

Standards-Based Education Teaching/Learning Cycle

Action Planning: Roles & Responsibilities

Introduction

This template is intended to help school districts identify the role and responsibilities of district-level departments, school principals, teachers and students in implementing standards-based education practices.

It is divided into five sections addressing the following four questions identified in *The Standards-Based Teaching/Learning Cycle* along with a section addressing the systemic conditions that are essential within a school district to successfully sustain standards-based practices.

- What do students need to know and be able to do?
- How do we effectively teach to ensure students learn?
- How do we know if students are learning?
- What do we do if students don't learn or if they are already performing at or above proficiency?
- Systemic conditions to sustain standards-based education practices.

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

The District will:

The Principal will:

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

(continued)

The Teachers will:

The Students will:

How do we effectively teach to ensure students learn?

The District will:

The Principal will:

How do we effectively teach to ensure students learn? *(continued)*

The Teachers will:

The Students will:

How do we know if students are learning?

The District will:

The Principal will:

How do we know if students are learning? *(continued)*

The Teachers will:

The Students will:

What do we do if students don't learn or if they are already performing at or above proficiency?

The District will:

The Principal will:

What do we do if students don't learn or if they are already performing at or above proficiency? *(continued)*

The Teachers will:

The Students will:

Systemic conditions to sustain standards-based education practices.

The District will:

The Principal will:

Systemic conditions to sustain standards-based education practices. *(continued)*

The Teachers will:

The Students will: