



Essential Roles & Responsibilities



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INTRODUCTION

There is a role for everyone to play, and people may do their jobs differently.

This tool is a description of how people might do their work in an SBE system.

Several role groups need to work together.

There is a role for everyone to play in a successful Standards-Based Education (SBE) system. In fact, SBE works well only when everyone in the system focuses on doing whatever is necessary to ensure that all students are learning at high levels. Consequently, people may do their jobs differently when they are supporting SBE rather than conducting business as usual. And that is precisely what this tool is about – how each of us might conceptualize and carry out our jobs differently because we support student achievement of high standards.

Please note that this tool is just that, a tool. It is not intended to be a prescription but a description of how people might do their work in an SBE system. Later pages describe how this tool might be used as a discussion or dialogue prompt with role alike or mixed role groups or how it might be used by individuals for self-assessment as well as goal setting. This tool is similar to several others produced by the SBE Design Team involved in a hands-on workshop called “*Experiencing Standards*” sponsored by the Centennial BOCES through a Partnerships/Goals 2000 Grant.

Development of Essential Roles & Responsibilities

Several role groups need to work together to educate all students so that they are prepared to participate productively in our democratic society. Described in this tool are ways that the following role groups can support a SBE system:

1. Students
2. Parents
3. Community Members and Business People
4. K-12 Teachers
5. K-12 Counselors
6. Support Staff
7. Principals
8. Curriculum Coordinators and Staff Developers
9. Superintendents
10. Local School Board Members
11. Higher Education Faculty
12. Higher Education Administrators
13. State Level Policymakers and Implementers

To develop this tool the SBE Design Team analyzed ten documents that describe educator responsibilities.

Ten documents yielded five overarching responsibilities.

A synthesis of these documents yielded five overarching responsibilities:

- I. Learner-Centered Beliefs and Expectations
- II. Process Alignment of Support Content Standards
- III. Success Opportunities for All Learners
- IV. Reflective, Data-Driven Policies and Practices
- V. Stewardship

The descriptors are what real people in real jobs do to support SBE.

The tool is rich in terms of the descriptions interviewees provided for what they do to uphold the responsibilities. The descriptors are real work – what real people in real jobs do to support SBE. The interviews also yielded examples, anecdotes, and quotes that add to the texture of the tool and may prompt as much vigorous discussion as the descriptors.

One possible interpretation of this tool bears mentioning. It is possible to meet all of the responsibilities and still not support an SBE system. One could, for example, be reflective and use data to influence policies and practices not related to SBE. Or, one could practice stewardship but not in support of SBE. The point of this tool is that real people supporting SBE report that they do so through beliefs, process alignment, a focus on all learners, reflection and the use of data, and practicing stewardship.

Use of Essential Roles & Responsibilities

This tool can be used individually or for group dialogue purposes.

This tool can be used with role alike or mixed groups for dialogue purposes. It can also be used for self-assessment and goal setting. Role alike groups can use the tool to start conversations, discussions, and dialogues about what they do in their role to support SBE. Using the pages for their role group, participants might find it helpful to do the following with regard to each responsibility:

- Discuss to what extent the responsibility is essential for implementing SBE.
- Talk about what the responsibility means to them as they work to implement SBE.

Role alike groups can begin dialogue by discussing the descriptors.

- Describe to what extent they are upholding the responsibility and what is hindering (barriers) or helping (boosters) them.
- Consider the descriptors identified by their role group – Are they realistic? Authentic? Helpful? Are some missing?
- Discuss the implications of the quotes enclosed in the **CONSIDER** boxes.
- Share examples of how they are meeting the responsibility.
- Discuss how the principles that currently guide actions might change to support an SBE system.

Role alike groups might also discuss whether there is something they do in their jobs or roles to support a SBE system that does not fit under the five responsibilities in this tool.

Mixed role groups can modify the dialogue process.

Mixed role groups might follow the dialogue framework for the role alike groups with the following modifications:

- Establish roles and jobs before the discussion begins and continue to establish these as the discussion continues so that each participant's perspective is clear.
- Ask someone to take on the role of connecting the different roles groups. This person should ask regularly, "How is this like what you do? What can you learn from what this person does about this responsibility in his/her role?"
- Ask someone in the group to inquire regularly, "How can we work together on this? When should we collaborate or partner with others? How do we go about building partnerships?"

Individuals can self-assess and set goals.

Finally, individuals can turn the tool into a self-assessment with a simple Likert scale, perhaps from one to five, indicating the extent to which they feel they are upholding the responsibility. Consideration of the descriptors and the quotes may be helpful in both understanding what CAN be done (and is being done by others) to meet the five educator responsibilities as well as setting specific goals.

Organization of This Document

Page four contains the five educator responsibilities as well as several descriptors for each. The descriptors provide an image of what each responsibility signifies. Pages 5-31 contain specific descriptions organized by the five educator responsibilities for each of the 13 role groups identified earlier. Additionally, quotes from some of the interviewees are included in **CONSIDER** boxes. The document concludes with two appendices described previously.

Educator Responsibilities and Descriptors

Responsibilities	Descriptors
I. Learner-Centered Beliefs & Expectations	<ul style="list-style-type: none"> * High expectations are held for all students. * All students can learn at high levels. * SBE is fully understood and seen as important and relevant. * A shared vision of learner-centered education guides policy and practice. * Concrete images of learner-centered environments guide policy and practice. * Responsibility for student learning is shared.
I. Process Alignment to Support Content Standards	<ul style="list-style-type: none"> * All educators have a working knowledge of content standards. * Meaningful curriculum, appropriate instruction, and authentic assessment align with content standards. * Relevant and applicable accountability measures align with content standards. * Practice and policy changes at the classroom, school, and district levels support student achievement of content standards. * Resource allocations support the implementation of content standards. * Coherent systems emerge (i.e., curriculum, instruction, assessment, professional development, resource allocations, and policies support student achievement of content standards).
I. Success Opportunities for All Learners	<ul style="list-style-type: none"> * Provisions are made for diverse needs and learning styles. * Safe and nurturing environments support learning. * Risk taking is encouraged and supported. * Resource management, personal growth, and professional development opportunities are available for all learners. * Technology is available and used effectively.
I. Reflective, Data-Driven Policies & Practices	<ul style="list-style-type: none"> * Accountability is ensured through continuous, integrated data collection, management, analysis, and reporting. * Decision making and instructional practices are driven by the use of data and assessment results. * Professional development opportunities focus on inquiry, renewal, and continuous improvement. * Effective professional development practices are understood and applied. * Educators function as researchers, members of learning communities, and facilitators of the change process. * Policies and practices are refined continuously to improve student achievement.
I. Stewardship	<ul style="list-style-type: none"> * Leadership is shared. * Participatory decision making is practiced. * An individual and collective commitment and responsibility for student learning is recognized. * A service orientation guides the work. * Effective communication is practiced. * Diverse perspectives are sought and valued. * Partnerships and collaboration characterize the work. * A democratic ideal prevails.

