

WITEA Spring Conference

# POWER STANDARDS and your CTE Frameworks

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# What will we touch on?...

- Why were power standards created?
  - Standards based on program requirements.
  - Too many may mean no one knows what the requirements are.
- What are power standards?
  - For your program.
- What does this mean for me as a teacher?
- What are the expectations and next steps?



# A GUARANTEED AND VIABLE CURRICULUM

*Guaranteed*--In your school or district, no matter who teaches a given course or grade level, you can guarantee that certain topics will be addressed. Absolutely guaranteed.

*Viable*--The content that is guaranteed can actually be covered in the time available.

## POWER STANDARDS

*What do students need for success--in school this year, next year, and so on (leverage; readiness for the next levels of learning), in life (endurance), and on state tests.*

- \*Power standards are based upon state standards.
- \*Power standard statements are clear and concise.
- \*Power standard statements may encompass content and process from many related standards (supporting standards).
- \*Standards from the state are prioritized as supporting standards under the broader power standard statement.

### Communicate to students

- \*daily learning targets
- \*kid-friendly language
- \*reference to the state standard

### Communicate to parents

- \*Learning expectations for that grade
- \*Learning expectations for each content area

### Communicate to teachers

- \*state standards in priority order
- \*curriculum frameworks

# AHS Woodworking and Designs Original Standards

- [07-08 Keliher Curriculum AHS\Woodworking 1-2\Woodworking course outline.doc](#)
- What it is changing into?
- [WW&D Power Standards 2011.doc](#)



# Power Standards

- are based upon prioritized Washington State standards;
- identify critical or essential skills for student success (in school, in life and on the state test);
- identify which state standards can be given less emphasis; and
- provide clarity and consistency across the district.



What is necessary is to make the important distinction—which standards are critical for student success, and which other ones can be given less emphasis...



# Criteria for Identifying a Power Standard

- Endurance—Will this standard or indicator provide students with knowledge and skills that will be of value beyond a single test date?
- Leverage—Will this provide knowledge and skills that will be of value in multiple disciplines?
- Readiness for the next level of learning—Will this provide students with essential knowledge and skills that are necessary for success in the next grade or the next level of instruction?



# Criteria for Identifying a Power Standard

*What do our students need for success—*

*– in school (this year, next year...)*

*–in life*

*–on state tests*



Identifying Power Standards does not relieve teachers of the responsibility for teaching all the standards and indicators in the grade level or curricular area they have been assigned to teach....



The launching point for Professional Learning Communities is answering question number one...


1. *What knowledge and skills should every student acquire as a result of this class, course, or grade level?*
2. How will we know each student has acquired the essential knowledge and skills?
3. How will we respond when some students do not learn?
4. How will we respond when some students have clearly achieved the intended outcomes?



# Steps for Implementation

- Establish a clear understanding of the power standards and supporting standards
- Collaborate with grade-level and content-area colleagues about what students are expected to know and be able to do question #1
- Communicate standards in parent- and kid-friendly language
- Re-organize teaching and learning based upon prioritization of standards (keep, drop, create)

# What does this do for me as a teacher?

- Clarifies for all teachers and administrators across the district what students are expected to know and be able to do in each grade level and content area--guaranteed
  - Targets teaching and learning
  - Establishes a common foundation to collaborate with colleagues about student achievement
- 

# What's Next?

- Use power standards as a common point for teachers to collaborate about what students are expected to know and be able to do in each content and grade level (PLCs)
- Communicate power standards to parents
- Describe standards to students in kid-friendly language
- Use power standards on standards-based report card
- Review and revise after first year of use

# Power Standards and Frameworks

- What is the State expecting from our frameworks?



# Approval/Re-approval Process

The purpose of this process is to make certain that all CTE courses:

- Ensure academic rigor.
- Align with the state's education reform requirements.
- Help address the skills gap of Washington's economy.
- Maintain strong relationships with local CTE advisory councils for the design and delivery of career and technical education.

