

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 _____?
 - 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?

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.

Resources For *Unpacking the Learning*

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

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

Unpacking a Unit

PRIOR TO THE MEETING

- Team members read and review all unit documents
- Individual team members record questions they have about the unit
- Team determines guiding questions for the team meeting (below)

Guiding Questions for Unpacking a Unit

Overview Questions

- What unit documents are available for this unit of study?
- Do we see how this unit connects to the overall goals of the course?
- How will we ensure that students understand the relevancy of this unit?
- Have we completed our planning for the next unit of study at least two weeks prior to the unit launch date?

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?)

- What do the Stage 1 documents tell us about the goals of this unit?
- What do we know/need to know about the standards connected to this unit?
- Have we established the language we will use for communicating objectives and goals to students throughout the unit?
- How will students be made aware of the big idea and the goal of this unit, all along the way?
- After reviewing the standards aligned to this unit, what questions do we still have?
- What questions do we have about the **megaspore or concept map**?

Unpacking the TEKS and Other Standards

Unit Plan Stage 1: Desired Results

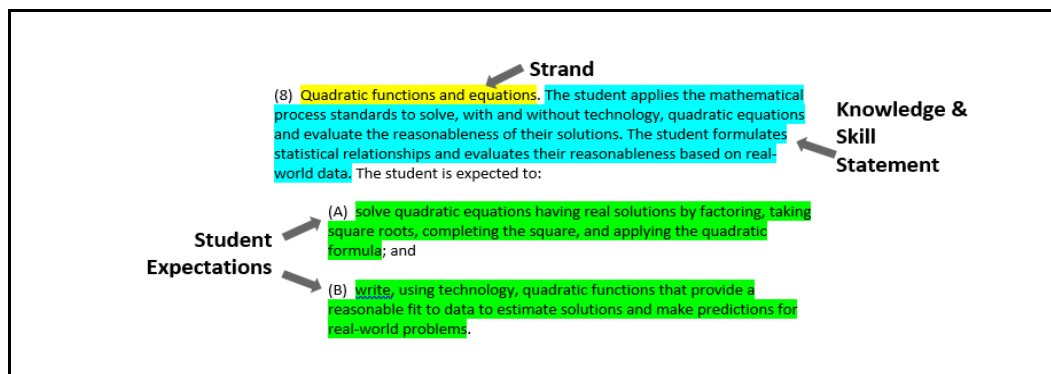
What do we want students to know and be able to do?

What do we want students to learn?

1. Know and understand the parts of the standard.

Guiding Questions:

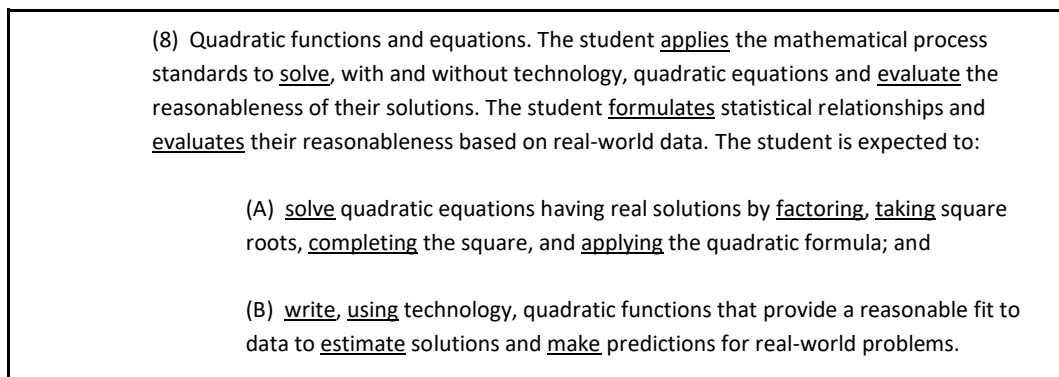
- What are the parts of the standard?
- How do the parts of the standard connect?
- What important context does the knowledge and skill statement provide for the student expectation (that might not otherwise be understood)?



2. Underline the verbs (and verb forms).

Guiding Questions:

- What do these underlined words communicate about learning outcomes?
- What patterns do you notice?
- What are the various levels of complexity required by the verbs?
- How can you clarify the meaning of each verb? (E.g., "Engage effectively in a range of collaborative discussions..." -- Is the main verb *engage*, *collaborate*, or *discuss*? Reach consensus on the expectation. Rewrite in the margin, if needed.)



3. Identify the noun or noun phrase that the verb refers to. (These are direct objects, in case you were wondering!)

Guiding Questions:

- What word or words answer the question of the verb? (E.g., Solve *what*? Determine *what*?)
- Are there multiple expectations built into a single statement? (E.g., “The student will recognize rhyme, rhythm, and alliteration in poetry.”) If so, does it help to think of these separately or together?

(8) Quadratic functions and equations. The student applies the mathematical process standards to solve, with and without technology, quadratic equations and evaluate the reasonableness of their solutions. The student formulates statistical relationships and evaluates their reasonableness based on real-world data. The student is expected to:

(A) solve quadratic equations having real solutions by factoring, taking square roots, completing the square, and applying the quadratic formula; and

(B) write, using technology, quadratic functions that provide a reasonable fit to data to estimate solutions and make predictions for real-world problems.

