



## Parking Lot

<b>+</b> <i>Positive comments, "Ah Ha's"</i>	<b>Δ</b> <i>Things that need to be changed</i>
<b>?</b> <i>Questions?</i>	<b>I</b> <i>Specific <i>ideas</i> for Improvement</i>





## RISC Model

- Shared Vision
- Leadership
- **Standards-Based Design**
- Continuous Improvement



## Guiding Questions

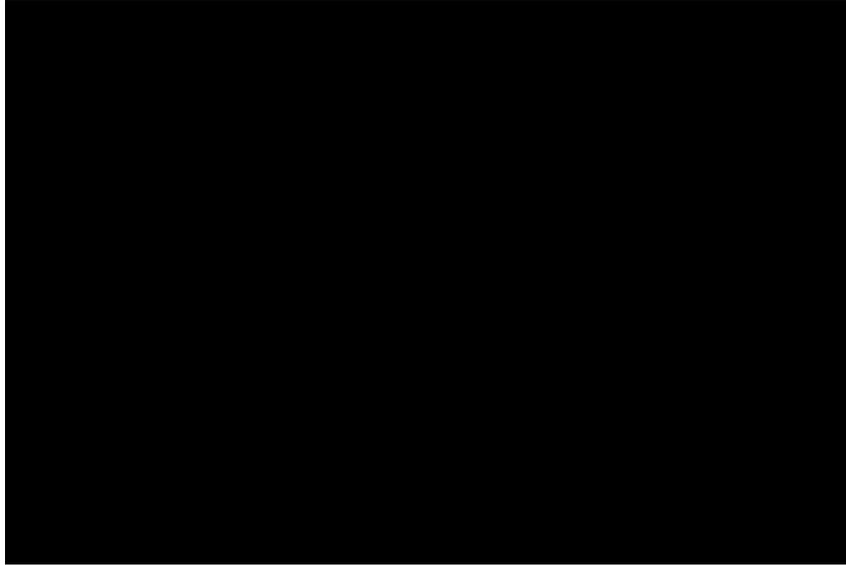
**What is a RISC Standards-Based system?  
What does it look like in a classroom, school,  
and district?  
How do we measure and report it?**





## Standards-Based Design

What evidence do you see that students are engaged in and tracking their learning?



## Turn and Talk

Turn to a partner  
and discuss  
what you saw.





## **What is standards-based design anyway?**

**An education SYSTEM  
where...**



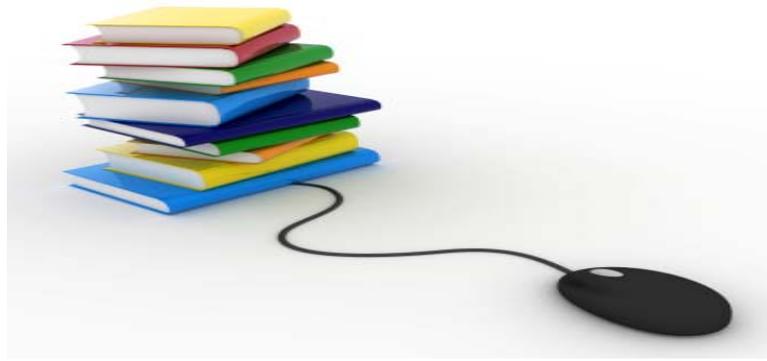
**...students are placed in  
developmentally appropriate content  
levels**





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**...receive instruction along a continuum from direct skills-based instruction to real-life application of skills and knowledge**



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**...report cards reflect progress towards mastery of standards and content levels**





... systematic tools, processes, and planning templates assist staff with delivery and communication



## **Clock Activity**

**3:00 Appointment**



With your clock partner, complete a T-Chart that is labeled “20th Century Schools vs. 21st Century Schools”





## 20th Century Schools

## 21st Century Schools

- Time based
- Textbook-driven
- Passive learning
- Teacher-driven
- Discipline problems
- Fragmented curriculum
- Grades averaged
- Low expectations
- Curriculum is irrelevant to students
- Diversity of students ignored
- 3 Rs
- Teacher is the judge of students' work



## 20th Century Schools

## 21st Century Schools

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Time based</li><li>• Textbook-driven</li><li>• Passive learning</li><li>• Teacher-driven</li><li>• Discipline problems</li><li>• Fragmented curriculum</li><li>• Grades averaged</li><li>• Low expectations</li><li>• Curriculum is irrelevant to students</li><li>• Diversity of students ignored</li><li>• 3 Rs</li><li>• Teacher is the judge of students' work</li></ul> | <ul style="list-style-type: none"><li>• Performance-based</li><li>• Research-driven</li><li>• Active learning</li><li>• Teacher/ Student-driven</li><li>• Little or no discipline problems</li><li>• Aligned curriculum</li><li>• Grades based on what was learned</li><li>• International benchmarking</li><li>• Curriculum is relevant to students</li><li>• Diversity of students embraced</li><li>• 3Rs plus 21st century skills</li><li>• Self, peer, business and teacher judge students' work</li></ul> |
|--|--|



## Standards in Courses

(State and local standards are embedded in all required grades and courses)

### Advantages:

- Easy transition into current system
- Course grade indicate student performance on standards
- Easy to identify what standards are being addressed

### Disadvantages:

- Difficult for the system to accommodate students learning at different rates
- Does not lend itself to integration of multiple standards
- Specific needs of students aren't being addressed



