



Leading Standards-Based Learning: An Implementation Guide for Schools and Districts

By Tammy Heflebower, Jan K. Hoegh, and Philip B. Warrick

Study Guide

This study guide is a companion to the book *Leading Standards-Based Learning: An Implementation Guide for Schools and Districts* by Tammy Heflebower, Jan K. Hoegh, and Philip B. Warrick. *Leading Standards-Based Learning* is an in-depth guide for implementing standards-based education to schools and districts.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to implement standards-based learning in your school or district.

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Phase 1

Curriculum and Communication

1. What key activities does this chapter highlight in order to begin standards-based learning implementation? Which of these activities might pose the greatest challenge for your situation?
2. Define *priority standards* and *supporting standards*. How should priority standards be determined? How should they be differentiated from supporting standards?
3. Why is it important to develop an initial implantation and communication plan? What key points need to be communicated and to whom do they need to be communicated?
4. What is the most efficient way for standards and scales to be stored? What advantages does digital storage provide?

Phase 2

Alignment and Capacity Building

1. What steps and activities make up phase two? How do these actions build upon those performed in phase one?

2. What does the process of rolling out standards and scales for core content areas look like? How can teacher feedback improve this initial rollout?

3. What does alignment mean in the context of standards-based learning? Why is the alignment of instruction and assessment vital to the implementation of standards-based learning?

4. How does communication both within the school or district and with outside stakeholders grow and evolve as standards-based learning is initially implemented? What should be communicated specifically during this phase?

Phase 3

Universal Implementation, Communication, and Reporting Systems

1. What does phase three of implementation look like? What specific activities make up this phase?
2. What are *proficiency scales* and why are they so vital to standards-based learning? Describe what it means to facilitate a vertical alignment process for proficiency scales?
3. What types of students are *exceptional learners*? How does standards-based learning address these students?
4. What does standards-based reporting look like? What tools or technologies are needed to create a seamless, common, standards-based learning environment?

Phase 4

Continuation, Revision, and Expansion

1. What steps and actions make up phase four of implementation?
2. What steps and actions are built upon and continued from previous phases? How do they evolve from one phase to the next?
3. What is the difference between core content areas and non-core content areas? How should implementation in non-core content areas be initiated and continued throughout the various phases?
4. How should the reporting systems developed in phase three begin to be implemented in phase four?

Phase 5

Monitoring, Tracking Student Achievement, and Celebrating

1. What steps and actions form phase five of implementation?
2. What are some methods for gathering student achievement data? Why is it important to track student achievement?
3. How should incoming stakeholders be trained and educated on the standards-based learning system?
4. Why is it important to celebrate success? What are some specific celebrations that can help encourage everyone involved in the implementation process?