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

ELA K-3
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.
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Use of This Guide

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### Introduction

- Overview of the Module: Presentation (2 minutes)
- Review of Day One Content (25 minutes)

### Large Group Demonstration

- Identifying Big Ideas (10 minutes)
- Transforming Big Ideas into Enduring Understandings (20 minutes)
- Developing Essential Questions (25 minutes)
- Identifying Skills and Knowledge (20 minutes)
- Summary (15 minutes)

### Unpacking a Single Standard

- Small Group Activity (45 minutes)
- Large Group Discussion (45 minutes)

### Unpacking Multiple Standards

- Small Group Activity (40 minutes)
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- Sample Task Activity (45 minutes)
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Overview

Module Rationale

This training extends and builds upon day one of training.

The first purpose of day one of 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 day one of training was to introduce the standards-based education approach and to assist teachers in using this “backward design” approach to develop assessments and instruction in support of the new curriculum standards. During day one of the training, the emphasis was on 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.

The purpose of day two of the training is to delve deeper into stage 1 of the backward design process, helping participants to gain proficiency in unpacking standards.

One of the most important principles of professional development is 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. This is why day two is so essential, even though very little new content is presented. In day one, participants were introduced to backward design and the new standards, but they had very limited time to apply their new knowledge. In day two, they have multiple opportunities to unpack standards, resulting in deeper knowledge of both the standards and the processes, sharing of ideas, and greater fluency.
Module Description

This module includes preparation (an assignment to unpack a standard that was given at the end of day one), 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 to jump into meaningful discussions quickly, and the follow up serves as a bridge to day three of training.

Module Goal

Demonstrate a deep understanding of the new Georgia Performance Standards and the standards-based education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Key words from the goal:

- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

Note that the goal will not be reached by any single day of training. It will take preparation, eight 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 curriculum planning, assessment, and instruction.

Module Two Objectives

By the end of day two of training, participants will be able to:

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

2. Develop, for a given standard, the big ideas, enduring understandings, essential questions, and skills and knowledge (unpack the standard).

3. Unpack multiple standards to create cohesive units of study.
Module Sequence

Prior Preparation—Participants (2 hours)
- Unpack an assigned standard (assigned at end of day one)

Introduction (45 minutes)
- Overview of the Module
- Review of Day One Content
- Discussion of Day One Follow Up Assignment

Large Group Demonstration (1 hour, 30 minutes)
- Identifying Big Ideas
- Transforming Big Ideas into Enduring Understandings
- Developing Essential Questions
- Identifying Skills and Knowledge

Unpacking a Single Standard (1 hour, 30 minutes)
- Small Group Activity
- Large Group Discussion

Unpacking Multiple Standards (1 hour)
- Small Group Activity
- Large Group Discussion

Sample Task (45 minutes)
- Sample Task Activity

Summary and Follow Up Work (30 minutes)
- Action Planning
- Follow-up Assignment
- Summary

Leader Roles and Responsibilities

This workshop will require of you a different set of skills than most other instructor-led training programs. There is less presentation and lecture; instead, you will have to use demonstration, questioning, and facilitation skills. This guide includes the basic questions you should ask the participants, but throughout the workshop, you will have to add additional probing questions to get the participants to question their assumptions and continue to refine their understanding of what standards-based teaching is and how it can make a difference.
**Target Population**

The target populations for this training are teachers of English Language Arts at all grade levels; teachers of 5th and 6th grade mathematics; and teachers of 6th grade, 7th grade, and high school science. This includes teachers of this content in special education, gifted, and supplemental/alternative positions who need to be knowledgeable of the general curriculum in order to provide accommodations, modifications, and/or support so that students with special needs have access to, and progress in, that curriculum. Also included in the target population are others in leadership positions for these portions of the curriculum (e.g., literacy coaches, curriculum specialists).

Teachers will be trained locally, in groups corresponding to the following modules:

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*

* This includes regular education, special education, gifted education, and supplemental/alternative teachers.

**Module Preparation**

Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

1. Participate in a Train-the-Trainer session.

2. Gather all the required articles, texts, and other materials listed in the “Module Materials” list on page 12. A set of books is provided to each school, as listed on page 13. Become very familiar with these materials and the materials in the Recommended Readings list.

3. Ensure that school administrators understand the preparation and follow up requirements of the course and that the GPS curriculum changes have evolved from a very open public process that included public input from responses sought by the DOE. Current GPS were developed taking into consideration all input from all respondents.
4. Ensure the participants who are enrolled in your training sessions have the preparation materials (also known as the day one follow up assignment) and realize it is an absolute requisite to attending the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants understand the assignment and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.

5. Identify a date, times, and location for this training. This may vary from one setting to the next, as you work with local schools and districts to arrange a customized delivery schedule. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page 25 to guide you.

