Sources of Information About Program Standards and Benchmarks

Nicole Roper

Abstract

This *CASEmaker* bibliography includes selected references for understanding and using standards and benchmarks for promoting adoption and use of evidence-based practices. *Standards* are statements of desired or expected performance, whereas *benchmarks* are the indicators for judging the extent to which desired performance has been achieved. Program standards and benchmarks are important because they provide practitioners clearly stated performance expectations and goals.

This *CASEmaker* bibliography includes selected references for using standards and benchmarks to promote an understanding of evidence-based practices and both the adoption and use of these practices. *Standards* are statements of desired or expected performance, whereas *benchmarks* are the indicators for judging the extent to which desired performance has been achieved. A number of frameworks and models O are especially useful for understanding how standards and benchmarks can be used for promoting use of desired practices. Standards and benchmarks are being used by *CASE* investigators as one approach to promoting practitioner understanding and adoption of evidence-based early childhood intervention and family support practices.

The extent to which practitioner performance matches expectations depends to a large degree on how clearly these expectations are communicated both in writing and orally. Standards and benchmarks are one way of accomplishing this and for ensuring practitioner accountability (Otis-Wilborn, Winn, Ford & Keyes, 2000). The references included in this *CASEmaker* are organized in three sections: (1) foundations for using standards and benchmarks to promote understanding adoption and use of best practices, (2) definitions of key terms, and (3) application of standards and benchmarks. The material included in this bibliography has been used to guide the development and use of standards and benchmarks for promoting adoption of practices constituting a focus of an integrated approach to early childhood intervention and family support (Dunst, 2000, 2004). The *Prescription for Practice* lists four articles readers should find

helpful for using standards and benchmarks for implementing evidence-based practices.

FOUNDATIONS

A number of sources of information provide the foundation for understanding how standards and benchmarks can be used to establish performance expectations and provide practitioners clearly stated performance goals. Several especially relevant references include:

Burger, D. (1998). *Designing a sustainable standards-based assessment system*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Nickols, F. (2000). *Performance and performance standards: Opinion*. Retrieved February 8, 2005 from http://home.att.net/~nickols/opinion.htm

Salvaris, M., Burke, T., Pidgeon, J., & Kelman, S. (2000). *Social benchmarks and indicators for Vic-*

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Rx   Prescription for Practice   Rx

Improve your knowledge and understanding of standards and benchmarks and staff adoption by reading the following:

Alexander, P. A. (2003). The development of expertise: The journey from acclimation to proficiency. *Educational Researcher, 32*, 10-14.

Burger, D. (1998). *Designing a sustainable standards-based assessment system*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Horsch, K. (2002). Indicators: Definition and use in a results-based accountability system. *Harvard Family Research Project*, 1-4.

Oliver, R. (2003, October). *Exploring benchmarks and standards for assuring quality online teaching and learning in higher education*, Paper presented at the 16th Open and Distance Learning Association of Australia biennial forum, Canberra, Australia.

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toria: Consultants' report. Melbourne, Australia: Swinburne University of Technology, Melbourne, Institute for Social Research.

Definition of Terms

Standards, benchmarks, and indicators are highly related concepts, but differ from one another in clearly discernable ways. Sources of information about how these concepts are both related to and differ form one another can be found in a number of references.

Standards

Burger, D. (1998). *Designing a sustainable standards-based assessment system*. Aurora, CO: Mid-continent Regional Educational Laboratory.

Hale, J. (2000). *Performance-based certification: How to design a valid, defensible, cost-effective program*. San Francisco: Jossey-Bass/Pfeiffer.

Nickols, F. (2000). *Performance and performance standards: Opinion*. Retrieved February, 25th, 2004, from http://home.att.net/~nickols/opinion.htm

Tucker, M., & Codding, J. (1998). *Standards for our schools: How to set them, measure them, and reach them*. San Francisco: Jossey-Bass.

Benchmarks

Oliver, R. (2003, October). *Exploring benchmarks and standards for assuring quality online teaching and learning in higher education*, Paper presented at the 16th Open and Distance Learning Association of Australia biennial forum, Canberra, Australia.

Otis-Wilborn, A. K., Winn, J. A., & Ford, A. (2000). Standards, benchmarks, and indicators. *Teaching Exceptional Children, 32*(5), 20-28.

