

# Unpacking Standards for Purposeful Planning & Linking Learning



**Karen Bailey**  
**February 2010**  
**MAC**

# Our Learning Targets

Together we'll explore:

- The fundamental challenge facing both educators and students in the standards-based classroom.

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Together we'll explore:

- The rationale for turning standards into teachable learning targets and for purposeful planning.

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Together we'll explore:

- The strategies for duplicating the step by step process for unpacking standards for improved student learning.

# The Empty Chair



Not everything that is faced can be changed, but  
nothing can be changed until it is faced.

James Baldwin



# Standards-based Education

## Standards-based education:

- Compares students against standards rather than students against students.

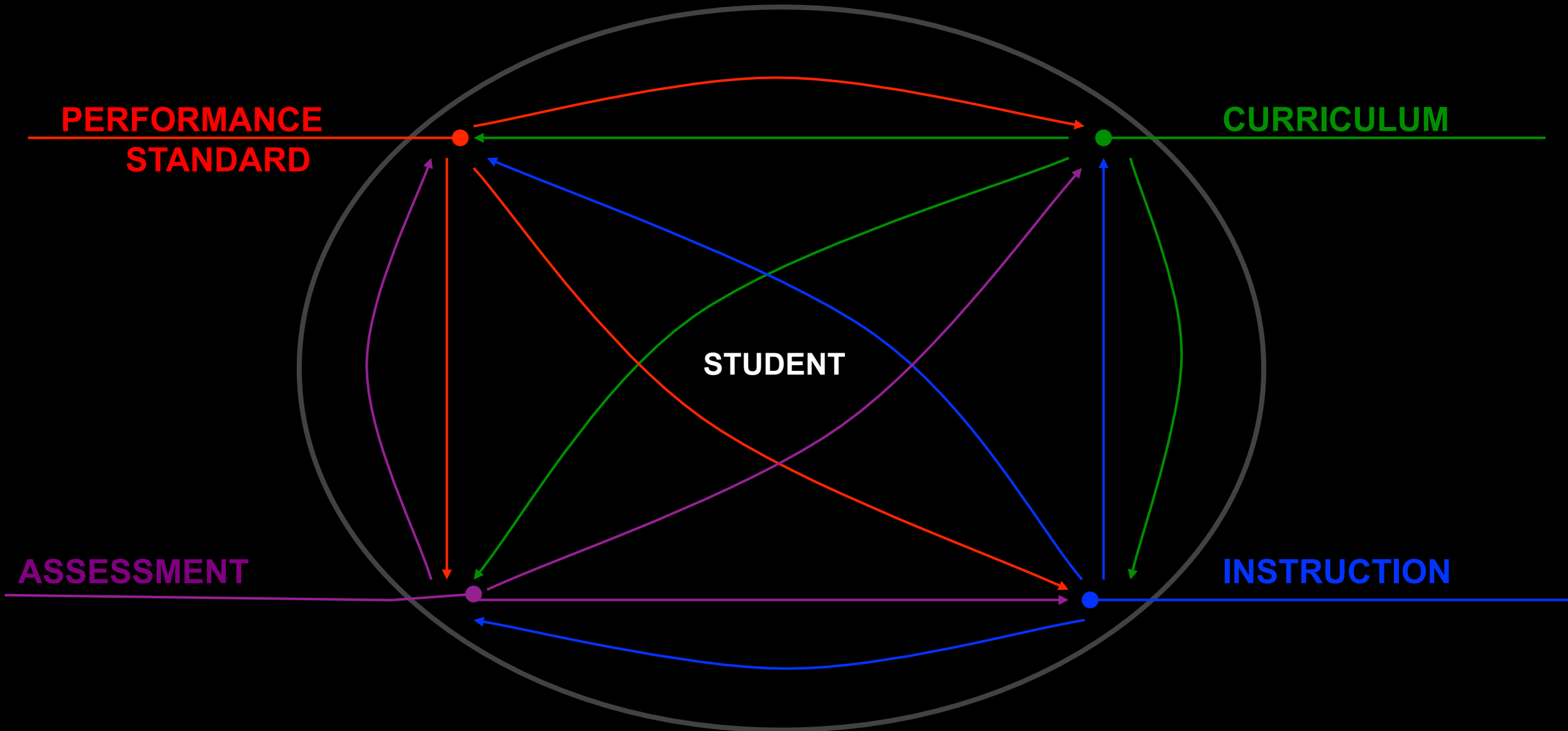
# Standards-based Education

## Standards-based education:

- Makes possible the idea that **all** students can receive an equal opportunity to learn.



