

Professional Learning Communities

15-Day Challenge



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Guaranteed and Viable Curriculum

Rate your team on a scale of 1–5.

1 = lowest level of proficiency

5 = highest level of proficiency

	1	2	3	4	5
Write short- and long-term SMART goals.					
Unpack. Identify concepts and skills embedded in each standard. This fosters a deep understanding of the standard before determining if it is essential.					
Identify power standards. These become the priority standards or essential knowledge.					
Create pacing guides. Determine when each power standard will be taught.					
Design units of study based on standards and targets.					
Write common assessments aligned to the power standards.					
Provide intervention or extension based on student data.					

Next Steps:

3 Big Ideas of a PLC

1. Learning as our Fundamental Purpose
2. Collaborative Culture
3. Focus on Results

Four Critical Questions

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

- What should each student know and be able to do as a result of each unit, grade level, or department course?
- Essential standards are identified.
- The curriculum is unpacked into learning targets.
- Targets are written academic vocabulary and explained in kid-friendly terms or “I can” statements.

2) How will we know if they have learned it?

- Common formative assessments aligned with the essential standards and targets are created or agreed upon.
- Data are analyzed to inform student and adult learning.
- Students track their own progress.

3) How will we provide intervention when students have not reached mastery on the standard or target?

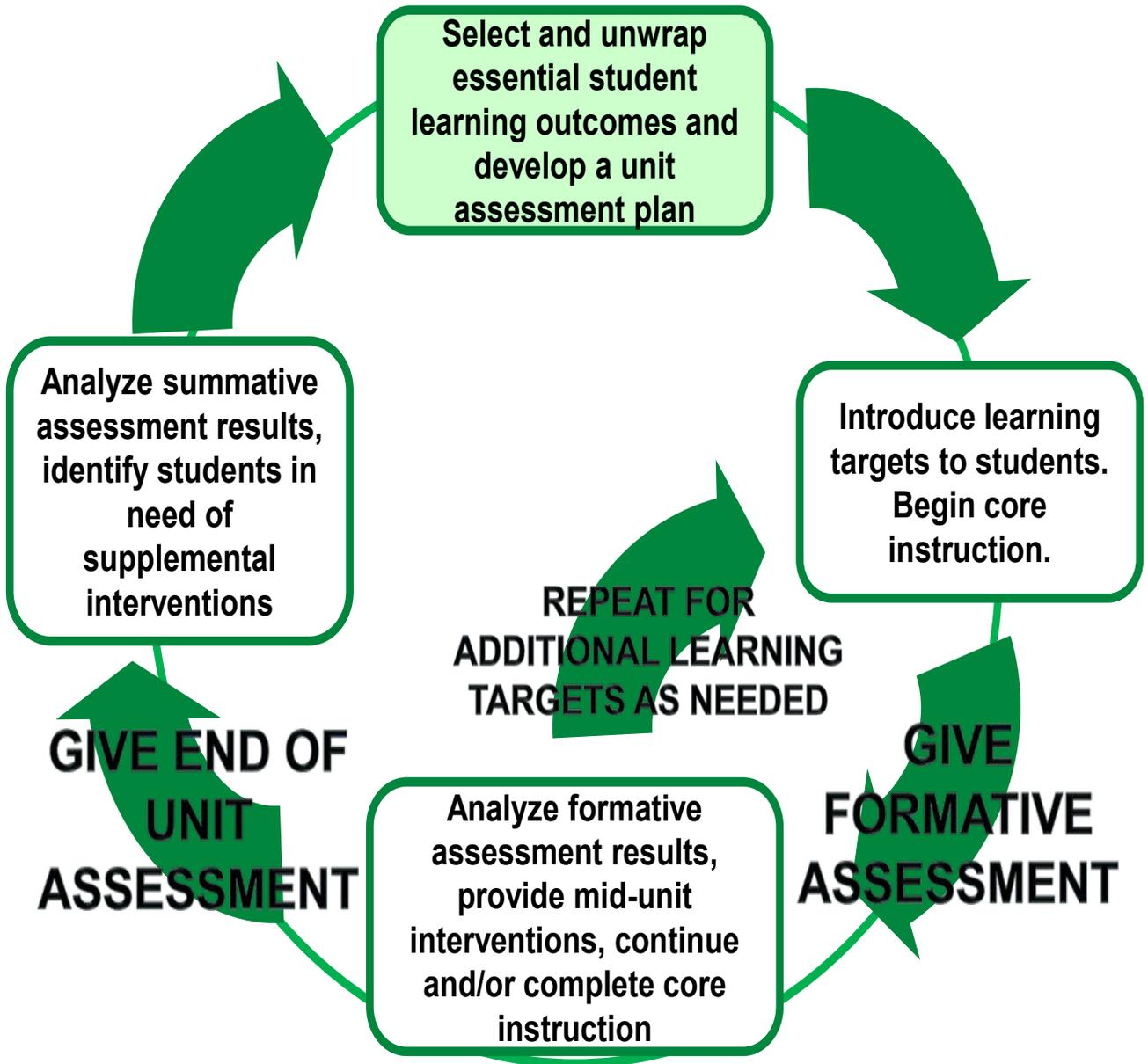
- Time is scheduled during the school day to provide skill-specific intervention.
- Students are given multiple opportunities for success.
- During this time, no new instruction takes places in the classroom.