4. Synthesize

Guiding Questions:

- What do you understand about the standard that you didn't already?
- What is the “big idea” intended by this standard or collection of standards? (Zoom out!)
- In what ways might students be able to show learning of this standard?

Knowledge

To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

Key words:

- Choose
- Copy
- Define
- Duplicate
- Find
- How
- Identify
- Label
- List
- Listen
- Match
- Memorise
- Name
- Observe
- Omit
- Quote
- Read
- Recall
- Recite
- Recognise
- Record
- Relate
- Listen
- Repeat
- Reproduce
- Retail
- Select
- Show
- Spell
- State
- Tell
- Trace
- What
- When
- Where
- Which
- Who
- Why
- Write

Comprehension

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

- Ask
- Cite
- Classify
- Compare
- Contrast
- Demonstrate
- Estimate
- Explain
- Express
- Outline
- Predict
- Purpose
- Relate
- Rephrase
- Report
- Restate
- Review
- Show
- Summarise
- Translate

Application

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

- Act
- Administer
- Apply
- Build
- Calculate
- Categorise
- Choose
- Classify
- Connect
- Construct
- Correlation
- Demonstrate
- Develop
- Dramatise
- Employ
- Experiment
- Group
- Identify
- Illustrate
- Interpret
- Interview
- Link
- Make use of
- Manipulate
- Model
- Organise
- Perform
- Plan
- Practice
- Relate
- Represent
- Select
- Show
- Simulate
- Solve
- Summarise
- Teach
- Transfer
- Translate
- Use

Analysis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

- Analyse
- Appraise
- Arrange
- Assumption
- Breakdown
- Categorise
- Cause and effect
- Choose
- Classify
- Differences
- Discover
- Discriminate
- Dissect
- Distinction
- Distinguish
- Divide
- Establish
- Examine
- Find
- Focus
- Function
- Group
- Relationships
- In-depth discussion
- Inference
- Inspect
- Investigate
- Isolate
- List
- Motive
- Omit
- Order
- Organise
- Point out
- Prioritize
- Question
- Rank
- Relation-
- ships
- Reorganise
- Research
- See
- Select
- Separate
- Similar to
- Simplify
- Survey
- Take part in
- Test for
- Theme
- Comparing

Synthesis

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

- Adapt
- Add to
- Build
- Change
- Choose
- Combine
- Compile
- Compose
- Construct
- Create
- Delete
- Design
- Develop
- Devise
- Discuss
- Elaborate
- Estimate
- Experiment
- Extend
- Formulate
- Happen
- Hypothesise
- Imagine
- Innovate
- Integrate
- Invent
- Make up
- Maximise
- Minimise
- Model
- Modify
- Original
- Originate
- Plan
- Predict
- Produce
- Propose
- Reframe
- Revise
- Rewrite
- Solve
- Speculate
- Substitute
- Suppose
- Tabulate
- Text
- Theorise
- Think
- Transform
- Visualise

Evaluation

Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Would it be better if...? Why did they (the character) choose...? How would you rate the...? How would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? How would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?

Key words:

- Agree
- Disprove
- Measure
- Opinion
- Perceive
- Effective
- Estimate
- Evaluate
- Prioritise
- Prove
- Rate
- Give reasons
- Good
- Recommend
- Rule on
- Select
- How do we know?
- Support
- Importance
- Test
- Infer
- Useful
- Validate
- Interpret
- Judge
- Value
- Why
- Defend
- Justify
- Mark
- Determine

Actions:

- Describing
- Finding
- Identifying
- Listing
- Locating
- Naming
- Recognising
- Retrieving
- Definition
- Fact
- Label
- List
- Quiz
- Reproduction
- Test
- Workbook
- Worksheet

Outcomes:

- Collection
- Examples
- Explanation
- Label
- List
- Outline
- Quiz
- Show and tell
- Summary

Actions:

- Classifying
- Comparing
- Exemplifying
- Explaining
- Infering
- Interpreting
- Paraphrasing
- Summarising

Outcomes:

- Carrying out
- Executing
- Implementing
- Using
- Demonstration
- Diary
- Illustrations
- Interview
- Journal
- Performance
- Presentation
- Scripture
- Simulation

Actions:

- Attributing
- Deconstructing
- Integrating
- Organising
- Outlining
- Structuring

Outcomes:

- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Actions:

- Constructing
- Designing
- Devising
- Inventing
- Making
- Planning
- Producing
- Advertising
- Film
- Media product
- New game
- Painting
- Plan
- Project
- Song
- Story

Outcomes:

- Advertising
- Film
- Media product
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- Story
- Abstract
- Chart
- Checklist
- Database
- Graph
- Mobile
- Report
- Spread sheet
- Survey

Questions:

- Can you list three...?
- Can you recall...?
- Can you select...?
- How did... happen?
- How is...?
- How would you describe...?
- How would you explain...?
- How would you show...?
- What is...?
- When did... happen?
- Which one...?
- Who was...?
- Who were the main...?
- Why did...?

