

Learn it together. Build it better.

Asynchronous professional learning your curriculum team takes together, applied to the work already on their desks.

The screenshot shows the 'My Learning' dashboard for the 'Grade 6 Science Team'. At the top, there's a navigation bar with 'pd' logo and links for 'My Learning', 'Cohorts', 'Catalog', 'My progress', and 'Profile'. Below this, a section titled 'Your team: Grade 6 Science Team' displays progress bars for team members: Jordan Ellis (18% of the course - Active 4 minutes ago), Maya Chen (you) (18% of the course - Active 4 minutes ago), and Priya Ra (17% of the course). The main section is titled 'My Learning' with the subtitle 'Pick up where you left off and see what you have finished.' Below this, a 'This week' section shows the 'Northwind Learning curriculum team, Fall 2026'. It includes a button for 'Our unit: Ecosystems unit revision' and a note about the 'Next stage: Module 3: Prompt Engineering' opening on Oct 26. A table follows with two columns: 'Current milestones' and 'Next live session'. The 'Current milestones' column lists 'Curriculum Design Foundations' and 'Module 2: Curriculum Design Foundations' (due Oct 23, 2026). The 'Next live session' column lists 'Week 3 team huddle: standards to goals' (Oct 22, 2026, 4:00 PM America/Chicago) with a preparation note: 'Prepare: Bring one standard your team is unpacking for a current project.' and a 'Join session' button. On the far right, a partial view of another table shows 'Due in' and 'Curricu' columns.

Current milestones	Next live session
Curriculum Design Foundations	Week 3 team huddle: standards to goals
<u>Module 2: Curriculum Design Foundations</u> Due Oct 23, 2026	Oct 22, 2026, 4:00 PM America/Chicago Prepare: Bring one standard your team is unpacking for a current project. Join session

Built for teams that learn on different schedules

Built in-house by curriculum
developers and directors.

01

Stay connected

Shared pacing, team presence, and private lesson discussions.

02

Apply to real work

Teams use each module on the projects already on their desks.

03

See progress

Leaders get clear statuses and counts while private work stays private.

Each module moves a team from learning to a **revised product**

01

Learn

A shared weekly pathway. Modules open on schedule.

02

Discuss

Private team discussion below each lesson.

03

Apply

One shared draft on a project already on their desks.

04

Review

Warm and Cool feedback from other teams.

05

Revise

Facilitators score and request revisions. Every version is saved.

LEADER INSIGHTS

Progress by week, submissions and revisions, peer reviews completed, and discussion participation.

Your team stays **connected**, even on different schedules

Every learner opens to their team: who is on it, how far each person is, and when they were last active.



[My Learning](#)[Cohorts](#)[Catalog](#)[My progress](#)[Profile](#)

 [Sign out](#)

 **Your team: Grade 6 Science Team**[Our unit](#)

 **Jordan Ellis**

18% of the course · Active 4 minutes ago

 **Maya Chen (you)**

18% of the course · Active 4 minutes ago

 **Priya Raman**

17% of the course · Active 4 minutes ago

My Learning

Pick up where you left off and see what you have finished.

 **This week**

Northwind Learning curriculum team, Fall 2026

Our unit: Ecosystems unit revision

 **Next stage: Module 3: Prompt Engineering.** Opens on Oct 26 (America/Chicago).

Current milestones
Curriculum Design Foundations
[Module 2: Curriculum Design Foundations](#)
Due Oct 23, 2026

Next live session
Week 3 team huddle: standards to goals
Oct 22, 2026, 4:00 PM
America/Chicago
Prepare: Bring one standard your team is unpacking for a current project.

Join session

Due in the next 7 days
Curriculum Design Foundations
[Module 2: Curriculum Design Foundations](#)
Due Oct 23, 2026

 **Have a seat code?**
Your district, school or organization may have given you a code. Enter it to add your seat.

XXXX-XXXX-XXXX-XXXX

Redeem

Completed

READING

Success criteria

Your submission meets the bar when it:

- Places at least two ideas in each unique region
- Names at least two ideas shared by all three
- Uses your own words, not copied definitions

Completed

DISCUSSION

☐ Submit your Venn Diagram: Compare and Contrast work. Paste a share link to your completed document, then add two or three sentences on the most important revision you made.

Visible to your cohort

Your response is posted Thanks for replying to colleagues

Maya Chen 6 minutes ago

For our ecosystems unit, we realized half our lessons start from a cool activity, not the standard. Backward design flips that. This week we are rewriting the Stage 1 goals first and only keeping activities that serve them.

