



Establishing the Priority Standards



Vision/Mission

- **Our Mission**

- Emily Dickinson School exists to provide a safe, nurturing, and respectful community where all children are supported in achieving high levels of learning and are prepared for future success.

- **Our Vision**

- Our vision is to ensure the highest levels of instruction so all students learn.



Norms for PLC PD

- **Be on time; the meeting starts at 3:30 and ends at 4:30.**
- **Be engaged and participate in the learning.**
 - **No side conversation**
 - **No outside technology distraction**
 - **No side work**
- **Come prepared**
 - **PLC Binders and other materials as needed**
- **Be positive. Keep negative comments to yourself. If you have questions or concerns, bring those to Nellie or Sarah outside of the meeting.**



A Review of What We've Done So Far...

- Determined personality types to better understand teammates.
- Determined individual pet peeves to help determine norms.
- Wrote norms.
- Determined accountability measures for breaking norms.
- Assigned team roles.



Why did we do that work?

- To establish a strong team framework in order to dive into the work of a PLC!
- 

Why are we doing this work?





Objectives for today's work...

All team members will understand what PLC question number one means and the importance of identifying priority standards.

Teams will come to consensus on ELA priority standards based on grade level and vertical grade level discussions.

Information and Handouts for PLC PD

The information for PLC training was taken from the following sources:

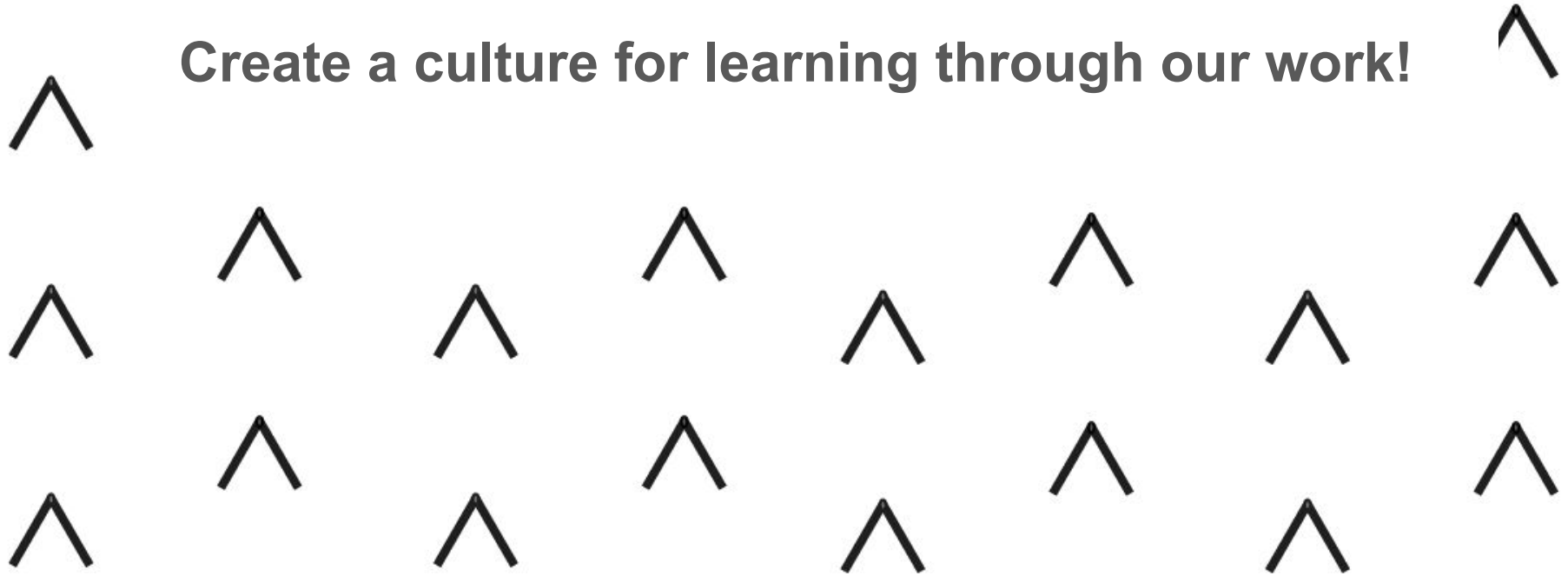
- Keynote and break out sessions and handouts from TEAMS training in Irving, TX - July 2022
- *The Big Book*
- *The Collaborative Team Plan Book for PLCs at Work*
- *Learning by Doing*



Norms are established - now what?



