Training for the New Georgia Performance Standards
Day 2: Unpacking Standards for Unit Development

Content Facilitator’s Guide
Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Content Facilitator’s Guide, Participant’s Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.
Overview

**Module Rationale**

This training extends and builds upon Day 1 of training.

The first purpose of the Day 1 training was to introduce participants to the applicable standards. For 2004-2005, these include:

1. K-3 ELA
2. 4-8 ELA
3. 9-12 ELA
4. 6 Mathematics
5. 6-7 Science
6. 9-12 Life Science
7. 9-12 Physical Science

The second purpose of the Day 1 training was to introduce the Standards Based Education approach and to assist teachers in using the SBE approach to unpack the new Georgia Performance Standards. Day 1 of the training emphasized the model itself—what it is, why it is important, and how it can be used so that the new GPS have a profound impact at the classroom level.

Day 2 of the training delves deeper into stage 1 of the Standards Based Education process to help participants gain proficiency in unpacking standards.

People seldom gain expertise from a “one shot” workshop. Instead, we need multiple opportunities for practice and feedback with a variety of examples and in a collaborative environment. This important principle of professional development indicates why Day 2 is so essential, even though very little new content is presented. In Day 1, participants were introduced to Standards Based Education and the new standards, but they had very limited time to apply their new knowledge. In Day 2, they have multiple opportunities to unpack standards in order to gain deeper knowledge of both the standards and the processes, to share ideas, and to develop greater fluency in unpacking the GPS using SBE.
**Module Description**

This module includes preparation (an assignment to unpack a standard that was given at the end of Day 1), an instructor-led one-day session composed of several large and small group demonstrations and practice activities, and follow up. The prior preparation helps participants jump into meaningful discussions quickly, and the follow up serves as a bridge to Day 3 of training.

**Module Goal**

GPS content training is designed to provide classroom teachers with the knowledge and skills they need to use the Standards Based Education model to implement the new Georgia Performance Standards. Teachers will acquire the requisite knowledge and skills to unpack the GPS, to design balanced assessments that measure the extent to which students have mastered the standards, to make instructional decisions using researched-based best practices that allow students to achieve a deep understanding of the knowledge and skills they need, and to map the curriculum in order to fully implement the GPS.

Key words from the goal:

- Standards Based Education (SBE)
- Georgia Performance Standards (GPS)
- Knowledge and skills
- Research-based best practices
- Deep understanding

Note that the goal will not be reached by any single day of training. It will take preparation, multiple days of classroom instruction, and follow up to master this goal. Various days of training will deal with different components of the goal, such as assessment, instruction, and curriculum planning.

**Module 2 Objectives**

By the end of Day 2 of training, participants will be able to:

1. Describe and apply the rationale for identifying big ideas, enduring understandings, essential questions, and skills and knowledge for a standard.

2. Develop, for a given standard, big ideas, enduring understandings, essential questions, and what students should know and be able to do (unpack the standard).
Module Sequence

Prior Preparation—Participants will have unpacked a specific standard (assigned at end of Day 1)

Introduction

- Overview of the Day 2 Module
- Review of Day 1 Content, as well as of Redelivery, if applicable—*only for participants who redeliver*

Discussion of Day 1 Assignment

Unpacking Standards

- Identifying Big Ideas
- Constructing Enduring Understanding Statements
- Developing Essential Questions
- Identifying Skills and Knowledge

Summary and Follow Up Work

- Follow Up Assignment
- Summary
- Evaluations

Module Materials for Day 2 of Training

**Content Facilitator’s Kit contents:**

- Content Facilitator’s Guide (one for each leader)
- Complete set of slide transparencies (PowerPoint)
- Participant’s Guide (one per participant and one per leader)

Other materials needed:

- Name tags
- Flipchart paper and stand
- Masking tape to post flipcharts
- Flipchart markers in a variety of colors
- Copies of ELA GPS (ask participants to bring)
- Copies of sample unit plans (ask participants to bring)
Equipment:

- Overhead projector or
- Computer and LCD projector
This is a one-day course, with approximately six hours of instructional time.

**Introduction**
- Overview of the Module
- Review of Day 1 Content and of Redelivery, if applicable

**Discussion of Day 1 Assignment**
- Small Group
- Large Group

**Unpacking Standards**
- Identifying Big Ideas
- Constructing Enduring Understandings
- Developing Essential Questions
- Identifying Knowledge and Skills

**Summary and Follow Up Work**
- Follow Up Assignment
- Summary
- Evaluations
Introduction

Trainer’s Note: If you are redelivering to participants who will redeliver, before beginning the Day 2 module, take time to debrief the redelivery of Day 1. Discuss the redelivery experiences, share successes, and troubleshoot difficulties.

Overview

After a brief presentation of the day’s agenda and objectives, participants will be grouped according to the grade level and/or critical component of the standard that they unpacked for homework. Small groups will discuss the big ideas, enduring understandings, essential questions, and what students should know and be able to do that they derived from the standards they unpacked, in order to share their information with the large group.

Objectives

➢ Determine the extent to which the participants understand the process of unpacking a standard, which was the basis for Day 1.

Activities

➢ Overview of the Module
➢ Small and Large Group Discussion of Day 1 Follow Up Assignment

Materials

➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant’s Guide
➢ Copies of ELA GPS
➢ Flipchart paper and markers
➢ Tape to post flipchart paper
Overview of Day 2 Module

Slide 1

1. Show slide 1, which is the title slide.

2. When all participants have arrived ask:

   How many of you would say that you are expert in unpacking standards, and that you are fluent enough to skillfully unpack all the new GPS standards? (Expect few if any to respond.)

3. Present:

   - An important principle of professional development indicates that people seldom gain expertise from a “one shot” workshop. Instead, we need multiple opportunities for practice and feedback with a variety of examples and in a collaborative environment.

   - During the first day of training, you were introduced to Standards Based Education and the new Georgia Performance Standards, but you had very limited time to apply that new knowledge. Today, you will have multiple opportunities to unpack standards as you acquire deeper knowledge of both the standards and the processes of unpacking and implementing them.

   - Very little “new content” will be presented today; we will review and go deeper into the content from Day 1. However, even though we might not “uncover” much new material, you will grow in skill, fluency, and confidence as you work with your colleagues to unpack additional standards. This will serve you well as you work toward implementing the GPS.

2. Present:
   - We will begin by working with the Day 1 follow up assignment.
   - The remainder of the day will allow for repeated practice opportunities, first working together as a large group and then working in small groups, to unpack standards.
   - In the summary, you will determine a plan for unpacking the remainder of the standards, you will be given an assignment to complete prior to the next day of training, and you will complete an evaluation of today’s training.

3. Present:
   - The agenda is presented on page 3 of your Participant's Guide. The goal and today's objectives are listed on page 4 of your Participant's Guide.

4. Show slide 3, *Day 2 Objectives*. Explain:
   - There are only two objectives for today’s training, and they are related.
   - We will practice, reflect, collaborate, and receive feedback on these objectives.
Small and Large Group Discussion of Day 1 Follow Up

1. Present:
   
   **We're going to start with a discussion of the standards you unpacked after Day 1.**

2. Ask participants to form small groups according to the grade level and/or critical component that they worked with as they practiced unpacking a standard for homework.

3. Ask small groups to discuss the big ideas, enduring understandings, essential questions, as well as what students should know and be able to do that they unpacked from the standards.

4. Monitor the progress of the small groups and begin winding up this part of the activity as the groups complete their work.

5. Allow a few minutes for participants to complete their work, then say:
   
   **Sometimes we don't know what we don't know, what we don't understand, or the problems we may encounter, until we try to do something. By attempting to unpack a standard, you probably discovered areas where you need more information and/or practice. I'd like each group to share an example of an insight you acquired or a frustration or lack of understanding that arose as you attempted to complete the homework.**

   Groups and/or individuals share at this point.

   **We'll be spending the remainder of Day 2 of GPS training unpacking standards. This is perhaps the most important step in Standards Based Education because in order to implement performance standards, teachers must know those standards; they must become very familiar with the desired expectations so that they can design balanced assessments and make instructional decisions that provide every student with the opportunity to gain the knowledge, skills, and understanding to master those performance standards.**
**Large Group Demonstration**

**Overview**

In this section, the trainer leads participants through the process of unpacking standards, taking time to make sure that participants understand how and why to complete each step.

**Objective**

- Review the rationale for, then practice identifying big ideas, enduring understandings, essential questions, and what students should know and be able to do to master a standard.