Questions:

- Can you explain what is happening... what is meant...?
- How would you classify the type of...?
- How would you compare...?contrast...?
- How would you rephrase the meaning...?
- How would you summarise...?
- What can you say about...?
- What facts or ideas show...?
- What is the main idea of...?
- Which is the best answer...?
- Which statements support...?
- Will you state or interpret in your own words...?

Questions:

- How would you use...?
- What examples can you find to...?
- How would you solve... using what you have learned...?
- How would you organise... to show...?
- How would you show your understanding of...?
- What approach would you use to...?
- How would you apply what you learned to develop...?
- What other way would you plan to...?
- What would result if...?
- Can you make use of the facts to...?
- What elements would you choose to change...?
- What facts would you select to show...?
- What questions would you ask in an interview with...?

Questions:

- What are the parts or features of...?
- How is... related to...?
- Why do you think...?
- What motive is there...?
- Can you list the parts...?
- What inference can you make...?
- What conclusions can you draw...?
- How would you classify...?
- How would you categorise...?
- Can you identify the difference parts...?
- What evidence can you find...?
- What is the relationship between...?
- Can you make a distinction between...?
- What is the function of...?
- What ideas justify...?

Questions:

- What changes would you make to solve...?
- How would you improve...?
- What would happen if...?
- Can you elaborate on the reason...?
- Can you propose an alternative...?
- Can you invent...?
- How would you adapt... to create a different...?
- How would you change (modify) the plot (plan)...?
- What could be done to minimise (maximise)...?
- What way would you design...?
- Suppose you could... what would you do...?
- How would you test...?
- Can you formulate a theory for...?
- How would you estimate the results for...?
- What facts can you compile...?
- Can you construct a model that would change...?
- Can you think of an original way for the...?

Questions:

- Do you agree with the actions/outcomes...?
- What is your opinion of...?
- How would you prove/disprove...?
- Would it be better if...?
- Why did they (the character) choose...?
- How would you rate the...?
- How would you cite to defend the actions...?
- How would you evaluate...?
- How could you determine...?
- What choice would you have made...?
- What would you select...?
- How would you prioritise...?
- How would you make about...?
- Based on what you know, how would you explain...?
- What information would you use to support the view...?
- How would you justify...?
- What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

Standards Summary Chart

Summary Chart	
Subject area: _____	Grade: _____
Priority standard (standard number and description): 	<p>Planning:</p> <ul style="list-style-type: none"> • When will we teach this standard (window of days or weeks with dates)? • What common assessments will we use to measure student mastery (pretests, formative assessments, and summative assessments)? • What intervention strategies could we use for students having difficulty mastering the priority standard? • What enrichment strategies could we use for students who have already mastered the power standard?
Unwrapped targets: 	
<i>I can</i> statement or standard description (in student-friendly words): 	
Level of rigor (depth of knowledge) with a proficiency example for each target: 	
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.

Sample Priority Standard Summary Document

Grade: <u>4</u> Subject area: <u>Reading</u>	
<p>Priority standard: R.4.1: Refer to details and example in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Planning</p> <p>When will you teach this standard?</p> <ul style="list-style-type: none"> • Unit 2 novel unit • Unit 3 informational text unit • Unit 5 research <p>What assessment or assessments will you use to measure student mastery?</p> <ul style="list-style-type: none"> • Summary writing • Close and critical reading assignment • Details and examples to support topic sentence or thesis in literary analysis <p>What will we do for students who have already mastered the essential standard?</p> <p>Work with these students to increase the DOK level of the assignment to a DOK 3. Examples:</p> <ul style="list-style-type: none"> • Compare the inferred theme of two different stories. • Write the summary from a character's point of view.
<p>Unwrapped targets:</p> <ul style="list-style-type: none"> • Refer to details in a text when explaining what the text says explicitly. • Refer to examples in a text when explaining what the text says explicitly. • Refer to details in a text when drawing inferences. • Refer to examples in a text when drawing inferences. 	
<p>Standard description (in student-friendly words):</p> <ul style="list-style-type: none"> • I can identify details in a text when describing the plot of a story. • I can give examples of events in a text when describing the plot of a story. • I can identify the details of a text that help me make inferences. • I can give examples of events in a text that help me make inferences. 	
<p>Level of rigor or proficiency example:</p> <p>The student can write a summary of the story using specific details and examples to depict the main ideas, sequence of events, and inferred theme. (DOK 2)</p>	
<p>Prerequisite skills and vocabulary:</p> <ul style="list-style-type: none"> • Details • Examples • Inferences • Plot • Main idea • Theme • Summary 	

Source for standard: National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010a). Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects. Washington, DC: Authors. Accessed at www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf on August 21, 2017.

