

2019-2020 Pasadena ISD PLC Teacher Leader Collaborative



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- Goal: PLC Teacher Leader Collaborative
 - To support PLC Teacher Leaders in the facilitation of PLC collaborative team efforts
- Goal: PLC Teacher Leader Collaborative Session 2
 - To explore the foundational steps to creating a guaranteed and viable curriculum

- Our Norms
 - Be prepared for the session...read, complete tasks, be ready!
 - Be an active participant...share your ideas and be open to ideas around you.
 - Stay on topic...focus on the activity that we are working on.
 - Leave with actionable and applicable strategies that we can take back to our campus.
 - Focus on student learning throughout all meetings.

Celebrate

- Let's Revisit Session 1: Collective Commitments
 - “Collective commitments, or values, answer the question ‘How must we behave to create the school that achieves our purpose?’” (DuFour et al., 2016, p. 41)
 - “What behaviors must we consistently demonstrate to ensure that we reach our vision for our school? What behaviors will ensure our work is productive and effective?” (*Make it Happen* p. 19)

- Let's Revisit Session 1: Collective Commitments
 - Table Talk: What did the process of determining collective commitments look like/sound like? What were the successes? What were the challenges? What did you learn from the process?
 - Whole Group Reflections

- What is the greatest factor affecting student achievement?
- “ ... the number-one factor impacting highly effective schools is a curriculum that is guaranteed no matter which teacher is teaching it and that is viable - meaning the teachers have enough time to effectively teach it.” *Make it Happen* p. 38

● Unit of Study Challenge: Today's Focus

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 the 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).

PLC Unit of Study Challenge
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- Read *Make It Happen* pp. 61-62
- Table Talk: Let's Summarize
 - Why unpack the standards?
 - How does unpacking the standards support a guaranteed curriculum?
 - What are Learning Targets?
 - What are "I Can" statements?



- Table Talk: Let's Reflect
 - How is this process similar to/different from past protocols or efforts to unpack standards?
 - What successes/challenges have you experienced with unpacking standards?

- Whole Group Reflections

● Protocol: Unpacking the Standards

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.

<p style="text-align: center;">Student Expectation:</p> <p>3.5E Represent real-world relationships using number pairs in a table and verbal descriptions. (RCZ, Readiness)</p>	<p style="text-align: center;">Possible Learning Target(s):</p> <ul style="list-style-type: none"> • Represent real-world relationships using number pairs in a table • Represent real-world relationships using verbal descriptions
	<p style="text-align: center;">Possible "I can" Statements:</p> <ul style="list-style-type: none"> • I can represent real-world relationships using number pairs in a table. • I can represent real-world relationships using verbal descriptions.

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.

