



Information-Based Educational Practice (IBEP) Standards for Educator Practice

1. Clearly define learning.
2. Use quality assessment instruments and practices to select, evaluate, and revise instruction.
3. Use classroom assessment formatively to support students taking responsibility for their own learning.
4. Use collaborative inquiry to analyze and interpret data.

IBEP for Educators

Information-Based Educational Practice (IBEP), the focus of C²D³ and PTD projects, builds on Colorado’s long history of standards-based education. Educators who are proficient users of information-based practices, establish both end-of-term and daily learning outcomes for each of their students; regularly analyze student assessment data to diagnose their students’ progress towards these outcomes; and routinely adapt their instructional practice based on their students’ learning needs. They engage their students in a partnership to use information to facilitate the student’s exploring, discovering and creating his/her own future.

Four standards of information-based practices for educators define and guide the efforts of the C²D³ and PTD projects. Each standard includes a number of specific benchmarks and descriptions of how the practice might be exemplified by educators and by students. The four IBEP standards are

1. **Clearly define learning.**
2. **Use quality assessment instruments and practices to select, evaluate, and revise instructional strategies.**
3. **Use classroom assessment formatively to support students taking responsibility for their own learning.**
4. **Use collaborative inquiry to analyze and interpret data.**

Standard 1: Clearly define learning.

Educators know and are able to

Benchmark 1	Identify the learning targets that are essential for their class, define why they are essential, and use essential learning targets to organize classroom activity.
<i>Practices</i>	Describing the essential learning targets, how each relates to standards, and how meeting each learning target will help students move on to the next grade level and/or with their goals in life. Organizing classroom activity around essential learning targets.
Benchmark 2	Classify the type of thinking, or cognitive processes, described by each learning target and address a variety of different cognitive processes.
<i>Practices</i>	Classifying the type of thinking (e.g., knowledge, reasoning, skills, or products) required by each learning target using a taxonomy of learning. Addressing a variety of different types of thinking through classroom activity.
Benchmark 3	Facilitate student understanding of learning targets.
<i>Practices</i>	Clearly communicating learning targets in ways that are appropriate for his/her students before all activities. Facilitating a process whereby students make meaning of learning targets. Checking with students to determine whether or not they understand the learning target.

Standard 1: Clearly define learning.

Educators know and are able to

Benchmark 4	Facilitate student understanding of proficient performance for each learning target.
<i>Practices</i>	Providing examples of student work at various levels of proficiency.
	Developing rubrics for learning targets.
	Engaging students in developing their understanding of proficient performance for each learning target.
Benchmark 5	Sequence learning targets within grade-level and articulate learning targets across grade-levels.
<i>Practices</i>	Consistently using a curriculum map or sequencing plan that describes when learning targets are sequenced across the year.
	Adapting the sequence based on student needs.
	Describing where their grade-level learning targets align with targets for those for the grade-levels below and above them.
Benchmark 6	Facilitate processes in which students identify personal learning goals based on essential learning targets.
<i>Practices</i>	Working with students on a continual basis to define and set personalized learning goals.
	Providing students information about how well their personal learning goals align with the essential learning targets for the class.

Student Practice

Students know and are able to

1. Describe and explain the learning targets that are the focus of their activity.
2. Define personal learning goals based on the learning target.
3. Interact with educators to define and describe proficient performance.
4. Describe their performance in relationship to proficient performance.
5. Focus time and effort on learning targets that are appropriate to their needs.

Standard 2: Use quality assessment instruments and practices to select, evaluate, and revise instruction.

Educators know or are able to

Benchmark 1	Clearly define what assessment results will be used for and the purpose of different types of assessments.
<i>Practices</i>	Describing different purposes for and uses of assessment results.
	Using assessment results consistent with the assessment's original purpose.
Benchmark 2	Use and interpret the results of a variety of assessment methods.
<i>Practices</i>	Regularly collecting information about student learning through a variety of assessment methods (e.g., personal communication, student self-assessment, selected response, constructed response, performance, portfolio)
	Describing the assessment methods in assessments administered outside their classroom.
	Using the results of assessments administered outside their classroom in ways that are consistent with the assessment purpose and methods.
Benchmark 3	Evaluate the quality of an assessment resource and use accurate, consistent, and fair assessment resources.
<i>Practices</i>	Choosing assessment method(s) and items that match the type of thinking in the learning target being assessed.
	Collecting adequate information (sufficient sampling) about each learning target for whatever decision is being made based on the assessment results.
	Evaluating whether anything about an assessment resource is systematically unfair to a group of students and selecting assessments that are unbiased, based on characteristics of their students.
Benchmark 4	Plan assessment.
<i>Practices</i>	Creating a comprehensive plan for assessing learning targets over time and incorporating the variety of assessment resources available (including those administered outside of their classroom).
	Administering assessments at a common time when it is feasible to analyze results with other educators.
Benchmark 4	Use technology to administer assessments when appropriate and feasible.

Standard 2: Use quality assessment instruments and practices to select, evaluate, and revise instruction.