# Standards-Based Classroom



# Challenges

Before instruction and assessments can be developed educators need a clear understanding of **what the standards look like in student work** and what measurable learning targets are required for students to achieve mastery.

# Content Standards

## Mathematics: Data Analysis, Probability, and Statistics

Draw inferences, construct, & evaluate arguments based on data analysis and measures of central tendency.

# Improving Student Achievement

When students are **involved** in the assessment process they are required to **think** about their own learning, **articulate** what they understand and what they still need to learn — and achievement improves.

(Black and Wiliam, 1998; Sternberg, 1996; Young, 2000)

# Standards and Targets

In order to fully utilize the standards, Educators must be able to answer the following questions:

- What does the standard look like in student work?

# Standards and Targets

In order to fully utilize the standards, Educators must be able to answer the following questions:

- What are the imbedded learning targets for which I must plan?

# Standards and Targets

In order to fully utilize the standards, Educators must be able to answer the following questions:

- Are the targets found in our maps and assessments?

# What Are the Learning Targets?

A learning target is any achievement expectation we have for students *on the path* toward mastery of a standard.



# What Are the Learning Targets?

It clearly states what we want the students **to learn** and should be understood by teachers and students.

Learning targets should be **formatively assessed** to monitor progress toward a standard.

# Is This a Target?

What do you think?

- Complete a senior project
- Build a bird feeder
- Analyze a state report
- Accurately use a microscope



# Is This a Target ?

What do you think?

- Decimals
- Page 152 in the book
- Go on a “decimal hunt”
- Correctly read decimals and put them in numerical order



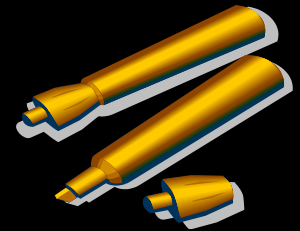
# Where Do We Begin?

Improving student achievement through the understanding of unpacked standards begins when PLCs examine their standards for **common understanding, deeper meaning, and stronger application.**

# Unpacking Standards for Purposeful Planning

1. As a team, identify the skills/verbs in the standard.

(Tip: Use a highlighter and find similar verbs —  
are they really the same?)



# Common Verbs in Standards

Describe

Explain

Identify

Illustrate

Trace

Compare

Contrast

Predict

Apply

Sort

Justify

Analyze

Evaluate

Discuss

Define

List

Distinguish

Conclude

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Discuss

Define

List

Distinguish

Conclude

## Unpacking (Continued)

2. Using a dictionary as a starting point, first define the skills/verbs for educators.

Remember to ask yourselves “What does this look like in student work?”



| Skill/Verb | Definition   | Student-Friendly Language |
|------------|--|---------------------------|
| Predict    | To make a statement that something will happen in the future |                           |

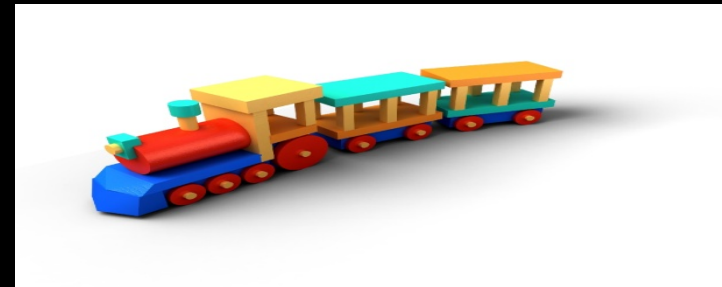
## Unpacking (Continued)

3. Define the verb for students by rewriting it in student-friendly language.

(Tip: Try to define verbs in the same way within a grade level and content area.)

## Unpacking (Continued)

4. Rewrite the standards as an “**I can**” (or “**I am learning to**”) statement. Be sure it is in terms that students will understand.



| Skill/Verb | Definition   | Student-Friendly Language  |
|------------|--|--|
| Predict    | To make a statement that something will happen in the future | <b>I can</b> predict from information in the text.<br><br>This means that <b>I can</b> use info I read to make a statement about what will happen in the future. |

## Unpacking (Continued)

5. Duplicate this process for content. Define for teachers first and then, when needed, rewrite the definition in student-friendly specifics.



| Content          | Definition/<br>Clarification | Student-Friendly<br>Specifics                                |
|------------------|------------------------------|--|
| Counting Numbers | a.k.a. Natural<br>Numbers    | The numbers used to<br>count beginning with<br>the number 1. |

| Content         | Definition/<br>Clarification   | Student-Friendly<br>Specifics |
|-----------------|--|-------------------------------|
| Fictional texts | <u>Charlotte's Web</u><br><br><u>Shiloh</u><br><br><u>Ramona Forever</u> |                               |

## Unpacking (Continued)

6. Share unpacked version with grade level and/or content area colleagues and **refine it as needed**.  
Next, have it reviewed as part of the **K-12 alignment process**.



