



Kempbell Teacher Studio

Teacher Guide

How to plan a lesson from a TEKS standard, teach it, and use exit tickets to decide tomorrow's groups.

Version 1.1 · Prototype

Document	Teacher Guide, Kempbell Teacher Studio
Version	1.1 (prototype release)
Date issued	October 23, 2026
Owner	Kemp Advisory Group, LLC, Tyler, Texas
Audience	Teachers, partner and substitute teachers, coaches, school leaders, families
Status	Prototype. Plans and suggestions are drafts for the teacher to review.
Contact	meshayla@kempadvisory.com

Kemp Advisory Group, LLC

Contents

Click any line to jump to it. In the printed copy, use the page numbers.

Part 1. Start here

Read this first. About ten minutes.	5
Welcome to the studio	
What it does for you, in plain words	5
What do you want from the studio?	
Pick your path: one standard, your students, you, or all of it	5
Computer words, in plain language	
Click, tab, drop-down and the rest	8
Your first lesson, click by click	
Seven steps with screenshots	9

Part 2. Using the studio

Everyday how-to, one task at a time.	13
Five steps, more tools if you need them	
The main path and the optional extras	13
Every plan includes	
What you get on the plan page	13
Exit ticket to next move	
Scores become levels, levels become groups	13
Your class at a glance	
How to read the class chart	13
One view per student	
Four needs together in one place	14
Language support, built in	
Help for English learners (ELPS)	14
Out for a day or a month	
Plans for substitutes and guest teachers	14
Grow as a teacher	
Optional growth tools	14
What to enter	
What is safe to type, and what never to	14
Don't know their level?	
Start with a quick pretest	15
Words, talk and connections	
Vocabulary, discussion and cross-subject ideas	15
Your growth plan (optional)	
A T-TESS goal you choose	15
For coaches, leaders and families	
Who else can use the studio	15
Objectives, questions and a 5-minute start	
Clear goals, ready-made questions, bell ringers	16
Take-home packet	
Homework with a parent sign-off	16

Part 3. Best practice

The habits behind a strong lesson.	17
Start with the end (backward design)	
Decide the goal and the evidence first	17
How to tell if a criterion is good	
Weak and strong examples	17
1. Know each student before you plan	
The one-question pretest	18
2. How long does it take?	
Realistic planning time	18
3. Start from what you have	
Build around your own book or text	18
4. Group on purpose	
Group types, sizes and roles	19
Grouping rules that hold up	
Six rules and where they come from	19
5. Cover a class in 5 minutes	
For a partner teacher or substitute	20
Where each part of a strong lesson lives in the tool	
A map from lesson part to tool screen	20
Track growth, set goals, get feedback	
Growth over time, student goals and rubrics	21

Part 4. Who does what

Words you can use.	23
Who does what: words you can use	
Scripts for six roles	23

Part 5. Reference

Terms and links.	26
Acronyms and definitions	
Standards, supports and tests	26
More terms you may hear	
Twenty-one more teacher terms	28
Resource guides: learn more	
Links to trusted sources	28

How to read this guide

Part 1 is the short path: read it and you can use the studio. Part 2 is everyday how-to. Part 3 explains the practices behind it. Part 4 gives words you can use. Part 5 is a reference of terms and links. The online Help page follows the same order, so you can switch between them.

Find the pages you need

You do not have to read everything. Find the line that sounds like you, then turn to those pages.

If you want to...	Read
I have a standard to teach tomorrow and little time	Your first lesson, click by click (p. 9)
I have never used a program like this	Computer words, in plain language (p. 8) and Welcome to the studio (p. 5)
I want to know what each path (A to E) gives me	What do you want from the studio? (p. 5)
I need to find out where my students are	Don't know their level? (p. 15) and 1. Know each student before you plan (p. 18)
I scored an exit ticket and need tomorrow's groups	Exit ticket to next move (p. 13) and 4. Group on purpose (p. 19)
I am out, or need a plan for a substitute	Out for a day or a month (p. 14) and 5. Cover a class in 5 minutes (p. 20)
I want help with my T-TESS goal	Grow as a teacher (p. 14) and Your growth plan (optional) (p. 15)
I want to see my whole class at once	Your class at a glance (p. 13) and One view per student (p. 14)
I need words to say to students, parents or a coach	Who does what: words you can use (p. 23) and For coaches, leaders and families (p. 15)
I met a word or acronym I do not know	Acronyms and definitions (p. 26) and More terms you may hear (p. 28)
I want to know what is safe to type	What to enter (p. 14)

Revision history

Version	Date	Change
1.1	October 23, 2026	Added Part 1 Start here: choose-your-path guide, plain-language computer words, click-by-click first lesson with screenshots. Contents now has subtitles. Ready-made question sets for Kindergarten to Grade 5. In-tool word help.
1.0	October 23, 2026	First issued edition: contents, visuals, expanded terms.

Notices

© 2026 Kemp Advisory Group, LLC. All rights reserved. Kempbell Teacher Studio is a prototype. Plans, groups and suggestions are drafts for the teacher to review and change. This guide is not legal advice and does not state that any class, plan or student record is compliant with any law or policy.

