Protocol for Powering the Common Core

To answer the first question a collaborative team asks (What do we want our students to learn?), the team identifies power or essential standards. This protocol provides a step-by step process to do this work.

Preparation

1. Make sure the team is familiar with the three appendices for the ELA standards and appendix A for the mathematics standards and have copies on hand.

2. Each team member will need a copy of the grade-level or course standards the team is powering, and a copy of the standards for the grade level before and the grade level after or the course before and the course after.

3. Teams will use chart paper to write the initial draft list of the standards.

4. Provide copies of sample items (or whole test blueprint, if available) from PARCC or SBAC for each team.

5. The team should review what the criteria (endurance, leverage, and readiness) mean.

6. The team should review all of the grade-level standards to see how they are organized.

Process

- **Step One:** Identify potential power standards using the filtering criteria. Each teacher privately reads the standards and identifies which standards he or she believes should be a power standard.

- **Step Two:** Develop a first draft based on team members' recommendations. The team works to build consensus on which standards should be powered for specific grade levels or courses.

- **Step Three:** Determine alignment between draft power standards and other related documentation. The team considers PARCC and SBAC documents and reviews any data or test blueprints that provide information about which standards should be given more priority.

- **Step Four:** Review for vertical alignment. All of the teachers review all of the standards on the draft list vertically, to see if there are gaps or redundancies. A final list of power standards for the school or district is compiled.

Source: Bailey, K., Jakicic, C., & Spiller, J. (2014). Collaborating for success with the Common Core: A toolkit for Professional Learning Communities at Work. *Bloomington, IN: Solution Tree Press.*