

Standards based education: the base for improving schools

[Education](#)



Since nearly twenty years, education in the United States has been strongly impacted by "standards movement". Linked proximally to evaluation and answerability, standard-based reforms, not like most other educational systems like open education, behavioral goals, and least ability, has gained ground in an extremely severe and all-encompassing manner. Right from parents to policy-makers, there is an ardent countrywide support to use standards as the base for improving schools. (The Virginia Standards of Learning)

As per Collins Cobuild dictionary, "a standard is a stage of quality or achievement, particularly a stage which is considered to be good enough. It is something used to calculate or approximate the quality or degree of something, for instance, the degree of superiority of a piece of work." In the sphere of education, a standard is a word that describes a growing body of knowledge and set of expertise which is the foundation for quality education. They put across what every student must know and be capable to perform, however do not state pedagogy.

Why have a standards-based curriculum and what are the implications for the teaching-learning-assessment process?) The quintessence of a "standard" is to depict a level of knowledge or performance that is necessary for some reason. For instance, there is a standard fixed by the telephone companies relating to the manner operators communicate with the customers, by the State Government to deliver driving licenses, a intensity of accuracy is necessary for building autos, and a set of unambiguous strategy for assessing gymnastics, diving, and ice skating.

In an identical manner, teachers employ objectives of the students to find out what will be imparted, and as a criterion for making grades for student's work. Each of these "standards" has two parts: an account of what will be recognized or performed, and a suggestion of quality of its performance. In education, these two magnitudes have been pointed as content standard and performance standards, and they point out to fairly diverse concepts, each having a separate set of connotation. (The Virginia Standards of Learning) Discuss the positive effects and attributes of standard-based education.

In standard-based education, the syllabus and units of study are distinctly delineated, comprehended by the teachers and students and conveyed to every employee, families and the community. Standard-based education system will promote fair play, foster learning of students and strengthen answerability. (Standards-Based Education: www.thompson.k12.co.us) Establishing standards is a vital and efficient learning instrument as they state distinct prospect of what every student must have an understanding and capable of doing with the language.

They can be supportive to various populations like the state, districts and school, teachers, student and parents. Establishing a national standard lets to setting aside for identical chance for every student. To start with every student is evaluated against the same standards. In the absence of a universal standard and every teacher establishing his or her independent standard, the expectation of the school on their student will be diverse. As

there will be no element for comparison, instruction as well as assessment cannot be unswerving.

Secondly, in the event of establishing a national standard, it is obvious what the students will be learning at various stages of their education.

Examination provided by the state can assess the development of the student towards achievement of the standard. The students who are failing in achieving the standards can be given preliminary, efficient help. (Why have a standards-based curriculum and what are the implications for the teaching-learning-assessment process?) Discuss the benefits for both educator and student. Standards set students to fix particular objectives with understanding of the particular prospect and norms for success.

This lets to set objectives that are attainable. The evenness of a standard based procedure currently opens opportunities to individuals. Customized learning methods, learning at one's independent speed, identification of the specific learning that requires to happen, aids in describing the manner in which and what students are required to be aware and be capable to perform to attain the age suitable standard, as observed by several remarks. (Standard-based Education: schools. coventryschools. net) The transition to standards-based evaluation aids in building a culture of success in which every student can attain a satisfactory standard.

In case of students, standard established apparent performance prospects, aiding them to comprehend what they are required to do so as to fulfill the standards. These works lets the students to exhibit their knowledge, including the norm for evaluation. This gives students and parents with

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valuable data regarding the performance towards fulfilling the standards. Besides, while dealing with standards based syllabus, schools will be competent to report the growth of the student towards attaining the standards by stating the yardsticks they have attained.

Why have a standards-based curriculum and what are the implications for the teaching-learning-assessment process?) Standards are very impartially described. This lets teachers to employ their ingenuity and expertise to find out which strategies function optimally with both individual as well as a group of students. (Standard-based Education: schools. coventringschools. net) Standards assist teachers devise syllabus, guidelines and evaluation on the basis of what is vital to have knowledge about.