6. Determine how course follow-up will be handled. It is very important that professional development be an on-going, job-embedded process, with the training sessions being part of a cohesive plan to help teachers increase skills and knowledge. Here are some questions you must answer before conducting the workshop:

- Will there be any follow-up conference calls or a list serve to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
- How will we ensure that participants complete the follow-up assignments? Who will follow up with reminders? How will we make sure this effort is supported locally?
- Will there be grade level meetings? Department meetings?
7. Gather information about your training site:
   - Mailing address, contact person with phone number
     (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
   - Size of room and space to work in small groups
   - Audio visual equipment
     - Projection system
     - Two flipcharts with pads
   - Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about four
   - Wall space for your posters and flipcharts
   - Determine plans and payment for refreshments as desired/needed.
   - Review the graphic of the ideal site setup on page 11.
   - Set up your training room the night before the training. If you have never seen the room, this is especially important.
   - Test all equipment and make sure you have all of your materials organized for efficient distribution.

8. Go through the entire Content Facilitator’s Guide.
   - Prepare an agenda. (You may also want to mark key times with sticky notes put in your guide.)
   - Use margins to note key points you plan to emphasize.
   - Walk through all activities.
   - Prepare any flipcharts.
   - Make sure your materials are organized according to when you will need them.
   - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.
Recommended Training Setup
Module Materials for Day Two 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
- Easel chart paper and stand
- Flipchart paper and stand
- Masking tape to post flipcharts
- Note pads and pens for participants
- Four easel chart pages, each with one of the following titles: Big Ideas, Enduring Understanding, Essential Questions, and Skills and Knowledge (these should be posted in easily accessible locations around the room)
- Highlighter markers, one per participants
- Flipchart markers in a variety of colors (the ideal would be to give each participant a different color so that one person’s ideas could be tracked across easel charts, but if that is impractical, then just use as many colors as possible)
- One set of 26 matching cards for each table (see page 49 for cards). Cards should be photocopied, cut out, and distributed in sets
- Dice (one pair per small group)

Equipment:

- Overhead projector or computer and LCD projector
- Videotape player
Provided Texts

Each school will receive one copy of each book listed below, and ten copies of the *Understanding by Design* book.


Day One Follow Up/Day Two Preparation

Remind participants to complete the day one follow up assignment as preparation for day two. They will be using this assignment during the class session.
Recommended Readings

Books


The authors use Adlai Stevenson High School as the case study of how principals can create learning communities where student learning and achievement are center stage. The book lays out the school improvement process. No failing schools would exist if every school became a learning community modeled after DuFour’s school. The book contains an extensive bibliography.


In this step-by-step description of the process for creating and working with curriculum maps from data collection to ongoing curriculum review, Jacobs discusses the importance of “essential questions,” as well as assessment design that reflects what teachers know about the students they teach. The benefits of this kind of mapping are obvious for integrating curriculum. Through the development of curriculum maps, educators can see not only where subjects already come together but also any gaps that may be present.

*Literacy Across the Curriculum: Setting and Implementing Goals for Grades Six through 12.* Southern Regional Education Board, 2004. Publication Orders Department, 592 10th St. N.W., Atlanta, GA 30318-5790, Fax: (404) 872-1477 (03V63, $10 each/$6.50 each for 10 or more.) http://www.sreb.org/main/Publications/catalog/howtoorder.asp.

This volume is essential for state, district, and school leaders who plan to implement schoolwide literacy programs. It provides concrete, research-based steps not only to raise reading and writing achievement but also to help students learn more in every class by using literacy skills. The guide focuses on five literacy goals: reading 25 books across the curriculum; writing weekly in all classes; using reading and writing strategies; writing research papers; and taking rigorous language-arts classes.

Using a meta-analysis of thousands of research studies, Marzano clearly answer the question, “Which instructional techniques are proven to work?” They provide 13 proven strategies that all teachers can use and they explain the research in a clear, practical manner.


A perfect resource for self-help or school study groups, this handbook makes it much easier to apply the teaching practices outlined in *Classroom Instruction That Works.* The authors guide the reader through the nine categories of instructional strategies that are most likely to maximize student achievement and provide everything needed to use the strategies quickly in classrooms. The book includes the following: exercises to check understanding; brief questionnaires to reflect on current beliefs and practices; tips and recommendations to implement the strategies; samples, worksheets, and other tools to help plan classroom activities; and rubrics to assess the effectiveness of the strategy with students.


The authors analyze research from more than 100 studies on classroom management to answer the questions, “How does classroom management affect student achievement?” and “What techniques do teachers find most effective?” The authors provide action steps, along with real stories of teachers and students, to guide teachers in implementing the research findings.


Grading has the potential for being a valuable learning tool that helps both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.

This practical book about the responsibility educators have to teach what matters most includes many examples of educators throughout the nation who have been successful in increasing student performance on state and national assessments. The authors also explore three changes that must take place to achieve this goal: responsible standards, responsible strategies, and responsible assessment practices.


Tomlinson explains the elements of differentiated instruction and the importance of differentiated instruction within the classroom. The book also serves as an instructional guide for educational leaders and instructors as differentiated strategies are implemented.


This excellent resource includes concrete examples of instructional strategies matched to the readiness, interests, and talents of all students. Strategies include learning-centered, hands-on activities; contracts; and investigative projects. The author also offers lesson-planning strategies to provide scaffolding of the content, procedures used in learning, and products of learning.