Educators know or are able to

Benchmark 5	Select instructional strategies based on assessed learner needs and research.
<i>Practices</i>	Selecting instructional strategies that create learning experiences that reflect pre-assessment of students' learning in relationship to learning targets, evaluation of learners' needs/context, and research on effective instruction.
Benchmark 6	Evaluate the effectiveness of instructional strategies and interventions based on student assessment results.
<i>Practices</i>	Analyzing student assessment information and using student feedback to evaluate the effectiveness of instructional strategies.
	Implementing intentional changes to initial instructional strategies or selecting appropriate follow-up interventions for groups or individual students as indicated by student assessment or student feedback results.
Benchmark 7	Document and revise practice.
<i>Practices</i>	Continuously reflecting on instructional practice (e.g., plans, strategies, assessments, descriptive feedback from students), documenting reflections, and revising instructional plans.
Benchmark 8	Share practice.
<i>Practices</i>	Consistently sharing practice with colleagues.
	Seeking and providing descriptive feedback and making revisions to practice through interactive dialogue processes with peers and students.

Students know and are able to

1. Regularly reflect on which instructional strategies have the greatest impact on their learning.
2. Provide teachers descriptive feedback on how instructional strategies impact their learning.

Standard 3: Use classroom assessment formatively to support students taking responsibility for their own learning.

Educators know or are able to

Benchmark 1	Provide useful feedback to students regarding the evidence of their learning and facilitate student use of feedback.
<i>Practices</i>	Evaluating information about student learning (e.g., assessment results, responses to questions, interactions with peers) with the intention of providing descriptive feedback to students.
	Providing descriptive feedback about learning that students can use.
	Developing student skills in using descriptive feedback to improve their learning.
	Providing opportunities for students to revise and improve their work based on feedback.
	Collaborating with students to evaluate the degree to which the feedback was usable and used.
	Developing student skills in providing descriptive feedback.
Benchmark 2	Use questioning to help students learn how to communicate about their learning and to adapt classroom activity.
<i>Practices</i>	Planning questioning use as part of instructional planning.
	Identifying and applying effective strategies for improving question design
	Identifying strategies for asking questions more effectively.
Benchmark 3	Engage students in peer assessment.
<i>Practices</i>	Implementing and evaluating a variety of strategies for engaging students in peer assessment.
	Engaging students in evaluating learning artifacts of their peers and providing feedback to their peers about the evidence of learning reflected in the artifacts.
Benchmark 4	Engage students in self-assessment.
<i>Practices</i>	Implementing and evaluating a variety of strategies for engaging students in self-assessment.
	Selecting self-assessment strategies matched to the needs and skill levels of their students.
	Engaging students in evaluating their own learning and communicating externally about their progress towards learning targets.
	Adapting instructional plans based on student self-assessment information.

Standard 3: Use classroom assessment formatively to support students taking responsibility for their own learning.

Educators know or are able to

Benchmark 5	Facilitate ongoing student self-monitoring of their progress over time towards learning targets.
<i>Practices</i>	Establishing and using a system (tools, procedures, time, examples) that supports students' monitoring of their own learning over time.
	Systematically shifting responsibility to students to monitor their own learning.

Student Practice

Students know and are able to

1. Regularly assess their own learning and provide information to their teacher regarding their progress towards learning targets and/or learning goals they have set for themselves.
2. Regularly assess the learning of their peers, e.g. they evaluate learning artifacts (assignments, assessments) of their peers, and provide descriptive feedback to their peers about the evidence of learning reflected in the artifacts.
3. Continuously monitor their progress towards learning targets or goals over time and maintain a written record of their learning progress.
4. Communicate about their learning to their peers, teachers, and parents.

Standard 4: Use collaborative inquiry to analyze and interpret data.

Educators know and are able to

Benchmark 1	Engage in collaborative, data-driven inquiry processes.
<i>Practices</i>	Using inquiry processes in collaboration with peers on a regular basis
	Describing what they expect to see in data, and identifying the assumptions that underlie the predictions. (predicting)
	Identifying facts found in the data, areas that are a priority, and creating visual displays to support analysis. (exploring)
	Developing testable hypotheses (theories) about the causes of problems revealed by data. (explaining)
	Developing solution statements based on identified problems, defining actions that lead to the solution, implementing those actions and gathering appropriate data to monitor progress towards their solutions. (taking action)
Benchmark 2	Use a variety of data to inquire about learning.
<i>Practices</i>	Using many different types of appropriate information (e.g., student work, common assessment results, district and state assessment results, perception data, student characteristics data, program information) to focus collaborative inquiry about learning.
Benchmark 3	Integrate technology to support analysis and interpretation of data.
<i>Practices</i>	Regularly using data and assessment technologies to access, collect, and organize, data.
	Locating and using data technologies in analyzing problems, validating solutions and monitoring action steps

Student Practice

Students know and are able to...

1. Predict their performance on assessments.
2. Explore the results of their assessments and make observations.
3. Communicate their progress in relation to learning targets and access appropriate resources to help overcome their gaps in learning.
4. Develop and implement plans that use resources to acquire learning.