4) How will we extend the curriculum when students have mastered the standard or target?

- Opportunities are scheduled each day for extending the essential standards during Tier 2 or flex time. No new instruction takes place.

(Source: DuFour, DuFour, Eaker, & Many, *Learning by Doing: A Handbook for Professional Learning Communities*, 2010)

Learning–Assessment Cycle



Used with Permission by Mike Mattos

15-Day Challenge Outline

Pre-Work

- Unpack standards into learning targets (form 1).
- Identify the essential standards all teachers in the course or grade level guarantee their students will know and be able to do.
- Combine standards and targets into units of study. Use a school calendar or list of months (form 2) to pace units throughout the school year. Keep in mind that all standards must be mastered by the scheduled state end-of-level tests.

Or ... Jump Right in and Try the 15-Day Challenge!

- Identify a unit of study to be taught for 15 days.
- First time recommendation: Select a unit of study with succinct standards and targets such as:
 - Measurement
 - Parts of a sentence
 - Writing a multi-paragraph essay
 - Perimeter and area
 - Plants
 - Parts of the brain
 - How characters evolve over the course of a text
- Unpack standards for the upcoming unit of study (form 1).
- Complete the 15-day pacing chart (form 3).
- Schedule common assessments throughout the unit of study.
 - Pre-test (to assess pre-requisite skills necessary for the unit of study)
 - Common formative assessments
 - Summative assessment (may also be used formatively)

Designing the Unit of Study (Based on Standards and Targets)

- Bring everything from your file cabinet as well as computer files to the team table. Team members will then design the unit and lesson plans using the best ideas and strategies.
- Based on the 15-day pacing chart, collectively write lesson plans.
- Write common assessments as a team (form 4).
 - Pre-test (to assess pre-requisite skills)
 - Common formative assessments (2–3)
 - Summative assessment

Tier 2

- Designate a time during the school day for standard-specific interventions and extensions based on data from common assessments (form 5).
- Ideas may include:
 - Trading students among teachers who teach the same course at the same time
 - Scheduling a time during the day when all students are in Tier 2 such as Flex or WIN (What I Need) time

Golden Nugget: Anticipate and plan for Tier 2 intervention and extension the same time you are planning Tier 1 (Form 6).

School Culture

Culture always Trumps Structure!

We are willing to give it a try!

Write Collective Commitments for Your Team.

Norms for PLC Team Time

Turn-Offs About Meetings You Have Attended	Norms to Address Turn-Offs

What Works Well at Meetings You Attend?	Norms to Protect Those Values

A Breach of Norms – Norm

Sample Norms

- We begin on time and end on time.
- All team members will participate.
- We will have an agenda for each meeting.
- We will avoid side conversations.
- We will treat team members with honesty and trust.
- We will keep a learning log to track our meeting goals.

Becoming Familiar with State Standards Through Unpacking the Standards into Learning Targets



Use the Collaborative Process

When teachers examine the standards in isolation, each teacher is likely to interpret the intent and rigor differently. This results in a different level of student expectations and quality of instruction from class to class.



Unpacking Steps

Step 1: Identify the concepts and skills found in the standards.

Step 2: Circle the skills (verbs), underline the key concepts (nouns and phrases), and bracket the context or criteria.

Step 3: Discuss any context, conditions, or performance criteria.

Step 4: Identify learning targets.

Step 5: Determine learning target rigor (DOK) and discuss instruction and assessment implications.

Step 6: Identify academic and domain-specific language (vocabulary).

* Keep the **core language** intact at all times.

To Make a Target or Not to Make a Target?

Targets: The less defined the target is, the less defined the information received is on mastery of the target.

Concepts: It is important not to separate concepts that should stay together.

Grade 6 Example

Reading Standard for Literature: Common Core Standard 2

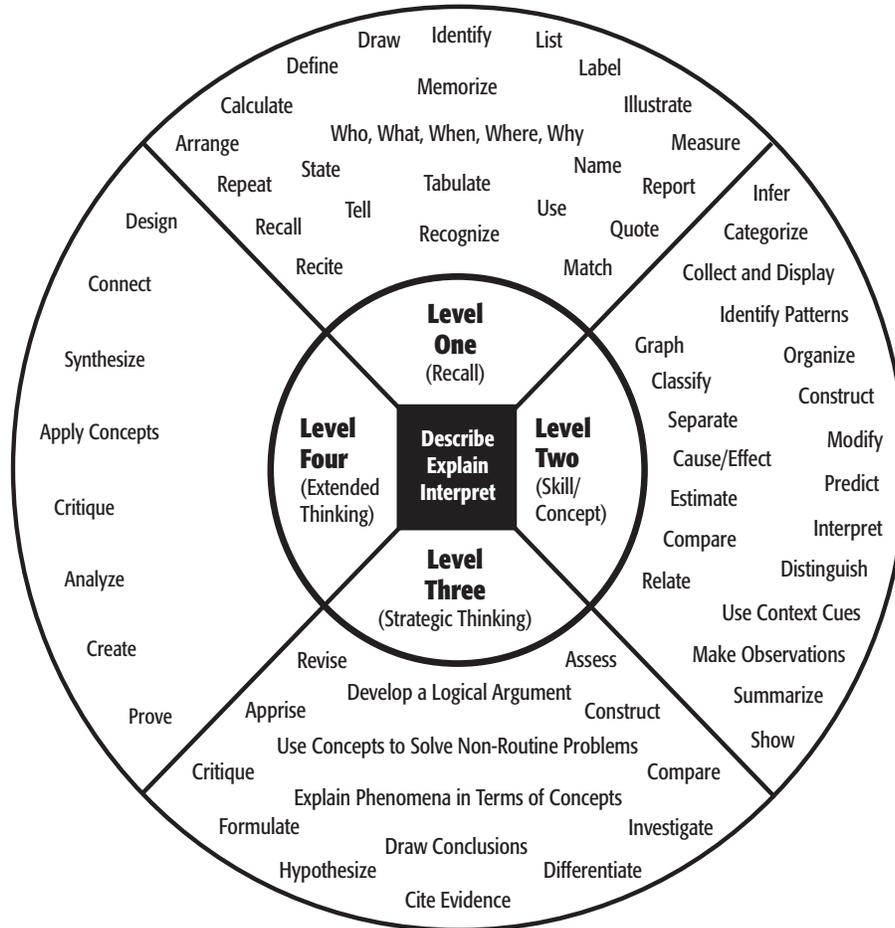
RL 6.2 **Determine** the theme or central idea of a text and how it is conveyed through particular details; **provide** a summary of the text distinct from personal opinions or judgments.

Learning target 1: Determine the theme or central idea of a text and how it is conveyed through particular details.

