

UNPACKING STANDARDS TEMPLATE

Content Standard: (_____)

<p align="center">Knowledge/Concepts What Do Students Need to Know/Understand?</p> <p>List the Nouns:</p>	
<p align="center">Skills What Do the Students Need to Be Able to Do?</p> <p>List the Verbs:</p>	<p align="center">Level of Bloom's Taxonomy</p> <p><input type="checkbox"/> Remember/Understand</p> <p><input type="checkbox"/> Apply/Analyze</p> <p><input type="checkbox"/> Evaluate/Create</p>
<p align="center">Skills What do the students need to be able to do to access the standard? What prerequisite skills do students need to master the standard?</p> <p>□□□□</p>	
<p align="center">Learning Targets Aligned to This Standard: Break the standard down into steps that lead to mastery.</p> <p>□□□□</p>	
<p align="center">Evidence of Student Mastery How will we know when they have LEARNED IT?</p> <p>□□□□</p>	

Unpacking Standards Template

Tobias Bleicker



Unpacking Standards Template:

The 15-Day Challenge Maria Nielson, 2024-02-13 Get to the heart of essential PLC work when you implement the 15 day challenge for unit planning and design This book offers a step by step process for collaborative teams that builds on the three big ideas and four critical questions of a PLC at Work In each chapter you ll find practical actions for how to support all students in mastering essential learning standards This book will help K 12 collaborative teams Establish essential learning standards and design common assessments with easy to use templates Utilize Tier 2 intervention plans that address learning gaps year round Reflect with colleagues at each step of the process by assessing strengths and weaknesses in crucial PLC skills Glean insights from educators seasoned in the 15 day unit structure with real world elementary and secondary examples Create a collaborative cohesive PLC culture Contents Introduction Chapter 1 Overview of the 15 Day Challenge Chapter 2 Identify Standards to Teach for a 15 Day Unit of Study Step 1 Chapter 3 Unpack Standards Step 2 Chapter 4 Prioritize Standards Into Three Categories Step 3 Chapter 5 Create Common Formative Assessments Step 4 Chapter 6 Pace and Design the Unit Step 5 Chapter 7 Plan Tier 2 Intervention and Extension While Pacing and Designing the Unit Step 6 Chapter 8 Teach the Unit and Act On the Data Step 7 Chapter 9 Sustain the Process With a Yearlong and Beyond Pacing Guide Epilogue Appendix Sample 15 Day Challenge Unit Plans References and Resources Index [The Co-Teacher's Playbook](#) Angela Peery, 2019-08-27 Expert guidance for creating a successful partnership Whether you re new to co teaching new to your partner or just see room for improvement in the way you connect you probably face challenges with communication planning grading and more When co teaching is done well though the benefits for students are immeasurable So grab a cup of coffee and your co teacher this hands on book is designed for you to work through together Features include Stories from experienced co teachers Reflective activities to help each of you discover your collaboration style Reproducible lists checklists templates agreements and more to complete together A downloadable unit planning tool **Unpacking your Learning Targets** Sean McWherter, 2020-11-24 This accessible resource assists teachers instructional coaches principals and curricular leaders to adopt a simple straightforward framework that allows educators to seamlessly align high quality learning targets with specific standards Full of examples across grade levels and subjects this useful book helps educators deepen their understanding of content and design more efficient lessons that will aid student learning and readiness Unpacking Your Learning Targets is a guide into a deeper understanding of creating and designing learning targets that foster student learning and success for all [Student-Led Assessment](#) Starr Sackstein, 2024-01-03 The single greatest authority on student learning is the student doing the learning but the right structures must be in place for students voices to be clearly heard and truly valued Conventional formative and summative assessment are most often conducted through one size fits all quizzes and tests that yield narrow predetermined categories of data about students academic progress But if we want a truly accurate look at what how and to what extent students are learning who better to consult than the obvious

