

# Standards-based Education . . . in a nutshell

## WHAT IS SBE?

Standards-based refers to systems of instruction, assessment, grading, and reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education.

*(The Glossary of Education Reform)*

All elements of the teaching and learning process are aligned with the standards.

In CURRICULUM, educators articulate clear learning goals [standards] that identify what students should learn (content) and be able to do (cognitive behaviors).

For INSTRUCTION, educators develop activities that help all students achieve the learning goals [standards].

ASSESSMENTS identify what evidence best reflects students' achievement of the learning goals [standards].

When REPORTING, educators use strategies that meaningfully communicate students' achievement of the learning goals [standards].

*(Guskey, 2016)*



## WHY focus on SBE?

- Standards establish clear goals for learning and the alignment of curriculum, instruction, assessment, and reporting
- SBE moves the focus from teaching to learning
- Students learn to take ownership of their learning
- The focus of assessment moves from grades to growth in learning
- SBE practices reinforce a growth mindset with a focus on continuous growth and improvement
- SBE encourages evidence-based, data-informed decision making

## HOW do teachers implement SBE in the classroom?

1. Teachers must first thoroughly understand what the standards for each grade/subject are asking students to learn and be able to do, and how they fit into the overall education journey across subjects and grade levels.
2. Priority standards (system-wide) are identified collaboratively.
3. Teachers collaborate to ensure the curriculum is aligned both horizontally (within a grade across subject areas) and vertically (from grade to grade).
4. Using the curriculum map created, teachers plan units of study, incorporating multiple strategies and methods designed to help all students attain mastery of the priority standards.
5. Teachers share the learning goals with students and teach them to track their own progress.
6. Assessment is primarily formative, used to assist both teachers and students to monitor growth and plan next steps for reaching the standards.
7. When reporting to parents and others, teachers communicate student progress toward achieving the priority standards. Work habits and behaviour are reported separately.

## Is SBE relevant for Adventist schools in Canada?



- SBE practices appear to reinforce current provincial initiatives (e.g., core competencies, proficiency levels, exemplars, assessment *for* and *of* learning, individualized/personalized learning, etc).
- The implementation of SBE facilitates a Canada-wide correlation of provincial and NAD standards which will support teachers in their curriculum planning and provide a foundation for future Canada-wide collaboration.



Seventh-day Adventist' Church  
IN CANADA