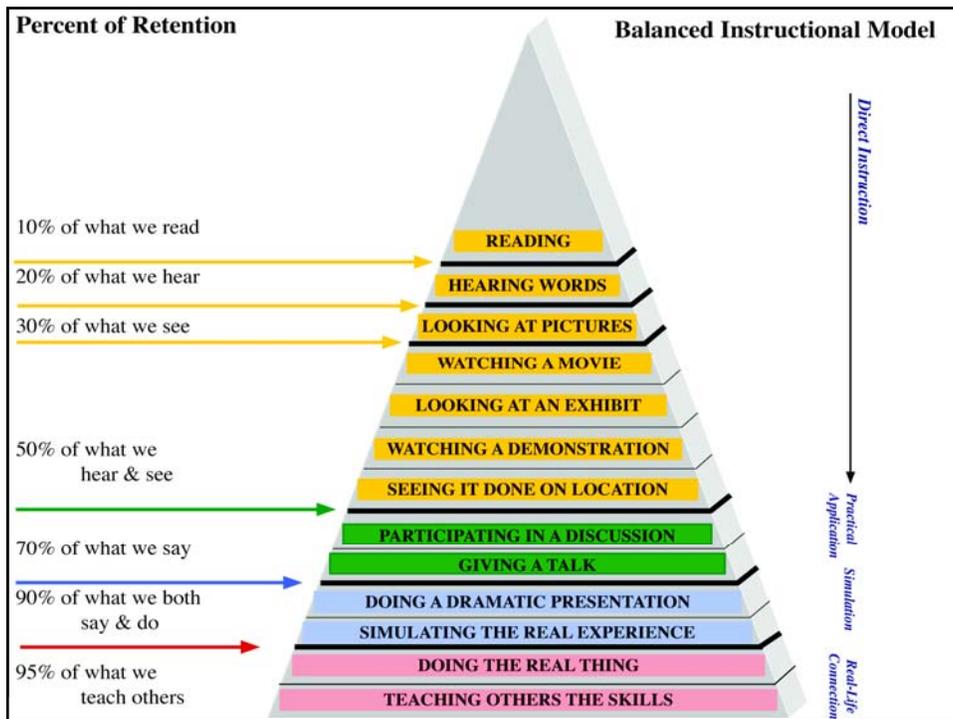
## Standards in Developmental Levels

### Advantage

- Research strongly supports this model
- Meets the individual needs of every student
- Everyone knows the expectation
- Highly accountable/aligned
- Support multiple ways to reach standards

### Disadvantage

- Massive paradigm shift for education
- Scheduling, reporting, assessments and resource allocation are redesigned
- Advil and Mallox, will be your best friends





## Clock Activity

### 12:00 appointment



Given what you currently know,  
 how would you describe  
 Standards-Based Design to  
 someone outside your  
 organization?





## Standards- Based Treasure Hunt

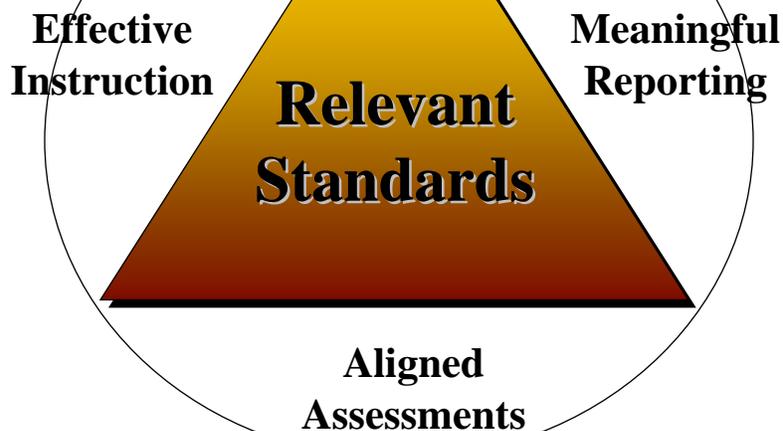
In your groups using all available tools and samples discuss and analyze the standards-based packet

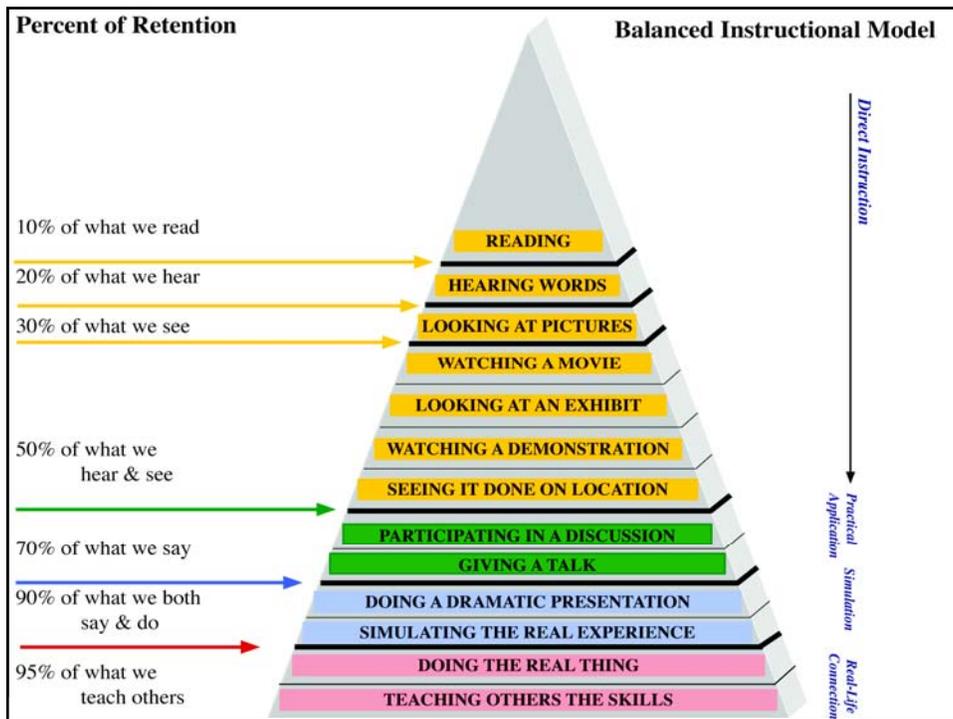
- Clarify the task
- Reflect individually
- Impact on your system
- Share with your group

CRIS



## 4 Subcomponents of Standards-Based Design





## Example: Relevant Standards

- Reading
- Writing
- Math
- Science
- Social Science
- Service Learning
- Personal/Social Development
- Career Development
- Technology
- Cultural Awareness and Expression



