

**Coaching the PLC Process:  
Make it Happen—Session 2**



Desert Sands USD  
Instructional Coaches  
December 12, 2022



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**MATERIALS AND LINKS**

- The slide deck for today can be found at [www.chrisjakicic.com](http://www.chrisjakicic.com)
- Click on “handouts” at the top of the page.

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**TARGETS FOR TODAY:**

- Consider the purpose of essential standards and how they impact unit design.
- Investigate ways to clarify the proficiency expectations for students.
- Understand backwards design and common pacing.
- Explore ways to help teams engage in unwrapping.

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HOW MUCH AUTONOMY SHOULD TEACHER HAVE IN A PLC?—8 MINUTES

- Instruction      ■ Some
- Assessment    ■ None
- Curriculum     ■ All

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CRITICAL QUESTIONS TEAMS ASK

- **What do we want students to know and be able to do?**
  - **How will we know if they can?**
  - **What will we do if they can't?**
  - **What will we do if they already can?**
- DuFour, DuFour, & Eaker (2008)




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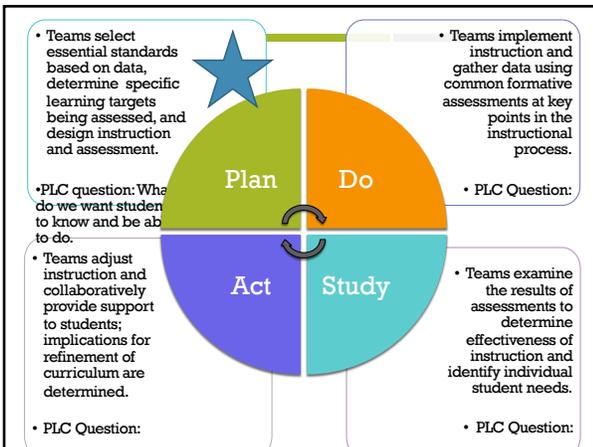
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Consider the purpose of essential standards and how they impact unit design.

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### ESSENTIAL STANDARDS

Essential standards are the standards that **all students** must know and be able to do by the end of the year. **Common Formative Assessments are based on these standards.** (They are often all power or priority standards). You guaranteed that students who do not master these standards receive **additional time and support.**

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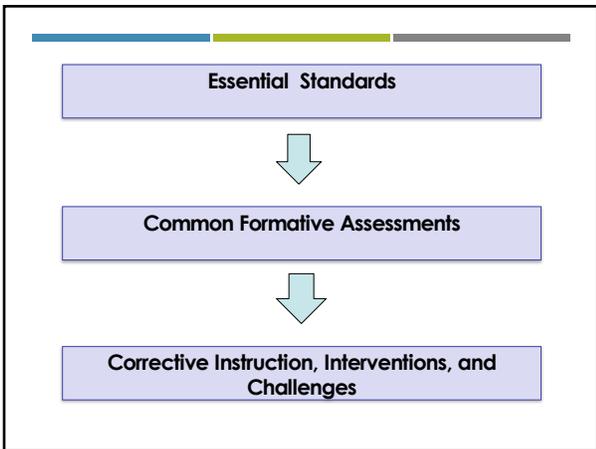
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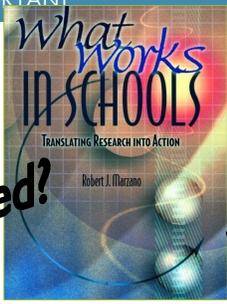
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WHY IT'S IMPORTANT



**guaranteed?** **viable?**

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"Our students need us to know their experiences over the course of time. They need us to know what's really going on in their daily classes as they move among teachers and subjects. They need us to know and give credence to their work from year to year."

—Jacobs (1997)

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WHAT'S THE CONTEXT AROUND YOUR TEAM'S ESSENTIAL STANDARDS?

- Do all team members understand why we choose essential standards and how to use them?
- Do your teams have their essential standards readily available?
- Have your standards changed recently?
- What's the current status of pacing guides/unit plans/curriculum maps for your teams?

