



TEKS Resource System Leadership Network Meeting, Oct. 12, 2016

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Agenda

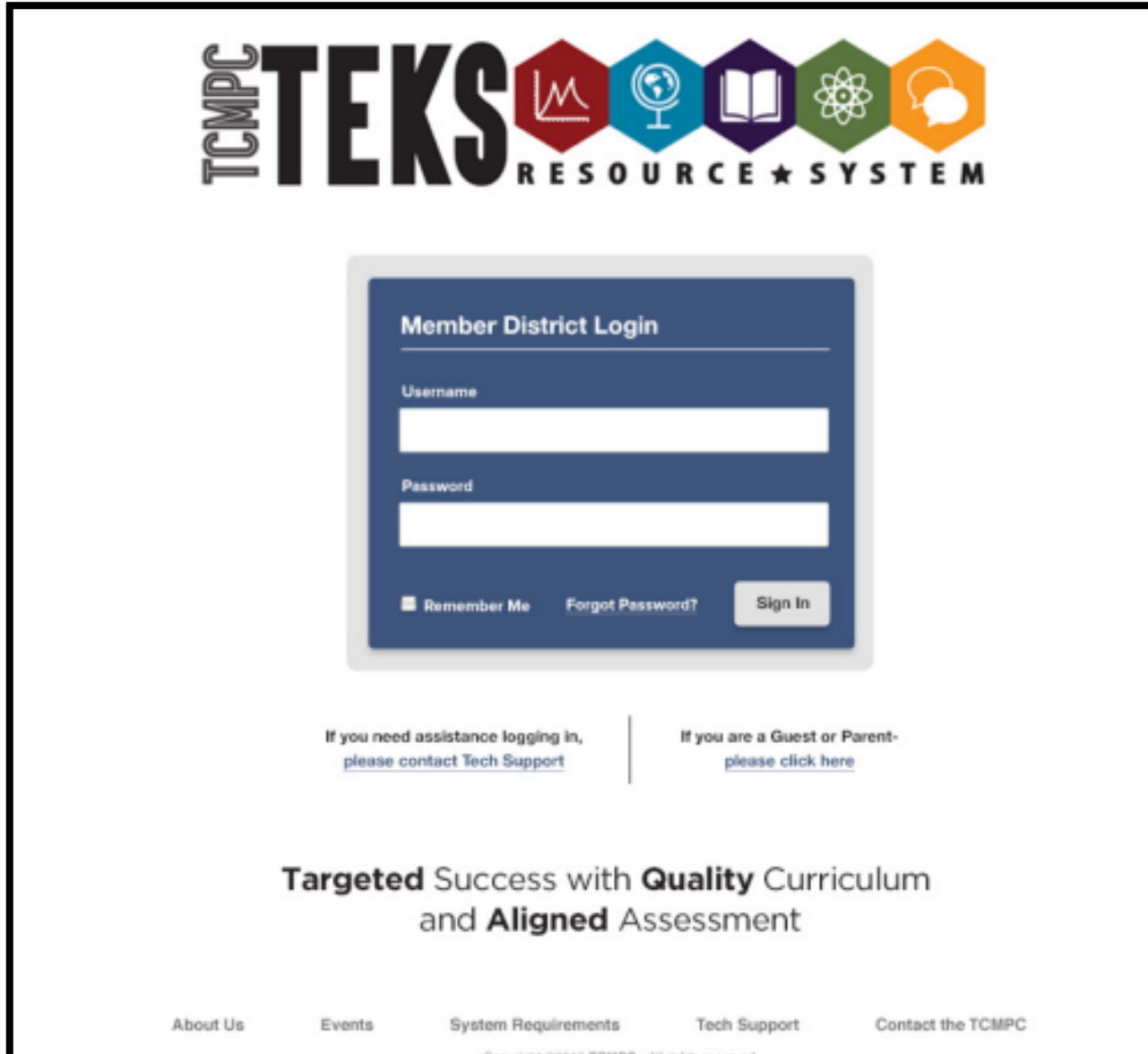
- System Updates
- Content Updates
- Sustainability
- Networking