Learning target 2: Provide a summary of the text distinct from personal opinions or judgments.

Learning Target (Include DOK Level)	Instruction	Assessment
Determine the theme or central idea of a text and how it is conveyed through particular details.		
Provide a summary of the text distinct from personal opinions or judgments.		
Vocabulary:		

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Unpacking Practice (Elementary)

Standard: CCSS.ELA-Literacy.RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Target (Include DOK Level)	Instruction	Assessment
Vocabulary:		

Unpacking Practice (Secondary)

Standard: CCSS.ELA-Literacy.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Learning Target (Include DOK Level)	Instruction	Assessment
Vocabulary:		



Points to Ponder

Will the length of the school year afford teachers the time needed to *adequately* teach, assess, reteach, and reassess students on *all* of the state standards?

Criteria for Essential/Priority Standards

Endurance: knowledge and skills valued beyond a single test date (point of view; place value)

Leverage: knowledge and skills valued in multiple disciplines (reading informational text in other subject areas; unit rate problems in math that are used for science)

Readiness: knowledge and skills necessary for success in the next grade level or next unit of instruction (letter–sound recognition; logarithms)

Important Enough to:

- Spend in-depth instructional time on.
- Assess.
- Have data-driven discussions about the results.
- Intervene if students do not demonstrate they know or need extension.

Priority Standards Steps

Note: Begin with one section of the standards at a time. Times are approximate and for one section of the standards.

- Step 1: Individually decide. (2-3 minutes)
- Step 2: Table talk: Where do you agree or disagree? (10-15 minutes)
- Step 3: Chart initial essential standards. (10–15 minutes)
- Step 4: Conduct vertical alignment. (60–90 minutes)
- Step 5: Create pacing guides.

Ways to Come to Consensus

- If everyone believes it is *essential or not essential*, the decision is easy!
- If one or more teachers have a different opinion, listen to the reasons why or why not. (Is it introduced rather than mastered?)
- Read the standard for the grade levels before and after yours.
- **Clarify *why* by using the criteria of endurance, leverage, and readiness.**
- Consider if there are other standards that are similar.

Standards, Targets Unpacking Template Form 1

Standard:		
Learning Target (Include DOK Level)	Instruction	Assessment
Vocabulary:		

Year-Long Pacing Templates Form 2

2017–2018	Course or Grade Level:		
When	Standards	Dates	Materials
August			
September			
October			
November			
December			
January			
February			
March			
April			
May			

Sample: Integrated Math 1 Pacing Guide

Standard	Chapter(s)	Pacing
Quantities and Relationships N-Q, A-CED	1	(3 weeks) Through Sept 8
Graphs, Equations and Inequalities A-REI, F-IF	2	(3 weeks) Through Sept. 29
Linear Functions and Sequences F-LE, F-BF	3, 4	(6 weeks) Through Nov. 17
Exponential Equations, Systems of Linear Equations, Systems of Linear Inequalities A-REI, F-IF	5, 6, 7	(9 weeks) Through March 9
Geometry on the Coordinate Plane and 3 Congruence Through Transformations G-CO, G-GPE	12, 13.1-13.3	(4 weeks) Through May 4
Additional IM2 Pre-requirements (see below)	Supplements	(3 weeks) Through May 25

Used with Permission-Marysville High School 2017

15-Day Challenge Planning Chart

Form 3

Common Assessment Guide

Form 4

Area of Focus:		
Write Questions or Assessment Tasks for Each Target.		
Target		
Target		

Intervention or Extension Form 5

Names of Students in Need of Intervention or Extension
Below Proficiency (Firm to Mastery of Essential Standards)
Slightly below Proficiency (Firm to Mastery of Essential Standards)
Above Proficiency (Extend the Standard)

Planning Instruction for Tier 2 Form 6

What Strategies and Materials Can We Use?

