

Bucket Analogy

- Representatives from each grade band are responsible for filling each grade level or course with appropriate knowledge and skills.
- Volunteers?

Bucket Analogy

Questions to Ponder

- What do the holes in the bucket represent?
- What does the escaping water represent?
- What type of curricular issue is this?

Bucket Analogy

- **Bucket:** represents the school system
- **Holes:** represents the missing curriculum and instruction
- **Water:** represents the knowledge schools provide
- **Escaping Water:** represents knowledge that is not mastered



TEKS

Texas Essential Knowledge and Skills

Standards Educators Must Teach

Standards Students Must Learn

Objectives

- Pre-assess the understanding of Texas Essential Knowledge and Skills using TEKS Resource System Implementation Rubric.
- Identify and explain the format of the Texas Essential Knowledge and Skills (TEKS).
- Explore how the TEKS are organized by Introduction, Knowledge and Skill Statement, Strand, and Student Expectations across a grade level or course.
- Recognize and differentiate between cognitive and content expectations noted in the TEKS.

Pre-assessment of TEKS Implementation

TEKS Resource System
Implementation Rubric

Level	State Standards	CURRICULUM			ASSESSMENT	PLANNING
	Texas Essential Knowledge and Skills (TEKS)	Vertical Alignment Document (VAD), TEKS Clarification Document (TCD), & Enhanced TEKS Clarification Document (Math only)	Year at A Glance (YAG) & TEKS Verification Document (TVD)	Instructional Focus Documents (IFD)	Performance Assessment(s) (PA), Assessment Item Bank, & Formative Spiral Item Bank (Math only)	Resource Selection/Planning
1	Teachers lack awareness of state standards. Teachers trust instructional resources address state standards at the appropriate cognitive and content expectations.	Teachers lack awareness of vertical alignment and are unable to discern gaps in instruction across grade bands, and/or district instructional resources.	Teachers lack awareness of an appropriate sequence of topics that comprise the course of study. Teachers trust that instructional resources are sequenced appropriately.	Teachers lack awareness of the concept of bundling standards into units of instruction. Teachers trust that district resources meet the cognitive and content specificity of the standards.	Teachers lack awareness of diverse and appropriate methods of assessment that allow students to demonstrate what they know. Teachers rely on textbook or resource assessments only.	Teachers lack awareness of diverse instructional delivery methods or resources. The textbook is the primary resource; lecture is the primary means of delivery.
2	Teachers are aware of state standards, but lack a thorough understanding of their structure. Teachers individually determine the meaning of the standards.	Teachers are aware of gaps in learning with incoming or outgoing students but fail to connect achievement gaps with instruction or district resources across grade bands. Teachers function individually from grade level to grade level.	Teachers individually attempt to devise a sequence for a course of study but with minimal regard to factors such as district calendar and assessment dates.	Standards are not consistently bundled within the context of a unit of instruction. Interpretation of the cognitive and content specificity of the standards is left to the individual.	Teachers individually devise assessments based on their instructional delivery but after instruction has taken place and with the intent of only measuring student outcomes.	Teachers are aware of various instructional delivery methods but determination of best practice and selection of resources is left to individual teachers.
3	Teachers are aware of state standards and their structure, but there is minimal evidence of teacher collaboration regarding the standards.	Teachers are aware of student achievement gaps. Teachers individually connect student achievement gaps with instruction or district resources across grade bands.	Teachers individually attempt to devise a sequence for a course of study by considering essential factors such as district calendar and assessment dates.	Teachers individually bundle of standards within the context of a unit of instruction and determine the specificity of standards.	Teachers individually devise assessments based on learning outcomes prior to instruction, but with the intent of measuring both student outcomes and instructional effectiveness.	Teachers individually select instructional best practices and varied instructional resources but without regard to demands of the IFD.
4	Teachers are aware of state standards and their structure. Teachers routinely collaborate regarding the standards and can somewhat differentiate between cognitive and content expectations.	Teachers are aware of student achievement gaps. Teachers collaboratively connect student achievement gaps with instruction or district resources across grade bands.	Teachers routinely collaborate with other teachers in order to devise a sequence for a course of study with regard to factors such as district calendar and assessment dates.	Teachers routinely collaborate with other teachers regarding the bundling of standards and their specificity within the context of a unit of instruction.	Prior to instruction, teachers routinely collaborate and use common student assessments at a particular grade level or course, with the intent of measuring both student outcomes and instructional effectiveness.	Teachers routinely collaborate when selecting resources and planning instructional best practices that meet the cognitive and content demands of the IFD.
5	Through professional dialogue, teachers continually articulate current state standards, their structure, and differentiate between cognitive and content expectations.	Through professional dialogue, teachers continually look for and identify student achievement gaps by reflecting on data, the specificity from the VADs/TCDs, and connect gaps to instruction and district resources across grade bands.	Through professional dialogue using YAG, teachers are able to reconcile the course sequence to the district calendar and ensure that essential standards are mastered at appropriate times.	Through professional dialogue, teachers continually study the bundling and specificity of the TEKS within the context of a unit of instruction by examining the IFD.	Through professional dialogue, teachers devise and use a variety of common assessments including Performance Assessments, unit-aligned assessment items, and other local assessments to not only measure learning but shape instructional practices.	Through professional dialogue, teachers evaluate, calibrate, and construct resources; and plan best practices that meet the specificity on the IFD and the demands of pre-determined common assessments.

