Collaborative Team Facilitator Meeting #2

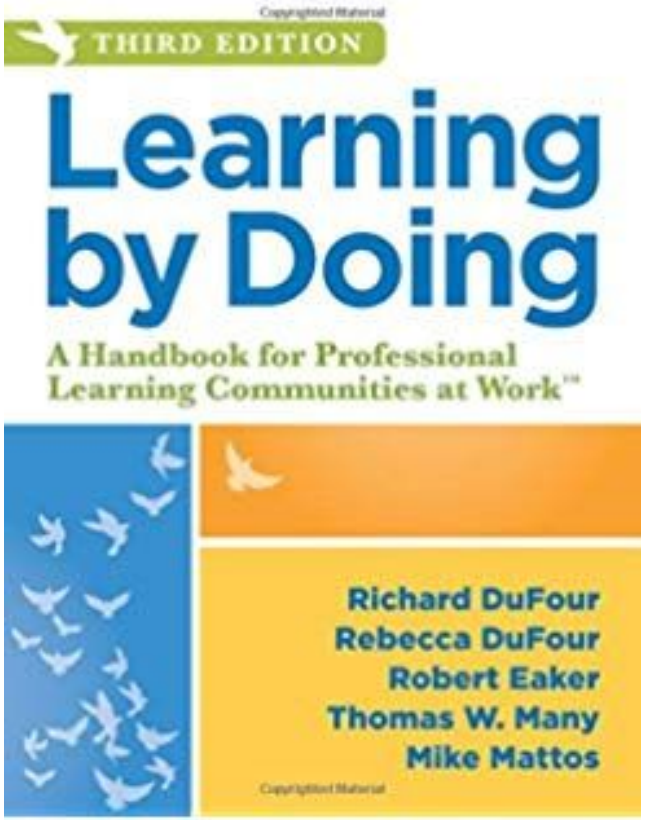
September 17th

Norms

1. Solutions-oriented mindset
2. Keep the information shared confidential
3. Be engaged, open, and honest
4. Be prepared

How is everyone feeling?