ESC 12 TEKS Resource System Webpage

- **Short URL**
 - www.esc12.net/teksrs
- **Webpage Content**
 - Meeting information and handouts
 - Videos for end-users

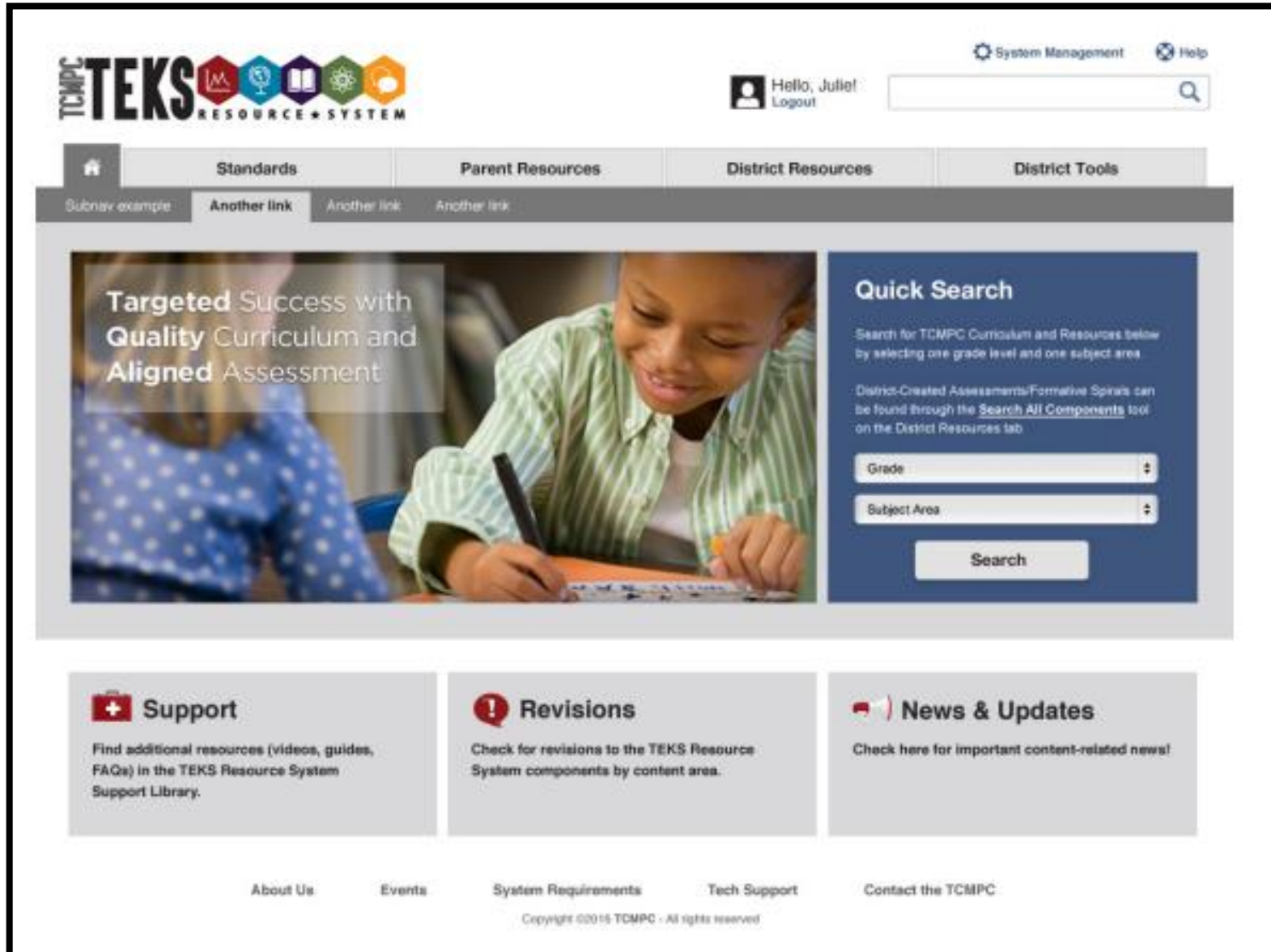
Our Online System is Getting a Facelift!



