



A Standards-Based Classroom



Overview of the Standards-Based Classroom

When you first walk through the door, the standards-based classroom may not appear much different from any other classroom. But look closer. Something special is happening here.

In an ideal standards-based classroom, there are no secrets about students' academic responsibilities. The standards are posted on the walls of the classroom, as are rubrics showing the criteria for judging student work and examples of student work that meets those standards. Early in the school year, these examples of student work may be from the previous year so that incoming students understand the level of work that will be expected of them. In our hypothetical English class, these examples include poems written by students, entries from a dialogue journal that compare two or more stories in theme or characterization, and critiques of a political speech developed during a social studies class.

The teacher spends time reviewing the standards at the beginning of the year and explains that these standards represent course goals. He or she presents the syllabus for the year that spells out the students' assignments related to those standards. In addition to or instead of posting the standards on the wall, the teacher may include in the syllabus or in a separate document a summary of the standards along with commentary about how the core assignments relate to the standards.

The teacher reinforces the standards by sending to parents or guardians a letter that explains the standards. Parents are aware of the higher expectations for students, and understand that many standards require an increased amount of reading or other homework and a greater responsibility on the part of students to take charge of their own learning and performance.

Grading and assessment practices are no longer a mystery to students and their parents. Instead of being graded on the content of written assignments in one classroom, grammar in another, and classroom participation in yet another, students must meet criteria that match the standards and reflect the course of study laid out in the syllabus. Students spend time studying examples of student work that fulfill the requirements, and may review the work of others as a way to help in their own understanding of the criteria. They have internalized the standards and can describe the criteria for student work, and they understand that they need to fulfill these requirements to obtain the CIM, which holds the key to future opportunities.

Assessments are varied to allow students to demonstrate their proficiency in a variety of ways; they may include some oral discussion, some written work that students have had an opportunity to revise, and some on-demand tasks. As part of the assessment system, the classroom contains portfolios in which students can collect and store their best work throughout the year. These portfolios are organized into exhibits, each focusing on a particular area of performance (e.g., reading) and consisting of one or more entries. "Entry slips" tell students exactly what is required and how it will be assessed. A cover page sets out the task, circumstances of performance, and standards to which the task is related. The teacher explains the options within the portfolio system and makes explicit how the portfolio ties into the performance standards.

The emphasis on standards and standards-based assessments extends to the rest of the educational program as well. For example, the content of the curriculum appears more structured. There is coherence from grade level to grade level so that students can build on previously learned skills. Assignments gain in complexity but remain focused on the standards. Textbooks are "pruned" of supplementary activities that do not enable students to reach the standards. The instructional strategies and methodologies used to deliver the curriculum continue to reflect the individual styles of teachers but are focused on the common goals.

The physical arrangement of desks and equipment varies from classroom to classroom but is designed to support the work being done. This may mean a more flexible arrangement of desks that provides enough space for the teacher to move between desks and allows students to move their desks to work in teams or to find a quieter place for reading. The classroom may contain lots of books that students can access whenever they have finished a project and have some time for reading.

In short, what is different about the standards-based classroom is a clear sense that teaching and learning are focused on a vision of what students need to know and be able to do. Standards, assessment, and assignments do not feel arbitrary or capricious. Everyone is working together to maximize student achievement.

Alignment	Curriculum, instruction, and assessment reflect and support the content and purpose of the performance standards. A match between the written, taught, and tested curricula.
Assessment	The process of quantifying, describing, gathering data about, or giving feedback on a performance. Assessment results are used to identify instructional practices that should be improved, to focus professional development for teachers, and to provide new or different instructional resources for learners.
Authentic	Refers to assessment tasks that elicit demonstrations of knowledge and skills in ways that they are applied in the “real world.” An “authentic assessment” task is also engaging to students and reflects the best current thinking in instructional activities.
Circumstances of performance	States the conditions under which the student work is produced.
Commentary	Comments that reflect how the performance descriptions are demonstrated in student’s work.
Content standards	Standards that identify the knowledge, skills, and dispositions of what students should know and be able to do relative to a particular content area.
Criterion referenced	Assessments designed to evaluate student performance against specific standards.
Curriculum	Curriculum is a body of material that exists in a school system that defines the content to be taught and the methods to be used in the process.. The curriculum is designed to help students learn content, acquire skills, develop beliefs or have a valued experience.
Evaluation	Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria. Evaluations are usually based on multiple sources of information.
Performance assessment	An assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessment s generally do not yield a single correct answer or solution method, evaluations of student products or performances are based on judgments guided by performance criteria..

Performance checklist	Criteria used to judge student responses, products, or performances. They describe what to look for in student performances or products to determine quality.
Performance description	Descriptions of what students should know and be able to do. (Content standards)
Performance standards	Performance Standards define what students need to know and be able to do and describe the quality of student work or "how good is good enough". Performance standards have 3 components: performance descriptions, student work samples, and commentaries that explain how the student work samples meet the standards.
Performance task	A task that requires the students to synthesize knowledge and skills learned and apply them meaningfully to construct a response, create a product and/or performance that demonstrates understanding in an academic or real world setting.
Rubric	A set of general criteria used to evaluate a student's performance in a given outcome area. Rubrics consist of a fixed measurement scale (e.g. 4-point) and a list of criteria that describe the characteristics of products or performances for each score point.
Standards-based assessment	Criterion-referenced assessment in which the criteria are taken directly from the standards.
Standards-based curriculum	A curriculum designed to produce student understanding and work that demonstrates achievement of the standards.
Strands	Headings, topic areas or themes that organizes the content or performance standards.
Work samples	Samples of student work that illustrate standard-setting performances.

*stand based instruction -
outcome -*

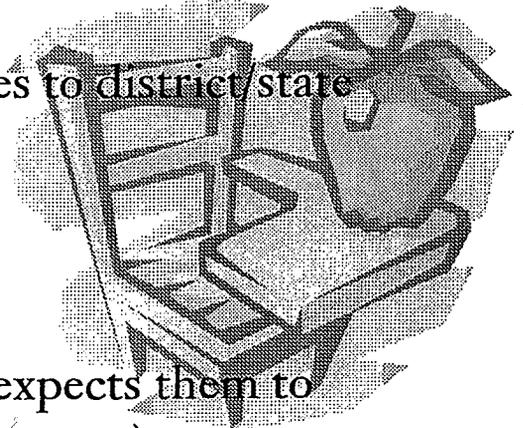


Tools to Use



Characteristics of a Standards-Based Classroom

- ▣ What students know and are able to do is clear.
- ▣ Teacher knows how lesson relates to district/state model content standards.
- ▣ Clear criteria for performance.
- ▣ Students know how the teacher expects them to show what they've learned (assessment).
- ▣ Practice is clearly aligned with standard.
- ▣ High expectations: Standards the same for all students.
- ▣ Student feedback/grades relate to standards and predefined performance levels (not achievement levels of other students).
- ▣ Revision of instruction possible from student data.



