


North Dakota Standards Based Learning * School Leadership Series - Part II

Responsive Implementation of Standards-Based Learning Processes

2024 NORTH DAKOTA - Standards Based Learning	
<p>Designated time for the advancement of Professional Learning Communities through content area and grade level teams is critical.</p> <p>The collaborative work to deliver quality Tier 1 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>We are focused on giving students what they need, when they need it to advance learners.</p> <div style="text-align: center; margin-top: 10px;">  </div>	☆ Quality Instruction for Learners ☆
	Guaranteed & Viable Curriculum Prioritized Standards & Proficiency Scales
	Pacing Timeline for delivering Guaranteed & Viable Curriculum
	District Approved Resources Supports for 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
	Formative Assessment Checks for understanding on Proficiency Scale foundational skills and vocabulary Opportunities to show knowing Informs next steps for instruction & includes frequent feedback to students
	Tracking Accountability of showing knowing Evidence gathered throughout Proficiency Scale instruction
	Scales Aligned Assessment Evidence of showing knowing Student performance on the learning progression
Standards Referenced Reporting Clarification for stakeholders of grading beliefs and practices Evidence of student performance	

After completing the **NDSBL Leadership Series - Part I**, you may be asking:

- * “Now What?” or “Where do we go from here?”
- * 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 student, staff, and school strengths and growth opportunities to improve SBTL practices?
- * When is the best time to start?

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**. Authentically reflecting on the current state of school processes will allow for the identification and scaffolding of next steps. Important steps to complete the processes along with evidence of quality embedded practice follow.

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:		

Pacing for Teaching & Learning Timeline for delivering Guaranteed & Viable Curriculum	<input type="checkbox"/> Mapping: Develop a map that delineates when each prioritized standard will be taught throughout the school year.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Monthly Instruction: Monthly pacing for proficiency scale instructional plans including time for adequate instruction and time for practice of each standard. The number of days needed to teach each scale, pace instruction.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Flexibility: Mapping flexibility will accommodate reteaching, enrichment, and school calendar dates.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Collaboration: Collaborate with educators for the pacing process to ensure it is practical and doable.	<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:		

District Approved Resources Delivering equitable learning opportunities for students	<input type="checkbox"/> Resource Audit: Conduct an audit of current instructional resources to determine alignment with the standards.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Identify Gaps: Identify gaps, overlaps, & omissions where additional resources might be needed or trimmed.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Select Resources: Choose high-quality, standards aligned textbooks, digital tools, and materials. Is the resource aligned to the standards?	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Professional Development: Provide training for teachers on how to effectively use the selected resources to teach the guaranteed & viable curriculum delineated on the proficiency scales.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Fidelity & Monitoring: Provide feedback to teachers on effective resource use. Discuss evidence of quality instruction from observations and data to ensure the proficiency scale content has been taught and learned.	<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:		

<p>Intentionally Planned Instructional Delivery</p> <p>Engaging learners for whole group, small group, & individual instruction</p> <p>Differentiation for on-level, intervention, & challenge needs</p>	<input type="checkbox"/> Communicate Planning Expectations: Determine planning expectations for scales implementation (ex.- individual scale planning weekly, paired scale instruction, scales within a unit plan/daily plans included, etc.)	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Lesson Planning: Review the number of days needed to teach each scale. Develop Tier 1 plans for the prioritized standards to include: identified learning target(s), explicit instruction, learning activities, and formative checks for understanding. Plan for quality first instruction.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Differentiation Strategies: Plan for differentiation by incorporating strategies to meet the needs of diverse learners (ex.- scaffolding, modeling, flexible grouping, opportunities to respond, varied instructional methods).	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Instructional Routines: Establish consistent instructional routines to maximize student engagement and learning. Plan for quality first Tier 1 instructional delivery that allows for whole group, small group, and 1:1 needs.	<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.
<p>Notes:</p>		

