EDUCATION

Seventh-day Adventist Church
SOUTHWESTERN UNION

Three-year Plan for Standards-based Learning

YEAR ONE		
Timeline	*Tasks/Outcomes*	*Resources*
August-September	**Establish the PURPOSE for Standards-based Learning**	
	Teacher Outcomes	
	PLC Work • Define and provide rationale for SBL • Identify how SBL aligns with the EbD Framework and the visional outcomes • Explain construction and purpose of p-scales • Explain the central role of p-scales in all aspects of SBL • Identify the role of content in SBL • Explain DOK levels in relation to p-scales • Identify the 3 phases of planning (year-long, unit, lesson) • Introduce p-scales to learners • Develop communication plan	• Marzano Webinar (Overview of SBL) • SBL Workbook • *A Teacher's Guide to SBL* • *Planning and Teaching in the Standards-based Classroom* • *EbD Framework* • *Visional Outcomes* • *DOK Wheel* • P-scale Examples • Video
	Student Outcomes	
	• Explain purpose of p-scales • Explain the meaning of the levels on a p-scale	
October-December	**PLAN for Standards-based Learning**	
	Teacher Outcomes	
	PLC Work • Map standards (p-scales) and 7Cs across the school year for a core or non-core subject • Develop at least one standards-based unit for a core or non-core subject ○ Explain why p-scales are the basis of unit planning	• Marzano Webinar • Sample Year-long Plan • Sample Unit Plan • Unit Planning Template

	○ Identify standards for unit and relevant p-scales ○ Identify desired outcomes ▪ Explain purpose of 7Cs (transfer) ▪ Explain purpose of big ideas (BI)/essential questions (EQ) (meaning) ▪ Explain purpose of standards, learning targets, and I Can statements (acquisition) ○ Determine collection of evidence (pre-assessment, formative assessments, summative assessment) ○ Align assessment and instruction to learning targets • Introduce I Can statements, 7Cs, and BI/EQ to learners • Communicate with BOE	• 7Cs • P-scales • Instructional Taxonomy • Assessment Taxonomy • P scale(s) for Unit • Letter to Parents and School Board
Student Outcomes		
	• Explain that I Can statements describe what they need to know and to do to be proficient in the learning targets on the p-scale • Explain what is meant by the 7Cs • Tell the difference between BI/EQ	
January-May	**PRACTICE Standards-based Learning**	
Teacher Outcomes		
	• Implement the standards-based unit through daily lesson plans ○ Share p-scale(s) with learners, using exemplars of levels and displaying in the classroom for reference throughout the unit ○ Use instructional and assessment strategies as noted in the unit plan ○ Track changes to the unit plan and justification for those changes PLC Work • Explain and use grading and reporting practices for SBL ○ Identify p-scale scores for assessments using success criteria ○ Compute an overall grade at the end of the unit, converting p-scale levels to letter grades, based on a pattern of student performance ○ Explain when it is appropriate to average scores ○ Explain the 3 criteria to include on a report card: product, process, progress ○ Complete assessment data protocol, identifying instructional support for all students based on data	• Marzano Webinar • Unit • P-scale(s) for Unit • Exemplars • Lesson Plan Template • Grading Philosophy • Scoring Flowchart • Conversion Chart • Sample Gradebook • Assessment Data Protocol • Goal Setting Template • Tracking Template • Letter to Parents and School Board • FAQs

	○ Evaluate student tracking of their progress • Communicate with Parents	
Student Outcomes		
	• Explain learning target for lesson using I Can statement • Identify how assignments and assessments relate to the p-scale • Reflect on p-scale to determine current level of performance • Set goals via the p-scale • Track progress on goals using success criteria	

YEAR TWO		
Timeline	*Tasks/Outcomes*	*Resources*
August-September	**Refine the PRODUCT for Standards-based Learning**	
	Teacher Outcomes	
	PLC Work • Develop assessment literacy ○ Explain a balanced assessment system ○ Define learning target, success criteria, body of evidence, and pattern of performance ○ Distinguish between formative and summative assessments ○ Recognize the role of feedback in the formative assessment cycle • Refine assessment and instructional activities in unit from year one • Provide learners with multiple opportunities to demonstrate proficiency • Continue to communicate with parents and school board via video	• Marzano Webinar (Overview of SBL) • Marzano Webinar (Assessment Literacy) • SBL Workbook • *A Teacher's Guide to SBL* • *Planning and Teaching in the Standards-based Classroom* • Assessment Taxonomy • Instructional Taxonomy • Video
	Student Outcomes	
	• Participate in the feedback cycle: Where am I going? Where am I now? Where to next?	• *Planning and Teaching in the Standards-based Classroom*—pp.100-104
October-December	**PLAN for Standards-based Learning**	
	Teacher Outcomes	
	PLC Work • Review mapping document from year one • Complete the development of additional standards-based units for the core or non-core subject from year one ○ Explain why p-scales are the basis of unit planning ○ Identify standards for units and relevant p-scales	• Marzano Webinar • Unit Planning Template • 7Cs • P-scales • Instructional Taxonomy