1. SBE Role Descriptions for Students

Responsibilities	Descriptors
1. The SBE student believes in learner-centered education.	<ul style="list-style-type: none"> * expects to do well * is enthusiastic about learning * works hard individually and well with others * asks questions and seeks information to understand the relevance and significance of projects and assignments * actively seeks feedback to improve * pushes oneself and others to achieve higher levels of performance * realizes that everyone is an educator and a learner * is involved in and responsible for personal learning
CONSIDER: "The only things I really learn, I teach myself."	
2. The SBE student aligns processes in support of content standards.	<ul style="list-style-type: none"> * requests explanations of standards and benchmarks to clarify what s/he needs to know and do * asks or assignment and test criteria or scoring guides * participates in classroom activities and projects
3. The SBE student provides success opportunities for all learners.	<ul style="list-style-type: none"> * understands individual learning styles and needs * follows behavior standards to create positive learning situations for all students * follows rules, is cooperative, and helps others * learns and uses available technology to improve performance
CONSIDER: "Learning is now a cooperative process among students and teachers, not just 'Here's your study guide; here's your test.'"	
4. The SBE student is reflective and uses data to influence policies and practices.	<ul style="list-style-type: none"> * asks for feedback and second chances to prepare for assessments * works to improve weak areas * works with other students and compares work to models * talks to other students about work
CONSIDER: "Colleges and universities need to become standards-based right along with high schools."	
5. The SBE student practices stewardship in support of standards.	<ul style="list-style-type: none"> * asks when assignments are unclear or confusing * asks if there is only one right answer or way * expects teachers to serve as learning coaches * communicates needs with parents and educators

2. SBE Role Descriptions for Parents

Responsibilities	Descriptors
<p>1. The SBE parent believes in learner-centered education.</p>	<ul style="list-style-type: none"> * talks with students about what they need to be successful in school * supports and encourages educators who maintain high expectations * ensures that all students are held to the same high standards by eliminating ability tracking when it negatively labels or puts some students at a disadvantage * attends student presentations of standards-based learning; interacts with students during school and community events * provides students with quiet places to study * visits classrooms to better understand what teachers do and how students learn * attends presentations where students apply standards * meets with educators to discuss student learning needs and identify strengths and weaknesses
<p>2. The SBE parent aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * participates on performance review teams to evaluate student achievement of high standards * requests a copy of the standards * provides input on the standards * requests that students demonstrate what they are learning as opposed to asking for a letter grade * asks educators about the curriculum and how students will demonstrate that they are meeting the content standards * evaluates school effectiveness based on student learning
<p>CONSIDER: “Just because the school has standards doesn’t automatically mean that every student will achieve them. We have to make sure that all students have sufficient resources and opportunities to meet these challenging new standards.”</p>	
<p>3. The SBE parent provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * understands that each learner has a unique perspective and preference for receiving and processing information * supports alternative delivery systems that help students with different learning styles meet the same high standards * participates on site-based decision making groups to ensure that real world concerns are addressed in the curriculum * pushes for acceleration instead of remediation if students need additional assistance to meet the content standards
<p>4. The SBE parent is reflective and uses data to influence policies and practices.</p>	<ul style="list-style-type: none"> * works with educators to identify clear indicators of progress and student success * requests annual publication of progress indicators * meets regularly with school board members and educators to discuss progress and provide feedback on student performance * keeps a log of student work (one for each year) to document growth and measure progress

CONSIDER: “Teacher jargon does not communicate with non-educators. Teachers need to discuss issues with parents and community members in clear, concise, and common terms.”

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| 5. The SBE parent practices stewardship in support of standards. | <ul style="list-style-type: none">* practices moral leadership* votes during school board elections and for reasonable bond issues* volunteers as a mentor or tutor* asks teachers what can be done to help students achieve at higher levels* empowers students to become responsible for their own learning* gets involved with student activities and projects* models good citizenship |
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3. SBE Role Descriptions for Community Members and Business People

Responsibilities	Descriptors
<p>1. The SBE community member or business person believes in learner-centered education.</p>	<ul style="list-style-type: none"> * encourages, supports, and rewards students and educators that meet high expectations * treats students as responsible, dependable, knowledgeable citizens * ensures that all students are held to the same high standards by eliminating ability tracking when it negatively labels or puts some students at a disadvantage * attends student performances and presentations of learning * interacts with students during school and community events * talks with students about what they perceive to be a high quality education and what they are doing in school * visits classrooms to better understand what teachers do and how students learn * focuses on and rewards academic excellence by hosting presentations where students apply standards * meets with educators to share information, establish commonalities, and identify educational priorities * empowers students to become responsible for their own learning
<p>CONSIDER: "It is important to know the standards development process in your community. Ask educators how the standards are being updated and how you can become involved in the process."</p>	
<p>2. The SBE community member or business person aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * participates on performance review teams to evaluate student achievement of high standards * invites students to demonstrate what they are learning in school * invites teachers to discuss SBE during brown bag lunches for companies and clubs * becomes aware of standards by providing input on their revision * requests that students demonstrate what they are learning as opposed to asking for a letter grade * asks educators about the curriculum and how students will demonstrate that they are meeting the content standards * evaluates school effectiveness based on student learning * requires proof of academic progress when hiring a student for work
<p>CONSIDER: "Focus on student learning, not on the number of programs offered."</p>	
<p>3. The SBE community member or business person provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * understands that each learner has a unique perspective and preference for receiving and processing information * supports alternative delivery systems that help students with different learning styles meet the same high standards * offers opportunities to apply standards outside of school * provides part-time employment opportunities for students possessing diverse skills and interest * participates on site-based decision making groups to ensure that real world concerns are addressed in the curriculum * invites students and educators to work sites to explore job options and apply what they are learning

