SFDR-CISD Planning Protocol STAAR EOC

1	District Planning Documents & STAAR	**Utilize the District Planning Documents and TEA STAAR Assessed Curriculum:** • Identify TEKS eligible for assessment • Analyze the 2017 TEKS Student Expectation • Identify the number of questions per Reporting Category *(TEA Blueprint)*

- What is the academic vocabulary used to meet the SE on question stems and answer choices?
- How many times was the TEKS assessed?
- How was the TEKS asked?
- What TEKS are assessed this school year?
- How did my current students score on specific TEKS the previous year?
- How have other teachers who are more successful taught this TEKS?
- Where do my students data need to be by the end of the year?
- Does the roadmap and lead4ward Snapshot align?

2	Scope and Sequence Side by Side TEKS Guide ELPS	**Utilize the Unit Scope and Sequence to:** • Determine the TEKS eligible for assessment that will be taught and the suggested time for instructional delivery. • To develop a logical sequence and time frame for teaching • Make adjustments to the roadmap (based on campus calendar) **Utilizing the Side by Side TEKS Guide:** • To analyze the cognitive and content change. **Understand that Language Objectives (ELPS) correspond to Learning Targets:** • Must be implemented as an integral part of the lesson • Important for ALL learners

- How much time do we need to focus on a specific TEKS?
- Do we need to adjust the Road Map pacing?
- What is the cognitive change in the TEKS?
- How do we support ELs using our ELPS and PLDS?
- What gaps do we need to fill?
- How do the new TEKS compare to the old TEKS?

3	www.teksguide.org	**Utilize www.teksguide.org to:** • Explore the TEKS Overview to determine how to assess proficiency of the Student Expectation. • To review Vertical Alignment to understand grade level expectations. • Review SE Specific and Related. Resources • Review correlated TEKS video , if available **Identify the Learning Target for each concept:** • Write a learning target in *student friendly language* to meet 2017 Student Expectation. • Identify/create the Language Objective (ELPS) that correlates with each concept.

- How is the TEKS assessed?
- Does everyone have a clear understanding of the SE?
- What information does the TEKS Overview video offered?
- How did the video help me in the understanding of the SE?
- Does the current learning target align with the SE?
- How do we assess SE proficiency?
- Is our lesson aligned to the updated SE?

4	Instructional Planning & Resources	**Develop lessons that include:** • TEKS that will be taught and tested (Planning Protocol Steps 1-3) • A variety of short, frequent formative assessments • The components of bell to bell instruction for 90 min. ELa Block • Strategies and guiding questions that promote critical thinking and student engagement **Resources:** • Utilize ELA Adoption

- How can we check for understanding continuously?
- How can use the new ELA adoption to teach this lesson?
- How does the assessed curriculum affect our resource options?
- How can make the resources more engaging?
- What is our end goal?
- How are we going to reach our end goal?
- How can we align outside resources to meet the TEKS requirements?
- How can we make it more student centered/teacher facilitated?

5	Support all Learners	**Plan for Differentiation by:** • Determining difficulties students may have and plan strategically to successfully meet individual student needs. • Utilizing accessibility features and designated supports as allowed. • Determing how students will be grouped for instruction based on student performance data.

- How does this lesson support/differentiate for all our special population groups? 504/GT/Sped/EL/General Ed
- How can we keep ALL our learners ACTIVELY engaged?
- How do we determine small groups based on data?
- Am I allowing opportunities to reteach?
- Why is it necessary to engage ALL special populations?
- Is differentiation for GT more rigorous not harder?
- How can we clean our data?
- Does my small group scheduling help to meet the NEEDS of all my students? How can I adjust?