

# ***Standards-in-Action (SIA) Terminology***

***Definitions are specific to the Standards-in-Action Innovations as presented in the Standards-in-Action Guide***

***U.S. Department of Education, Office of Vocational and Adult Education***

**SIA Innovations** – new materials and methods that support the implementation of content standards in adult education classrooms. They were developed for adult education program administrators and instructors with guidance from adult educators from around the United States. The four innovations are:

1. Understanding the Standards We Teach
2. Translating Standards Into Curriculum: The Lead-Standards Approach
3. Focus on Assignments: Working Together to Improve Teaching and Learning
4. Observing Standards-in-Action

**SIA Units** – each of the four SIA innovations is presented in the SIA Guide as an instructional unit

**Standards-based education** – an overarching vision of educational progress rooted in three crucial interlocking elements: the standards themselves, teaching to the standards, and accountability.

## **Unit 1 Terms**

**Components of standards** – the concepts and skills of a standard and the context in which these content and skills are to be used

**Materials for instructional use** – completed unpacking and resource alignment charts that serve as guides to instructors as they work to build well-defined standards-based lessons and relevant assignments for their students

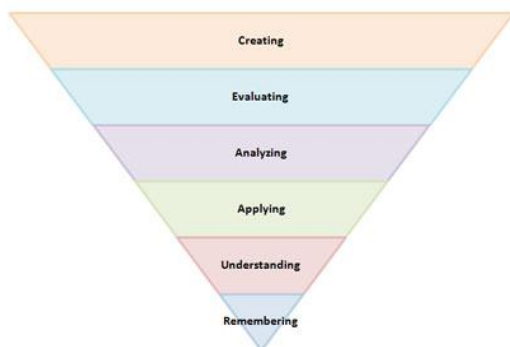
**Unpacking standards** – taking standards apart, dividing them into its component parts and determining the level of cognitive demand required to meet the standard

**Sample activity criteria-** sample activities appropriate for unpacking charts should:

1. Directly reflect the unpacked content and skills of a standard
2. Be aligned to the cognitive demand of the standard
3. Describe a real-life activity meaningful to students
4. Be described in just a few sentences

**Blooms Taxonomy of Educational Objectives** – a classification of learning objectives developed by a committee headed by Dr. Benjamin Bloom in 1956.

## Bloom's Taxonomy



Revised edition by Lorin Anderson (a student of Bloom)

**Marzano's Dimensions of Learning** – a learning-centered framework for instructional planning derived from the research-based framework on cognition and learning described in Marzano's 1988 book entitled *Dimensions of Thinking*. The five dimensions are:

1. Positive Attitudes and Perceptions About Learning
2. Acquiring and Integrating Knowledge
3. Extending and Refining Knowledge
4. Using Knowledge Meaningfully
5. Productive Habits of the Mind

**Webb's Depth of Knowledge(DOK)** –a process and criteria developed by Webb in 1996 for systematically analyzing the alignment between standards and standardized assessments, used also for reviewing curricular alignment. DOK levels should be assigned based upon the cognitive demands required to master the standard. The DOK levels are:

1. Recall and Reproduction
2. Skills and Concepts
3. Strategic Thinking
4. Extended Thinking

## Unit 2 Terms

**Lead standards-** a subset of standards around which remaining standards can be linked to organize coherent units of instruction. Lead standards represent the essential content and skills students must learn to be successful. To be considered a lead standard, the standard must meet one or more of the criteria for identifying lead standards.

### **Criteria for Identifying Lead Standards:**

1. *Prerequisite for Further Study-* a standard that is required for the next level of instruction

2. *Cumulative Power* – a standard that includes or incorporates other standards
3. *Endurance*- a standard that qualifies as an important life skill, having lasting value beyond the course of study
4. *Leverage*- a standard that is applicable to other disciplines or content areas.

**Supporting standards** – standards determined to be “nice to know” but of less essential content than lead standards

**Coherent units of instruction** – rather than approaching standards as a checklist of content items, standards are clustered around identified lead standards within and across lessons in ways that take advantage of their natural connections

**Lesson** – a detailed description of the course of instruction for one class session

**Key Characteristics of Effective Lessons** –

1. Effective lessons align the *content* of lessons to standards.
2. Effective lessons align the *cognitive level* of lessons to the standards.
3. Effective lessons are *relevant* to students.
4. Effective lessons address content in a *coherent sequence of learning*.
5. Effective lessons *assess* students’ level of understanding during the lesson.

**Lesson study** – instructors working together to create a lesson that meets explicit instructional goals and then refining that lesson after observing an instructor teach the lesson to students.