

# Pasadena ISD 2019-2020



## PLC Teacher Leader Collaborative

### *Session 2*

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<https://tinyurl.com/PLCTeachLead>



## PLC Teacher Leader Collaborative

### *Session 2 Notes*

Rick Stiggins (2004) encourages teachers to translate learning targets into student-friendly statements called "I can" statements, which help students understand their progress toward mastery of the standard. Developing "I can" statements serves a number of important purposes. They clarify for students what students are learning - what they should know and be able to do - in language students can understand. They enable students to monitor and assume major responsibility for their own learning, a practice associated with a 32 percentile gain in student achievement (Marzano, 2010). *Learning by Doing*, p. 118

# PLC Unit of Study Challenge

**If units of study (concept units) and pacing guides need to be created:  
As a team ...**

- Unpack the standards into Learning Targets and “I Can” statements.
- Identify essential standards (boulders), rocks, and butterflies.
- Combine standards into units of study.
- Use a school calendar to pace the units of study through the school year.

**If units of study (concept units) and pacing guides have already been created:  
As a team ...**

- Identify a unit of study.
- Unpack the standards from the unit of study into Learning Targets and “I Can” statements.
- Identify the essential standards (boulders), rocks, and butterflies.
- Complete the pacing chart for the unit of study.
- Schedule common assessments for the unit of study.
  - Pre-Assessment
  - Check(s) for Understanding (CFU)
  - Common Formative Assessment(s) (CFA)
  - Common Summative Assessment (CSA)
- Write common assessments and take the common assessments together.
  - Pre-Assessment
  - Check(s) for Understanding (CFU)
  - Common Formative Assessment(s) (CFA)
  - Common Summative Assessment (CSA)
- Optional: Use district, campus, team, and teacher resources to create lesson plans.
  - Anticipate and plan for Tier II intervention and extension while planning for Tier I instruction.
- Facilitate Tier I instruction.
- Facilitate common assessments, analyze student results, and group students for Tier II intervention (if needed) or extension.
- Designate a time during the school day for Tier II skill-specific intervention and extensions based on data from common assessments.
- Facilitate Tier II skill-specific interventions and extensions based on data from common assessments.
- Facilitate Tier II common assessment(s), analyze student results, and group students for Tier III intervention (if needed).

# Unpacking the Standards

*As a team, use a protocol to unpack the standards.*

1. Read the standard.
2. Circle the verb(s) (skills).
3. Underline the noun(s) and noun phrases (concepts).
4. Double underline any prepositional phrase (context).
5. Write each verb (skills) and noun (concept) combination as a separate learning target. If a prepositional phrase (the context) is included at the beginning or the end of the standard, include it in the target.
6. Write any learning targets that are implicit or not directly stated in the standard.
7. Write student-friendly "I Can" statement(s) for each learning target.

<b>Student Expectation:</b>  <u>3.5E Represent real-world relationships using number pairs in a table and verbal descriptions.</u> (RC2: Readiness)	<b>Possible Learning Target(s):</b> <ul style="list-style-type: none"><li>• Represent real-world relationships using number pairs in a table</li><li>• Represent real-world relationships using verbal descriptions</li></ul>
	<b>Possible "I can" Statements:</b> <ul style="list-style-type: none"><li>• I can represent real-world relationships using number pairs in a table.</li><li>• I can represent real-world relationships using verbal descriptions.</li></ul>

## *Important Notes:*

- Remember to keep the core language/core vocabulary intact at all times.
- Do not omit any part of the standard.

## *As a PLC teacher leader, plan ahead.*

- What questions do my colleagues have regarding the process of unpacking the standards? What do I need to do to prepare for those possible questions?
- Which standards should I unpack on my own in anticipation of questions/needed clarifications during team conversations?

## *Why unpack the standards? Unpacking the standards ...*

- Promotes clarity
- Promotes consistent priorities
- Is crucial to the common pacing required for common assessments
  - o Checks for understanding (CFU)
  - o Common formative assessment (CFA)
  - o Common summative assessment (CSA)
- Ensures a guaranteed curriculum
- Assists in establishing a viable curriculum
- Creates ownership of the curriculum among those who are called on to teach it

(DuFour, DuFour, Eaker, Many & Mattos, Learning by Doing: A Handbook for Professional Learning Communities at Work (2016), p. 125)  
<https://allthingsassessment.info/2016/07/19/unpacking-standards-leads-to-confidence-not-chaos-for-teachers-and-students/>

# PLC Unit of Study Challenge

## Self-Assessment: Guaranteed and Viable Curriculum

Rate your team's level of proficiency on a scale of 1-5.

1 = lowest level of proficiency

5 = highest level of proficiency

As a team ...	1	2	3	4	5
Write short-term and long-term SMART goals.					
Unpack the standards from each unit of study into Learning Targets and "I Can" statements.					
Identify the essential standards (boulders), rocks, and butterflies within each unit of study.					
Create pacing charts for each unit of study.					
Schedule common assessments (pre-assessment, common formative assessments, common summative assessment) for each unit of study.					
Write common assessments (pre-assessment, check(s) for understanding, common formative assessment(s), common summative assessment) for each unit of study.					
Take common assessments (pre-assessment, check(s) for understanding, common formative assessment(s), common summative assessment) for each unit of study.					
Use district, campus, team, and teacher resources to create lesson plans.					
Anticipate and plan for Tier II intervention and extension while planning for Tier I instruction.					
Facilitate common assessments, analyze student results, and group students for Tier II intervention (if needed) or extension.					
Designate a time during the school day for Tier II skill-specific intervention and extensions based on data from common assessments.					
Facilitate Tier II skill-specific interventions and extensions based on data from common assessments.					
Facilitate Tier II common assessment(s), analyze student results, and group students for Tier III intervention (if needed).					

**Next Steps:**