# 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?

#### 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

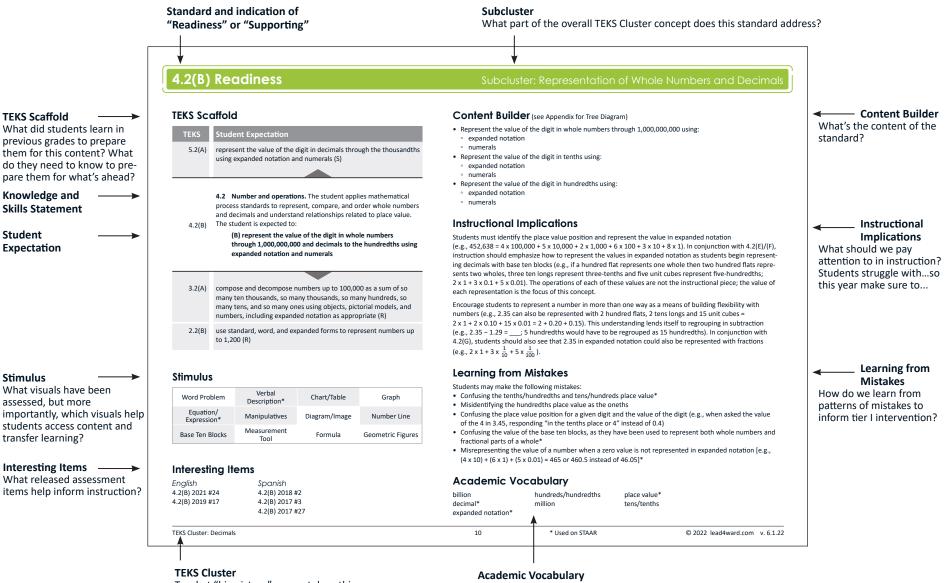
**TEKS Scaffold** 

**Knowledge and** 

Student

Stimulus

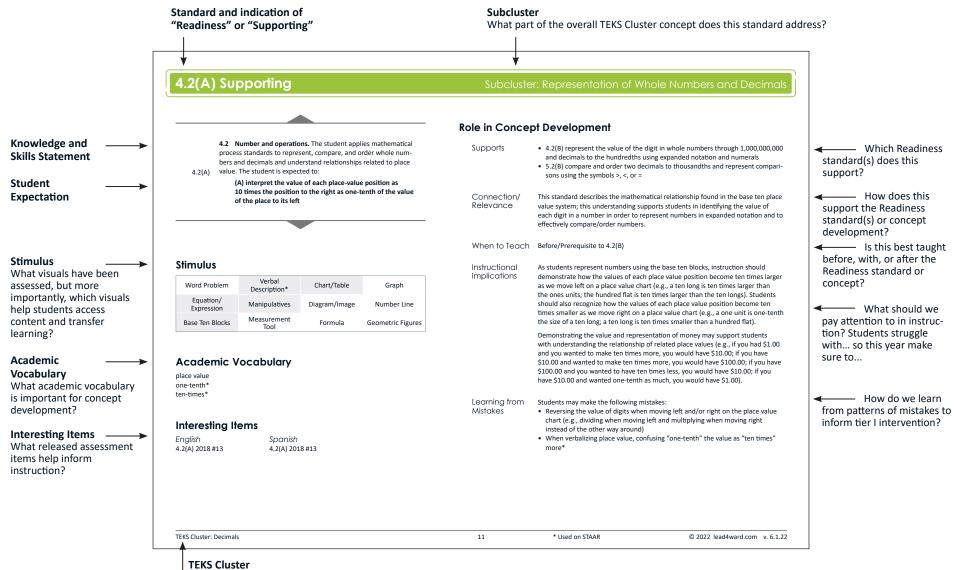
Expectation



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

What academic vocabulary is important for concept development?

# How to Read Supporting Standards Analysis Pages



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