

# Become Familiar with Education Standards

**Unit:** Lesson Planning

**Problem Area:** Planning Developmentally Appropriate Activities

**Lesson:** Become Familiar with Education Standards

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Describe the philosophy and purpose of learning standards.**
- 2 Locate state and national learning standards.**
- 3 Apply corresponding standards to student objectives.**

■ **Resources.** The following resources may be useful in teaching this lesson:

“Adult Day Care Standards,” *United Kingdom National Care Standards Commission: Regulations and Standards*. Accessed November 1, 2008.

<[http://www.dh.gov.uk/en/PublicationsAndStatistics/Legislation/ActsAndBills/DH\\_4001911](http://www.dh.gov.uk/en/PublicationsAndStatistics/Legislation/ActsAndBills/DH_4001911)>.

“Adult Daycare Standards,” *North Dakota Department of Human Services / Aging Services*. Accessed November 1, 2008.

<<http://www.nd.gov/efrms/Doc/sfn01703.pdf>>.

“Illinois Learning Standards,” *Illinois State Board of Education*. Accessed October 16, 2008. <<http://www.isbe.state.il.us/ils/Default.htm>>.



- “Illinois School Report Cards,” *Illinois State Board of Education*. Accessed October 24, 2008. <<http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>>.
- “Introduction to the Illinois Learning Standards,” *Illinois State Board of Education*. Accessed October 13, 2008. <[http://www.isbe.net/ils/pdf/ils\\_introduction.pdf](http://www.isbe.net/ils/pdf/ils_introduction.pdf)>.
- “NAEYC Standards,” *National Association for the Education of Young Children*. Accessed October 30, 2008. <[http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/naeyc\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)>.
- “National Education Standards,” *Education World*. Accessed October 24, 2008. <<http://www.education-world.com/standards/national/index.shtml>>.
- “National Education Technology Standards (NETS),” *International Society for Technology in Education*. Accessed October 30, 2008. <<http://www.iste.org/AM/Template.cfm?Section=NETS>>.
- “Summary of Licensing Standards for Day Care Centers,” *Illinois Department of Children and Family Services (DCFS)*. Accessed November 1, 2008. <[http://www.state.il.us/dcf/library/com\\_communications\\_sumlicen\\_dcc.shtml](http://www.state.il.us/dcf/library/com_communications_sumlicen_dcc.shtml)>.

## ■ **Equipment, Tools, Supplies, and Facilities.**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ accountability
- ▶ benchmarks or performance descriptors
- ▶ goals
- ▶ Illinois School Report Cards
- ▶ learning standards
- ▶ validity

- **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Ask students what they already know about the Illinois Learning Standards. Record student responses on the board or on a flip chart. Next, have students write their responses and then verbally share their answers to the following questions (VM–A):*

- ◆ *What are the Illinois Learning Standards? What part do they play in what students learn?*
- ◆ *Who should decide what students learn?*
- ◆ *What are some reasons to have all students learn the same basic information?*
- ◆ *What are some reasons to have all students learn different information?*

*Tally the responses and facilitate a discussion of each question. The focus of this lesson is to become familiar with education standards as they relate to the lessons one would conduct with pre-school children.*

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Describe the philosophy and purpose of learning standards.

**Anticipated Problem:** What are the philosophy and purpose of learning standards?

- I. Philosophy and purpose of learning standards
  - A. The three reasons most often cited for the increased use of learning standards nationally and internationally are:
    1. To measure student progress
    2. To provide accountability (of schools and teachers)
    3. To improve education
  - B. According to the Illinois Learning Standards document of 1997, **learning standards** are specific statements of knowledge and/or skills within a goal. Taken together, the standards clearly define the learning needed to reach that goal. They represent the results of schooling and thus may be considered exit standards. Statewide learning standards provide a road map for local and state measures of student progress. The standards also reflect a compilation of what the citizens of Illinois feel are essential knowledge and skills for all children in the state. The

Illinois State Board of Education is elected by the citizens and is accountable for the education of Illinois students.