Not affiliated with or endorsed by the Texas Education Agency. TEKS, STAAR, TELPAS and T-TESS are names used by that agency or its partners and are used here only to describe the standards and systems teachers already work with.

Privacy: use seat numbers, never student names or IDs. Nothing typed into the studio is sent to a server. Saved copies stay in the teacher's own browser.

PART 1

Start here

Read this first. In about ten minutes you will know what the studio does for you and how to make your first lesson.

Welcome to the studio

What it does for you, in plain words

It saves you time

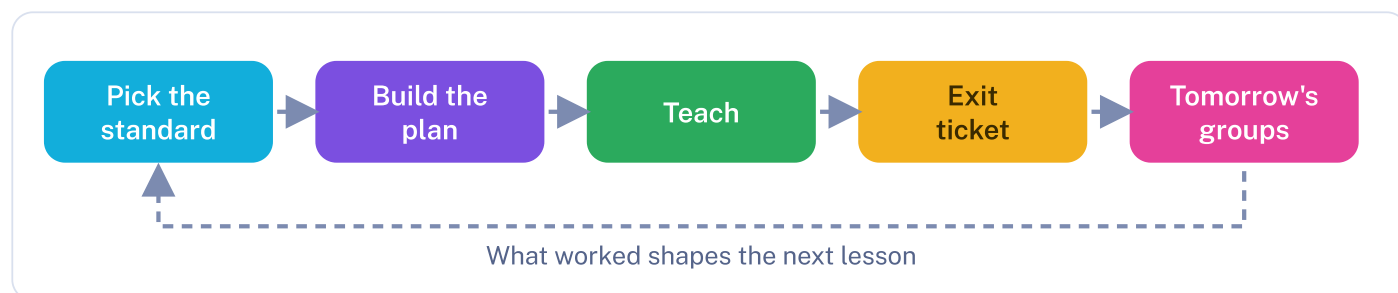
Pick a standard and the studio drafts a lesson plan in minutes.

You stay in charge

Everything is a draft. Read it, change it, throw out what you do not want.

It stays private

Use seat numbers, never names. Nothing you type is sent anywhere.



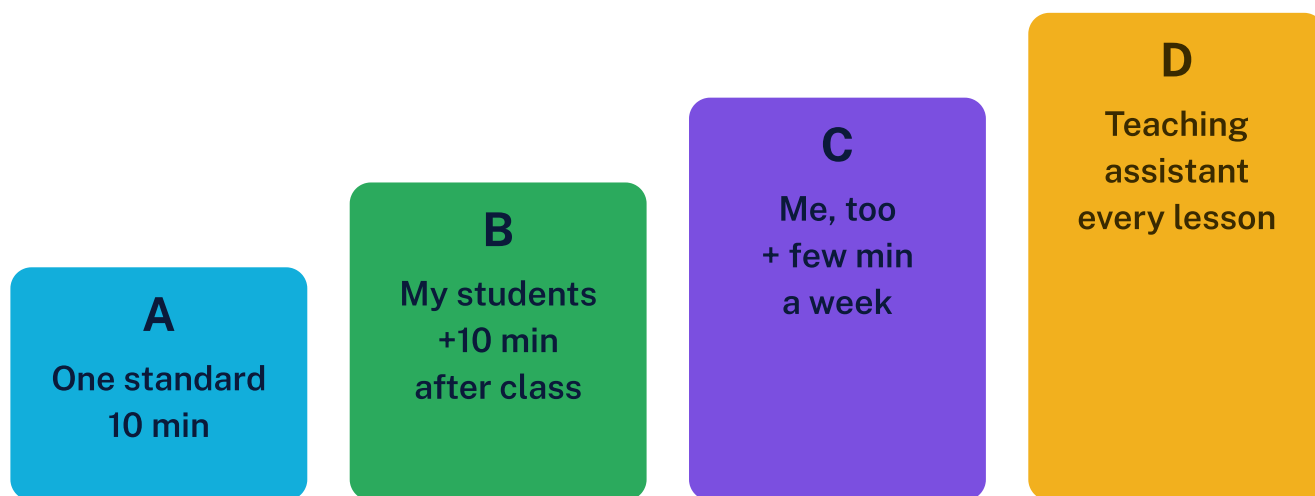
The studio follows the cycle you already teach: plan, teach, check, regroup.

What do you want from the studio?

Pick your path. You can change your mind any week.

People use the studio in four different depths. Find the one that sounds like you, then follow its short list. You do not need to learn everything. Most teachers start with Path A and add more later.

Each step up adds to the one before it. Nothing is lost.



A Help with one standard

Best for A teacher who wants a solid plan for tomorrow and nothing more.

Time About 10 minutes per lesson.

You do

1. Pick the standard.
2. Enter the grade and minutes.
3. Read the plan and copy what you want.

You get Five teaching moves, a learning objective, success criteria, and ready-made pretest and exit-ticket questions.

Where Steps 1 to 3 at the top of the tool.

You skip: scores, groups, goals and saving.

B Help my students grow

Best for A teacher who wants to know who needs what tomorrow.