Reflection on Reading

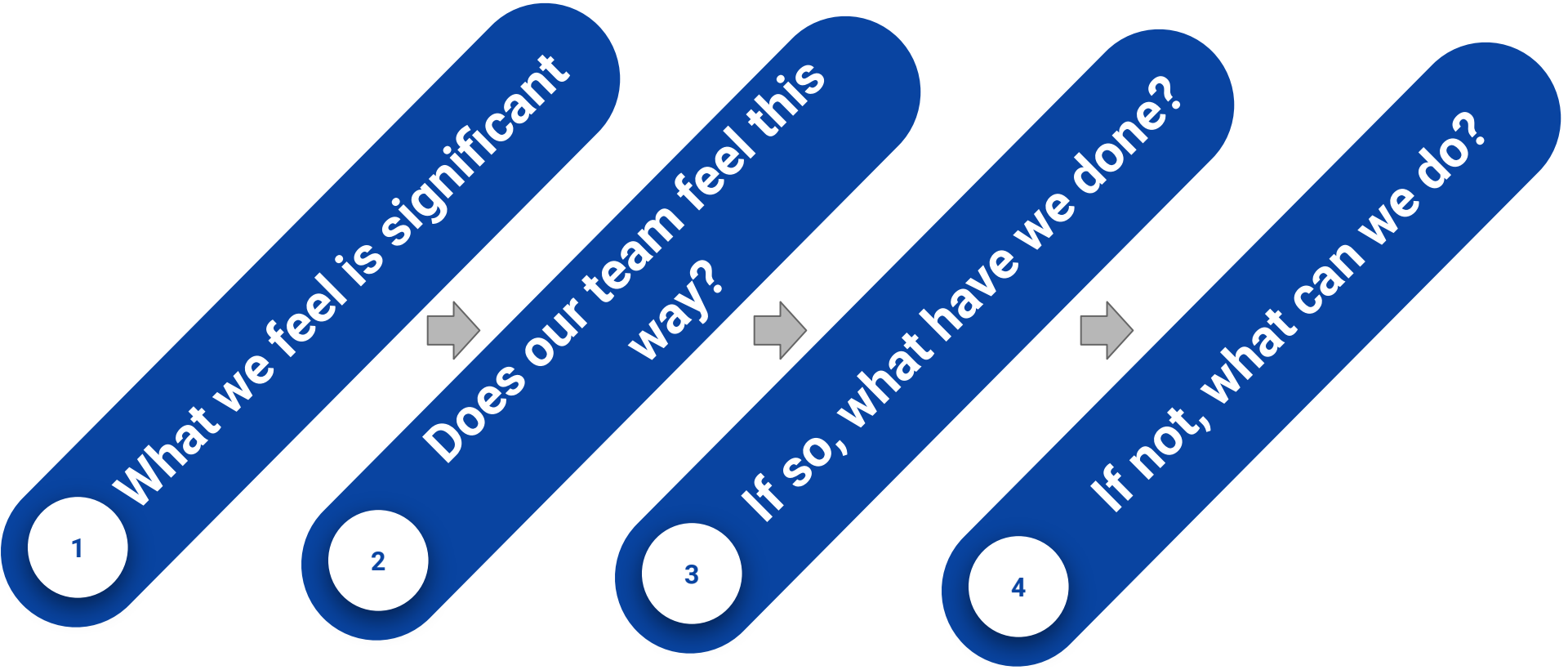


- What and Why of PLC (pg 9-23)
- Mission - Vision - Values - Goals (pg 25-55)

Reflection on Reading

Round 1	Round 2	Round 3
Share a ***sentence*** from the reading that you think/feel is particularly significant.	Share a ***phrase*** from the reading that you think/feel is particularly significant.	Share a ***word*** from the reading that you think/feel is particularly significant.