**Activities**

- Identifying Big Ideas
- Transforming Big Ideas into Enduring Understandings
- Developing Essential Questions
- Identifying Knowledge and Skills (What students should know and be able to do)
- Summary

**Materials**

- Copy of standards
- Participant’s Guide
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
**Becoming Familiar With the Standards**

**Slides 4 & 5**

1. Project slide 4 and discuss the interrelated nature of the ELA GPS.
2. Ask participants whether they address theme or underlying meaning when working with ELARL1, the comprehension/evidence/interpretation standard.
3. Explain that in normal classroom practices we work with interpretation, theme, historical background, and contemporary context when we study a novel or period of literature. Consequently, we can’t separate the standards and teach any single standard in isolation.
4. Continue the discussion of the interrelated nature of the GPS by explaining that ELARL4 and 5 are part and parcel of the first three Reading and Literature standards.
5. Move to the Reading Across the Curriculum standards and discuss ways these standards connect directly to the Reading and Literature standards (when studying literature, we read—RC1, discuss—RC2, use literary terminology—RC3, and put texts into historical or contemporary context—RC4.
6. Continue by projecting slide 5 and discussing the relationship between W1 and W2—we can’t address 1 without specifying a writing genre—2.
7. Likewise, W3 and W4 are integral parts of W1 and 2.
8. Next, explain that since conventions are not taught in isolation, they automatically connect either to writing standards, listening/speaking/and viewing standards, or reading standards.
9. Finally, discuss the connections to the Listening/Speaking/and Viewing standards and show that LSV2, the media literacy standard, connects directly to RL1 using media texts rather than fiction, nonfiction, poetry, or dramatic literature.
10. Conclude by asking participants to note that we begin unpacking a curriculum by unpacking a single standard and then connecting relevant other standards. Suggest that some ELA standards work better as the initial standard to unpack. The standards that work best initially are ELARL1, 2, and 3; Writing 1 and 2 together; and LSV2.

**The Standards Based Education Model**
1. After the sharing, project slide 6 and allow a few minutes for the participants to complete the model (PG-6), then project slide 7 and review the stages of Standards Based Education.

2. Remind participants that on Day 1 we introduced Stage 1 and the process of determining big ideas, enduring understandings, essential questions, and what students should know and do.

3. Explain that we will continue to work with Stage 1 of the SBE process throughout Day 2 of training because before we can implement the GPS, each teacher must know the standards; therefore, it is essential that every teacher participate in the unpacking process.

**Identifying Big Ideas**

1. Show slide 8, The Process of Standards Based Education. Continue:

   - **Together, we will unpack standards to locate big ideas, compose enduring understanding statements, generate essential questions, and determine what students should know and be able to do. This is a logical process with one step leading directly to the next. Big ideas are combined to form enduring understandings; essential questions are formed from the enduring understandings; and the knowledge and skills are those that students must have the opportunity to acquire in order to answer the essential questions and achieve understanding.**

2. Show slide 9, *Big Ideas*. Present:

   - **When you think about big ideas, the question you should ask yourself is, “What are the big ideas and core processes at the heart of this standard?”**
   - Read through and discuss the specifics on slide 9.
   - Refer participants to page 6 in participants guide for more information on big ideas.
3. Show slide 10, Big Ideas. Present:

- “Theme,” “genre,” and “the American dream” are examples of core concepts that are big ideas for American literature. Each of these concepts is an integral part of any American literature course and would be addressed throughout a course regardless of whether that course followed a chronological format or a genre format.
- “Analysis,” “interpretation,” “comparing and contrasting,” and “classifying” are examples of core processes or skills that students would develop throughout a course.
- Now we’re going to take some time to work in groups to highlight big ideas for a specific course.
- Remember: you can highlight the big idea words and phrases in the standard, the critical component, and/or the elements.

Ask participants to form groups that they want to work not only for today, but also for the assessment and instructional planning training days. These groups should be 9th grade, 10th grade and World literature together, American literature, and British literature. If possible, it’s a good idea to have a group for each course so that a school or system will unpack all the standards.

Allow 15 to 20 minutes for group work OR allow participants to do this for homework if you’re breaking the training into multiple days.

Walk around and monitor progress, if working in the session. When groups have had time to complete this activity for at least some of the standards for a course, return to the group of a whole. Ask groups to share big ideas and to voice questions and/or clarify misunderstandings or uncertainties.

**Forming Statements of Enduring Understanding**
The next step in the process is to transform the big ideas into “enduring understandings.” You are actually combining two or more big ideas to form an enduring understanding; however, you may change the wording or the big ideas at this point and substitute synonymous words and phrases, if necessary.

Refer participants to slide 11 and go over the characteristics of enduring understandings.

Ask participants to read over page 7 in the Participant’s Guide for more information on enduring understandings.

Show slide 12, Enduring Understandings: Bad to Best.

- Vague statements, such as the first one, do not clarify what the students should understand about the topic.

- The middle statement is better in that it narrows the focus of the topic, but it still does not specify exactly what insights into cause and effect the teacher wants students to leave with.

- The last proposition is best because it is an important generalization and it provides a focus to the study—a sharper target for teaching and assessing.
5. **Ask:** **Why are “enduring understandings” part of the Standards Based Education process?**

- It is important for students know *why* facts are important; to get the kids to think beyond [facts] to the bigger, more transferable understandings (avoiding the “mile wide, inch deep” approach).
- They are tools for teachers to help focus students on deeper understanding (e.g., if you are very clear in your own head about the enduring understandings that you hope students will achieve, then you will be better able to communicate that focus to students).
- They help build conceptual structures in students’ brains that help them make sense of new, related knowledge (e.g., if you understand that the locations of early civilizations were chosen to facilitate transportation, defense, and farming, then you have a way to approach understanding of any early civilization. Understanding of that concept will grow richer and deeper with the study of each civilization).
- They help teachers develop shared understanding of the standard, to promote vertical and horizontal articulation.

- **Say:**

  It is recommended that you use the format, “Students will understand that...” because this tends to lead us to better statements of enduring understanding. Simply restating the topic or saying “Students will understand” more often leads us to statements that are vague. Note that “Students will understand that” does not necessarily have to be written out each time—it may be implied, but you should be able to insert that phrase into the statement.

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6. **Show slide 13, Enduring Understandings: Overarching and Topical—We Need Both! Present:**

- **Enduring understandings involve varying levels of abstraction and generalization. Some apply to a course as a whole and extend across different units, topics, or subjects; others are the focus of a single unit of study. Neither is better than the other; we need both, as appropriate to the big ideas in the standard.**
7. Small Group Work

- Ask students to work with their course groups again to form enduring understandings based on the big ideas that they have highlighted in the standards, critical components, and/or elements.
- Suggest that groups first construct statements of enduring understanding that are overarching and apply to many units of instruction within a course.
- Then, after constructing the overarching statement(s), have the groups construct statements of enduring understanding for one or more units of study within the course.

Allow at least 20 to 30 minutes for this activity. This is also an appropriate place to break and allow participants to work on enduring understandings for homework. If this is the case, suggest they work with other teachers in their grade level/course before returning for more training.

Walk around and monitor progress, if working in the session. When groups have had time to complete this activity, return to the group of a whole. Ask groups to share their work and to voice questions and/or clarify misunderstandings or uncertainties.

**Developing Essential Questions**

1. Ask: **What is the next step after identifying enduring understandings?** (Developing essential questions)
2. Discuss: **What are essential questions, and why are they important?** Suggested points to bring out include:

- When knowledge is developed in the first place, it is often because of someone pondering and exploring a question. What makes a great story? How does an author make meaning out of a text? Why do we enjoy reading some pieces and not others? Why are books often better than the movies that are made from them? How is fiction different from poetry? From dramatic literature? From nonfiction and informational texts? Many great theorists, inventors, writers, etc. started with questions such as these.

- These “essential questions” not only lead to the development of new knowledge, but they can also be used by students and teachers to guide inquiry into existing knowledge.

- Such questions make a unit design more coherent, make a student’s role more inquisitive, and help focus a teacher’s priorities. An important learning principle is at work here—key ideas must be questioned, played with, and discovered if they are to be useful and deeply understood.

- As a practical matter, developing essential questions that are strongly rooted in the enduring understandings of the standard creates a guidepost for the development of assessments and instruction. Assessments should determine to what extent students can answer the essential questions, and instruction should help them explore answers to the essential questions.

- Say:

  *As students answer the essential questions for a lesson, they gain the knowledge and skills necessary to answer the essential questions for the unit and to develop understanding of the concepts in that unit. Answering essential questions for the different units in a course allows students the opportunity to acquire the knowledge and skills that lead to the enduring understandings of the concepts for the course. Real understanding, in turn, means students can apply the acquired knowledge and skills in new situations—they master the performance standards and demonstrate this through their achievement.*

Refer students to page 8 in the Participant’s Guide to read more about essential questions.