- C. “Maintaining high expectations for all students is a component of fairness in education. All students include those who choose college and those who choose more technical career preparation directly from high school; those for whom English is a second language; those with learning disabilities and those who are gifted and talented; those who are returning to education for completion of a diploma, even as adults; and, those from advantaged and disadvantaged socioeconomic backgrounds.” (Illinois Learning Standards, 1997)
- D. Measuring to what extent students meet standards occurs in at least three ways:
1. Classroom assessments measure student progress over time. Most of the measuring occurs in the classroom, where teachers interact with students on a daily basis. There, teachers can check student progress in many ways, including:
    - a. Observing
    - b. Questioning
    - c. Reviewing work assignments
    - d. Testing
    - e. Judging projects and performances (Illinois Learning Standards, 1997)
  2. State assessments, such as the Illinois Scholastic Aptitude Test (ISAT) and the Prairie State Achievement Exam (PSAE), occur on a larger scale and are designed specifically to check students’ performance against the standards across the state. Both measures provide indicators of student progress for all students and districts. (Illinois Learning Standards, 1997)
  3. National and international assessments occur through a variety of tests, such as:
    - a. Advanced Placement (AP) exams
    - b. National Assessment of Educational Progress (NAEP)
    - c. Third International Mathematics and Science Study (TIMSS). (Illinois Learning Standards, 1997)
- E. **Validity** is the extent to which the test results serve the particular uses for which they were intended.
1. Validity is always concerned with the specific use to be made of the test results and with the soundness of the interpretation of those results. For example:
    - a. Achievement tests are often used for:
      - (1) Selection
      - (2) Placement
      - (3) Diagnosis
      - (4) Certification of mastery
    - b. Aptitude tests are often used to predict success in:
      - (1) Future learning activities

- (2) Future occupations
2. Teachers ensure that students have access to and practice with the same test-specific content in their classrooms prior to testing.
- F. **Accountability** is the action required by the learning standards for schools and teachers to be answerable for the learning and development of students. Common statewide learning standards allow all involved (legislators, administrators, teachers, parents, and students) to be aware of the common educational **goals** (extensive or wide-ranging statements related to a subject area).
1. Having consistent goals, standards, and **benchmarks or performance descriptors** (markers used to measure a student's progress over time) provides a basis for measuring progress at the state level.
  2. **Illinois School Report Cards** are documents posted online by the Illinois State Board of Education that record ISAT and PSAE test results for public schools in Illinois. These test results can affect school and district changes in curriculum, methodology, and funding. To review school report cards, visit <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>.
- G. Education is improved.
1. Statewide testing may show gaps in student learning and/or provide teachers with direction and focus for content areas requiring improvement.
  2. Standards may be edited to accommodate existing technology and the demands of the state and local workforce.
- H. Workplace standards (See Appendix D, Illinois Learning Standards, 1997):
1. Help guide the preparation of students to be successful in occupational settings
  2. Link academic preparation to the workplace
- I. Technology standards for students, teachers, and administrators help to measure proficiency and set aspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age.
1. The International Society for Technology in Education (ISTE) is the developer of the National Educational Technology Standards (NETS). ISTE standards have been adopted in the United States and in several other countries.
  2. To review the NETS (NETS for Students 2007 and NETS for Teachers 2008), visit <http://www.iste.org/AM/Template.cfm?Section=NETS>.

*Many techniques can be used to help students master this objective. Use VM–B to review learning standards vocabulary and VM–C to review the Illinois Learning Standards. Assign LS–A to review the Illinois School Report Cards.*

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**Objective 2:** Locate state and national learning standards.

**Anticipated Problem:** Where are state and national standards located on the World Wide Web?

II. Locating state and national learning standards

- A. Illinois Learning Standards at <http://www.isbe.state.il.us/ils/Default.htm>
  - 1. English
  - 2. Fine Arts
  - 3. Foreign Language
  - 4. Physical Development and Health
  - 5. Mathematics
  - 6. Science
  - 7. Social Emotional Learning
  - 8. Social Science
- B. National Education Standards at <http://www.education-world.com/standards/national/index.shtml>
  - 1. Fine Arts
  - 2. Language Arts
  - 3. Mathematics
  - 4. Physical Education and Health
  - 5. Science
  - 6. Social Science
  - 7. Technology
  - 8. National Standards for Family and Consumer Sciences at <http://www.aafcs.org/FCSstandards/>
- C. Workplace standards
  - 1. Illinois Department of Children and Family Services Summary of Licensing Standards for Day Care Centers at [http://www.state.il.us/dcf/library/com\\_communications\\_sumlicen\\_dcc.shtml](http://www.state.il.us/dcf/library/com_communications_sumlicen_dcc.shtml)
  - 2. NAEYC (National Association for the Education of Young Children) Standards at [http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/naeyc\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)
  - 3. NETS at <http://www.iste.org/AM/Template.cfm?Section=NETS>
  - 4. United Kingdom National Care Standards Commission Regulations and Standards at [http://www.dh.gov.uk/en/PublicationsAndStatistics/Legislation/ActsAndBills/DH\\_4001911](http://www.dh.gov.uk/en/PublicationsAndStatistics/Legislation/ActsAndBills/DH_4001911)
  - 5. North Dakota Department of Human Services / Aging Services Adult Daycare Standards at <http://www.nd.gov/eforms/Doc/sfn01703.pdf>

6. National Sanitation Foundation at <http://www.nsf.org/> and Foodservice Standards at <http://www.foodservicewarehouse.com/education/health-safety/prevent-foodborne-illness.aspx>

*Many techniques can be used to help students master this objective. Use VM–D to review sample workplace standards across a variety of areas. Assign LS–B to review one set of workplace standards.*

**Objective 3:** Apply corresponding standards to student objectives.

**Anticipated Problem:** How are standards aligned with student objectives?

- III. Align standards with student objectives.
  - A. Identify a particular student objective.
    1. Subject area
    2. Lesson content
  - B. Locate corresponding standard(s).

*Many techniques can be used to help students master this objective. Assign LS–B to locate standards and assign them to corresponding objectives.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.
- **Answers to Sample Test:**

**Part One: Matching**

1. e
2. b
3. a
4. d
5. c

## Part Two: Short Answer

1. Three justifications for the use of learning standards are to measure student progress, to provide accountability (of schools and teachers), and to improve education.
2. Answers may vary but should include elements of the following:
  - a. Workplace: The standards help guide student preparation for success in the workplace. The standards link academic preparation to the workplace.
  - b. Technology: The standards guide student preparation to utilize technology and its impacts on society. The standards help to measure proficiency and set aspirational goals for the knowledge, skills, and attitudes needed to succeed in today's Digital Age.
  - c. Society: The standards are a compilation of what citizens feel is essential. The Illinois State Board of Education is elected by the citizens and is accountable for the education of students.

## Part Three: Completion

1. accountability
2. validity
3. Internet or World Wide Web
4. benchmarks or performance descriptors
5. reviewing work assignments, testing, and judging projects and performances



# Become Familiar with Education Standards

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- a. accountability
- b. goals
- c. benchmarks or performance descriptors
- d. learning standards
- e. validity

- \_\_\_\_\_ 1. The extent to which the test results serve the particular uses for which they were intended
- \_\_\_\_\_ 2. Extensive or wide-range statements related to a subject area
- \_\_\_\_\_ 3. The action required by the learning standards for schools and teachers to be answerable for the learning and development of students
- \_\_\_\_\_ 4. Specific statements of knowledge and/or skills within a goal; sometimes considered exit standards
- \_\_\_\_\_ 5. Markers used to measure a student's progress over time

## ► Part Two: Short Answer

**Instructions:** Answer the following.

1. Identify and describe three justifications for the use of learning standards.



2. Explain how each of the following affects the development of learning standards: workplace, technology, society.

### ► Part Three: Completion

**Instructions:** Provide the word or words to complete the following statements.

1. The Illinois School Report Card holds schools and teachers \_\_\_\_\_ for the progress of students.
2. The extent to which the test results serve the particular uses for which they were intended is called \_\_\_\_\_.
3. Standards may be easily accessed on the \_\_\_\_\_.
4. Markers used to measure a student's progress over time are \_\_\_\_\_.
5. Teachers assess student performance on learning standards in the classroom by observing, questioning, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

# AN INTRODUCTION TO LEARNING STANDARDS

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- ◆ What are the Illinois Learning Standards? What part do they play in what students learn?
- ◆ Who should decide what students learn?
- ◆ What are some reasons to have all students learn the same basic information?
- ◆ What are some reasons to have all students learn different information?

Participate in a discussion of each question.