ABC

Creating Conditions for Powerful Learning (TST)

Conditions for Powerful Learning for Students

Performance Descriptors for Teachers

Condition 1: Students experience curriculum in a way that promotes understanding

Curriculum is:

- Aligned (standards, content, instruction, assessment)
- Holistic/Big Picture
- Integrated/Interrelated/Connected/Multicultural

Understanding Performance Standards

Designing Standards-Based Units for Understanding

- concept of standards-based practice
- process of "backward design"
- standards-based unit design
- focus on understanding

Designing Performance Tasks

- select standards or goals
- determine how to measure
- design performance task using all critical characteristics

Teachers:

- Use current standards
- Select and communicate instructional objectives or goals
- Design lessons which foster student learning
- Integrate content with other disciplines
- Develop and present lessons in a clear and logical manner
- Present accurate and current information recognizing multiple points of view
- Demonstrate high expectations for all students
- Integrate approved and available technology in instructional delivery as appropriate

Condition 2: Students construct knowledge

Making Connections

- connect new ideas and concepts to prior knowledge
- build background knowledge when little exists
- set a purpose for learning

Making Sense

- interact with information
- represent information in different ways
- allow students to construct, comprehend, and communicate meaning

Creating New Understanding

- examine ways to provide learning situations that allow students to integrate and apply old and new information to demonstrate new understandings

Metacognition

- plan, monitor, and evaluate own thinking

Teachers:

- Relate new learning to student experience and prior learning
- Understand and highlight relationships between concepts taught
- Provide examples and explanations that are meaningful and lead toward the objective
- Incorporate organizational & higher level thinking into lessons, as appropriate
- Provide every student with opportunities for active involvement and creative thinking

Condition 3: Students' needs drive the design of learning experiences

Learning experiences are:

- Challenging and rigorous
- Relevant and authentic
- Providing for choice
- Developmentally appropriately
- Attentive to learning styles

(Modules or prompts under development)

Teachers:

- Use a variety of strategies and models to reach all learners
- Provide activities & assignments appropriate for learners active involvement
- Structure & pace the lesson to keep learners interested, involved
- Differentiate instruction for students as appropriate
- Provide opportunities for creative thinking & creative products
- Provide opportunities for students to make decisions regarding own learning & behavior
- Provide a variety of appropriate instructional/program materials that reinforce and extend skills, accommodate learning styles, and match student and instructional objectives
- Incorporate multi-sensory materials to meet varied student learning styles
- Acknowledge and encourage achievement for each student
- Make accommodations for individual differences
- Adapt instruction based on student responses

Condition 4: Students demonstrate understanding

Assessing Understanding

- identify variety of assessments
- determine components of assessment to seek to improve learning and to allow students to demonstrate understanding

Providing Feedback to Promote Understanding

- define elements of effective feedback
- have clear public criteria for success
- use multiple sources of feedback
- use feedback to refine and revise performance
- teach students to self-assess

Questioning for Understanding

- identify levels of thinking
- frame questions for specific purposes
- increase the quality of interactions

Teachers:

- Check for student understanding throughout the lesson
- Use a variety of assessment tools and strategies
- Assure assessment methodology is appropriate to the instructional goal
- Communicate assessment criteria and standards to students
- Use information gained from student assessment to guide teaching
- Provide timely, accurate and constructive feedback to students
- Elicit responses from volunteers and non-volunteers
- Assess learner progress in relation to adopted curriculum standards on a continuous basis
- Communicate student progress to parents
- Ask carefully and clearly formulated questions, provide wait time before calling on student(s) to respond
- Use a variety of questioning and clarification techniques for all students
- State clearly and model the expectations for quality and quantity of student work
- Provide positive reinforcement for quality student products
- Document student progress

Condition 5: Students experience a learning environment that is safe and productive

The environment is safe:

- Cognitively
- Physically
- Emotionally
- Socially

...supporting student productivity.

(Modules or prompts under development)

Teachers:

- Create a climate conducive to the promotion of positive student involvement, self-concept and achievement
- Recognize student diversity and demonstrate sensitivity and responsiveness to the personal ideas, needs, interests and feelings of students
- Demonstrate respect for each student's background experience and culture
- Create a courteous, respectful classroom climate
- Effectively manage student behavior
- Establish appropriate classroom rules, routines and expectations
- Reinforce positive student behavior in a consistent manner
- Utilize appropriate intervention strategies in managing behavior
- Demonstrate respect, empathy, fairness, consistency and firmness in handling student problems
- Follow established procedures for intervention, parent communication, and administrator referral
- Arrange the classroom and use routines to support the designed learning activities
- Conduct smooth transitions between student tasks to enhance time on task
- Promote positive student-student, student-educator, educator-educator, educator-parent relationships

Other:

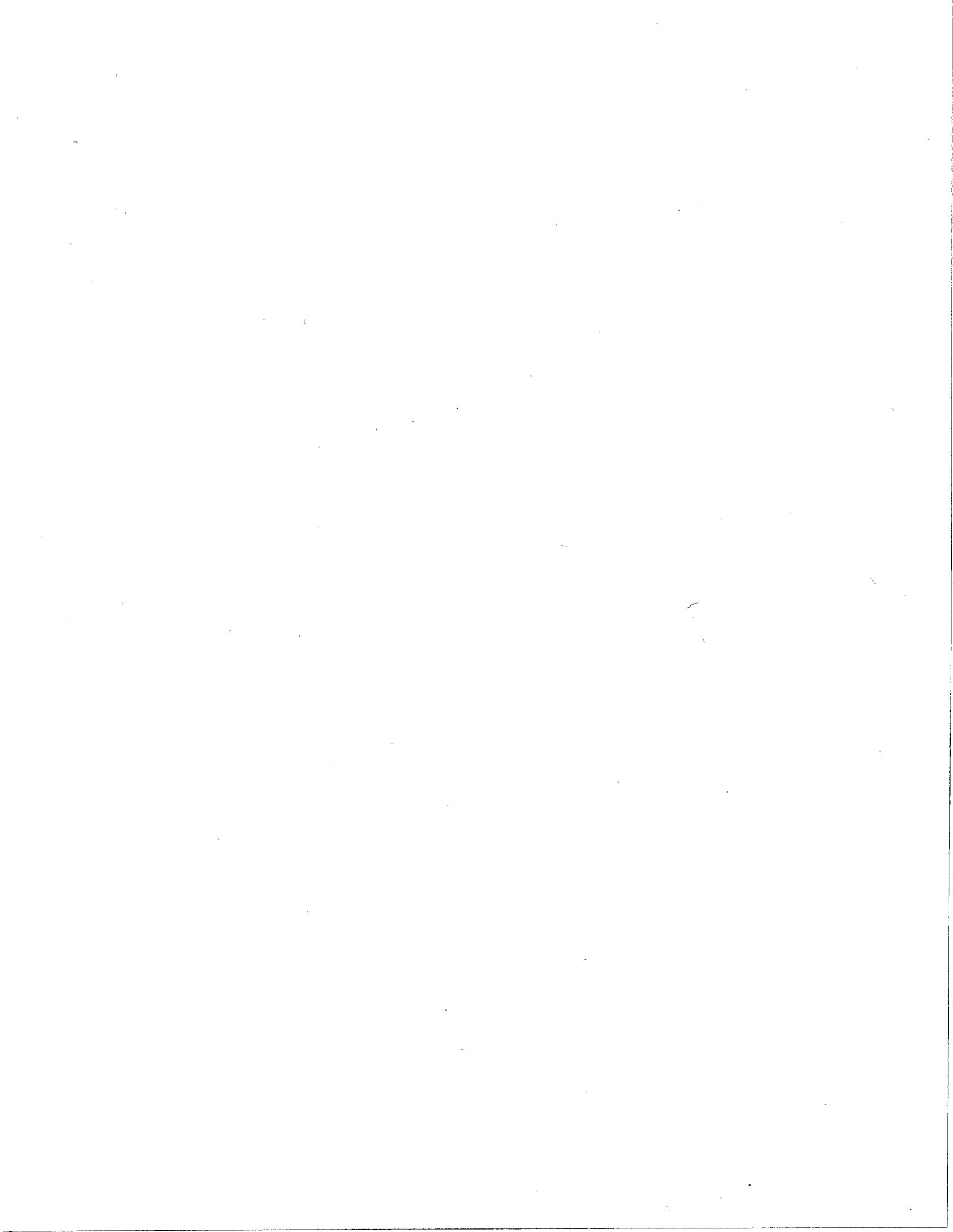
- Collaborate with colleagues, school-based specialists, resource personnel and community resource persons as appropriate
- Maintain accurate documentation of student progress in a retrievable record-keeping system
- Document student progress toward meeting school goals and the Community Strategic Plan

The Study of Teaching

**Creating Conditions
for
Powerful Learning**

**Designing
Standards-Based
Units for
Understanding**

Handouts



Demonstrations of Understanding a.k.a. Performance Tasks

1. After studying drug abuse and peer influence, students write a letter to a doubting friend explaining why, "Just Say No" is sound advice.
2. Seventh grade students use their knowledge of statistics to accurately project next year's costs and needs for the student-run candy and supply store.
3. A 10th grade history student defends his or her view of the economic and political causes of the American Revolution.
4. A fourth grade student tells how he/she would decide whether to follow the advice given by his/her aunt regarding the taking of mega-doses of a Vitamin C supplement for a cold.