Time Path A, plus about 10 minutes after teaching.

You do

1. Give the ready-made exit ticket.
2. Type each seat's score, 0 to 3.
3. Read tomorrow's groups.
4. Set a goal for a student or a group.

You get Tomorrow's groups with a task for each, reteach ideas, student goals, rubrics and a class chart.

Where Step 4 After teaching. More tools: Student goals, Rubric builder.

C Help me grow as a teacher

Best for	A teacher working on a T-TESS goal, or who wants a good coaching conversation.
Time	A few extra minutes a week.
You do	1. Open More tools, then Growth plan. 2. Pick one T-TESS dimension as your focus. 3. Plan with that focus's look-fors in view. 4. After teaching, write a short reflection.
You get	Look-fors tied to your lesson, a place to keep evidence for yourself, and questions a coach can ask. The studio never rates you.
Where	More tools: Growth plan, Coach view.

This path is optional. You can use Path A or B and never open it.

D Make it my teaching assistant: grow me and my students

Best for	A teacher who wants one place for planning, data and families, all year.
Time	15 to 25 minutes per lesson, less as the studio remembers your choices.
You do	1. Set up your class once. 2. Add your own book or text. 3. Plan, teach, then score the exit ticket. 4. Save the lesson results, using the same seat numbers all year. 5. Follow What's next, and send home a packet when you need to.
You get	Everything in A, B and C, plus growth over time, a view that follows your district's sequence, a family packet, and a cover pack for a substitute.
Where	All five steps and More tools.

What "it learns you" really means. The studio remembers the edits you make and the results you save, in your own browser. It does not read your mind, and nothing leaves your computer.

E I coach or lead a team

Use **Coach view** to see counts across classes, compare data over time, and plan a coaching conversation. Counts only, never names. Find it under More tools.

Not sure? Match your sentence.

If you say...	Start with
"I have a standard to teach tomorrow."	Path A
"My students are all over the place."	Path B
"My appraiser wants a goal from me."	Path C
"I want one tool for the whole year."	Path D

Computer words, in plain language

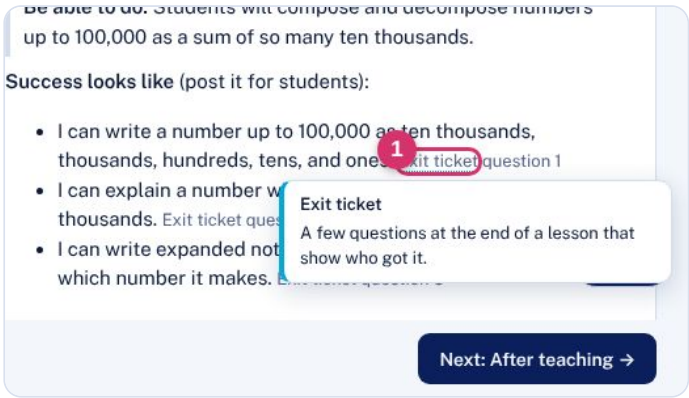
Click, tab, drop-down and the rest

Word	What it means
Click or tap	Press the mouse button once on something. On a phone or tablet, touch it with your finger.
Button	A box with words that does something when you click it, such as <i>Next</i> .
Scroll	Move the page up or down to see more. Use the mouse wheel, two fingers on a touchpad, or drag on a screen.
Tab	One of a row of labels across the top of a section. Click a label to switch to that part, like tabs in a binder.
Drop-down	A box with a small arrow. Click it and a list opens. Click the line you want.
Checkbox	A small square. Click it to put a check mark in it, and click again to take it off.
Browser	The program you use to look at websites, such as Chrome, Safari or Edge.
Copy and paste	Copy makes a duplicate of the words you chose. Paste puts them where you click next, such as a Word document or an email.
Seat number	The number of a desk in your room. The studio uses seat numbers, never student names.
Draft	A first try for you to read and change. Everything the studio writes is a draft.

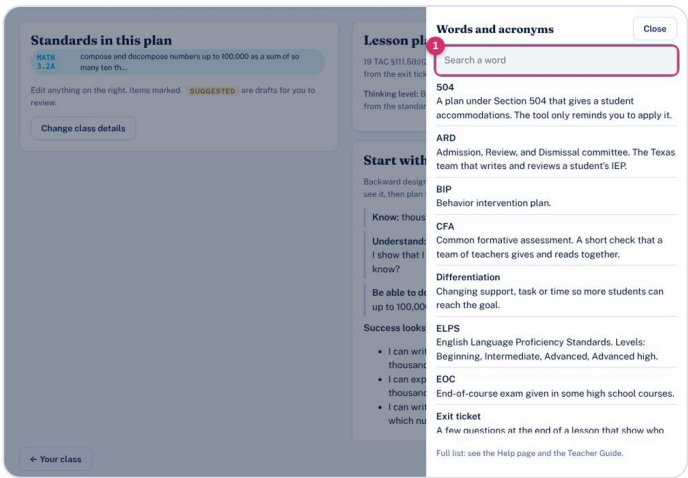
You cannot break it. Nothing you click sends anything or deletes anything of yours. If a page looks confusing, use the Back button at the bottom of the tool, or reload the page and start again. Plans you did not save or copy will be gone after a reload, so copy anything you want to keep.