experts on the matter the students themselves In this lively and comprehensive guide veteran teacher and author Starr Sackstein provides the tools needed to help students compile and present evidence of learning through portfolios and student led conferences from templates and rubrics to personal testimonials reflection questions and activities The book features Forms applicable across grade levels and content areas for unpacking standards co constructing success criteria with students evaluating current classroom practices and more Real life perspectives and scenarios from educators in the field who have embraced portfolios and student led conferences over standardized tests and letter grades Practical experience based guidance for building classroom and schoolwide learning cultures that promote both learner agency and academic achievement The resources recommendations and reflections in Student Led Assessment allow educators at all levels to develop systems and protocols for ensuring student ownership of and pride in their own hard won achievement

From Standards to Rubrics in Six Steps Kay Burke, 2006-04-12 a focused approach to increased student achievement It s a phenomenal resource Eileen Depka Author The Data Guidebook for Teachers and Leaders For teachers and administrators this is just what the doctor ordered This process will engage teachers in assessment just as it helps them engage students in their own learning This book should be in the hands of every teacher Ron Nash Organizational Development Specialist Virginia Beach Public Schools VA The book gives great references to the latest in research and ties this information together in a wonderful step by step format Kay Burke hits a grand slam Richie Wood Professor Trevecca Nazarene University Use proven practical tools to successfully translate standards to rubrics Internationally recognized assessment expert Kay Burke offers a practical comprehensive six step walk through of how to create tasks that promote learning for all students and write rubrics linked straight to the requirements of state standards and the No Child Left Behind Act Individual chapters drill deep into the how to of translating standards into essential learning Burke demonstrates how to build a performance task unit as the ideal curriculum framework for clustering standards and differentiating instruction within a single cohesive unit of study She shows how to share checklists and rubrics with students for ongoing formative and self assessment Teachers and administrators will find everything they need including Templates for all six steps along with an accompanying CD ROM Tools and tips to help teachers build their own tasks checklists and rubrics Theory examples applications and explanations to help apply the six step process Guidance for differentiating for special needs within standards linked tasks Sample tasks rubrics and units From Standards to Rubrics in 6 Steps provides the path and tools for flow through from standards to rubrics to high student achievement

[The PLC Dashboard](#) Brig Leane, 2025-05-06 Author Brig Leane introduces the PLC Dashboard a tool designed to help administrators and teachers efficiently implement the PLC at Work process This resource utilizes a seven step learning cycle complete with illustrative examples concise templates and reflective exercises The dashboard helps clarify and strengthen the PLC process to implement lasting changes that improve the overall quality of students education K 12 school leaders principals and teacher team leaders can use this book to Organize effective team

