Archived Information

Constructive Teaching Through the Deconstruction of Standards

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No Child LEFT BEHIND

Find Someone Who
[educators' edition]

- **Geography**

  Find someone who…

  - lives in a state that borders yours.
  - knows your state capital.

- **Arts**

  Find someone who…

  - has read your favorite book or magazine.
  - also likes your favorite music.

- **Science**

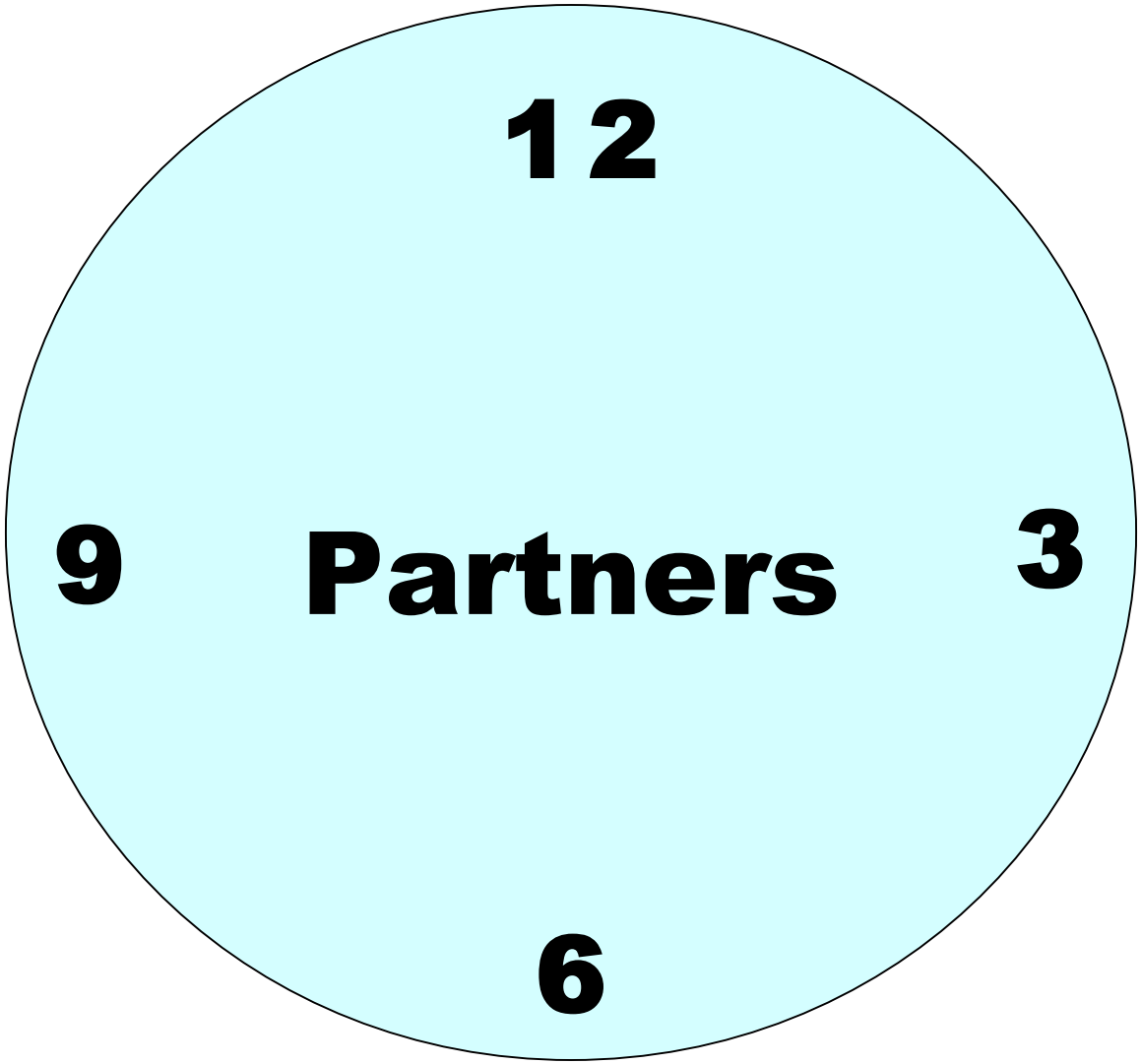
  Find someone who…

  - has the same species pet as you (or if you don't have a pet, the pet you'd most like to have).
  - has your same (genetic) hair color.

- **Math**

  Find someone who…

  - as a child, felt the same way about math class that you did (good or bad!).
  - agrees with you – "I would rather have $5,000 now or double a penny for thirty days."