The screenshot displays the new login interface for the TCMPC TEKS Resource System. At the top, the logo features the text "TCMPC TEKS" in large, bold letters, with "RESOURCE ★ SYSTEM" in smaller text below it. To the right of the text are five colorful hexagonal icons: a red one with a line graph, a blue one with a globe, a purple one with an open book, a green one with an atom symbol, and an orange one with a speech bubble. Below the logo is a blue login box titled "Member District Login". Inside the box, there are input fields for "Username" and "Password", a "Remember Me" checkbox, a link for "Forgot Password?", and a "Sign In" button. Below the login box, there are two lines of text: "If you need assistance logging in, please contact Tech Support" and "If you are a Guest or Parent- please click here". At the bottom of the page, there is a tagline "Targeted Success with Quality Curriculum and Aligned Assessment" and a footer with links for "About Us", "Events", "System Requirements", "Tech Support", and "Contact the TCMPC". The TCMPC TEKS Resource System logo is also present in the bottom right corner.



Our Online System is Getting a Facelift!



New
Home
Page

2017 State Conference – Save the date!

- **Video of 2016 State Conference**
 - <https://region13.wistia.com/medias/55vykt8n1k>
- **SAVE THE DATE FOR 2017**
 - August 1-3

A graphic with a white background and a blue border. The top half has the text "LEADING *the way to* STUDENT SUCCESS" in green and blue. The bottom half is split into two colored sections: a blue section on the left with "SAVE THE DATE" in white and "August 1-3, 2017" in red script, and an orange section on the right with "HENRY B. GONZALEZ CONVENTION CENTER" in white and "San Antonio, TX" in white. A green bar at the bottom of the orange section says "Keynote & Schedule coming soon...". At the very bottom is a dark grey bar with the TCMP TEKS Resource System logo, the text "2017 Curriculum Conference", and the website "www.tcmpc.org".

LEADING *the way to* STUDENT SUCCESS

SAVE THE DATE

HENRY B. GONZALEZ CONVENTION CENTER

August 1-3, 2017

San Antonio, TX

Keynote & Schedule coming soon...

TCMP TEKS RESOURCE SYSTEM 2017 Curriculum Conference www.tcmpc.org



English Language Arts & Reading: TEKS Revision Update

- The TEKS Revision Update



English Language Arts & Reading: Assessment Additions

Assessment Additions for 2016-17		
3 rd Grade	2 new passages 4 revised passages	38 items
4 th Grade	1 new passage 2 revised passages	23 items
5 th Grade	In progress – estimate: one new passage	Estimate: 25 items
6 th Grade	No changes to passages	36 items
7 th Grade	1 new passage	37 items
8 th Grade	No changes to passages	36 items
English I	No changes to passages	18 items
English II	No changes to passages	14 items



Current Work in Mathematics

- TEA Supporting Information Documents
 - All supporting information documents have been reviewed and all new information learned has been incorporated into curriculum and assessment components
- STAAR Analysis (coming late Fall)
 - 2015 Grades 3 – 4 and 2016 Grades 3 – Algebra I
 - All items under review for content and assessment enhancements
 - May result in additional revisions to ETCDs, VADs, IFDs, PAs, PA Rubrics, Unit Assessment Items, and Formative Spiral Items.
 - All items have been assigned DOK and Blooms levels
 - Plausible rationales and notes are in progress
 - When published under resources,
 - TRS STAAR Analysis 2015-16 (PDF) SE documents merged by standard into one document
 - District STAAR Analysis 2015-16 (Word) merged by standard into one document
 - TRS STAAR Analysis 2015-16 (PDF) Unit documents merged by standard into one documents



Assessment/Formative Spirals Enhancements

Unit Assessment Items			
Grade	New Item	Change	Total
2	1	21	22
3	4	18	22
4	4	12	16
5	12	22	34
6	34	20	54
7	21	26	47
8	17	35	52
Alg I	7	2	9
Alg II	15		15
Geo	10		10
MMA	6		6
PRC	12		12
Totals	143	156	299

Formative Spiral Items			
Grade	New Item	Change	Total
K	0	2	2
1	1	9	10
2	2	4	6
3	2	6	8
4	0	2	2
5	6	3	9
6	13	8	21
Totals	24	34	58

Note: All items are being translated into Spanish.

2015 Grades 3 – 4 and 2016 Grades 3 – HS STAAR review not complete, meaning additional new items and/or changes to current items may occur.



Current Counts for Mathematics Assessment Items/Formative Spirals Items

Unit Assessment Item Count in TEKS Resource System (03.03.2016)													
English												Total	
Mathematics	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I	Geometry	Algebra II	Math Models		Precalculus
	252	319	343	301	251	209	214	269	258	253	168		290
												3127	
Spanish												Total	
Matematicas	Grade 2	Grade 3	Grade 4	Grade 5									
	251	319	343	301									
												1214	

Formative Spiral Item Count in TEKS Resource System													
English												Total	
Mathematics	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I			
	119	144	151	128	140	130	142	141	128	118			
Subtotal:	119	144	151	128	140	123	141	141	128	118			
Total English (K-5):	805										Total English (6-8): 528		1333
Spanish												Total	
Matematicas	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5							
	119	144	151	128	140	130							
Subtotal:	119	144	151	128	140	130							
Total Spanish (K-5):	812										812		

Note: 2015 Grades 3 – 4 and 2016 Grades 3 – HS STAAR review not complete, meaning additional new items may occur.



MS Mathematics

Suggestion has been made that TRS create a condensed MS Mathematics Curriculum for students taking Algebra I in Grade 8.

- Reasons TRS has not created a condensed curriculum - districts are approaching this different ways
 - One possibility
 - Grade 6 – Curriculum includes all Grade 6 and part of Grade 7 (Grade 6 STAAR)
 - Grade 7 – Curriculum includes rest of Grade 7 and part of Grade 8 (Grade 7 STAAR)
 - Grade 8 – Curriculum includes rest of Grade 8 and all of Algebra I (Algebra I EOC)
 - Another possibility
 - Grade 6 – Curriculum includes all Grade 6 and part of Grade 7 (Grade 6 STAAR)
 - Grade 7 – Curriculum includes rest of Grade 7 and all of Grade 8 (Grade 8 STAAR)
 - Grade 8 – Curriculum includes Algebra I only (Algebra I EOC)
 - Other possibilities
 - Condense curriculum in lower grade levels so 3 grades in MS are not basically taught in 2 years
- All of these are great possibilities. I do not think it is in the best interest of TRS to create a condensed curriculum. Districts should decide what is best for their students, and ESCs can support their curriculum development.



Potential Projects in Mathematics

- HS PA Rubrics
- HS Algebra II Spiral Reviews
- New Course Development (Statistics, Algebraic Reasoning, AQR, Pre-K)
- Correlation to Texas Gateway Resources
- Grade Level and Vertical Vocabulary Resources
- Backward Design documents
- Learning Progression Charts
- Assessment Audit/Assessment Development (Unit Assessment Items and Formative Spiral Items)
- Engaging Literature for the Elementary Mathematics Classroom (English and Spanish)

Note: Potential projects are contingent on SBOE decision in November, 2016 and January, 2017 as well as the TEKS Resource System Budget.

High School Prerequisites

Course	Prerequisite	Course	Prerequisite
Algebra I	Grade 8 Math or its equivalent	Statistics	Algebra I
Algebra II	Algebra I	Precalculus	Algebra I, Geometry, and Algebra II
Geometry	Algebra I	Adv. Quantitative Reasoning	Geometry and Algebra II
Mathematical Models with Applications	Algebra I	Independent Study in Mathematics	Geometry and Algebra II
Algebraic Reasoning	Algebra I	Discrete Mathematics for Problem Solving	Algebra II

To find TEKS for all of these courses, visit:

<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111c.html>.



SBOE Conversation

September 13 – 14, 2016

Purpose: Opportunity for the committee to hear invited testimony and to discuss implementation of the mathematics Texas Essential Knowledge and Skills (TEKS).

