



Study Guide

The Essentials for Standards-Driven Classrooms

A Practical Instructional Model For Every Student to Achieve Rigor

Chapter 1

The Big Picture

1. List and describe the six components of a standards-based classroom.

Component	Description

2. The text describes component 2 as having a “three-pronged approach,” what are those three parts?

3. Why are both complexity and autonomy necessary in determining student proficiency?

Chapter 2

Standards-Based Planning

1. List the eight steps in the standards-based planning process described in the text.

1.
2.
3.
4.
5.
6.
7.
8.

2. To successfully master standards-driven planning, the first two crucial steps are to determine _____ and _____.
3. Choose a standard from your grade level/subject area and determine the learning target by unpacking the standard.
4. Differentiate between “over-chunking” and “under-chunking” of learning targets.
5. The text describes performance scales as “an educational GPS.” Explain this comparison.

Chapter 3

The Path to Rigor

1. Define rigor.
2. Differentiate the two types of knowledge described in the text.
3. Why is it important for teachers to shift from “keeper of knowledge” to “coach and facilitator”?
4. Using the learning target you created in the previous chapter, plan a lesson that aligns with it.
5. Of the thirteen instructional strategies described on page 56 of the text, which one(s) would be best suited for the lesson you planned above. Why?

Building Standards-Based Professional Learning Communities

1. _____ is a catalyst for growth.
2. Explain, in your own words, the function of a PLC (or LTM).
3. Differentiate between “human capital” and “social capital,” and explain their role within an educational setting.
4. The text describes four developmental stages common to small groups. Describe each stage within the educational (and PLC) context.

Stage	Description
Forming	
Storming	
Norming	
Performing	

5. What are the three ways in which new PLCs differ from the old conception of PLCs?

Leading A Schoolwide Culture of Standards-Based Learning

1. Success or failure of schoolwide initiatives rests squarely with _____
_____.

2. List and describe the four critical leadership actions.

Action	Description

3. How does the Essentials model shift classrooms from teacher-directed to student-directed? And why is this important for increasing rigor?