This book explains the “backward design” process that is the backbone of standards-based education. The book explains both the underlying principles and the process teachers can use to put them into practice.


This companion book to *Understanding by Design* provides discussion questions, graphic organizers, and summaries to support faculty study groups that are exploring *Understanding by Design*. 

This companion book to *Understanding by Design* is chock-full of templates and examples to help teachers put the process into place. Georgia Department of Education has provided this resource for each trainer. ASCD has granted permission for trainers to copy templates for use in their training.

**Professional Organizations**

NAGC- http://www.nagc.org/
GAGC - http://www.gagc.org/
NCTE - http://www.ncte.org/
GCTE - http://www.gcte.org/
NCTM - http://www.nctm.org/
IRA - http://www.reading.org/
GRA - http://www.georgiareading.org/

**Web Sites**

Read-Write-Think. NCTE/IRA. http://www.readwritethink.org/.

This site contains lessons, web resources, standards, and student materials. It provides quality practices and resources in reading and language arts instruction.

Illinois School Improvement Division.
http://206.166.105.86/knowledge/standards_resources.asp.

This site provides Illinois Learning Standards Resources, including benchmark indicators, sample learning activities, and sample student work.

Units (incorporating Learning Focused components). Connected Learning.
http://www.title3.org/.

BOCES is a cooperative service organization that helps school districts save money by pooling resources and sharing costs.

**Special Education Resources**

Approximately 70 general and special educators and parents attended the National Capacity Building Institute on Access, Participation, and Progress in the General Curriculum, held on July 10, in Arlington, VA. The article includes the proceedings from the Institute.

**Aligning Special Education with NCLB.** [www.ldonline.org](http://www.ldonline.org).

The No Child Left Behind Act (NCLB) is a standards-based reform movement. This movement emphasizes standards and the alignment of curriculum and assessment to those standards. States established what is to be taught. The goal of standards is to increase academic achievement levels. A related goal is to close the achievement gap for students who have traditionally been at-risk for academic failure or lack of success. This group includes students with disabilities.


This article summarizes data on each State's use of standards in developing Individualized Education Programs (IEP) for students with disabilities. All fifty states were asked to send their IEP forms and to indicate whether the forms were required, recommended, or simply sample forms. Out of the 41 states with IEP forms, only 5 states specifically addressed the general curriculum on their forms. Recommendations for IEP forms that provide decision-making guidance involving access to the general curriculum are summarized.

**Writing Standards-based IEPs.** [Colorado Department of Education. www.cde.org](http://www.cde.org).

The Colorado Department of Education provides information for teachers on developing standards-driven IEPs. The summary includes a definition of standards-driven IEPs, characteristics of standards-driven IEPs, and a rationale for standards-driven IEPs.

**Resources for Differentiation**


Coil, C. *Standards-Based Activities And Assessments For The Differentiated Classroom.* Marion, IL: Pieces of Learning. 2004.


**Resources for K-3 Language Arts**


This handbook offers a practical and comprehensive means of teaching and monitoring children’s development of phonological awareness in the classroom. The authors provide answers to frequently asked questions about phonological awareness, offer a possible teaching sequence, and suggest a variety of activities to enhance children’s phonological awareness.

**Recommended Grade-Level(s) – Kdg.**


*Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* provides a practical way to study words with students. Based on the research on invented and developmental spelling, the framework of this text is keyed to the five stages of spelling or orthographic development. Ordered in this developmental format, Words Their Way complements the use of any existing phonics, spelling, and vocabulary curricula.

**Recommended Grade Levels(s) – kdg. - 1st**


Exciting and engaging vocabulary instruction can set students on the path to a lifelong fascination with words. This book provides a research-based framework and practical strategies for vocabulary development with children from the earliest grades through high school. The authors emphasize instruction that offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating
meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom. Many concrete examples, sample classroom dialogues, and exercises for teachers bring the material to life. Helpful appendices include suggestions for trade books that help children enlarge their vocabulary and/or have fun with different aspects of words.

**Recommended Grade Levels(s) - K–1**


Updated with new strategies, ideas, and websites, this research-based book features a wealth of ideas for developing vocabulary in all content areas. Many of the techniques explored in this book have the broader goal of enhancing the acquisition of content knowledge. The authors do an exceptional job of combining a strong research base with field-tested strategies for developing vocabulary in any K-12 classroom. Chapter topics include learning vocabulary from context, integrating vocabulary and reading strategy instruction, learning vocabulary in literature-based reading instruction, learning vocabulary in the content areas, using dictionaries and other references, assessing vocabulary knowledge, vocabulary instruction for learners with special needs, vocabulary and spelling instruction using structural analysis, and wordplay in the classroom.

**Recommended Grade Levels(s) - 2**


Exemplary teacher research has established that explicit teaching plays a vital role in the K-8 classroom, with particular benefits for struggling readers. This book is a practical resource for explaining reading to students who do not learn to read easily. Identified are 22 major skills and strategies associated with vocabulary development, comprehension, word recognition, and fluency. Ways to explain each skill or strategy are illustrated with abundant concrete examples, which teachers can use as starting points for developing lessons tailored to the needs, strengths, and interests of their own students. The book also shows how to move from the teacher's explanation to the student's independent use of new concepts, and how to embed explicit teaching within a context of rich, engaging literacy experiences.