- This item presents for first reading and filing authorization proposed amendments to 19 TAC Chapter 111, Texas Essential Knowledge and Skills for Mathematics, Subchapter A, Elementary, Subchapter B, Middle School, and Subchapter C, High School. **The proposed amendments would remove references to mathematical process skills from knowledge and skills statements in the mathematics Texas Essential Knowledge and Skills (TEKS).**

Ex: (8.6) Expressions, equations, and relationships. The student **applies mathematical process standards** to develop mathematical relationships and make connections to geometric formulas. The student is expected to:

http://www.adminmonitor.com/tx/tea/committee_of_the_full_board/20160913/

http://www.adminmonitor.com/tx/tea/committee_of_the_full_board/20160914/



SBOE Conversation

September 13 – 14, 2016

SBOE is hearing concerns in the field regarding the emphasis on process standards, how much time they are taking in the classroom, and how they are being tested on STAAR.

- Concern: The process standards (the 7 SEs at the beginning of each grade level/course) when layered with each content standard results in too much information for teachers to cover in one year.
- Conversations led to confusion between the process standards and the content standards
Ex: (3.4K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
- Further conversation lead to another concern: Is this instructional? Are the “processes” (they meant strategies and models) truly what we should be testing?
- Questions asked to people testifying:
 - What do you think should happen regarding process standards?
 - Do you think Mathematics should go through a streamlining process?

Conclusion: No action taken. These concerns will be revisited with action in November, 2016 for further clarification and approved in January, 2017.



Current Work in Science

- Minor revisions to IFDs based on feedback and STAAR Analyses
 - Narrowing Overarching Understandings/Questions to be more cohesive with unit focus
 - Improving Unit Understandings/Questions
 - Aligning Concepts based on revisions
 - Updating Sample Guiding Questions based on revisions
 - Vocabulary
 - Adding Resources (Engaging Literature, STAAR Analysis)
- Revising some PAs based on feedback and STAAR Analyses, including associated Rubrics



Current Work in Science – 55 Page Literature List for the Elementary Science Classroom

Engaging Literature for the Elementary Science Classroom!

Author / Title	ISBN	Science Concept Location (Grade)
SCIENCE SAFETY		
Hicks, K. (2011). <i>Safety science rules</i> . Vero Beach, FL: Rourke Publishing.	978-1617419324	K-5
Lemke, D., Adamson, T., Smith, T., & Anderson, B. (2007). <i>Lessons in science safety with Max Axiom, super scientist</i> . Mankato, MN: Capstone Press.	978-0736878876	K-5
Pederson, B. (2006). <i>Don't be hasty with science safety</i> . Minneapolis, MN: Sandcastle.	978-1599285801	K-5
STAYING HEALTHY		
Ferrin, W. (2002). <i>Germs on their fingers! / ¡Germen es en tus manos!</i> Knoxville, TN: The Wakefield Connection, Inc.	978-0970363206	K-1
McNamara, M. (2010). <i>Wash your hands!</i> New York, NY: Simon Spotlight.	978-1416991724	K-1
Rice, J. (2002). <i>Those mean nasty dirty downright disgusting but-- Invisible germs</i> . St. Paul, MN: Redleaf Press.	978-1884834318	K-1
Ross, T. (2006). <i>Wash your hands!</i> San Diego, CA: Kane / Miller Book Publishers.	978-1933605036	K-1



Current Work in Science

- Resources:
 - STAAR Analysis:
 - 2013-2015 complete and published (resulted in minor revisions)
 - 2016 – coming soon (Spring 2017)
- Course Versioning of Biology
 - Coming soon
 - Concept-Based
 - Sequential
 - Explanation of how these two courses differ can be found in our Science CAG Google folder <http://tinyurl.com/SciCAG> (works best with Chrome or Firefox)



Current Work in Science

- Assessment Items
 - 180 new items added for 1st-3rd six weeks in Grades 3-8 and biology
 - 435 new items are currently in development Grades 2-12
 - New items are reviewed by ESC Focus groups which include district level personnel – Thank you!
 - All new items for Grades 2-5 are being translated into Spanish



Potential Projects in Science

- Backward Design documents
- Grade Level and Vertical Vocabulary Resources
- Correlation to Texas Gateway Resources
- Formative Spiral Items
- Writing Stem Resources
- New Course Development (Anatomy & Physiology, Earth/Space Science)

Note: Potential projects are contingent on SBOE decisions regarding streamlining as well as the TEKS Resource System Budget.



