TEK Tree Planning Process Questions for PLC

STEP 1 – TEK Tree Analysis

- What is the topic of this unit?
- After breaking apart these TEKS, does the unit include all representations of every TEK?
- If not, what parts of which TEKS are not included in the Unit?
- Why do you think that? Does everyone agree?
- How is this different than how you have taught this unit in the past?
- Which TEKS do you think needs the most focus?
- Which TEKS do you think will be the most difficult to teach?
- Which TEKS do you think will be the most difficult for students to understand and learn?
- Be thinking about how you can differentiate/extend these TEKS for sped, ELL, and PreAP

STEP 2 – Test Question Analysis

- Does this question align to the standard?
- Does it align to the entire standard? If not, what representations of the standard does it cover?
- Do we have a question(s) that will cover the other representations?
- Do you like this question? Why or why not?
- What about the answer choices do you like or not like?
- Does the question or its answer choices identify misconceptions our students have?
- How can you differentiate some of the questions for your sped, ELL, and/or PreAP students?

STEP 3 – Building Test/Laying Out the Unit

- What is important when building this test?
- How many readiness standards should be on the test compared to supporting standards?
- Are the questions also covering the process standards?
- Do we have enough STAAR rigor questions?
- Should we use that question there or should it be further up/down in the test?
- Why would we want easier questions at the beginning and harder questions toward the end?
- Do we have MC, griddable, and open response questions?

STEP 4 – Pacing Guide Breakdown

- What order should we teach the unit?
- How many days do we need for the different topics?
- How might this unit look different in a PreAP class?
- Are we focusing on the TEKS that need it the most?
- What are the objectives for each day?
- What are the essential questions for each day?
- Now that we have laid it out, have we covered everything from the TEKS and test?

STEP 5 – Scaffolding Lessons

- What skills do the students need to be able to do what we are asking them to do?
- When was the last time they were taught that skill?
- How do we know that they can do the required previous skills?
- How can we incorporate those into our lessons?
- Where in the lesson should we incorporate them?

STEP 6 – Academic Vocabulary

- Based on the test we built, what vocabulary do we need to make sure to include in our lessons?
- What academic vocabulary should we be using during lessons?
- What ways might students see these words on STAAR?
- Are they getting the chance to see them in the way they will see them on STAAR?
- Are we giving them several ways to see/hear/explain the necessary vocabulary?
- How will we make sure they are?

STEP 7 – PLC Menu/AVID Strategies (Instructional Strategies)

- Are the warm-ups and products aligned to the lesson and the TEKS?
- How are we going to address the TEKS we discussed as being difficult for students to understand?
- How are we going to prepare for the TEKS we discussed as being the most difficult to teach?
- What strategies will we use to best teach the standards?
- How will we implement them within our lessons?
- How will we assess those strategies?
- Are we choosing several different strategies that use a variety of stimuli?
- Are we choosing strategies to promote a variety of thinking?
- Are we planning to show various ways to solve or represent problems?
- In what ways are we keeping students engaged?
- Are we allowing for movement?
- In what ways will we assess learning as we progress through the unit?
- What thought questions should we be asking throughout the unit?