Standards gives the information required to train educators in shaping the development of students in achieving the standards, as stated in the syllabus. Teachers, the educational institution and the state are responsible for the education of the student based on the achievement of these standards. As the standards give a transparent and structured perspective for evaluation, it is thus likely to find out the degree to which the standards have been achieved. (Why have a standards-based curriculum and what are the implications for the teaching-learning-assessment process?)

How does standard-based education improve education? Standard-based education has come to be widespread political reform group as it mingles a lot of factors that concentrates on what is normally construed to be a " failing public school". This has resulted to provide an importance on " high" standards that means improved or more challenging or " world class"

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standards. During 1999, the National Education Summit evaluated the standards association since 1996, deciding that the danger of deteriorating quality of education be first of all found out in A Nation at Risk in 1983 stays in 1999.

The report states, the American citizen" s exhibit that it evidently comprehends that our persistent economic strength, social permanence, quality of life is dependent on our capability to radically progress our schools. The report further declares that the promises to increased standards have unambiguously come to be a central factor in a countrywide movement to enhance school performance. Of late, the research undertaken by an institute 'Public Agenda" point out to a popular displeasure among college teachers and employers of students" fundamental skills.

A second feature of standard-based improvements stresses superior performance of every student. This is a matter of fairness. Supporters of standards-based education consider that poor performing students did not have access to equal education as persistent abysmal expectations from these students have been responsible for their low performance. Therefore, it is reasoned that standard-based improvement will enhance education in case of financially deprived and minority group students by increasing the prospects. (The Virginia Standards of Learning)

The rising difference in the earning levels in US will be lessened as the existing gap as regards education between low and high performing students is lowered. Standards, it is debated, " smoothens the playing field," and will result in less sorting based for the most part on social class and ethic

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category which they belong. In the event students do not display achieving the standards, then in that case solution and withholding might be suitable. A third feature is the manner in which the standards are linked to rewards and encouragement.

As against much of the research that has stressed the significance of child-centered, developmentally suitable procedures to education, standards-based supporters consider that rivalry and external rewards will encourage students and enhance performance. This is founded mostly on edginess with earlier " movements" aimed by educators, and the activity in other nations, together with international studies, which imply American students trailing. Fundamentally, the contention is that American schools and students require external inducements to endeavor for higher levels of performance.

At present, 20 states give financial help to schools wherein students perform in a better manner on standard-based tests. Fourth, there is an increased statewide and federal evaluation and influence over schools is required. The seeming urgency is to set up a single set of standards and one wide-ranging vision in case of all students cutting across all grade levels. The thrust for national standards during the mid-1990s has resulted to an ardent involvement across the state since the stage at which standards-based educational policy is made and executed.

Due to this, a lot of meetings, publications, and reports regarding standards-based improvement have been produced by organizations which are responsive to the requirements of the policy-makers of the state. (The Virginia Standards of Learning) What is the best process for developing an

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effective curriculum when dealing with the standard-based education. The goal of the curriculum as per the Standards is to execute certain jobs within a specific time frame. These jobs must be accomplished in a specific order.

At the time a student learns a subject in this way, he/she builds on existing knowledge. It becomes simpler in case of students to go on learning, when they have a basis of knowledge. As Maurice Johnson describes in his Schema, "Structure is a fundamental feature of curriculum" (EDE 6205: Elementary School Curriculum) I think that there is an urgency on our part to perform more to assess our curriculum. In case we are adhering to the Standards as outlined, our assessment of the results has to be more proficient.

The Florida Comprehensive Assessment Test -- FCAT gives scanty information on the efficacy of the Standard based curriculum. To evaluate learning appropriately, it is required that we are capable of accessing what background knowledge a student is equipped and what knowledge he has amassed after the training. Iowa State University administers a program in which they supply syllabus written in accordance with the standards the school desires. The effectiveness of that particular curriculum is assessed two times in a year.