SBOE and Streamlining

- Committees met in Austin on September 26-27, 2016
 1. Draft recommendations will be posted on TEA's website in October for public viewing.
 2. Draft recommendations presented to SBOE November 15-16
 3. Finalizing meeting mid-January 2017
- Dr. Sandra West (Texas State University) is signed up to give public testimony at the November meeting after reviewing the Draft Recommendations in October. Others are encouraged to do so.



SBOE and Streamlining

- The draft recommendations for science TEKS streamlining are now posted on the TEA website. I thought I would share just in case you haven't been notified. I encourage science specialists to review and take notes. We will be asked for our input at our upcoming TSELA meeting in November just prior to CAST. TSELA representatives will deliver our collective message to the SBOE meeting the following week. This is a great opportunity for our voices to be heard.
- [http://tea.texas.gov/Curriculum and Instructional Programs/Curriculum Standards/TEKS Texas Essential Knowledge and Skills \(TEKS\) Review/Science TEKS Streamlining/](http://tea.texas.gov/Curriculum_and_Instructional_Programs/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills_(TEKS)_Review/Science_TEKS_Streamlining/)



Bilingual Development: July 2016 – September 2016

A	B	C	D	E	F	G	H	I
	July	August	September	October	November	December		January
Math / Matemáticas								
Supporting Information Revisions 5th - 3rd								
Supporting Information Revisions 2nd - K								
STAAR Analysis 3rd - 5th								
Science / Ciencias								
Streamlining of standards								
Ongoing Assessment Development								
STAAR Analysis								
Literature for Elem. Classroom								
Social Studies / Estudios Sociales								
K-5th Course Translations								
IFDs, YAGs, TVD published								
Realign Assessment Items								
New Assessment Items								
ELAR / SLAR								
STAAR Analysis 3rd - 5th, 2015								
Assessment Passages								
Assessment Gap Analysis								
ELAR STAAR Stem Resources with the 2016 STAAR released items								



Matematicas:

21 new items

73 revised items

11 spirals – new

26 spirals – revised items

14 IFDs – completed (PAs, vocab, specificity, etc)

73 IFDs – currently being translated / under review

Estudios Sociales:

6 Backward Design docs

74 IFDs

27 revised items - completed

77 new items – currently being translated / under review

K-5 Vertical Vocabulary Resource

K-3 & 4-5 PA Universal Rubrics

Ciencias:

59 new items – completed

70 new items – currently being translated / under review

STAAR Analysis 2013 – 2015 Published

STAAR Analysis 2015 – coming soon

Ciencias Literature List!!!!

SLAR:

2015 STAAR Analysis Complete & Published

New Passages/Items currently pending translation



Social Studies – 16 Page K-12 Vertical Vocab Doc

Vertical Vocabulary for Social Studies K-12

Grade Level	Unit	Key Content Vocabulary	Related Vocabulary
Kindergarten	1	community – a group of people who share a common bond of working, living, or interacting together rules – expectations about how to behave in an activity or at a place authority figure – someone with power to enforce rules	routines
Kindergarten	2	relative location – the position of a place in relationship to another place chronology – putting events in order by when they happened	community timeline pledge
Kindergarten	3	place – an area that shares unique physical and human geographic characteristics physical characteristics – the features of a place created by natural processes human characteristics – the features of a place that were created by humans natural resource – things found in nature that are used to produce other things landforms – physical geographic features on the surface of the earth place – an area that shares unique physical and human geographic characteristics	community geography
Kindergarten	4	patriotic – inspired by a love of your country nation – a country symbol – an object that represents something else custom – a habit that is common to a group or a place tradition – practices and beliefs that are taught to younger people	community celebration kinship
Kindergarten	5	citizen – a member of a community, state, or nation who respects the rules of the community voting – expressing a choice as a way to make a decision history – studying about events and people in the past	community authority figure historical figure