## Language Arts

### Reading Topics

- Comprehension
- Vocabulary
- Literary Analysis
- Genre
- Word Analysis / Recognition (fluency)

### Writing Topics

- Research & Information Organization
- Planning Drafting & Revising
- Genre
- Publishing
- Audience & Purpose
- Language Structure
- Conventions (editing)
- Word Analysis



## Math / Numerical Literacy

### Numbers and Operations

- Number Sense and Number Systems
  - Addition and Subtraction
  - Multiplication and Division

### Algebra

- Functions and Equations
- Algebraic Representation

### Geometry

- Lines, Angles, Geometric Objects
- Transformation, Congruency, Similarity
- Trigonometry

### Measurement

- Measurement Systems
- Perimeter, Area, Volume

### Data Analysis and Probability

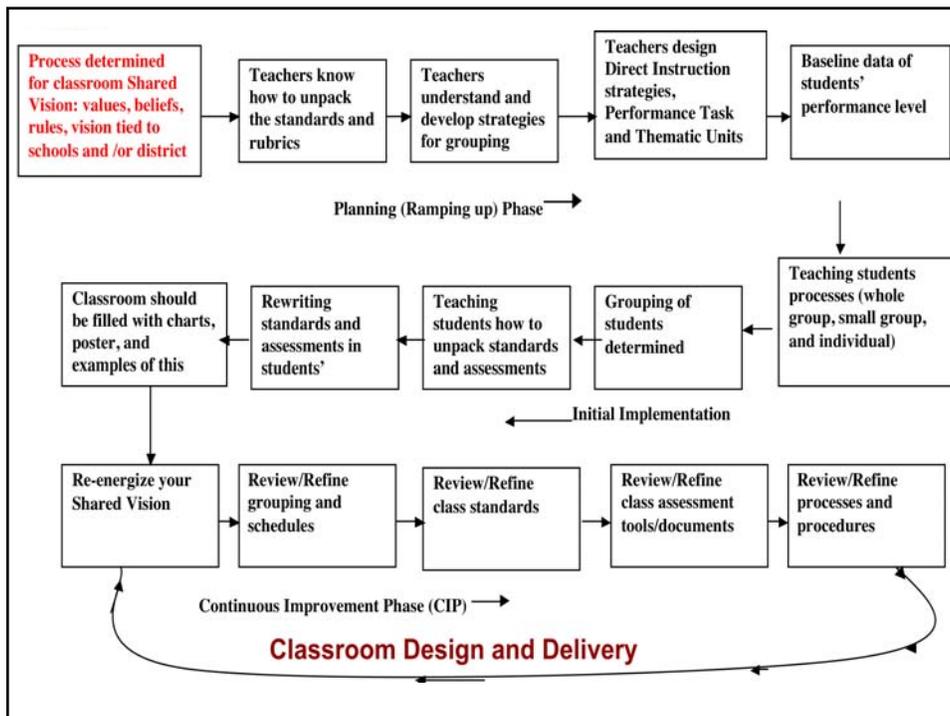
- Data Organization and Interpretation
- Probability

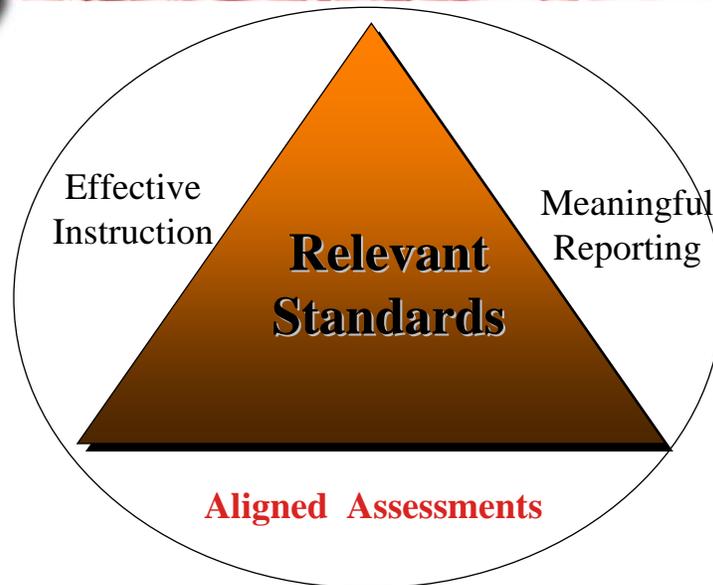


# Standards and Levels

## Reading

- Comprehension Level One – 1.01
- Comprehension Level Two – 2.01
- Comprehension Level Three – 3.01 ...





## Delivery

### 1. Identify Essential Skill(s)

Meaningful and relevant: Hook or Anticipatory Set

### 2. Unpack Standard(s)

What will students need to know and be able to do?



### 3. Share the Assessment

How will we measure student knowledge and application skills?



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## What Do We Mean By Aligned Assessments?



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## Aligned Assessments

- Assessments are aligned to standards **before instruction begins** and students are made aware of which standards and assessment type(s) the instruction will address.
- Assessment items are **directly matched to specific standards** to gain data about improving/adjusting instruction.
- School and/or district standards have assessments that **formally measure student progress which is directly reflected on report cards.**



## Assessment Types

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- Skills
- Analytical (rubrics)
- Self
- Peer



## Skills Assessments

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### Assessment Activities

- Pop quizzes
- Vocabulary Quizzes
- Chapter Questions
- Character Analysis
- Identify Elements - Visual



## Self Assessments

### Self-Assessment Activities

- Student made rubrics with student self assessment
- Teacher made rubrics with student self assessment
- Class made rubrics with student self assessment
- Life skills monitoring



## Analytical Assessments

### Activities

- Reading Journals
- Literary Criticism
- Literature Discussions
- Re-Create or Re-Write a Section
- I-Search / Research
- Essay Test
- Learning Logs
- Book Talks / Review
- Author Interview
- Application of learning
- Presentations
- Letters to the Editor
- Service Projects
- Internships

### Rubrics

- Student generated
  - Each unit
  - Beginning of the year
    - A Template
    - Re-visit / modify
- Teacher generated
  - Standard in *Proficient* column
  - Team built
  - Indicators – standards



## Peer Assessments

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### Peer-Assessment Activities

- Student made rubrics with peer assessment
- Teacher made rubrics with peer assessment
- Class made rubrics with peer assessment
- Classroom wide life skills monitoring



## Other Ideas

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*Rubrics are not just for the classroom.*

### Stakeholder Activities

- Reporting systems
- School culture
- School presentations
- Staff Meetings
- Rubric for rubrics



## **Clock Activity:**

**6:00 Appointment**



How might you use this information in your current class, school, and/or building?