<p>Formative Assessment or Checks for Understanding</p> <p>Opportunities for students to show knowing on foundational skills & level 3 tasks</p> <p>Informs next steps for instruction and includes frequent feedback to students</p>	<input type="checkbox"/> Assessment Tools: Use a variety of formative assessment tools to measure student progress including opportunities to respond, and evidence of growth over time.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Data Collection: Regularly collect and record live formative assessment in a systematic way to track student learning. Formative data can be gathered on the daily or as students grow to show knowing.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Analysis: Analyze the live data to identify trends, strengths, and areas for improvement. Feedback for corrections or advancement can be given to students daily based on formative check results. Teachers can adjust instruction to meet learner needs during lessons or practice, based on live data.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Interventions: Use live data to plan feedback for students who need additional support. The data will inform instruction to best teach to the learner’s needs. Ex.-more modeling, practice, opportunities to respond	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Student Agency: Ask students to reflect and self assess weekly to determine individual performance levels. Responses must include scales content in the student’s justification.	<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.
<p>Notes:</p>		

Tracking - Teachers & Students Student performance evidence gathered from Proficiency Scale instruction Opportunities for accountability & student agency	<input type="checkbox"/> System Practice: Establish how student performance will be monitored and how evidence of student performance will be tracked.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Teacher Evidence: Implement teacher tracking to record student progress. Reflect on instructional changes for learning, and student feedback.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Feedback: Provide regular feedback and opportunities for students to discuss their progress with teachers and identify next steps to grow and learn.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Student Evidence: Teach students how to self-assess their work using the proficiency scales.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Goal Setting: Encourage students to set personal learning goals and track their progress towards meeting them.	<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:		

Scales Aligned Assessment Summative student performance evidence on the Proficiency Scale Student self evaluation of scale performance level	<input type="checkbox"/> Assessment Alignment: Ensure the Scales Aligned Assessments (SAAs) are aligned with the proficiency scales and accurately measure student performance at different scale levels (1, 2, 3, 4).	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Assessment Variety: Develop a variety of assessment types (ex.- scales aligned assessments, projects, performance tasks) that align with the proficiency scale and accurately measure student performance at different levels.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Scoring: Teachers provide evidence of student performance for the score level earned. Allow for collaborative scoring time for teachers to clearly delineate the criteria for each level of proficiency.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Consistency: Ensure that all teachers use the proficiency scales consistently when assessing student work.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Student Agency: Ask students to self assess at the end of a scales aligned assessment to suggest an individual performance level. Responses must include scales content in the student's justification.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> _____	
	Notes:	

<p>Standards Referenced Reporting</p> <p>Grading beliefs and practices established with clear communication to stakeholders</p> <p>Evidence of student performance per reporting expectations</p>	<input type="checkbox"/> School-wide Process: Enlist a group of stakeholders to collaborate, plan, and deliver standards referenced reporting. The work begins with establishing school-wide grading beliefs.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Communication Plan: Develop a comprehensive communication plan that outlines how and when information will be shared with stakeholders (parents, students, staff, and the community).	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Parent Engagement: Offer presentations, coffee chats, and resources to help parents understand the standards, and proficiency scales. Include how parents can support their child's learning.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Feedback: Establish channels for stakeholders to provide feedback and ask questions about standards based teaching and learning processes.	<input type="checkbox"/> Yes, as evidenced by: <input type="checkbox"/> No, not yet.
	<input type="checkbox"/> Regular Updates: Provide regular updates on student progress, curriculum changes, and instructional practices through home-school communications, websites, social media, meetings, etc. Be sure to include student voice.	<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:

CELEBRATIONS: Review school evidence of quality embedded practice above. Select areas for school celebrations. Determine how celebrating will look at your school for students, staff, and stakeholders.

GROWTH OPPORTUNITIES: Review school evidence of quality embedded practice above. Identify school growth opportunities that are deemed priority work. Move forward and avoid perfectionism by considering a start that is acceptable to try. (1-3 to begin)

- _____
- _____
- _____

Standards Based teaching & Learning implementation is a process. *Pause & reflect.* Discuss scaffolding the identified needs listed above for best results.

What have you identified as a first step?

Who are the responsible leaders and contributors?

What is needed to complete the work?

What must a committed timeline and schedule include for the work and frequent staff conversations?

How will we ensure feedback is gathered, voices heard, and necessary adjustments made?

What external support might be needed to launch, embed, and sustain the SBTL work?

Others?

“If not us, then who? If not now, then when?”

John Lewis