Q G E TO Z Z

Leading Learning

In order to be home of the most inspired students served by the most empowered leaders, Georgetown ISD strives to be a learning organization in which our core business is to design engaging academic work for students and to lead them to success in that work through growth in the Learner Profile.



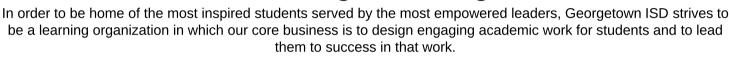
Students are engaged when they are attentive, persistent, and committed, when they find value and meaning in the work, and when they learn what they are expected to learn.

Picture If you've taught this unit before Gather and review the ent and Substance, Determine Pictu Success and Assessment Criteria) EXPLORE Answer the following questions: following documents: Web and A. What are the content, cognitive demand, and transfer skills A. Learner Profile Analyze The Outcomes Be (application of learning) expected of students? (Unpacking the B. Unpacked HPLS with Unit HPLS) and how will I/they know if they met this expectation sure Picture of Success (Picture of Success)? (Curriculum) B. What Learner Profile attributes do I want to grow in my students and to seek coaching C. Spec Sheet bo Are you getting the how will I/they know if they grew? D. Relevant Data (CBA, results you want with LP DENTIFY C. Which parts of this unit are difficult for me to teach and/or difficult for attainment, engagement, common formative my students to learn? and the students learning assessments, universal what they need to learn D. What will my students be accountable for in this unit? (CBA) screener, etc.) Content with this current unit E. How does data inform current student learning needs? ot plan? Use these toat any Step 4: Planning and Putting it In recognition of your "who" (Spec Sheet), Considering Design Qualities 5-10 CREATE Design **Design Qualities Side 2 Question for ALL Units:** consider: point in Plan the A. Content & Substance (includes differentiation of content) E. Protection from Adverse Consequences Unit : Analyzing De Qualities 1-4 B. Product Focus (includes differentiation of product) F. Affiliation (includes differentiation of environment) all Together (Resources. C. Organization of Knowledge (includes differentiation of G. Affirmation Qualities Timeline, the process; could be a time to consider PBL, Blended learning, Logistics) H. Choice (includes differentiation of content, product 8 with your interdisciplinary units, Service Learning, etc.) DEATE and/or process) process design in Step 2: D. Clear and Compelling Product Standards (includes I. Novelty/Variety (includes differentiation of Step 3: mind differentiation of content, product and/or process) environment) J. Authenticity to challenge your thinking p 6: Reflecting and Assessing Student Learning, Engagement and Learner Profile Growth 5: Implementing the Plan and justing Based on Formative & **EVALUATE** Collect & Review Evidence DURING instruction Reflect on the following AFTER the unit: Evidence of learning--Did ALL students achieve the I. Evidence of learning--Are my students learning what they intended Picture of Success? are expected to learn? II. Evidence of engagement--What reflections do I have A. If yes, what do they need to learn next? How can I about my student's engagement? enrich the learning? III. Evidence of Learner Profile growth--Did ALL students B. If no, what interventions or remediation do I need to **IMPLEMENT** grow in my targeted Learner Profile attribute? apply? II. Evidence of engagement III. Evidence of Learner Profile growth Use this information as you consider future learning-Step 5 Adjust as Needed

Be sure ਰ seek coaching at any point in the process ರ challenge your thinking

8 **EVALUATE**

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EXPLORE

8

IDENTIFY

What do I know about my students? [Relationships] What are my students expected to learn? [Learning & Learner Profile]

CREATE Bo **IDEATE**

How can I design work that is more engaging so my students will learn what they are expected to learn?

[Design & Engagement]

IMPLEMENT

I. Evidence of learning--Did ALL students achieve the intended Picture of Success? II. Evidence of engagement--What reflections do I have about my student's engagement? III. Evidence of Learner Profile growth--Did ALL students grow in my targeted Learner Profile attribute?

[Relationships, Learning, Learner Profile, Design & Engagement]