## **Rubric Building Activity**

Oral Presentations

- What defines an effective public speaker?
- Brainstorm a list at your table.





# Oral Presentations Rubric

	Emerging	Developing	Proficient	Advanced



# Sample Rubric

## PRESENTATION / SPEECH RUBRIC

	Advanced	Proficient	Developing	Emerging
<b>Eye Contact</b>	<ul style="list-style-type: none"> <li>Varies eye contact around the room when speaking</li> </ul>	<ul style="list-style-type: none"> <li>Strong and consistent</li> </ul>	<ul style="list-style-type: none"> <li>Looks up infrequently</li> </ul>	<ul style="list-style-type: none"> <li>Makes little to no eye contact</li> </ul>
<b>Body Posture</b>	<ul style="list-style-type: none"> <li>Effective use of gestures</li> <li>Professional composure</li> </ul>	<ul style="list-style-type: none"> <li>Uses appropriate gestures</li> <li>Composed, no fidgeting</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes awkward composure, little fidgeting</li> </ul>	<ul style="list-style-type: none"> <li>Distracting movements</li> <li>Leaning</li> </ul>
<b>Pacing</b>	<ul style="list-style-type: none"> <li>Rhythm reflects practice and precision</li> </ul>	<ul style="list-style-type: none"> <li>NO dead time, practice is evident</li> </ul>	<ul style="list-style-type: none"> <li>1-2 moments of dead time</li> </ul>	<ul style="list-style-type: none"> <li>Dead Time occurs frequently</li> </ul>
<b>Voice Projection</b>	<ul style="list-style-type: none"> <li>Easy to hear presentation</li> <li>Skillful use of pitch</li> </ul>	<ul style="list-style-type: none"> <li>Can hear the presentation</li> <li>Appropriate pitch</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is sometimes difficult to hear</li> <li>Pitch shows little range</li> </ul>	<ul style="list-style-type: none"> <li>Presentation is difficult to hear</li> <li>Pitch is monotone</li> </ul>
<b>Prepared</b>	<ul style="list-style-type: none"> <li>Presentation was fluid and rehearsed (memorized)</li> </ul>	<ul style="list-style-type: none"> <li>Presentation was ready and showed practice</li> </ul>	<ul style="list-style-type: none"> <li>Presentation shows some practice but not ready</li> </ul>	<ul style="list-style-type: none"> <li>No practice and seems thrown together</li> </ul>
<b>Time</b>				



## Sample Project Guide

### *Project Selections:*

1. Write a two page essay describing the literal and metaphorical meaning of a selected theme. The essay should include a thesis statement, strong organization and an appropriate concluding statement.
2. Present a formal speech using note cards on an approved theme of the text. This should be about three minutes. (May use visual aids)
3. Write a play or skit that demonstrates the main idea or further elaborates a selected theme of the text. The play should be two to three pages of text\* and last about five minutes.
4. Write an excerpt from an imagined journal of a selected character in the text. The four journal entries (one page each) should cover and correlate to a major event or particular theme of the story while providing a character study.
5. Re-write the story or write a varied account (four to five pages) of the story using a different setting and characters. The time period could also be altered. The underlying message *should remain*.
6. As a journalist cover a major event in the novel. Use the six major questions: who, what, when, where, how and why. You may present in written format as a newspaper article\* (front page worthy, two pages) or as a television news show (pre-recorded with script\*, five minutes).
7. Write a concept song or rap that demonstrates the main idea, theme or summary of the text. The song should last approximately three to five minutes.
8. Create a thorough visual representation that summarizes the major events and themes of the text. This should include explanations or captions for each pictorial representation that informs the viewer.
9. Create a physical activity or game that summarizes the major events and themes of the text. By participation in the game, a player should become better acquainted with the text.
10. Create a board game that utilizes the characters, setting, plot and theme. Players will become more familiar with the book by assessing their knowledge of the story throughout in the game. Rules and procedures should be well thought out.