Students are tested initially in the beginning of the year as also during the end of the year. This testing is done annually. This method gives a more efficient manner of estimating the quantity of learning that is being imparted. (EDE 6205: Elementary School Curriculum) FCAT in all means cannot be a productive instrument in calculating the quantum of learning which is happening. The calculations are extended out and accidental. Prior <https://assignbuster.com/standards-based-education-the-base-for-improving-schools/>

to the establishment of the Sunshine State Standards in May 1996, the primary state curriculum guidance was the Minimum Student Performance Standards.

These standards gave the source for the Statewide Student Assessment Tests. With a view to raising the academic challenge in Florida, the Sunshine State Standards were formed. They were supposed to attain over the minimum capabilities to challenging academic standards. According to Tyler, while formulating any curriculum plan of instruction one should choose what the educational objective must the school look for to achieve. Subsequently, what are the educational experiences which can be given which are expected to achieve these objectives?

Thirdly, the manner in which these educational experiences be efficiently managed, and lastly how we can resolve these objectives are being achieved. The Sunshine State Standards gives an excellent catapulting point in presenting course of action for curriculum development. (EDE 6205: Elementary School Curriculum) What are and justify the positive contributions of standard based education. " Need is the mother of all inventions". (Standard-based Education: schools. coventringschools. net) This sums up a declaration made by an observer.

Standard based education is countrywide crusade because of the countrywide requirement. Of course there is present and there has been extensive apprehension over the quality of public education. Several people mentioned that they identified that it was crucial that education is standardized so that regardless of the place children received education,

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regardless of what socio-economic or cultural backgrounds that they possess, the scope to get knowledge which is at par and good education as everybody others.

One of the member commented " School A should not be deprived compared to school B. " Correctly declared by one parent, the job force has undergone a transformation. This transformation effected by an international economy and international economic rivalry has compelled our nation into the embarrassing state of being second category. Education in our nation did not modify along with the economic modification. This has brought governmental concern with education to light. Students should be given the proficiency and knowledge to compete in the world in a better manner.

Standard-based Education: schools. coventryschools. net) How does the no child left behind act is associated with the standard-based education plan. Widely recognized as the 'No Child Left Behind", -- NCLB Act of 2001 was the collective consequences of a standards-and-testing transition that was initiated with the publication of the report A Nation at Risk by the Reagan government in 1983.

The movement attained due impetus with the 1989 education summit in Charlottesville, Virginia, at which the President George H. W. Bush and the governors of the nation fixed extensive performance objective for the American Schools. The 'America 2000" proposal of President Bush by the end of 1991 incorporated the voluntary national testing associated with the 'world class" standards. This provision gives rise to termination of the Bill by the opposition exerted by Republican radicals. President Clinton accorded

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assent to the 'Goals 2000" in 1994 that provided grants to assist states in devising academic parameters.

Widespread change was visualized with the 1994 reauthorization of the Elementary and secondary education Act that indicated a nationwide commitment to the standard-based reform. The re-sanction necessitated states to generate content and performance parameters in respect of the K-12 schools. (The Politics of No Child Left Behind) Congress also implemented the notion of 'adequate yearly progress" which afterwards become the key player of liability in No Child Left Behind.

However, the 1994 re-sanction started the process of devising standards and tests in most of the states. (The Politics of No Child Left Behind) The federal government anticipates more liability from state education systems and the assurance that no child will be left behind. States are to enhance the student testing, collect and disseminate subgroup consequences assuring a highly skilled teacher in every classroom and assuring that all students irrespective of their socio-economic conditions attain a proficient level of education by the 2014-2015 academic years.

No Child Left Behind Act of 2001) NCLB thus reinforces the federal pressure on all states to pursue a standards-based reform agenda. This incorporates a high academic standard for all students; extra supplementation to assist the students and schools to cater to such standards; enhanced suppleness for local schools in order for them to do so; and greater liability for the consequences especially calculated by the activities of the students on standardized assessments.

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