leadership to guide and facilitate the PLC process Set clear priorities for student learning via essential learning targets
 Establish consistent quality benchmarks for assessing student progress toward essential learning targets Develop a PLC
 Dashboard to set goals and schedules for teams and singletons Promote collaboration and continued professional
 development for teachers Contents Introduction Chapter 1 Why PLC Beginning With the End in Mind Chapter 2 Getting
 Ready Chapter 3 The Seven Step Learning Cycle Chapter 4 Determine the Essential Learning Target Chapter 5 Set a SMART
 Goal and Create the Common Formative Assessment Chapter 6 Give the Common Formative Assessment Chapter 7 Ensure
 Inter Rater Reliability Chapter 8 Share Results Chapter 9 Develop and Carry Out an Action Plan for Intervention and
 Extension Chapter 10 Capture Team Learning and Make Changes to Instruction Chapter 11 Wrapping Up the Seven Step
 Learning Cycle Chapter 12 Time and Support Chapter 13 PLC Dashboard Implementation Epilogue Putting It All Together
 Appendix Frequently Asked Questions References Index **Teaching Mathematics Today 2nd Edition** Erin
 Lehmann, 2015-04-01 This second edition is a must read for today's mathematics teachers offering research based strategies
 and best practices that are critical and highly effective in mathematics instruction This invaluable resource provides practical
 suggestions resources and templates to support the areas of classroom management instructional planning content and
 practice standard implementation assessment and differentiation as well as methods to build students conceptual
 understanding It also guides teachers in using the Professional Learning Community model effectively in order to support
 professional growth and student achievement With a focus on student thinking and learning this book is an essential guide
 for all educators The Authentic Standards-Based Environment Eileen Depka, 2022-09-06 Why are standards so important
 and how do they improve student learning In The Authentic Standards Based Environment A Systematic Approach to
 Learning Targets Assessment and Data Eileen Depka dives into standards based student learning with a simple easy to use
 approach to unpacking standards developing learning targets and designing rubrics and assessments Using data driven
 methods and clear examples this book makes a standards based process manageable K 12 teachers and administrators will
 Learn to unpack standards and understand the components and expectations rooted in them Understand how to design
 standards based learning targets that directly connect to each component of the standard Design individual and common
 assessments that link with the rigor and expectations of the standard Report data and design a scope and sequence that will
 guide next steps Discover how to implement a standards based system school or districtwide Contents Introduction Part 1
 The Foundation Chapter 1 Unpacking Standards Why and How Chapter 2 Designing Standards Based Learning Targets Part
 2 Tools and Analysis Chapter 3 Creating Standards Based Assessments Chapter 4 Creating Standards Based Rubrics Chapter
 5 Implementing Common Assessments to Ensure Comparable Data Chapter 6 Using Unpacked Standards to Report Data and
 Create a Scope and Sequence Part 3 Embedding the Process Chapter 7 Implementing the Process School or Districtwide
 References and Resources Index Supervision Modules to Support Educators in Collaborative Teaching Kathryn L.

Lubniewski,Debbie F. Cosgrove,Theresa Y. Robinson,2019-08-01 The classroom teacher in the 21st century is no longer a solo practitioner What can school leaders use to facilitate on going job embedded intentionally focused professional development that is unique to the collective needs of teacher pairs and teams as they work together What can teacher preparation supervisors provide to support teacher candidates and cooperating teachers as they plan teach and assess student learning in a co teaching context Supervision Modules to Support Educators in Collaborative Teaching is a research based supervisory handbook designed to promote on going teacher reflection and development in collaborative teaching contexts It is a tool for school leaders and teacher preparation supervisors to use for in service and pre service teacher development at all grade levels PK 12 The handbook s many resources provide practical guidance for meaningful teacher development that is field based relevant to daily teacher work and artfully presented to build collaboration among teachers as they reflect and learn together Unique to this approach is that school leaders and supervisors learn alongside teachers and teacher candidates as relevant topics are explored The handbook contains a collection of eighteen interactive activity based modules that focus on topical content knowledge and productive teaching practices Embedded in the modules are pair and team activities that address problem solving dimensions of collaborative teaching communication and collaboration skill development understanding of diversity cultural responsiveness and shared understanding of evidence based practices This resource is easy to use Once school leaders and supervisors select a module topic to address the needs of a particular pair or team they are supported with foundational knowledge of the most current research on the topic discussion questions about the topic suggestions of productive practices questions to deepen personal and group understanding reflective professional growth activities critical analysis of teaching scenarios and monitoring follow up and goal setting strategies Modules can be used in any order and include reproducible materials for pairs and teams to use as they collaborate and grow professionally

A Practical Guide for edTPA Implementation Lisa Barron,2019-09-01 edTPA is the most widely used performance assessment for pre service teachers in the United States and a requirement in many states for teaching licensure Through edTPA teacher candidates demonstrate their effectiveness in different aspects of teaching including planning instruction assessment analysis of teaching and use of academic language This book is a practical guide for anyone involved in edTPA implementation The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities who are in the field and involved in the work They represent diverse teacher preparation programs each with their own strengths and challenges This book addresses the challenges of edTPA while providing practical strategies for educative and thoughtful implementation Organized into four sections each section explores a different aspect of edTPA implementation and provides guidance for leading faculty and teacher candidates through edTPA **Acceleration for All** Sharon V. Kramer,Sarah Schuhl,2023-04-13 The need to overcome student learning gaps exists in every school The answer is not a culture of remediation but one of acceleration Every student deserves to learn at grade level or beyond this is

equity in action Acceleration for All offers research informed real world and ready to implement strategies with an emphasis on core instructional practices to ensure accelerated learning schoolwide This book will help K 12 teachers and leaders Implement practical strategies for sustained accelerated student learning Shift from a mindset of deficit thinking to strengths based thinking related to student learning Develop opportunity equity so all students have access to grade level learning every day Develop learning cycles to address instruction assessment and interventions or extensions as a team with a focus on every student learning grade level standards Learn how to establish a learning based culture rooted in collective efficacy Support teachers teams and students through collaborative leadership Create processes and procedures for continuously improving learning Contents Introduction Chapter 1 The Case for Acceleration Chapter 2 The Importance of Culture Chapter 3 Curriculum Plans for Grade Level Learning Chapter 4 An Assessment System That Supports Acceleration Chapter 5 Daily Grade Level Instruction Chapter 6 An Intervention System That Supports Acceleration Chapter 7 The Importance of Leadership Chapter 8 Continuous Improvement Epilogue References and Resources Index **Student-Centered**

Coaching: The Moves Diane Sweeney, Leanna S. Harris, 2016-11-04 The essential coaching moves that every coach needs to know Student centered coaching is a highly effective evidence based coaching model that shifts the focus from fixing teachers to collaborating with them to design instruction that targets student outcomes But what does this look like in practice This book shows you the day to day coaching moves that build powerful coaching relationships Readers will find Coaching moves that can be used before during and after lessons An abundance of field tested tools and practices that can be put to immediate use Original video clips that depict and unpack key moves Richly detailed anecdotes from practicing coaches **Leader's Guide to Reading and Writing in a PLC at Work®, Elementary** Kathy Tushman Glass, Karen Power, 2021-06-18

Confidently lead preK 5 literacy improvement in your professional learning community PLC Aligned to the Every Teacher Is a Literacy Teacher series this results focused guide outlines how to take urgent action to address deficiencies and increase literacy rates Learn how to bring a new level of focus to your teacher teams and help them do the important daily work of ensuring every student successfully reads and writes at or beyond grade level Understand the importance and goals of literacy focused instruction in an elementary setting Gain specific suggestions for four types of leaders 1 district 2 school 3 coach and 4 teacher Help collaborative teams emphasize literacy knowledge and reading and writing skills in a curriculum s essential standards Create effective data inquiry practices that inform team decision making for those who require additional support or extension Facilitate high quality literacy instruction using the gradual release of responsibility framework Develop equity in literacy instructional strategies to ensure growth and development for all Contents Introduction Leaders of Literacy Chapter 1 Establish Clarity About Student Learning Expectations Chapter 2 Examine Assessment Options for Literacy Chapter 3 Create a Learning Progression to Guide Instruction and Assessment Chapter 4 Develop Collective Understanding of Learning Expectations Chapter 5 Respond to Student Data to Ensure All

Students Learn Chapter 6 Design Lessons Using the Gradual Release of Responsibility Instructional Framework Chapter 7 Plan for High Quality Instruction in Literacy Chapter 8 Select Appropriate Instructional Strategies Chapter 9 Consider Equity in Literacy Epilogue Appendix A Reference Points Templates and Tools Appendix B List of Figures and Tables References and Resources Index