Question #1 Breakdown for Unit # ____

Essential Standards	Student Actions
6.8(A)- <u>Compare</u> and <u>contrast</u> <i>potential</i> and <i>kinetic</i> energy	Compare & Contrast
	<u>Question #2</u> <ul style="list-style-type: none"> • Create a Venn diagram for potential and kinetic energy • Write a 3 sentence summary comparing and contrasting using the <u>comparing/contrasting</u> sentence stems from Lead4Ward
7.7(B)- <u>Distinguish</u> between expressions and equations <i>verbally, numerically, and algebraically</i>	Distinguish
	<u>Question #2</u> <ul style="list-style-type: none"> • Card sort- given examples of expressions and equations, place into different groups • With a partner <i>verbally</i> explain the characteristics of expressions and the characteristics of equations
8.6(A)- <u>Explain</u> how the <i>Northwest Ordinance</i> established principles and procedures <i>for orderly expansion of the US</i>	Explain
	<u>Question #2</u> <ul style="list-style-type: none"> • Write a 3 paragraph essay <u>explaining</u> the <i>Northwest Ordinance</i> and the <i>effects</i> 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- <u>Identify</u> <i>figurative language</i>	Identify
	<u>Question #2</u> <ul style="list-style-type: none"> • <u>Highlight</u> and <u>label</u> figurative language (simile, metaphor, hyperbole, personification) in the poem <i>Abuelita</i>. • 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)

Determine Evidence of Learning

Question #2: How will we know students are learning?

1. Create Unit Assessment before beginning the unit (calendar)
2. Start looking at lesson plans in PISD curriculum
3. Think with the “End in Mind”- what will students do by the end of class to show their knowledge?
4. Plan a formal/informal assessment for each class period (***Language objectives***)
5. Guiding Questions:
 - How will the assessments work together to show student’s level of achievement?
 - Do we foresee any misconceptions?
 - Are our assessments varied to address multiple learning types and help build language in ESL students?
 - What will proficient student work look like?

The Professional Learning Communities at Work™ Continuum: Turning Data Into Information

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.

Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
Collaborative teams of teachers regard on-going analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to: <ul style="list-style-type: none"> • Respond to students who are experiencing difficulty • Enrich and extend the learning of students who are proficient • Inform and improve the individual and collective practice of members • Identify team professional development needs • Measure progress toward team goals 	The only process for monitoring student learning is the individual classroom teacher and annual state, provincial, or national assessments. Assessment results are used primarily to report on student progress rather than to improve professional practice. Teachers fall into a predictable pattern: they test, they hope for the best, and then they move on to the next unit.	The district has created benchmark assessments that are administered several times throughout the year. There is often considerable lag time before teachers receive the results. Most teachers pay little attention to the results. They regard the assessment as perhaps beneficial to the district but of little use to them. Principals are encouraged to review the results of state assessments with staff, but the fact that the results aren't available until months after the assessment and the lack of specificity mean they are of little use in helping teachers improve their practice.	Teams have been asked to create and administer common formative assessments and to analyze the results together. Many teachers are reluctant to share individual teacher results and want the analysis to focus on the aggregate performance of the group. Some use the results to identify questions that caused students difficulty so they can eliminate the questions. Many teams are not yet using the analysis of results to inform or improve professional practice.	The school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state or provincial assessments. Teams use the results to identify areas of concern and to discuss strategies for improving the results.	Teachers are hungry for information on student learning. All throughout the year, each member of a collaborative team receives information that illustrates the success of his or her students in achieving an agreed-upon essential standard on team-developed common assessments he or she helped create, in comparison to all the student's attempting to achieve that same standard. Teachers use the results to identify the strengths and weaknesses in their individual practice, to learn from one another, to identify areas of curriculum proving problematic for students, to improve their collective capacity to help all students learn, and to identify students in need of intervention or enrichment. They also analyze results from district, state or provincial, and national assessments and use them to validate their team assessments.

Resources For *Determining Evidence of Learning*

Question #2: How will we know students are learning?

This section includes resources to guide your thinking & conversations as you go through Question #2 during planning.

Unpacking a Unit

PRIOR TO THE MEETING

- Team members read and review all unit documents
 - Individual team members record questions they have about the unit
 - Team determines guiding questions for the team meeting (below)
-

Guiding Questions for Unpacking a Unit

Overview Questions

- What unit documents are available for this unit of study?
- Do we see how this unit connects to the overall goals of the course?
- How will we ensure that students understand the relevancy of this unit?
- Have we completed our planning for the next unit of study at least two weeks prior to the unit launch date?

Unit Plan Stage 2: Evidence of Learning

What will we accept as evidence that students are learning? *(How will we know if students are learning?)*

- What do the Stage 2 documents tell us about the student evidence tasks of this unit?
- Which common formative assessments will be used by the team to measure progress toward the Stage 1 goals?
- What questions do we have about this unit's **sample assessments**, found in the curriculum planner?
- After reviewing the CAP and all unit assessments, what questions do we still have?
- How will we differentiate assessments?
- Do we see and understand how the Stage 2 assessments relate to the Stage 1 goals?
- Is a unit-wide pre-assessment appropriate and necessary?
- Are all assessments created and ready for use?
- Have we personally completed each assessment for the unit, and do we have exemplar assessments where possible?
- How will we calibrate our evaluation of success criteria for student evidence in this unit? Do we agree with what "success" will look like for these assessments?
- Do we see and understand the relationship between the unit's formative and summative assessments?
- After planning the gradebook for the unit, do we see an appropriate relationship between major and minor grades?

