

## College/University Course Outline

**Title:** Understanding and Implementing Academic Standards in the Classroom

**Students:** Undergrad elementary education students

**Credits:** TBD by college or university

**Course Design:** Can be implemented as a 14-week traditional-format course or abbreviated into an online course format.

**Course Description:** This is a practical, hands-on course designed to support teachers in the implementation and understanding of standards, standards-based assessments, and data analysis. The course introduces and supports a structured and consistent approach to understanding and implementing a connected, sensible process. This easy-to-understand method is intended to be helpful to teachers and students alike.

**Course Text:** *The Authentic Standards-Based Environment: A Systematic Approach to Learning Targets, Assessment, and Data* by Eileen Depka, PhD. State or local educational standards.

**Course Competencies:** As a result of this course, participants will know, understand, and be able to implement components related to classroom educational standards. Course participants will gain the knowledge and expertise to do the following:

1. Break standards into components to understand both the whole and the parts of the standards at an in-depth level using a consistent format. (Text chapter 1)

**Assignment 1:** Choose a set of state or local standards in a content area. Identify a section of the standards (e.g., English language arts standards, reading for information). Using the template identified in the text, unpack the standards.

2. Understand and be able to share the importance of standards with their students.

**Assignment 2:** Write an explanation, as teacher to students, of why standards are used and why they are important to the students. Use the standards unpacked in *Assignment 1* as a visual for students. (Text chapter 1)

3. Design standards-based learning targets to clearly state for students the purpose of understanding standards and identify the student responsibilities connected to the standards. (Text chapter 2)

**Assignment 3:** Using the template identified in the text and the work completed in *Assignment 1*, extend the template to include learning targets for each component of the standard. Include an overarching learning target for the entire standard as well.

4. Understand the purpose and benefit of learning targets and be able to share this with students. (Text chapter 2)

**Assignment 4:** Write a teacher explanation of learning targets for your students. Use the work from *Assignment 3* to clearly explain targets to your students.

5. Understand the connection between standards and assessment. Understand assessment design and levels of rigor to ensure that the assessment causes students to demonstrate understanding. (Text chapter 3)

**Assignment 5:** Choose a standard on which to base your assessment. Unpack the standards using the template shared in the text. Choose the entire standard or components within the unpacked standard. Create an assessment based on the components chosen.

6. Understand the levels of rigor associated with a standard and make the connection between the standard and the assessment. (Text chapter 3)

**Assignment 6:** Using the assessment created in *Assignment 5*, explain how the assessment matches the standard and how the rigor in the assessment design ensures a demonstration of student understanding.

7. Create standards-based rubrics using the template described in the text. (Text chapter 4)

**Assignment 7:** Choose a standard that would be well evaluated using a rubric (e.g., a writing standard). Unpack the standard using the template from the text. Follow the procedure described in chapter 4 to design a standards-based rubric based on the chosen standard.

8. Understand the meaning, purpose, and benefits of a common assessment. (Text chapter 5)

**Assignment 8:** Write an explanation to be shared with future students that explains to them why you, as teacher, would use a common assessment, including meaning, purpose, and benefits to the teacher and to the students.

9. Understand the importance of consistency and commonality in procedures used to implement a common assessment. (Text chapter 5)

**Assignment 9:** Identify and list each practice you would recommend your team adopt prior to implementing a common assessment. Provide a brief explanation as to why each practice was chosen.

10. Use the components of the standard to report and analyze data on an assessment. (Text chapter 6)

**Assignment 10:** Using either the assessment designs in *Assignment 5* or the rubric created in *Assignment 7*, create a template to report the data. Explain how the template will help to understand the data and the impact it will have on determining how to respond to the data.

11. Use the components of the standard to determine how to create a scope and sequence for the year.  
(Text chapter 6)

**Assignment 11:** Using the information in chapter 6 regarding a scope and sequence, explain how the use of the standards documents and a scope and sequence based on the unpacked standards would be helpful to you as teacher.

12. Create an implementation plan that could be used by a school to implement the procedures used in this course. (Text chapter 7)

**Assignment 12:** Using the information in chapter 7, create a process that could be used by a school to fully implement the standards-based approach used in this course. Include the following:

- o Who will be involved
- o The purpose of the implementation
- o An implementation calendar
- o How progress will be tracked and shared
- o How testimonials will be shared