Create a culture for learning through our work!





The Work of a PLC

Critical Question One of a PLC

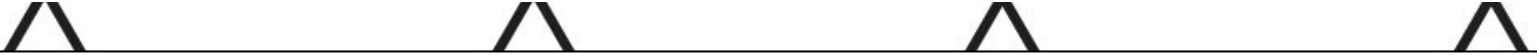
1: What do we want students to know and be able to do?

Identify essential standards and targets. Determine what each student should know and be able to do at the end of each unit, grade level, or department course. Unpack the standards into learning targets.



Creating a Culture for Learning...

Why do this work?



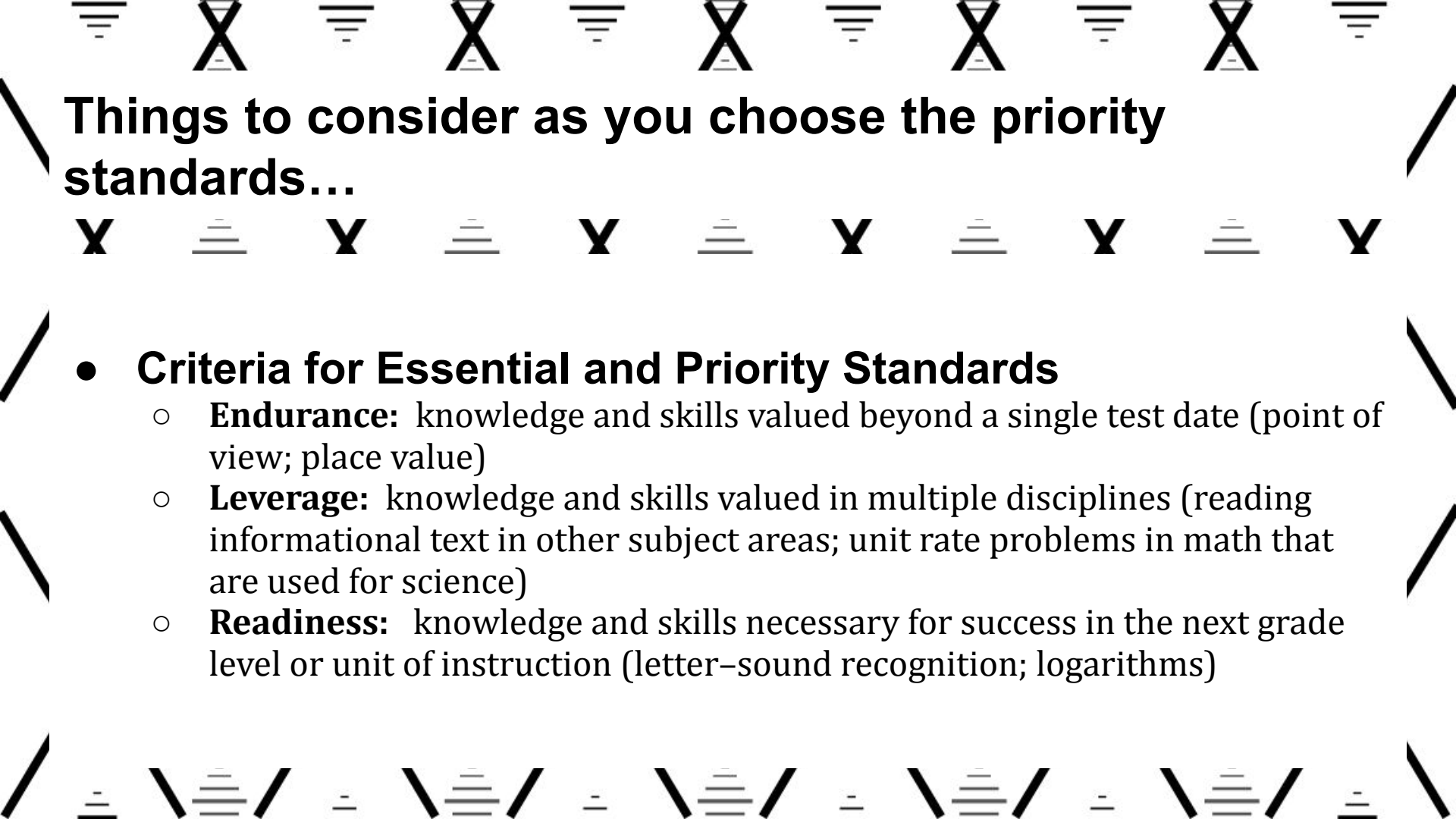
Students are clear on their learning targets: They should know what skills and concepts they are striving to attain; what does knowing and understanding look like?