12
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Partners
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6

Constructive Teaching through Deconstructing the Standards

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Agenda

- Why have standards?
- High stakes testing
- Deconstructing a standard
- Aligning the standards
- Teaching to the standard
- Assessing the standard

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Skills for A New Era (Thornburg, 2002)

- **Digital Age Literacy**
  - Basic scientific, mathematical, technological illiteracies
  - Visual and informational illiteracies
  - Cultural literacy and global awareness
- **Inventive Thinking**
  - Adaptability/ability to manage complexity
  - Curiosity, creativity, and risk taking
  - Higher-order thinking and sound reasoning
- **Effective Communication**
  - Teaming, collaboration, and interpersonal skills
  - Personal and social responsibility
  - Interactive communication skills
- **High Productivity**
  - Ability to prioritize, plan, and manage for results
  - Effective use of real-world tools
  - Ability to create relevant, high-quality products

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Educators have cultural and political missions to ensure there is an educated citizenry to continue to defend and promote America's democratic ideals. . . . the inescapable reality is that ours is a society based on individual economic autonomy. Those who are not equipped with the knowledge and skills necessary to get, and keep, good jobs are denied full social inclusion and tend to drop out of the mainstream culture, polity, and economy. Hence, if the standards reform movement cannot fulfill its economic mission to help youth and adults become successful workers, it also will fail in its cultural and political missions to create good neighbors and good citizens.

- ***Carnevale & Desrochers, 2004***

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High Stakes Testing

National Assessment of Educational Progress (NAEP)

State Assessments

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When we assess, we send a strong signal to students about what is important for them to learn.

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Assessment is not a "gotcha!"

Testing must look like teaching.

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What's the vocabulary of standards-based reform?

- **Standards**
- **Benchmarks**
- **Grade level outcomes**
- **Curriculum guides**
- **Performance objectives**
- **Instructional objectives**

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Standard:

A general statement of what all students should know and be able to do.

Two kinds of standards:

- content standards
- performance standards

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Content standards state what content students should know and do (i.e. National Council of Teachers of English; National Council for Teachers of Mathematics).

Performance standards state the level of mastery or competency at which students should know the standard.

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Benchmark: A specific statement of what all students should know and be able to do at a specified time in their schooling. Benchmarks are used to measure a student's progress toward meeting the standard. Benchmarks are defined usually for grade clusters: K-3, 4-6, 7-9, 10-12.

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Grade-level outcomes: The knowledge or skill that all students should demonstrate at the end of each grade level. Grade level outcomes serve as gateways for assessing progress toward the the next grade level and for benchmarks.

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Curriculum Guides (often called courses of study) A document that teachers use in their classroom to guide instruction. Usually includes scope and sequence of knowledge and skills to be taught at each grade level. May also include suggested strategies, assessments, and resources.

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Examples of Academic Standards

Reading—Grade Three Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select and know how to translate letter patterns into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve oral and silent reading.

California Language Arts Content Standards

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Examples of Academic Standards

Mathematics—Grade Six Algebra and Functions. Students write verbal expressions and sentences as algebraic expressions and equations; they evaluate algebraic expressions; solve simple linear equations; and interpret their results

California Mathematics Content Standards

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Connections to Teaching and Learning

Standards inform instruction by defining what students should know and do at what level, and at the specified level of competency.

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Connections to Families and Community

Clear, publicized standards let citizens know that the children in their community are taught challenging content.

Parents know what to expect when standards are clearly defined.

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Unwrapping the Standard

What are the concepts?

What are the thinking processes?

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Standards

Benchmarks

Grade Level Indicators

Classroom Instruction

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Blooms Taxonomy

- **Knowledge**
- **Comprehension**
- **Application**
- **Analysis**
- **Synthesis**
- **Evaluation**

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Curriculum Alignment*

The degree to which a curriculum's scope and sequence matches a testing program's evaluation measures thus ensuring that teachers will cover the material on high stakes assessments. Curriculum mapping is a process to insure curriculum alignment.

Begin with vertical articulation, move to horizontal articulation, and make connections across the content area.

*Information sources: Fenwick English; Heidi Hayes Jacobs

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What is research-based instruction?

Instruction that has been validated through systematic empirical methods that draw on observation or experimentation, using rigorous data analysis that is adequate to test the state hypothesis and justify observations and conclusions.

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Developmentally Appropriate Instruction

Children's development occurs through identifiable stages. The most commonly used stages are those identified by Piaget: sensorimotor, preoperational, concrete operations, formal operations.

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Research Based Classroom

- Implements principles of learning grounded in research
- Plans and implements instruction validated by research as appropriate for developmental levels of students
- Assesses students at the level of understanding required in the instructional objective
- Reflects on teaching practice and adjusts as necessary

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Final Thoughts

Parker Palmer *(Courage To Teach)* quotes Merlyn in *The Once and Future King*,

[Learning] is the only thing which the mind can never exhaust, . . . never dream of regretting. Learning is the thing for you.