Introduction to the Analysis of Content Standards and Practice (ACSP): Standards are designed to be broad statements regarding the “stuff” of a discipline, what is to be taught to all students by the time they graduate high school. Standards, by design, encompass a large selection of topics and content in order for the standards in a particular discipline to work together vertically (from grade to grade, PK-12) and horizontally (within a specific subject or grade level, US History, English 9, Algebra 1, Biology, etc.).

This project is intended to allow you to explore the trajectory and history of standards. Nationally, professional organizations within each discipline create and promote the adoption of national standards, but these standards are often used in consultation or as a compliment to state standards. State standards are the adopted and enforced standards of a discipline in each state. All schools—public, private, parochial, etc.—must guarantee that the curriculum adopted in their curriculum meets the state standards. The Common Core State Standards (CCSS) are not comprehensive national standards. Rather, when a state joins the CCSS, it simply means that the state standards in that state are based on or completely adopt the CCSS in English/Language Arts and Mathematics. At the state level the politics of standards often play out and this manifests in a curriculum in which certain content is valued or privileged while other content is not. The implementation of the adopted state standards in the disciplines occurs at the school district and school level where the standards influence every phase of instruction and assessment.

There are two major thematic goals for this project:

1. First, as aspiring teachers, it is vitally important that you develop the skills and knowledge base around your discipline’s specific content standards. These skills will help define you as a world-class teacher that can use any standards to develop engaging and rigorous, and assess students in an authentic manner.

2. Second, as aspiring teachers, it is even more important to develop and refine your philosophy of teaching as it relates to standards and standardization. The more you know about these educational issues the more of an informed teacher you will be politically.

This project will be completed in three phases:

Phase One—Exploration and Critical Analysis: State and National Standards
Phase Two—Implementation and Reflection: Planning and Instruction using Standards
Phase Three—Assessment and Reflection: Knowing that Standards are Met

Final Due Date: ________________
Phase One—Exploration and Critical Analysis: State and National Standards

**Outcome:** Students will critically analyze the national and state standards in their chosen discipline in a 5-7-page research paper. Students will use the language of the profession to describe the histories and development of the standards, how the standards do or do not inform one another and critically analyze the their discipline’s standards evolution over time and how that impacted the actual curriculum being implemented in Nevada (CCSD) schools. Students are to foreground and situate their analysis within the greater teaching and learning context of education examining education through a sociopolitical perspective. Papers must utilize APA (6th edition) for all formatting, citations and references. Sources for this paper will come from discipline specific professional organizations, state and district curriculum and standards documents, and through academic research in the library of periodicals and books related to the topic.

**Discipline Specific Resources and Essential Analysis Question**

**English/Language Arts:**

**Professional Organizations**
National Council of Teachers of English (NCTE)
International Reading Association (IRA)

**National Standards**
NCTE/IRA Standards for the English Language Arts
http://www.ncte.org/standards/ncte-ira

**Nevada ELA Standards**
Nevada Academic Content Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Based on CCSS)
http://www.doe.nv.gov/English_Language_Arts/

**Essential Analysis Question** How has the influence of the CCSS on the NVACS in ELA changed the way English and Language Arts is taught?

**Mathematics:**

**Professional Organizations**
National Council of Teachers of Mathematics (NCTM)

**National Standards**
NCTM Principles and Standards for School Mathematics
http://www.nctm.org/standards/default.aspx

**Nevada Math Standards**
Nevada Academic Content Standards in Mathematics (Based on CCSS)
http://www.doe.nv.gov/APAC_Mathematics/

**Essential Analysis Question** How has the influence of the CCSS on the NVACS in Math changed the way Mathematics is taught?
**Science:**

**PROFESSIONAL ORGANIZATIONS** National Science Teachers Association

**NATIONAL STANDARDS** Next Generation Science Standards
http://ngss.nsta.org

**NEVADA SCIENCE STANDARDS** Nevada Academic Content Standards in Science
http://www.doe.nv.gov/APAC_Science/

**ESSENTIAL ANALYSIS QUESTION** Did the CCSS in ELA and Mathematics serve as a catalyst for science education reform? How are the NGSS different from CCSS in ELA and Mathematics?