4. Discuss the different types of essential questions: those for a course; those for a unit; and those for a lesson; and point out the logical relationship among the questions.

    **Trainer’s Note:** The big ideas are color coded in the various questions to show the connections.

5. Discuss the logical progression from big ideas to enduring understandings to essential questions.

6. Ask participants to return to their groups to formulate essential questions from the enduring understandings they composed in the last activity. Again, you may wish to have participants complete this activity for homework.

7. After allows 15 to 20 minutes for this activity, ask participants to share their work, ask questions, and/or clarify uncertainties.

**Putting It All Together**
1. Now that participants have worked through the process in stages, ask them to pick a standard that they haven’t yet unpacked. Suggest again that ELARL 1, 2, 3; ELA W1 and 2 together; or ELALSV 2 work best.

2. Ask participants to work in their groups to highlight big ideas, construct statements of enduring understanding, and formulate essential questions. Participants may elect to use the templates on pages 12 and 13 of the Participant’s Guide.

3. Provide participants with chart paper and ask them to write their big ideas, enduring understandings, and essential questions on the chart paper.

4. Allow approximately 30 minutes for this activity, then ask participants to post their chart paper around the room.

5. Ask participants to walk around the room to look over the other groups’ work.

6. After everyone has had time to peruse the charts, ask participants to constructively comment on the activity and the information posted on the chart papers.

Ask each group to present their unpacked standard. Ask training participants to serve as a “Critical Friends” group, listening to each other’s work and giving feedback.

- One group presents their unpacked standards.
- Observers from other groups ask clarifying questions.
- Presenting group asks observers questions about the work, such as, “We’d like your feedback on which of these essential questions you think are most critical for this standard.”
- Open discussion.
Identifying Knowledge and Skills

Present:

PG-9

➢ Turn to page 9 in the Participant’s Guide and read over the description and suggested verbs for knowledge and skills. Knowledge and skills are terms some programs use to designate what students should know and be able to do.

Slide 18

1. Refer to slide 18 and discuss characteristics of “knowledge” and of “skills.”

Slide 19

2. Review and discuss the information on slide 19 so that participants understand the relationship between knowledge and skills and the essential questions, enduring understandings, and the big ideas.

➢ Remember, even though what students should know and be able to do originates in the element portion of the standard, the elements cannot be separated from the standard.

Slide 20

8. Show slide 12 and review the reason why the elements and the standard cannot be separated.

PG-10

9. Refer participants to page 10 in the Participant’s Guide.

Trainer’s Note: The element specifies that the student “analyzes and applies knowledge of the characteristics of memoir, biography, and/or autobiography”; however, in order to master the standard, the student must use the knowledge gleaned from this analysis as “evidence” and “demonstrate comprehension” by “using this evidence as the basis for interpretation.”
Summary

1. Present:

- The more practice we have unpacking standards, the more proficient we become. This is critical if we are going to implement the Georgia Performance Standards, but it is also a process, a process at which we will become more proficient the more we work with the GPS
Summary and Follow Up Assignments

Overview
Participants determine a plan for unpacking all the remaining standards and grouping them into units; presenter assigns follow up work; and participants complete evaluation forms for Day 2 of training.

Objectives
➢ Determine a strategy for unpacking standards and developing unit plans to implement in 2005 and 2006.

Activities
➢ Discuss Strategies
➢ Follow Up Assignment
➢ Evaluation

Slide 20

Summary
1. Show slide 20 and say:
   Now it’s time to put our heads together and unpack the remainder of the standards for the specific course you have chosen to work on throughout the training.

2. Ask participants to share strategies for unpacking the remainder of the standards in order to begin unit planning and to prepare to map the curriculum.

3. Remind participants that curriculum mapping will be a focus during days 4 and 5 of training.

Follow Up Assignment
4. Refer participants to the follow up assignment on page 13 of the Participant’s Guide.

5. Explain: Before you return for Day 3 of training, you need the standards for the course you have selected to work on.

Evaluation
6. Ask participants to complete the evaluation form for day 2 of training. It is located on page 14 of the Participant’s Guide
Reflections on the Day
Please take a few minutes and share your thoughts on the following four areas.

<table>
<thead>
<tr>
<th>Important things I’ve learned or had reaffirmed. . .</th>
<th>Today’s experiences have left me feeling. . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions I want answered now. . .</td>
<td>What I will do when I return to my workplace. . .</td>
</tr>
</tbody>
</table>