Power Standards
Narrowing our Focus to Broaden our Effectiveness
Who are we in the room?

1. K-12 Teacher/Support Staff
2. Building Administrator
3. District/ESD Administrator
4. Post-Secondary Educator
5. Other
How would you rate your understanding of Power Standards?

1. Advanced
2. Proficient
3. Basic
4. Below Basic

At your table, introduce yourself and explain which answer you chose and why.
In 2002, we began full implementation of a district-wide initiative aligning our written, taught, & tested curriculum to state standards.

- Implemented managed curriculum guides with timelines in all major content areas.
- Steadily increased the quality and quantity of district assessments, both formative and summative.
- Utilized assessment data to lead “Data-Driven-Dialogue” protocols with teachers and administrators.
Spokane Public Schools’ Story

- In 2007, we began researching and experimenting with standards-based grading and reporting (SBGR).
- At the elementary level:
  - One year researching and creating an elementary report card
  - One year piloting new report card at 7 of the 34 elementary schools
  - Full implementation at all elementary schools in 2009
- At the secondary level:
  - Two years researching and experimenting between 2009-2011
  - One year piloting in 2012-2013
  - Full implementation by 2013-2014
Spokane Schools – Five District Initiatives

Significantly Increase Student Achievement

Closing Gaps

Social Justice

SBGR

Written Taught Tested

Social Support

Assessment For Learning
The Need for Power Standards

- Tighten the alignment of the written, taught and tested curriculum
- Provide a focus for standards-based grading and reporting
- Serve as a vehicle for social justice; Provide a guaranteed and viable curriculum
- Create transparency for our families and community about what is most important for student success
- Guide our formative and summative assessments
What are Power Standards?

- Power Standards are the standards that are essential for student success. They represent those standards teachers will spend the most time emphasizing.

- Power Standards, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curricular objectives.

- Complementary standards will be used to support the instruction of the Power Standards.

- Students will be exposed to the remaining standards to a lesser degree.
Power Standards

- **Power Standards** = more time and emphasis
- **Complementary Standards** = supports the Power Standards
- **Remaining Standards** = less emphasis and time
What are Power Standards?
Why Power Standards?

- Most teachers lack a 400 day school year and students with photographic memories. There are too many standards.

- Power Standards narrow the focus of academic planning and instruction and point to what we want to guarantee in terms of learning.

- In striving to cover all standards, we end up superficially “covering” (viability) everything and as a result students are not given the OTL (Opportunity to Learn).
Why Power Standards?

- “…the standards across 14 subject areas would require 15,465 hours to address adequately, but there are only 9,042 hours of instruction available” (Marzano, p 27).
- US Mathematics textbooks cover 350% as many topics as Japanese textbooks cover, yet Japanese students significantly outperform US students in mathematics (TIMSS-Schmidt, McKnight, and Raizen, 1996).
- Marzano worked with 10 mathematics educators to identify which NCTM standards, out of 741, were essential.
  - 299 were identified as essential by all 10 educators. That’s about 40%.
  - 145 were not identified by any of the 10 educators. That’s about 20%.
- “…schools should provide clear delineation of content that is essential versus that which is supplemental…” (Marzano, p 28).

Robert Marzano, *What Works in Schools: Translating Research into Action*
Why Power Standards?
The Identification Process

3 full days with each content area K-12; over 150 teachers participated in the process

• Individual selection
• Grade level collaboration and consensus
• Test and item specifications reference
• Adjacent grade level collaboration and consensus
• Vertical alignment K-12
<table>
<thead>
<tr>
<th>Identification Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>Life</td>
</tr>
<tr>
<td>State Test</td>
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</tbody>
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- What essential understandings and skills do our students need?

- Which standards and/or indicators can be clustered or incorporated into others?
The Identification Process
Choosing “Power Chores”

How do you prioritize your long “to do” list of weekend chores?
Which Chore Is Most Essential?

A. Pay Bills  
B. Clean house  
C. Buy groceries  
D. Watch your child’s soccer game

What criteria did you use to make your choice?
Which Standard is Most Essential?

A. Apply comprehension monitoring strategies to understand different types of text.
B. Understand the functions of literary devices.

What criteria did you use to make your choice?
Which Standard is Most Essential?

A. Mentally +, -, x and divide simple fractions, decimals, & percents.

B. Solve single & multi-step problems involving proportional relationships & verify solutions.

C. Make scale drawings & solve problems related to scale.

What criteria did you use to make your choice?
Look at the label on your folder
– Are you grade 6 or 7?
Find the 11x17 page for your grade
Mark the standards that you consider to be **absolutely essential** for student success.

- Check what is nonnegotiable.
- Mark the ones you're not sure about with a ?

*This is an individual activity - No talking.*
Share your choices with your grade level group.

5 minutes
State Assessment Related Documents

• Compare your choices to those identified by the state to be assessed.
  • Look for the “W’s”
  • Test Strand Information

Do you need to revise your choices at this point?
Come to a consensus as a group
  – Are there standards that are important but not Power?
  – Could you identify them as supporting standards?

Record on the green sheet, the identifying numbers for your Power Standards and Supporting Standards and a short description or brief phrase.
Where do the Power Standards at my grade level fit in the big picture?
– Let’s follow the same process for an adjacent grade level.
– In your folder, find the 11x17 for the adjacent grade level
– Record on the yellow sheet.
Meet with another grade level group.
- Each group takes 5 minutes to share and justify your choices.
Using the feedback from the adjacent grade level, record a draft of your Power Standards on another green sheet.

- K-12 share out on large posters
Revising the Power Standards

- Sub-committee
- K-12 deep alignment
  - “Growing a standard”
  - Filling the holes
- District-wide roll-out
- Further revision after one year of implementation
What would you anticipate to be the benefits of having Power Standards identified for your school district?

- What would be the benefits for students?
- What would be the benefits for you and your colleagues?
Here’s what, now what, so what?
Moleena Harris - Facilitator, Professional Learning
Contact Information:
MoleenaH@SpokaneSchools.org
(509) 354-5974

Annie Wolfley - Facilitator, Professional Learning
Contact Information:
AnneW@SpokaneSchools.org
(509) 354-7308