# Handout: Moving to a Standards-based Education System

| **Components** | **Key Conditions** | **Some Questions to Consider** | **Responses/Evidence** |
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| **Foundations of a Standards-Based Education System** | The organization ensures all students master all required academic standards.  The organization has effective processes and procedures for continuous improvement of instruction and curriculum.  The organization uses implementation science to support continuous improvement of instruction and curriculum. | How does the organization monitor student mastery of standards in each content area?  What processes are used for unpacking and understanding academic standards?  How are improvement cycles designed and implemented in each content area?  How is continuous improvement of instruction and curriculum supported in each content area? |  |
| **Leadership Teams** | Educator teams are linked across the system (for example, grade level or subject, school, district)  Leadership teams focus on 3 functions:   * ensure implementation of effective instructional practices; * engage the community; and * foster an environment that supports adults to improve instruction and curriculum.   Fidelity, program, and outcome data are collected and used to inform actions and decisions.  Teams lead a process of continuous improvement of instruction and curriculum. | What team member selection process is in place?  How are teams linked and communication feedback provided?  How are the teams designed to support changes in instructional practices?  What processes do teams have in place to reflect on and review implementation of effective instructional practices?  How does the leadership team interact with internal and external stakeholders? |  |
| **Shared Understanding of Academic Standards** | Learning progressions across grades are understood by all educators in each content area.  All educators understand the knowledge, skills, and rigor in the standards and benchmarks for each grade level.  Interdisciplinary connections are made across content areas. | What processes are in place to engage educators in examining learning progressions of the standards and benchmarks?  What processes are in place to examine the knowledge, skills, and rigor of the standards and benchmarks within each grade level?  How are educators supported to understand and identify interdisciplinary connections across content areas?  How do educators in one content area connect with other content areas to identify common concepts? |  |
| **Policies and Plans** | Policies are regularly reviewed to evaluate the effectiveness of their support of a Standard Based Education System.  Policies and plans support all students to be career and college ready.  Policies support equity across the education system.  Communication and engagement plans are in place for effective communication and involvement of all key internal and external stakeholders. | What processes are in place to review policies that impact implementation of a standards based education system?  Are all stakeholders engaged, and to what degree?  Is the student demographic represented by the existing stakeholders?  How are policies and plans communicated to all stakeholders? |  |
| **Professional Learning System** | Professional learning is grounded in a set of professional learning standards.  Professional learning is based on research about effective professional learning.  Leaders have expertise in facilitating adult learning and ensure that supporting conditions for professional learning are in place.  Professional Learning Communities focus on changes in instructional practices to improve student learning and results.  The professional learning system is regularly monitored to ensure it is having the desired impact. | Does the system support the collaborative learning of all staff?  How instructional coaching is structured and supported?  How is professional learning sustained and connected throughout the year?  What data are collected about professional learning, and how is it used? |  |
| Data System | Processes are in place for regular data identification, collection, analysis, and decision-making to support continuous improvement.  Outcome, fidelity, and process data are all used regularly by leadership teams to make decisions about implementation support.  Data are clearly displayed and communicated to internal and external stakeholders. | How are data identified and collected?  How are data used?  How are staff trained on collecting and using data?  How are fidelity, outcome, and process data used to inform and improve supports for educators? |  |
| System of Support for Learners | Multi-tiered systems of support (MTSS) include: effective core instruction, differentiation, intervention, and enrichment to ensure all students meet all academic standards. | What tools are used for screening to identify students in need of supplemental and intensive interventions or enrichment?  What processes are in place for MTSS to support effective core instruction, differentiation, enrichment and intervention?  How are staff trained in those processes?  How is the MTSS process communicated to all stakeholders? |  |
| Instructional Practices with Curriculum to meet Academic Standards | Effective instructional practices are selected in response to identified needs.  Curriculum is developed to support effective instructional practices and to meet all academic standards and benchmarks.  Processes and systems are in place to support continuous improvement of instruction and curriculum. | How are instructional practices selected?  How is the implementation of effective instructional practices monitored and supported in each content area?  How does the process for developing curriculum ensure that instructional practices are aligned and standards are mastered?  How is achievement of standards assessed and monitored for each student in each content area? |  |