

What can we expect to get from this module? This module teaches participants how to use the six-step Standards in Practice™ process to make sure that assignments and assessments match standards. This process also serves as a vehicle for professional development and school improvement, as teacher teams look critically and think deeply about the work they assign, the scoring guides they use, and the standards to which they are accountable. The six steps in the process are modeled and participants work through samples as well as examples from their own practice. The six steps are:

1. Complete the assignment or task.
2. Analyze the demands of the assignment.
3. Identify the standards that apply to this assignment.
4. Generate a rough rubric (or scoring guide) for this assignment from the standards and the assignment.
5. Score the student work, using the rubric/scoring guide.
6. Analyze student work to plan strategy for improving performance. Then look at actions needed at the classroom, school, and district levels to ensure that all students meet the standards on this and similar assignments.

Big Ideas in This Module

Introduction: The Opportunity to Make a Difference

- *Students can do no better than the assignments they are given.*
- *A study by Dataworks of California showed that 98 percent of assignments given to fifth-graders were below level, requiring a level of work that most closely matched national standards for grades two and three. 98 percent!*
- *Teacher teams that use the Standards in Practice process usually find that the rigor of their assignments increases, and so does student achievement.*

Demonstration of the SIP Process

- *The Standards in Practice process gives us a way to calibrate our assignments and grading practices against our own standards and those of the state and nation.*
- *By working as a team, we not only improve the assignment we're looking at, but we also gain skills in improving other assignments.*
- *By requiring us to create a scoring rubric, the Standards in Practice process helps us to gain a common understanding of what is really "proficient" work related to any given standard.*
- *Teachers often gain insights simply from observing other teachers completing an assignment that they have given to students.*

Summary and Portfolio Assignments

- *The final step in the Standards in Practice process—planning a course of action based on findings—is where the rubber meets the road. Participants may identify changes needed to expectations, the assignment, a unit of study, or grading. They may also identify school-wide, district-wide or state-wide issues.*

Who is the training for? This module is designed to be taught to school leaders and potential school leaders. This may include school teams of principals, aspiring leaders, teacher leaders, and others who are members or potential members of the school's professional development team. **NOTE:** In order for this training to have significant impact, the principal **MUST** be part of the school team being trained. In addition, it is beneficial to also include district staff involved in curriculum, standards, and instruction.

Other SREB Leadership Curriculum Modules that support this module. There are no formal prerequisites for this SREB module; however, participants may find it helpful to have attended the module *Prioritizing, Mapping and Monitoring the Curriculum*.

What will we have to do to get the most from this module? Participants must commit to attending as a team, completing the prework, attending two initial days, completing a homework assignment, attending one follow-up day, and then completing a portfolio assignment.

Module Design. This is a three-day workshop (2+1). It also includes prework and homework assignments. Each section is described below.

Prework (about three hours). Participants read two articles, "Curriculum Calibration" and "Youth at the Crossroads: Facing High School and Beyond." They are also asked to bring an assignment that teachers have given students, 10 representative samples of student work from that assignment, related assignments from the same unit, the course text, and related curriculum standards.

Introduction (three hours). The training begins with a re-enactment of a middle-grades assignment which will feel familiar to most teachers. Through this activity, participants gain an appreciation for the difference that the Standards in Practice process can make in the quality of assignments. Participants discuss the prework calibration article and learn what the SIP process is and how it can be used to improve instruction and assessment in their schools. They are introduced to the steps in the process through a videotape.

Demonstration of the SIP Process (about six hours). In this section, participants gain a better understanding of the process as they work through it as participants. The trainer acts as coach and facilitates the entire process, with time for discussion and processing before, during and after each step. This section starts on Day One and continues to Day Two.

Practicing the SIP Process (five hours, thirty minutes, extending from Day Two to Day Three). Participants practice going through the process. They have three hours to practice in class using materials brought as part of the prework, and then they go back to their schools and practice there. When they return (on Day Three), they have two and a half hours to discuss tips, strategies and questions related to their "at-home" practice.

Homework (about one month). Between Days Two and Three, participants gather a group of interested teachers who share a common planning period (or who are willing to meet before or after school) and work through the process once a week. Participants should return to class prepared to discuss questions, strategies that were tried, and tips for others.

Leadership and the SIP process (about one hour). Participants discuss the steps they need to take as school leaders to bring the SIP practice to their schools and use it to raise achievement. Topics discussed include making time for meetings, getting the right team, and role of administrators.

Summary and Portfolio Assignments (one hour, thirty minutes). Participants complete an Action Plan that will show how they are going to get the SIP process up and running. They also work as a team to identify three "keys to success" for bringing their knowledge, skills and process back to the school. Their portfolio assignment is to implement that plan. Participants submit a portfolio that contains team products as well as individual reflections and narrative.