

Making Standards Work: Collaboration and Implementation Component

District Leader	School Leader	Teacher
1. Spends every discretionary dollar on staff development and instructional support is specifically linked to student achievement, high standards and improved assessment	1. Allocates equitable and appropriate time, training, and resources to support MSW implementation	1. Supports the use of a standard-based accountability system
2. Establishes timeline for implementation and review process of district progress	2. Ensures that new teachers receive training and support	2. Works collaboratively with colleagues to ensure vertical and horizontal alignment
3. Monitors the strategies that schools use to achieve high standards	3. Establishes timeline for implementation and review process of school progress	3. Identifies, discusses and shares strategies that contribute to improved student performance
4. Arranges for vertical and horizontal articulation among schools and grade levels	4. Develops a sustainable system for monitoring and adjusting implementation	4. Regularly self-reflects based on student performance and makes changes in lesson design and teaching strategies accordingly
5. Clearly articulates that all standards must be taught with an emphasis on power standards	5. Articulates an expectation that all staff are involved and accountable in MSW	

Making Standards Work: Power Standards and Unwrapping Component

District Leader	School Leader	Teacher
1. Actively participates in the process powering of standards	1. Creates a system of sharing and disseminating information	1. Implements standards in every grade and content area
2. Establishes timeline for implementation and review process of school progress	2. Includes representation from teachers and specialists in all grade levels and content areas	2. Understands that prioritizing Power Standards does not mean eliminating the rest of the standards
3. Ensures that power standards are horizontally and vertically aligned (K-12)	3. Clearly articulates that all standards must be taught with an emphasis on power standards	3. Students can explain what standards are being addressed during each unit
4. Clearly articulates that all standards must be taught with an emphasis on power standards	4. Reviews the assessment and instructional techniques used by teachers as part of the evaluation process	4. Works together to identify and unwrap power standards
5. Ensures that there is a standards-based curriculum aligned with formative and summative assessments		

Making Standards Work: Performance-based Assessments & Scoring Guides Component

District Leader	School Leader	Teacher
1. Establishes a criteria for reviewing performance-based assessments and rubrics to ensure that they are addressing the power standards	1. Communicates the purpose of performance-based assessments to students, families, community members, and board of education members	1. Utilizes multiple instructional strategies to differentiate for all students
2. Analyzes results from performance assessments to ensure that optimal student learning is occurring	2. Analyzes results from performance assessments to ensure that optimal student learning is occurring	2. Analyzes results to inform professional development needs
3. Evaluates selected student work to compare to a district or school standard	3. Communicates that performance-based assessments are formative and are to be used to inform future instruction	3. Creates at least one standard-based performance assessment per month
4. Analyzes results to inform professional development needs	4. Evaluates selected student work to compare to a district or school standard	4. Works collaboratively to develop and share performance-based assessments
		5. Develops rubrics that are aligned with performance-based assessments
		6. Collegially reviews performance assessments and student data to analyze impact on student learning and make instructional adjustments