So, How was Your Breakfast?

Individual Reflection

1. Did you have a good breakfast this morning?
Why do you think that it was good or that it was not?

2. After considering the standard, what would you now say about the quality of your breakfast this morning?

3. Now that you have seen the standard, how will it affect your plans for breakfast in the future?

Potential Positive Effects of Standards

- Standards can broaden and enrich our initial definition of quality.
- Standards can provide new information about what quality work is.
- Standards can act as a guide for how to improve.
- Standards can provide an objective definition of quality.
- Standards can enable self-evaluation.
- Standards can create a sense of "healthy dissatisfaction", a drive to improve.

Big Understandings

1. One's sense of self is influenced by others.
2. Standardized measures allow people to more accurately describe the physical world.
3. Everything is a teacher.
4. Humans are like others in the animal kingdom in that they use their senses to explore their world.
5. Movement is caused by a force.
6. Simple machines make work easier.
7. In a free market economy, price is a function of supply and demand.
8. Dietary requirements vary for individuals based on age, activity level, weight, and health.

Guiding Questions

There is never a "right" list of guiding questions. The purpose is to create a focus for instruction.

1. Where do "givens" in math come from? Who or what gives them and why?
2. What can we learn from the past? In what way is the past about me?
3. When is sound music and when is it noise?
4. Does everything move? When is movement work and when is it play?

Performance Tasks

1. Analyze true and false friends in "Charlotte's Web".
2. Describe the ideal container for shipping M&M's packages cost effectively, in bulk, to stores.
3. Write an essay on the history of standardization of time that includes references to Greenwich Mean Time, time zones, longitude and latitude.
4. Design a musical instrument and follow that design to construct it.

Example: U.S. History (Grade 5)

Theme: Power, Authority, Governance

Standards

- Identify civil rights guaranteed by amendments to the Constitution of the U.S.
- Identify examples of tensions between belief systems and government policies and laws.
- Explain key ideals of the democratic form of government. (Citizenship)

Big Understanding

Democratic governments must balance the rights of individuals with the common good.

Guiding Questions

What does it mean to be an American?

How has the meaning of "American" changed?

Can the racial divisions that have plagued American society be erased? Explain.

Is it better to be independent or united? Explain.

Performance Tasks

Assume the role of a participant who marched with Dr. King during the civil rights movements of the 1960s. Write a news release for the press which describes the movement and its just cause.

Criteria for Success (Performance Checklist)

- The news release will contain 4 reasons (the why) for "just cause" as well as address:
 - the who
 - the what
 - the where
 - the how

Learning Activities

- Learners will view video clips of civil rights marches from media archives.
- Learners will read or listen to selected speeches of Dr. Martin Luther King.

Backwards Design Matrix

<u>Big Understanding</u> (Derived from the Content Standards)	<u>Guiding Questions</u> (Define the Big Understanding through question/s)	<u>Performance Tasks</u> (How students prove/demonstrate their knowledge, skills, understanding)	<u>Criteria for Success</u> (What students will be able to know/do when they have successfully understood the concepts of this unit of study)	<u>Learning Activities</u> (Experiences in which students will participate to learn the intended concepts and skills)
Standardized measures allow people to more accurately describe the physical world.				
In a free economy, price is a function of supply and demand.				
Humans are like others in the animal kingdom in that they use their senses to explore their world.				
Movement is caused by a force.				

Sources of Evidence

Written	Visual	Oral/Aural	Made/Built	Combination
<ul style="list-style-type: none"> • Brochures • Essays • Letters • Poems • Narratives • Advertisements • Quizzes • Reports • Instructions • • 	<ul style="list-style-type: none"> • Diagrams • Flowcharts • Drawings • Scrapbooks • Collages • Banners • Photographs • Paintings • Graphs • Maps • 	<ul style="list-style-type: none"> • Reports • Debates • Newscasts • Rap or Song • Speech • Interviews • Readings • Musical Performances • • 	<ul style="list-style-type: none"> • Dioramas • Sculptures • Exhibits • Constructions • Models • • 	<ul style="list-style-type: none"> • Dance • Experiments • Dramas or Skits • Videotapes • Multimedia • Presentations • •

INQUIRY PLAN
Designing Standards-Based Units

Name _____

Of the topics studied today, what area(s) are you interested in studying further or experimenting with in your classroom? (Check as many as you want and list any particular strategies.)

- Teaching to Standards Using Backwards Design Model
 Identifying Big Understandings Designing Guiding Questions
 Designing Performance Tasks Designing a Standards-Based Unit

Other: _____

Steps I will take to accomplish the above:

How I would like to study/learn with others: (Check as many as you like.)

- Study Group Video Group Looking at Student Work
 Team Meetings Peer Observation Read & Discuss Articles
 Co-Teach Faculty Meetings Other _____

Reflection on the Day
(use reverse as needed)

What previous understanding did today's experience build on?

What new insights about yourself and your teaching did today's experience provide?

What questions does today's workshop and discussion generate in your mind about your subject, your students, and your teaching?

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Standard(s) Grade 1:

- A.**
- Comprehend the use of the Food Guide Pyramid.
 - Identify specific nutrients and foods containing them.
 - Describe food groups and the number of servings per group.
 - Use the Food Guide Pyramid for information about food groups actively and creatively.
 - Recognize the relationship between food intake and health.

Big Understandings: (What are the key ideas in this unit for the students?)

- B.**
- Healthful living is greatly influenced by a balanced diet.
 - The Food Guide Pyramid gives us guidelines for good nutrition.
 - Food requirements differ for individuals based on age, activity level, weight, and overall health.

Guiding Questions: (What questions will guide this unit and focus teaching and learning?)

- What is healthful eating?
- Why can a healthy diet for one person be unhealthy for another?
- Why do many people have health problems caused by unhealthy habits?
- What information is available and where do we find it?

Knowledge: (What must students know?)

- C.**
- Key terms: energy, Food Guide Pyramid, nutrients, breakfast, lunch, dinner, snack, healthy types of food in each food group.
 - Difference between healthy and unhealthy food choices.
 - Names of specific nutrients and foods containing them.
 - Names of the groups in the Food Guide Pyramid and the number of servings in each.

Skills: (What must students be able to do?)

- Identify the food groups and the number of servings in each on the Food Guide Pyramid .
- Identify the group in which a particular food belongs.
- Apply the decision making process in making healthy food choices.
- Plan a balanced meal.

Performance Tasks: (What will students do to demonstrate understanding?)

- Give examples of healthy and unhealthy foods and thoroughly explain reasoning.
- Draw or list a food that would belong in each group of the Food Guide Pyramid.
- Keep a journal of foods eaten for a day and categorize them into the food groups. Count the servings eaten in each food group and compare that number with the recommended number of servings.....Was it less? More?
- Create a balanced meal.

D.

Criteria for Success: (Performance checklist will be used for scoring)

- Meal contains selections from each food group.
- Servings meet recommended guidelines.

Learning Activities, Part 1:

Accessing Prior Knowledge and Experiences to Make Connections (How will I determine what the students already know and can do?)

E.