# Approval/Re-Approval Timeline

- April 15 – Applications for new courses for succeeding school year
- October 15 – Applications for new courses for second semester of current school year
- January 31 – Applications for Re-approval of existing courses (4 year cycle)

[CTE Course Approval/Re-Approval Process and Schedule 2010-2014](#)



# Course Approvals/Re-Approvals Getting Started

Washington State  
**OSPI**  
Office of Superintendent  
of Public Instruction

Home Submissions Admin Survey Contact Info Perkins IV Online Course

Print Friendly Logout

Office of Superintendent of Public Instruction

**Welcome**

This section is used to manage CTE Applications.

- Select "Create New Application" to start a new Course Approval or Course Re-Approval.
- Select "View Applications" to access "approved" and "in-work" course applications.
- To Submit, Delete, Print Applications and/or Signature Forms for an application as well as to view application history go to the "Manage Application" tab of the application.

**Document Resources**

- **Framework Documents**  
CTE Blank Framework Template Link: [CTE Blank Framework Template](#)  
CTE Framework CIP Code Template Site (Search by Cluster/CIP Code) Link: [CTE Framework CIP Code Templates](#)  
**Note:** You may use a CTE Framework CIP Code Template document for submission but it **MUST** be revised to reflect the standards, competencies and performance assessments of your district.
- **Leadership Documents**  
Core Leadership Skills for CTE Document Link: [Core Leadership Skills Document](#)  
Leadership Brochure Document Link: [Leadership Brochure Document](#)
- **Employability Documents**  
Employability Brochure Document Link: [Employability Brochure Document](#)

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- Entry Through EDS; Career and Technical Education

# Frameworks

- > Application Management
  - > Last 12 Months
  - > All Applications
- > Online\_Course Management
  - > Last 12 Months
  - > All Applications
- > CIP Code Management
  - > View CIPCode
- > View CTE Directors
- > Reports
  - > Survey Contact District List
  - > Survey Contact Log

## Welcome

Office of Superintendent of Public Instruction

## CTE Application

Application ID: 12186 District: Central Kitsap School District

Course Info Leadership Seq of Courses Multiple Courses **Frameworks** Skills Gap Misc Docs Assurance Manage Application

[Framework & In-District Equivalency](#)

Does this course receive in-district course equivalency credit? Please indicate below(No/Yes):  
 No  Yes

In-District Course Equivalency Credit  
Please enter the amount of in-district course equivalency credit by study area.

Art	English	Health	Math	PE	Science	Social Studies
<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="1"/>	<input type="text" value="0"/>

Please upload the district specific framework document for this course in a Word or Acrobat Reader document format. You may use the model framework available on the OSPI CTE website ( CTE Framework Templates ) but MUST adjust to reflect standards, competencies and performance assessments that reflect District practice.

[Upload District Specific Framework Document\(s\)](#)

Document Name	Uploaded By	Date Uploaded	File
CIP 140102 AP Physics-B modified 1-11-11 J.Acker.docx	John Cervinsky	1/13/2011 11:27:32 AM	<a href="#">View</a>

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- Middle School – Substantial Incorporation of Math and Science Standards
- “Model” Frameworks – Contact Supervisors

# CTE Frameworks – Content Counts

## Unit 2: Technical Knowledge and Skills

### Performance Assessments:

- A. Apply principles of “world class” operations (industry quality standards operation)
- B. Demonstrate skills in problem solving, diagnostics, and troubleshooting.
- C. Maintain tools, equipment and machinery to industry standards.
- D. Demonstrate competence in the use of measuring devices.

### STANDARDS AND COMPETENCIES

#### Standards:

- A. Demonstrate a knowledge of Operations
- B. Demonstrate a knowledge Problem Solving
- C. Demonstrate competency in using equipment and machinery
- D. Demonstrate competency in using measuring devices

#### Competencies:

**Total Learning Hours for Unit: 20**

A.	Develop, implement and assess a plan for continuous improvement related to total quality management.
B.	Develop solutions using a structured problem solving process
B.	Implement the correct strategies to remedy the problem.
C.	Use appropriate testing equipment and tools for diagnosing the problem.
C.	Identify and use proper tools, equipment, and machinery for tasks.
C.	Monitor equipment indicators to insure that it is operating correctly.

