Knowledge

“One’s mind once stretched by a new idea, never regains its original dimension.”

Oliver Wendell Holmes

Standards-Based Education Curriculum Alignment Project
Outcomes

• To describe the ongoing **SVVSD teaching and learning cycle** that ensures that all students learn and can demonstrate mastery in the District’s adopted content standards and associated grade level expectations and evidence outcomes.
The Teaching & Learning Cycle

- **Standards**: What do students need to know, understand, and be able to do?
- **Assessment**: How do we know students have learned? (apply post)
- **Assessment**: How will we know students have learned? (create pre/post & apply pre)
- **Instruction & Intervention**: What do we do when students don’t learn or do not reach mastery before expectation?
- **Core Instruction**: How do we teach effectively to ensure students learn?
- **Formative Assessment**: RtI, Reteach & Enrich

St. Vrain Valley School District

Professional Learning Community
Teaching & Learning Cycle

Putting the phases in place

The Teaching and Learning Cycle’s six phases are interconnected and serve to answer these four questions:

1. What do students need to know, understand and be able to do?
   - Study

2. How will we know students have learned?
   - Design

3. How do we teach effectively to ensure students learn?
   - Plan

4. What do we do when students don’t learn or reach mastery before expectation?
   - Analyze & Adjust
What do students need to know, understand, and be able to do?

As a standards-based district, we need to identify specifically and clearly the standards, grade level expectations, and evidence outcomes that all students should learn.
How will we know students have learned?

In order to ensure students learn the grade level expectations, evidence outcomes, 21st century concepts, and skills identified in district curricula, we must regularly monitor student learning through a variety of assessment strategies.
How do we teach effectively to ensure students learn?

Plan

Effective instruction is what causes students to learn. In standards-based district and schools, research-based instructional methods and strategies are used to deliver standards-aligned curricula and ensure students have adequate and equitable opportunities to learn.
What do we do when students don’t learn or reach mastery before expectation

Analyze & Adjust

In standards-based districts and schools, students are provided multiple opportunities to learn, both in the classroom and beyond the classroom, through interventions, supplemental programs, or other support systems. Such supplemental learning opportunities are provided both to students who are not reaching mastery and/or who are performing above mastery.
The SVVSD Teaching and Learning Cycle was created to identify and describe those practices that have been found to be essential in providing a comprehensive standards-based education.
Why a Cycle?

• Research tells us it works!
  – The SVVSD Teaching and Learning Cycle is grounded in the principles of classroom practice and organization that research has demonstrated are the most effective methods in increasing student achievement.
Keys…

• According to McREL, one hallmark of successful school districts is the use of a broad but common framework for classroom instructional design and planning that provides a common instructional language or vocabulary, which leads to the consistent use of research-based instructional strategies in each school.
Research

• Other researchers agree — successful schools and school districts promote instructional coherence that specifies and aligns the content, tools, and methods of teaching and assessment (Newman, Smith, Allensworth, and Bryk, 2001).
CADI

• Using a common framework is consistent with the findings of an in-depth self assessment contained in the CADI Report. This report calls for the District to develop a more **coherent and intentional** approach to instruction and curriculum.
The Teaching & Learning Cycle

**Student Learning**

- **Standards**
  - What do students need to know, understand, and be able to do?

- **Assessment**
  - How do we know students have learned? (apply post)
  - How will we know students have learned? (create pre/post & apply pre)

- **Instruction & Intervention**
  - What do we do when students don’t learn or do not reach mastery before expectation?

- **Formative Assessment**
  - RtI
  - Reteach & Enrich

- **Core Instruction**
  - How do we teach effectively to ensure students learn?