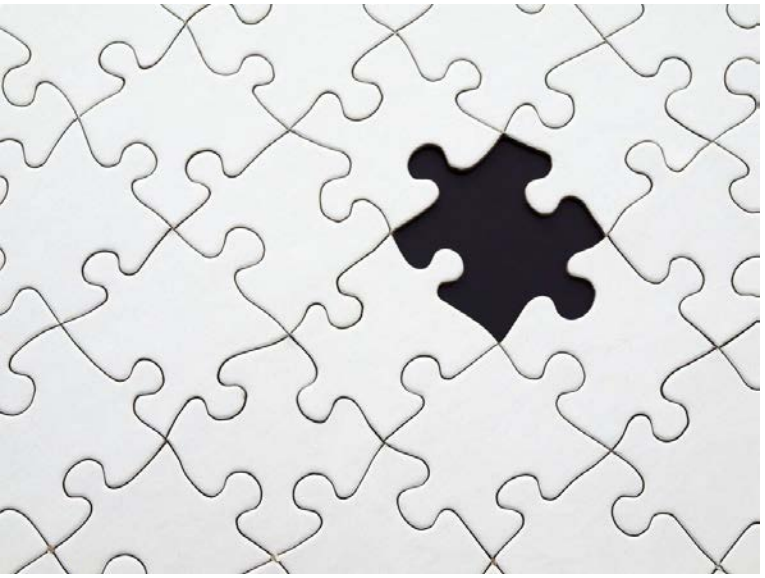


Focus & Supporting Standards

Power Standards

A Clarification



A Phrase Coined by Larry Ainsworth in 2003

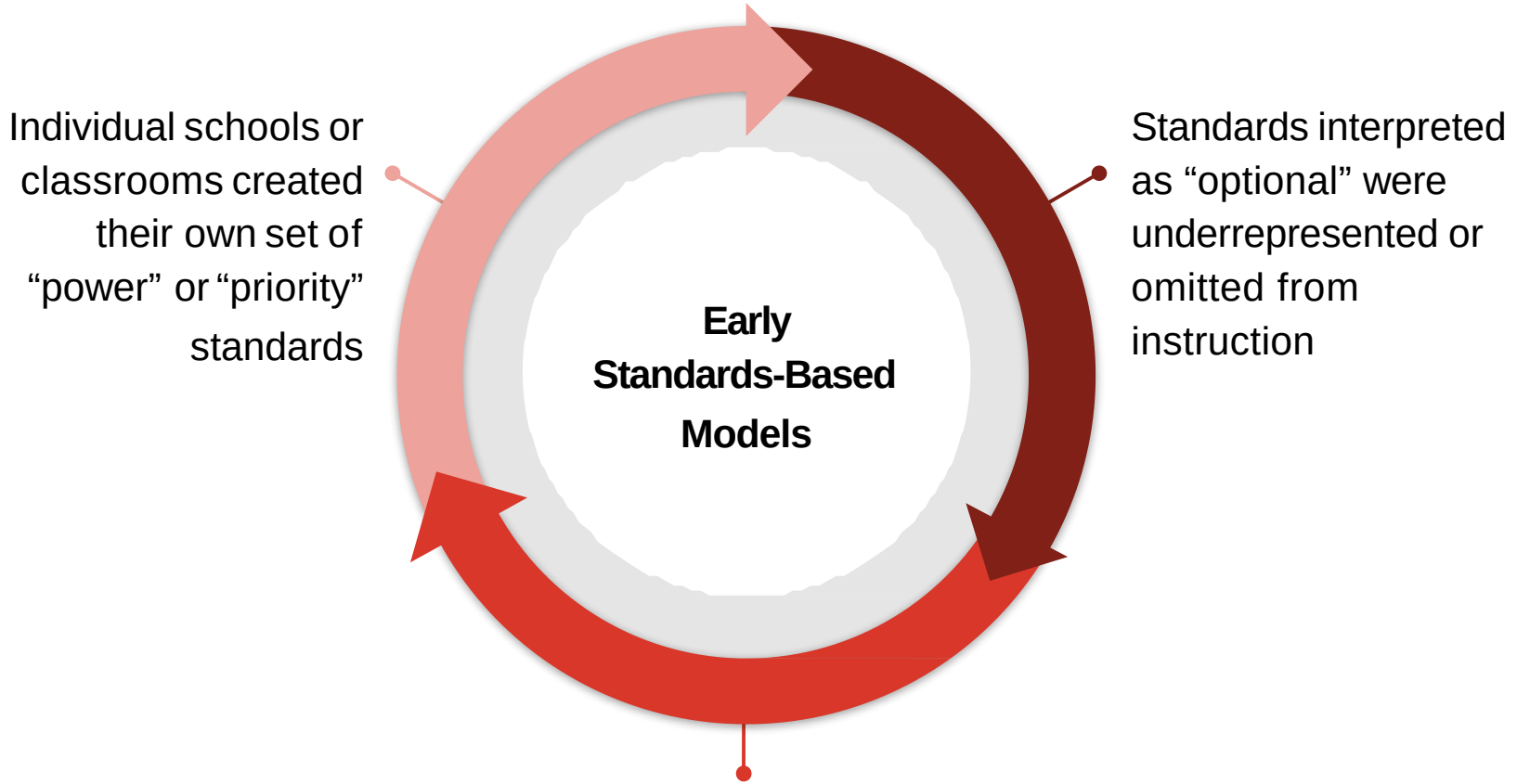
"In 2003, I wrote *Power Standards: Identifying the Standards That Matter the Most* to address this challenge. The process worked great, but many **misinterpreted the term 'power' to mean only certain standards are important and not to worry if they didn't get to the others.** As a result, I rebranded the process, Priority Standards, to underscore the point that certain standards should receive greater emphasis than others, but that all standards must still be taught."