### Science

9-12 APPB	The technological design process begins by defining a problem in terms of criteria and constraints, conducting research, and generating several different solutions.
9-12 APPC	Choosing the best solution involves comparing alternatives with respect to criteria and constraints, then building and testing a model or other representation of the final design.
9-12 APPD	The ability to solve problems is greatly enhanced by use of mathematics and information technologies.
9-12 APPE	Perfect solutions do not exist. All technological solutions involve trade-offs in which decisions to include more of one quality means less of another. All solutions involve consequences, some intended, others not.
9-11 INQC	Conclusions must be logical, based on evidence, and consistent with prior established knowledge.
9-12 INQA	Scientists generate and evaluate questions to investigate the natural world.
9-12 APPF	It is important for all citizens to apply science and technology to critical issues that influence society

### Mathematics

A1.8.	Reasoning, problem solving, and communication.
N1.1	Problem Solving
M1.8	Reasoning, problem solving, and communication.

# New vs. Old

- What is the difference in information for old to new?
- See the next slide for what Auburn is using but switching from this spring.



<p><b>C-13</b> The student will be able to define basic Wood Terminology:</p> <ul style="list-style-type: none"> <li>▪Wood Characteristics</li> <li>▪Identification of Wood Species</li> <li>▪Identification of Manufactured Materials</li> <li>▪Factors influencing Wood Selection</li> </ul> <p><b>C-13.1</b> Classify and select materials according to physical properties.</p>	<p><u>Reading</u></p> <p>1.3.2 –Understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures and communities.</p> <p>2.1.5-Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and expositions: synthesize ideas from selections to make predictions and inferences.</p> <p><u>Science</u></p> <p>1.1.5 Understand and analyze how the chemical composition of earth materials is related to their physical properties.</p> <p><u>Communications</u></p> <p>1.1.1 Applies a variety of listening Strategies to accommodate the listening situation.</p> <p>1.2.1 Evaluates effectiveness of and creates a personal response to visual and auditory information.</p> <p>2.2.1 Uses communication skills that demonstrate respect.</p> <p>3.1.1 Applies skills to plan and organize effective oral communication and presentation.</p> <p><u>Arts</u></p> <p>1.Understand arts concepts and vocabulary</p> <p>1.2 Develop arts skills and techniques</p> <p>1.3 Understand and apply arts styles from various artists, cultures and times</p> <p>2.1 Apply a creative process in the arts:</p> <ul style="list-style-type: none"> <li>•Conceptualize the context or purpose</li> <li>•Gather information from diverse sources</li> <li>•Develop ideas and techniques</li> <li>•Organize arts elements, forms, and/or principles into a creative work</li> <li>•Reflect for the purpose of elaboration and self evaluation</li> <li>•Refine work based on feedback</li> <li>•Present work to others</li> <li>•Evaluate using supportive evidence and</li> </ul>	<p>Patterns Inference Predicting Reasoning Observation Compare and Contrast</p>	<p>1.7 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, large groups in order to reach common goals.</p> <p>2.1 The student will communicate, participate, and advocate effectively in pairs, small groups, teams, and large groups in order to reach common goals.</p>	<p><u>Resources</u></p> <p>C. Material and Facilities- Acquires, stores, allocates, and uses materials or space efficiently</p> <p><u>Information</u></p> <p>A. Acquires and evaluates information B. Organizes and maintains information C. Interprets and communicates information.</p> <p><u>Technology</u></p> <p>B. Applies Technology to Task-Understand overall intent and proper procedures for setup and operation of equipment.</p>	<p>5 Hours</p>
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QUESTIONS?