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### CRITERIA FOR CHOOSING ESSENTIAL STANDARDS

- Readiness for the next level of learning
- Endurance
- Assessed on high stakes tests
- Leverage



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### EXAMINE RELEASED INFORMATION

- Examine the documents from your state test to make sure you have a similar emphasis.
- Blueprints provide information about which standards might be emphasized on the end-of-the-year tests.
- Sample items show the rigor of questions and the text styles that will be used.

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### CONSIDER THESE KINDERGARTEN STANDARDS

- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant

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Investigate ways to clarify the proficiency expectations for students.

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**USING DOK TO DISCUSS PROFICIENCY**

- Webb’s Depth of Knowledge (2005) has four levels
- **DOK 1:** Recall of a fact, information or follow a procedure.
- **DOK2:** Skill or Concept, use the information or conceptual knowledge, follow a procedure with two or more steps.
- **DOK 3:** Strategic Thinking, requires reasoning, developing a plan or a sequence of steps, more than one possible answer.
- **DOK 4:** Extended Thinking, requires an investigation, multiple conditions to a problem.

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**PUT YOUR HEADS TOGETHER—10 MINUTES**

- Working in a group of 4, read your assigned DOK level and consider the most salient points.
- When the group has finished, take turns sharing for 1 minute, and referencing your notes and examples.

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### CRITICAL QUESTIONS:

- Can we agree on what “proficient” looks like?
- Can we collectively and consistently apply that criteria?

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### WHAT CAN WE USE TO INFORM THIS PROCESS?

- Provide an example of the rigor required for proficiency.
- Look at standards identified in grades below and above
- Have vertical conversations – what is on their wish list?
- Look at released items and exemplars.

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### #1. PROVIDE AN EXAMPLE OF THE RIGOR REQUIRED FOR PROFICIENCY

Grade/Course	Essential Target	Example of Rigor
2 <sup>nd</sup> Grade Math	I can compare whole numbers to 1,000 by using symbols <, +, and >	62 <input type="checkbox"/> 21 + 31
7 <sup>th</sup> Grade Science	Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.	Students are able to model with a drawing and a balanced equation the principle of conservation of mass during a chemical reaction.

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#2 LOOK AT STANDARDS IDENTIFIED IN GRADES/COURSES ABOVE AND BELOW.

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Using a Learning Progression to Write Assessment Items and Respond to Students (Standard 6)

5	6	7	8	9-10
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view that is presented.	Determine an author's point of view or purpose in a text and analyze how it is conveyed in the text.	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
History/Social Studies	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			Analyze the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Science/Technical Subjects	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.			Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

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Fraction Progressions

2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Partition circles and rectangles into two, three, or four equal shares. Understand that two halves, three thirds, and four fourths make one whole.	Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b. (3.NF.A.1)	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation/ Justify decompositions, for example, by using a visual fraction model. Example: $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$ or $\frac{3}{4} = \frac{1}{2} + \frac{1}{4}$	
	Recognize and generate equivalent fractions.	Add and subtract fractions and mixed numbers with like denominators, for example, by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction.	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

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5 WISHES FROM THE GRADE/COURSE BEFORE

- More emphasis on equivalent fractions.
- They need to be able to write a solid paragraph with intro and conclusion.
- We think that interpreting graph is a prerequisite for our course. Can you put more emphasis on this?

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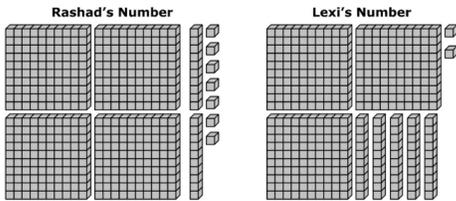
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2.

Two numbers are modeled with place value blocks.



What is the difference in the values of the two numbers?

- A. 35
- B. 75
- C. 135
- D. 175

Grade 3 Math  
Released Item



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Understand backwards design and common pacing.

