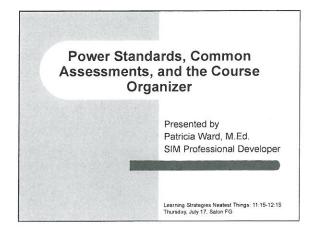
LS Neatest Things Thursday, July 17 11:15-12:15 Salon FG



What are Power Standards?

"Those standards that, once mastered, give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives."

---Dr. Reeves

Rationale for Power Standards

 Too many standards, not enough year!



Guiding Questions:

- 1. What *essential understandings and skills do our students need?
- 2. Which standards can be clustered or incorporated into others?
- *Essential: what knowledge and skills must I impart to my students **this** year so that they will enter **next** year's class with confidence and a readiness for success?

Power Standards Criteria

- Endurance -will be of value beyond a single test date
- 2. Leverage -be of value in multiple disciplines
- Readiness for the next level of learning essential knowledge and skills that are necessary for success in the next grade or level of instruction

• What do your students need for success - In school - In life and - On the State Test

Identification Criteria

- 1. Endurance
- 1. School
- 2. Leverage
- 2. Life
- 3. Readiness for next level of learning
- 3. State Test
- What essential understandings and skills do our students need?
- 2. Which standards can be clustered or incorporated into others?

Step 1

- Read through the entire grade level GLCE's, highlight:
 - Green: I cover these very well
 - Yellow: I talk about these in class
 - Pink: I have never covered these
- Take the next 5 minutes and check mark the ones you consider to be absolutely essential for student success in that grade.

Step 2

- Share your list with your colleagues and note where you
 - Agree
 - Disagree
 - Not sure
- Goal: Reach an initial consensus of what Power Standards should be in that subject/ grade.

Step 3

- Look at State Test and/or other norm referenced testing for specific weaknesses that may need emphasizing in your particular school.
- Revise your selections with this new information.
- Follow Steps 1 3 with the grade above and below your grade (vertical alignment)

Step 4

- Post three grade level charts on the wall (K-2; 3-5; 6-8; 9-12)
- Look for the vertical flow within and between the grade spans
- Look for and identify any gaps, overlaps, and omissions



Sequencing the Power Standards for Instruction and Assessment

 Think about your reporting periods (quarters or trimesters), decide which standards should be taught in which individual reporting periods —e.g. Scope and Sequence

or

Introduce the Course and Unit Organizers

SMARTER Planning

- . Shape the Critical Questions
- Map the Critical Content
- Analyze for Learning Difficulties
- Reach Enhancement Decisions
- Teach Strategically
- Evaluate Mastery
- Revisit Outcomes

Assessment (of & for)

Summative (of)

- Norm referenced, Standardized
- A snapshot in time
- Formal

Essential question:

 What have students already learned?

Formative (for)

- Often Teacher created
- A moving picture
- Formal or informal

Essential Question:

- How can we help students learn more?

Accurate Assessment

Key 1: Clear Purpose

- What's the purpose?
- Who will use the results?
- What will they use the results to do?

Key 2: Clear Targets

- What are the learning targets?
- Are they clear?
- Are they appropriate?

Key 3: Sound Design

– What method? Quality questions? Sampled how? Avoid bias how?

Effectively Used

Key 4: Effective Communication

- How to manage the information?
- How to report? To Whom?

Key 5: Student Involvement

- Students are users, too.
- Students can track progress and communicate, too.
- Students need to understand targets, too.
- Students can assess, too.

The Course Organizer Difference

- · Course Paraphrase; Course Theme
- Critical Concepts
- Course Map
- Community Principles
- Learning Rituals
- Performance Options
- Course Standards

Thank You! Patricia Ward, M.Ed. Educational Consultant 1ward2@charter.net