	○ Identify desired outcomes ▪ Explain purpose of 7Cs (transfer) ▪ Explain purpose of big ideas (BI)/essential questions (EQ) (meaning) ▪ Explain purpose of standards, learning targets, and I Can statements (acquisition) ○ Determine collection of evidence (pre-assessment, formative assessments, summative assessment) ○ Align assessment and instruction to learning targets • Review I Can statements, 7Cs, and BI/EQ with learners • Continue to communicate with parents and school board via letter	• Assessment Taxonomy • P scale(s) for Units • Letter to Parents and School Board
	Student Outcomes	
	• Explain that I Can statements describe what they need to know and to do to be proficient in the learning targets on the p-scale • Explain what is meant by the 7Cs • Tell the difference between BI/EQ	
January-May	**PRACTICE Standards-based Learning**	
	Teacher Outcomes	
	• Implement all developed standards-based units through daily lesson plans ○ Share p-scale(s) with learners, using exemplars of levels and displaying in the classroom for reference throughout the unit ○ Use instructional and assessment strategies as noted in the unit plan PLC Work • Explain and use grading and reporting practices for SBL ○ Identify p-scale scores for assessments using success criteria ○ Compute an overall grade at the end of the unit, converting p-scale levels to letter grades, based on a pattern of student performance ○ Explain when it is appropriate to average scores ○ Explain the 3 criteria to include on a report card: product, process, progress ○ Complete assessment data protocol, identifying instructional support for all students based on data • Continue to communicate with parents and school board via FAQs	• Marzano Webinar • Unit • P-scale(s) for Unit • Exemplars • Lesson Plan Template • Grading Philosophy • Scoring Flowchart • Conversion Chart • Sample Gradebook • Assessment Data Protocol • Goal Setting Template • Tracking Template • FAQs

Student Outcomes		
	• Explain learning target for lesson using I Can statement • Identify how assignments and assessments relate to the p-scale • Reflect on p-scale to determine current level of performance • Set goals via the p-scale • Track progress on goals using success criteria	

YEAR THREE		
Timeline	*Tasks/Outcomes*	*Resources*
August-September	**Refine the PRODUCT for Standards-based Learning**	
	Teacher Outcomes	

	PLC Work
	• Adapt or modify activities for exceptional learners
	  ○ Distinguish between accommodations and modifications
	  ○ Develop and use individual p-scales for exceptional learners
	
	• Continue to communicate with parents and school board via video
		• Marzano Webinar (Overview of SBL)
		• Marzano Webinar (Exceptional Learners)
		• SBL Workbook
		• *A Teacher's Guide to SBL*
		• *Planning and Teaching in the Standards-based Classroom*
		• Guidelines for Exceptional Learners
		• Accommodations or Modifications
		• Video

	Student Outcomes	
	• Use individualized p-scales if needed	
October-December	**PLAN for Standards-based Learning**	
	Teacher Outcomes	

	PLC Work
	• Map standards (p-scales) and 7Cs across the school year for other core and non-core subjects
	• Develop standards-based units for other core and non-core subjects
	  ○ Explain why p-scales are the basis of unit planning
	  ○ Identify standards for units and relevant p-scales
	  ○ Identify desired outcomes
	  ▪ Explain purpose of 7Cs (transfer)
	  ▪ Explain purpose of big ideas (BI)/essential questions (EQ) (meaning)
		• Marzano Webinar
		• Unit Planning Template
		• 7Cs
		• P-scales
		• Instructional Taxonomy
		• Assessment Taxonomy
		• P scale(s) for Units

	▪ Explain purpose of standards, learning targets, and I Can statements (acquisition) ○ Determine collection of evidence (pre-assessment, formative assessments, and summative assessment) ○ Align assessment and instruction to learning targets • Review I Can statements, 7Cs, and BI/EQ to learners • Continue to communicate with parents and school board via letter	• Letter to Parents and School Board
	Student Outcomes	
	• Explain that I Can statements describe what they need to know and to do to be proficient in the learning targets on the p-scale • Explain what is meant by the 7Cs • Tell the difference between BI/EQ	
January-May	**PRACTICE Standards-based Learning**	
	Teacher Outcomes	
	• Implement the standards-based units through daily lesson plans ○ Share p-scale(s) with learners, using exemplars of levels and displaying in the classroom for reference throughout the unit ○ Use instructional and assessment strategies as noted in the unit plan PLC Work • Explain and use grading and reporting practices for SBL ○ Identify p-scale scores for assessments using success criteria ○ Compute an overall grade at the end of the unit, converting p-scale levels to letter grades, based on a pattern of student performance ○ Explain when it is appropriate to average scores ○ Explain the 3 criteria to include on a report card: product, process, progress ○ Complete assessment data protocol, identifying instructional support for all students based on data • Continue to communicate with parents and school board via FAQs	• Marzano Webinar • Units • P-scale(s) for Units • Exemplars • Lesson Plan Template • Grading Philosophy • Scoring Flowchart • Conversion Chart • Sample Gradebook • Assessment Data Protocol • Goal Setting Template • Tracking Template • FAQs
	Student Outcomes	
	• Explain learning target for lesson using I Can statement • Identify how assignments and assessments relate to the p-scale	

	• Reflect on p-scale to determine current level of performance • Set goals via the p-scale • Track progress on goals using success criteria	