

Midland Independent School District

Instructional Process & Planning for Essential Standards

The Instructional Process is Midland ISD's common direction of action for the implementation of a guaranteed, viable and equitable curriculum for each student.

Question 1: What do we want all students to learn?

[Determine the Essential Standard](#). Consider vertical alignment. The [Vertical Alignment Chart](#) can be used as a protocol. For tested subjects, the Lead4ward Scaffolding document may be used as a resource.

Unpack the essential standard. Use the [Unpacking the Standards Form](#) and protocol as a resource.

Unpacking the Standards Protocol:

To find the learning targets to teach and assess, teams must:

1. Circle the verbs (required skills).
2. Underline the nouns (concepts) to be taught.
3. Double underline any prepositional phrase (context).
4. Write separately each verb (required skill) and noun (concept) combination as a separate learning target.
 - a. If a prepositional phrase (context) is included at the beginning or the end of the strand, include it in the target.
5. Examine each learning target, asking the following questions:
 - a. What are the instructional and assessment implications of this target?
 - b. What would it look like to teach this target in the classroom (setting, materials, and strategies)?
6. After examining the instructional and assessment implications, are there any targets that are implicit or not directly stated in the standard that should be included?

Question 2: How will we know they have learned it?

Based on the [Depth of Knowledge](#) of the standard, create the Common Formative Assessment (CFA). Use WebbAlign's [Summary Definitions of Depth of Knowledge](#) as an added resource to determine complexity level. For those less familiar with DOK, this [Blooms](#) comparison document may be useful.

Plan for instruction. Use the [Planning Guide](#) as a resource. The Lead4ward Planning Guide is available for STAAR tested areas. Use the Lead4ward Question Stems, eGuides, and Strategies Playlist to help plan instruction (stimulus, strategies, vocabulary, and evidence). Anchor charts for each TEK will serve as a review of what has been taught.

Administer the Common Formative Assessment (CFA) and analyze data.

Questions 3: How will we respond when learning has not occurred?

If most did not learn it, re-teach and assess. If a few did not, intervene.

Question 4: How will we respond when learning has already occurred?

Enrich and deepen. Producing a product based on the standard provides strong evidence of extended learning.