**Recommended Grade Levels(s) - 2**


This book presents a highly practical approach to assessing children's spelling and word knowledge abilities and offering effective, appropriate instruction. Included is the Developmental Spelling Analysis (DSA), a dictated word inventory that enables
teachers to quickly and easily evaluate students' stages of spelling development and their knowledge of important orthographic features. Detailed guidelines are set forth for engaging students in hands-on word study that is tailored to their specific strengths and weaknesses. Validated and field-tested, the instructional techniques described here reflect the author's many years of classroom experience. Particularly useful features of the book include narrative "snapshots" of children at different stages of spelling development; numerous examples of student work; suggested word sort activities for each orthographic feature; lists of recommended books and poems; and a focus on fostering a love of words through word play and language appreciation. Provided in the appendices are reproducible forms for administering the DSA, plus a list of over 12,000 words arranged by sound, pattern, and meaning-related features. **Recommended Grade Levels(s) - 3rd**


Combining essential background knowledge with hands-on-tools, this practical resource and text provides a detailed roadmap for conducting multidimensional reading assessment. The authors' research expertise and extensive classroom experience are reflected on every page. Presented are effective ways to evaluate K-6 students' spelling, word recognition, fluency, comprehension, strategic knowledge, and more. Aided by lively case examples, pre-service and in-service teachers and reading specialists learn to tailor assessment to the needs of each child and use results strategically to inform instruction. The concluding chapter offers useful information on preparing a reading clinic report. Special features of this accessible 8 1/2" x 11" volume include numerous figures, tables, and sample assessment instruments, many with permission to photocopy. Topics covered include assessment, curriculum, methods, and comprehension difficulties, from the preschool level through high school.

**Recommended for Literacy Coaches and Curriculum Directors**


This book offers essential guidance to preservice and inservice teachers seeking to create, revise, or add new strategies to the teaching of the language arts block. The focus is on how to implement effective strategies in the context of a well-planned classroom and a smoothly choreographed daily schedule. In a series of vivid case studies, Lesley Mandel Morrow brings to life the methods used by exemplary teachers to create rich, student-friendly learning environments for children in grades K-4. No component of organizing the language arts block is omitted, including setting up and running classroom learning centers, assessing different instructional needs, conducting whole-class
and small group meetings, and linking language arts to content area instruction. Enhancing the practical utility of the book are sample daily schedules and classroom management tips for each grade level, along with dozens of reproducible learning activities, lesson plans, and assessment and record-keeping tools.

**Recommended for Literacy Coaches and Curriculum Directors**


This resource presents an innovative teaching model that will help students construct meaning from text by integrating four established reading comprehension strategies - predicting, questioning, clarifying, and summarizing - into three classroom settings: whole-class sessions, guided reading groups, and literature circles. You'll find an array of tools for using reciprocal teaching in these settings, including detailed explanations of the strategies, issues related to teaching them, and practical lessons that let you easily integrate the model into your curriculum. Interspersed throughout the book are reproducible forms, suggested resources, student assessment options, and intervention ideas for struggling readers.

**Recommended Grade Levels(s) - 3rd**


This book offers teachers fresh, interactive ways to teach reading. It opens with a clear, research-based rationale for teaching oral reading, stressing the connections among word recognition, fluency, and comprehension. Rasinski provides the strategies themselves-read aloud, repeated reading, performance reading, and many more.

**Recommended Grade Levels(s) - 2nd - 3rd**


This book presents the Small-Group Differentiated Reading Model, an explicit classroom-tested and research-based model that provides effective reading instruction by combining guided reading and word study in small groups, allowing teachers to address the needs of beginning and struggling readers in a regular classroom setting. The chapters present easy-to-implement lesson plans and activities to support the five stages of reading - emergent, beginning, fledgling, transitional, and independent.

**Recommended Grade Levels(s) - 1st**
Agenda

This is a one-day course, with approximately six hours of instructional time.

Introduction ..................................................................................................................................................... 45 minutes
  ➢ Overview of the Module
  ➢ Review of Day One Content
  ➢ Discussion of Day One Follow Up Assignment

Large Group Demonstration ......................................................................................................................... 1 hour, 30 minutes
  ➢ Identifying Big Ideas
  ➢ Transforming Big Ideas into Enduring Understandings
  ➢ Developing Essential Questions
  ➢ Identifying Skills and Knowledge

Unpacking a Single Standard ......................................................................................................................... 1 hour, 30 minutes
  ➢ Small Group Activity
  ➢ Large Group Discussion

Unpacking Multiple Standards ....................................................................................................................... 1 hour
  ➢ Small Group Activity
  ➢ Large Group Discussion

Sample Task .................................................................................................................................................... 45 minutes
  ➢ Sample Task Activity

Summary and Follow Up Work ....................................................................................................................... 30 minutes
  ➢ Action Planning
  ➢ Follow-up Assignment
  ➢ Summary
Introduction

Time
45 minutes

Overview
After a brief presentation of the day’s agenda and objectives, participants complete a matching game reviewing day one content and create a graphic organizer of the backward design process and GPS.