# LEARNING STANDARDS VOCABULARY

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- ◆ Learning standards—Specific statements of knowledge and/or skills within a goal. May be considered exit standards. Statewide learning standards provide a road map for local and state measures of student progress.
- ◆ Validity—The extent to which the test results serve the particular uses for which they were intended. Validity is always concerned with the specific use to be made of the test results and with the soundness of the interpretation of those results.
- ◆ Accountability—The action required by the learning standards for schools and teachers to be answerable for the learning and development of students. Common statewide learning standards allow all involved (legislators, administrators, teachers, parents, and students) to be aware of the common educational goals.
- ◆ Goals—Extensive or wide-ranging statements related to a subject area.
- ◆ Benchmarks or performance descriptors—Markers used to measure a student’s progress over time. They provide a basis for measuring progress at the state level.
- ◆ Illinois School Report Cards—Documents posted online by the Illinois State Board of Education that record ISAT and PSAE test results for public schools in Illinois. These test results can affect school and district changes in curriculum, methodology, and funding.

# LEARNING STANDARDS

## Illinois Learning Standards

<http://www.isbe.state.il.us/ils/Default.htm>

- ◆ Math: <http://www.isbe.state.il.us/ils/math/standards.htm>
  - 9.4A.4b “Make perspective drawings, tessellations, and scale drawings with and without the use of technology.” (<http://www.isbe.state.il.us/ils/math/pdf/goal9.pdf>)
- ◆ English: <http://www.isbe.state.il.us/ils/ela/standards.htm>
  - 3.A.5 “Produce grammatically correct documents using standard manuscript specifications for a variety of purposes and audiences.” (<http://www.isbe.state.il.us/ils/ela/pdf/goal3.pdf>)
- ◆ Physical Development and Health:  
<http://www.isbe.state.il.us/ils/pdh/standards.htm>
  - 20.A.5 “Implement an individualized health-related fitness plan which includes the principles of training” (<http://www.isbe.state.il.us/ils/pdh/pdf/goal20.pdf>)

## National Education Standards

<http://www.education-world.com/standards/national/index.shtml>

# SAMPLE WORKPLACE STANDARDS

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- ◆ Illinois Department of Children and Family Services (DCFS)  
Summary of Licensing Standards for Day Care Centers
  - [http://www.state.il.us/dcfs/library/com\\_communications\\_sumlicen\\_dcc.shtml](http://www.state.il.us/dcfs/library/com_communications_sumlicen_dcc.shtml)
- ◆ NAEYC (National Association for the Education of Young Children) Standards
  - [http://education.uncc.edu/eportfolio/documents/word\\_files/Standards/naeyc\\_standards.htm](http://education.uncc.edu/eportfolio/documents/word_files/Standards/naeyc_standards.htm)
- ◆ National Education Technology Standards (NETS)
  - <http://www.iste.org/AM/Template.cfm?Section=NETS>
- ◆ United Kingdom National Care Standards Commission:  
Regulations and Standards
  - [http://www.dh.gov.uk/en/PublicationsAndStatistics/Legislation/ActsAndBills/DH\\_4001911](http://www.dh.gov.uk/en/PublicationsAndStatistics/Legislation/ActsAndBills/DH_4001911)
- ◆ North Dakota Department of Human Services / Aging Services  
Adult Daycare Standards
  - <http://www.nd.gov/eforms/Doc/sfn01703.pdf>
- ◆ National Sanitation Foundation
  - <http://www.nsf.org/>
- ◆ Foodservice Standards
  - <http://www.foodservicewarehouse.com/education/health-safety/prevent-foodborne-illness.aspx>

# Review School Report Cards

## Purpose

The purpose of this activity is to review three Illinois School Report Cards to assess improvement in learning standard mastery for reading and mathematics.

## Objective

Access three Illinois School Report Cards and review each for information on reading and math scores for three years.

## Materials

- ◆ LS-A
- ◆ 3 Illinois School Report Cards (provided by your instructor)
- ◆ writing utensil

## Procedure

1. Divide into pairs.
2. Receive a list of three schools for which you and your partner will research the PSAE results.
3. Watch your instructor access a school report card using the state Web site. Before beginning your research, review the procedure with your instructor if you have any questions.
4. Access each school's Illinois School Report Card data at <http://webprod.isbe.net/ereportcard/publicsite/getsearchcriteria.aspx>.



