



## Technology Tool of the Month



*FlipGrid* is an APP Ms. Carrico has used in her classroom to allow students to create video reflections on topics added by the teacher. Students access the topic by using an access code. Here they can create their own video reflection and view the videos added by their classmates. In addition to videos, students can also add notes and drawings. You can see the FlipGrid in action by clicking [here](#).

## Pedagogically Speaking:

### Identifying Priority Standards

Following staff development earlier this month each of the session leaders expressed how much they enjoyed working with teachers to identify priority standards. In this issue Pedagogically Speaking is dedicated to explaining how the process of identifying priority standards fits within a sequence of curriculum development exercises the district has begun.

Figure 19, to the left, outlines a sequence of curriculum exercises intended to focus efforts in planning and instruction while providing teachers greater ownership and input into the curriculum development process. The identification of priority standards sets the foundation for future curriculum work. Beginning with identifying priority standards allows staff to dig deeply into the standards and dedicate sufficient time and resources for learning. From this, the next step will be to write proficiency scales for each of the identified priority standards.

Proficiency scales are written based on the grade level standard and differentiated through levels 1-4. Level 3 represents the grade level standard as written. Level 2 is written to encompass the foundational skills necessary to be successful on level 3. Level 4 represents advanced understanding of the grade level standard. Once established, proficiency scales help progress monitor student understanding on the mastery TEKS. These scales can also be a way to evaluate instructional materials to ensure alignment with the standards at the intended level of rigor.

The final piece of the puzzle is reforming the unit assessments. Currently, district unit assessments include concept level questions in a multiple-choice format. In addition to concept level questions the inclusion of some skills level and open-ended questions would provide feedback on where student misunderstandings lie. Another key addition to future unit assessments will be the continuous spiraling of the mastery standards throughout the school year.

The goal of each of these steps is to provide a stronger curriculum and assessment system developed by its primary stakeholders, teachers.

Fig 19|