Objectives
➢ To review concepts and understandings from day 1 training

Activities
➢ Overview of the Module (5 minutes)
➢ Review of Day One Content (25 minutes)
➢ Discussion of Day One Follow Up Assignment (10 minutes)

Materials
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant’s Guide
➢ Four easel chart pages, each with one of the following titles: Big Ideas, Enduring Understanding, Essential Questions, and Skills and Knowledge (these should be posted in easily accessible locations around the room)
➢ Flipchart markers in a variety of colors (the ideal would be to give each participant a different color so that one person’s ideas could be tracked across easel charts, but if that is impractical, then just use as many colors as possible)
➢ Extra easel chart pages to supplement above
➢ Tape to post easel charts
➢ Scratch paper
➢ One set of 26 matching cards for each table (see page 49 for cards). Cards should be photocopied, cut out, and distributed in sets

➢ Prepared flipcharts: GPS and SBE (Standards-Based Education) as a Tree in a Field and GPS and SBE as a Three-legged Stool. (Note: Models for these flipcharts are on page 36 in The Understanding by Design Handbook.)
Introduction

Slide 1

1. Show slide 1 *(the title slide)*. Introduce yourself and briefly describe your background.

Ask participants to *briefly* introduce themselves with just name and position.

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

3. Present:

   ➢ *One of the most important principles of professional development is 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.*

   ➢ *In day one, you were introduced to backward design and the new standards, but you had very limited time to apply their new knowledge. Today, you will have multiple opportunities to unpack standards, resulting in deeper knowledge of both the standards and the processes, sharing of ideas, and greater fluency.*

   ➢ *There will be very little “new content” presented today; we will review the content from day one. However, even though we might not “cover” 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.*
Overview of the Module: Presentation (2 minutes)

1. Show slide 2, Module Overview: Day Two.
   2. Present:
      - The introduction will include a review of day one information and the follow up assignment.
      - The next three sections are repeated practice opportunities, first working together as a large group and then working in small groups, so that you can unpack multiple standards. In the last of these activities, we will work at unpacking multiple standards that would be involved in a single unit of study.
      - The fifth section, Review of Sample Task Document, will help us to begin to look for evidence of student learning.
      - In the summary, you will create an action plan for unpacking the remainder of the standards.

3. Present: The agenda is presented on page 4 of your Participant's Guide. The goal and today's objectives are listed on page 5 of your Participant's Guide.

4. Show slide 3, Day Two Objectives. Explain:
   - There are only three objectives for today's training, and they are all related.
   - We will practice, reflect, collaborate, and receive feedback on each of these objectives.

5. Present: Because we have only one day together at this time, it might be helpful to talk about some ways that we can all work together.

6. Show slide 4, Group Norms and Housekeeping. Ask participants if they would like to add to or change the group norms. Record any needed changes on a flipchart. Then, ask participants to agree to these norms.

7. Go over housekeeping rules (phone, breaks, etc.) as appropriate to your schedule and location.

8. Ask: What questions can I answer about today's agenda before we continue?
Review of Day One Content (25 minutes)

1. Present: **Let's start with a review of content from day one. We’ll first complete a short matching game, to refresh your memory of key terms/concepts, and then I’ll ask you to construct a graphic organizer that ties all these concepts together.**

2. Distribute one set of cards to each table team (teams should be 4-6 individuals) and instruct them not to look at the cards yet.


4. Direct the teams to begin and to let you know when they think they have all matches correct. Check each group’s work as needed until a winner can be declared. (This should proceed fairly quickly.)
5. Present: Now that we can recall the definitions of these concepts, let’s discuss how they are related.

6. Refer participants to the two wordless pictures on the flipchart. Explain: When we are talking about the GPS and standards-based education, we may want to use a metaphor. One such metaphor might be a tree in a field.

7. Discuss: How might the different terms on your card be represented on this picture?

   *Trainee’s Note: Encourage participants to suggest labels for the various parts of the picture. Also, encourage them to use other appropriate terms besides those on the cards. Do this quickly.*

8. Refer participants to the three-legged stool. Present: This is another representation that we could have used, and you may be able to think of additional ones, such as a building.


10. Ask participants to work in small groups to create their own graphic organizer. Allow ten minutes. Ask participants to post their work for whole group viewing.

11. Ask participants to identify common themes that represent enduring understandings related to GPS and SBE.
Large Group Demonstration

Time
1 hours, 30 minutes

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

Objective
- Define and describe the rationale for identifying big ideas, enduring understandings, essential questions, and skills and knowledge for a standard.

Activities
- Identifying Big Ideas (10 minutes)
- Transforming Big Ideas into Enduring Understandings (20 minutes)
- Developing Essential Questions (25 minutes)
- Identifying Skills and Knowledge (20 minutes)
- Summary (15 minutes)

Materials
- Copy of standards
- Chart paper
- Highlighter markers
- Participant's Guide
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Easel chart with GPS standard written on it
Identifying Big Ideas (10 minutes)

Slide 7
1. Show slide 7, Essential Question 1. Present: We are going to be exploring this question first.