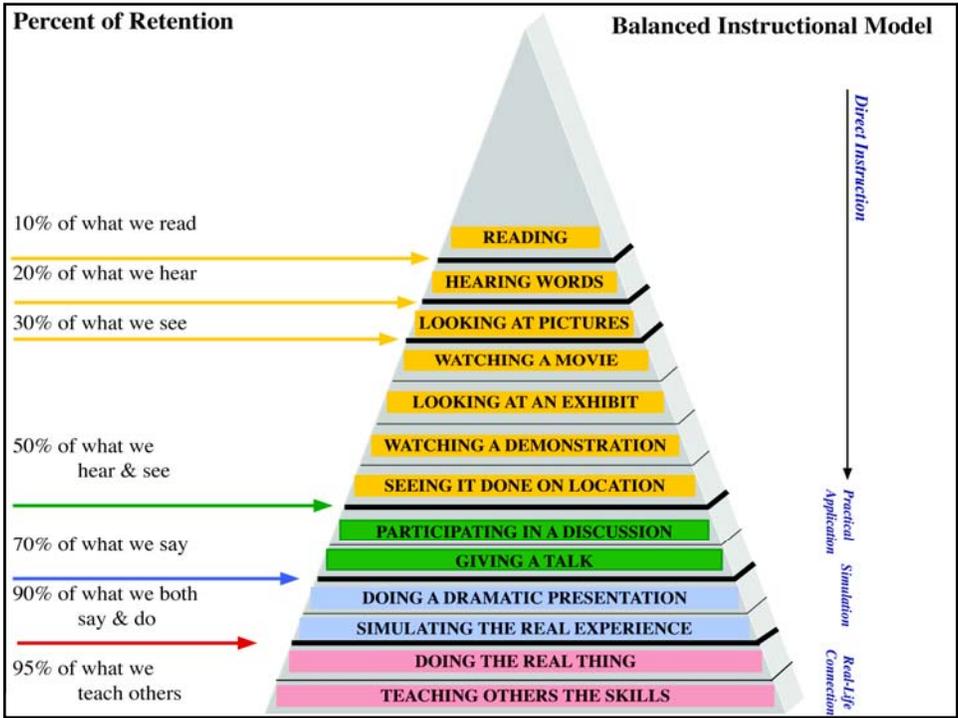
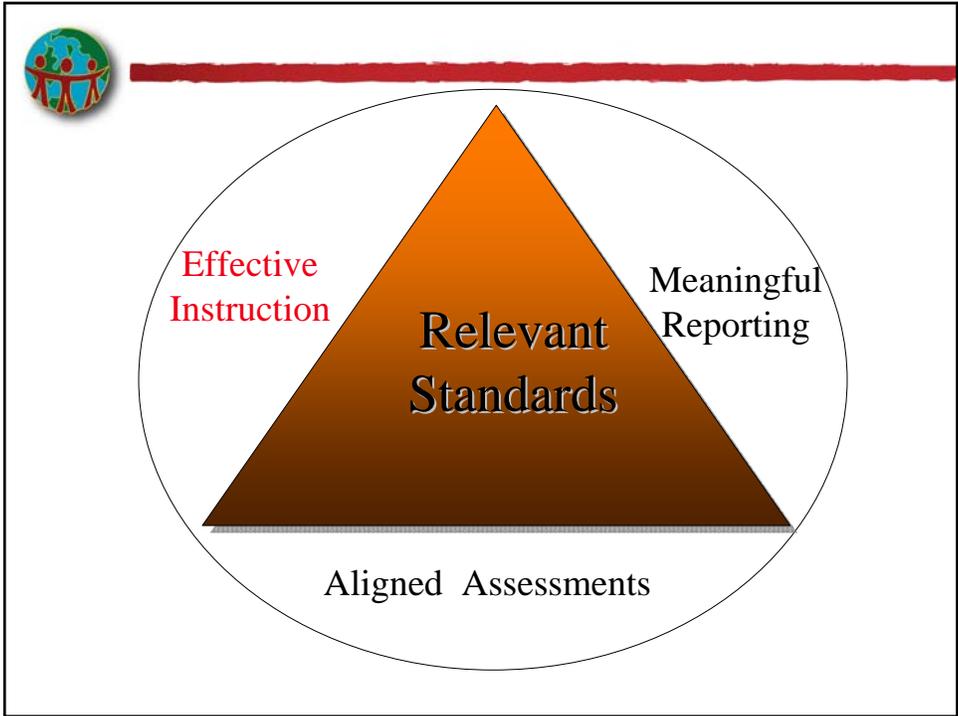


## Clock Activity:

### 9:00 Appointment



- How are rubrics being used at your school? Or - How could you be using rubrics at your school?
- How might you improve this by Monday?





## Balanced Instructional Model

- **Drill and Practice:**  
Traditional teaching, knowledge bits, skill-based
- **Practical Application:**  
How will the student use this?
- **Interactive:**  
Simulation of an event (e.g., “City Unit”)
- **Real Life Connection:**  
Outside the walls of the classroom, doing the real thing



## Role of the Teacher

Traditional	21st Century
<ul style="list-style-type: none"><li>•Industrial Model</li><li>•Factory Oriented</li><li>•Lecturer</li><li>•Chalkboard</li><li>•Textbooks--Outdated</li><li>•Static Classroom</li><li>•Academic Disciplines Only Reading, Writing, Arithmetic, Science,Social Studies,Foreign Language</li><li>•Structured Environment</li></ul>	<ul style="list-style-type: none"><li>•Facilitator</li><li>•Cooperation Groups</li><li>•Hands-On</li><li>•Individualized</li><li>•More Technology</li><li>•Relevant Curriculum</li><li>•Re-Training</li><li>•Flexible to Change</li><li>•Willing to Risk</li><li>•Different Type Organization &amp; Classroom Management</li><li>•Visionary</li></ul>



## Role of the Curriculum

Traditional	21st Century
<ul style="list-style-type: none"><li>• Learn Basic Facts (Specific)</li><li>• Purpose to go onto Higher Education--Not Job Related</li><li>• Passive, Role Learning</li><li>• Short Term</li><li>• Little Relevancy</li><li>• Low Level Assessment</li></ul>	<ul style="list-style-type: none"><li>• Learn to use Resources</li><li>• Learn How to Solve Problems</li><li>• Utilize Technology</li><li>• Relative Life Skills</li><li>• Discuss How to be Active, Responsible Member of the Community</li><li>• Business Expectation</li><li>• Community Expectation</li></ul>



## Role of the Student

Traditional	21st Century
<ul style="list-style-type: none"><li>• Attend School</li><li>• (3) R's</li><li>• High School Basic Courses</li><li>• Theory</li><li>• Retell Facts</li><li>• Short Term Memory</li><li>• Pass/Fail</li><li>• Sit Down, Shut Up</li><li>• Follow Where Led</li></ul>	<ul style="list-style-type: none"><li>• Attend School</li><li>• (3) R's</li><li>• Tech. - Problem Solving</li><li>• Application</li><li>• Active Participant</li><li>• Not Tied to the Classroom (Community/Work Experiences)</li><li>• Social Skills</li><li>• Work Skills</li><li>• Values</li><li>• Portfolio, Other Assessments</li><li>• Explore--Lead</li></ul>



## Instructional Strategies

## Assessment Types

- |                            |                         |
|----------------------------|-------------------------|
| • Direct Instruction       | Skills-Based Assessment |
| • Performance Tasks        | Rubric                  |
| • Thematic Units           | Rubric                  |
| • Individual Learning Plan | Variety of Assessments  |



## Delivery

### 1. Identify Essential Skill(s)

Meaningful and relevant: Hook or Anticipatory Set

### 2. Unpack Standard(s)

What will students need to know and be able to do?