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| <p>4. The SBE community member or business person is reflective and uses data to influence policies and practices.</p> | <ul style="list-style-type: none"> * pushes for acceleration instead of remediation when students need additional assistance to meet the content standards * provides books, computers, guest speakers, transportation, and tutors when feasible and appropriate * provides on-the-job training and college scholarships * establishes and maintains academic support partnerships with educators and students * forms alliances with educators to develop unique learning opportunities for students and educators * shares technology, resources, expertise, and skills as appropriate <ul style="list-style-type: none"> * works with educators to identify clear indicators of progress and student success * requests annual publication of progress indicators * meets regularly with school board members and educators to discuss progress and provide feedback on student performance |
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CONSIDER: "Education should focus more on practical life skills for the future."

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| <p>5. The SBE community member or business person practices stewardship in support of standards.</p> | <ul style="list-style-type: none"> * promotes the good things that happen in schools * votes during school board elections and for reasonable bond issues * asks teachers what can be done to help students achieve at higher levels * organizes and leads projects for students after school and on weekends * volunteers as a mentor or tutor * provides students with quiet places to study * holds an annual education summit to maintain open lines of communication by discussing community education goals, sharing achievement data, and evaluating progress * works with educators and students to develop fun, relevant, and applicable activities and projects * models good citizenship |
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4. SBE Role Descriptions for K-12 Teachers

Responsibilities	Role Descriptors
<p>1. The SBE teacher believes in learner-centered education.</p>	<ul style="list-style-type: none"> * establishes clear expectations at the beginning of the semester, course, or assignment; if necessary, modifies the expectations based upon student input and needs * measures expectations fairly and consistently * focuses on what learners need to achieve standards instead of what is fun to teach * takes students seriously; never doubts or underestimates them; treats students as co-learners * remains open minded to student views and approaches * shows an interest and becomes involved in student activities * understands that everyone is a learner and that SBE is new to all * recognizes that students are in control of their learning * provides students with the skills they need to be lifelong learners * helps students take responsibility and ownership for their learning by encouraging, praising, and rewarding them when appropriate * functions as a learning facilitator to help students become more resilient and independent learners
<p>CONSIDER: "I find it difficult to do more than two days of lesson plans at a time. I need to know how the kids perform on a lesson before planning the next one."</p>	
<p>2. The SBE teacher aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * knows specific content standards very well and is aware of other standards so that they may be integrated across projects * participates on standards writing and revision committees to clarify and continuously improve the content standards * ensures that standards drive what is taught in the classroom * asks students their opinions about standards and assessments * posts standards in all classrooms * helps students understand the relevance of standards by using simulations, hands-on activities, and interdisciplinary projects * ensures that several standards are being addressed when adapting and developing lessons and projects * explains the purpose and relevance of all assignments and projects * seeks depth of understanding over "coverage" or breadth * shares criteria for assignments so students know how to demonstrate proficiency and grades are not a mystery * realizes that teaching to the test is a positive thing that can help make students more responsible for their learning * discontinues work that doesn't help students meet standards
<p>3. The SBE teacher provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * abolishes the word "failure" and focuses on student success; never says that a student is not proficient, the work is simply in progress * applies a developmental approach to all learners; assesses where students are and moves forward accordingly * works with students, parents, and principals to develop individual learning plans

- * adjusts curriculum, instruction, and assessment to meet individual learning rates
- * provides students with menus from which they make project and assignment choices; offers a variety to better meet individual needs and preferences
- * changes strategies to meet students' needs; doesn't expect students to change to meet his/her needs
- * encourages students to ask their own questions and conduct independent research
- * provides adaptations and multiple ways for students to express their learning
- * provides individual attention, extra assistance, and before and after school tutoring when feasible
- * relies less on textbooks and more on projects, field experiences, and seminars
- * provides off-campus community service experiences connected with standards
- * takes advantage of the Internet for project design and cross-site learning opportunities

CONSIDER: "Really understanding learner needs in ways that will assist us to 'close the gap' is a constant challenge."

4. The SBE teacher is reflective and uses data to influence policies and practices.

- * uses every assignment as data on what to do next; if students do poorly, re-teaches using different strategies
- * uses pre-tests; if students know the information, moves on
- * develops specific and meaningful course and teacher evaluations; drops items that do not inform standards implementation and student achievement issues
- * helps principals understand good constructivist practices and validate them in their evaluation of teachers
- * observes peers, coaches colleagues, and videotapes instruction to continuously improve
- * participates in district-wide professional development days that focus on what's working and what's not working
- * works with the site-based council to identify actions necessary based on student achievement results
- * studies multiple intelligences research
- * uses student achievement data to improve curriculum and instructional approaches

CONSIDER: "Never underestimate the power of parents; get them involved early in any process."

5. The SBE teacher practices stewardship in support of standards.

- * exercises moral and ethical leadership
- * uses project teams to increase participatory decision making
- * works with a teaching partner to improve instructional delivery

- * works together across grade levels to implement standards and decrease redundancy
 - * recognizes that sharing is essential; doesn't reinvent, seeks to adapt best practices, products, and programs
 - * becomes a learning facilitator by helping student design and conduct projects based on their questions and concerns
 - * forms networks where ideas may be shared, refined, and practiced in safe environments
 - * ensures that students and parents are aware of standards and what they mean to their lives
 - * holds evening academic events (e.g., family math nights) to shift attitudes about how students learn
 - * shares student achievement results regularly with parents and students to show growth over time and head off potential pitfalls
 - * works with retired professionals to make curriculum more applied and hands-on
 - * models good citizenship
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5. SBE Role Descriptions for K-12 Counselors

Responsibilities	Descriptors
1. The SBE counselor believes in learner-centered education.	<ul style="list-style-type: none"> * knows and understands teacher expectations for students and helps students achieve these expectations * ensures that all students have the mathematics, science, and language arts knowledge necessary to pursue postsecondary studies * focuses on the whole student * shows concern for students' academic and personal growth * helps students learn about and explore new horizons * visits classrooms to meet and know students as individuals * assists students to be involved in and responsible for their learning * helps parents become education partners with their students

CONSIDER: "We must listen to, care for, respect, and challenge all students."