Slide 8
2. Show slide 8, The Process of Backward Design. Continue: Together, we will take one standard and completely unpack it, helping you get a deeper understanding of how each of the elements in this process (big ideas, enduring understandings, essential questions, and skills and knowledge) will help you design better instruction—that will help students master the standards.

3. Present: The first thing we will do is identify big ideas.

Slide 9
4. 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? What do I want to concentrate on and emphasize in this unit?”

5. Refer participants to page 6 in the Participant's Guide.


7. Allow a few minutes for reading and highlighting.

8. Ask participants to volunteer their top three Big Ideas from their assigned homework.

9. Ask: Looking at the big ideas that you identified, are they concepts or processes?

10. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about identifying big ideas.
Transforming Big Ideas into Enduring Understandings (20 minutes)

1. Present: The next step in the process is to transform the big ideas into “enduring understandings.” This can be tricky. Poorly defined enduring understandings are not much better than having none at all. Let’s look at an example.

Slide 10

2. Show slide 10, Enduring Understandings: Bad to Best.

Emphasize:

- 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.

3. Ask: Why are “enduring understandings” part of the backward design process?

- It is important for students to 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).
- It is a tool 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 have shared understanding of the standard, to promote vertical and horizontal articulation.
4. Show slide 11, *Enduring Understandings: Format.* Present: 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 the statement should read well if that phrase were inserted.

5. Refer participants to *An Enduring Understanding* on page 7 in the Participant's Guide.

6. Present: Let's look at the information on page 7 in your Participant's Guide. Review the contents of the page. Work in small groups to discuss the enduring understandings that you identified as part of your homework. (Each group will share with the large group common enduring understandings).

7. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about identifying enduring understandings.

**Developing Essential Questions (25 minutes)**

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? Why were these artifacts found in this location? How might it feel if your home and land were destroyed by people in your country? Can everything be quantified? In what way is the human body a system? 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 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 test whether students can answer the essential question, and instruction should help them explore the question. Thus, essential questions link teacher and student activities to the standard.

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**Slide 12**

3. Show slide 12, *Developing Essential Questions*. Go over the practical tips on the slide.

**Slide 13**

4. Show slide 13, *From Understandings to Questions*. Present: **Ask participants to suggest possible essential questions for these understandings.** (Share with group).
5. Refer participants to *Essential Questions* on page 8 in the Participant’s Guide.

6. Present: **Let’s look at the information on page 8 in your Participants Guide.** Review the contents of the page. Work in small groups to discuss the essential questions that you identified as part of your homework. (Share with the group).

7. Discuss: **How could essential questions help you develop better assessments and instruction?** Possible answer: Assessments will answer essential questions and instruction will focus on essential questions.

8. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about developing essential questions.

**Identifying Skills and Knowledge (20 minutes)**

1. Refer participants to the diagram *GPS and the Backward Design Process* on page 9 in the Participant’s Guide. Present:

   - This diagram is a repeat of the one that you received on day one of the training.

   - You can see that we have been working on Stage 1, *Identify Desired Results*. What information from the GPS have we used so far to identify big ideas, enduring understandings, and essential questions? (The standard itself)

   - What additional information do we need to identify skills and knowledge? (The elements of the standard)

   - Why do we look at skills and knowledge only after identifying big ideas, enduring understandings, and essential questions? (to make sure that the skills and knowledge are directly supporting the enduring understandings of the standard)
2. Show Slide 14, *Skills and Knowledge* and ask participants to define the difference between skills and knowledge. (In a nutshell, knowledge is something you can *say*; a skill is something you can *do.*)

Refer participants to page 10 *Levels of Skills and Knowledge.*

Present: Let's discuss how using skills and ideas can lead to understandings.


Present: Let's look at the information on page 11 in your Participants Guide. Review the contents of the page. Work in small groups to discuss the skills and knowledge that you identified as part of your homework. (Share with the group).

4. Refer participants to the learning journal pages at the back of their Participant's Guides and ask them to write down reflections on what they have learned about developing essential questions.

Summary (15 minutes)

1. Present: We will review concepts and terms presented in day one and day two training.

2. Divide participants into two teams. Explain directions for the review game. Allow ten minutes for review game.

3. Transition: In the next section, we are going to basically repeat this unpacking process, but without all the extra discussion about the backward design process, and without the leader's direct guidance.

4. Show slide 16, *Essential Question 1.* Ask participants to consider this question and make notes in the Learning Journal at the back of their Participant's Guides.
Unpacking a Single Standard

Time 1 hour, 30 minutes

Overview In this section, participants will work in small groups to unpack a single standard, and then present their work to the large group, which will serve as a “critical friends” group and provide constructive feedback.

Objective ➢ Develop, for a given standard, the big ideas, enduring understandings, essential questions, and skills and knowledge (unpack the standard).

Activities ➢ Small Group Activity (45 minutes)
➢ Large Group Discussion (45 minutes)

Materials ➢ Chart paper
➢ Flipchart Markers
➢ Participant’s Guide
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
Small Group Activity (45 minutes)

Slide 17

5. Show slide 17, *Essential Question 2.* Present: **We are going to be exploring this question next.**

6. Ask participants to work in triads (preferably with others who are teaching the same subject/grade level as they are).

