

## **Innovation Configuration Map: 21<sup>st</sup> Century Standards-Based Educational Practices**

The following innovation configuration map describes 21<sup>st</sup> Century Standards-Based educational practices from the educator perspective. For purposes of this map, educators include: in-service teachers, teacher candidates, and faculty members. This map includes four clusters of practices. The clusters are:

- 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.**

Each practice cluster includes a number of components for educators and students, with descriptors for up to 5 variations for each component of the practice. The variation that is closest to the intent of the innovation is variation (a).

---

### **Cluster 1: Clearly define learning**

#### **Educator Components**

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.
2. Classify the type of thinking, or cognitive processes, described by each learning target and address a variety of different cognitive processes.
3. Facilitate student understanding of learning targets.
4. Facilitate student understanding of proficient performance for each learning target.
5. Sequence learning targets within grade-level and articulate learning targets across grade-levels.
6. Facilitate processes in which students identify personal learning goals based on essential learning targets.

#### **Student Components**

7. Describe and explain the learning targets that are the focus of their activity.
8. Collaborate with educators to define and describe proficient performance and describe their performance in relationship to proficient performance.
9. Define personal learning goals based on the learning target and focus time and effort on learning targets that are appropriate to their needs.

## Variations

<b>Educator Components</b>				
<b>1. Identify the learning targets that are essential, define why they are essential, and use essential learning targets to organize classroom activity.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator defines the essential learning targets for his/her class, clarifies how each relates to standards, and how meeting the learning target will help the student move on to the next level and/or with their goals in life.</p> <p>Educator visually posts essential learning targets in the classroom.</p> <p>Activity in her/his classroom is designed to help students meet essential learning targets.</p> <p>Textbooks and other curricular resources are used when appropriate to support student learning.</p>	<p>Educator defines which learning targets are most essential and posts them in the classroom.</p> <p>Activities are designed based on learning targets.</p> <p>Textbooks and other curricular resources are used when appropriate to support student learning.</p>	<p>Educator posts the learning targets that are included in a guiding document (e.g. state standards, district curriculum maps).</p> <p>Educator matches current practice to guiding documents and uses textbooks to support their practice.</p>	<p>Educator has guiding documents and posts standards.</p> <p>Educator generally follows the textbook in defining classroom activity.</p>	<p>Educator organizes activity around general subject matter or where they are in the text book.</p>

<b>2. Classify the type of thinking, or cognitive processes, described by each learning target and address a variety of different cognitive processes.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator identifies the cognitive processes, or the type of thinking (e.g. recall, evaluation, analysis) required by each learning target and classifies the cognitive processes using a taxonomy.</p> <p>Learning activities are designed using a variety of different cognitive processes and scaffolding is provided for thinking skills.</p>	<p>Educator identifies different cognitive processes (recall, evaluation, analysis) required by learning targets and includes a few (3-4) different types of cognitive processes in his/her classroom activities.</p>	<p>Educator uses a couple of different cognitive processes in the activities in his/her classroom.</p>		<p>Educator focuses one cognitive process in their classroom, most activity is geared towards remembering and recalling knowledge.</p>
<b>3. Facilitate student understanding of learning targets.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator verbally describes essential learning targets and engages in dialogue with students about them before all activities using language that the learners understand.</p> <p>Educator periodically checks with learners to determine whether or not they understand the learning target and adjusts as necessary.</p>	<p>Educator describes all learning targets in language their learners understand.</p>	<p>Educator states learning targets. Language used may or may not be appropriate for the learners in that classroom.</p>	<p>Educator occasionally states learning targets.</p> <p>Language used may or may not be appropriate for the learners in that classroom.</p>	<p>Educator begins lessons or activities.</p>
<b>4. Facilitate student understanding of proficient performance for each learning target.</b>				
(a)	(b)	(c)	(d)	(e)
<p>For each learning target, educator provides examples of student work reflecting different levels of proficiency and clearly described</p>	<p>Educator describes proficiency for each learning target in language students</p>	<p>Educator provides rubrics for some targets or uses generic rubrics or has</p>	<p>Educator communicates criteria for grading other than</p>	<p>Educator shares a grading scale with students and assigns grades on all assignments.</p>