Assessment Blueprint Unit # ___

Standard Being Assessed	Ways to Assess	# of Questions on Unit Assessment	When will we bring this data back to the team to discuss next steps?	Next steps?
<p>List all Unit TEKS</p> <p>(done at the beginning of a unit)</p>	<p>How will this TEKS be assessed throughout the unit as well at the end of the unit?</p> <p>(done at the beginning of a unit)</p>	<ul style="list-style-type: none"> Is the number of questions proportional to the amount of time spent teaching? Readiness vs. supporting standard? <p>(done at the beginning of a unit)</p>	<p>Date</p> <p>What data will be brought back to discuss with the team?</p> <p>(can be set throughout the unit)</p>	<p>What will you do to address the data?</p> <p>(can be set after data discussion)</p>
<p>8.5(A) <u>Describe</u> the structure of atoms, including the masses, electrical charges, and locations of protons, neutrons and electrons</p>	<ul style="list-style-type: none"> Quick Write at end of class (9/6)- students <u>describe</u> atomic structure → build in describing sentence stems Warm up on day after teaching (9/7) <ul style="list-style-type: none"> Released STAAR Question <p>2018 – Q18</p> <p>18 Which statement accurately describes the atoms of a specific element?</p> <p>F An indium, In, atom contains 115 protons inside the nucleus and 49 neutrons outside nucleus.</p> <p>G A scandium, Sc, atom contains 45 electrons outside the nucleus and 21 neutrons inside nucleus.</p> <p>H An aluminum, Al, atom contains 27 electrons and 27 protons inside the nucleus.</p> <p>J A zinc, Zn, atom contains 30 protons inside the nucleus and 30 electrons outside the nucleus.</p> <ul style="list-style-type: none"> Unit Assessment 	<p align="center">3</p>	<p>9/12</p> <p>Team members will bring their data to discuss top 3 missed questions.</p>	<p>1, 5, 6 were the most missed questions.</p> <p>Spiral in released STAAR questions to warm ups (9/28 and 9/29) to address most missed questions.</p>

Descriptive Review Data Protocol

1. **Introduction:** A team member presents the results of an assessment or examples of student work to teammates (3-5 minutes).
2. **Teacher Presentation:** Team members review the presented work as the presenting member explains his or her concerns or questions. No interruptions or questions are allowed during this presentation (5-10 minutes).
3. **Clarifying Questions:** Participants may ask clarifying questions, but again no discussion is allowed at this point (5 minutes).
4. **Feedback:** The team discusses the work together, giving three kinds of feedback each in separate intervals. The presenting teacher listens and takes notes while his or her colleagues talk (5-10 minutes).

The feedback must directly relate to the assessment or examples of student work at hand. The three kinds of feedback include the following:

- a. *Warm Feedback*- Positive points associated with the work.
 - b. *Cool Feedback*- Questions, doubts, or possible gaps in the work
 - c. *Hard Feedback*- Challenges related to the work
5. **Reflection:** The presenting teacher responds to team members' feedback, highlighting new insights, seeking clarifications, and identifying changes to be made (10 minutes).
 6. **Debrief:** The team leader solicits feedback regarding the team's perceptions of the process (5 minutes).

- This protocol can be used when one team member is presenting data and wants the feedback from other team members.
- This protocol can be adapted for an entire team to present data. An outside facilitator such as an instructional coach or the Collaborative Team Facilitator (CTF) can facilitate. If a CTF chooses to facilitate, their data will be included in the group data being discussed.

Data Driven Dialogue

What do you see? (Facts Only)	What does the data suggest? What assumptions can we make about student learning?	What are some next steps to address the data?

Conversation Starters		
<ul style="list-style-type: none"> • I observe that... • Some patterns/trends that I notice... • I can count... • I'm surprised that I see... 	<ul style="list-style-type: none"> • I believe the data suggests...because... • I assume... • Additional data that would help me is... • I can gather that... 	<ul style="list-style-type: none"> • I think the following are appropriate solutions/responses that address the needs implied in the data... • _____ seems like a good next step because... • _____ will address _____ because...

How To:

1. Team members fill out column 1 and column 2 *before* the team data discussion.
2. Collaborative Team Facilitators or the PLC Coach will facilitate the conversation starting with column 1.
3. Every team member will share their column 1 without interruptions or questions.
4. Next, every team member will then share their column 2 without interruptions or questions.
5. Once all team members have shared, a whole group discussion about next steps can begin.
6. If teams are struggling with how to start sharing or the conversations, conversation starters may be used for the corresponding column.



ATLAS Looking at Data

Learning from Data is a tool to guide groups of teachers discovering what students, educators, and the public understand and how they are thinking. The tool, developed by Eric Buchovecky, is based in part on the work of the Leadership for Urban Mathematics Project and the Assessment Communities of Teachers Project. The tool also draws on the work of Steve Seidel and Evangeline Harris-Stefanakis of Project Zero at Harvard University. Revised November 2000 by Gene Thompson-Grove. Revised August 2004 for Looking at Data by Dianne Leahy.

1. Getting Started

- The facilitator reminds the group of the norms.
- The educator providing the data set gives a very brief statement of the data and avoids explaining what she/he concludes about the data if the data belongs to the group rather than the presenter.
Note: Each of the next 4 steps should be about 10 minutes in length. It is sometimes helpful for the facilitator to take notes.

