






Gonzales ISD

Components of Effective Instruction

	Unit Assessment & STAAR	Understand from the Unit Assessment and the STAAR: <ul style="list-style-type: none"> • The TEKS that are tested, and whether they are readiness or supporting standards • How the TEKS are tested (level of rigor and specificity) • The big ideas/concepts tested • Check for understanding
	Year-at-a-Glance (YAG) TEKS Verification Document (TVD)	Determine from the Year-at-a-Glance (YAG): <ul style="list-style-type: none"> • Unit you will be teaching and suggested time for teaching the unit • The big ideas/concepts of focus for the unit Verify using the TEKS Verification Document (TVD) <ul style="list-style-type: none"> • TEKS that require direct teaching (T) • TEKS that are ongoing (O)
	Instructional Focus Document (IFD)	Review using the Instructional Focus Document (IFD): <ul style="list-style-type: none"> • <u>Academic Vocabulary</u> for the unit • Rational to identify <u>big ideas</u> and <u>prerequisite knowledge</u> • Key understandings and performance indicators • TEKS with specificity • Common misconceptions Identify the Learning Target for each concept <ul style="list-style-type: none"> • Write a learning target in student friendly language to the required level of rigor and specificity Determine assessment evidence that will let you know if students have achieved the targeted learning, such as performance tasks and other evidence.
	Instructional Resources	Analyze Instructional Resources: <ul style="list-style-type: none"> • Choose or create activities/lessons that align to the big ideas/concepts that will be taught and tested • Use 5E model to design components of lesson • Determine CIF strategies that will be used during the lesson • Write essential questions that will promote critical thinking
	Support all Learners	Plan for Differentiation and scaffold student thinking: <ul style="list-style-type: none"> • Plan a variety of short, frequent formative assessments • Determine difficulties students may have and plan adjustments that will need to be made • Determine how students will be grouped for instruction