1. K-W-L Chart: What do you know about food? What do you wonder about?
2. Ask Questions: What did you eat for breakfast this morning? How healthy were the foods you ate? Why do you think so?
3. Discussion: What do you feel like when you haven't eaten for a while?
4. Pretend you are shopping at the commissary. What three foods would you put in your shopping cart? Which food do you think is the most healthful? Why? (baseline assessment)

Learning Activities, Part 2: (What activities will be planned? What instructional strategies and resources will be used to help students perform well on the assessment(s)?)

1. Create class Food Guide Pyramid Mural. Students paste pictures from magazines or their own drawings into correct category.
2. Give each student a picture of a food and have him/her sort themselves by food groups. Have them explain why they chose to stand together.
3. Bring in food labels and have students identify where to find the basic nutrients. (proteins, fats, water, carbohydrates, minerals).
4. Have students list ways their bodies use energy, including when sleeping.
5. Compare, using post-its, how much space each serving takes up in the Food Pyramid.
6. Have students work in groups to create a commercial to sell a healthy food. Give reasons why their food is a healthy choice.
7. Create an ad for a healthy food.
8. Make a food mobile using one food from each of the six groups.
9. Create a food riddle.
- F. 10. Plan and cook a balanced meal as a class.
11. Have a Food Pyramid party with students bringing in foods from each food group.
12. Create a jingle about your favorite food.
13. Learn poems and songs about food.
14. Have students and parents bring in foods from their culture and family. Place into food groups.
15. Have students interview cafeteria workers. Ask questions on how they provide balanced school lunches.
16. Bring in a guest speaker i.e. nutritionist, school nurse, dentist. Have them discuss the importance of making healthy food choices.
17. Keep a daily food journal. Determine which foods are healthy choices.
18. Make a grocery list incorporating foods from each of the food groups.
19. Read fiction and non-fiction books about food.
20. Survey and graph favorite food groups of the class.
21. Literature Connection: "Gregory the Terrible Eater" What makes a healthy diet? Why do our bodies need food?
22. Demonstrate using two toys, one with a battery and one without. Why does one toy work and not the other? How is this like the relationship between food and our bodies?
23. Answer Questions: What do you think would happen if you ate only one food? Why is it important to eat a variety of foods?

A.

DoDEA Standard(s):

1. Recognize the Food Guide Pyramid as source of information about food; recognize food groups and concepts of variety, moderation and proportionality.
2. Consider healthful options when making food choices.
3. Understand benefits of physical activity and its relationship with healthy foods.
4. Cite information and reasons that physical activity is beneficial to health.
5. Cite reasons for healthful eating, using food for energy, learning, health and growth.

B.

Big Understandings: (What are the key ideas in this unit for the students?)

Students will understand that:

- Individuals are responsible for choice and control over diet and exercise; they make the decisions regarding their own physical and mental health.
- Basic nutrition, eating healthy foods and a balanced diet, along with appropriate physical activity contribute to physical and mental health.
- Healthy living requires an individual to make decisions, sometimes changing personal habits.

C.

Guiding Questions: (What questions will guide this unit and focus teaching and learning?)

1. There is a saying, "You are what you eat?" What could that mean? Is it true? Explain.
2. What does "well" mean?
3. Why should you eat a balanced diet? Does it make a difference if you don't?
4. Is it possible that the same diet could be healthy for one person and unhealthy for another? Explain.
5. Why are there so many health problems in the US, despite all the available information about healthy living?

Knowledge: (What must students know?)

Students will know:

- Key terms: protein, carbohydrate, fat, cholesterol, etc.
- Types of foods in each food group and their nutritional values.
- USDA Pyramid Guidelines.
- Variables influencing nutritional needs.
- Health problems caused by poor nutrition.
- Physical activity necessary for effective body functioning.

Skills: (What must students be able to do?)

Students will be able to:

- Read and interpret nutrition information on food labels.
- Analyze the family diet for nutritional value.
- Plan balanced diets for themselves and others (prepare simple balanced meals).
- Independently plan and implement a physical exercise program for self.

D. (Grades 4-5)

Performance Tasks: (What will students do to demonstrate understanding?)

1. Students have been given the task to act as Health Consultants to their families. As Consultants, they must analyze the family's diet and exercise routine for one week; they then make recommendations for improving the diet's nutritional value, attractiveness and variety; they make recommendations for more appropriate physical activities and time schedules. They must cite information and reasons that physical activity is beneficial to health. They must also cite reasons for healthful eating, using food for energy, learning, health and growth. The product must be presented to the family with full explanation of the analysis, the recommendations and support for the recommendations.
2. Students design a brochure to convince younger children the importance of good nutrition and physical exercise for healthy living. Students present brochures with explanation to 2nd grade students.
3. Students develop a balanced menu for meals and exercise for their families for a weekend. They may execute in words, graphs, pictures, or combinations thereof.

Criteria for Success: (How will the quality of the tasks be measured?)

1. Students' analyses are compared to the Diet and Exercise Performance Checklist; appropriate points are given for inclusion of specific and supported recommendations.
2. Before the activity, students develop a rubric to evaluate their brochures; after completion of brochures, they self-evaluate their product, followed by peer review.
3. Students work in groups of three to compare their individual family programs to the Diet and Exercise Performance Checklist. Points for inclusion of specific elements are agreed upon by the three reviewers and validated by teacher.

E.

Learning Activities (1)

Accessing Prior Knowledge and Experiences to Make Connections: (How will I determine what the students already know and can do?)

1. What foods did you eat at home yesterday? How healthy do you think they were? Why?
2. How can we determine how nutritious the foods are that we are eating? Why should we even care?
3. Do you regularly watch TV in the evenings? Do you play soccer (or any sport) in the evenings? What is the difference between these activities? Why is this important for you to know?

F. (Grades 4-5)

Learning Activities (2) (What activities will be planned? What instructional strategies and resources will be used to help students perform well on assessments?)

1. Present the story of the sailor “mystery” disease (scurvy) to “hook” students to consider the relationship of nutrition to health.
2. Introduce guiding questions and key vocabulary terms.
3. Present concept attainment lesson on food groups, and then categorize foods accordingly.
4. Have students read and discuss the nutrition brochure from the USDA.
5. Present lesson on the Food Pyramid and identify foods in each group.
6. Model how to interpret food label information for nutritional value; have students practice in pairs with boxes or cans brought from home.
7. Read and discuss relevant selections from the new DoDEA Health materials.
8. Have students create rubrics for evaluating their brochures.
9. Have students design an illustrated nutrition brochure to teach younger children about the importance of good nutrition and physical exercise for healthy living.
10. Have students assess and give feedback on the brochures; allow students to self-and peer-assess the brochures using the rubrics.
11. Working in cooperative groups, have the students analyze a hypothetical family’s diet and exercise routine and make recommendations for improved nutrition and physical health.
12. Conduct a group review and give feedback regarding the diet and physical activity analyses.
13. Have students listen to and question a guest speaker (school nurse, hospital nutritionist) about health problems caused by poor nutrition and lack of exercise.
14. Have students conduct research on health problems resulting from poor eating and exercise habits.
15. Have students work independently to develop their weekend menu and physical activity for their family. (Observe and coach students as they work; offer specific and timely feedback.)
16. Have student triads peer-review and assess their family weekend menus and physical activities using the Performance Checklist.
17. Conclude the study with student reflection and self-evaluation of their personal eating and exercising habits during the past several weeks. Have them identify changes they would make, then design their own “living plan” for the next several weeks.

A.

DoDEA Standard(s):

1. Examine options when making food choices; formulate a plan to maintain or improve one's nutritional status.
2. Make specific and clear decision statements related to food choices based on a personal health and wellness ethic.
3. Recognize and analyze a variety of influences on physical activity.
4. Describe the impact of nutrition and physical exercise on health and wellness.

B.