2. The SBE counselor aligns processes in support of content standards.	<ul style="list-style-type: none"> * requests a copy of the district's standards; reviews them and takes questions and suggestions to the standards development team * participates on standards review committees * ensures that students understand the connection between their academic pursuits and career planning * works with teams of teachers and students to ensure high levels of student satisfaction and achievement * provides students with good information to make informed choices about programs, careers, and colleges
3. The SBE counselor provides success opportunities for all learners.	<ul style="list-style-type: none"> * defines parameters for students, then helps them explore options and make educated choices * provides scholarship information and assistance with the college application process * enables students to pursue postsecondary work when their needs can no longer be met by the school * designs situations that help students learn to work well with others * creates academic support groups for students * functions as a liaison between teachers and students to ensure that student needs are being met; discusses student needs with staff * facilitates institutionalization of affective and academic mentoring and tutoring programs * requests to participate in professional development opportunities about SBE reform * arranges field trips to businesses and colleges to expose students to diverse opportunities and career possibilities

CONSIDER: "Frequently counselors are out of the loop. I make it a point to seek out information on standards and include myself in all standards workshops."

<p>4. The SBE counselor is reflective and uses data to influence policies and practices.</p>	<ul style="list-style-type: none"> * collects a body of evidence (e.g., grades, scores, records, appropriate family information, etc.) about a student before offering assistance over advice * seeks to know students and help them formulate individual learning plans; helps students monitor their progress * gives and receives continuous feedback to and from students as well as about students * compiles information on employment projections and postsecondary options to help students plan and derive greater benefits from their education
<p>5. The SBE counselor practices stewardship in support of standards.</p>	<ul style="list-style-type: none"> * advocates and assists with problem solving * is flexible and encouraging, always asking “What can I do to help our students?” * works with teachers to create meaningful learning situations * models critical listening, team building, and collaboration as necessary skills * demonstrates care and concern for individuals * always serves in the best interest of the school

6. SBE Role Descriptions for Support Staff

Responsibilities	Descriptors
1. The SBE support staff member believes in learner-centered education.	<ul style="list-style-type: none"> * encourages and supports students and educators that meet high expectations * visits classrooms to better understand what teachers do and how students learn * views self as an educator and member of a learning community * uses role to support conditions that help students learn * helps entire school staff to share responsibility for individual learning, growth, and development
CONSIDER: "I believe that the learner should be in the best possible condition to learn."	
2. The SBE support staff member aligns processes in support of content standards.	<ul style="list-style-type: none"> * asks for a copy of the district's standards * learns about SBE reform * locates SBE materials, resources, and information for educators and parents; creates new materials if necessary * participates on performance review teams to evaluate student achievement of high standards * works with principal and others to ensure school actions support the implementation of standards
3. The SBE support staff member provides success opportunities for all learners.	<ul style="list-style-type: none"> * understands that each learner has a unique perspective and preference for receiving and processing information * addresses student health/medical needs that interfere with learning * locates and helps teachers secure resources and materials for various learning styles * provides personal support for students * uses technology to improve communication
CONSIDER: "It's my job to work with the student, parent, and other educators to find a workable solution."	
4. The SBE support staff member is reflective and uses data to influence policies and practices.	<ul style="list-style-type: none"> * works with principal and site-based council to develop a sense of where the district is relative to key progress indicators and what should be done to improve student achievement * compiles school profile data for annual report * helps teachers collect and analyze student achievement data
5. The SBE support staff member practices stewardship in support of standards.	<ul style="list-style-type: none"> * works in collaboration with teachers and other staff to identify and meet students' needs * works in collaboration with parents to educate them and make them partners in SBE * serves as a professional representative of the school * helps explain policies and practices to parents

7. SBE Role Descriptions for Principals

Responsibilities	Descriptors
<p>1. The SBE principal believes in learner-centered education.</p>	<ul style="list-style-type: none"> * sees self as one learner in a community of learners * views self as an educator first and then as an administrator * fully understands standards as important for learning * reflects belief in SBE through language, actions, and interactions * helps everyone in school share responsibility for everyone else's learning * lets learner needs drive decisions * sees what students and staff can do as "works in progress" * stimulates learning by sharing responsibility and accountability * sees school as a learning organization * supports mission and goals that reflect a focus on the learner
<p>2. The SBE principal aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * exhibits a working knowledge of standards * understands how standards match the broader framework of the school's vision, values, mission, and improvement plan * uses standards as a filter for everything being done; examines how standards affect each product, project, or program * works with staff to develop programs that integrate home, school, and community in meeting the needs of all students * encourages and aligns appropriate standards-based accountability measures for staff and students through ongoing processes * establishes coaching partnerships in support of standards * has the time and authority to continually realign policies, resources, and structures to support standards * uses baseline data to guide curriculum, instruction, and assessment practices in support of standards * ensures that these efforts result in the emergence of more coherent and effective standards-based systems
<p>CONSIDER: "I always focus on learning – with students and adults. I try to make staff meetings a learning simulation – for example, what can we look for in student work?"</p>	
<p>3. The SBE principal provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * recognizes that a wide spectrum of learning opportunities is needed to meet all needs and accommodate all learning styles and intelligences * communicates that each student is intelligent * provides multiple ways for students to express learning, for teachers to assess students, and for students to improve their work * uses student success as a criterion for quality education * reviews student work to understand what happens in classrooms * supports alternative pedagogies with staffing and time * provides personal support for students * gives continuous and immediate performance feedback to staff * provides access to self and others for any learner * provides resources so there are "no excuses" for learners

- * provides professional development so that teachers can help all students learn, including opportunities for educators to share what they know about how students learn best
- * makes decisions that are learner-based not behavior-based

CONSIDER: "Who has the best learning style? The answer is always 'I have.'"

