

Transcript – Curriculum and Instructional Gaps

Now, we will explore new ideas taught at a particular grade level through the lens of both the teacher and the student.

For the following exercise, be sure to have your Highlighted Curriculum and Instructional Gap Analysis document that matches your grade band.

You'll notice that this document has two columns. The left column describes the perspective of the teacher, while the right column describes the perspective of the student.

It's important to realize that your students, during the 2014-2015 school year, may have not received instruction for the new TEKS in their previous grade and school year.

Take a moment to analyze the relationships between the new student expectations and the instructional gaps that need to be addressed so that students are prepared for the implementation year 2014-2015.

Ask yourself, "As a teacher, what is the new content that I will be teaching in 2014-2015?"

"As a student, what do I need to know so that I am ready to learn new content in 2014-2015?"

In your Gap Analysis Notes Journal Page, please write down any "ahas," which are big ideas you hadn't considered, and "oh-nos," which are big ideas that may be a challenge and you may need to have a plan for implementation.

As you continue to explore this document, be mindful that our goal is to think about how we as teachers must know what new ideas we might have in our curriculum, but we must also consider what instructional gaps our students may have during this specific year of implementation. At the end of the session, we will have an opportunity to record a possible action plan based on the information that you have gathered throughout this module to begin meeting the needs of your district, campus, and students.