



Knowledge

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

Oliver Wendell Holmes

Standards-Based Education Curriculum Alignment Project



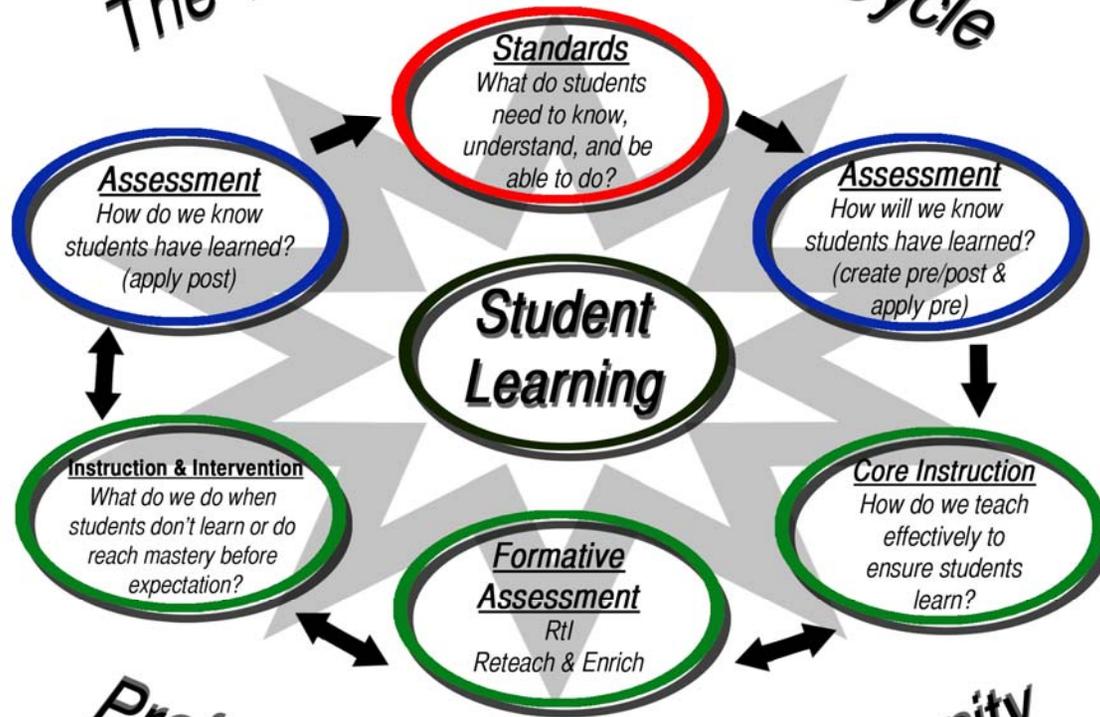
Outcomes

- 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.



St. Vrain Valley School District

The Teaching & Learning Cycle



Professional Learning Community

Teaching & Learning Cycle

Putting the phases in place

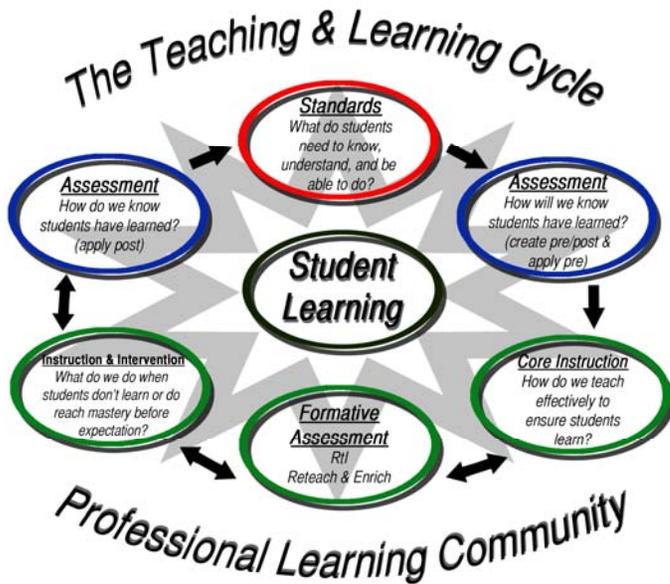
The Teaching and Learning Cycle's six phases are interconnected and serve to answer these four questions:

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?

Study

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?

Design

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.

Assessment

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

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.

Core Instruction

*How do we teach
effectively to
ensure students
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.

Instruction & Intervention

*What do we do when
students don't learn or do
reach mastery before
expectation?*



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.