### 3. Share the Assessment

How will we measure student knowledge and application skills?

### *Role-Play*

- If you commit a crime and don't get caught, it doesn't really matter - your guilt will destroy you in the end.
- People, who strive to get ahead, often step on other people.
- Being powerful is the same thing as being happy.
- People who are involved in criminal activities can still feel love, fear, and concern for other people.
- One should put faith in fortune-tellers and psychics.
- A woman's job is to support her husband no matter what the cost.



## **ANIMAL FARM**

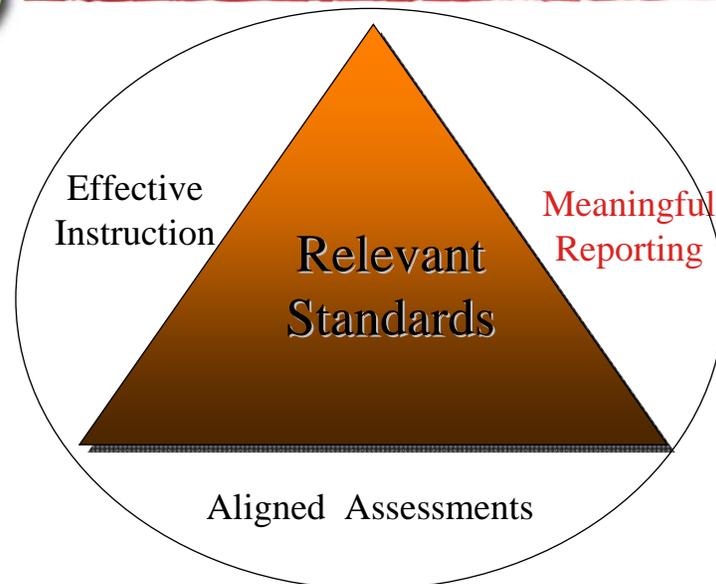
- If everyone is equal, no one steals, complains, quarrels or exhibits jealousy
- All people are equal
- Some people are meant to be in charge and it is therefore natural for them not to do physical labor
- No person shall kill any other person
- If there is a problem or if something isn't working out, I work harder



## ROMEO AND JULIET

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- People should forgive and forget.
- A father's duty is to see that his children marry well.
- Parents are always right.
- There is such a thing as *love as first sight*.
- If you have enough money, you can buy happiness.
- Children should obey their parents no matter what.
- A fifteen year old can't possibly know what is best for them.
- Better to have wealth / security than passion / poverty.
- Sometimes you have to take the law into your own hands.
- Some groups of people will never get along with other groups of people and that is just the way it is.





## How do we record and report in a standards-based system?



## A Sample Snapshot

Sample Student

Testing Out

Graduation Target

[View Snapshot Help](#)

Content Areas	Levels						A
	01	02	03	04	05	06	
Career and Content Literacy	Tested Out	Proficient	Proficient	Advanced	20%		
Communication Literacy	Tested Out	Tested Out	Tested Out	Advanced	Proficient	20%	
Numeric Literacy	Tested Out	Tested Out	Proficient	Advanced	61%		
Personal, Social, Service Skills	Proficient	Advanced	Proficient	Proficient	6%	6%	
Reading and Literature	Tested Out	Tested Out	Tested Out	Proficient			
Science and Global Environments	Credit Trans	Credit Trans	Credit Trans	Proficient			29%
Social Environments	Credit Trans	Credit Trans	Credit Trans	Proficient	Advanced	0%	
Technological Literacy	Proficient	Proficient	Advanced	Proficient	Advanced	25%	

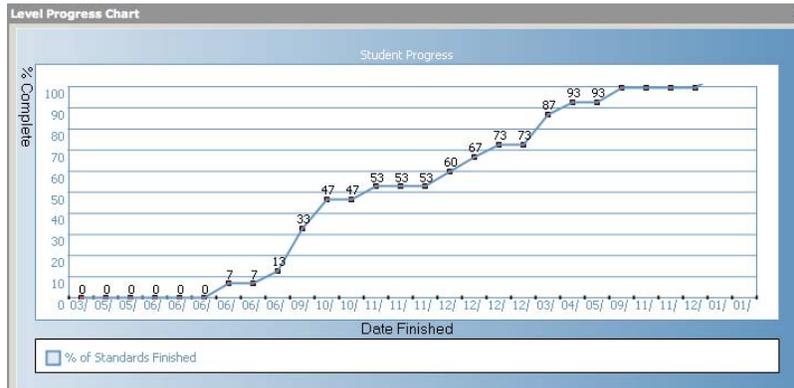
Transferring Credits

Completed Level



# Progress

Sample Student Progress Chart for a content area.



# Student Performance Snapshot

Standard Areas	1	2	3	4	5	6	7	8	9	10	11	12
1 Mathematics	X	X	X	X	X							
2 Technology	X	X	X	X	X							
3 Social Science	X	X	X	X	X							
4 Reading	X	X	X	X	X							
5 Writing	X	X	X	X	X							
6 Cultural Awareness/Exp	X	X	X	X	X							
7 Personal/Social/Health	X	X	X	X	X							
8 Career Development	X	X	X	X	X							
9 Service Learning	X	X	X	X	X							
10 Science	X	X	X	X	X							

**There is more computing  
power in a happy birthday  
sound card than the whole  
world in 1952.**

*(Source - Innovations magazine 1995)*



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**2009 National Survey--  
Standards-Based Design**



## The Survey Question:

Should schools do away with age-dependent grade levels?

- Yes
- No



What do you think the results were?