School Improvement for All Sharon V, Kramer, Sarah Schuhl, 2017-06-16 Continuous school improvement only happens when teachers and administrators collectively center their powers on ensuring student success within a professional learning community With this practical guide K 12 educators will discover how to target their school s specific needs with an immediate course of action to improve and measure student achievement Each chapter includes space for teams to determine actions steps and a list of questions to help bring greater focus to your school improvement process A how to guide for implementing Professional Learning Community at Work™ practices Learn how to drive increased academic achievement for all students Consider anecdotes from the authors experiences working with schools that illustrate best practices in action Contemplate your school s reality and determine what actions you can take to improve student achievement Prepare a school improvement plan for the structural changes needed to create a positive school culture Use helpful protocols rubrics and action and assessment plans found throughout the book to design your continuous improvement plan Contents Introduction Chapter 1 Charting a Course Focused on Learning Chapter 2 Transforming Culture and Structures Chapter 3 Focusing on 21st Century Learners Chapter 4 Establishing a Common Curriculum Chapter 5 Creating and Using Common Assessments Chapter 6 Planning Meaningful and Effective Instruction Chapter 7 Embracing Accountability Epilogue References and Resources

Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units Grant Wiggins, Jay McTighe, 2012-03-16 The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units offers instructional modules on how to refine units created using Understanding by Design UbD and how to effectively review the units using self assessment and peer review along with observation and supervision The Guide builds upon its companion and predecessor The Understanding by Design Guide to Creating High Quality Units and like the earlier volume it presents the following components for each module Narrative discussion of key ideas in the module Exercises worksheets and design tips Examples of unit designs Review criteria for self and peer assessment References for further information UbD is based on a backward design approach and is used by thousands of educators to create curriculum units and assessments that focus on developing students understanding of essential ideas and helping students attain important skills The Guide is intended for use by individuals or groups in K 16 education teachers school and district administrators curriculum directors graduate and undergraduate students in curriculum and others who want to further develop their skill in UbD Users can work through the modules in order or pick and choose depending on their interests and needs Additional resources including worksheets examples and FAQs are available as downloadable forms including fillable UbD templates that can be saved electronically making it easy for UbD practitioners to advance their

understanding and their ability to create curriculum that leads to deep meaningful learning **Making Time for Social Studies** Rachel Swarengin, 2024-12-17 Elementary teachers often struggle to make time to teach social studies In her book Rachel Swarengin shows how this can be done in all elementary classrooms with the right tools Her unit planning process supports teachers as they unpack social studies standards providing them with strategies and practices specific to social studies that promote students participation and lasting interest Grades K 5 teachers can use this book to Apply the claim evidence reasoning CER approach to their assessments Employ key practices to ensure an enduring understanding of social studies standards Learn primary source analysis strategies to use with students Receive completed sample and planning templates for the K 2 and 3 5 grades Create their own social studies units and daily lesson plans using their completed planning templates Select grade appropriate primary and secondary sources and understand the use of each Contents Introduction Chapter 1 Step 1 Unpacking Social Studies Standards Chapter 2 Step 2 Creating Assessments Chapter 3 Step 3 Choosing and Analyzing Primary Sources Chapter 4 Step 4 Choosing and Analyzing Secondary Sources Chapter 5 Turning Your Unit Into Daily Lesson Plans Epilogue Appendix A Appendix B References and Resources Index **Applying Depth of Knowledge and Cognitive Rigor** Karin Hess, For more than 2 decades Karin Hess has worked with the concept of depth of knowledge DOK and expanded applications of cognitive rigor across content areas and grade levels proving that every student can experience deeper learning This interactive book offers a self guided journey beginning with the basics what DOK is what it is not and debunking common misconceptions about rigor Karin shares how she synthesized ideas from various thinking models with DOK as the foundation to create the Hess Cognitive Rigor Matrices now used in more than 100 countries Each module is framed by frequently asked questions and provides practical tools and strategies for applying a cognitive mindset that supports student centered classrooms from planning instruction that shifts student roles from taking in information to constructing meaning to monitoring progress with assessments that uncover thinking This unique action oriented workbook is a perfect companion to Karin s earlier books and a great DOK refresher for PK 12 staff Learn how to Build a shared understanding of DOK and rigor among your teaching colleagues Shift DOK levels in order to shift teacher student roles in support of learning transfer Create actionable standards based and competency based assessments Analyze and adapt current curricular and assessment materials Explore applications of DOK in progress monitoring and grading