**Social Studies:**

**PROFESSIONAL ORGANIZATIONS** National Council for the Social Studies

**NATIONAL STANDARDS**
http://www.socialstudies.org/standards

http://www.socialstudies.org/c3

**NEVADA SOCIAL STUDIES STANDARDS** Nevada Academic Content Standards in Social Studies
http://www.doe.nv.gov/APAC_Social_Studies/

**ESSENTIAL ANALYSIS QUESTION** Did the CCSS in ELA and Mathematics serve as a catalyst for social studies education reform? How are the NCSS Standards and C3 Framework different from CCSS in ELA and Mathematics?

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**K12 ART TEACHER CANDIDATES AND K12 FOREIGN LANGUAGE TEACHER CANDIDATES**

Students seeking licensure in K12 ART or K12 FOREIGN LANGUAGES will consult with the EDSC 311 and EDSC 323 instructors to advise whether the project should be completed as is or provide specific revisions based on the current context and the needs of the student.
Phase Two—Implementation and Reflection: Planning and Instruction using Standards

**Outcome:** Students will utilize the Nevada Academic Content Standards in the planning, delivery, and assessment for all three of their performance evaluations. Where Phase One in the ACSP is theoretical in nature, the second phase of the project is designed to take the theory and understanding of content standards to the actual practicum student’s teaching lessons through the implementation of a **Questions-Knowledge-Process-Product (QKPP) Analysis** chart. Students will be able to use the tool as a pre-planning tool or as a post-teaching reflection and personal assessment.

**Questions-Knowledge-Process-Product (QKPP) Analysis**

**Directions and Notes:**

<table>
<thead>
<tr>
<th>Nevada Academic Content Standards Referenced in Performance Evaluation</th>
<th>Analysis Based on National Standards from Disciplinary Professional Organization (NCTE, NCTM, NSTA, NCSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NVAC Standards— from EDSC 311 Performance Evaluation:</td>
<td>Big Ideas—learners will explore these Essential Questions:</td>
</tr>
<tr>
<td>Lesson Objectives— from EDSC 311 Performance Evaluation:</td>
<td>Declarative Knowledge—learners will understand:</td>
</tr>
<tr>
<td>--Be sure to list the standard number and the full language of the standard. If your lesson utilizes multiple standards list no more than three standards that are most salient. <strong>EXAMPLE:</strong> Civics Content Standard C14.0 - The Federal System: U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments. --These should be sourced directly from the lesson plan taught. --Be sure to include the correlating standard number at the end of each objective in [brackets] <strong>EXAMPLE:</strong> 4.6 Students will interpret the unique features of the United States Constitution by utilizing one of the big 11 social studies skills. [C14.0-12]</td>
<td>--Based on your expertise in the field what is the “big idea” here, what must students know and what questions should they know how to answer? <strong>EXAMPLE:</strong> Students will understand that the rights and responsibilities of American citizenship guaranteed by the U.S. Constitution and Bill of Rights call for continued civic action by individuals and groups to sustain and improve our democratic society. How do citizens balance personal interests, needs, and talents with civic responsibility and working for the common good?</td>
</tr>
</tbody>
</table>

**Snapshot of Practice:** How do you know they know (the standard)?

--How did the increased attention on standards starting with the NVACS supplemented with the national standards impact the planning and delivery of this lesson? --Reflect on your lesson, how did the students demonstrate that they met the objectives and standards? --How do you know they know? --If you have an artifact or tangible assessment, from the lesson, explain how standards influences the assessment and its implementation.

The blank full-page charts are available as a separate MSWord document template on the Field Experience Website (http://education.unlv.edu/ofe/).
Phase Three—Assessment and Reflection: Knowing that Standards are Met

**Outcome**—Phase Three takes the form of a Reflection and Perspective Paper that will “connect the dots” between theory and practice. You will use the language of the profession to describe learners, learning, models, and elements of designing instruction. In the paper you will be expected to narrate your personal journey as you worked through the ACSP and EDSC 311/323, paying particular attention to connections between coursework, practicum experiences, and applying academic readings to the planning, delivery, and assessment or effective instruction. This reflection will essentially be your own “perspective” or philosophical stance on teaching and learning, detailing the transformative experience you had in your courses this semester will help to inform your perspective for all teaching and learning.

This reflection will be 7-10 pages, (excluding references and title page) long and must utilize APA format. Course readings must be used as source material and you will be assessed on your ability to weave your personal experiences with the readings.