Stuck on a word inside the tool?

Words with a dotted line under them have a short meaning. Click the word to read it. The **Words** button, at the bottom right of every screen, opens a list you can search.



Click a dotted word to see what it means.



The Words button opens a list you can search.

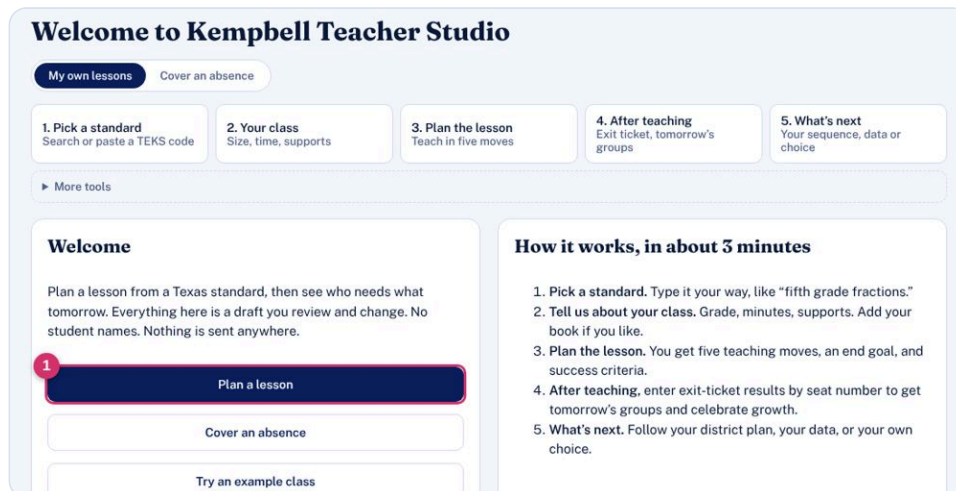
Your first lesson, click by click

Seven steps with screenshots. Red numbers in the pictures match the text.

1 Open the studio and click *Plan a lesson*

The first screen says Welcome. Click the dark button that says **Plan a lesson** (red circle 1).

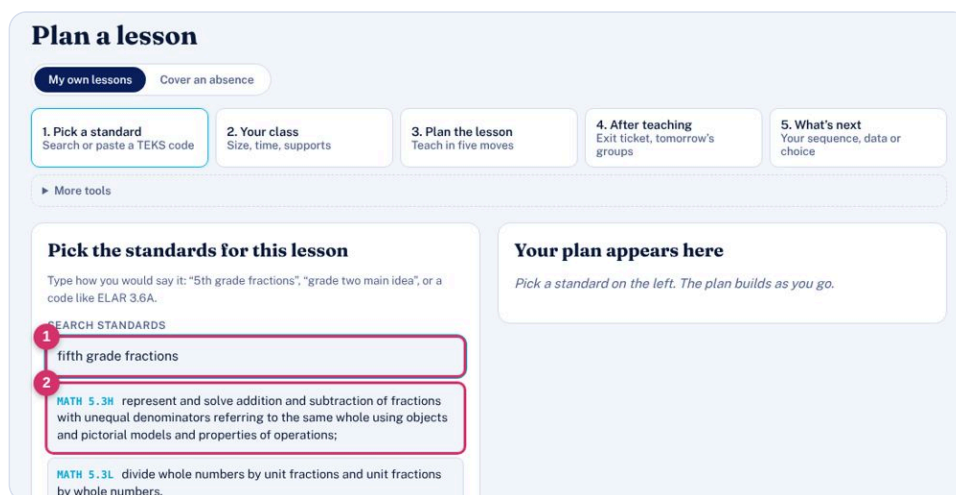
The other buttons are for covering an absence, trying an example class, and giving feedback. You can ignore them for now.



2 Type what you are teaching

Click in the search box (red circle 1) and type it the way you would say it, such as *fifth grade fractions*. A list of real Texas standards (TEKS) appears. Click the one that matches (red circle 2), then click **Next** at the bottom.

You can also paste a standard code, such as ELAR 3.6A.



3 Tell the studio about your class

Check the grade (circle 1), the minutes you have (circle 2) and the number of students (circle 3). Leave anything else as it is. You can come back and add more later.

4 Read your plan

The plan appears on the right. The tabs (circle 1) split it into short parts so you only read one at a time: Teach, Check and group, Support students, Language and thinking. Click an item (circle 2) to open it, and click it again to close it.

Anything marked **Suggested** is a draft. Change it to fit your class.

5 Use the ready-made questions

Open **Ready-made pretest questions** (circle 1). Each question says which standard it checks. Click **Answer and hint** (circle 2) to see the answer. Scroll down to the buttons **Copy student sheet** and **Copy answer key**, then paste into your own document.

Read each question before students see it. You know your class best, and a computer cannot catch every awkward question.