Big Understandings: (What are the key ideas in this unit for the students?)

The students will:

1. Understand that a balanced diet and physical exercise contribute to physical and mental health.
2. Understand the power of personal choice and the responsibility they have in maintaining their health and Well-being through nutrition and physical exercise.
3. Understand that healthy living requires an individual to act on the best information available, sometimes changing personal habits.

C.

Guiding Questions: (What questions will guide this unit and focus teaching and learning?)

1. There is a saying "You are what you eat!" What could that mean? Is it true? Why/why not?
2. How does eating "well" contribute to health and wellness? Why not eat at McDonald's every day?
3. How does physical exercise contribute to health and wellness? Why be concerned about this?

Knowledge: (What must students know?)

1. Know differences between food groups and the rationale for selecting foods from different groups.
2. Recognize healthy eating patterns and benefits.
3. Recognize the importance of water and fiber in the diet.
4. Know that many internal and external factors influence body differences, physical activity interests, and choices of exercise.

Skills: (What must students be able to do?)

1. Examine options when making food choices.
2. Determine portions and variety for each food group in balanced diet.
3. Prepare simple healthful meals and snacks.
4. Demonstrate the ability to monitor heart and respiration rate during an exercise workout completely, accurately, and safely.
5. Demonstrate the use of principles of frequency, intensity, and time when "working out".
6. Communicate (to an appropriate audience) the impact of nutrition and exercise on health and wellness.
7. Formulate a plan to maintain or improve personal nutritional and exercise status.

D. (Grades 6-8)

Performance Tasks: (What will students do to demonstrate understanding?)

1. Students formulate their individual health and wellness ethic and design a personal crest to display it.
2. Students design pamphlets on the relationships among and between healthy diet, physical activity, physical well being and mental health, to be shared at Community Centers.
3. Students respond to a Dear Abby letter from 7th grade student who shares how important extreme (anorexic-type) dieting and loss of weight is to her self-esteem.
4. Students plan menus and appropriate physical activities for weekend study trip.
5. **Optional:** Students design and set-up a support activity to provide assistance and support for peers (e.g. after school or Advisory Period offering peer counseling services, etc.)

Criteria for Success: (How will the quality of the above tasks be measured?)

1. Students explain their ethic and crest to their cooperative group, then compare them to the 6-point rubric (designed by class committee and validated by class) and award points for both ethic and crest.
2. Students compare their brochures to the model, which shows the critical elements to be included. Teacher uses Performance Scale to rate design, color, balance and neatness.
3. Peer review of students' letters in triads; triad gives points based on Writing Rubric after feedback has been incorporated into letters.
4. Student cooperative groups of 4 plan menus (2 students) and activities (2 students), using Model with critical elements as guide. Class votes on most appealing and healthy plan for weekend outing.

E. and F. (Grades 6-8)

Learning Activities (1)

Accessing Prior Knowledge and experiences to make connections: (How will I determine what the students already know and can do?)

1. What foods did you eat at home yesterday? How healthy do you think they were? Why?
2. How can we determine how nutritious the foods are that we are eating? Why should we even care?
3. Why not watch great cable TV programs--or stay on the Internet every day after school until dinner? Why care about physical activity or specific exercises or weight training?

Learning Activities (2) (What activities will be planned; what instructional strategies and resources will be used to help students perform well on the assessment(s)?)

1. Tell the story of the sailor "mystery" disease (scurvy) to "hook" students to consider the relationship of nutrition to health.
2. Have students review food groups and balance of choices from each group using information from text.
3. Students read textbook pages on the importance of water and fiber in the diet.
4. Students conduct Internet research on health problems resulting from poor eating and/or lack of physical activity.
5. Students design their individual health and wellness ethic and their personal crest; evaluate according to Criteria for Success.
6. Ask P.E. teacher to have students monitor heart and respiration rate during a physical exercise workout.
7. Talk about the importance of exercising completely, accurately, and safely.
8. During the next several class periods, the P. E. teacher will demonstrate the use of principles of frequency, intensity, and time when "working out".
9. Students explain how to conduct a workout using the principles of exercise (science).
10. Students respond to a Dear Abby letter from 7th grade student who shares how important extreme (anorexic-type) dieting and loss of weight is to her self esteem and why she plans to continue the diet.
11. Have students plan food and activities for the weekend outdoor service learning activity; evaluate according to Criteria for Success.
12. Students design pamphlets on the relationships among and between healthy diet, physical activity, physical well being and mental health and evaluate using Criteria for Success.
13. Conclude the study with students' self evaluation of their personal eating habits during the past several weeks based on knowledge of sound nutrition and healthy balance of foods.

Additional Considerations: (All Grades)

Potential Accommodations: (What changes might be made to accommodate students' unique learning needs?)

- 1.
- 2.
- 3.

Follow-up and/or Assignments: (What are the necessary assignments? What additional activities might be used for remediation or extension?)

- 1.
- 2.
- 3.

Ideas for Integration Activities: (How can this learning be integrated with other content areas?)

- 1.
- 2.
- 3.

Reflections on Lessons / Notes: (How can students be encouraged to reflect on the lesson, their thinking processes, and the content learned?)

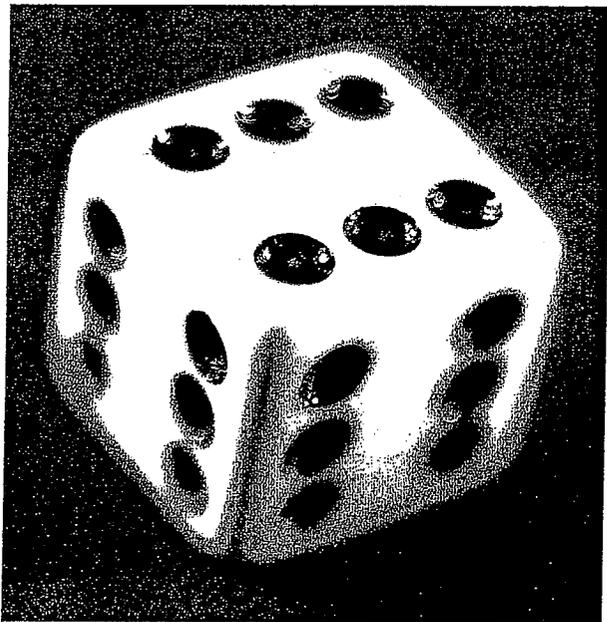
- 1.
- 2.
- 3.



Tools for Teachers

Five useful tools help teachers make sense of the standards, design classroom activities and assessments, and differentiate achievement levels.

**Deborah E. Burns
and Jeanne H. Purcell**



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In state departments of education and content-area councils, educators have had passionate discussions about standards. Missing from the discussions, however, have been classroom teachers, the people who are responsible for implementing the content and performance standards. The majority of teachers haven't had an opportunity to discuss standards—to own them, breathe life into them, and incorporate them into the curriculum.

During a two-year period, we worked with 80 teachers from three districts in Rhode Island who had not had the

opportunity to engage in discussions about standards. In their case, however, the state department that developed the K-12 standards also funded a professional development component to help teachers understand the new standards. Through a state-sponsored grant, *Crossing Boundaries*, volunteer teachers from Coventry, West Warwick, and Westerly worked together to improve their understanding of the state standards documents.

Using the five tools that we developed, participants were able to think their way through the standards and understand how the intent of the standards could be incorporated within the curriculum.

Tool 1: The Sentence Diagram

Anyone who has ever read a standards statement knows that a single sentence can include a complex aggregate of

content knowledge. When some teachers read standards for the first time, their initial reaction is "I haven't got a clue what this means!" or "Why can't they write in plain English?"