Reflection on Reading

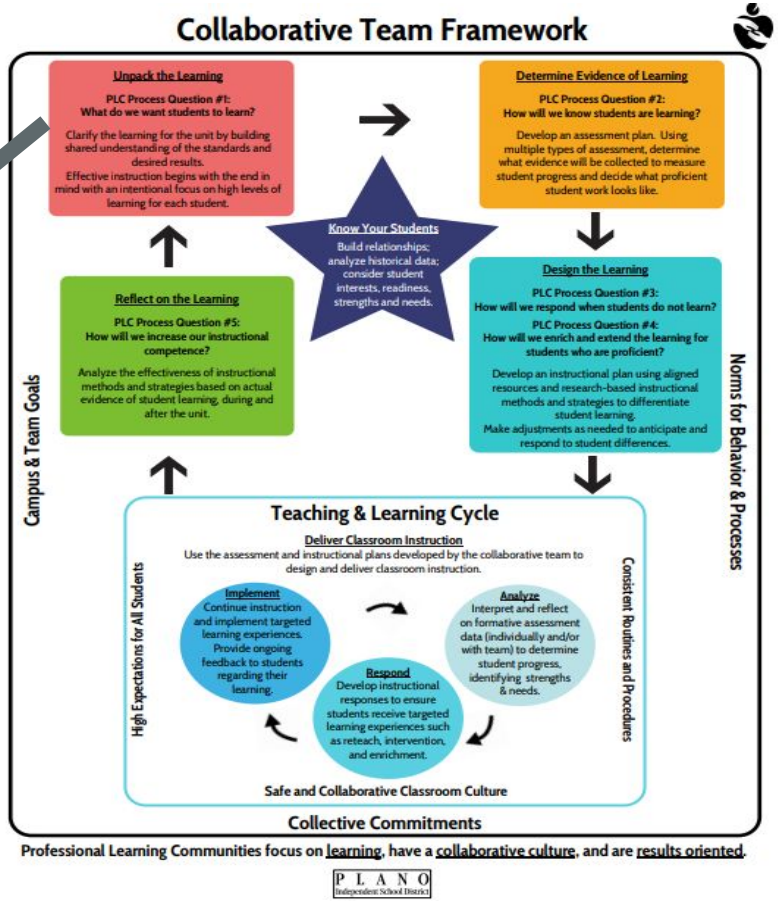


PLC Question #1

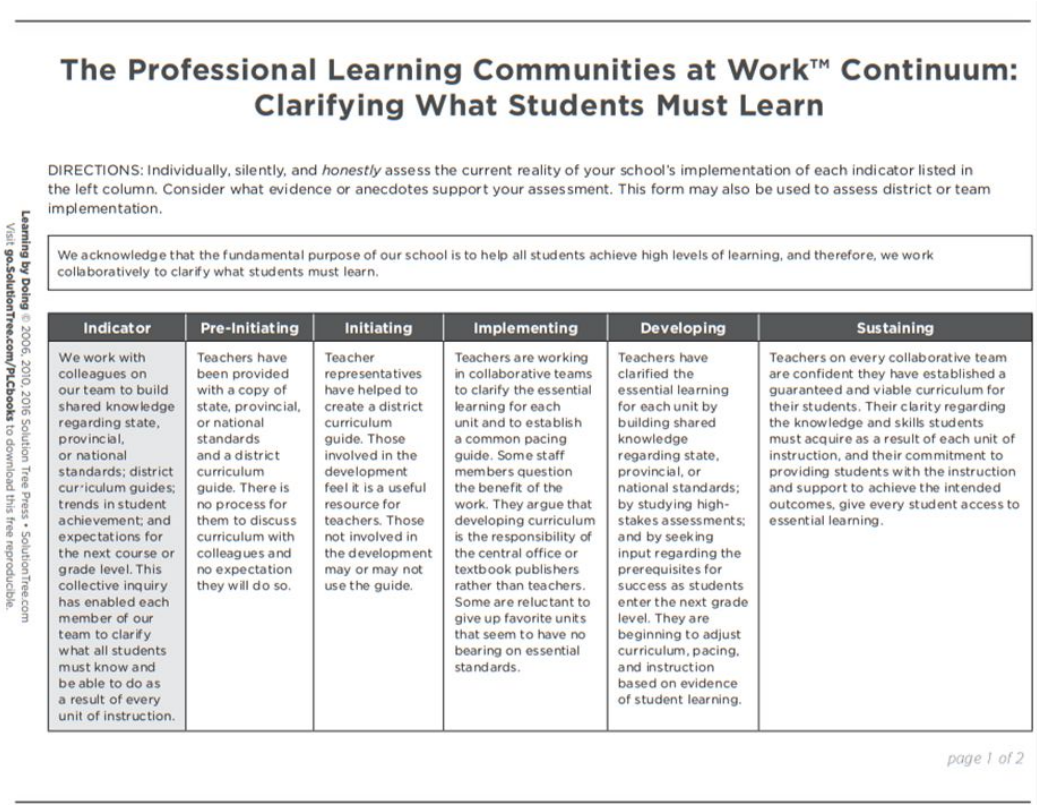
Unpack the Learning

PLC Process Question #1:
What do we want students to learn?

Clarify the learning for the unit by building shared understanding of the standards and desired results.
Effective instruction begins with the end in mind with an intentional focus on high levels of learning for each student.



The PLC Continuum: Clarifying What Students Must Learn (Question #1)



The Professional Learning Communities at Work™ Continuum: Clarifying What Students Must Learn

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn.

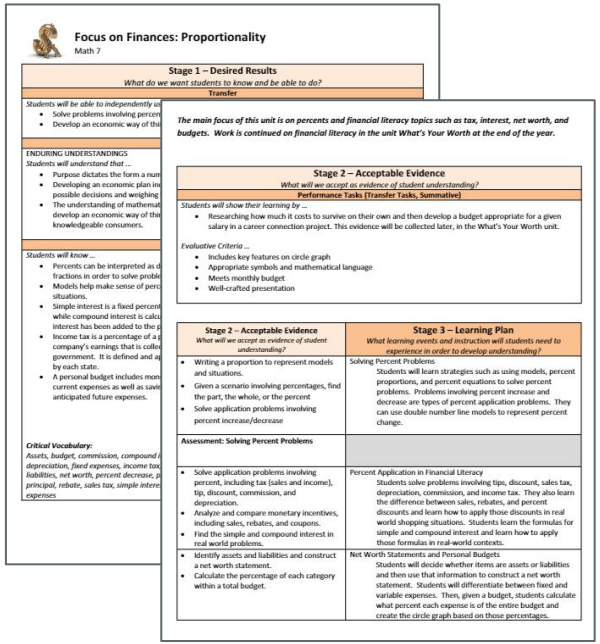
Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We work with colleagues on our team to build shared knowledge regarding state, provincial, or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Teachers have been provided with a copy of state, provincial, or national standards and a district curriculum guide. There is no process for them to discuss curriculum with colleagues and no expectation they will do so.	Teacher representatives have helped to create a district curriculum guide. Those involved in the development feel it is a useful resource for teachers. Those not involved in the development may or may not use the guide.	Teachers are working in collaborative teams to clarify the essential learning for each unit and to establish a common pacing guide. Some staff members question the benefit of the work. They argue that developing curriculum is the responsibility of the central office or textbook publishers rather than teachers. Some are reluctant to give up favorite units that seem to have no bearing on essential standards.	Teachers have clarified the essential learning for each unit by building shared knowledge regarding state, provincial, or national standards; by studying high-stakes assessments; and by seeking input regarding the prerequisites for success as students enter the next grade level. They are beginning to adjust curriculum, pacing, and instruction based on evidence of student learning.	Teachers on every collaborative team are confident they have established a guaranteed and viable curriculum for their students. Their clarity regarding the knowledge and skills students must acquire as a result of each unit of instruction, and their commitment to providing students with the instruction and support to achieve the intended outcomes, give every student access to essential learning.