Students understand what quality work looks like. They are empowered and ideally have input on the design and practice use of rubrics and other aspects of quality work

Students have multiple opportunities to give and get feedback.

Students have strategies and support to improve their learning; they have a growth mindset.





Things to consider as you choose the priority standards...

● **Criteria for Essential and 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 unit of instruction (letter-sound recognition; logarithms)



Let's Begin...



As a team...

- Read through the Essential Standards Protocol in your binder.

As individuals...

- Look at your grade level ELA standards.
- Standards can be classified as boulders, rocks and butterflies.
 - Boulders are the priority. (Have to know.)
 - Rocks are the supporting standards. (Nice to know.)
 - Butterflies are the additional standards. (Fun to know.)
- Classify your standards. Begin with boulders, repeat the process for rocks, and then for butterflies.



The slide features a decorative border consisting of a repeating pattern of 'X' marks and 'boulder' symbols (represented by three horizontal lines of decreasing width). The 'X' marks are formed by two thick black lines crossing at the center. The 'boulder' symbols are also formed by three horizontal lines of decreasing width, creating a triangular shape. These symbols are arranged in a grid-like pattern around the central text.

As teams...

- For each “batch” of standards, conduct a table talk as to which standards you felt were the boulders..
- Where do you agree or disagree?
- Come to team consensus.
- Repeat for additional rock standards and then the butterfly standards.



Things to consider...

- Can we realistically teach all of these standards to mastery?
- Do these standards reflect what SBAC is requiring of students?
- It is important enough to...
 - Spend time to teach with depth.
 - Assess.
 - Discuss results based on data. I
 - intervene if students need extension or do not demonstrate mastery.



Ways to come to consensus



- If everyone believes it is essential or not essential, the decision is easy!
- If one or more teachers have different opinions, listen to the reasons why or why not.
- Clarify why by using the criteria of endurance, leverage, and readiness.
- Consider if other standards are similar.



Reaching Consensus Means: All voices have been heard and the will of the group is evident.

Fist-to-Five Consensus Strategy

5 – Great idea! I'll champion it.

4 – I like this idea.

3 – I will support this idea.

2 – I have some concerns but I will go along with it.

1 – I have reservations about this.

Fist – I cannot go along with this.





Vertical Alignment



- Do the grade level teams above us agree with the standards we have prioritized?
- Next steps:
 - Kinder team - present your standards to first
 - Second grade - present you standard to third grade
 - Fourth grade - present your standards to fifth grade
- Final Review
 - First grade present to second
 - Third grade present to fourth

Practice consensus





By the end of the meeting...



Determine an agreed upon set of priority standards for each grade level!

