Small Group Sessions

Small Group 1 Prioritizing Standards: If you choose to work in this small group, please utilize the resources below and answer the guiding questions below.

Articles:
- [Prioritizing Standards Using R.E.A.L. Criteria](#) (Solution Tree)
- [The Power of Focus](#) (Ainsworth)
- [Identifying Essential Content](#) (Marzano)

Templates:
- [Unpacking standards template](#)

Sample Process:
- [District made video of the R.E.A.L. Criteria process](#)

Guiding questions:

Have you personally used this process or similar processes before? What additional information might you need?

How might you utilize this with your teachers? Smaller content-focused groups, grade band groups? What would you expect from teachers during this process? How would you support teachers who have not seen their standards in the last year or even 5 years?

Small group 2 exploration of statewide model competencies: If you choose to work in this group, ideally you have already done work on unpacking and prioritizing standards. This group has a goal of thinking about approaches to utilize that work in understanding and prioritizing standards to create sets of competencies which might be content-specific or cross-cutting.

[NH Approach: State Model Competencies (by subject area)](#)

[SC Approach: State Compencies rooted in Profile of a Graduate work](#)

Guiding questions:

Which approach is more similar to what you currently have within your school? What evidence do you have to support this (are there content groups or PLCs that work on creating learning activities directly tied to particular standards or prioritized standards for example)?

For both approaches: What might the benefits be to this approach? How might you structure PL for this approach? Are there drawbacks in this approach that teachers might push back on?

Small group 3 initial self-assessment on building competencies: If you choose to work in this group, you must have done work on unpacking and prioritizing standards (with evidence) to support your self-reflection using the tools from Hess et al. (2020).

[Tool 1: Learning Pathway assessment Hess et al. (2020)](#)

Please take notes on your self-assessment with this tool either on paper or using technology.

Guiding Questions:

After completing the self-assessment, which focus area (on the left column) is your strength, which is your weakness? Are there professional learning experiences that might support growth in multiple areas? Note that this is tool 1D, there are other tools from Hess et al. (2020) that we will consider later, but for now, what else would you want to self-assess besides learning pathways?