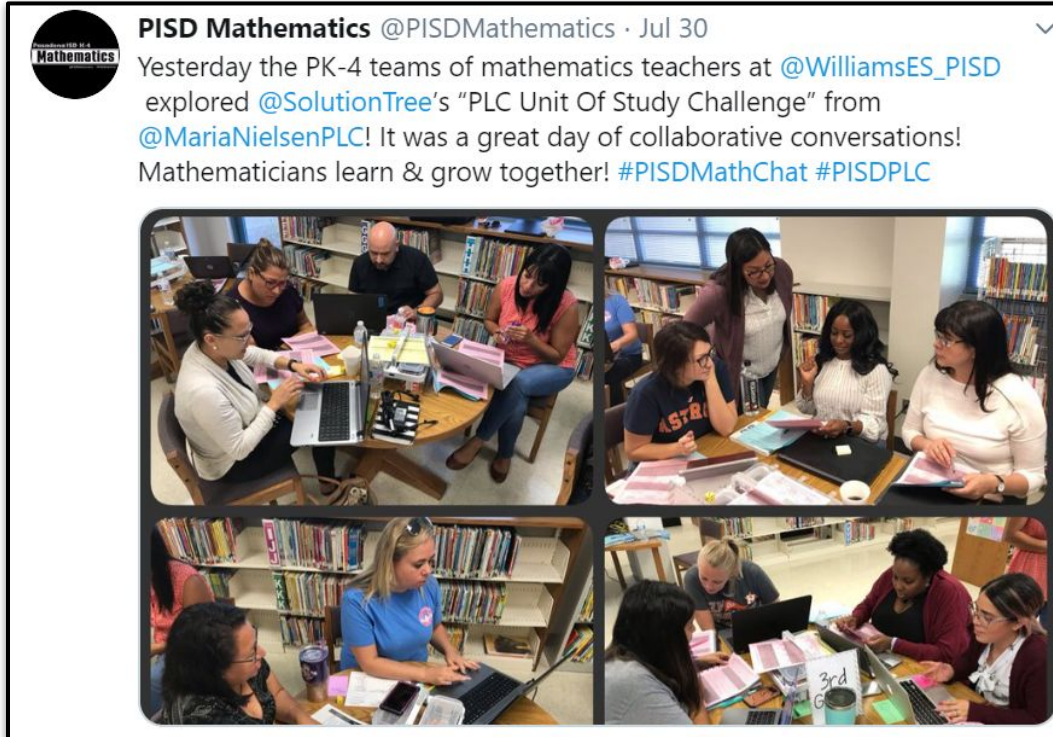
- What questions do my colleagues have regarding the process of unpacking the standards? What do I need to do to prepare for those possible questions?
- Which standards should I unpack on my own in anticipation of questions/needed clarifications during team conversations?

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, Mary & Mattos, Learning by Doing: A Handbook for Professional Learning Communities at Work (2016), p. 125)
<https://allthingsassessment.info/2018/07/19/unpacking-standards.html>; by confidence not chaos for teachers and students

- Our Journey with Williams Elementary



- Voices from the Field: Unpacking the Standards
 - Williams Elementary
 - Christine Coppedge, Principal
 - Selena Contreras, Mathematics Campus Coach

PISD Mathematics @PISDMathematics · Sep 11

Check out what the PLC planning efforts look like on the Grade 1 mathematics team at **Williams** ES! Unpacking the Standards! Essential Standards! Pacing Charts & Common Assessments based on Essential Standards! Mathematicians learn & grow together! #PISDMathChat #PISDPLC

PISD Mathematics @PISDMathematics · Oct 3

Check out what the PLC planning efforts look like on this Grade 4 #PISDElemPL mathematics team at **Williams** ES! Unpacking the Standards! Essential Standards! Mathematicians learn & grow together! #PISDMathChat #PISDPLC

- Self-Assessment: Unit of Study Challenge
(the process to create a guaranteed and viable curriculum)

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 III common assessment(s), analyze student results, and group students for Tier III intervention (if needed).					

Next Steps:

PLC Unit of Study Challenge
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- Self-Assessment: Unit of Study Challenge

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.					

- Table Talk

- Where are you/your team/your campus now?
- Where do you/does your team/your campus want to be?
- What steps are needed to move forward?

- PLC Unit of Study Challenge: Next Steps
 - Learning by Doing:
 - Pick an upcoming unit of study
 - Use a protocol to work as a team to unpack the standards in the unit of study into Learning Targets & “I Can” Statements
 - Bring the Learning Targets & “I Can” Statements to PLC Session 3

- PLC Teacher Leader Collaborative

09.23.19	10.21.19	11.04.19	12.02.19	01.27.20	02.10.20
Unit of Study Challenge					
Collective Commitments	Guaranteed & Viable Curriculum	Essential Standards	Pacing (Instruction & Assessment)	Common Formative Assessment	Common Summative Assessment



- Goal: PLC Teacher Leader Collaborative Session 2
 - To explore the foundational steps to creating a guaranteed and viable curriculum

Let's Stay Connected! #PISDPLC