Integrating the Arts Across the Curriculum, 2nd Edition Lisa Donovan, Louise Pascale, 2022-01-14 Bring the arts back in the classroom This book offers built in teacher support with concrete strategies to help teachers integrate creative movement drama music poetry storytelling and visual arts in their classrooms This book shows teachers how to build students creativity and critical thinking skills by using the arts in science math language arts and social studies topics

Formative Assessment Leadership Karen L. Sanzo, Steve Myran, John Caggiano, 2014-09-23 This exciting new book is for school leaders who are interested in transforming their school and district practices Discussing issues that impact students

teachers within their classrooms and the larger school community Formative Assessment Leadership explores how leaders can implement effective professional development and positive change in their schools Breaking down formative assessment into manageable understandable parts the authors provide An exploration of what formative data based decision making looks like Scaffolding that enables school leaders to effectively integrate processes into their own school structure Discussion of potential barriers to success and how to overcome these challenges Practical examples that help ground the formative assessment leadership concepts A range of worksheets and templates to help implement formative assessment leadership in your schools

Handbook for Collaborative Common Assessments Cassandra Erkens, 2019-05-31 When educators participate fully in the consistent and systematic process of collaborative common assessments teachers learners and schools all thrive A companion to the assessment book Collaborative Common Assessments by Cassandra Erkens this practical handbook presents measures teams can take to improve their collaborative common assessments Each chapter features reflection questions as well as tools and protocols for implementing each phase of the process Use this practical handbook to improve your collaborative common assessment process Gain a deeper understanding of the collaborative assessment process Discover how to ensure the accuracy and reliability of collaborative common assessments in analyzing student assessment data Identify student misconceptions in the classroom to better plan educational interventions and collaborative instruction Answer reflection questions to ensure collaborative teams are concentrating on the right work

Contents

Introduction Teamwork Instruction Results Chapter 1 Foundational Concepts of Collaborative Common Assessment Chapter 2 Evidence and Research Supporting the Collaborative Common Assessment Process Chapter 3 The Preparation Phase Chapter 4 The Design Phase Chapter 5 The Delivery Phase Chapter 6 The Data Phase Chapter 7 The Re Engagement Phase Epilogue References and Resources

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Table of Contents Unpacking Standards Template

1. Understanding the eBook Unpacking Standards Template
 - The Rise of Digital Reading Unpacking Standards Template
 - Advantages of eBooks Over Traditional Books
2. Identifying Unpacking Standards Template
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Unpacking Standards Template
 - User-Friendly Interface
4. Exploring eBook Recommendations from Unpacking Standards Template
 - Personalized Recommendations
 - Unpacking Standards Template User Reviews and Ratings
 - Unpacking Standards Template and Bestseller Lists
5. Accessing Unpacking Standards Template Free and Paid eBooks
 - Unpacking Standards Template Public Domain eBooks
 - Unpacking Standards Template eBook Subscription Services
 - Unpacking Standards Template Budget-Friendly Options

6. Navigating Unpacking Standards Template eBook Formats
 - ePub, PDF, MOBI, and More
 - Unpacking Standards Template Compatibility with Devices
 - Unpacking Standards Template Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Unpacking Standards Template
 - Highlighting and Note-Taking Unpacking Standards Template
 - Interactive Elements Unpacking Standards Template
8. Staying Engaged with Unpacking Standards Template
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Unpacking Standards Template
9. Balancing eBooks and Physical Books Unpacking Standards Template
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Unpacking Standards Template
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Unpacking Standards Template
 - Setting Reading Goals Unpacking Standards Template
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Unpacking Standards Template
 - Fact-Checking eBook Content of Unpacking Standards Template
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

- Interactive and Gamified eBooks

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