   *Trainer’s Note: If necessary, participants may work in pairs or groups of four; try to make sure that everyone has a suitable peer group (one in which they would be interested in looking at the same standards).*

7. Present: **Standards and elements should not be taught in isolation; however, we want to make sure that you get more comfortable with unpacking a standard before you tackle more than one. Therefore, you will start by working in small groups to unpack a single standard. In the next section, you’ll work on unpacking multiple standards for unit development.**

8. Assign each group to select one standard or set of related standards to analyze.

   PG-12

9. Refer participants to page 12 in their Participant’s Guide, *Unpacking a Standard.* Present: **This is a template that you can use for this activity. If you prefer to use scratch paper or another template, that’s fine, but it should have all the same components.**

10. Present: **You are going to have 45 minutes to complete this activity, but we are going to take a pause in the middle to share our thinking.**

11. Ask groups to begin working.

12. At a suitable time (about 20 or 25 minutes into the activity), ask participants to pause in their work.

13. Ask each group what work they’ve accomplished, what insights they’ve had, and what they’re struggling with. Ask other groups to provide constructive feedback.
Chart paper
Markers

14. At the end of 40 minutes, ask each group to work on summarizing their work into an easel chart. Also, ask them to create a list of questions based on feedback they’d like from the group, such as, “We are worried that this enduring understanding is too vague and not really targeted to the standard. What do you think?”

15. Allow five minutes for preparation.

**Large Group Discussion (45 minutes)**

1. Post all the easel charts that participants have presented, so that everyone can see everyone else’s work.

2. 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 give feedback.

   ➢ One group presents their unpacked standards.
   ➢ Observers from other groups ask clarifying questions.
   ➢ Presenting group asks observers questions about their work, such as, “We’d like your feedback on which of these essential questions you think are most critical for this standard.”
   ➢ Observers provide warm and cool feedback, while presenting group remains silent.
   ➢ Open discussion.

3. Transition: **Now that we’ve seen each other’s work on a single standard, let’s work in small groups on multiple standards.**
Unpacking Multiple Standards

Time
1 hour

Overview
In this section, participants will work in small groups to unpack multiple standards for a single unit, and then they will present their work to the large group, which will serve as a “critical friends” group and provide constructive feedback.

Objective
➢ Unpack multiple standards to create cohesive units of study.

Activities
➢ Small Group Activity (40 minutes)
➢ Large Group Discussion (20 minutes)

Materials
➢ Chart paper
➢ Flipchart Markers
➢ Participant's Guide
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
Small Group Activity (40 minutes)

1. Ask participants to work in the same groups as the previous exercise.

2. Present:
   - Around you, on these easel charts, you see several unpacked standards.
   - In the next exercise, I’d like you to complete Stage 1 of backward design (as shown on page 9 of your Participant’s Guide) for one unit of study. This may be a unit that students complete in one week or six weeks—whatever amount of time is appropriate.
   - Choose the standards that apply to your unit from those on these charts. You may also pull additional standards from the GPS as needed, even if they are from other subject areas.
   - Complete the unpacking process for all the standards as a cohesive group. You may pull from work that groups have already done.
   - Do not plan assessment and instruction yet; just complete Stage 1.

3. Refer participants to page 13 in their Participant's Guide, *Unpacking Multiple Standards*. Present: This is a template that you can use for this activity. If you prefer to use scratch paper or another template, that’s fine, but it should have all the same components.

4. Present: You are going to have 40 minutes to complete this activity.

5. Ask groups to begin working.

6. At the end of 35 minutes, ask each group to work on summarizing their work into an easel chart. Also, ask them to create a list of questions based on feedback they’d like from the group, such as, “We are worried that this enduring understanding is too vague and not really targeted to the standard. What do you think?”

7. Allow five minutes for preparation.
Large Group Discussion (20 minutes)

1. Post all the easel charts that participants have presented, so that everyone can see everyone else's work.

2. Ask each group to present stage 1 of their unit plan. Ask training participants to serve as a “Critical Friends” group, listening to each other's work and give feedback.

   ➢ One group presents their unpacked standards.
   ➢ Observers from other groups ask clarifying questions.
   ➢ Presenting group asks observers questions about their work, such as, “We'd like your feedback on which of these essential questions you think are most critical for these standards.”
   ➢ Observers provide warm and cool feedback, while presenting group remains silent.
   ➢ Open discussion.

Slide 18

3. Show slide 18, Essential Question 2, and ask participants to suggest answers to this question.

4. Transition: We hope that you will continue to work on unpacking standards after this session is over. For now, though, we are going to give you a preview of days three and four of training, which deal with assessment.
**Sample Task**

**Time**
45 minutes

**Overview**
Participants will review sample tasks for ELA K-3 GPS

**Objectives**
- Determine, for a given standard or standards possible sample tasks that can serve a dual purpose (assessment/activity)

**Activities**
- Jigsaw of sample ELA K-3 Task

**Materials**
- Sample Task Handout
Sample Task Activity (45 minutes)

1. Let’s discuss how tasks are relevant to standards and how they provide sample performances that demonstrate to teachers what students should know and be able to do.