The first tool, diagramming, helps teachers clarify and simplify multifaceted standards statements. We patterned the tool after the base diagram that many of us remember using in grammar courses to illustrate relationships among words in a sentence. The subject of the standard, often assumed, is the student who is expected to attain the knowledge. The verb generally describes how we teach or assess the learning goal. The direct object of the verb explains the most important part of the standard—the content. Diagramming helps practitioners identify the core knowledge embedded in the lengthy statement.

For example, the following sentence is a complex standard in language arts for students in grades 5-8: "Identify and use main ideas and supporting details in informational texts or elements, such as key events, main characters, and setting in narratives" (Connecticut State Department of Education, 1998, p. 59). Embedded in this standard are components of two learning goals: one that deals with the elements of fiction and another that deals with the elements of informational text. The diagramming tool helps teachers distill crucial pieces of learning goals from this standard.

During a professional development session, the diagramming activity prompted such questions as "What am I supposed to emphasize?" and "Where is the new learning in this statement?" When the process works well, it prompts teachers to make sense of the standards.

Tool 2: A Roll of the Die

We might think that designing standards-based lessons would be simple once we clarified the learning goal. Nothing could be farther from the truth. Recent studies by Robert Marzano and Robert J. Kendall (1996), Lynn Erickson (1998), and Grant Wiggins and Jay McTighe (1998) point out the crucial role that teachers play in selecting what kind of knowledge to emphasize. Take, for example, the previous standard statement. One teacher might choose to emphasize the *concept of main idea*. Another teacher might decide to teach students *how to find the main idea*. Still another might decide to have students *use the skill* to write strong paragraphs.

To help teachers see the aspects of knowledge that could or should be emphasized in a lesson, we first explain the six categories of knowledge: factual knowledge, knowledge of concepts, major principles, knowledge of skills or strategies, habits of mind, and the application of knowledge during problem solving. To distinguish among these categories, we designed a professional development activity that uses the six sides of a die to represent the categories of knowledge. During this activity, teachers look at a specific performance standard from each of the six perspectives.

Teachers who used this tool expressed surprise: "I never thought that I could teach *main idea* as a concept and as a skill!" Others saw the six-sided die as a way to increase the quality of student learning outcomes: "Now I see how I can make my learning outcomes more challenging for my students. I need to incorporate all types of learning for students, not just facts." Still others saw a spectrum of learning opportunities open up for their students:

I could teach this piece of knowledge from six different perspectives. It's just a matter of deciding what to pick for my particular group of students within the time frame. All of a sudden, I have a whole new educational wardrobe to try on.



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Tool 3: The Mannequin

The wardrobe metaphor is an apt way to think about the next professional development tool, the mannequin. When we pick out our clothes each day, we make a series of decisions, each informing the next. We start by choosing an essential article of clothing, such as a skirt or trousers. With that in mind, we pick out a blouse or shirt that matches. Finally, we add accessories—a tie or jewelry—to make the right fashion statement.

A content standard is like a semi-clothed mannequin. It contains one aspect of a "fully dressed" standards statement—the content knowledge that students should acquire. The content standard needs at least two other components to be fully dressed: an assessment technique and performance criteria that describe various levels of student expertise.

To develop these two components, teachers create assessments that are aligned with knowledge goals and performance criteria. In this phase of our work, teachers make three decisions, just as we did when we picked out our clothes for the day. First, they identify the content knowledge and category. Second, they select an aligned form of assessment (a quiz, reader

response, or lab report, for example). Finally, they match the assessment with criteria for student performance.

Our challenge, as we move from a general content standard to a clear and specific performance standard or benchmark, is to carefully select items of "apparel" that fit our students and the curriculum. To illustrate, let's use a content standard from Kendall and Marzano's (1997) compendium, *Content Knowledge*. One of the content standards for K-2 economics is "Knows that goods are objects that can satisfy people's wants and services are activities that can satisfy people's wants." This content standard is not fully dressed because it contains no assessment strategy or performance criteria.

After reading the content standard, a 2nd grade teacher identified the content knowledge as *goods and services*. She designed an assessment that asked students to define these two terms in their own words and to list three original examples. Her performance criteria included aspects of accuracy and originality. By attending to these three elements—content knowledge, assessment techniques, and performance criteria—the teacher transformed a general standards statement into a measurable benchmark.

Tool 4: Twenty Questions

We've all heard the expression, "You can lead a horse to water, but you can't make him drink." That saying also applies to students and standards. Although teachers can agree on powerful learning goals, appropriate forms of assessment, and criteria for student performance on those assessments, engaging students is quite another matter.

The fourth tool is designed to jump-start student engagement. We asked teachers to transform a declarative standard statement into a series of interrogatives. Instead of telling students, "You will learn how to use and identify main ideas and supporting details," teachers brainstormed 20 open-ended questions

that promote reflective thinking related to the learning goal. Sample questions included

- Do all writers organize their writing around main ideas?

- What is "main" about a main idea?

- How do we know when a detail is supporting and when it is insignificant?

- How do people use main ideas in their everyday lives?

- Is *theme* the same as *main idea*?

- Can a protagonist ever be a main idea?

- How do people locate the main idea?

- Can a piece of writing have more than one main idea?

- How do you find a main idea in a lengthy passage?

Teachers would probably never use

edge should not only influence our selection of appropriate learning goals, but also drive the differentiated opportunities that we create for student learning around those goals. This guiding principle can create a challenging, standards-based curriculum and offer growth to all learners, not just those "in the middle."

The ladder helps teachers provide all students with the opportunity to address the same learning goal, but at escalating levels of complexity or sophistication. A simple diagram of a four-rung ladder provides the visual metaphor for such tiered learning (Tomlinson, 1999).

At the top of the page, teachers write the standard. Then, teachers consider students' prior knowledge at the

have to guess about where to begin with my advanced learners anymore," said another.

Including Teachers

Standards will have an impact on equity and student achievement only after teachers have the time and opportunity to understand them, to own them, and to reshape curriculum and instruction through discussions with their colleagues. These tools can open critical dialogues and lead to reflection about the meaning and intent of the standards. Teachers tell us that these discussions take time, but it is time well spent. As one teacher reflected, the discussions "offer hope for raising expectations and making education better for all students." ■

When some teachers read standards for the first time, their reaction is "I haven't got a clue what this means!"

an entire set of 20 questions. Individually, however, the questions function as advance organizers, reflection questions for journal entries, topics for class discussions and conferences, diagnostic assessments, and the basis for performance evaluations. They promote relevance, student thinking, engagement, and active learning—all prerequisites to enhance student achievement.

Teachers who use this tool during professional development sessions have remarked on the ability of the questions to promote student inquiry. In fact, the questions are intriguing to the teachers themselves.

Tool 5: The Ladder

Common concerns we've heard about standards revolve around issues of standardization, differentiation, challenge, equity, high expectations for all students, and developmentally appropriate learning. We share these concerns. To address them, first we must accept the premise that potential differences in students' prior knowl-

lesson's onset. On the lowest rung, teachers describe what *all* students already know about this standard. On the second rung, teachers describe knowledge that *many* students already have about the standard. On the third rung, teachers describe knowledge that *few* students possess. On the fourth rung, teachers describe what *no one* in the class knows.

At this point, teachers often remark, "Look what we wrote on the *few* rung. It's the same as our grade-level benchmark." We usually follow this observation with a discussion about the need to extend teaching and learning opportunities for students who are on different rungs of prior knowledge. In some classrooms, students who are either above or below grade level make up at least 30 percent of the class. Without such changes, they would be marginalized by standards-based education.

Teachers' comments about the ladder are revealing. "Now I have a starting point for some of my beginning learners," said one teacher. "I don't

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Classroom Observations - William

*new steps
reflects
goals
model lessons
for other
teachers*

William teaches in a multi-age 2nd/3rd grade classroom. He is an experienced teacher and highly respected by other staff members as a master teacher.