- A. 16%
- B. 38%
- C. 51%
- D. 77%

D. 77%

Based on 2600 responses

Parade Magazine 2009



## Guiding Questions

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**What is a RISC Standards-Based system?  
What does it look like in a classroom, school,  
and district?  
How do we measure and report it?**



**Using the RISC OSAT,  
Review “Standards-Based  
Design”.**

**How might this impact Maine  
School Systems?**



## Parking Lot

<p style="text-align: center;">+</p> <p style="text-align: center;"><i>Positive comments, "Ah Ha's"</i></p>	<p style="text-align: center;">Δ</p> <p style="text-align: center;"><i>Things that need to be changed</i></p>
<p style="text-align: center;">?</p> <p style="text-align: center;"><i>Questions?</i></p>	<p style="text-align: center;">I</p> <p style="text-align: center;"><i>Specific <b>ideas</b> for Improvement</i></p>



## RISC Model

- Shared Vision
- Leadership
- Standards-Based Design
- **Continuous Improvement**

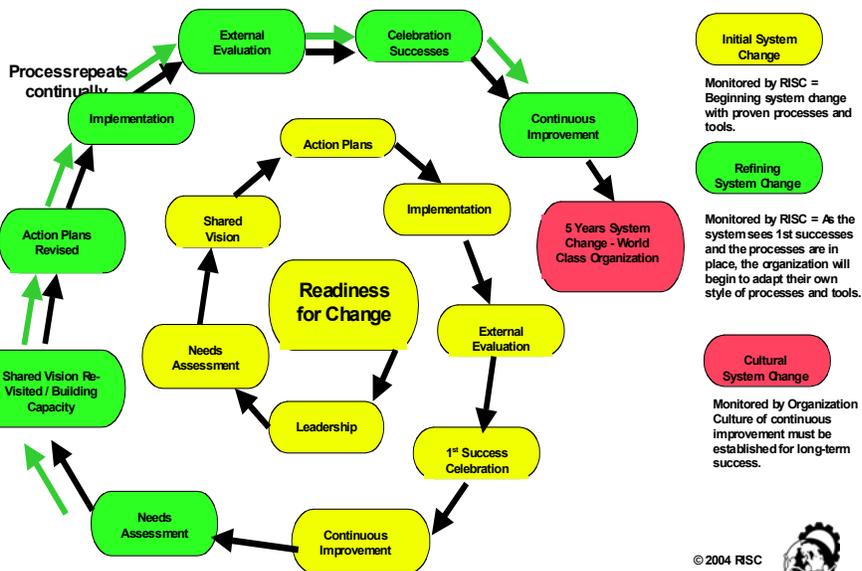


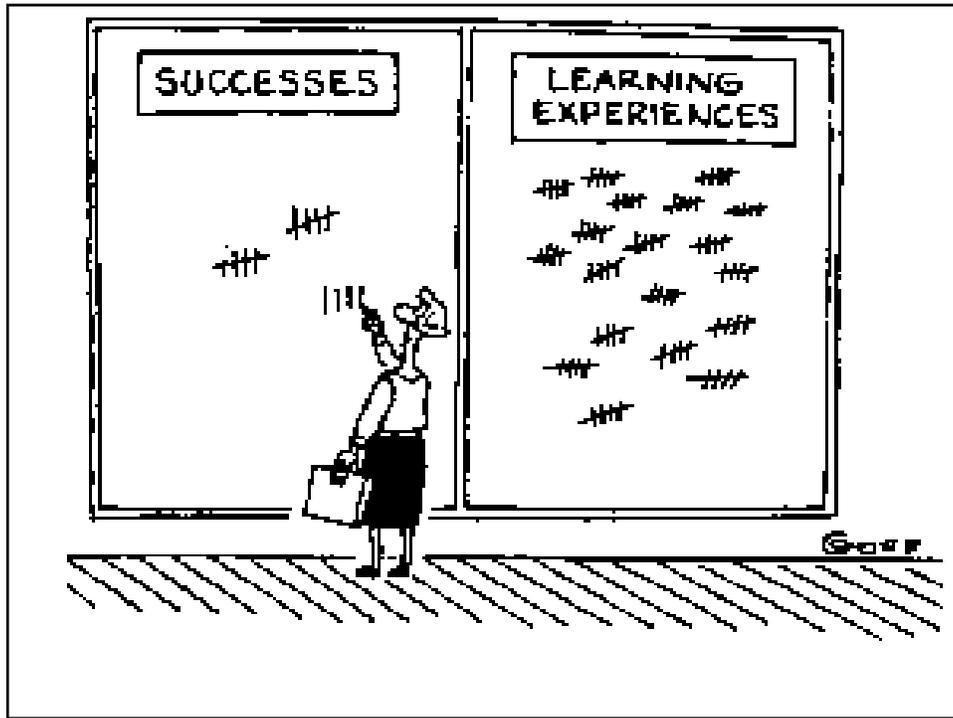
# Guiding Questions

What does Continuous Improvement look like in the RISC model?  
How do we measure and report it?



## Systemic Change





**Exhibit 1. RISC Change Continuum, Goal Replication Timeline**

	Yea1	Yea2	Yea3	Yea4	Yea5
Awareness	■				
Understanding	■	■			
First Implementation		■			
Routine Use		■	■		
Refinement			■	■	
Rejection			■	■	■



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## **What does continuous improvement look like in the RISC model?**

- Nothing in a RISC system is stagnant. Change and improvement are constants
- A RISC system encourages both introspection and innovation
- RISC's continuous improvement process- vision, implement, study, act-can be used at the individual and organizational levels



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## **What does Continuous Improvement look like?**

*Student, Teacher, Principal and Superintendent*



## PDCA Process Tool

*Purpose: To set goals, design the plan for goal attainment and assess the success of the plan*