Indicators

Babbie, E. (2004). *The practice of social research* (10th ed., 118-149). Belmont, CA: Wadsworth.

Epstein, S. G., Taylor, A. B., Halberg, A. S., Gardner, J. D., Walker, D. K., & Crocker, A. C. (1989). *Enhancing quality: Standards and indicators of quality care for children with special health care needs*. Boston: New England SERVE.

Horsch, K. (2002). Indicators: Definition and use in a results-based accountability system. *Harvard Family Research Project*, 1-4.

Application

The use of standards and benchmarks for promoting adoption of desired practices can be accomplished in a number of different ways. This section of the bibliography includes references to sources of information useful for developing a better understanding of how to use standards and benchmarks for promoting both the adoption and deep understanding of desired practices.

Alexander, P. A. (2003). The development of expertise: The journey from acclimation to proficiency. *Educational Researcher, 32*, 10-14.

Biggs, J. B. (1993). From theory to practice: A cognitive systems approach. *Higher Education Research and Development, 12*(1), 73-85.

Biggs, J., Kember, D., & Leung, D. Y. P. (2001). The revised two-factor study process questionnaire: R-SPQ-2F. *British Journal of Educational Psychology, 71*, 133-149.

Chinn, C. A., & Brewer, W. F. (1993). The role of anomalous data in knowledge acquisition: A theoretical framework and implications for science instruction. *Review of Educational Research, 63*(1), 1-49.

Donovan, M. S., Bransford, J. D., & Pellegrino, J. W. (Eds.). (1999). *How people learn: Bridging research and practice*. Washington, DC: National Academy Press.

Howell, J. C. *Innovation adoption: A control theory*

perspective [Thesis prospectus]. Unpublished manuscript, South Alabama University.

National Center for the Dissemination of Disability Research. (1996). *A review of the literature on dissemination and knowledge utilization.*

Szulanski, G. (1996). Exploring internal stickiness: Impediments to the transfer of best practice. *Strategic Management Journal, 17* (Winter Special Issue), 27-43.

Trigwell, K., & Prosser, M. (1991). Improving the quality of student learning: The influence of learning context and student approaches to learning on learning outcomes. *Higher Education, 22*, 251-266.

Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. *Higher Education, 37*, 57-70.

Conclusion

A number of sources of information were included in this *CASEmaker* bibliography that provides descriptions of how program standards and benchmarks can be used to promote practitioner adoption of desired practices. Program standards and benchmarks are especially useful as "practice adoption" tools because they provide practitioners with clearly stated performance expectations and goals (Oliver, 2003). Selected references of relevant models for using standards and benchmarks as indicators against which practices can be judged were also included to provide interested readers with source material that they should find helpful in their own work promoting adoption of desired practices.

References

Alexander, P. A. (2003). The development of expertise: The journey from acclimation to proficiency. *Educational Researcher, 32*, 10-14.

Biggs, J. B. (1993). From theory to practice: A cognitive systems approach. *Higher Education Research and Development, 12*(1), 73-85.

Donovan, M. S., Bransford, J. D., & Pellegrino, J. W. (Eds.). (1999). *How people learn: Bridging research and practice*. Washington, DC: National Academy Press.

Dunst, C. J. (2000). Revisiting "Rethinking early intervention." *Topics in Early Childhood Special Education, 20*, 95-104.

Dunst, C. J. (2004). An integrated framework for practicing early childhood intervention and family support. *Perspectives in Education, 22*(2), 1-16.

Oliver, R. (2003, October). *Exploring benchmarks and standards for assuring quality online teaching and learning in higher education*, Paper presented at the 16th Open and Distance Learning Association of Australia biennial forum, Canberra, Australia.

Otis-Wilborn, A. K., Winn, J. A., & Ford, A. (2000). Standards, benchmarks, and indicators. *Teaching Exceptional Children, 32*(5), 20-28.

Author

Nicole Roper, Ed.D., is a Senior Coordinator, Family, Infant and Preschool Program and Investigator, Center for the Advanced Study of Excellence in Early Childhood and Family Support Practices, J. Iverson Riddle Developmental Center, Morganton, North Carolina.