proficiency (ex. rubrics)  Educator engages in dialogue with students to determine whether or not they understand proficiency and adjusts as necessary.  Many activities and assignments are not graded.	understand.  Most activity or assignments are graded.	exemplars for some targets.  All assignments are graded.	identified learning targets (e.g., presentation, quantity, surface features, effort).  All assignments are graded.	(f) Educator has no grading strategy.
<b>5. Sequence learning targets within grade-level and articulate learning targets across grade-levels. (sequencing, articulation, same targets for all learners).</b>				
(a)	(b)	(c)	(d)	(e)
Educator consistently uses a curriculum map or sequencing plan which describes how learning targets are sequenced across the year and between years.  Learning targets remain the same for all students; instructional strategies are adapted for individual student needs.	Educator frequently uses a curriculum map or sequencing plan which describes how learning targets are sequenced within the year.	Educator knows which learning targets precede and which follow the learning target they are currently working on.	Educator covers what students need to know by the end of the year based on his/her prior practice.	Educator presents content as outlined in the text book.
<b>6. Facilitate processes in which students identify personal learning goals based on essential learning targets.</b>				
(a)	(b)	(c)	(d)	(e)
Educator facilitates a process for each student to establish his/her personalized learning goals aligned to the essential learning targets.	Educator guides each student in developing personal learning goals.	Educator personalizes learning goals and provides them to individual students.	Educator defines uniform learning goals for groups of students.	Educator defines uniform learning goals the whole class.

<b>Student Components</b>				
<b>7. Describe and explain the learning targets that are the focus of their activity.</b>				
(a)	(b)	(c)	(d)	(e)
Students explain the learning target that is the focus of their activity in language they understand.  Students articulate how this target relates to previous and future learning.	Students explain the learning target that is the focus of their activity in language they understand.	Students restate the learning target that is the focus of their activity.	Students recall the topic or general focus of their activity.	Students participate in activities as required. <hr/> (f) Students do not participate in classroom activity.
<b>8. Collaborate with educators to define and describe proficient performance and describe their performance in relationship to proficient performance.</b>				
(a)	(b)	(c)	(d)	(e)
Students collaborate with educators to define and describe proficient performance.  Students describe their performance in relationship to proficient performance.	Students describe the relationship between their performance and the learning target.	Students evaluate their learning in relationship to proficiency on the target.	Students describe the reason for their scores or grades independent from learning targets.	Students receive scoring criteria.
<b>9. Define personal learning goals based on the learning target and focus time and effort on learning targets that are appropriate to their needs.</b>				
(a)	(b)	(c)	(d)	(e)
Each student defines personal learning goals based on the learning target. Each student focuses time and effort on learning goals appropriate to their needs.	Students focus time and effort on learning targets that are appropriate to their needs.	Students work in groups on learning targets appropriate to the group.	Students work in groups.	All students work on the same goals all of the time.

## **Cluster 2: Use quality assessment instruments and practices to select, evaluate, and revise instruction.**

### **Educator Components**

1. Clearly define what assessment results will be used for and the purpose of different types of assessments.
2. Use and interpret the results of a variety of assessment methods.
3. Evaluate the quality of an assessment resource and use accurate, consistent, and fair assessment resources.
4. Plan assessment
5. Use technology to administer assessments when appropriate and feasible.
6. Select instructional strategies based on assessed learner needs and research.
7. Evaluate the effectiveness of instructional strategies and interventions based on student assessment results.
8. Document and revise practice
9. Share practice.