No matter where your team falls on the continuum, the goal is to move forward.

Page 128 in book

What resources should we have out during planning for question #1?

Unit Plan- Curriculum



Focus on Finances: Proportionality
Math 7

Stage 1 – Desired Results
What do we want students to know and be able to be?
Transfer

Students will be able to independently us
- Solve problems involving percen
- Develop an economic way of thi

ENDURING UNDERSTANDINGS
Students will understand that ...
- Purpose dictates the form a num
- Developing an economic plan in possible decisions and weighing
- The understanding of mathemat develop an economic way of thi knowledgeable consumers.

Students will know ...
- Percents can be interpreted as d fractions in order to solve proble
- Models help make sense of perc situations.
- Simple interest is a fixed percent while compound interest is calcu interest has been added to the p
- Income tax is a percentage of a company's earnings that is colle government. It is defined and a by each state.
- A personal budget includes mon current expenses as well as savi anticipated future expenses.

Critical Vocabulary:
Assets, budget, commission, compound i depreciation, fixed expenses, income tax liabilities, net worth, percent decrease, p principal, rebate, sales tax, simple intere expenses

The main focus of this unit is on percents and financial literacy topics such as tax, interest, net worth, and budgets. Work is continued on financial literacy in the unit What's Your Worth at the end of the year.

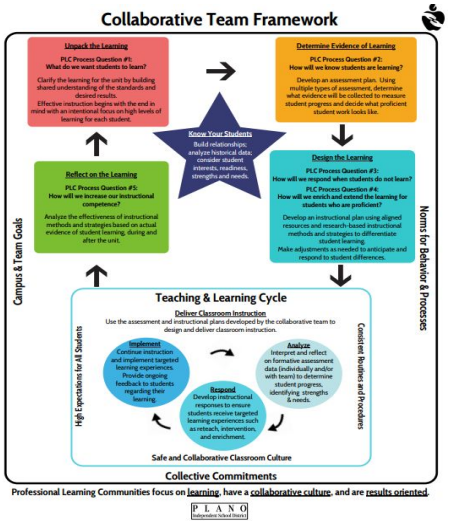
Stage 2 – Acceptable Evidence
What will we accept as evidence of student understanding?
Performance Tasks (Transfer Tasks, Summative)

Students will show their learning by ...
- Researching how much it costs to survive on their own and then develop a budget appropriate for a given salary in a career connection project. This evidence will be collected later, in the What's Your Worth unit.

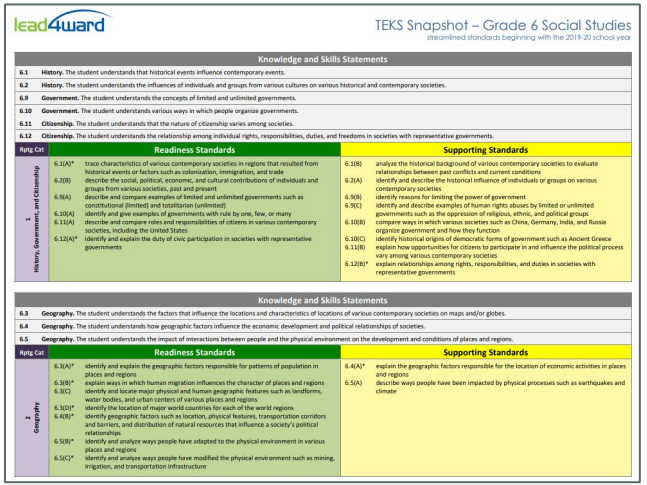
Evaluative Criteria ...
- Includes key features on circle graph
- Appropriate symbols and mathematical language
- Meets monthly budget
- Well-crafted presentation

