

Making Standards Work

Indicators of Success

Component: Collaboration & Implementation

Level: District

Role: Leadership

At the district level, leadership:

- Participates in the training
- Articulates a deep understanding of MSW process
- Creates a risk-free environment that encourages collaboration and makes room for mistakes
- Allocates equitable and appropriate time, training, and resources to support MSW implementation in schools
- Spends every discretionary dollar on staff development and instructional support is specifically linked to student achievement, high standards and improved assessment
- Commitment to standards is a criteria in all hiring decisions
- Ensures that new teachers receive training and support
- Makes links between existing initiatives and professional development with MSW
- Establishes timeline for implementation and review process of district progress
- Develops a sustainable system for monitoring and adjusting implementation
- Monitors the strategies that schools use to achieve high standards
- Creates a system of sharing and disseminating information
- Communicates purpose and intent of MSW with teachers, families, community members, school leaders, and board of education members
- Assists families, community members, teachers, unions, and Board of Education members with understanding the change process
- Arranges for vertical and horizontal articulation among schools and grade levels
- Ensures that there is an ongoing system for reviewing Power Standards for appropriateness and accuracy
- Clearly articulates that all standards must be taught with an emphasis on power standards
- Actively works to institutionalize concepts and principles of MSW over time
- Keeps the moral imperative and greater purpose in the forefront of all work

Making Standards Work

Indicators of Success

Component: Collaboration & Implementation

Level: School

Role: Leadership

At the school level, leadership:

- Participates in the training
- Articulates a deep understanding of MSW process
- Creates a risk-free environment that encourages collaboration and makes room for mistakes
- Allocates equitable and appropriate time, training, and resources to support MSW implementation
- Spends every discretionary dollar on staff development and instructional support is specifically linked to student achievement, high standards and improved assessment
- Commitment to standards is a criteria in all hiring decisions
- Ensures that new teachers receive training and support
- Makes links between existing initiatives and professional development with MSW
- Establishes timeline for implementation and review process of school progress
- Develops a sustainable system for monitoring and adjusting implementation
- Creates a system of sharing and disseminating information
- Communicates purpose and intent of MSW with teachers, families, community members and board of education members
- Articulates an expectation that all staff are involved and accountable in MSW
- Assists families, community members, teachers, unions and Board of Education members with understanding the change process
- Includes representation from teachers and specialists in all grade levels and content areas
- Actively works to institutionalize concepts and principles of MSW over time
- Keeps the moral imperative and greater purpose in the forefront of all work

Making Standards Work

Indicators of Success

Component: Collaboration & Implementation

Level: Classroom

Role: Teachers

At the school level, teachers:

- Know state frameworks
- Use to data to know where students are developmentally & emotionally
- Create a risk-free environment for students
- Embrace the professional responsibility to remain current with research and utilize best practice
- Support the use of a standards-based accountability system
- Work collaboratively with colleagues to ensure vertical and horizontal alignment
- Identify, discuss, and share strategies that contribute to improved student performance
- Communicate purpose and intent of MSW with students, families, and community members
- Regularly self-reflect based on student performance and makes changes in lesson design and teaching strategies accordingly
- Implement standards-based curriculum
- Are willing to observe and be observed by peers
- Keep the moral imperative and greater purpose in the forefront of all work

Making Standards Work

Indicators of Success

Component: Power Standards & Unwrapping

Level: District & School

Role: Leadership

At the district and school level, leadership:

- Facilitates and supports the process of identifying and unwrapping power standards
- Actively participates in the process powering of standards
- Creates a system of sharing and disseminating information
- Develops a format for recording power and unwrapped standards
- Establishes timeline for implementation and review process of school progress
- Shares responsibility at all district levels in the process of powering the standards
- Seeks outside assistance when necessary
- Includes representation from teachers and specialists in all grade levels and content areas
- Arranges for vertical and horizontal articulation between schools and grade levels
- Provides teachers with someone who has expertise in the subject area that is being powered
- Ensures that power standards are horizontally and vertically aligned (K-12)
- Articulates an expectation that all staff are involved and accountable in MSW
- Clearly articulates that all standards must be taught with an emphasis on power standards
- Reviews the assessment and instructional techniques used by teachers as part of the evaluation process
- Ensures that there is a standards-based curriculum aligned with formative and summative assessments
- Understands that Power Standards are at the intersection of data and instruction

Making Standards Work

Indicators of Success

Component: Power Standards & Unwrapping

Level: Classroom

Role: Teacher

At the classroom level, teachers:

- Understand and value the process of identifying and unwrapping power standards
- Work together to identify and unwrap power standards
- Work with colleagues to ensure that power standards are horizontally and vertically aligned (K-12)
- Implement standards in every grade and content area
- Identify resources which support unwrapped standards to eliminate textbook-driven instruction
- Understand that prioritizing Power Standards does not mean eliminating the rest of the standards
- Involve students in the process of writing power standards in student-friendly language to engage students and cultivate ownership
- Students can explain what standards are being addressed during each unit
- Reinforce commonly used standards, such as those for writing, in every discipline

Making Standards Work

Indicators of Success

Component: Performance-based Assessments & Scoring Guides

Level: District & School

Role: Leadership

At the district and school level, leadership:

- Communicates the purpose of performance-based assessments to students, families, community members, and board of education members
- Facilitates the development, implementation and sharing of performance-based assessments and scoring guides across the learning community
- Establishes a criteria for reviewing performance-based assessments and rubrics to ensure that they are addressing the power standards
- Analyzes results from performance assessments to ensure that optimal student learning is occurring
- Communicates that performance-based assessments are formative and are to be used to inform future instruction
- Evaluates selected student work to compare to a district or school standard
- Analyzes results to inform professional development needs

Making Standards Work

Indicators of Success

Component: Performance-based Assessments & Scoring Guides

Level: Classroom

Role: Teachers

At the classroom level, teachers:

- Utilize multiple instructional strategies to differentiate for all students
- Analyze results to inform professional development needs
- Communicate the purpose of performance-based assessments to students, families, and community members
- Publishes explicit expectations for proficient work
- Student evaluation is always done according to the standards and scoring guide
- Create at least one standards-based performance assessment per month
- Work collaboratively to develop and share performance-based assessments that are based on powered and unwrapped standards
- Develop rubrics that are aligned with performance-based assessments
- Use criteria established by Center for Performance Assessment to develop performance assessments and scoring guides
- Use performance assessments as an instructional tool
- Collegially review performance assessments and student data to analyze impact on student learning and make instructional adjustments