



## North Dakota **Standards-Based Learning**

Our North Dakota Standards-Based Learning (NDSBL) implementation team wants to take this opportunity to highlight recurring themes, common features, and shared interests between the pathway to SBL and work happening among additional priorities within your schools. Much of this work is intertwined. By building SBL practices, your district will be refining curriculum, instruction and assessment while simultaneously supporting numerous additional initiatives.

### Why NDSBL?

The practices and resources align and enhance teaching and learning, and consistent implementation of the standards brings greater equity for students.

Cross-over features of NDSBL with a few other key North Dakota focus areas follow.

### **Culture and Climate**

- Standards-Based Learning strengthens school and classroom culture and climate through clarity and consistency.
  - Guaranteed and viable curriculum (prioritized standards)
  - Clear learning targets, learning progressions, and proficiency expectations (organized in proficiency scales)

### **ND Multi-Tier System of Supports (NDMTSS)**

- Standards Based Learning addresses the following within the NDMTSS Academic Pathway:
  - Tier 1 - All Students, Instruction and Supports (district curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction), General Classroom (small or large group), Assessment (screening, continuous progress monitoring, outcome measures)
  - Tier 2 - Early warning system
  - Reteaching for Tier 2 learners within the Tier 1 learning progression while receiving research-based Tier 2 interventions through NDMTSS
  - Classroom-based, unobtrusive formative assessment, complimenting the screeners used in concert with NDMTSS and providing a full data picture

### **ND Literacy Plan**

- Standards-Based Learning supports:
  - Leading for Impact
  - Supporting Professional Learning
  - Engaging All Stakeholders
  - Planning Standards-Aligned Curriculum
  - Instructing With Precision
  - Assessing to Inform

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A collaboration among these Regional Education Associations (REAs) and educators across the state produces the North Dakota Priority Standards, proficiency scales, and additional North Dakota Standards-Based Learning resources, all supported by the North Dakota Department of Public Instruction.



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### **ND Choice Ready**

- Standards Based Learning values a proficiency driven teaching model:
  - Proficiency in academic priority standards supports performance on "Post-Secondary Ready" components.
  - Proficiency in Social Emotional Learning priority standards supports "competency in 21st Century Skills," an "Essential Skills" component.

### **ND Personalized Competency Based Learning**

- Standards-Based Learning addresses key aspects of student-centered learning through the following:
  - Flexible entry points into the learning pathways
  - Flexible timelines for learning
  - Use of proficiency scales for student monitoring of learning, goal setting, etc.
  - Self-guided assessment and opportunity analysis (e.g. Level 4s on proficiency scales)
  - Demonstrations of proficiency/learning
  - Focus on formative assessment
  - Integrated application of learning continuums with priority standards and proficiency scales

### **Teacher Growth Models**

- Standards Based Learning supports ND teaching growth/evaluation models:
  - Multiple elements within the Marzano Model (New Art and Science of Teaching), Danielson Model, and Marshall Model directly align with planning, instruction, assessment, feedback, etc. components of SBL.
  - Examples:
    - NASOT: I. Providing and Communicating Clear Learning Goals; i. Scales and Rubrics; ii. Progress Tracking; iii. Celebrating
    - Danielson: Designing Coherent Instruction (D1: Planning & Preparation)
    - Marshall: A. Planning and Preparation for Learning; b. Standards



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