2. Describing the Data (10 minutes)

- The facilitator asks: "What do you see?"
- During this period the group gathers as much information as possible from the data.
- Group members describe what they see in data, avoiding judgments about quality or interpretations. It is helpful to identify where the observation is being made — e.g., "On page one in the second column, third row..."
- If judgments or interpretations do arise, the facilitator should ask the person to describe the evidence on which they are based.
- It may be useful to list the group's observations on chart paper. If interpretations come up, they can be listed in another column for later discussion during Step 3.

3. Interpreting the Data (10 minutes)

- The facilitator asks: "What does the data suggest?" Followed by — "What are the assumptions we make about students and their learning?"
- During this period, the group tries to make sense of what the data says and why. The group should try to find as many different interpretations as possible and evaluate them against the kind and quality of evidence.
- From the evidence gathered in the preceding section, try to infer: what is being worked on and why?
- Think broadly and creatively. Assume that the data, no matter how confusing, makes sense to some people; your job is to see what they may see.
- As you listen to each other's interpretations, ask questions that help you better understand each other's perspectives.

4. **Implications for Classroom Practice** (10 minutes)

- The facilitator asks: “What are the implications of this work for teaching and assessment?” This question may be modified, depending on the data.
- Based on the group’s observations and interpretations, discuss any implications this work might have for teaching and assessment in the classroom. In particular, consider the following questions:
 - What steps could be taken next?
 - What strategies might be most effective?
 - What else would you like to see happen? What kinds of assignments or assessments could provide this information?
 - What does this conversation make you think about in terms of your own practice? About teaching and learning in general?
 - What are the implications for equity?

5. **Reflecting on the ATLAS-Looking at Data** (10 minutes)

Presenter Reflection:

- What did you learn from listening to your colleagues that was interesting or surprising?
- What new perspectives did your colleagues provide?
- How can you make use of your colleagues’ perspectives?

Group Reflection:

- What questions about teaching and assessment did looking at the data raise for you?
- Did questions of equity arise?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at this data?

6. **Debrief the Process** (5 minutes)

- How well did the process work?
- What about the process helped you to see and learn interesting or surprising things?
- What could be improved?

Design the Learning

Question #3 & #4: What learning experiences and instruction will we plan?

1. Look at PISD curriculum, calendar, SIOP strategies
2. Thoroughly read through and make notes on the lesson plan documents
3. Guiding Questions:
 - How will the lesson be structured in order to best address essential standards and provide students with time to listen, read, speak, and write?
 - How will students be made aware of the “big idea” of this lesson?
 - What materials/resources need to be gathered for this lesson?
 - What expectations do we have for pacing and time allotment for this lesson?

The Professional Learning Communities at Work™ Continuum: Providing Students With Systematic Interventions and Extensions

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 provide students with systematic interventions when they struggle and extensions when they are proficient.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities.	What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned. There is no coordinated school response to students who experience difficulty. Some teachers allow students to turn in late work; some do not. Some teachers allow students to retake a test; some do not. The tension that occurs at the conclusion of each unit when some students are proficient and ready to move forward and others are failing to demonstrate proficiency is left to each teacher to resolve.	The school has attempted to establish specific policies and procedures regarding homework, grading, parent notification of student progress, and referral of students to child study teams to assess their eligibility for special education services. If the school provides any additional support for students, it is either a "pull-out" program that removes students from new direct instruction or an optional after-school program. Policies are established for identifying students who are eligible for more advanced learning.	The school has taken steps to provide students with additional time and support when they experience difficulty. The staff is grappling with structural issues such as how to provide time for intervention during the school day in ways that do not remove the student from new direct instruction. The school schedule is regarded as a major impediment to intervention and enrichment, and staff members are unwilling to change it. Some are concerned that providing students with additional time and support is not holding them responsible for their own learning.	The school has developed a schoolwide plan to provide students who experience difficulty with additional time and support for learning in a way that is timely, directive, and systematic. It has made structural changes such as modifications in the daily schedule to support this system of interventions. Staff members have been assigned new roles and responsibilities to assist with the interventions. The faculty is looking for ways to make the system of interventions more effective.	The school has a highly coordinated system of interventions and extensions in place. The system is very proactive. Coordination with sender schools enables the staff to identify students who will benefit from additional time and support for learning even before they arrive at the school. The system is very fluid. Students move into intervention and enrichment easily and remain only as long as they benefit from it. The achievement of each student is monitored on a timely basis. Students who experience difficulty are required, rather than invited, to utilize the system of support. The plan is multilayered. If the current level of time and support is not sufficient, help a student become proficient, he or she is moved to the next level and receives increased time and support. All students are guaranteed access to this system of interventions regardless of the teacher to whom they are assigned. The school responds to students and views those who are failing to learn as "undersupported" rather than "at risk."

Resources For *Designing the Learning*

Question #3 & #4: What learning experiences and instruction will we plan?

This section includes resources to guide your thinking & conversations as you go through Questions #3 & #4 during planning.