4. The SBE principal is reflective and uses data to influence policies and practices.

- * widens sources, including anecdotal data as well as "hard" data such as standardized test scores; widens quantitative data through scores on standards-based problems, presentations of learning, attendance, and turnover; widens qualitative data by looking regularly at student work especially "best effort" work
- * asks hard questions about student achievement data; why do some students meet standards? Why is the performance of other students less than adequate? What are WE going to do about it?
- * makes student staffings an important part of staff meetings by building a network of information around each student
- * analyzes data by looking for patterns, themes, trends, gains, losses, and sudden changes; analyzes on individual and group levels
- * reads common test scores with staff and shares learnings
- * sponsors self-study groups
- * knows what happens in classrooms – what the standard is, what the content and objectives are, how these relate to learner ability, and where the group is and why
- * matches where students are and where they should be according to agreed-upon performance standards

CONSIDER: "We build a network of information around each student so all of us come at that student from the same direction."

5. The SBE principal practices stewardship in support of standards.

- * values and encourages shared leadership, responsibility, and decision making in recognition of individual and collective commitment to student learning
- * encourages meaningful, effective, and productive partnerships and collaboration
- * understands the need for and elicits community involvement in partnerships with the school
- * recognizes the need to make sure that everyone has a role in defining the school, and that people need to do meaningful work
- * communicates effectively; fully values and focuses on understanding all the voices in the community
- * identifies and clearly articulates commonly held community beliefs

CONSIDER: "Students can do so much. We don't give them the chance. We say to them, 'Wait until you're an adult' or 'Wait until you grow up' or something like that. Guess what? They can do a lot, and part of what we do as educators is trust them to do important things."

8. SBE Role Descriptions for Curriculum Coordinators & Staff Developers

Responsibilities	Descriptors
<p>1. The SBE coordinator or developer believes in learner-centered education.</p>	<ul style="list-style-type: none"> * helps people see that standards are for all students by providing student work samples from a broad range of students * recognizes where students and staff are in the learning process and how comfortable they may be with more self-directed learning * frames all work around what will happen for students * understands that SBE is a process * promotes and models active, engaged, and relevant instruction * devises ways for students and staff to assume more responsibility for their learning; gives up some control and direction

CONSIDER: "Expect initial discomfort and some resistance when introducing learner-centered projects, especially when students are good 'traditional' students and not used to thinking outside the box or asking questions. Students, for the most part, are used to processing what we give them. They anticipate lectures, note taking, memorization, and regurgitation. These methods are minimized in a learner-centered approach, which puts the student in charge."

<p>2. The SBE coordinator or developer aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * ensures that standards drive what is taught in the classroom * provides common staff experiences and uses various approaches to expose others to standards * helps people see that each standard doesn't need to be taught individually ("There is physics in waves and mathematics in earthquakes."); works with teachers to bring together different subjects that have been taught separately * meets regularly with teachers to look at student work, assess student needs, implement curriculum frameworks, and redirect curriculum and instruction as necessary * looks first to the assessments; ensures that assessments align with the curriculum by making rubrics the basis for instruction * meets regularly with other developers and coordinators to ensure compatibility of efforts and consistency of messages * purchases materials and supplies necessary for standards implementation before making other purchases * considers structures that need to be aligned, such as the evaluation process and the curriculum, and works with others to do so * designs systems around what learners need
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CONSIDER: "When we developed a middle school earth science product, we first reviewed the national standards and started to map out concepts that could be embedded in the product (e.g., physical, earth, environmental, and mathematical sciences). Standards and relevance are always the bedrock of our work. Our work must reflect standards. Otherwise, it may not be useful."

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| <p>3. The SBE coordinator or developer provides success opportunities for all learners.</p> | <ul style="list-style-type: none"> * applies a developmental approach to all learners; assesses where they are and moves forward accordingly * works with teachers to provide students with opportunities to achieve content standards at comfortable, individual paces * refers to mistakes as learning opportunities * allows for creativity and different approaches to understanding * visits classrooms, observes instructional practices, asks what students are learning, looks for individual growth * asks teachers what they need to help all students achieve high standards * discusses intelligence theories and learning styles at in-service meetings and leadership academies * understands the power of technology to help all learners, make learning more accessible, and address equity issues * tailors technology based on pace and learning style |
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CONSIDER: "The curriculum should be driven partially by the questions that students generate."

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| <p>4. The SBE coordinator or developer is reflective and uses data to influence policies and practices.</p> | <ul style="list-style-type: none"> * conducts formal needs assessments and user satisfaction surveys for all professional development experiences * uses studies to show that more complex learning occurs in standards-based systems * analyzes different uses of meeting time to increase efficiency * plans a continuous improvement retreat at the beginning of each year where educators learn data analysis techniques and look at student achievement data * develops all educators to be school improvement facilitators * conducts exemplary standards-based workshops (i.e., hands-on, inquiry-based, integrative, content-rich) * pilots performance-based professional development, then gradually makes all professional development performance-based * seeks constant feedback and checks for understanding throughout professional development experiences * ensures that learners are co-designers of their educational experiences and opportunities * works with teachers to develop SBE instructional evaluations, participates in classroom and peer observations, and discusses findings with colleagues * treats teaching and learning situations as action research opportunities; reflects on what is being done and why * views self as a change agent * regularly presents student achievement data, anecdotes, and best practices to the superintendent, school board, staff, and public |
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CONSIDER: "Standards-Based Education environments develop students with a broad range of skills. Nothing is sacrificed and much is gained."

5. The SBE coordinator or developer practices stewardship in support of standards.

- * practices unified leadership
- * shares key learnings with colleagues, works in teams for greater efficiency, and crosses lines horizontally as well as vertically
- * develops and maintains networks with other educators and districts
- * serves as a learning advocate who is visible and vocal about standards and student learning needs
- * sponsors discussion groups about student needs with students, staff, and other stakeholders
- * engages in joint planning and learning to increase articulation from elementary school to middle school to high school
- * forms strategic partnerships with a variety of groups; connects competitive organizations to facilitate sharing and co-learning

CONSIDER: “The more collaboration there is, the less likely that a program or product will be isolated and the net result not much different than before.”

