

## Overview & Premise 1: This is YOUR Database

### **Premise 1 Objectives:**

- Identify the two extremes that flow from an imbalanced view of standards
- List some of the responsibilities assumed by the school based on premise 1.

### **Premise 1 Introduction:**

There are a wide variety of approaches to standards alignment from school to school. This session seeks to lay the groundwork for the “All Things Standards” series and begin identifying how standards should be viewed in your Curriculum Trak account. In the practical application portion of this session, we will tour the training materials available to your school to manage your database.

### **Premise 1 Video:**

## Premise 1: Questions to Ponder and Discuss

1. Reflect on your philosophy for standards use in education. Do you agree or disagree with the assertion Michael makes about taking a balanced view of standards? Which side of the “balanced” view would your school tend to fall?
2. Which of the specific responsibilities outlined for a school in building a database of standards have you identified as necessary for your current process?

## Premise 2: You Can Align to Literally Anything

### **Premise 2 Objectives:**

- Discuss the options a school can draw from for building their standards database.
- Explore some helpful guiding questions for crafting your database of standards.

### **Premise 2 Introduction:**

Where do you begin in your efforts to build or expand your database of standards. In this session, we will see that a database can be built based on any resource. Since that can be overwhelming, we also provide a range of questions to guide your exploration. In the practical application portion, we will tour the tools available for preparing, uploading, and managing your standards database.

### **Premise 2 Video:**

## Premise 2: Questions to Ponder and Discuss

1. Are there areas of instruction at your school that do not fall clearly into state or national standards?
2. What other resources are you using to support your instruction? Could those resources be developed into a framework of instruction?

## Premise 3: Commonly Used Standards Are Worth Exploring

### **Premise 3 Objectives:**

- Discuss the benefits of commonly used standards to your process.
- Outline reasons why the standards in common use around you may not support your instructional efforts.

### **Premise 3 Introduction:**

Sometimes state or national standards get a bad wrap. It can be tempting to step away from the standards schools around you are using. In this session, we outline the reasons why those standards, imperfect as they might be, could still be best for you. We also list some guiding principles to consider for avoiding commonly used standards. In the practical application portion of this session, we will explore tools for exploring, reviewing, and comparing sets of commonly used standards.

### **Premise 3 Video:**

## Premise 3: Questions to Ponder and Discuss

1. Which of the benefits from using commonly used standards seems to resonate most in your context?
2. Which of the guiding principles for avoiding commonly used standards might be helpful in your context?

## Premise 4: Sometimes, There Is Value In Starting From Scratch or Mixing

### **Premise 4 Objectives:**

- Identify some of the pitfalls for creating and managing your own unique sets of standards.
- List reasons why having your own set of standards may better suit your instructional goals.

### **Premise 4 Introduction:**

Curriculum Trak allows schools to create and load their own sets of standards, but is that always helpful? In this session, we will explore when having your own unique set of standards may be and may not be helpful. In the practical application portion of the session, we will explore the tools for creating standards from scratch, or making other modifications to existing standards to better support your unique approach to instruction.

### **Premise 4 Video:**

## Premise 4: Questions to Ponder and Discuss

1. If a school creates their own set of standards for any area, which of the common pitfalls do you consider to be the most important to avoid?
2. How could a set of standards uniquely created or modified for you better support your instructional efforts?
3. Which specific areas of instruction could benefit from a unique set of standards?

## Premise 5: Make Standards Your Servant Not Your Master

### **Premise 5 Objectives:**

- Discuss how focusing on teachers helps keep standards in their place.
- Explain how standards alignment can help feed into your school mission.

### **Premise 5 Introduction:**

Building and maintaining a database of standards can be a lot of work, but the effort helps a school more adequately support teachers as instructional designers in their classroom. We will make that connection in this session. In the practical application portion, we will walk through the handoff an administrator makes as a school moves from building their database to using their database of standards to support relational instruction.

### **Premise 5 Video:**

## Premise 5: Questions to Ponder and Discuss

1. How does focusing on relationships help keep standards in their place as a servant? What relational connections can standards alignment promote at your school?
2. How well are teachers at your school embracing their role as “instructional designers”? What steps could be taken to encourage growth in that area?
3. How might connecting standards alignment with your school’s mission help promote instructional design and elevate the teacher as the manager of the standards in their area?

## Premise 6: Standards May Not Be Required for Every Area

### **Premise 6 Objectives:**

- Identify types of courses that may not benefit from standards alignment.
- Explore areas where standards alignment could add discipline and direction.

### **Premise 6 Introduction:**

There may be instructional areas where standards alignment cannot contribute any additional insights. We will explore that in this session. We will also explore other areas not commonly considered for standards alignment where standards alignment could add value. In the practical application of this premise, we will explore tools for connecting areas without standards to your broader school mission.

## Premise 6: Questions to Ponder and Discuss

1. Do you have areas of instruction that do not have standards, or might not need standards? What categories of instruction would you consider these courses to fall into?
2. What changes might occur in these areas that could make standards more valuable?
3. Do you have areas of instruction that could benefit from additional support or guidance?
4. What technical tools could you use to connect your non-standards-aligned courses more clearly to your school mission?

## Premise 7: Standards Alignment Data Should Be Explored by Everyone

### **Premise 7 Objectives:**

- Discuss why standards alignment is everyone's prerogative.
- Explore how standards alignment can support advanced integration.

### **Premise 7 Introduction:**

If standards should serve your efforts, how far could they actually take your instructional goals? In this session, we will explore what could happen when everyone is engaged in the exploration of your instructional frameworks. In the practical application portion of this session, we will explore the Benchmarks Integration Report and how that might support and extend your instructional design efforts.

### **Premise 7 Video:**

## Premise 7: Questions to Ponder and Discuss

1. What strategies do you have in place to encourage your instructional designers to report early, report often, and report widely on their standards efforts within your Curriculum Trak account?
2. How might your standards efforts also support your efforts around integration? How might a clearer grasp on your basic framework of instruction introduce opportunities for instructional freedom or drastic changes to your approach to instruction?