Unpacking the Essential Standards

Presented by
Paula Jameson-Whitney
Learning Resources and Educational Technology Division
District & School Improvement Unit

Board of Education, San Diego County.
All rights reserved.
What is a PLC?

- Four to five people meeting together on Tuesdays
- Something your principal says is going to work
- The next big thing that will pass in time
- A Professional Looking Committee
A PLC is:

- Collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all

- The very essence of a learning community is a focus on and a commitment to the learning of each student

Rick Du Four, *Learning by Doing*
Du Four’s Four Questions

- What do we want our students to know and be able to do?
- How will we know when they have learned it?

- What will we do if the don’t learn it?
- What will we do if they already know it?
PLC Question #1

What do we want our students to know?

Essential Standards

- How well do we understand what these standards are?
- Do we all see it the same way?
- What prior knowledge do the students need?
- Do the students know what we want them to know?
PLC Question #2

- How will we know when they have learned it?
  - What does mastery of the standard look like?
  - How will I assess mastery?
Why Unpack Standards?

- To know what exactly I need to teach
- To be able to explain the target to students
- To ensure my colleagues interpret this the same way I do
- To know how to enable students to the targets needed to achieve proficiency

Rick Stiggins, *Assessment for Learning*
The Process of Unpacking

*Identifying the parts*

- **Knowledge**
  - understands that printed materials provide information
- **Reasoning**
  - uses pictures and context to make pictures about story content
- **Skill**
  - blends vowel-consonant sounds orally to make words or syllables
- **Product**
  - writes words and brief sentences that are legible
Is the standard a back pack or a steamer truck?

- **SF 2.1**
  Uses titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text

- **C & A 2.4**
  Recall major points in the text and make and modify predictions about forthcoming information
The Process of Unpacking

**Asking questions to gain understanding**

- What does the standard mean exactly?

- What are the parts or skills embedded in this standard?

- What are the “big ideas” contained in this standard?

- How do I communicate what it means to a student?
The Process of Unpacking

*Asking questions to gain understanding*

- What does the student need to know before beginning work on this standard?

- What does grade level work at this standard look like?

- What will the student be able to do if he/she has mastered the standard?
The Process of Unpacking

* Asking questions to gain understanding

- How to tell the difference between proficient and advanced? Proficient and basic?
- What do I need to do in order to teach this standard?
- What do I need to do in order to teach this standard to an English Learner? A student of poverty? A resource student?
- How can I extend the learning for a high achieving student?
Expressing the Standard in Kid Friendly Language

- “I know how to…”
- “I can describe…”
- “I can make a…”
- “I can guess…”
- “I can figure out…”
- “I can tell my mom…”
Unpacking Step 2

- C & A 2.4
  Recall major points in the text and make and modify predictions about forthcoming information

- What does the student need to know in order to master the standard?
  - What other standards are embedded in this one? ELD standards? Developmental level?
  - What standards from the previous grade/developmental level are necessary?
Unpacking Step 3

- **C & A 2.4**
  Recall major points in the text and make and modify predictions about forthcoming information

- **What will it look like when the student has mastered the standard?**
  - What kind of work product, if nay will be required?
  - What would it look like at each ELD developmental level?
Unpacking Step 5

- **C & A 2.4**
  Recall major points in the text and make and modify predictions about forthcoming information

- **What do I need to do in order to teach this standard/target?**
  - Planning of teaching activities
Unpacking Step 4

- **C & A 2.4**
  Recall major points in the text and make and modify predictions about forthcoming information

- **How can I write/say this in kid friendly language?**
Advanced Strategies

- Can my learning activities combine more than one standard once I’ve unpacked them?

- How will I assess the standard? Should I write assessments, or can I use the ones I currently have available?

- How many opportunities will I provide for students to show mastery?

- What about differentiation?
Assessments

- Are our current assessments meeting our needs in light of the essential standards?

- If there are gaps in our current system, how can those needs be met?

- After the process of “unpacking”, do we need to examining the cut points for proficiency