During the pre-conference, William explains the Families/Community unit. Standards for the unit include”

1. Understand that families and communities are diverse and change over time.
2. Know how to organize events and people into major (eras) blocks of time.
3. Use processes of historical inquiry.

William has modified standard 2 to read blocks of time instead of “eras” because his students have not yet mastered time concepts needed to understand eras. Students have been working for the past week primarily on standard 3. Most 2nd grade students are focusing on content related to families while 3rd graders have been researching information about Plains Indians using both primary and secondary resources. William has a copy of the unit organizer and rubric he has shared with students and parents. Parents received the unit plan and tips for how much help they should give their child at home. The unit organizer includes the standards, descriptions of the assessment, content to be learned, and a daily work plan for the 3 week unit. William requests the principal focus on collecting information about how well the students understand the standard and use of the rubric during the lesson observation. William explains 2nd graders will be organizing a timeline about their life into 4 time periods (birth to present). 3rd graders will decide their own time periods but are required to have at least 5 points of time on their timeline documenting the history of a particular tribe of Plains Indians. Based on previous assessment information, two 2nd graders are working on the 3rd grade timeline task.

The principal observes most students entering the classroom from recess, getting drinks and immediately going to their desks and getting out their work folders with no prompting. William uses hand signals with 1 student which cues her to also get her work out. William quickly deals with 2 students unhappy about a recess disagreement. William asks students to take out their unit organizer from their work folder. He reviews briefly the 3 standards, which standards students have been working on, and that they were going to begin today to construct their timeline to show understanding of standard 1 and 2. He asks students to recall yesterday’s lesson on timelines and to describe characteristics of excellent timelines. (Four timelines

are displayed on the bulletin board as exemplars.) Students are able to recall some characteristics easily (time periods must be labeled, labels must relate to all the events in the period of time, neatness, dates on all events). Students look at their timeline rubric to review the description of excellent timelines. William has the whole class help him organize pictures and artifacts he collected about the history of the school into chunks of time, label those times, and takes suggestions from 5 students on how to actually create the timeline. William directs students to find their study buddy and begin work.

Students work in pairs. William works for 5 minutes with 2 students who are creating a tiered timeline about the Plains Indians and Trappers and Hunters. He checks students as he walks around the room and spends about 15 minutes with 3 students practicing classifying events.

Interviews with 6 students indicate all 6 students can talk about knowing they need to show they can create their best timeline to show how people/events have changed somehow.

“I interviewed my mom and grandpa and they told me all these things about me. And I got stuff from my baby book and copied pictures and I’m going to put them on this in order. And I got this book that tells neat stuff that happened in different years.”

“My timeline is going to have 4 periods - born, 1-4, 5-6 and now. Then my buddy will look at it and say if it matches the rubric. If it still isn’t good, I can work on it some more.”

Four of the students refer to the rubric in their work folder without prompting. All 6 students know their final timeline will be “Mr. W’s proof I learned timelines.”

Interview with two students doing the tiered timeline. . . . “We made timelines last year and Mr. W. uses them on the bulletin board for other kids. And we made timelines about Lincoln and Washington. So now Mr. W. showed us this kind of timeline - and we’re going to make this kind. This one will show how the Indians changed and how the hunters and trappers changed. And you can see them together.”

At the end of the work period, William asks students to rate how well they met their work goal, reminds students to compare their work so far to the rubric and examples. He asks students what they needed for their work period tomorrow and made a list on the board. Students were asked to put this work away and get ready for lunch.

Classroom Observations - Miss Jo

Miss Jo is a 5th grade teacher at Nice Elementary. She has taught for 8 years as a 3rd, 4th, and now 5th grade teacher. She has participated in several SBE workshops and regularly uses curriculum maps, unit organizers, rubrics, and a variety of assessment tasks that are clearly aligned with district standards and benchmarks. During the pre-observation conference, Miss Joe explained she would be starting a new sequence of lessons designed as part of the unit on data collection, analysis display and statistics, all aligned to math standard #3. She reviewed her analysis of the end of unit performance tasks students had completed from the previous unit and commented about students still needing continued work on trying multiple methods to solve problems and be able to "prove" or check that their work was correct.

10:30 a.m. Observation: (27 students present - seated at table groups)

Miss Joe cued her 5th grade math students to finish their entry in their reading response journal and then take out their math folder. Students took out a sheet from the math folder and started working to solve the problem as a group - generally 3-4 in a group. Joe red journal entries for 2 students and made comments on what they wrote. She circulated about the room as students worked on the warm-up problem. It is obvious the students are used to the beginning routines for math class.

Students at two tables raised their hands and explained their solutions to Miss Jo when she stopped at their table group. She asked questions such as "Prove to me this has to be the right answer." "Did you try any other way to solve this problem?" "Explain why you used this method to solve this problem." Students were eager to respond and Joe asked questions so that every student in the group had to indicate understanding of the solution.

10:47 Jo asked students to take out their unit organizers. Students received the 3 essential questions they would be working on for the next few lessons. 1. Can you compute the mean and median of a set of data? 2. Can you find the range of a set of data? 3. Can you choose the most appropriate graph (line, bar, pie) for displaying a set of data accurately? She reviewed with the students the connection the questions had to standard 3 which was posted on the bulletin board. She also referred students to a poster in the room that had a math problem and solution displayed - including graphs and a rubric and explained this was an example of what they should be able to do at the end of this series of lessons.

11:00 "To begin this sequence of lessons, I need to know what you already know and what you want to know. For our pretest I am going to tell you a story about my son. My son brought home his math grade for 2nd quarter and had a B-." She asked students how they thought she responded. Students wrote responses on a sheet of paper and Miss Jo called on random students to explain. She knew her son kept a graph of all of his math grades and she asked to see it. On it she saw a D on a quiz, several A's, quite a few B's, and even a zero. She asked students how they thought she responded. She then showed the students the graph (on overhead) of the grades her son kept. What does the graph seem to tell about her son's grade? (The bar graph had all grades in ascending order from lowest to highest.) Miss Jo asked several more questions of the students probing their understanding of mean, median, and how well the graph communicated the pattern of grades. Miss Jo asked the students to compute the average of all the grades for her son. (Variety of answers resulted.) She also asked students to figure out which grade her son got most often. (Total of 8 questions).

11:20 Miss Jo ended this 20 minute diagnosis by summarizing what she observed. She connected statements to the essential questions. Examples: "Some of you know how to compute a mean or average. Others of you need a refresher course on figuring averages." "Almost all of you could tell me that the way my son did this bar graph was misleading. That's a good start for us in learning what guidelines help us choose the right kind of graph to display our data." She told students she was going to revise the lesson sequence. She would not be spending as much time learning to compute means as she had anticipated.

11:25 Miss Jo demonstrated computing the average with two examples on the board. She told the students she was computing the mean and talked out loud as she added/divided. Then she asked students to come up with the rule to explain how she found the mean or average. Five students were called on to explain. All could accurately describe the procedure. She then handed tables a worksheet that looked like a grade book. Students were instructed to figure the average for each student's grades. When everyone at the table could accurately get the correct answer, the table was ready to move to silent reading time.

Classroom - Planning for Instruction - Lloyd

Lloyd is a veteran English teacher who has been teaching at King High School for fifteen years. His evaluator and his peers see him as an innovative master teacher. He is a leader in the district in implementing standards-based education in his classroom. Lloyd has provided each student a course map at the beginning of the year which shows each unit of study and which Reading and Writing standards are assessed in each unit. He has given each student a syllabus listing the literature and composition units of study. In his classroom students see bright posters listing the standards, and both Lloyd and the students refer to these often.

The students in Lloyd's class have just completed a three week literature unit on Elizabethan drama using Shakespeare's *Macbeth* to demonstrate their proficiency on Reading and Writing standard 6: Students read and recognize literature as a record of human experience.