[Reply](#) [Edit](#) [Delete](#)

Jordan Ellis 6 minutes ago

Agree. When I tried this on Lesson 4, the food web activity still fits, but the exit ticket did not measure the goal at all. Rewriting it now.

Priya Raman 6 minutes ago

Maya, can we use the unpacked standard from Monday as our shared starting point? I added it to our team draft.

Dana Whitfield Facilitator 6 minutes ago

Great connections across both teams. Keep naming the specific project you are applying this to, it makes the feedback in week 5 much stronger.

04 • CONNECTED

Private team discussions inside every lesson

Discussions sit below the lesson content and are visible only to your cohort. Facilitators join the conversation.

Apply the learning to **real projects**, together

Teams apply each module to a project they are working on now, in one shared draft with “last edited by” tracking.

The screenshot displays a web interface for a learning management system. At the top, a navigation bar includes a logo, links for 'My Learning', 'Cohorts' (highlighted), 'Catalog', 'My progress', and 'Profile', along with a notification bell and a 'Sign out' link. Below the navigation bar, a breadcrumb trail reads 'Back to My cohorts'. The main heading is 'Our unit: Ecosystems unit revision', with a sub-header 'Pod: Grade 6 Science Team'. A 'Cohort gallery' button is visible. The section 'Your team: Grade 6 Science Team' lists three members: Jordan Ellis (18% of the course, Active 5 minutes ago), Maya Chen (you) (18% of the course, Active 5 minutes ago), and Priya Raman (17% of the course, Active 5 minutes ago). A 'Next stage: Module 3: Prompt Engineering. Opens on Oct 26 (America/Chicago).' is indicated. The 'Unit details' section prompts the user to name the project and describe it in a few sentences. A text box contains 'Ecosystems unit revision'. The 'Pod members' list includes Maya Chen, Jordan Ellis, and Priya Raman. The 'Summary' section prompts the user to describe the project, with a text box containing 'Revising our spring Grade 6 ecosystems unit so every lesson traces back to MS-LS2 standards before it ships to districts.'

pd My Learning Cohorts Catalog My progress Profile

Back to My cohorts

Our unit: Ecosystems unit revision

Pod: Grade 6 Science Team

Cohort gallery

Your team: Grade 6 Science Team [Our unit](#)

Jordan Ellis 18% of the course · Active 5 minutes ago

Maya Chen (you) 18% of the course · Active 5 minutes ago

Priya Raman 17% of the course · Active 5 minutes ago

Next stage: Module 3: Prompt Engineering. Opens on Oct 26 (America/Chicago).

Unit details

Name the project your team is applying this course to, then describe it in a few sentences. Teammates working at different times will see this first.

Project or unit title

Ecosystems unit revision

Pod members

Maya Chen
Jordan Ellis
Priya Raman

Summary

Who it is for, what learners should understand, and where your team is in the work.

Revising our spring Grade 6 ecosystems unit so every lesson traces back to MS-LS2 standards before it ships to districts.

Shared draft

Last edited by Priya Raman at 10/19/2026, 1:21:08 PM

Curriculum draft

Project: Grade 6 ecosystems unit (spring release)

Standard: MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Desired results (AI draft, revised by our team):

1. Students will explain how energy moves through a local food web using a model they build.
2. Students will predict what happens to an ecosystem when one population changes.

What we changed from the AI draft: removed two goals that were activities, not understandings, and added local examples from our district field site.

Revision in progress (Priya): goal 2 evidence will be a before-and-after population model with a written prediction.

Links (one per line)

<https://docs.google.com/document/d/unpacked-standard>

Version note (optional)

Save draft

Submit version

Peer feedback

ELA Assessment Team · Version 2

Alignment to standards: 3/4

Assessment evidence: 3/4

Responsible AI use: 3/4

Warm feedback

Using a local field site makes this unit feel real for students, and your notes on what you removed from the AI draft show a careful audit. Goal 1 is clear and measurable with the model students build.

Cool feedback

Goal 2 asks students to predict change, but the evidence could be stronger. Would a short written prediction plus a revised model show both the reasoning and the understanding you want?

Rate this review

How useful was it? (1 to 5)

06 · FEEDBACK

Structured peer feedback between teams

Teams review each other's work with a shared rubric plus Warm and Cool feedback.

Four groups share one course

01

Your team

Moves through the pathway together, discusses, drafts, and revises on a shared project.

02

Other teams

Review each other's work with a shared rubric plus Warm and Cool feedback.

03

Facilitators

Join discussions, score submissions against the rubric, and request revisions.

04

Leaders

See statuses and counts. Teammates' private work stays private.

Bring your curriculum team together

A shared course, private team spaces, real feedback, and progress you can see.

NACDPD.ORG