Stage 2 – Acceptable Evidence *What will we accept as evidence of student understanding?*	Stage 3 – Learning Plan *What learning events and instruction will students need to experience in order to develop understanding?*
• Writing a proportion to represent models and situations. • Given a scenario involving percentages, find the part, the whole, or the percent • Solve application problems involving percent increase/decrease	Solving Percent Problems Students will learn strategies such as using models, percent proportions, and percent equations to solve percent problems. Problems involving percent increase and decrease are types of percent application problems. They can use double number line models to represent percent change.
Assessment: Solving Percent Problems	
• Solve application problems involving percent, including tax (sales and income), tip, discount, commission, and depreciation. • Analyze and compare monetary incentives, including sales, rebates, and coupons. • Find the simple and compound interest in real world problems.	Percent Application in Financial Literacy Students solve problems involving tips, discount, sales tax, depreciation, commission, and income tax. They also learn the difference between sales, rebates, and percent discounts and learn how to apply those discounts in real world shopping situations. Students learn the formulas for simple and compound interest and learn how to apply those formulas in real-world contexts.
• Identify assets and liabilities and construct a net worth statement. • Calculate the percentage of each category within a total budget.	Net Worth Statements and Personal Budgets Students will decide whether items are assets or liabilities and then use that information to construct a net worth statement. Students will differentiate between fixed and variable expenses. Then, given a budget, students calculate what percent each expense is of the entire budget and create the circle graph based on those percentages.

Collaborative Team Framework



Content Standards



lead4ward

TEKS Snapshot – Grade 6 Social Studies
streamlined standards beginning with the 2019-20 school year

Knowledge and Skills Statements

6.1	**History.** The student understands that historical events influence contemporary events.
6.2	**History.** The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies.
6.9	**Government.** The student understands the concepts of limited and unlimited governments.
6.10	**Government.** The student understands various ways in which people organize governments.
6.11	**Citizenship.** The student understands that the nature of citizenship varies among societies.
6.12	**Citizenship.** The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments.

Rptg Cat	Readiness Standards		Supporting Standards	
1 History, Government, and Citizenship	6.1(A)*	trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade	6.1(B)	analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions
	6.2(B)	describe the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present	6.2(A)	identify and describe the historical influence of individuals or groups on various contemporary societies
	6.9(A)	describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)	6.9(B)	identify reasons for limiting the power of government
	6.10(A)	identify and give examples of governments with rule by one, few, or many	6.9(C)	identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious, ethnic, and political groups
	6.11(A)	describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States	6.10(B)	compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function
	6.12(A)*	identify and explain the duty of civic participation in societies with representative governments	6.10(C)	identify historical origins of democratic forms of government such as Ancient Greece
			6.11(B)	explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies
			6.12(B)*	explain relationships among rights, responsibilities, and duties in societies with representative governments

Knowledge and Skills Statements

6.3	**Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes.
6.4	**Geography.** The student understands how geographic factors influence the economic development and political relationships of societies.
6.5	**Geography.** The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions.

Rptg Cat	Readiness Standards		Supporting Standards	
2 Geography	6.3(A)*	identify and explain the geographic factors responsible for patterns of population in places and regions	6.4(A)*	explain the geographic factors responsible for the location of economic activities in places and regions
	6.3(B)*	explain ways in which human migration influences the character of places and regions	6.5(A)	describe ways people have been impacted by physical processes such as earthquakes and climate
	6.3(C)	identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions		
	6.3(D)*	identify the location of major world countries for each of the world regions		
	6.4(B)*	identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's political relationships		
	6.5(B)*	identify and analyze ways people have adapted to the physical environment in various places and regions		
	6.5(C)*	identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure		