# Unpacking Considerations

As districts/schools begin the unpacking process, be sure to consider the following:

- K-12 alignment
- **curricular impact**
- resource allocations
- **assessment implications**

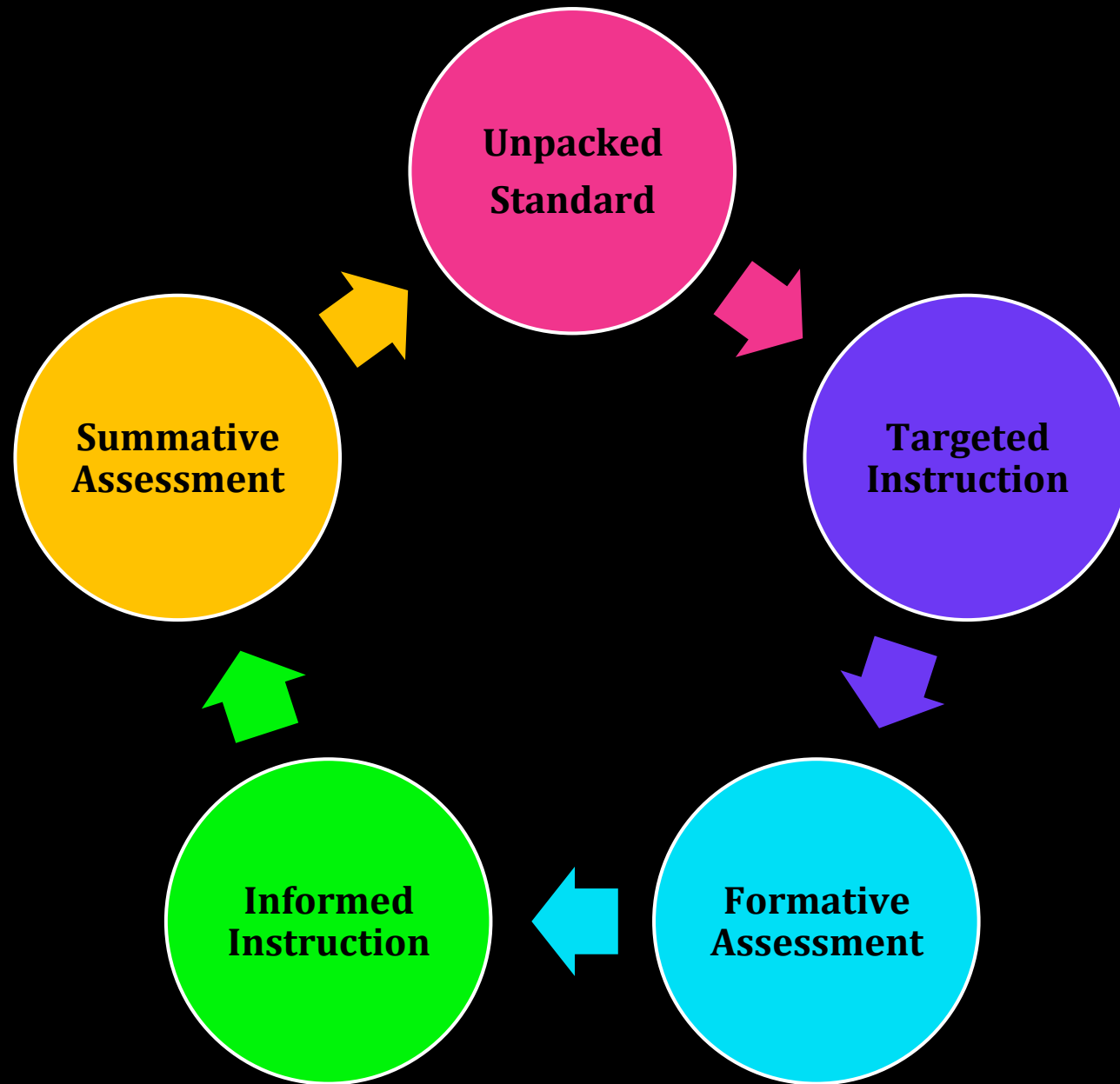


# So I've Unpacked...Now What?

What is the impact of an unpacked standard on:

- Teachers
- Leaders
- Students





# Reflection

How will these insights **impact** purposeful instructional planning, assessment , and student achievement?

How can you be a **support** for your colleagues in this process?

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Thank you for attending.

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