## Variations

<b>Educator Components</b>				
<b>1. Clearly define what assessment results will be used for and the purpose of different types of assessments.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator uses assessment results to make decisions.</p> <p>Educator matches the assessment resource(s) that they use to the decision(s) they are making and he/she describes why they are using a particular assessment resource at that time and in that context.</p>		<p>Educator uses assessment results in making instructional decisions.</p> <p>Educator matches assessment results to the decision(s) they are making, but may not be able to explain why they are using that assessment resource at that time and in that context.</p>		<p>Decisions about instruction are based on something other than assessment results, such as the curriculum, text book, existing lesson/unit plans, or district pacing charts.</p>
<b>2. Use a variety of assessment methods.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator uses a variety of assessment methods (e.g. personal communication, questioning, selected response, constructed response, performance, portfolio) to collect information about student learning.</p> <p>Educator describes methods used in assessments administered outside their classroom and uses the results appropriately.</p>		<p>Educator describes various assessment methods that can be used to collect information about student learning and uses some of them.</p> <p>Educator can identify what assessments are administered to their students outside of their classroom and how the results are used.</p>	<p>Educator consistently uses a preferred assessment method based on prior practice.</p> <p>Educator receives the results of assessments administered outside of his/her classroom.</p>	<p>No visible methods of assessment.</p>

<b>Educator Components</b>				
<b>3. Evaluate the quality of an assessment resource and select and use accurate, consistent, and fair assessment resources. (match to learning target, adequacy of information, bias)</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator evaluates and selects quality assessment resources.</p> <ul style="list-style-type: none"> <li>- Chooses assessment method(s) that match the cognitive processes being measured;</li> <li>- Collects adequate information (sufficient sampling) about each target; and</li> <li>- Selects assessments that are unbiased based on characteristics of his/her students.</li> </ul>	<p>Educator considers the relationship between the assessment method and the type of learning target and chooses assessment methods that generally match the type of learning being assessed. Educator includes multiple items for each learning target.</p>	<p>Educator starts with assessment instruments provided by textbooks or as part of curriculum resources and modifies them to better match learning target or to include sufficient items.</p>		<p>Educator consistently selects assessment instruments either teacher made or provided in their textbooks or as part of other curriculum resources that they are familiar with.</p>
<b>4. Plan assessment</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator creates a comprehensive plan for assessing learning targets over time incorporating the variety of assessment resources available to him/her (including those administered outside of their classroom).</p> <p>When the use of the assessment results will be with other educators, the educator administers</p>		<p>Educator has general ideas about what assessments will be used to assess different learning targets.</p> <p>Educator administers common assessments.</p> <p>(figure out what a (d) variation might be that incorporates some of these ideas).</p>	<p>Educator administers common assessments and moves on.</p>	<p>Educator uses the assessment instruments provided in their textbooks or as part of other curriculum resources.</p>

<b>Educator Components</b>				
assessments at a common time.				
<b>5. Use technology to administer assessments when appropriate and feasible.</b>				
<b>6. Select instructional strategies based on assessed learner needs and research.</b>				
(a)	(b)	(c)	(d)	(e)
Educator selects instructional strategies and individualizes the learning experience of students based on pre-assessment of student's learning in relationship to the learning target, his/her evaluation of the learners' needs, and research on effective teaching of the learning target.	Educator flexibly groups students by need (as demonstrated by assessments) and uses instructional strategies that match the groups.	Educator selects research based instructional strategies generally appropriate for the learning target.	Educator has a few instructional strategies he/she typically uses and varies strategies based on levels of student engagement.	Educator uses a single preferred strategy independent of the learning target.
<b>7. Evaluate the effectiveness of instructional strategies and interventions based on student performance information.</b>				
(a)	(b)	(c)	(d)	(e)
Educator uses student performance information to evaluate the effectiveness of instructional strategies; when student performance data indicates, educator makes an intentional change to his/her initial instructional strategy or selects and/or implements an appropriate instructional intervention for a group or individual student.		Educator can identify when an instructional strategy is not effective and changes his/her strategy.		Educator continues with lessons as planned regardless of student performance and covers the material.