TEKS Format

Introduction

Strand

Knowledge and Skills Statement

Student Expectation

Introduction

- What do you notice about the introduction to the TEKS?

TEKS Format: Mathematics – Example Grade 4

Identify and label the following components in the boxes below:


Knowledge and Skills Statement

Student Expectations

Strand



(4.3) **Number and operations.** The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

- 
- (A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;
 - (B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
 - (C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;
 - (D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
 - (E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;

TEKS Format: Mathematics – Example Grade 4

Identify and label the following components in the boxes below:

Knowledge and Skills Statement

Student Expectations

Strand

Strand

Knowledge and Skill Statement

Strand

Knowledge
and Skill
Statement

Student
Expectation

(4.3) **Number and operations**. The student applies mathematical process standards to develop and use strategies and methods for positive rational number computations in order to solve problems with efficiency and accuracy. The student is expected to:

- (A) estimate to determine solutions to mathematical and real-world problems involving addition, subtraction, multiplication, or division;
- (B) multiply with fluency a three-digit number by a two-digit number using the standard algorithm;
- (C) solve with proficiency for quotients of up to a four-digit dividend by a two-digit divisor using strategies and the standard algorithm;
- (D) represent multiplication of decimals with products to the hundredths using objects and pictorial models, including area models;
- (E) solve for products of decimals to the hundredths, including situations involving money, using strategies based on place-value understandings, properties of operations, and the relationship to the multiplication of whole numbers;

Student Expectation

Readiness Standards

- Are essential for success in the current grade or course
- Are important for preparedness for the next grade or course
- Support college and career readiness
- **Necessitate in-depth instruction**
- Address broad and deep issues

Supporting Standards

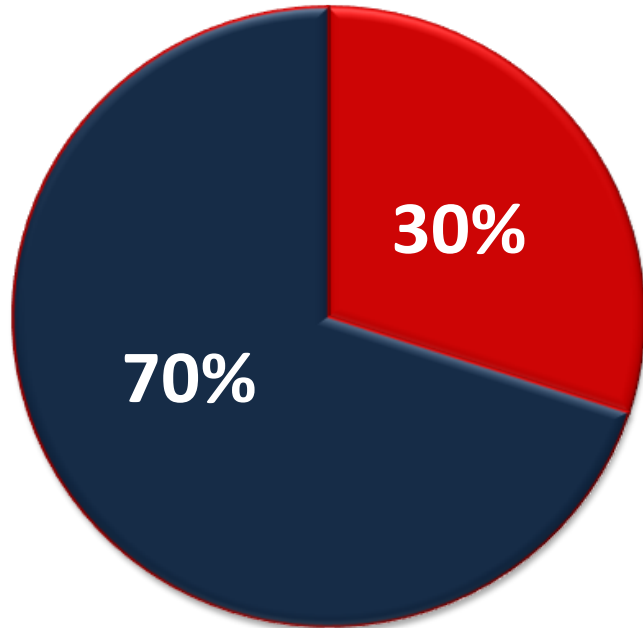
- Although **introduced** in the current grade or course, they may be emphasized in a subsequent year
- Although **reinforced** in the current grade or course, they may be emphasized in a previous year
- They play a role in preparing students for the next grade or course **but not a central role**
- They address more **narrowly defined** ideas