Lloyd reminds himself that the students have not yet completed a unit on persuasive writing which is the main curricular unit that addresses Reading and Writing Standards 2 and 3 — writing for a variety of audiences and using standard grammar, usage, and mechanics. Lloyd reviews the objectives of both standards and decides to specifically assess for student proficiency of the following: students write for the purpose of persuading; students plan, draft, revise, and edit written communication; students organize written presentation using specified strategies of persuasion/research writing; students apply correct grammar in their writing; and students demonstrate correct punctuation, capitalization, and spelling in their writing. The community around King High School has said these skills are relevant and necessary for high school graduates.

Lloyd determines that the assessment will be a research-based, documented persuasive essay of 5-7 paragraphs; and he writes a student prompt to be handed to each student at the beginning of the unit. He also prepares a comprehensive rubric which lists criteria based on the specific objectives that Lloyd selected. The rubric also describes 4 performance levels (not proficient, basic, proficient, and advanced) for each of the criteria. The rubric serves as a scoring guide and is copied for each student to use as he/she works on the unit.

Next Lloyd thinks through the activities that he has used in the past as part of similar writing units. He includes in his plans at least one instructional activity which provides student practice on each objective of the 2 standards being assessed. He consciously chooses to include a variety of instructional activities which will

help all students perform well. He will provide some direct instruction on pronoun usage, compound-complex sentence structure and punctuation, and documentation of information using endnotes. He believes that the students are familiar with the writing process and with persuasive strategies.

As he prepares a chronology of activities for his own plans, Lloyd creates a systematic outline of work steps for students which includes a clear correlation to each objective. Students will be given a copy of the outline and also will be reminded as they work on a specific task which standards is being addressed. In this way students will be able to self-monitor their progress and manage their time. Lloyd always creates a unit organizer for a unit of study. This seems to give his students "big picture" idea about the work they are doing and it ties each component of the unit to a standard.

During his preparation and planning Lloyd makes arrangements for the students to do their research in the library. He asks for the media specialist's help in instructing students in the use of electronic search strategies. He also schedules time in the computer labs so students can draft, revise and edit using available word processing software. Since he would like for the students to include some graphics, Lloyd creates an activity to instruct creation of graphics on the latest software installed in the computer lab.

Now Lloyd is ready to begin the unit. He knows that the planning and creation of this unit is standards-based. He is confident that the students will do well. He suggests to his evaluator that the first day of the new unit would be a good time to observe and provides her with copies of the instructional organizers, the student prompt, the rubric, the time line, and a copy of the standards and objectives.

Lloyd teaches the 4 week unit during which he records a score in his grade book for a quiz on grammar and punctuation, a score for turning in an organizational outline, a score for submitting the rough draft on time, and a final score (based on the rubric) for the finished product. Lloyd notes that 83% of his students scored proficient or advanced on this essay. As the unit is wrapped up, Lloyd planned and created the next unit where he would use the novel, *Lord of the Flies* by Golding, to help students prove proficiency on Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Classroom Observations - Louise

Louise is an experienced Middle School English Language Arts teacher who has been working in your district for seventeen years. Her previous evaluations have consistently reflected her performance in the "proficient" range, with occasional scores of "commendable."

In your preconference, Louise explained that during your next planned observation she would be teaching John Steinbeck's novel *The Pearl* to an eighth grade class. She asked you to help her improve her ability to gain participation from all her students during class discussion, rather than just from the most eager 25%.

When you asked her which standard(s) and benchmark(s) she planned to focus on during this lesson, she seemed a bit flustered and referred you to a copy of the district's English Language Arts standards and specifically to the three middle-school benchmarks under standard 4 (Students use reading and writing to enhance thinking and understanding) and to the four middle-school benchmarks under standard 6 (Students read and recognize literature as an expression of human experience).

During the observation, Louise started class on time, efficiently taking roll and briefly discussing with two students their makeup work from the previous day. She then asked students to take out a blank sheet of paper for a "pop quiz" on the assigned reading. The quiz consisted of five knowledge-level short-answer plot questions on the last 30 pages of the novel. Examples you recorded were: "How exactly is the baby, Coyotito, killed?" and "When Kino and Juana return to LaPaz at the end, what is the first thing they do?" Ten minutes into the class period the quizzes were collected and the class discussion began.

Louise started by reviewing the quiz questions orally, calling on volunteers to provide answers and to elaborate on those answers given by others. You began tallying which students were called on, using a seating chart you had asked her to prepare in advance for this purpose. Some students were quite eager to participate in the discussion, making it apparent that they had read and enjoyed the book. Others sat quietly, some apparently shy and others uninvolved due to their lack of knowledge of the content under discussion.

Louise now moved from knowledge level to higher levels of questioning. You recorded the following examples as the discussion progressed:

- Why do you think Kino and Juana threw away the pearl? Is that what you would have done?

- Are Kino and Juana "dynamic characters?" If so, how have they changed?
- Can they return to their old life after their experiences in this novel? Why or why not? What is in their future?
- What is the theme of *The Pearl*?

Some students were able to respond to these questions well, presenting answers and supporting their theories with logic and examples.

The conversation then shifted to the concept of *symbolism*. Louise reviewed the definition of *symbolism* and then drew a large matrix on the chalk board, with the first column labeled "Symbols." A student asked, "Do we need to take notes on this?" and Louise answered, "That's up to you. If I'm writing it on the board, I probably consider it important, and you probably should too." Another student asked, "Is this going to be on the test?" Louise explained that she would provide an overview of tomorrow's final exam over *The Pearl* at the end of the period.

She then asked, "What are some characters or objects in *The Pearl* which might be interpreted as symbols?" She recorded student responses in column one. Potential symbols included: scorpion, baby, pearl, Kino, Juana, Doctor, Priest, Pearl Buyers, and rifle. Her next question was, "What might some of these characters or objects symbolize?" She recorded possible interpretations in columns two through four of the matrix. She then asked, "Using a symbolic interpretation of the story, what might be another theme for the novel, beyond those discussed earlier?" A couple of students attempted to answer this question, but with limited success.

Since the period was nearing a close, Louise ended the discussion there and concluded the class with an overview of tomorrow's final exam. The test would consist of ten short-answer knowledge-level plot questions, a matching section in which characters names would be matched with descriptions of character actions, and two essay questions, one on the novel's symbolism and another on the novel's theme.

Throughout the discussion, Louise immediately called on those volunteers who had not participated very much previously, and at the start she occasionally called on a student who did not have his/her hand up. However, she called exclusively on volunteers during the later stages of the discussion. When class ended, your tally sheet indicated that three students had spoken quite frequently, four had spoken several times, nine had spoken twice, six had spoken only once, and four had not spoken at all.

Case Studies Discussion Guide

What evidence/reference is there that standards drive the instruction in this classroom?

- Stand posted
referred to stand in lesson

did not meet - *check most apps?*
Can you find range?
maybe compute one

What teaching strategies/activities were used to help students achieve the standards?

- reviewed *reference paper with math problem*
- *view stand 3*
- *sketch*
- *displayed graph - discussed.*
- *comp. average, meet fig grade*
- *anticipat. w/*

As the observer what reflective questions might you ask the teacher about the lesson?

What was the purpose of your lesson?
What exactly did you expect your student to know, or able to do?

If you were designing a model lesson to provide the next step for this teacher for moving towards standards-based instruction what would it be?

Notetaking Sheet for Video

What evidence/reference is there that standards drive the instruction in this classroom?

stand. listed -

Primary focus - not long out - kept from back
Benchmark + Obj, listed - ^{to point} ^{stand - obj} ^{purpose}
made cons. for ^{subject}

Look first at stand -

What are indicators we want? - ^{find critical thinking}

Listed objectives on board - ^{list knowledge}

What teaching strategies/activities were used to help all students achieve the standards? ^{purpose}

Life - school plan -

situations
coaches
writers

Reflect on learning?