<b>Educator Components</b>				
<b>8. Document and revise practice.</b>				
(a)	(b)	(c)	(d)	(e)
Educator continuously reflects on his/her practice (i.e., plans, strategies, assessments) and documents or captures his/her reflections, and revises accordingly.		Educator documents practice and occasionally revises plans.		Educator uses lesson plans, instructional strategies and assessments that they have used before.
<b>9. Share practice.</b>				
(a)	(b)	(c)	(d)	(e)
Educator regularly shares practice with colleagues, seeking feedback and making revisions to practice through interactive dialogue processes.		Educator occasionally shares practices with colleagues.		Educator works independently using lesson plans, instructional strategies and assessments that they have used before.

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

#### Educator Components

1. Provide useful descriptive feedback to students regarding the evidence of their learning and facilitate student use of feedback.
2. Use questioning to help students learn how to communicate about their learning and to adapt classroom activity.
3. Engage students in peer assessment.
4. Engage students in self-assessment.
5. Facilitate ongoing student monitoring of their progress towards valued learning targets.
6. Engage students in a collaborative, data-driven inquiry process.

#### Student Components

7. Engage in self-assessment.
8. Engage in peer-assess.
9. Continuously monitor their progress towards valued learning targets.

#### Variations

<b>Educator Components</b>				
<b>1. Provide useful descriptive feedback to students regarding the evidence of their learning and facilitate student use of feedback.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator consistently provides written and verbal feedback to students that describe their current learning in reference to where they need to be.</p> <p>Educator develops student skills in using descriptive feedback to improve their work. Educator checks with</p>	<p>Educator provides written and verbal feedback to students that are descriptive (not evaluative).</p> <p>Educator may occasionally provide opportunities for students to use feedback.</p>	<p>Educator provides some descriptive feedback, in addition to a grade, about student progress in relationship to learning targets.</p>	<p>Educator provides grades with feedback that is either positive or negative (evaluative).</p>	<p>Educator provides summary scores or grades on assignments and assessments without additional feedback.</p>

<b>Educator Components</b>				
students to determine whether or not the feedback he/she provided was useful and used by students.				
Educator consistently provides opportunities for students to use feedback to improve their work.				
<b>2. Use questioning to help students learn how to communicate about their learning (thinking and understanding) and to adapt classroom activity.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator plans what questions he/she will ask for each activity. The questions require various cognitive processes from students. Open ended questions are often used to probe or push thinking.</p> <p>Educator provides adequate wait time for students and/or gives students opportunities to process before responding (talk to a peer, etc.) All students are expected to have an answer to any questions and students respond to questions in a variety of ways (e.g. without volunteers, by name).</p>	<p>Educator asks questions which require different cognitive processes from students and uses open ended questions to probe or push student thinking.</p> <p>Educators sometime allow wait time for students before expecting a response to questions.</p>	<p>Educator asks students for the reasoning behind their answers when the student gives an answer that the teacher was not looking for.</p> <p>Educators reframe questions immediately when answers are not forthcoming. Students are asked to volunteer to answer questions by raising hands.</p>	<p>Questioning is used as a classroom management tool. Students who “get the answer right” are rewarded.</p> <p>Students are expected to raise their hands when questions are asked.</p>	<p>Educator asks “yes” “no” or recall questions.</p>