Bundling and Dual Coding

- Dual Coding and Bundling of student expectation include:
 - Content standard
 - Process standard
- Students are required to apply conceptual and content knowledge in a variety of novel ways demonstrate by the inclusion of process skills.

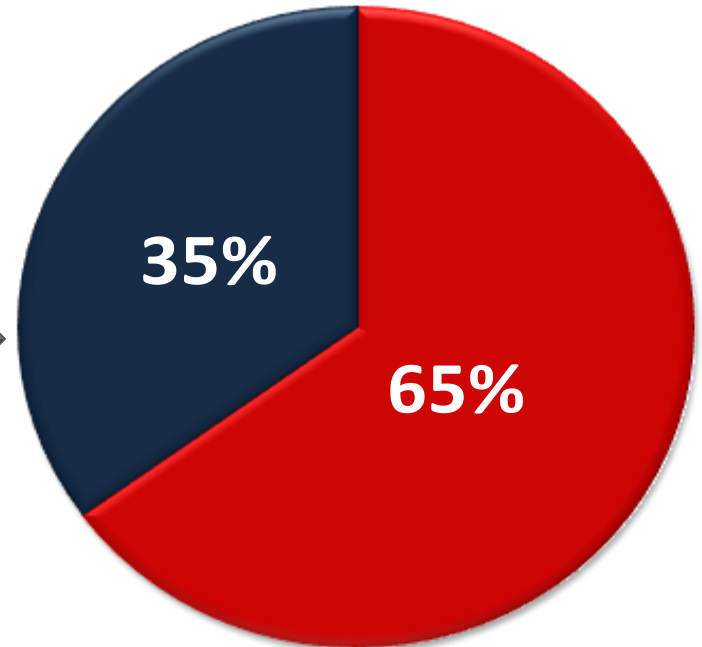
STAAR Assessment Model

**Eligible Content Standards
From TEKS**



- Readiness Standards
- Supporting Standards

Assessment Blueprint



- Readiness Standards
- Supporting Standards

Level 5 Processes and Tools

TEKS Exploration

Insert new PLC

Level	State Standards	CURRICULUM			ASSESSMENT	PLANNING
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2	Teachers are aware of state standards, but lack a thorough understanding of their structure. Teachers individually determine the meaning of the standards.	Teachers are aware of state standards but lack a thorough understanding of their structure. Teachers individually determine the meaning of the standards.	Teachers individually attempt to reconcile the course sequence to the district calendar and assessment dates.	Standards are not consistently bundled into units of instruction. The cognitive and content specificity of the standards is left to individual teachers.	Teachers individually devise assessments to measure learning with the intent of measuring both student outcomes and instructional effectiveness.	Teachers are aware of various instructional delivery methods but select the method of best practice and selection of resources is left to individual teachers.
3	Teachers are aware of state standards and their structure, but there is minimal evidence of teacher collaboration regarding the standards.	Teachers are aware of state standards and their structure, but there is minimal evidence of teacher collaboration regarding the standards.	Teachers individually attempt to reconcile the course sequence to the district calendar and assessment dates.	Teachers individually bundle standards into units of instruction, but the specificity of standards.	Teachers individually devise assessments to measure learning with the intent of measuring both student outcomes and instructional effectiveness.	Teachers individually select instructional best practices and varied instructional resources but without regard to demands of the IFD.
4	Teachers are aware of state standards and their structure. Teachers routinely collaborate regarding the standards and can somewhat differentiate between cognitive and content expectations.	Teachers are aware of state standards and their structure. Teachers routinely collaborate regarding the standards and can somewhat differentiate between cognitive and content expectations.	Teachers routinely collaborate with other teachers in order to devise a course sequence that reconciles the district calendar and assessment dates.	Teachers routinely collaborate with other teachers regarding the standards within the context of a unit of instruction.	Prior to instruction, teachers routinely collaborate and use common assessments including Performance Assessments, unit-aligned assessment items, and other local assessments to not only measure learning but shape instructional practices.	Teachers routinely collaborate when selecting resources and instructional best practices and content.