9. SBE Role Descriptions for Superintendents

Responsibilities	Descriptors
<p>1. The SBE superintendent believes in learner-centered education.</p>	<ul style="list-style-type: none"> * fairly and consistently holds all educators to high standards * states frequently that “all means all” * treats other educators as professionals * supports individual growth and development by providing administrators and teachers with time to evaluate their individual strengths and weaknesses and improve as necessary * learns as much as possible about SBE * clears up misperceptions about SBE by sending consistent messages to administrators, teachers, staff, and community * helps public understand and share the vision of learner-centered education by showcasing examples of student-centered learning environments * publicly acknowledges successful student-centered approaches
<p>CONSIDER: “We (principals and the superintendent) meet individually with teachers to see where they think students are on each standard. We look at the student achievement data and ask questions about what the data mean.”</p>	
<p>2. The SBE superintendent aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * actively involves various stakeholders in opportunities to learn about SBE and to make decisions and policy in support of SBE * offers incentives for educators to participate in high quality SBE professional development experiences * establishes venues for multidisciplinary learning/working through flexibility in delivery systems * develops and uses administrator evaluations that focus on school improvement plans and the implementation of SBE * brings community and staff together to identify the accountability mechanisms necessary in an SBE system * understands and communicates that all school and district actions stem from and support standards (e.g., discipline, community service, open houses, parent-teacher conferences, etc.) * helps others acquire the skills necessary to change practices in classrooms, schools, and the district * questions the value of programs or activities that do not support SBE
<p>CONSIDER: “Always focus on core premises and avoid fruitless bird walking.”</p>	
<p>3. The SBE superintendent provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * maintains an objective and external look at diversity * supports federal, state, and local initiatives and mandates regarding special populations * promotes and supports alternative delivery systems (e.g., magnet schools, charter schools, thematic learning, project-based learning) that engage students and raise achievement levels

- * rewards innovative and successful risk takers; supports those taking calculated risks
- * promotes, validates, and facilitates the use of local expertise to help students meet standards
- * provides SBE experiences and learning opportunities for administrators, board members, teachers, and support staff
- * uses technology as a facilitative tool

CONSIDER: "Initially our school board thought that standards would 'dummy down' the curriculum. We had to provide them with some education opportunities. Now they are very supportive of SBE. Never ignore your board's professional development."

4. The SBE superintendent is reflective and uses data to influence policies and practices.

- * works with stakeholders to define key progress indicators; ensures that data necessary to ascertain indicators is collected regularly
- * ensures the development and maintenance of a district-wide database that any educator may access at anytime to view key progress indicators by gender, race, ethnicity, grade level, quadrant, school, etc.
- * provides a continuous, comprehensive flow of information about school programs, problems, and progress to staff and public
- * institutionalizes assessment which generates a common understanding of district strengths and weaknesses
- * uses assessment to measure growth and improve practices at district, school, and classroom levels
- * ensures that principals and teachers assist in the collection, interpretation, and reporting of classroom and school data
- * provides principals with timely feedback to facilitate learning, growth, and whole school improvement

CONSIDER: "There is no such thing as stable administrative practice."

5. The SBE superintendent practices stewardship in support of standards.

- * flattens organizational hierarchies to increase communication and collaboration and reduce "red tape"
- * empowers others to lead change
- * develops an ongoing education dialogue; meets regularly with community leaders to give and receive information
- * works with community to meet changing needs and continuously improve education system
- * serves as a positive role model for educators and students

10. SBE Role Descriptions for Local School Board Members

Responsibilities	Descriptors
<p>1. The SBE board member believes in learner-centered education.</p>	<ul style="list-style-type: none"> * consistently delivers the message that high expectations are for all students; clarifies what is meant by “all” * remembers that everyone is a student and holds everyone to high standards * believes in SBE and supports it through decision making * approaches policy with flexibility and diversity; understands that one size does not fit all * hires learner-centered administrators * personalizes the policy process by regularly asking students and teachers to discuss their standards work * visits schools to experience standards in action * facilitates discussions about the means of ensuring that all students meet high standards
<p>CONSIDER: “Teacher as the all-knowing dispenser of knowledge must go.”</p>	
<p>2. The SBE board member aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * uses standards as the filter through which educator and system performance is assessed * keeps abreast of standards movement, education literature, and relevant legislation * helps the public understand that assessment is intended to measure progress and improve instruction * holds administrators accountable for meeting district and student achievement goals * realizes that student learning is the bottom line and aligns evaluation processes accordingly * understands that state standards require local decisions about implementation * works with others to develop one strong voice promoting standards-driven education reform * seeks to consolidate and align multiple reform agendas to support implementation of an SBE system
<p>3. The SBE board member provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * ensures that appropriate accommodations are provided so that all learners may be assessed accurately * seeks to provide students with high quality programs and access to important content areas * provides more funding when necessary; some students may need additional resources to reach standards, others may need fewer * approves learner-centered grant applications, programs, and initiatives that support district goals * encourages adoption of research-based innovations * supports the use of technology to further the implementation of SBE * increases availability of technology by securing resources

CONSIDER: “As board members we need to demonstrate our commitment to student achievement by doing what we expect our teachers and administrators to do.”

<p>4. The SBE board member is reflective and uses data to influence policies and practices.</p>	<ul style="list-style-type: none"> * works with administrative staff to establish implementation timelines and critical milestones for SBE * requests quarterly updates on the SBE implementation process * uses data about learning to make decisions, refine directions, adapt, and grow * asks “How will that improve student achievement?” before setting policy * supports embedded standards-based professional development * becomes an action researcher by using data and reflection as critical thinking tools * explores literature to learn about best practices * uses data to increase credibility and encourage partnerships
<p>5. The SBE board member practices stewardship in support of standards.</p>	<ul style="list-style-type: none"> * supports participatory, site-based management processes * brings diverse expertise together to address dilemmas * participates in staff development activities as a co-learner * listens to the field when educators say that something does not work well, then responds to better meet the needs * learns to work well with the media * invites community members and the media into schools to understand how standards work * seeks multiple perspectives prior to making critical decisions * works with stakeholders to discover solutions * develops team skills and values varying perspectives * promotes linkages between K-12 and higher education; discourages actions that protect turf * uses SBE as a hook to recruit businesses to become more involved with schools * develops academic partnerships to increase community involvement and fight disengagement