**PLAN** What is the goal?

**DO** How do you implement it?

**CHECK** Was it a success?

**ADJUST** What WILL you change or do differently?



## PDCA Sample

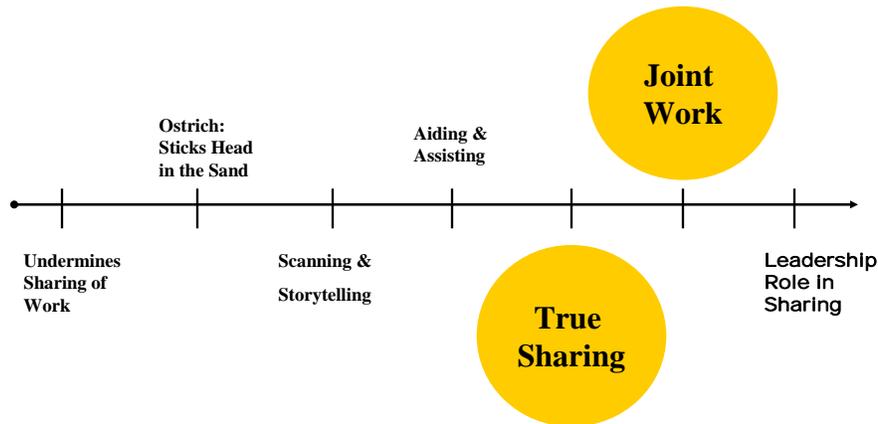
**Focus Area Partnerships** Date: October 2008 Author(s): Wendy Battino

Plan	Do	Check	Adjust
<p><i>Comprehensive plan overview with input from appropriate stakeholders</i></p> <p><b>P.2 &amp; M1.2</b></p> <p><b>Published</b></p> <p><b>Materials/Presentations:</b></p> <p>P.2.1 By June 2010 four RISC partners or other nationally recognized education professionals/organizations presentations or publications reflect modifications (in writing) that incorporate RISC Model elements or openly support its adoption</p>	<p><i>Timeline with concrete roles and responsibilities</i></p> <ul style="list-style-type: none"> <li>• Create Contact List including: Larry Lezotte and his contacts, Bob Marzano, Michael Furdyk..</li> <li>• Read, research and synthesize new educational material, reports and books that will support RISC, and add to contact list.</li> <li>• Communicate with contacts on latest RISC tools and deliverables, present with book, reports...</li> <li>• Invite contacts to Winter/Spring Symposia, Meetings in lower 48, Board Meetings.</li> </ul>	<p><i>What evidence will be reviewed to document progress towards goal?</i></p> <p>Contact List and communications begin by October 12.</p> <ul style="list-style-type: none"> <li>▪ Partners articulate understanding of RISC processes in presentations/publications</li> <li>▪ Maintain and update contact list</li> <li>▪ Generating Interest, recognition...</li> </ul> <p><b>Deliverables</b></p> <p>At least one Presentation or publication referring to RISC work published on RISC website by June of 2009.</p>	<p><i>What evidence will be reviewed to document progress towards goal?</i></p> <p>Refinements on going with collected presentations or publications on RISC published on website by June of 2010</p>



## Continuum of Collegiality

derived from Judith Warren-Little



## Overview of the RISC Model

- **Shared Vision**  
Stakeholders drive systemic change
- **Leadership**  
All stakeholders develop leadership capacity
- **Standards-Based Design**  
Standards-Instruction-Assessment-Reporting  
Learning is the constant, time is the variable
- **Continuous Improvement**  
Refine processes that foster excellence

**"Doing the right things in the right ways."**



Wasilla, Alaska  
907-357-9080

Denver, Colorado  
1-877-357-9080

[www.reinventingschools.org](http://www.reinventingschools.org)



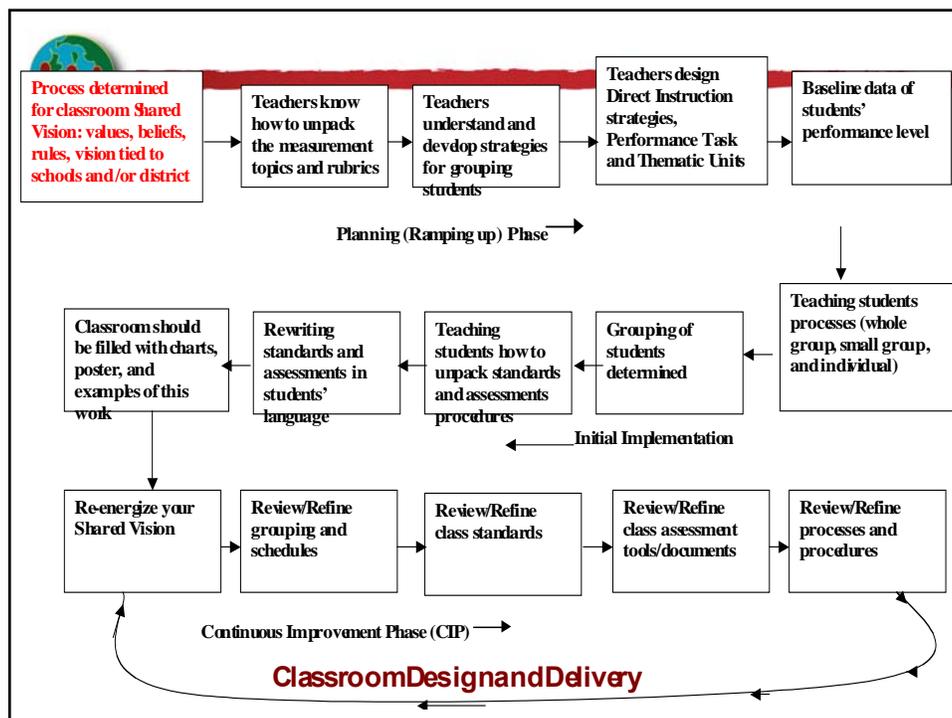
## **Table Task**

- What RISC Model component is the most pertinent to your classroom and school at this time  
(L, SV, SBD, CI)?
- What do you see as the biggest challenges your school and classroom faces in making the transition to a standards-based system?



## Goals: Participants will...

- Understand the RISC Model and the four components
- Learn and apply quality tools and processes to create systems of excellence
- Analyze the application of RISC concepts to your classroom and school





## **Group Roles**

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**Facilitator**  
**Recorder**  
**Timekeeper**  
**Reporter**  
**Team Members**