



Why has data become so important in education?

- Accountability requires school districts to measure effectiveness.
- Standards that identify what all students need to know and do must be measured.
- Computer technology provides easy access to data and eases data analysis.
- Data is effective in improving student achievement.

What are Maryland's standards for schools?



[Elementary Schools](#)

[Middle Schools](#)

[High Schools](#)

What are Maryland's content standards?

The Maryland content standards identify what we expect students to know and be able to do.

What do you know about the content standards?

Do you...

- **Know what they are?**
- **Have a copy of them?**
- **Know where to find a copy of them?**
- **Understand what they mean?**
- **Know which ones you are responsible for teaching?**
- **Teach them?**
- **Assess them?**



How does Maryland test what students know and are able to do?

- MSA
- Alt-MSA
- HSA
- Comp-HSA



Are our district standards aligned with state standards?



Standards are not workable unless they have three parts:

- A succinct description of what students must know and be able to do, which is the content standard;
- samples of work to illustrate what meets the standard; and
- commentaries that explain which features in the samples make them meet standard

from Standards for Our Schools by Tucker and Coddling



How do state standards change expectations for what happens in your classroom?



Before Standards	After Standards
<ul style="list-style-type: none">■ Focus on how well teachers taught■ Taught what they thought was important■ Assessed what they thought was important■ Taught whomever wanted to learn	<ul style="list-style-type: none">■ Focus on how well students learn■ Teach specified content standards■ Assess specified content standards■ Teach all students



Before Standards	After Standards
<ul style="list-style-type: none">■ High expectations for only selected students■ Different expectations for different groups of students■ Students screened for higher level courses and activities	<ul style="list-style-type: none">■ High expectations for all students■ The same expectations for all groups of students■ All students have an opportunity for higher level courses and activities



Before Standards	After Standards
<ul style="list-style-type: none">■ Limited expectation for use of data■ Limited availability of data■ Expectation to use summative data to produce grades	<ul style="list-style-type: none">■ High expectation for use of data■ Readily accessible data■ Expectation to use formative data to improve student achievement



What do I expect staff to know and do?

I expect you to...

- Know and understand the standards and indicators you are responsible for teaching
- Incorporate them in your instructional program
- Assess the indicators regularly
- Monitor individual student progress on the indicators

The million dollar question ...

Where are your students performing on the indicators?

What do I expect you to be able to tell me?

- What are your students learning?
- What evidence do you have of this?
- What are you planning to do about it?



What staff development support do you need to meet these expectations?

Do you need help in ...

- Understanding what the content standard indicators are
- Understanding how to teach the indicators
- Understanding how to assess them
- Incorporating the indicators in my instructional program
- Monitoring individual student progress