5. Record the following information for each of three different years for each school:

a. School A:

- (1) Reading Composite Score Year 1:
- (2) Reading Composite Score Year 2:
- (3) Reading Composite Score Year 3:
- (4) Math Composite Score Year 1:
- (5) Math Composite Score Year 2:
- (6) Math Composite Score Year 3:

b. School B:

- (1) Reading Composite Score Year 1:
- (2) Reading Composite Score Year 2:
- (3) Reading Composite Score Year 3:
- (4) Math Composite Score Year 1:
- (5) Math Composite Score Year 2:
- (6) Math Composite Score Year 3:

c. School C:

- (1) Reading Composite Score Year 1:
- (2) Reading Composite Score Year 2:
- (3) Reading Composite Score Year 3:
- (4) Math Composite Score Year 1:
- (5) Math Composite Score Year 2:
- (6) Math Composite Score Year 3:

6. How did the test scores compare for each school from year to year?

a. School A:

- (1) What happened to the reading scores?
  
- (2) What happened to the math scores?

b. School B:

- (1) What happened to the reading scores?
  
- (2) What happened to the math scores?



- c. School C:
    - (1) What happened to the reading scores?
  
    - (2) What happened to the math scores?
  
7. Aside from reading and math scores, list at least five other types of information included on the Illinois School Report Card.
  - a.
  
  - b.
  
  - c.
  
  - d.
  
  - e.
  
8. What did you learn by researching the Illinois School Report Card Web site? Discuss your research with the class and your instructor.

9. Turn your completed lab sheet in to your instructor.

# Review School Report Cards

Question 7. Answers will vary but should include five of the following types of information found on the Illinois School Report Card:

1. Parental involvement
2. Dropout rate
3. Student attendance rate
4. Student mobility
5. Chronic truancy rate
6. Average class size
7. Amount of time devoted to math, science, English, and social science at the primary, middle, and junior high school levels
8. Pupil-teacher ratio
9. Pupil-administrator ratio
10. Average teacher salary
11. Average administrator salary
12. Operating expenditure per pupil
13. ACT scores
14. Graduation rate
15. Overall student performance
16. ISAT
17. PSAE
18. IAA
19. Areas for planned improvement
20. Grades in the school
21. Enrollment by race/ethnicity
22. Low-income enrollment
23. Limited-English-proficient enrollment
24. Teacher distribution by race/ethnicity and gender
25. Pupil-certified staff ratio
26. Average teaching experience
27. Teachers with a bachelor's degree or master's degree and above
28. Teachers with emergency or provisional credentials
29. Classes not taught by highly qualified teachers
30. Other school finance indicators
31. Adequate yearly progress (AYP)
32. School improvement status

# Align Standards with Learning Objectives

## Purpose

The purpose of this activity is to align Illinois Learning Standards with corresponding learning objectives and review one set of workplace standards.

## Objectives

1. Locate those standards that correspond to a variety of learning objectives.
2. Record the corresponding standards.
3. Review one set of workplace standards.

## Materials

- ◆ LS-B
- ◆ VM-C (1 copy for each pair)
- ◆ VM-D (1 copy for each pair)

## Procedure

1. Divide into pairs.
2. Access the Illinois State Learning Standards Web site at <http://www.isbe.state.il.us/ils/Default.htm>. Use the “Resources” box to access specific standards (e.g., Mathematics, Social Science, etc.).



3. Record the standard that corresponds to the stated learning objective.

- a. High school students will be able to apply algebraic properties and procedures with matrices, vectors, functions, and sequences using data found in business, industry, and consumer situations. (Goal 8)

Illinois Learning Standard:

- b. Elementary students will be able to explain what the government does at the local, state, and national levels. (Goal 14)

Illinois Learning Standard:

- c. Elementary students will be able to work independently on a task until completed. (Goal 21)

Illinois Learning Standard:

- d. Junior high students will be able to describe how occupations use scientific and technological knowledge and skills. (Goal 13)

Illinois Learning Standard:

4. Review your research with the class.

5. Use one lesson plan for a pre-school classroom (e.g., one that you wrote or one provided by your instructor) and record the Illinois Learning Standards met by the lesson plan.

6. Review one set of workplace standards from VM–D (or another set of interest).

7. List the topics covered in the set of selected workplace standards.

8. Turn in your completed lab sheet to your instructor.

# Align Standards with Learning Objectives

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- a. 8.C.4b
- b. 14.B.2
- c. 21.A.2c
- d. 13.B.3c