Teach 8 Check and group 7 Support students 4

Language and thinking 8

1 Ready-made pretest questions

Ready-made for MATH 3.2A. Each question assesses this standard:
compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds

Question 1 - recall - criterion 1
What number is 4 ten thousands + 2 thousands + 5 hundreds + 3 tens + 1 one?
A. 42,513
B. 42,531
C. 40,251
D. 4,253

2 Answer and hint

Question 2 - explain - criterion 2
Which shows 53,264 in expanded notation?
A. 5,000 + 300 + 20 + 6 + 4
B. 50,000 + 300 + 20 + 6 + 4
C. 50,000 + 3,000 + 200 + 60 + 4
D. 50,000 + 3,000 + 20 + 60 + 4

Answer and hint

Question 3 - apply or judge - criterion 3
Which number is 6 thousands + 8 hundreds + 2 ones?
A. 6,820

6 After you teach: type the exit ticket scores

Find the column **Exit ticket** (circle 1). For each seat, choose how many questions the student got right, 0 to 3. Tomorrow's groups appear on the right (circle 2), with a task for each group.

Use seat numbers, never names.

Plan a lesson

My own lessons Cover an absence

1. Pick a standard
Search or paste a TEKS code

2. Your class
Size, time, supports

3. Plan the lesson
Teach in five moves

4. After teaching
Exit ticket, tomorrow's groups

5. What's next
Your sequence, data or choice

More tools

Exit ticket results

One row per seat. These are example seats, not real students. Use seat numbers, never names. Correct answers out of 3 turn into a level for this lesson only. It is a classroom signal, not a STAAR score.

Seat	ELPS	IEP	504	BIP	Pretest (of 3)	Exit ticket (of 3)
1	Interme	☐	☒	☐	0	1
2	No ELP	☒	☐	☐	0	0

Tomorrow's groups

Built from exit-ticket levels for MATH 3.2A. SUGGESTED

Masters - Seats 4, 7
Extension: build a harder problem and teach it to a partner.

Meets - Seats 3, 6
Application task: use the skill in a new situation and explain the reasoning.

Approaches - Seats 1, 8
Guided practice with the teacher: two examples together, then one with a partner.

7

Choose what comes next

The last step offers three choices: follow your district's sequence, follow what your data shows, or pick any lesson you like. The studio never forces a path.

Plan a lesson

My own lessonsCover an absence

1. Pick a standard
Search or paste a TEKS code

2. Your class
Size, time, supports

3. Plan the lesson
Teach in five moves

4. After teaching
Exit ticket, tomorrow's groups

5. What's next
Your sequence, data or choice

► More tools

Choose your next lesson

You decide. Follow your district's sequence, follow your data, or pick any standard. The tool never forces a path.

▼ My district or campus sequence
Paste your scope and sequence, one standard per line, in the order you must teach. Codes such as MATH 3.2A work. Add any note after the code.

1. Follow my sequence
Paste your sequence on the left to see what is next.

2. Reteach or weave in
Use these when your sequence gives you room.

PART 2

Using the studio

Everyday how-to, one task at a time. Open the part you need. You do not have to read it in order.

Five steps, more tools if you need them

1. **Pick a standard.** Type it your way: "fifth grade fractions" or ELAR 3.6A.
2. **Your class.** Grade, minutes, size, supports, interests.
3. **Plan the lesson.** Five teaching moves first. Tabs hold the rest.
4. **After teaching.** Seat numbers and scores. Tomorrow's groups.
5. **What's next.** Your district sequence, your data, or your choice. Your plan format if your campus needs one.

More tools: rubric builder, check a plan, homework and family packet, classroom setup, progress and test data, save and feedback, family page, coach view, and an optional growth plan.

ELAR standards switch to explicit teaching: I do, we do, you do together, you do.

Exit ticket to next move



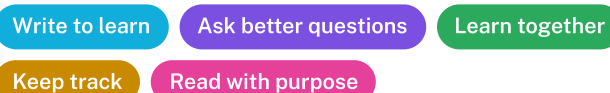
These levels are a one-lesson classroom signal, not STAAR scores. STAAR levels come from the whole test and cannot say which standard to reteach.

Every plan includes



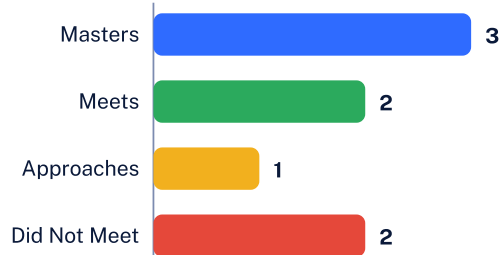
Learning habits built in

One example each, matched to your grade band and subject. Pick one or two.



Cover-an-absence plans add guest-teacher notes: materials, routines, signals, who to call.