Unpacking a Unit

PRIOR TO THE MEETING

- Team members read and review all unit documents
- Individual team members record questions they have about the unit
- Team determines guiding questions for the team meeting (below)

Guiding Questions for Unpacking a Unit

Overview Questions

- What unit documents are available for this unit of study?
- Do we see how this unit connects to the overall goals of the course?
- How will we ensure that students understand the relevancy of this unit?
- Have we completed our planning for the next unit of study at least two weeks prior to the unit launch date?

Unit Plan Stage 3: Learning Plan

What learning experiences and instruction will we plan?

(How will we respond when students do not learn?)

(How will we enrich and extend the learning for students who are proficient?)

- What do the Stage 3 documents tell us about the learning plan for this unit?
- Do we see and understand the relationship between the unit's Stage 3 lessons and the Stage 2 evidence?
- What preferred and repeated instructional strategies will be used in this unit of study? Do we have a shared understanding of what they are, how they work, and how to determine their impact?
- Are we employing a variety of instructional approaches throughout the unit?
- How will we differentiate lessons?
- Where are the opportunities for student voice and choice?
- Which lessons would benefit from a pre-assessment?
- Which lessons and learning experiences will result in grades?
- What will our pacing plan look like for this unit?
- Have we worked together to update the **calendar and unit overview/syllabus** as needed?
- After developing a timeline and calendar plan for the unit, are we able to leave approximately 20% of our time available for either re-teaching or acceleration, as needed? What adjustments need to be made?
- Do we have a plan for intervening when students are not successful with the essential learnings built into the lessons?

Analyze & Interpret

_____ occurs more/less frequently than _____.
 _____ is/is not important because _____.

Cognate

ocurre, con más/menos frecuencia
 es/no es importante

The information from _____ tells me that _____.
 Based upon _____, I believe _____ is more/less important than _____.

información, informe
 basado/ a en, es más/menos importante

After a careful analysis of _____ I can state with certainty that _____.
 I analyze/interpret the information to mean _____ due to _____.

análisis, con certeza
 información, interpreto, analizo

Apply

_____ is an example of _____.
 I use _____ when I _____.

Cognate

ejemplo
 uso

I used _____ to determine that _____.
 When I solve this problem, I need to know _____ and _____.

determinar
 problema

A possible result of _____ is _____.
 _____ is another instance where this applies.

posible, resultado
 instancia, aplica

Cause & Effect

The cause of _____ is/ was _____ because _____.
 The effect of _____ is/was _____ because _____.

Cognate

causa
 efecto

There are/were many causes for _____ including _____.
 There are/were many effects of _____ including _____.

causas incluyendo
 efectos incluyendo

The cause(s) of _____ was/were _____, and the effect(s) was/were _____.
 The most significant cause of _____ is/was _____ and the most significant effect is/was _____.

causas efectos
 causa significativa/efecto significativo

Compare Classify & Categorize

_____ is similar to/different from _____ because _____.
 The difference between _____ and _____ is _____.

Cognate

similar, diferente
 diferencia

The characteristics of _____ are similar to/different from _____.
 One distinction between _____ and _____ is _____.

características, similares
 distinción entre

While _____ and _____ are similar, _____ is distinct.
 In this circumstance, it is clear that _____ and _____ are comparable.

similar, distinto
 en esta circunstancia, está claro que, comparable

Create Develop	I can create _____ with _____.	Cognate crear
	I would use _____ to _____.	usaría
	I could demonstrate this by _____.	mostrar
	A different way to design _____ is _____.	diferente, diseñar
	With what I know, I could create a _____.	crear
	The way I would explain this to another kid is _____.	explicar
Draw Conclusions	I conclude _____ is correct/incorrect because _____.	Cognate concluyo, correcto/incorrecto
	I imagined _____, but now I think _____.	imaginé
	One conclusion I can make is _____ because _____.	conclusión
	With this new information, I can now state _____.	información
	Based on my reflection, I conclude _____ because _____.	Basado en, la reflexión, concluyo
	_____ is significant/reasonable in this case because _____.	significativo, en este caso, razonamiento
Evaluate	It is my opinion that _____ is a good/bad idea because _____.	Cognate opinión, idea
	My evaluation is that _____ is important because _____.	evaluación, importante
	In my opinion, I believe that _____ because _____.	opinión
	The importance of _____ is _____.	importancia
	As my evaluation of _____ concluded it is evident that _____.	evaluación, concluido, evidente
	After careful analysis, I can say that _____ has value because _____.	análisis, tiene valor
Generalize	While there are exceptions, I can generally say this information tells us that _____.	Cognate generalmente
	Frequently _____ is/are _____ because they are/it has _____.	frecuentemente
	According to [the text/information], you can generally say _____.	De acuerdo con el [texto, información], generalmente
	Most of the time _____, I believe that because _____.	
	You can generally say the more/less _____, the more/less _____.	generalmente
	I believe, based upon _____, that generally _____.	basado/ a en, generalmente

Infer	The book/text says _____, so I think _____.	Cognate texto
	It appears that _____ because _____.	aparece
	One piece of evidence that informs my decision is _____.	La evidencia que, informa, decisión
	The text stated _____, which is why I think _____.	texto
	Although not explicitly stated, I can infer _____ because _____.	explícitamente, puedo inferir
	The evidence indicates _____ because _____.	evidencia, indica