5	Through professional dialogue, teachers continually articulate current state standards, their structure, and differentiate between cognitive and content expectations.	Through professional dialogue, teachers continually look for and identify gaps in instruction by grade band.	Through professional dialogue using YAG, teachers are able to reconcile the course sequence to the district calendar and ensure that essential standards are mastered at appropriate times.	Through professional dialogue, teachers continually study the bundling and specificity of the TEKS within the context of a unit of instruction by examining the IFD.	Through professional dialogue, teachers devise and use a variety of common assessments including Performance Assessments, unit-aligned assessment items, and other local assessments to not only measure learning but shape instructional practices.	Through professional dialogue, teachers evaluate, calibrate, and construct resources; and plan best practices that meet the specificity on the IFD and the demands of pre-determined common assessments.

Through professional dialogue in a PLC, teachers continually articulate current state standards, their structure, and differentiate between cognitive and content expectations.

Our Goal

The TEKS Landscape

How are the TEKS organized
across my grade level/course?

TEKS Recording Document

Grade Level and Content/Course: 4th Grade/English Language Arts/Reading

STRANDS	K & S(s)	SE(s)
Totals		

*K & S: Knowledge and Skills Statement(s)

*SE: Student Expectation(s)

TEKS Recording Document

Grade Level and Content/Course: 4th Grade/English Language Arts/Reading

STRANDS	K & S(s)	SE(s)
Reading		

In the first column, record the strands for the content area.

*K & S: Knowledge and Skills Statement(s)

*SE: Student Expectation(s)

TEKS Recording Document

Grade Level and Content/Course: 4th Grade/English Language Arts/Reading

STRANDS	K & S(s)	SE(s)
Reading	14	
<div> In this column, record the number of knowledge and skills statements for each strand. </div>		
Totals		

*K & S: Knowledge and Skills Statement(s)

*SE: Student Expectation(s)

TEKS Recording Document

Grade Level and Content/Course: 4th Grade/English Language Arts/Reading

STRANDS	K & S(s)	SE(s)
Reading	14	19

In this column, record the number of student expectations for each strand.

*K & S: Knowledge and Skills Statement(s)

*SE: Student Expectation(s)

TEKS Recording Document

Grade Level and Content/Course: 4th Grade/English Language Arts/Reading

STRANDS	K & S(s)	SE(s)
Reading	14	19
Writing	5	10
Oral and Written Conventions	3	10
Research	4	7
Listening and Speaking	3	2
Totals	29	48

*K & S: Knowledge and Skills Statement(s)

*SE: Student Expectation(s)

Debriefing the TEKS Landscape

- How many *strands* are represented in your grade level/course?
- How many *knowledge and skills* statements are represented per strand?
- How many *student expectations* are in a strand? Do they vary in number? If so, what might that imply?
- How does the above knowledge help in the understanding of the grade/course?

Exploring Cognitive and Content Expectations

What's the difference?

Cognitive and Content Expectations

- Cognitive

- The level at which ***students*** are expected to perform in order to adequately meet the standard.
- Determined by the verbs used in both the *knowledge and skills statements* and *student expectation(s)*.