Your class at a glance

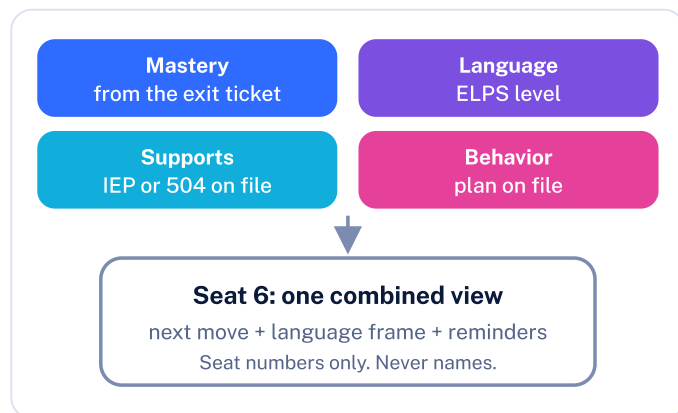


Example class of eight seats, not real students. If a third or more of scored seats did not meet, plan a reteach day on the prerequisite.

Pairs and groups

Pairs sit one level apart. A Masters seat is never paired with a Did Not Meet seat.

One view per student



IEP, 504 and behavior boxes remind you to apply the plan on file. The plan itself stays with your campus.

Out for a day or a month

1. Switch to Cover an absence.
2. Find the standard the class is on. Use the district plan first, or ask the teacher next door. Set the days.
3. Hand over a plan with guest-teacher notes.

Grow as a teacher

T-TESS dimension	How the Studio helps
1.1 Standards and Alignment	Objective written from the TEKS
1.2 Data and Assessment	Pretest and exit ticket data
2.3 Communication	Student-language objective, key words, frames
2.4 Differentiation	A move for each level, a frame for each ELPS level
2.5 Monitor and Adjust	Checkpoints and the what-worked log

A reflection aid, not a rating. Look-for prompts are plain-language versions of the Proficient descriptors in the official T-TESS rubric (teachfortexas.org). Use the rubric for levels.

The upload checker reads a plan you already use and lists the parts to add.

Language support, built in

ELPS level	Sentence frame
Beginning	Point or draw, then "This is a ____."
Intermediate	"I can ____ because ____."
Advanced	"First I _____. Then I _____, which shows _____."
Advanced high	Explain in a paragraph with subject words.

Biliteracy classes: switch on the biliteracy option for cognates and home-language talk before English.

Reading in K to 3

Phonological awareness Pre-reading Decoding
Fluency Vocabulary Comprehension Writing

Pick an ELAR standard and the plan names its lesson type, chosen from the standard's wording. Edit if it looks wrong.

What to enter

Enter

TEKS standards. Counts of ELPS, IEP, 504 and behavior plan students. Seat numbers and exit-ticket scores. What worked, in your words.

Never enter

Student names or IDs. Anything from an IEP, 504 or behavior plan. Medical or family details.

Nothing you enter is sent anywhere. Saving is a copy in your own browser.

Don't know their level?



Starting level guides day one. Exit ticket shows what moved.

Give a short pretest, enter 0 to 3 per seat. If your students use Kempbell Academy, paste their levels by seat number in Save and feedback. Automatic delivery by class code is still being built.

Your growth plan (optional)



You own it. You choose what your appraiser sees.

Off until you turn it on. Enter a current or previous T-TESS rating and the tool picks your lowest dimensions, lists what to work on, and adds a growth line to the matching teaching move.

1. Pick a T-TESS dimension and write one goal.
2. Add a dated line each time you act: exit ticket, coach visit, learning.
3. Copy the summary for your appraiser: actions followed, and student counts.

Follows the shape of a Texas goal-setting and professional development plan. Does not replace your district's form.

Words, talk and connections

- **Academic language:** key words from the standard, word parts, sentence stems.
- **Talk, read, talk, write:** a routine from Nancy Motley's book of the same name.
- **Teams and partners:** plain-named routines such as think, pair, share and same-number teams.
- **Connections:** to self, to other texts, to the world, plus your students' interests.
- **Learning habits:** writing, questioning, teamwork, organizing, reading.

Word lists are made by rules from the standard's wording. Check them against your district curriculum.

For coaches, leaders and families

Coach view

Teachers share a count-only summary of a class. You see levels across classes, shared standards and moves that did not work. For coaching, not rating.

Family page

A one-page handout: what we are learning, words to know, five minutes at home, questions to ask. Review it before it goes home.

Appraiser view

The growth-plan summary shows whether the plan was followed and how many seats moved up. It never shows lesson content or student detail.

Objectives, questions and a 5-minute start

- **Learning objective check.** Observable verb, one skill, outcome not activity, a measure of success. Offers a measurable and an "I can" version.
- **Language objective.** One sentence: function, content, words and sentence starters. Same objective for every level, different supports.
- **Essential question.** Open, short, answerable by the end. Type yours and get a check.
- **Pre-class activity.** Five minutes, built from the key words and the standard before it. Cards for K to 2, a reading warm-up for K to 3, and a place to note what you saw.

Take-home packet

For homework, a tutorial, a try-again or extra practice. Pick the level it is for. Families get:

- A plain-language letter on where their child is on the skill and why the packet is coming home.
- Steps for helping without giving the answer, and a checklist to check the work.
- A tear-off slip: parent signature, date, "I received this" and "I checked the work."

Make one version per group. Levels are classroom levels, not STAAR scores. No student names in the tool.