Make Connections	This reminds me of _____.	Cognate
	Another example of _____ is _____.	otro, ejemplo
	_____ is similar to this because _____.	similar
	_____ reminds me of _____.	
	The main connection between _____ and _____ is _____.	conexión/relación
	_____ and _____ are related in at least two ways, _____ and _____.	relacionados

Predict Estimate	I predict/estimate _____ because _____ is/are _____.	Cognate predigo
	I think _____ will repeat because _____ is/are _____.	repito
	I predict/estimate _____. My reasons for this include _____.	predigo , las razones, incluyen
	In my opinion, _____ will happen next because _____.	en mi opinión
	In light of _____, I predict _____.	predigo
	In consideration of the text/information given, I believe _____ will occur.	en consideración a/al, texto, información

Sequence / Order	_____ happened before/after _____.	Cognate
	The order of events begins/terminates with _____.	orden de eventos, termina
	A vital step in the process is _____ because _____.	vital, proceso
	Considering _____, it is not a surprise that _____ occurred.	considerando que, sorpresa, ocurrió
	It would be important to _____ before/after _____.	importante
	If all the steps are complete, _____ will occur.	completos, ocurrirá

Summarize

It's important to remember _____.

Cognate

importante

Three important points, ideas, or actions are _____.

tres, ideas importantes, acciones

It is essential to know _____.

esencial

The most important part is _____ because _____.

parte más importante

After _____, I now understand _____.

The most significant thing I learned today is _____.

significante



All new instructional strategies are color-coded with orange.

movement and discourse playlist	rehearsal and practice playlist	extending thinking playlist	learning from mistakes playlist	evidence of learning playlist
Ball Toss Boogie	Fact or Fib Showdown	Card Sort	3-2-1 Test Review	3-2-1 Summary
Choose and Chat	Jig Saw "Sell"	Compare/Contrast Model	ABCD Reasoning Cards	Connect 4 Thinking
Dance It- Chance It	Just the Facts	Connect the Dots	Balloon Bop	Exit Ticket
Four Corners	Musical Chairs	Double Decker Discount	Brain in the Game	Graphic Organizers
Learning Loops	Mystery Bag	Idea Shuffle	Chatterbox	High-Five Summary
Musical Mix-Freeze-Group	Mystery Sequence/ Re-sequence	Justified List	Each One Teach One	Independence Day
Pair-SQUARE-Share	Pass the Story	Link It Up	Fixer Upper	KWL Chart
Positive Pings	Play It – Say It	Matching Double Trouble	Focused Listing	One Minute Paper
Rise and Shine	Stop Plop and Roll	Nine Squares	Go with the Flow	Snap-tastic
Shake and Share	Summary Salad	Odd One Out	IQ Slap Down	Tabletop Tweets
Stand, Stick or Stray	Tour of Knowledge	Rock and Roll Vocabulary	Make the Case	Team-Two-One
Texas Two-Step	Triple Play	Talk a Mile A Minute	Pick Up the Slip Up	Thought Bubbles
Think and Throw	Undercover Agent	Tic-Tac-Tally	Rock and Roll Item Review	Total Recall
Thinking Partners	Vocabulary Pyramid Game	Vocabulary Dominoes	Toss a Question	Wishful Thinking
Vote with Your Feet	Who Am I?	Would You Rather...	Triple Crown Critique	What's On Your Plate
<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>	<i>Add YOUR ideas below:</i>

*To access these strategies go to Lead4Ward.com then click on Instructional Tools

The lead4ward Instructional Strategies Playlists are designed to provide teachers with detailed descriptions of specific, instructional strategies, many of which are modeled and experienced in lead4ward professional development sessions. This resource is intended to support educators in using an intentional planning process that includes delivering instruction that is aligned to the TEKS, promotes student engagement, and to teach for access (get started), rigor (think more about it), and transfer (apply what you know).

Teachers use instructional strategies to:

- engage learners
- provide practice without penalty
- encourage interaction among students
- see and hear students' thinking

movement and discourse playlist

Learning is activated when kids are moving and talking. Movement provides the opportunity for learners to become actively engaged and talk to each other in a variety of group sizes. Get them moving every 18-20 minutes.

rehearsal and practice playlist

Learning requires rehearsal and practice. The more the teacher varies the practice, the more likely kids are to engage in learning. Rehearsal and practice that allows for collaborative work also help learners self-correct misconceptions.

extending thinking playlist

Learning requires thinking. Well-designed learning tasks allow kids to think about a topic multiple ways or think through a topic to arrive at more complete and justifiable answers. Often learners stop too early in their thinking or in the learning process.

learning from mistakes playlist

Learning is assessed in a variety of ways on high stakes tests. Items will never be repeated on these tests, but the visuals and errors associated with the content will be. Teachers use items strategically and purposefully to help students discover and correct their mistakes.

evidence of learning playlist

Learning is best assessed in multiple measures – tests, products, discourse, and other formative and summative assessment methods. When kids describe their own learning strengths and areas for growth, they are more willing to commit to additional learning.