

Unit Study Co-Lab



Grade/Subject	K-5 Math	Length	45 minutes
Driving Questions	How is our unit designed ? How do the tasks progress in the unit to guide students towards mastery of the focal standard(s)?		
Objectives	Understand the progression of the unit . Identify how the tasks and/or assessments build throughout the unit.		
Framing	In this Co-Lab, teacher teams will be looking at an upcoming unit or one grade level's unit (your choice). Teacher teams will do the math of the formative assessments, explore how the assessments build as the unit progresses, and discuss the value of studying a unit. <i>As a team lead, you will need to determine if your teacher teams will most benefit from looking at ONE grade level's unit (i.e., Grade K Unit on Shapes and Shares) OR each grade-level teacher's upcoming unit in advance.</i>		
Resources	Co-Lab Intranet Page , Unit Assessment and Formative Lessons/Tasks/Activities , Co-Lab Feedback Survey , Skyline Professional Learning , Unit Study Co-Lab with Exemplar Responses		
Practice Shift	<i>To be filled out by the team lead.</i>		
Connections to CIWP/Team Goals	<i>To be filled out by the team lead, noting how this Co-Lab is connected to the school's or team's goals.</i>		
Team Collaboration Focus	<i>To be filled out by the team lead. Note that each meeting should not just dive into knowledge and skills but should support the team's cultivation of their culture.</i>		
Quarter 1 Suggested Implementation Timeline	BOY Course Study	★ Unit Study	Lesson Study
			Data Study (lesson or unit level)

Agenda

Title/Time	Topic (what)
Welcome & Build Community 5 min	Option: What math game did you play with your students this week that brought you joy?
Set Purpose & Connect to Previous Work 3 min	Say: In our previous meetings, we gathered student perspective data, identified a practice shift, and looked at our math course for the year. Today, we will continue to build on those ideas through examining the design of the unit we will be teaching. Sample Focal Unit: Grade 3, Unit 4 - Determining Sums and Differences

Launch: Do the Math 10 min	Say: First, we will start by solving the problems in all of the formative assessments to determine which standards are being assessed and the skills necessary to demonstrate understanding and mastery of those standards. <i>Facilitation Note: You will have determined in advance if your team will examine ONE unit together or if each teacher will examine their own upcoming unit. You may want to have each of the tasks printed for team members so they don't need to toggle between multiple digital documents.</i> Say: The formative assessments we reviewed in our launch represent key points in student learning throughout this unit. Now, take a couple of minutes to capture your reflections on this Unit Flow Table about the formative assessments that you just solved.
Explore: Unit Flow 20 min	Say: For each of the formative assessments, discuss the questions from the Unit Flow Table in partners. Be sure to discuss the assessments in the order that students will encounter them. 1. What standards (or portion of a standard) are assessed? 2. What skills do students need to be successful on this assessment? 3. How does this assessment build on the previous assessments? Say: Now, we will take turns presenting what our formative assessments are about and what the purpose, or story, of the unit is. What is the progression of skills? What is the purpose, or story, of this unit? (Teachers share out whole group.) Say: Next, we will all take a quick glance at our Unit Plan for the grade level you teach. Take the next 5 minutes over-viewing the Unit Plan independently. (Teachers read the overview of the Unit Plan.) Now, I want you to go back to your idea of the story of the unit. Refine your story of the unit now that you have taken a glance at the unit plan. Have each teacher present the learning progression of their formative assessments and the story of the unit.
Discuss: Planning & Reflecting 5 min	Facilitation Note: Due to time constraints, choose which questions to discuss. • While maintaining the rigor of the grade-level standard, how will we support student mastery without over-remediating? • What part of this unit would you want to look into further/interests you the most? • What was the value of looking at this unit study through the lens of the formative assessments? • How can this help prepare you to teach this upcoming unit?
Closing & Next Steps (optional)	Say: You may want to use the same Unit Study Protocol as you unpack other units either individually or as a teacher team. In our next meeting, we will be looking deeply at a lesson in an upcoming unit. Feedback: Your feedback on this Co-Lab is valued. Please let us know your thoughts here!

Unit Flow Table

Use the table below to capture your thinking about the progression of this unit.

Suggested Formative Tasks

Formative Assessment (Options: Quizzes, Exit Tickets, Checks for Understanding)	What do you notice?	What standards (or portion of a standard) are assessed?	What skills do students need to be successful on this assessment?	How does this assessment build on the previous assessment(s)?
				N/A

In your own words, jot down what the **story of the unit** is:
