

**Presenter's Notes for PowerPoint:
Alignment to Standards**

Slide # Title	Presenter's Notes
1. Title Page	Standards are an integral part of our lives. Car, planes, furniture are all built to standards. In education, we have standards for school buildings, playground equipment and most importantly standards for the subjects we teach. Standard are part of every teachers repertoire whether they come from a professional association, a state department of education or a national organization.
2. Instructional Practices	The trick to using standards is to learn how to apply them within classroom instruction or practices. In short, standards and instruction work together! Notice, the word assessment was not mentioned.
3. Assessment	When the word assessment is mentioned, everyone jumps to the conclusion it is a formal, large scale, high stakes assessment. The panic begins on how will the standards be met or tested and will the students meet standards or pass the test before instruction crosses anyone's minds. So we will talk about assessment but that is later in the presentation.
4. Standards Document	Most administrators and curriculum leaders select a small group of teachers to work on unpacking, unwrapping, or deconstructing standards. Remember, much of the content and conceptual understanding written within the standards documents exist not solely in the standard statements themselves but also in the ancillary materials such as the preface, the sidebars, the glossary, and the appendices.
5. Process not Product	If "unpacking" is to be successful, it needs to be done by <u>all</u> teachers within a system, not by a select few. The focus must remain, at all times, on the <i>process</i> of "unpacking" to create a deep understanding and not on the <i>product</i> .
6. Whatever You Call It- -Read the Document	Whatever you call it--unpacking, unwrapping, or deconstructing the standards—all teachers need to read the document and have time to discuss it among themselves. And, they need professional learning around these standards.
7. Tying Standards to Instruction	There are many ways to tie standards to instructional practices. Some districts might be avid followers of Dr. Popham while other focus on Understanding by Design. Regardless of which process or combination of processes you use, your first step is to read and interpret the standards.
8. Simple Standards	Looking at a single standard is like looking at tree but not seeing the forest.

9. Multiple Standards Statements	Upon reflection , it is easier to see the forest--a set of standards working together to prompt higher order thinking and reasoning, problem solving, and critical and creative thought. This synergy often leads to the standard statement being greater than the sum of its individual parts. Additionally, these standards are built upon an integrated model of student learning where individual standard statement often comment on, contribute to, and help to solidify the learning addressed in other standard statements.
10. Ways to clarify "less-than-lucid" content standards:	Some standards are easier to understand than others. Dr. Popham suggests when standards are difficult to understand: convene a small group of educators to deliberate and attempt consensus about what is meant by the standards under consideration, and consider the deliberations of other content specialists.
11. Take Time to Learn Standards	Slow down and take time to have teachers of all content areas collaborate to create observation tools such as rubrics, checklists, review forms that address standards. Then provide time for them to visit one another's classrooms to use these tools to observe the instructional practices of their colleagues.
12. Essential Question: What does the context standard expect of students?	Also, Dr. Popham poses the essential question: What does the content standard expect of students?
13. Popham Advises:	<i>Popham advises, teachers must dig into the viscera of a given content standards with the intention of better understanding what that standard seeks from students." In short digging into the guts of a problem is not easy. Again, time and professional learning are vital tools to help with the digging.</i>
14. Alignment with Standards	Another piece of advice when examining standards it to determine what the standards seek from students. What does the standard say students should know and understand, what should the be able to do?
15. Habits of the Mind	Additionally, what habits of the mind to students demonstrate when they have mastered the standards.
16. What "Habits of mind" do students demonstrate when they have measured the standard?	Please take a moment to read the 16 Habits of the Mind which are so important when working with students. Pick one to reflect upon by yourself.

17. Photo	My pick is persistence. We know in order to achieve, students need to be persistent. If the text gets complicated and they are struggling to read the material, they must persist in learning it. If the math is hard, they need to persist in learning it. They cannot give up!
18. 16 habits of the Mind Source	In case you want the source, here it is! Do we want an activity or one from Habit of the mind site.
19. Understanding by Design (UbD) -a curriculum design model that focuses on what we teach	Understanding by Design(UbD) –a curriculum design model that focuses on what we teach. It can use a backward design which starts with what the end result will be, what students should know, understand and be able to do. Or it can design down by identifying identify one or more 'learning progressions' that students can pursue—in any order that works--as they develop mastery of the content standard
20. Other questions From UbD	Other Questions From Understanding by Design are: <ul style="list-style-type: none"> • What are the big ideas represented in the standard? • What questions are to be explored in the standard?
21. Seamless Alignment: Standards to Assessments	Once we have a clear understanding of standards including what they mean in terms of instructional practices for the teacher, it is them time to think about assessment. Teachers want a seamless alignment system to standards and assessments.
22. Seamless Alignment: Standards to Assessments Cont.	According to Stiggins, it is necessary to provide a clear vision of the learning target with samples of proficient and non-proficient work so students can see a progression to competence laid out before them.
23. Seamless Alignment: Standards to Assessments Cont.	And, teachers need to provide students with continuous access to descriptive (versus evaluative or judgmental) feedback—information that helps them see how specifically to improve the quality of their work
24. Seamless Alignment: Standards to Assessments Cont.	Stiggins add another major piece to seamless alignment is to engage students in repeated self-assessments so they can watch themselves successfully negotiating the steps to competence.
25. Seamless Alignment: Standards to Assessments Cont.	n/a
26. Advantages to Using A variety of Assessment Method toe Exemplify Curricular Content	Advantages to Using a Variety of Assessment Methods to Exemplify Curricular Content include: <ul style="list-style-type: none"> a) Provides students with the opportunity to demonstrate mastery of curriculum in the way that works best for them. b) If the teacher uses all the methods with all the students, the teacher can see how mode of assessment affects student performance and the extent and nature of student misunderstandings of the concept.

27. Instructional Sensitivity of Test Makes Content Standards Accessible	Popham reminds teachers that the key attributes of instructionally sensitive tests are that they:
28. Modest Number of Curricular Aims	The key attributes of instructionally sensitive tests are that they: Measure students' mastery of only a modest number of curricular aims or of exceptionally important ones—so teachers aren't overwhelmed by too many instructional targets.
29. Contain a sufficient number of items measuring curricular aim	Contain a <u>sufficient number of items</u> measuring each curricular aim—so the tests effectively report on each student's achievement in terms of each assessed aim."
30. Teacher Friendly Language for Descriptions of Skills	Provide <u>teacher-palatable descriptions of the skills</u> or bodies of knowledge being assessed—so teachers can direct their instruction toward those assessment targets rather than toward particular test items.
31. Assessment Types	In conclusion, there is a rich variety of assessment types to match or tie to standards. The link to the standard and assessment is the instructional practices selected and used by the classroom teacher. Many test types are available so please examine modules included in the Assessment Literacy program.
32. Alignment to Standards: Activity One	n/a