About the Field Guide

What are Field Guides?

Field Guides for Teachers succinctly organize the information teachers and PLCs need to effectively plan meaningful instruction for students by:

- Connecting TEA standards to the curriculum
- Providing relevant context that shows how each Student Expectation fits into the big picture, as well as the specifics that inform instruction
- Building content knowledge with explanations, stimulus identification, and essential vocabulary
- Making connections to instructional implications
- Looking at "interesting items" from previous released tests to provide insight into the types of mistakes students make

When to Use the Field Guides

- The team needs a guided conversation (desired state)
- Longitudinal data about a concept shows opportunities for growth (the data isn't good)
- The PLC is stuck (a good team has exhausted what it knows)
- The team or teacher is new to the grade level or new to the profession
- A team or teacher needs support in understanding the roles standards play in instruction

Kick-Start the Discussion and Prepare for Instruction

Scaffold

- Is this the first time the concept is being introduced?
- How does the concept change in rigor from last year to this year?
- How might we assess students to determine where to begin instruction?
- How are we going to make connections to what was learned in an earlier grade or earlier in the year?

Content Builder

- How many parts does this standard have?
- Which of the parts are new to your team or to the students?
- How many different question types could be generated from this student expectation?
- How will we support those scenarios in instruction?

Instructional Implications

- In designing instruction, what should the PLC consider?
- Which of these implications might students struggle with?
- Is there content where we, as teachers, might need a refresher?

Learning from Mistakes

- How do these common mistakes inform instruction?
- In addition to these common errors that students make in learning, what else have you observed?
- What misconceptions do students have?
- How can we use this information to pre-teach or proactively address what is likely to emerge?

Stimulus

- Which visuals are typically used to develop understanding of this concept?
- Which visuals help students access content and transfer learning?
- How can we vary the visuals to teach this concept in more than one way?

Item Types

• How do we ensure students can show what they know in more than one way?

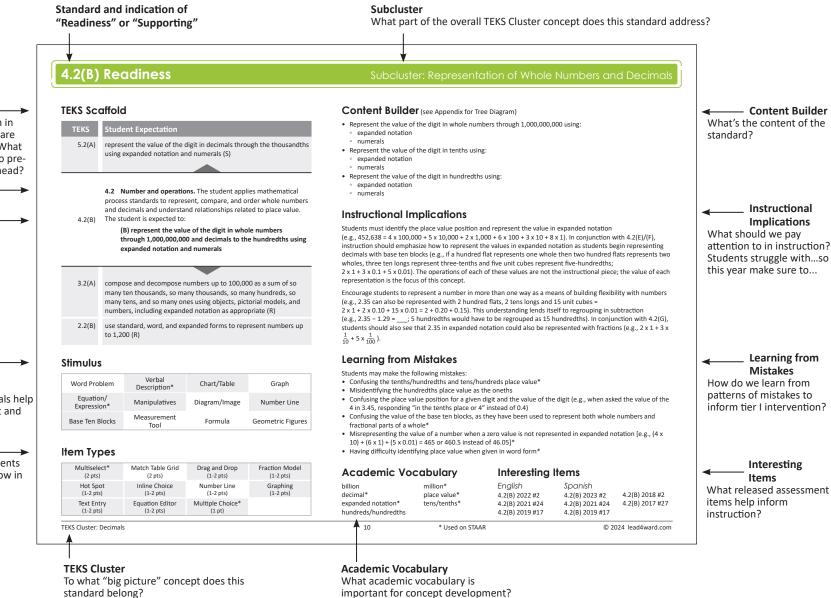
Academic Vocabulary

- What academic vocabulary is important for concept development?
- Do students (or any particular group of students) struggle with these terms? Why?
- How will you use these terms during instruction to reinforce the context in which these words occur?

Interesting Items

• How do these particular released test assessment items inform instruction?

How to Read Readiness Standards Analysis Pages



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TEKS Scaffold

What did students learn in previous grades to prepare them for this content? What do they need to know to prepare them for what's ahead?

Knowledge and **Skills Statement**

Student Expectation

Stimulus

What visuals have been assessed, but more importantly, which visuals help students access content and transfer learning?

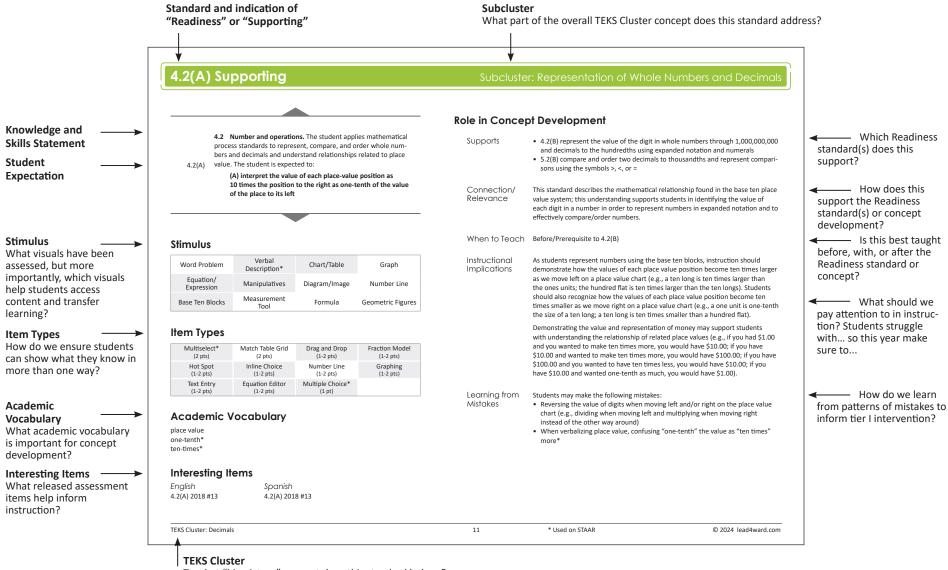
Item Types

How do we ensure students can show what they know in more than one way?

standard belong?

What released assessment

How to Read Supporting Standards Analysis Pages



To what "big picture" concept does this standard belong?