Prioritizing the Common Core

Power or Priority?

An Unintended Consequence

Early standards-based methods used the idea of **POWER** or **PRIORITY** standards. Ultimately the implementation of these methodologies led to **some standards being viewed as optional or unnecessary**. Thus, we could no longer ensure all students received equitable, standards-based instruction.



Why ALL Standards?

Purposeful Standards Instruction



- **All grade level standards are necessary** for students to fully master the concepts, content, and skills at each grade-level - ***and to prepare for the next grade-level***.

- Each lesson should be **targeted** and **purposeful**, which means ***some standards are more heavily emphasized than others in any given lesson***.

Focus & Supporting Standards

Purposeful Standards Instruction

Focus Standards

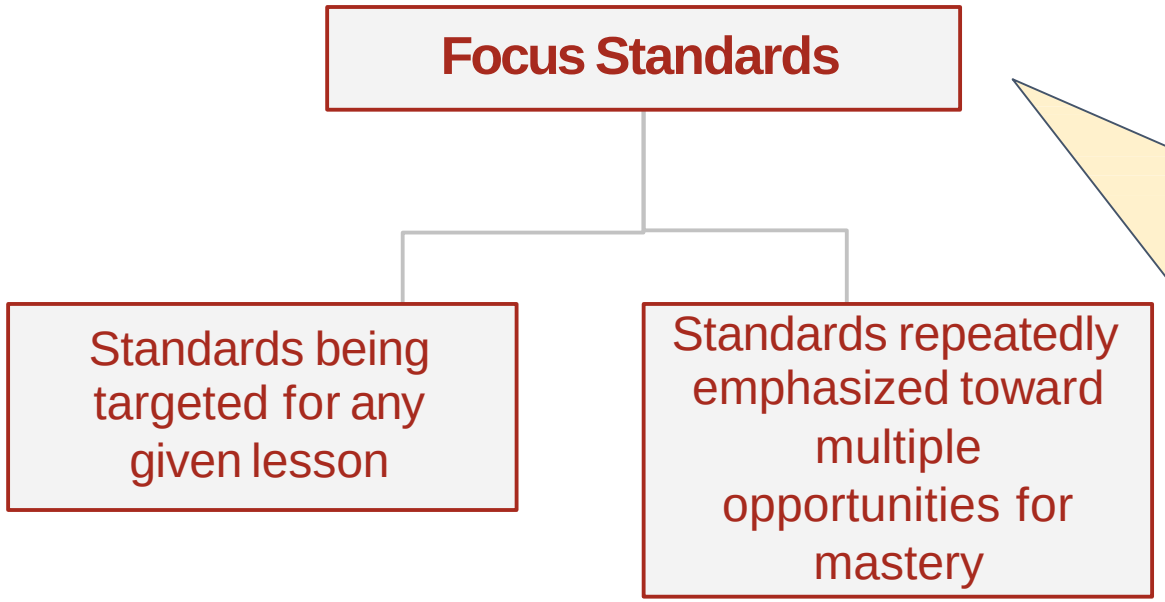
- Standards being targeted for any given lesson
- Standards repeatedly emphasized toward multiple opportunities for mastery

Supporting Standards

- Standards which support greater understanding of the focus standards but are not the overall purpose of the lesson
- Often essential skills and knowledge that students should have mastered prior to a new lesson

Focus Standards

Purposeful Standards Instruction



Focus standards are ones that are **heavily emphasized throughout the grade-level** because:

- They may not repeat in other grades; ***this may be the only exposure students have*** to specified skills and concepts.
- Mastery of these concepts and skills often ***take several, cyclical attempts*** before students can eventually transfer them to new situations.

Supporting Standards

Purposeful Standards Instruction

In order for a standard to **“become”** a Supporting Standard:

- The content and skills would need to have been ***taught explicitly at some point in time***.
- The only way these standards can support new learning is if ***students are already adept at applying them*** to new situations.

Supporting Standards

Standards which support greater understanding of the focus standards but are not the overall purpose of the lesson

Often essential skills and knowledge that students should have mastered prior to a new lesson

Purposeful Standards Instruction



Asking teachers to identify the **WHAT**, **WHY**, and **HOW** using the fullness of the standards...

- Clarifies the ***purpose of learning*** beyond short-term performance tasks
- Fosters consideration of rich, ***authentic learning outcomes*** beyond a summative test
- Encourages ***personalized student commitment*** to learning with a focus on growth over time