Below Proficiency (Firm to Mastery of Essential Standards)

Proficiency (Firm to Mastery of Essential Standards)

Above Proficiency (Extend the Standard)

Sample 15-Day Challenge

Opinion Writing—Fourth Grade, Second Quarter
Shared by Kristi Monk and Team, Bryant Elementary

Day 1	Day 2	Day 3
<p style="text-align: center;">Fact Versus Opinion</p> <ul style="list-style-type: none"> • Lead agree/disagree whole-group activity (remove cards b, f, j, l). • Have students make fact-versus-opinion posters. • Lead farm animal small-group sort activity. • Lead whole-group fact-or-opinion card sort and discussion. • Have them create anchor chart. <p>CFA: Fact versus opinion</p>	<p style="text-align: center;">Generating Meaningful Topics</p> <ul style="list-style-type: none"> • Have students create an “or” Pinterest page. • Model text mapping using mentor text (4th grade sample). • Have them create opinion posters. 	<p style="text-align: center;">Generating Meaningful Topics</p> <ul style="list-style-type: none"> • Distribute text-mapping article. • In their writing notebooks, have students write about opinions from texts, curriculum, or life.
Day 4	Day 5	Day 6
<p style="text-align: center;">Stating an Opinion</p> <ul style="list-style-type: none"> • Continue with text-mapping article. • Continue with writing notebooks. • Review Kagan structure for sharing. <p>CFA: Generating idea or opinion</p>	<p style="text-align: center;">Outlining Reasons and Evidence for Opinions</p> <ul style="list-style-type: none"> • Continue with writing notebooks. • Distribute article and mentor text, modeling finding reasons for opinion. • Review text map student sample. 	<p style="text-align: center;">Outlining Reasons and Evidence for Opinions</p> <ul style="list-style-type: none"> • Continue with writing notebooks. • Have students brainstorm various opinions on article. • Group students based on similar opinions. • Have them form and outline reasons for opinion using graphic organizer.

Day 7	Day 8	Day 9
<p>Organizational Structure and Linking Words</p> <ul style="list-style-type: none"> Distribute mentor text: 5th grade homework sample. Continue with graphic organizer. Distribute “Terrific Transitions and Linking Phrases” handout. <p>CFA: Organizing reasons for an opinion</p>	<p>Crafting a Strong Introduction</p> <ul style="list-style-type: none"> Distribute “How to Hook Your Reader and Opening an Opinion Statement” handout (Kristi’s book). Model writing lead using ideas from handout and opinions from students’ writing notebooks. 	<p>Crafting a Strong Introduction</p> <ul style="list-style-type: none"> Continue with handout. Have students write three different leads using one idea from their writing notebooks. Choose best lead.
Day 10	Day 11	Day 12
<p>Crafting a Strong Conclusion</p> <ul style="list-style-type: none"> Distribute “How to End your Essay and Techniques for Closure” handout (Kristi’s book). Lead group activity with examples of conclusions. Have students identify which type of conclusion is demonstrated in the text. 	<p>Crafting a Strong Conclusion</p> <ul style="list-style-type: none"> Continue with handout. Show model conclusion. Have students use same idea from writing notebook and draft three conclusions. Have them choose the best conclusion. <p>CFA: Introduction and conclusion</p>	<p>Prompt Practice: Prewriting</p> <ul style="list-style-type: none"> Have students focus on generating idea or opinion and reasons and evidence. <i>“Choose one opinion from your writing notebook about which you have strong feelings. Write an opinion paper.”</i> Review the rubric for end-of-the-quarter prompt before prewriting.
Day 13	Day 14	Day 15
<p>Prompt Practice: Draft, Revise, Edit</p>	<p>Second Quarter Prompt: Prewrite</p> <ul style="list-style-type: none"> Make sure students choose a topic different from anything they’ve done so far. Review end-of-the-quarter prompt rubric before beginning. 	<p>Second Quarter Prompt: Draft, Revise, Edit</p>

End of the Quarter Prompt: Think of a topic or issue you know and care about, an issue around which you have strong feelings. Write an opinion paper about it.

- Spring, summer, winter, fall: Which is the best season of them all?
- Should students be required to wear school uniforms?
- Should boys and girls be in separate classes?
- Should there be allowances?