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### MOVING AWAY FROM TRADITIONAL PLANNING

- Traditional lesson planning starts with choosing activities and topics for lessons.
- Backwards planning starts with identifying the outcomes (essential standards).

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### PACING GUIDE

- Using a year long calendar, the team works to determine which units will be taught, in which order, and for how many days.
- Pacing guides assure that the team has provided time for all of the essential standards to be taught, assessed, and responded to.

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### UNIT PLANS

- Unit plans are usually more detailed and provide all of the information that the team will use to teach and assess the unit.
- The plan starts with a detailed look both the essential and supporting standards to be taught in the unit.

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COMPACTING THE CURRICULUM

- Delineate and evaluate an argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. (RI.8.8)
- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (RI.8.9)

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COMPACTING THE CURRICULUM

- Understand two fractions as equivalent if they are the same size, or the same point on the number line.
  - Recognize and generate equivalent fractions with denominators 2, 3, 4, 5, and 8. Explain why the fractions are equivalent using pictorial models, including a number line.

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UNIT PLANS

- Unit plans are usually more detailed and provide all of the information that the team will use to teach and assess the unit.
- The plan starts with a detailed look both the essential and supporting standards to be taught in the unit.
- They include all of the learning targets associated with these standards.
- The team works collaboratively to create a sequential plan for unit instruction and monitoring learning.

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Explore ways to help teams engage in unwrapping.

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### WHY DO WE UNWRAP THE STANDARDS?

- The process of unwrapping helps teams to have a common understanding of the meaning of the standards.
- It results in understanding the learning targets that must be learned to master the standards.
- It helps teams come to agreement about what proficiency looks like.
- Formative assessments are written around learning targets; summative around standards.

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End of Year standard

Learning target

Learning target

Learning target

Previous grade level standard

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### FINDING TARGETS IN STANDARDS

- **Circle** all verbs (skills you expect them to be able to do).
- **Underline** nouns (concepts they need to know).
- **[Bracket ]**any context clues.
- Add any implied learning targets.

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### GRADE 3

**Describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures [in a text] using language that pertains to the time, sequence, and cause and effect.**



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Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause and effect.  
RI.3.3

Describe the relationship between a series of historical events, scientific concepts or steps in technical procedures in a text.

Identify the structure of a text being read—time, sequence, and cause and effect.

Know how to annotate or highlight a text to show its structure.

Use language that pertains to time, sequence and cause and effect.

Identify key terms that let the reader know two things are being compared (but, however, in contrast).

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## MS SCIENCE

Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.



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Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

Develop a model of a cell to describe the function of a cell as a whole

Develop and use a model of a cell to describe ways parts of cells contribute to the function.

Know the names and functions of cell organelles

Define and describe osmosis and diffusion

Explain how osmosis and diffusion affect cell transport

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## G.CO.7 HIGH SCHOOL GEOMETRY

Use the definition of congruence [in terms of rigid motions] to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

Justify

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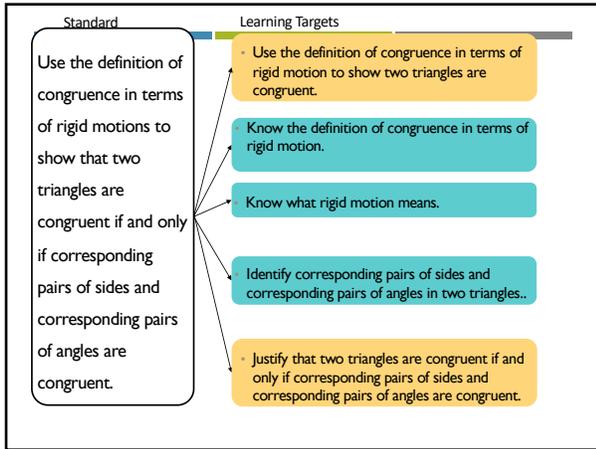
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### COACHING THE PROCESS

- You are working with a team who only sees the learning targets that are explicitly written in the text. How will you coach them?
- You are working with a team who says they unwrapped the standards years ago when they first came out. How will you coach them?

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