11. SBE Role Descriptions for Higher Education Faculty

Responsibilities	Descriptors
<p>1. The SBE faculty member believes in learner-centered education.</p>	<ul style="list-style-type: none"> * establishes clear, high expectations for all students * ensures that students understand expectations from the first day of class and work to meet the expectations * is aware of individual needs, learning styles, progress, strengths, and weaknesses * starts where students are instead of making rigid demands * remains current with SBE literature and shares it with colleagues * expands understanding about learning and how various teaching techniques result in different degrees of learning * realizes that students have high expectations and won't engage in dull or irrelevant activities * understands students' need for application and real world connections
<p>CONSIDER: "Students are assuming greater responsibility for their learning because of the clear expectations and rubrics that hold them accountable for meeting those expectations."</p>	
<p>2. The SBE faculty member aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * creates standards for courses and encourages the department to do so for each program * works with K-12 educators and other faculty to develop standards-based teacher preparation and general education programs * makes all projects and labs performance-based assessments * introduces scoring guides or rubrics for projects and labs so that students understand clearly what they need to do to demonstrate proficiency * serves as a coach or learning facilitator rather than as a source of knowledge * challenges teacher education faculty to model SBE
<p>CONSIDER: "My students are working harder and smarter. At first they did not believe that I would hold them to the standards. After they reviewed their grades based on the first scoring guide, they knew I was serious. They also knew what they had to do to receive a passing grade in the course and focused their efforts accordingly."</p>	
<p>3. The SBE faculty member provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * asks students to communicate their results in multiple ways * is flexible about providing students with more time to complete their work but inflexible regarding the quality * celebrates the fact that students come to class with a vast range of knowledge, skills, and talents * approaches each course differently because of different backgrounds of students * asks the department to provide tutors for students needing additional assistance * remains accessible to students

- * inquires when a student is struggling; refers the student to an appropriate assistance provider
- * asks "What can be done to provide students with more opportunities to learn?"
- * takes a multidisciplinary approach to learning by incorporating mathematics, science, reading, writing, oral communication, history, etc. into meaningful projects

CONSIDER: "Faculty are hesitant to embrace standards for several reasons. Some think that standards are just another passing fad; others say they are too busy to add something else to their plates. The bottom line is they fear accountability."

4. The SBE faculty member is reflective and uses data to influence policies and practices.

- * observes students, collects data, and reads as much as possible about how people learn
- * uses data to support the exploration of new approaches
- * uses student assessment data to continuously refine scoring guides
- * reviews quiz and exam results; if proficiency is low, asks "What did I do wrong; what do I need to re-teach; and how should I re-teach the information so that all of my students master the concepts?"
- * attends K-12 SBE professional development opportunities and adapts the ideas for use in the classroom
- * looks at each class as action research; studies evaluations at the end of each course and uses the information to redesign the class
- * assesses student needs throughout each course and redirects as necessary to ensure that needs are met continuously

CONSIDER: "Early data collection in one course resulted in changing the course to a simulation. The course worked wonderfully this way, but I never would have know if I hadn't assessed the needs of my students."

5. The SBE faculty member practices stewardship in support of standards.

- * engages K-12 and higher education faculty in K-16 projects
- * breaks down institutional barriers that are detrimental to student achievement (e.g., credit hours, timed exams, large lectures)
- * observes colleagues' classes to increase knowledge and expand instructional skills
- * develops cross-system (e.g., K-12, higher education, business) relationships to increase understanding and develop respect for different organizational missions
- * increases enrichment by helping others to understand and respect multiple points of view and develop the capacity to challenge perspectives that are detrimental to the common good
- * participates in a K-16 learning community; talks about what works; shares ideas and stories; takes risks and tries new ideas; serves as a support system for other SBE educators

CONSIDER: "When you understand and practice Standards-Based Education, negative criticism from colleagues or others is meaningless. You know you are doing the right thing and that enables you to carry on despite comments from others."

12. SBE Role Descriptions for Higher Education Administrators

Responsibilities	Descriptors
<p>1. The SBE administrator believes in learner-centered education.</p>	<ul style="list-style-type: none"> * questions the role of the university; works to identify effective ways to educate people in a democracy * discusses the meaning of rigor and its relationship to student success * helps to reframe faculty ideas about what can be done to help students achieve (“If students fail, then it’s a departmental issue and not just the students’ problem.”) * encourages departments to think in terms of standards for graduation from academic majors * displays learner-centered beliefs in all communications * refers to teaching as learning; always uses teaching and learning in the same sentence

CONSIDER: “Traditionally, a hard course or a good program is one in which students fail. That’s been a sign of rigor. Many people believe that the proper role of higher education is selecting and sorting. We need to shift philosophically to a learner-centered paradigm.”

<p>2. The SBE administrator aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * engages faculty in real work; helps them develop standards-based courses and performance-based assessments keyed to standards as opposed to using norm-referenced tests * works with general education faculty to develop admissions standards for students graduating from standards-based schools * supports faculty involvement in development of state and district standards; creates opportunities for this to happen * models what is expected of educators – defines high standards, meets them, and makes sure faculty have the skills to develop standard-based programs that build upon the K-12 standards * facilitates conversations about standards, course content, assessment, and achievement * requires authentic assessment and provides faculty with time to accomplish this * provides clear goals and boundaries, then works with faculty to develop independent paths for achieving the goals * creates a culture of mutual accountability by defining and enforcing consequences for not meeting goals. * creates an annual program review process tied to student achievement goals and resource allocations * rewards faculty who work with K-12 teachers on SBE * provides faculty with evidence of student achievement in SBE and discusses how higher education may need to change to meet the needs of students graduating from standards-based programs * moves beyond projects and considers system implications * ensures that teacher education program is standards-based
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CONSIDER: "Some of our departments have developed program graduation standards and assessments keyed to those standards. You can't just take a bunch of courses and expect to graduate from some of our departments."