<b>Educator Components</b>				
<b>3. Engage students in peer assessment (investigate, select, prepare, engage)</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator investigates a variety of peer assessment strategies. Educator selects and uses peer assessment strategies that match the needs and skill levels of their students.</p> <p>Educator prepares students for peer assessment (e.g. models the process, provides support materials).</p> <p>Educator engages students in evaluating learning artifacts of their peers and providing feedback to their peers about the evidence of learning reflected in the artifacts before, during and after instruction.</p>	<p>Educator engages students in providing feedback to peers about their learning before, during and after instruction.</p>	<p>Educator engages students in evaluating the work of their peers.</p> <p>The majority of assessment is done by educator.</p>	<p>Educator provides opportunities for student to compare their grade/score on assignments or assessments to that of rest of the class (e.g. distribution of scores).</p>	<p>Educator assesses all student assignments and assessments after instruction.</p> <p>Educator primary provision of information to students is in the form of grades or scores after instruction.</p>
<b>4. Engage students in self assessment (investigate, select, prepare, engage, adapt instruction).</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator investigates a variety of self assessment strategies (see attached list). Educator selects self assessment strategies that</p>	<p>Educator prepares students for self-assessment and engages students in a variety of self assessment strategies (see attached</p>	<p>Educator engages students in a single preferred self-assessment strategy during and after instruction.</p>	<p>Educator provides opportunities for student to compare their performance on assignments or</p>	<p>Only educator assesses and grades all student assignments and assessments after</p>

<b>Educator Components</b>				
<p>match the needs and skill levels of their students.</p> <p>Educator prepares students for self assessment (e.g. models the process, provides support materials).</p> <p>Educator engages students in a variety of self-assessment strategies related to essential learning targets before, during and after instruction.</p> <p>Educator adapts instructional plans and strategies based on student self-assessment information.</p>	<p>list) before, during and after instruction.</p> <p>Educator checks for student understanding before, during and after instruction.</p>	<p>Majority of assessment is done by educator.</p>	<p>assessments to that of rest of the class after instruction.</p>	<p>instruction.</p> <p>Educator primary provision of information to students is in the form of grades or scores after instruction.</p>
<p><b>5. Facilitate ongoing student self-monitoring of their progress (system based on learning targets, processes, over time, student responsibility, reporting).</b></p>				
(a)	(b)	(c)	(d)	(e)
<p>Educator establishes and uses a system that supports student tracking their learning and monitoring their own progress towards learning targets over time. This system includes students keeping artifacts that demonstrate their learning in relationship to learning targets and educators regularly interacting with students</p>	<p>Educator establishes and uses a system and/or tool for students to use to track their learning and monitor their own progress towards learning targets over time.</p> <p>Educator periodically communicates with students about their</p>	<p>Educator tracks student progress towards learning targets over time.</p> <p>Educator requires students to track their grades on assignments and assessments.</p> <p>Educator periodically communicates with students and parents about their</p>		<p>Educator tracks student grades on assignments and assessments and combines this information to calculate summary grades for each student.</p> <p>Educator</p>

<b>Educator Components</b>				
<p>regarding the evidence of their progress towards learning targets.</p> <p>Educator facilitates student communication regarding their progress towards essential learning targets at various points through-out the year to students and external audiences (e.g. standards-based report card or progress report and student-led conferences).</p>	<p>progress towards learning targets.</p> <p>Educator communicates student progress towards essential learning targets at various points through-out the year to students and external audiences (e.g. standards-based report card or progress report).</p>	<p>progress towards learning targets.</p>		<p>communicates summary grades for students at various externally defined points in time through-out the year (quarterly progress report, parent conferences, term grade).</p>
<b>6. Engage students in a collaborative, data-driven inquiry process.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator regularly engages students in a dialogic inquiry processes to make meaning of classroom assessment results. The inquiry process includes: predicting, exploring, explaining and planning for action.</p> <p>Predicting includes involving students in describing what they expect to see in their results (or in the results of the entire class) data and identifying why they are making those predictions.</p>	<p>Educator engages students in a dialogue that includes exploring, explaining and developing an action plan related to assessment results.</p>	<p>Educator explains test results to students and develops plans for responding to results.</p>	<p>Educator develops lesson plans; student assessment results are not used to develop plans, but may be evaluated to determine if they were successful.</p>	<p>Educator records student assessment results in a grade book.</p>

<b>Educator Components</b>				
Exploring includes engaging students identifying the “facts” of the assessment results without explaining why they got the results they got.				
Explaining includes students describing why they think the results were what they were, and identifying the causes of gaps in their learning revealed by data.				
Planning for action includes students determining what they will do in response to the results and may involve students describing how they will know that any learning gaps have been closed.				