- Content

- The content items for which students must ***demonstrate*** understanding at the appropriate cognitive level in order to adequately meet the standard.

TEKS EXPLORATION TOOL

Teacher:

Grade Level/Course: 4th Grade/English Language Arts/Reading

STRAND: Listening and Speaking

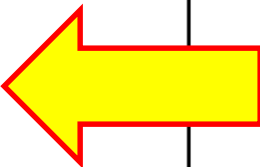
KNOWLEDGE AND SKILL	STUDENT EXPECTATION	COGNITIVE EXPECTATION (Verbs)	CONTENT EXPECTATION

TEKS EXPLORATION TOOL

Teacher:

Grade Level/Course: 4th Grade/English Language Arts/Reading

STRAND: Listening and Speaking

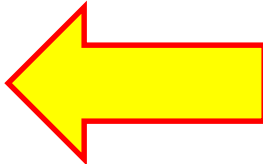
KNOWLEDGE AND SKILL	STUDENT EXPECTATION	COGNITIVE EXPECTATION (Verbs)	CONTENT EXPECTATION
27			
In the first column, record the identifying number of the knowledge and skills statement.			

TEKS EXPLORATION TOOL

Teacher:

Grade Level/Course: 4th Grade/English Language Arts/Reading

STRAND: Listening and Speaking

KNOWLEDGE AND SKILL	STUDENT EXPECTATION	COGNITIVE EXPECTATION (Verbs)	CONTENT EXPECTATION
27	27(A)		

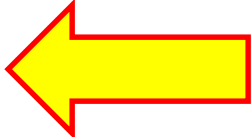
In the first column, record the identifying number of the knowledge and skills statement.

TEKS EXPLORATION TOOL

Teacher:

Grade Level/Course: 4th Grade/English Language Arts/Reading

STRAND: Listening and Speaking

KNOWLEDGE AND SKILL	STUDENT EXPECTATION	COGNITIVE EXPECTATION (Verbs)	CONTENT EXPECTATION
27	27(A)	listen; ask; make	
In the third column, determine the cognitive level of the TEKS by listing the verbs from the knowledge and skills and student expectations.			

TEKS EXPLORATION TOOL


Teacher:

Grade Level/Course: 4th Grade/English Language Arts/Reading

STRAND: Listening and Speaking

KNOWLEDGE AND SKILL	STUDENT EXPECTATION	COGNITIVE EXPECTATION (Verbs)	CONTENT EXPECTATION
27	27(A)	listen; ask; make	comprehension skills

In the fourth column, list the content items that students must *demonstrate* at the cognitive levels listed in the previous column.



TEKS EXPLORATION TOOL

Teacher:

Grade Level/Course: 4th Grade/English Language Arts/Reading

STRAND: Listening and Speaking

KNOWLEDGE AND SKILL	STUDENT EXPECTATION	COGNITIVE EXPECTATION (Verbs)	CONTENT EXPECTATION
27	27(A)	listen; ask; make	comprehension skills
27	27(B)	follow; restate; give	series/related sequences of action

Debriefing Cognitive and Content Expectations

- From the *cognitive expectation's* column, what determines the level of rigor and why is this important?
- What is the importance of knowing the *content expectations*?

The Bucket Analogy Revisited

What about those holes?

Bucket Analogy Revisited

- What do the holes in the bucket represent?
- What does the escaping water represent?
- What type of curricular issue is this?
- How did the leakage affect the lower grade band? Why might this be sobering news for primary campuses?
- Describe the cumulative effect of the leakage from grade level to grade level. Who ends up holding the bag?

Where do we go from here?

Level 5 implementation of the TEKS requires teachers to continually keep current on state standards.

- The TEKS discovery process must occur prior to the beginning of each school year.
- Findings of the discovery process must be documented.
- The discoveries in this process must drive the *professional dialogue of the professional learning community*.
- The discovery process and *professional dialogue* lead to better instructional decisions and better prepared students.

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