Social Studies – K-3 Social Studies

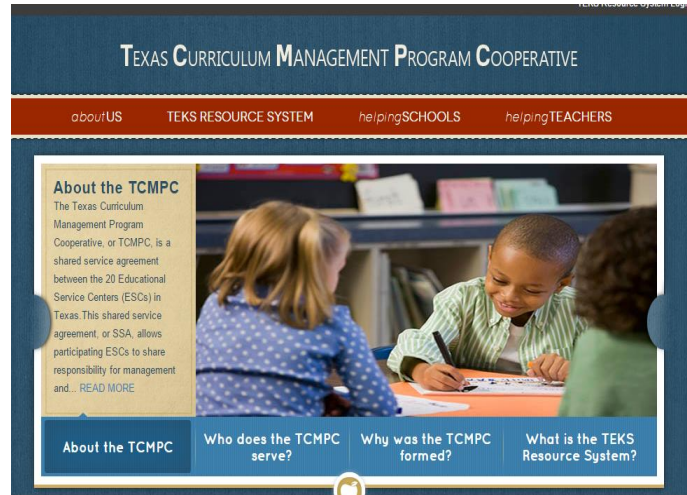
- Significant Changes
 - Each unit is revised with improved backward-design elements
 - Each course has been streamlined to
 - improve the overall manageability of the content,
 - strengthen the vertical spiraling of content, skills, and vocabulary,
 - as well as to create clearer assessment targets for gauging student understanding.
 - Each course has a reduction in the amount of units
 - More consolidated units
 - Reduction in performance assessments
 - More flexibility with time needed to teach the units
 - Performance Assessments
 - Revised
 - Better aligned student performances with appropriate grade-level tasks
 - Universal Rubric to be used for all K-3 performance assessments



Social Studies – K-3 Social Studies Universal Rubric

Performance Assessments Universal Rubric Kindergarten - Grade 3

Criteria	Exceeds Expectations	Satisfactory	Needs improvement
Content Understanding	<ul style="list-style-type: none">The performance includes an expansive coverage of information that reflects mastery of the unit understanding and insightful, original supporting details.	<ul style="list-style-type: none">The performance includes important information that indicates a mastery of the unit understanding.	<ul style="list-style-type: none">The performance includes information that is inaccurate and/or reflects very little comprehension of the unit understanding.
Writing Conventions/ Mechanics	<ul style="list-style-type: none">A strong grasp of standard writing conventions is evident: capitalization is correct, punctuation is correct, and spelling is correct.	<ul style="list-style-type: none">A basic grasp of standard writing conventions is evident.Proper sentence structure is use, yet there are a few errors in spelling, capitalization, and punctuation.	<ul style="list-style-type: none">A minimal grasp of standard writing convention is evident.Sentences are not evident.Numerous errors in spelling, capitalization, and punctuation are evident.
Presentation of Graphic Products including maps	<ul style="list-style-type: none">The product is well organized and neat in appearance.All required images/graphics/map details are included and are accurate.Additional images/graphics/map details are included which demonstrate a strong mastery of the content.	<ul style="list-style-type: none">The product is organized and neatly presented.All required images/graphics/map details are included.All images/graphics/map details are accurate.All required illustrations demonstrate an understanding of the content.	<ul style="list-style-type: none">The product lacks visual appeal and/or organization.Many required images and graphics/map details are missing or are inaccurate.The illustrations lack a clear connection to the content understanding.
Social Studies Processing	<ul style="list-style-type: none">Demonstrates an ability to summarize, sequence, identify cause-effect relationships, find main ideas, and/or compare by completing oral or written performances without mistakes or prompting.	<ul style="list-style-type: none">Demonstrates an ability to summarize, sequence, identify cause-effect relationships, find main ideas, and/or compare by completing oral or written performances without mistakes, but prompting helped the student to complete the performance.	<ul style="list-style-type: none">The ability to summarize, sequence, identify cause-effect relationships, find main ideas, and/or compare demonstrated in an oral or written performance is inaccurate or incomplete.



