

Standards Implementation: Successful Implementation of a Standards-based Science Program

Elements of a High-Quality Standards-based Science Program	1	2	3	4
1. The LEA/School has a clear vision for professional learning and provides all staff high quality, ongoing, job-embedded, and differentiated professional development that includes a method of evaluation and feedback loop. (C2.03)				
2. The principal models and communicates the expectation of improved student learning through commitment, disciplined and careful implementation of effective practices (aligned to federal, state and district policies). (A1.01)				
3. Designated time exists in the school day to facilitate collaboration among team members to ensure common implementation of effective practices aligned to federal, state and district policies. Team members have access to professional learning documents that guide strategic conversations on achieving alignment to maximize student achievement. (A1.01)				
4. A clear vision of high expectations is communicated to all teachers and students at the beginning of the school-year, during the pre-observation conference, post-observation conference and follow-up. A student-centered curriculum exists that facilitates opportunities for students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, & internships).				
5. A process of reviewing and vetting the written curriculum is utilized to enhance instructional excellence and alignment. (A2)				
6. Tight curriculum alignment is achieved in a systematic process. (A2)				
7. Teachers deconstruction standards to write clear learning targets that include factual targets (such as vocabulary), conceptual targets (understanding and analysis), procedural targets (for specific strategies and techniques) and metacognitive targets (addressing goals, strategies, monitoring and modification). (A2.07, A2.08)				
8. Evaluate Learning Targets: Horizontal (Grade-level) teams evaluate the learning target to determine if the target is clear, strong or weak and represents mastery at this step in the learning progression for this grade level. (A2.13)				
9. Evaluate Learning Targets: Vertical (Grade-band) teams evaluate the learning target to determine if the target is clear, strong or weak and represents mastery at this step in the learning progression and supports progression to the next grade level. (A2.13)				
10. Deconstructing Standards: The unit has strong deconstructed learning targets developed by teachers working as a PLT. (A2.13)				
11. Assessment for Learning: The unit includes standards-based objectives and criteria for master. Methods for collecting and documenting evidence of learning is well documented in the unit plan. (A2.13)				
12. Assessment of Learning: The unit includes assessment instruments and procedures that promote frequent checks on learning using a variety of evaluation methods that will enable teachers to make appropriate curriculum adjustments based on results. (A1.04)				
13. Designed Instruction: The unit includes sequenced learning targets aligned to learning experiences (lessons) designed to match the target type and methods of assessment. (Utilize the good things to do pages when possible.) (A2.14)				
14. Prepare to do the work: The LEA has a process to monitor and communicate school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. The LEA/school provides all staff high quality, on-going, job-embedded, and differentiated PD. (C2.01, C2.03)				
15. Sustaining the Team: The LEA has a process to monitor the timely implementation of the curriculum development process and ensures appropriate staff are identified and supported to sustain the process. (C2.01, C2.03)				
16. Start the Work: The LEA/school has a process to monitor the standards implementation process and embeds ongoing professional development to ensure instructional excellence and alignment to the standards. (A2)				
17. The curriculum map is a living document that results from vertical team collaborations. (A1/A2)				
18. The curriculum map (with map of the instructional writing team's activities) aligns with LEA, school and community events. (A2)				
19. Monitor and Evaluate the Work: The LEA/school monitors and documents progress based on the established timeline of when all tasks will occur and who will take the lead. (C2.01, C2.03)				
20. Whole School, Whole Community Whole Child (WSCC) The LEA/school has a process to review the entire science program which includes a standards-based curriculum, evidence of community interaction and support, evidence of integration of technology to enhance UDL and evidence of student center instruction that is planned on a weekly basis and guided by a daily plan. (A2)				

Evaluate the elements of your science program by rating the components as follows:

- (1) - the component is missing, but is easy to fix;
- (2) - the component is missing, but is difficult to fix
- (3) - the component is present and includes some of the descriptors

1JEPD: Improving the Quality of	15 JEPD: Who will take the lead and identify the most appropriate	9 Evaluate Learning Targets	Standards- 6 based C&I
13 UDL Job-Embedded Professional Learning	tools to get the job done?	17JEPD: MAP YOUR STANDARDS	...Grade-band Teams
Design Instruction based on learning targets & assessment	WHOLE SCHOOL WHOLE COMMUNITY WHOLE CHILD (WSCC)	20	UDL11 Alignment is the Key
10 Do we start with our own?	7 Deconstruct the Standards UDL Clear Learning Targets		FALCON How do we embed the formative assessment process?
Do we start with work from DPI?	16JEPD: Start the Work! Create and Monitor the Timeline	UDL	3 Planning Log 1. Organize the Team 2. Prepare to do the Work 3. Reflect on the Year!
5 How does your curriculum measure up? EVALUATE	4. a TOP 5: VISION	Align 12 Assessments of Learning	Who 14 needs PD on our resources?
	High Expectations Communicated to All Teachers and Students	Align 2 Policies	UDL (WSCC)
		MAP 18 YOUR YEAR!	MONITOR & EVALUATE THE WORK
			Monitor the Prep Work
			Evaluate 8 Learning Targets ...Grade level Teams

(4) - the component includes all descriptors