Example of Question #1 in a Collaborative Team

Practice

Action (verb)	Skill	Condition

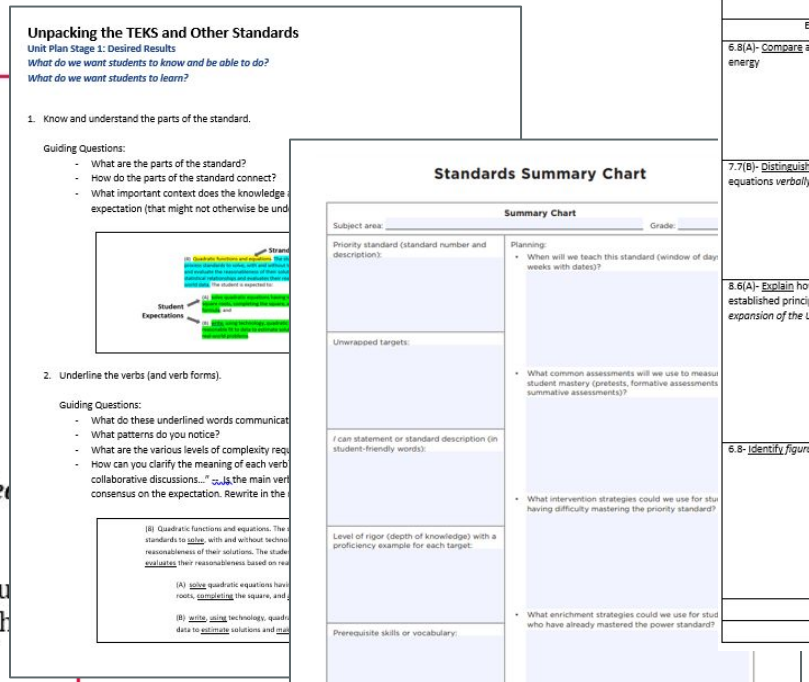
Content Objective:

Question #1 Resources

Resources For *Unpacking the Learning*

Question #1: What do we want students to le

This section includes resources to guide you
thinking & conversations as you go through
Question #1 during planning.



Unpacking the TEKS and Other Standards

Unit Plan Stage 1: Desired Results

What do we want students to know and be able to do?

What do we want students to learn?

1. Know and understand the parts of the standard.

Guiding Questions:

- What are the parts of the standard?
- How do the parts of the standard connect?
- What important context does the knowledge
expectation (that might not otherwise be und

Strand

Student Expectations

2. Underline the verbs (and verb forms).

Guiding Questions:

- What do these underlined words communicat
- What patterns do you notice?
- What are the various levels of complexity requ
- How can you clarify the meaning of each verb
collaborative discussions..." ...is the main vert
consensus on the expectation. Rewrite in the

(B) Quadratic functions and equations. The
standards to solve, with and without techno
reasonableness of their solutions. The stude
evaluates their reasonableness based on rea

(A) solve quadratic equations hav
roots, completing the square, and

(B) write, using technology, quadra
data to estimate solutions and mat

Standards Summary Chart

Summary Chart

Subject area: _____ Grade: _____

Priority standard (standard number and description):

Planning:

- When will we teach this standard (window of day
weeks with dates)?

Unwrapped targets:

- What common assessments will we use to measu
student mastery (pretests, formative assessments
summative assessments)?

I can statement or standard description (in student-friendly words):

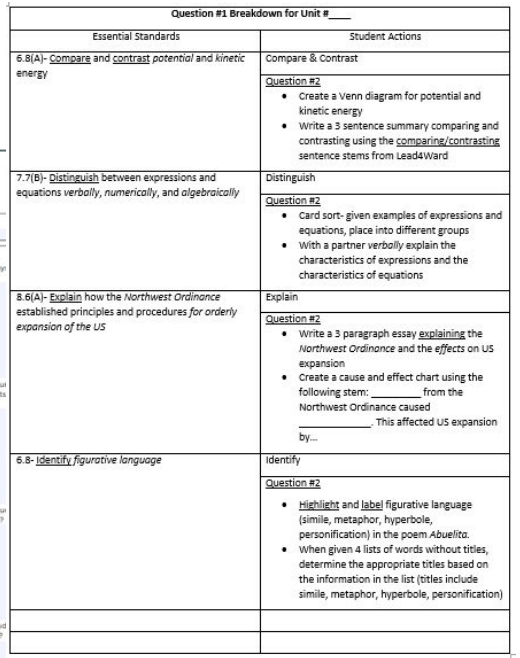
- What intervention strategies could we use for stu
having difficulty mastering the priority standard?

Level of rigor (depth of knowledge) with a proficiency example for each target:

- What enrichment strategies could we use for stud
who have already mastered the power standard?