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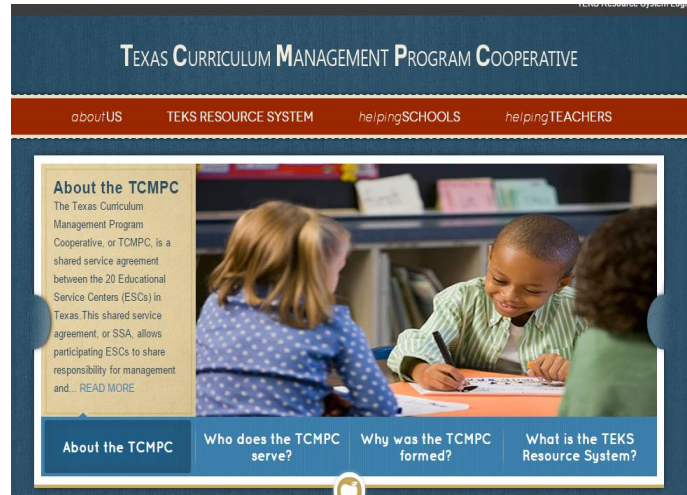
0-100 TRANSFORMATIVE CHARTER ACADEMY 60.667 MORGAN ISD 99.376 MALONE ISD 83.292	101-200 WALNUT SPRINGS ISD 157.999 IREDELL ISD 131.101 CRANFILLS GAP ISD 114.933 OGLESBY ISD 166.13 JONESBORO ISD 170.251 WESTPHALIA ISD 155.8 DEW ISD 133.528 BYNUM ISD 195.109 MOUNT CALM ISD 145.916 PENELOPE ISD 170.402 HALLSBURG ISD 157.144 PRIDDY ISD 102.122	201-300 KOPPERL ISD 208.739 EVANT ISD 236.045 ABBOTT ISD 245.531 COVINGTON ISD 266.146 AQUILLA ISD 246.056 LOMETA ISD 245.865 WACO CHARTER SCHOOL 201.123 GHOLSON ISD 231.44 MULLIN ISD 273.787
301-400 HUBBARD ISD 341.154 BLUM ISD 343.151 COOLIDGE ISD 309.958 FROST ISD 377.689	401-500 MERIDIAN ISD 466.315 CHILTON ISD 456.616 WORTHAM ISD 466.775 MART ISD 469.145 DAWSON ISD 421.885	501-600 VALLEY MILLS ISD 576.683 ROSEBUD-LOTT ISD 579.761 HICO ISD 525.902 CRAWFORD ISD 564.197 RIESEL ISD 564.124 BOSQUEVILLE ISD 585.766 GOLDTHWAITE ISD 574.872 KERENS ISD 574.907



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601-700 HOLLAND ISD 609.294 ITASCA ISD 614.075 MOODY ISD 637.162 MILDRED ISD 659.481	701-800 HAMILTON ISD 710.636 RAPOPORT ACADEMY PUBLIC SCHOOL 710.359 AXTELL ISD 719.817 BRUCEVILLE-EDDY ISD 747.84	801-900 ROGERS ISD 820.12 MARLIN ISD 848.45 BLOOMING GROVE ISD 804.97 RICE ISD 831.84
901-1000 CLIFTON ISD 950.851	1001-1500 ORENDA CHARTER SCHOOL 1,263.744 ACADEMY ISD 1,282.523 SALADO ISD 1,469.03 TROY ISD 1,381.92 WHITNEY ISD 1,403.56 MCGREGOR ISD 1277.508 WEST ISD 1262.297	1501-2000 FAIRFIELD ISD 1,666.608 TEAGUE ISD 1,209.263 HILLSBORO ISD 1,801.536 GROESBECK ISD 1657.009 MEXIA ISD 1785.808 LORENA ISD 1579.798
2001-2500 CHINA SPRING ISD 2358.272 CONNALLY ISD 2156.127 ROBINSON ISD 2209.424	2501-3000 GATESVILLE ISD 2,656.751 LA VEGA ISD 2702.52	3001-3500 LAMPASAS ISD 3,138.496



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Originally Designed to support small rural districts asking for help...

3501-4000	4001-4500	4501-5000
OVER 5001-6000 CORSICANA ISD 5484.832	6001-7000	7001-8000 TEMPLE ISD 7,809.754 COPPERAS COVE ISD 7,221.365 MIDWAY ISD 7289.319
8001-9000 HARMONY SCIENCE ACAD (WACO) 8293.667	9001-10,000 BELTON ISD 9,858.17	Over 10,000 WACO ISD 13483.804 KILLEEN ISD 38,386.939

Backward Design in Nine