2. Present: **Tasks may serve as activities and assessments that will help students achieve the learning goals of the standard.**

3. Have participants look at the sample task handout.

4. Divide the large group into four small groups. Assign each group a grade level task to review. (Share findings with group).

5. Transition: **Reviewing a sample task can help us see the need for knowing more about assessment before designing instructional tasks to meet student needs.**
## Summary and Follow Up Assignments

**Time**
30 minutes

**Overview**
Participants work on an action plan to unpack all the remaining standards and group them into units. As a summary activity,

**Objectives**
- Demonstrate how to lead the Professional Development process in a school.

**Activities**
- Action Planning (15 minutes)
- Follow-up Assignment (5 minutes)
- Summary (10 minutes)

**Materials**
- Chart paper
- Flipchart Markers
- Participant's Guide
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Dice (one pair per small group)
- Note paper
- Pens
Action Planning (15 minutes)

1. Present: On page 14 of your Participant's Guide, you’ll find an Action Plan template. This is for you to plan out your group work for completely unpacking all the standards into logical units. I’m going to allow you about 10 minutes to work on your plan now. Minimally, you should determine when and where you’ll meet next and what you hope to accomplish in that first meeting.

2. Allow ten minutes.

3. Ask groups to present their “next step.”

Follow Up Assignment (5 minutes)

1. Present: Your follow-up assignment will help prepare you for the next training session.

2. Refer participants to the follow-up assignment on page 15 in the Participant's Guides.

3. Explain:
   - As preparation for Day 3 of training and for your homework for Day 3, you are going to “put your heads together” and all that collective power to brainstorm ideas for assessments you could employ to measure the extent to which students know and are able to do what the standards you unpacked earlier today specify. Your assessments should directly connect to the standard and the elements.

4. Ask one or two participants to state their understanding of the follow-up assignment.
Summary (10 minutes)

Easel chart, markers

1. Ask the group to generate six statements about things they have learned in the workshop. These can be a one-sentence summary, a truism, or a piece of sage advice. Post the statements on a flipchart and number them one through six.

2. Show slide 19, Summary Activity.

3. Ask participants to work in table teams.
   - Each team takes a turn rolling two dice.
   - The first die indicates the number of one of the phrases on the slide (a catalyst).
   - The second die indicates one of the statements that summarize the workshop (from the list generated by the whole group).
   - The catalyst then tells how the second statement must be altered to make a new statement.

4. Explain to the participants that, if they roll a 1 with the first die, they are to write a new statement that “is similar to” the statement indicated by the second die. If the first roll is a 4, the new statement will be “a potential problem for” the statement that corresponds to the second die.
   - For example, in a workshop on improving supervisory skills for managers, 3 and 2 are rolled on the dice. The first die, 3, indicates the catalyst “Is a logical extension of…” Let’s say 2, the second die, indicates a predetermined statement like “Essential questions provide a focus for inquiry.” Teams must write a statement that is a logical extension of the statement about essential questions. One team might write, “The essential questions are helpful in focusing inquiry only if they are open-ended generalizations.” A role of 5 and 2 might produce “Putting the essential questions in student-friendly language is essential for insuring that students understand the expectations.”

5. Give teams about three minutes to write their new statement then take turns sharing.

6. Repeat as time allows.
## 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>


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**Cards for Matching Activity**

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**Content Standards**

These state the purpose and direction the content is to take, and are generally followed by elements. They define what students are expected to know, understand, and be able to do.

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**Elements**

These are part of the content standards that identify specific learning goals associated with the standard.
Performance Standards

They define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. Georgia’s are composed of four components: content standards, tasks, student work, and teacher commentary.

Student Work

Examples of these are included in the GPS to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standard “looks like.”
Tasks

Keyed to the relevant standards, these provide a sample performance that demonstrates to teachers what students should know and be able to do during or by the end of the course. Some can serve as activities that will help students achieve the learning goals of the standard, while others can be used to assess student learning; many serve both purposes. Although the Georgia Performance Standards include these, teachers may develop their own.

Teacher Commentary

This is meant to open the pathways of communication between students and the classroom teacher as well as within faculty in order to ensure consistency within assessment and expectations. It shows students why they did or did not meet a standard and enables them to take ownership of their own learning.
Enduring Understandings

Stated as full-sentence statements, these specify what we want students to come to understand about the big ideas.

Big Ideas

These abstractions provide a “conceptual lens” for organizing content and connecting important facts, skills, and actions. They are derived directly from the standard.
Essential Questions

These open-ended provocative questions are designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content.

Skills and Knowledge Statements

These are the more discrete objectives that we want students to know and be able to do. They are derived from the essential questions and from the elements of the standard.
Stage One in Backward Design

Identify Desired Results: (Big Ideas) → Enduring Understandings → Essential Questions → Skills and Knowledge

Stage Two in Backward Design

Determine Acceptable Evidence (Design Balanced Assessments)

(To assess student progress toward desired results)
Stage Three in Backward Design

Plan Learning Experiences and Instruction
(to support student success on assessments, leading to desired results)