3. The SBE administrator provides success opportunities for all learners.

- * offers workshops on learning styles and multiple intelligences;
- * ensures that faculty know their learning and teaching styles
- * helps student develop strategies to succeed regardless of their professors' teaching styles
- * travels to meetings and conferences that focus on K-16 efforts
- * pushes the boundaries – is not constrained by any single approach
- * rewards faculty who are willing to develop expertise around important goals and high need areas and then share their expertise
- * improves communication and increases collaboration by sending multidisciplinary and K-16 teams to SBE opportunities
- * remains current with her/his field and the standards movement to identify opportunities and match them with faculty needs
- * ensures that initial teacher preparation is accomplished with partner schools and selects demographically challenging places so that graduates have experience working with a wide range of students and can generalize from that base to other populations
- * recognizes that technology is a tool and not an end in itself

CONSIDER: "Years ago I realized that we would soon see a large gap between what incoming students expect and what we offer, so I established a goal for every department to take at least one of their introductory courses and redefine it using a standards-based approach."

4. The SBE administrator is reflective and uses data to influence policies and practices.

- * values data collection on an individual level and then aggregates up
- * realizes that the value of assessment and data collection is what is done with the information
- * conducts annual program review process that includes faculty collection and analysis of student achievement data and is linked to resource allocations
- * encourages each department to have a plan for measuring success that includes some overarching, institution-wide indicators
- * ensures that department chairs address achievement, recruitment, and retention in their annual reports; asks chairs to analyze their data with faculty and develop plans for improving it
- * provides faculty with data collection assistance
- * participates in professional development experiences with faculty ("If something is a priority, then be present; never expect others to do what you are unwilling to do.")
- * have faculty self assess their own development relative to standards and other needs

CONSIDER: "We need to establish standards for our faculty and for our teaching. We don't yet have a system where we can hold faculty accountable for standards and give them the support and rewards they need."

5. The SBE administrator practices stewardship in support of standards.
- * permits flexibility and demands quality
 - * demonstrates interest and knowledge about high need areas (e.g., standards and performance-based assessment)
 - * builds capacity then applies it broadly
 - * shares work with colleagues; highlights faculty work whenever possible
 - * hires faculty and staff who are committed to institutional, departmental, and K-16 objectives
 - * communicates constantly using various media
 - * educates others about what needs to be done to take standards K-16
 - * establishes relationships with key groups; looks for partnerships and support links between faculty, community agencies, and schools to create an environment where things happen, where people share leadership roles, and where there is collective action to reach common goals

CONSIDER: "I provide clear goals and boundaries. If action is not forthcoming, then I step in and do what is best for our students. This may be unpopular at times but faculty respect you for doing what is right."

13. SBE Role Descriptions for State Level Policymakers and Implementers

Responsibilities	Descriptors
<p>1. The SBE policymaker or implementer believes in learner-centered education.</p>	<ul style="list-style-type: none"> * consistently delivers the message that high expectations are for all students; clarifies what is meant by “all” * remembers that everyone is a student and holds everyone to high standards * structures work sessions so that participants understand what SBE is and how the parts are connected * approaches policy with flexibility and diversity; understands that one size does not fit all * creates policy that benefits the common good * personalizes the policy process by regularly asking students and teachers to discuss their standards work * communicates the global/big picture issues * begins where learners are and takes them where they need to be * emphasizes the application of skills * facilitates discussions about the means of ensuring that all students meet high standards
<p>CONSIDER: “Every student should have the opportunity to achieve at full capacity.”</p>	
<p>2. The SBE policymaker or implementer aligns processes in support of content standards.</p>	<ul style="list-style-type: none"> * uses standards as the filter through which educator and system performance is assessed * always discusses education in terms of standards * helps the public understand that assessment is intended to measure progress and improve instruction * connects the public with policy makers by holding town meetings and discussing the meaning and significance of SBE * understands that state standards require local decisions about implementation * works with others to develop one strong voice promoting standards-driven education reform * used metaphors (e.g., the human body or a truck as a system) to help people understand the need for process alignment
<p>CONSIDER: "When I work with communities and businesses in understanding the role of standards, I focus on the fact that emphasizing standards is different than just teaching subject area classes. I talk to them about the importance of emphasizing applied skills in a student’s education rather than traditional academic subjects alone."</p>	
<p>3. The SBE policymaker or implementer provides success opportunities for all learners.</p>	<ul style="list-style-type: none"> * ensures that appropriate accommodations are provided so that all learners may be assessed accurately * encourages students to reach their full potential * discusses the importance of interdisciplinary strategies

- * ensures that all students receive the finest education and have equal access to important content areas
- * provides more funding when necessary; some students may need additional resources to reach standards, others may need fewer
- * provides workshops about success opportunities for all learners
- * increases availability and use of technology by securing funding and donations
- * supports the use of technology to further the implementation of SBE

CONSIDER: "Policies are the value statement a state makes."

4. The SBE policymaker or implementer is reflective and uses data to influence policies and practices.

- * discusses student achievement data openly and publicly
- * presents data in user-friendly ways; uses concrete examples to support statements
- * uses data to respond to individual needs and allocate resources
- * uses data about learning to make decisions and refine directions
- * designs standards-based professional development opportunities
- * becomes an action researcher by using data and reflection as critical thinking tools
- * reviews and understands brain research
- * pools resources for collaborative learning
- * uses feedback to improve products
- * uses data to increase credibility and encourage partnerships

CONSIDER: "We discovered that most of the participants in town meetings were educators, so we proposed a partnership with the Governor's Office...to hold brown bag lunches at corporate offices and businesses. These events proved to be wonderful forums for standards review and discussions."

5. The SBE policymaker or implementer practices stewardship in support of standards.

- * develops team skills and values varying perspectives
- * guides the participatory process; brings folks together to discuss education issues and student achievement
- * brings diverse expertise together to address dilemmas
- * models the principles of standards in all work
- * listens to the field when educators say that something does not work well, then responds to better meet the needs
- * learns to work well with the media
- * invites community members and the media into schools to understand how standards work
- * works with stakeholders to discover solutions rather than hiring experts to tell others what should be done
- * promotes linkages between K-12 and higher education; discourages actions that protect turf
- * uses SBE as a hook to recruit businesses to become more involved with schools
- * develops academic partnerships to increase community involvement and fight disengagement



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