<b>Student Components</b>				
<b>7. Engage in self-assessment.</b>				
(a)	(b)	(c)	(d)	(e)
Students regularly self-assess; they provide information to their teacher regarding their progress towards learning targets and/or learning goals		Students are sometimes asked to reflect on their own learning.		Students receive grades as the source of information about their learning.

they have set for themselves.				
<b>8. Engage in peer-assess.</b>				
(a)	(b)	(c)	(d)	(e)
Students regularly peer-assess; they evaluate the learning artifacts (assignments, assessments) of their peers and provide feedback to their peers about the evidence of learning reflected in the artifacts.	Students sometimes provide feedback to their peers about an assignment, such as reviewing a piece of writing.		Students are sometimes asked to switch papers and grade each others assignments or assessments.	Students sometimes share information about the grades they received on an assignment or an assessment.
<b>9. Continuously monitor their progress towards valued learning targets.</b>				
(a)	(b)	(c)	(d)	(e)
Students monitor their progress towards valued learning targets or goals over time and maintain a written record of their learning.				Students are surprised by the grades they receive.

## Cluster 4: Using inquiry to analyze and interpret data.

### Components

1. Engage in a collaborative, data-driven inquiry processes.
2. Use a variety of data to inquire about learning
3. Integrate technology to support analysis and interpretation of data.

### Variations

Educator Components				
1. Engage in a collaborative, data-driven inquiry process.				
(a)	(b)	(c)	(d)	(e)
<p>Educator regularly uses inquiry processes with a variety of types of information. The inquiry processes include: predicting, exploring, explaining and planning for action.</p> <p>Predicting includes describing what they expect to see in data and identifying the assumptions that underlie the predictions.</p> <p>Exploring includes identifying facts found in the data, areas that are a priority, and creating visual displays to support analysis.</p> <p>Explaining includes developing testable hypotheses (theories) about the causes of problems revealed by data.</p>	<p>Educator uses inquiry processes that include exploring, explaining and developing an action plan.</p>	<p>Educator explains data and develops action plans.</p>	<p>Educator develops action plans; data are not used to develop plans, but may be included as measures for achieving them.</p>	<p>Educator puts data in a notebook.</p>

<b>Educator Components</b>				
Planning for action includes developing solution statements based on identified problems, developing actions that lead to the solution, and gathering appropriate data to monitor progress towards their solutions.				
<b>2. Use a variety of data to inquire about learning.</b>				
(a)	(b)	(c)	(d)	(e)
<p>Educator uses a wide variety of types of information (e.g. student work, common assessment results, district and state assessment results, perception data, student characteristic data, program information) to focus collaborative inquiry about learning.</p> <p>He/she knows where to get data to analyze problems, validate solutions and monitor action steps.</p>	Educator uses more than one type of information (e.g. student assessment results and student characteristics) as part of collaborative inquiry about learning and knows where to get different types of data.	Educator uses student assessment results in a collaborative inquiry process to learn about learning.	Educator independently reviews data about his/her students' performance at least once a year.	Educator uses grade books to document student performance.
<b>3. Integrate technology to support analysis and interpretation of data.</b>				
(a)	(b)	(c)	(d)	(e)
Educator regularly uses data and assessment technologies to collect, organize and access data. He/she knows where to get data to analyze problems, validate	Educator frequently uses data technologies to access data.	Educator has access to and occasionally uses data or assessment technologies.	Educator makes personal use of technology (i.e. e-mail, word processing).	Educator uses a paper grade book to track grades.

<b>Educator Components</b>				
solutions and monitor action steps.				