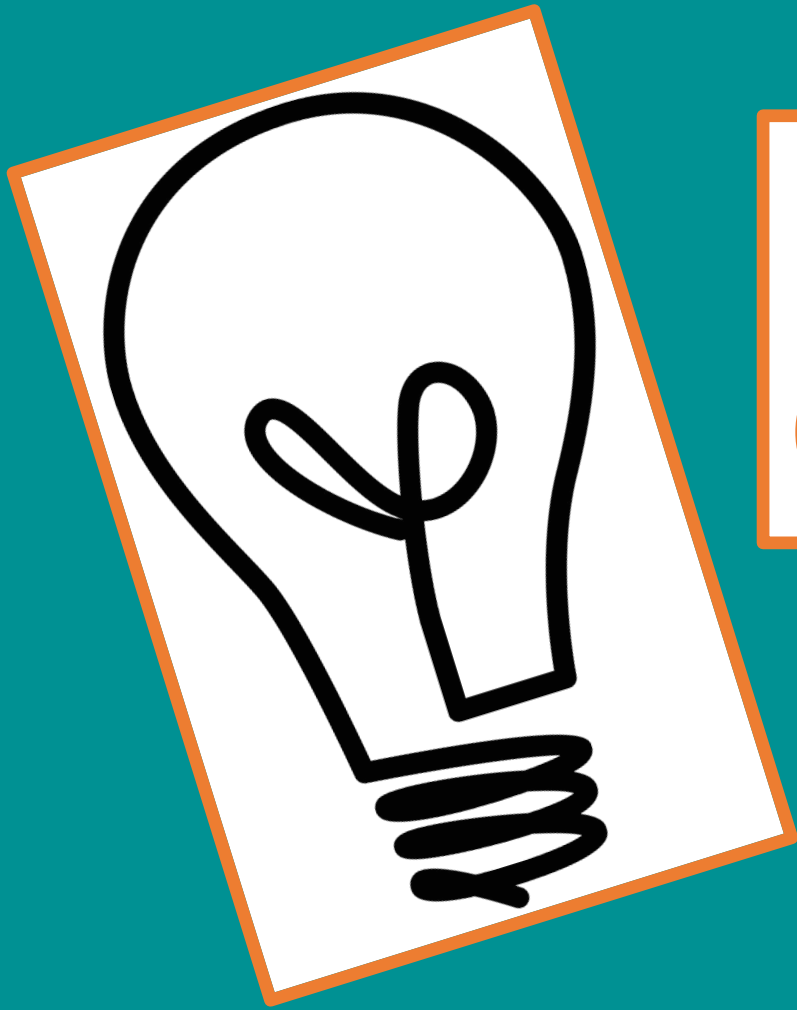
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10. Standards Based reporting
11. School Plan

Taking a
first look,
what do
you think
about your
school?

First Look OUR SCHOOL - 10-7-24

GOT IT

NEED IT



Start the SBTL
CONVERSATION



...a closer look

Process	Steps	Evidence of Quality Embedded Practice
Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales	<input type="checkbox"/> School-wide Process: Enlist teachers, administrators, and support staff to collaborate on the prioritized standards for a guaranteed & viable curriculum.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> School-wide Documents: Access detailed state documents that outline the content, skills, and knowledge students need to acquire at each grade level. ndsbl.org	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Analyze Standards: Thoroughly review the ND prioritized standards, found at ndsbl.org , with staff to understand what students are expected to learn and what teachers are expected to teach.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Proficiency Scales: Review the ND proficiency scales found at ndsbl.org for each prioritized standard, to determine what student performance looks like at various levels: 1-beginning, 2-developing, 3-proficient, 4-advanced.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Consistency and Coherence: Ensure the proficiency scales are taught across grade levels and content areas to provide a consistent learning experience and sustain coherence.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> _____	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
Notes:		

1 PROCESS @ a TIME



Our School SBTL Journey

NDSBL Leadership Series – Part II

<p>Monday October 7, 2024 10:30 am</p>	<p>Session 1 – Ready for “NOW WHAT?” Series Overview - What’s Foundational? Got It! Need It? Reflect & Evaluate</p>
<p>Monday November 4, 2024 10:30 am</p>	<p>Session 2 – How are we doing?– Part 1 Guaranteed & Viable Curriculum - Mapping for Teaching & Learning District Approved Resources – Intentional Planning for Instruction</p>
<p>Wednesday December 2, 2024 10:30 am</p>	<p>Session 3 – How are we doing? – Part 2 Formative Checks for Understanding - Tracking /Teachers & Students Scales Aligned Assessment - Standards Based Reporting School Implementation/Next Steps</p>





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&
A

Thank you

Melissa Stanley, CREA

Associate Director of High Quality Education Personnel

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701.721.2625