9:45-9:46 - Darby

Welcome and introductions
**LEARNING TARGETS**

**Answer the first PLC question, “What is it we want our students to know and be able to do?” by identifying essential learning from an EUS and selecting a Power Standard to unpack into learning targets.**

**Dig into the EUS to explore instructional strategies and question types for a selected Power Standard in order to align practices to the rigor of the district and state standards.**

9:46-9:48 - Cynthia
9:48-9:53 - Darby
Read article (in packet) and discuss
Standards that are critical for student success

- Have endurance
- Have leverage
- Readiness for next level of learning

- Answers the question: What do we want students to know and be able to do?

Darby
A power standard refers to those few things that are really important to teach (Reeves).
Big Ideas (Kame'enui & Carnine)
Enduring understandings (Wiggins & McTigue)

- endurance (beyond a single test date)
- leverage (of value in multiple disciplines)
- readiness for the next level of learning (next grade level/ required for entry)

or

- in school, in life, and on STAAR
Why do we need power standards?
× Number of Standards

× Prioritization, NOT ELIMINATION!

× Safety Net for ALL

Cynthia

Answer to what is PS (background)

WHY: Power Standards/indicators- a subset of the complete list of standards/indicators for each grade and each subject. They represent the “safety net” of indicators students must learn prior to exiting current grade level. All standards (and indicators) are not equal in importance! Narrow the standards and indicators by distinguishing the “essentials” from the “nice to know” Teach the “nice to know” in the context of the essentials Prioritization, NOT ELIMINATION!
Cynthia- Get the process started
Darby

Step 1 (what to do and why)

We always start by reading the summary of the unit. Here are some things our teachers said about why it is important to start with the summary first.
It is a detailed explanation of what our goals are for the unit. It paints the overall picture of what the unit is and helps see how everything is connected, as well as what to anticipate. We need to understand the big picture.

So the summary gives the big idea/picture of the expected learning from this unit.
Getting the gist &
personal selection

* Read the summary to get a gist of the unit and the expected learning.
* Read through the TEKS and select the top 3 that you think are ESSENTIAL to this unit.

Darby
So we start by silently reading the summary. Once you have finished the summary please read through the TEKS and pick the top 3 that are essential to this unit.
Decisions, decisions, decisions

Cynthia
SELECTING POWER STANDARD

- One teammate shares out the TEKS that he/she selected.
- Record the TEKS on a chart paper.
- Another teammate shares out. Record any new TEKS or just tally next to the ones that are already there.
- Continue until all teammates have shared.
- Discuss the TEKS that have the most tallies.
  - Ask each teammate - What is your understanding of these TEKS? What does it look like/mean to you?

Cynthia
TEAM DECISION

- Decide which TEKS will be your Power Standard.
  - Big learning
  - Assessment Data / Frequency
  - New to grade level

- Ask - How committed are we to the Power Standard we have selected? (Fist to Five)
  - Fist = veto
  - Five = I can champion that!

How do we ensure all voices are heard?
- 5- I’ll Champion
- 4- Strongly Agree
- 3- Agree
- 2- Reservations
- 1- Oppose
  Fist- Veto

Cynthia
Darby: Share out and why and connection to whole campus (faculty meeting) and vertical conversations.

Teams share out what they selected and why.

Connect this to how we have done both, just within a team setting and as a whole campus. We find when we are able to do this as a whole campus during a faculty meeting that teams are able to talk vertically about the TEKS and make connections to things they have already taught or will be teaching their students.
Cynthia

With all of the published materials and frameworks available, teachers often ask why they should invest their time in unpacking standards. Consider the following:

- Teachers who do the work to unpack standards are the ones who understand them. It is through collaborative conversations that we come to collective clarity on what we want our students to know and be able to do. When teachers unpack standards in isolation they are likely to interpret the intent and rigor differently resulting in an educational lottery for students rather than a guaranteed and viable curriculum.
- Identification of the depth of knowledge required of the standards leads to more thoughtful lesson design.
- Laser-like focus on the standards and team-created common formative assessments go hand-in-hand. When standards and assessments align it is easier to catch students quickly when they don’t understand and to provide extension when they do understand.
- The unpacking process keeps the focus on ALL students learning at high levels.
Unpacking Power Standard

* Make a copy of the Unpacking Standard Template (https://goo.gl/CKcdm2)
* Rename it with your TEKS # and 9 weeks period.
* Share it with your team and coaches.
* Collaborate with teammates to unpack the standard.
  - Be sure to look at all areas of the EUS to help with this:
    - Question stems
    - Learning experiences
    - Vocabulary

Darby: This is step 5 on the last page of your handout (if you are following along there)
  - TEKS break into learning targets and refer to sample
  - Instruction

Cynthia:
  - Questioning
  - Vocabulary
Step 1 to our LA planning process during PLC

Session Tuesday: about unit planning (step 2)

Step 3 is the day to day
Step 1 to our LA planning process during PLC

Session Tuesday: about unit planning (step 2)

Step 3 is the day to day