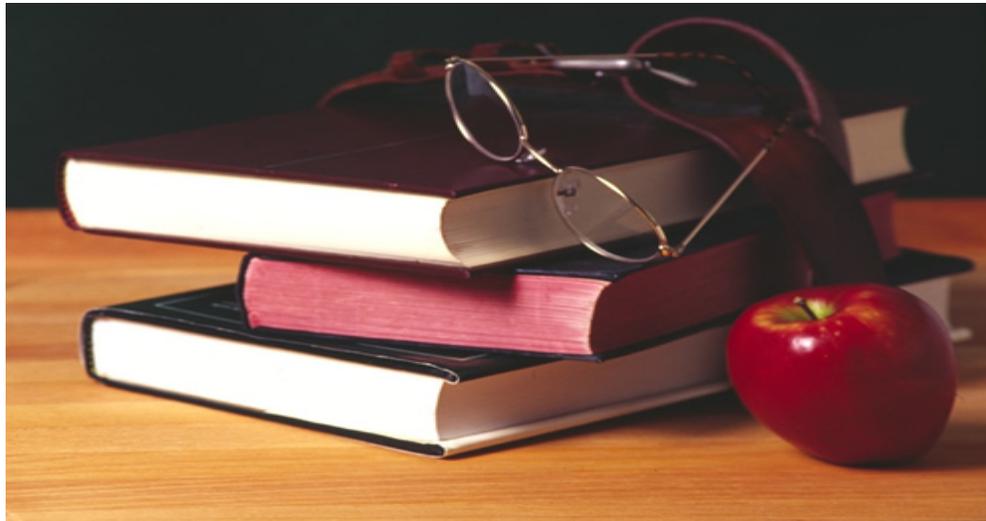
Keys...

- 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

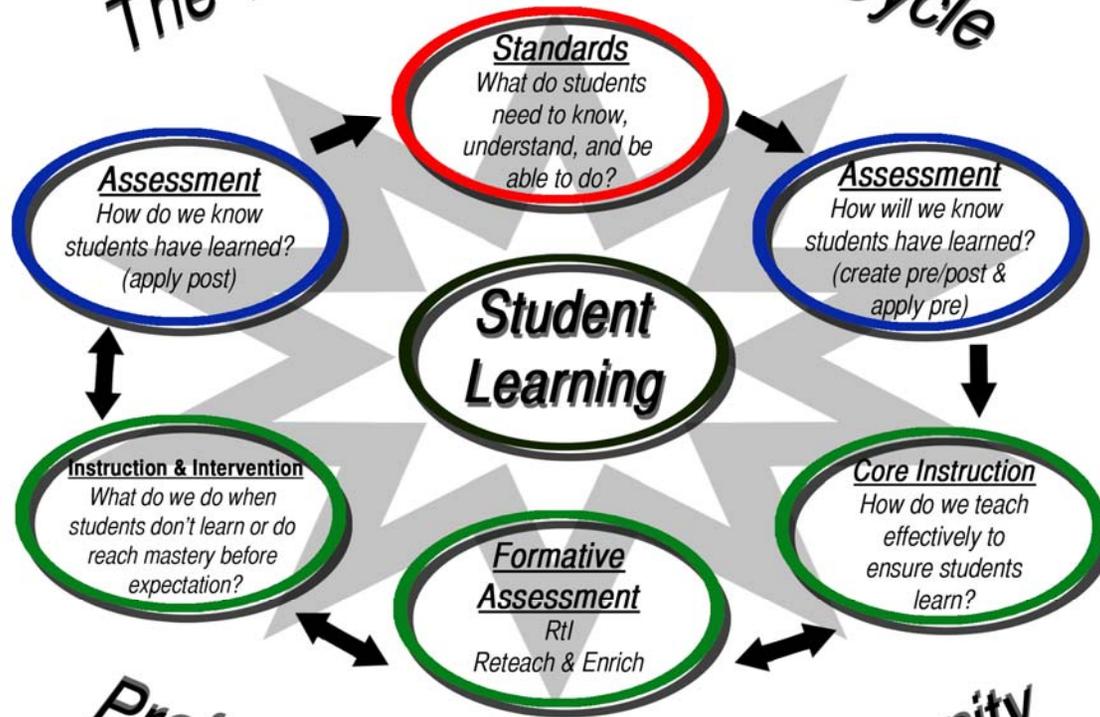
- Using a common framework is consistent with the findings of an in-depth self assessment contained in the CADI Report. This report calls for the District to develop a more **coherent and intentional** approach to instruction and curriculum.





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