PART 3

Best practice

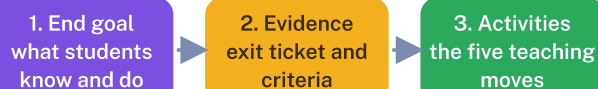
The habits behind a strong lesson, and where each one lives in the tool.

Start with the end (backward design)

Before you plan activities, decide what students must know by the end and how you will see it. The plan page opens with a **Start with the end** card:

1. **Know:** the key words students should own.
2. **Understand:** the big idea, in one sentence you finish.
Start from the essential question.
3. **Be able to do:** the objective, from the TEKS wording.
4. **Success looks like:** three "I can" criteria (say it, show it, use it). Post them for students.
5. **Evidence:** exit ticket questions 1, 2 and 3 check criteria 1, 2 and 3.
6. **Then plan:** the five moves lead students to those answers.

Open "Edit my end goals" to change anything. Each standard remembers your edits.



Plan in this order, teach in the opposite order

How to tell if a criterion is good

Weak	Strong
I understand fractions.	I can show 3/4 on a number line and explain how I know.
I know the theme.	I can state the theme of a story and point to two parts that show it.
I learned about weather.	I can use a chart to tell what the weather will be and why.

Strong criteria name something you can see or hear, and an exit ticket question can check them. Backward design comes from Wiggins and McTighe, *Understanding by Design*.

1. Know each student before you plan

A lesson aimed at the whole class misses most of it. A quick pretest tells you where to start, who already has it, and who needs the earlier skill.

1. **Write one question** on the main idea of the standard and add "How do you know?" This is the one-question technique.
2. **Students answer alone** before the lesson or as the hook.
3. **Sort the answers into three piles:** ready, close, not yet.
4. **Enter each seat's level** under Pretest in After teaching. The tool uses it for groups and to show growth.

Ready
start with a
stretch task

Close
short reteach,
then practice

Not yet
teach the earlier
skill first

Enter each seat's pile under Pretest in After teaching

Plan the lesson, then open Check and group. The Quick pretest steps are there for your standard. Use seat numbers, never names.

3. Start from what you have

Say what you are using and the plan is built around it. In Your class, add the book or resource, pages, key words and the part you want to cover.

Example

Standard ELAR 3.8A. Text: *Charlotte's Web*, pp. 12 to 18. Key words: barn, spider, friendship. The hook shows the cover and asks for predictions. The think-aloud uses a passage from those pages. The independent try uses another section. Exit ticket question 3 asks students to apply the skill to a new part of the book. Your key words lead the vocabulary list.

The tool cannot read your book. It builds around the title, pages, topic and the key words you type, which stay on the page and are not sent anywhere.

2. How long does it take?

Step	About
Pick standard, set class and minutes	2 to 3 min
Add your book or text (optional)	1 to 2 min
Write the one-question pretest	3 to 5 min
Students answer it	5 to 10 min of class
Sort and enter levels by seat	8 to 10 min
Read, edit and make the plan yours	10 to 15 min
Total for a first lesson	about 30 min
Repeat lesson, same class	about 15 min



These are our own planning estimates for the prototype, not research results. Your times will vary. A national 2022 EdWeek survey found teachers work about 54 hours a week but did not report planning time on its own.

4. Group on purpose

Pick what students are doing. The tool names the group type, size, time and roles, builds the groups by seat number, and copies a group chart.

Students are	Group
Reteaching one skill	Skill group, 3 to 5, 10 to 15 min
Practicing	Mixed pairs (rank, split in half, pair across)
Discussing or solving	Mixed group of 3 or 4 with roles
Teaching each other	Jigsaw: home, then expert groups
Checking understanding	Think, pair, share (neighbors)
Long project	Learning team of 4

Reteach skill group  3 to 5

Mixed pair  2

Mixed group, roles  3 to 4

Learning team  4

Students per group. You form the groups, by seat number.

Grouping rules that hold up

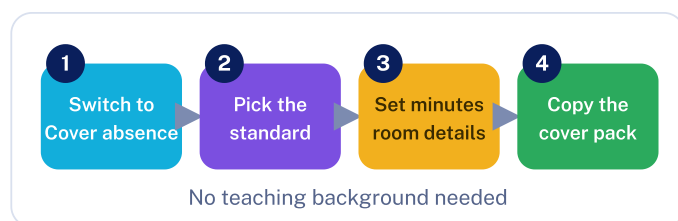
- **You form the groups.** Student choice can leave students out.
- **Skill groups are temporary.** Regroup when students get it.
- **Never stay below grade level.** End by returning to the grade-level task.
- **Name groups by color,** not level.
- **Change the approach,** not only the group, for a student stuck at Approaches or lower twice. The tool flags these seats.
- **Give every member a job** only they can do, and rotate roles.

Sources: NWEA (2025); ASCD, "How We Group Students Matters"; University of Waterloo Centre for Teaching Excellence. One small student survey (Hassan et al., 2023) found most students liked pair and group work. It measured opinions, not scores.