Prerequisite skills or vocabulary:

Source: Thomas, T. (2015, November 23). Pathways for coaching collaborative teams. *Presented at East Detroit Public Schools, Eastpointe, MI. Reprinted with permission.*



Question #1 Breakdown for Unit #____	
Essential Standards	Student Actions
6.8(A)- Compare and contrast *potential* and *kinetic* energy	Compare & Contrast Question #2 • Create a Venn diagram for potential and kinetic energy • Write a 3 sentence summary comparing and contrasting using the comparing/contrasting sentence stems from Lead4Ward
7.7(B)- Distinguish between expressions and equations *verbally*, *numerically*, and *algebraically*	Distinguish Question #2 • Card sort- given examples of expressions and equations, place into different groups • With a partner *verbally* explain the characteristics of expressions and the characteristics of equations
8.6(A)- Explain how the *Northwest Ordinance* established principles and procedures *for orderly expansion of the US*	Explain Question #2 • Write a 3 paragraph essay explaining the *Northwest Ordinance* and the *effects* on US expansion • Create a cause and effect chart using the following stem: _____ from the Northwest Ordinance caused _____. This affected US expansion by…
6.8- Identify *figurative language*	Identify Question #2 • Highlight and label figurative language (simile, metaphor, hyperbole, personification) in the poem *Abuelita*. • When given 4 lists of words without titles, determine the appropriate titles based on the information in the list (titles include simile, metaphor, hyperbole, personification)

Question #1 Resources

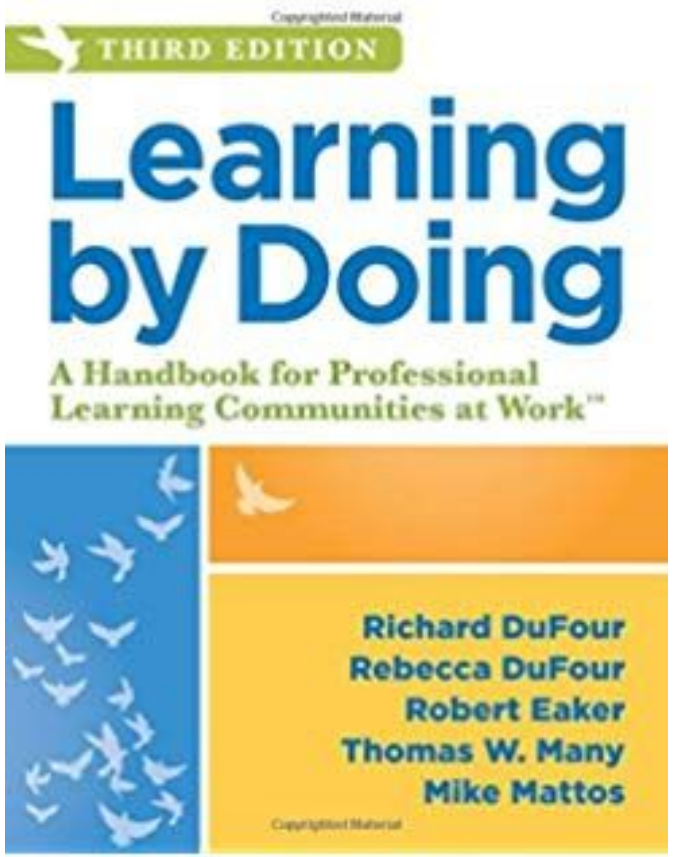
Unpack the Learning

Question #1: What do we want students to learn?
(CONTENT OBJECTIVES)

1. What are the 3-5 most essential standards for this unit? (Can use data, curriculum and Lead4ward Snapshot)
2. Find the verbs in the standards to determine the level of learning students must reach
3. Guiding Questions:
   - What are the vital behaviors, skills, and standards for the next 5 days?
   - Does this skill/standard have *leverage*: Is it applicable to many academic areas?
   - Does this skill/standard have *endurance*: Are students expected to retain skill long after test?
   - Does this skill/standard have *readiness*: Is it prepping students for next grade level?
   - Will this skill be *assessed* and results analyzed?

Next Steps for Question #1

Next Steps- Reading



Building Collaborative Culture
(pg 57-69)

&

Question #1- Prioritizing Essential Standards
(pg 111-131)