5. Cover a class in 5 minutes

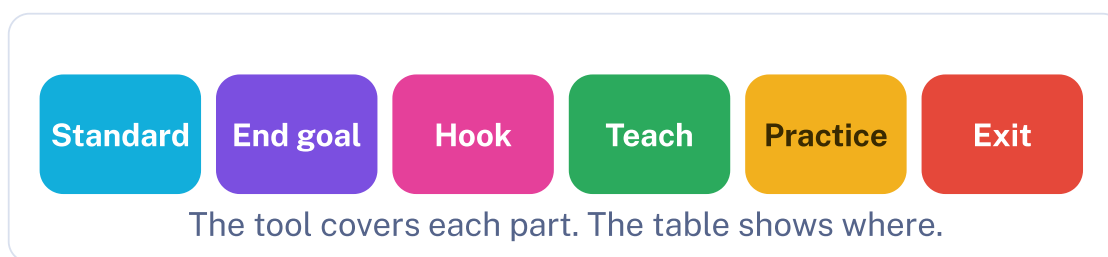
If a teacher is out, a partner teacher, coach or principal can make the plan. No teaching background is needed.

1. Switch to **Cover an absence**.
2. Pick the standard the class is on, or paste a code from the district plan.
3. Set minutes and days. Add the room details if you have them: where materials are, who to call, the attention signal.
4. Open Plan the lesson. In the **Cover pack** at the top, copy the guest-teacher plan and the student work page.



The guest-teacher plan has the goal to say aloud, schedule, step-by-step moves, supports by seat number, early finishers, a backup plan, a day-by-day outline and a notes section for the teacher who returns. The student page has a do-now, three tasks and an exit ticket.

Where each part of a strong lesson lives in the tool



Lesson part	In the tool
Standards and objectives	Pick a standard; objective check; language objective
Plan backward (end goal first)	Start with the end card: know, understand, do, success criteria, evidence
Hook or warm-up	Move 1; pre-class activity ideas; your book's cover or first page
Direct instruction and modeling	Move 2; think-aloud with a passage from your text
Guided and independent practice	Moves 3 and 4; support and stretch paths
Closure and exit ticket	Move 5; three-level exit ticket; piles become groups
Materials	Classroom setup (materials list); take-home packet

Differentiation and accommodations	Support students tab; ELPS frames; IEP, 504 and behavior reminders by seat
Formative checks	Checkpoints in the schedule; Quick pretest; progress and data
Backup plan	Support students tab: short on time, too hard, too easy, tech fails
Other subjects, technology and career skills	Language and thinking tab: Connect it (optional, pick one idea)
Reflection	Check and group tab; the What worked log
Homework and family contact	Take-home packet with parent sign-off

Track growth, set goals, get feedback

Growth over time

1. After you score an exit ticket, choose **Save this lesson's results**.
2. Keep the **same seat numbers or codes all year**. That is how growth can be followed.
3. After two saved lessons, **Your progress and growth** shows who moved up and who is on a roll. When a seat dips or stays low, it gives encouraging words and ideas to try.



Example seat, not a real student. Growth is followed by keeping the same seat number all year.

Saved in your browser by seat number. Clearing browser data erases it. No names.

Feedback on a plan you already wrote

In More tools, open Review and upload, paste your plan and check it. You see what is strong first, then a few ways to strengthen it with an **Open in my plan** button. No score, private to you. It is a keyword check, so you know your class best.

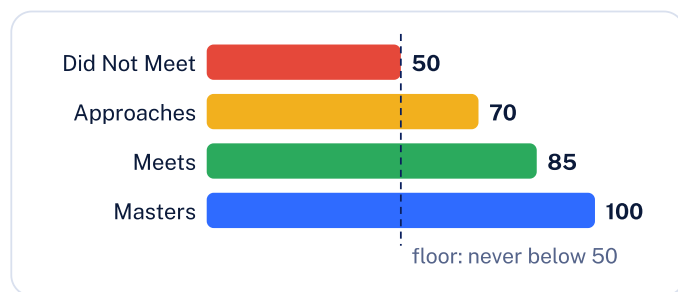
Student goals

1. Open **More tools, Student goals**.
2. Tap one seat for a student, two for a pair, three or more for a group. Or use **Quick start** for a one-level-up goal for every scored seat.
3. Watch each goal move from Working on it to Close to Reached. Pair and group goals count when **every member** reaches the goal.
4. When a goal is reached, pick a recognition from your menu and copy a note home and a certificate.

Keep recognition private and about growth. No public rankings. Praise effort and strategy. Do not tie it to grades. No food. Follow your campus policy.

Rubrics

1. Open **More tools, Rubric builder**, or tap **Build a rubric from these** on the lesson plan.
2. The criteria start from your success criteria for the standard, so the rubric, exit ticket and plan agree. Edit them, one per line. Start each with a verb and say what you can see or hear.
3. Choose a format: **four levels** for detailed feedback, **single-point** for quick personal feedback, or a **student check** in "I can" words. Choose "A project" to add teamwork, process and sharing criteria.
4. Ask students what excellent work looks like and type it in the optional box. You write the lower levels.
5. Score a seat to see its level and score. One button copies those levels into After teaching.



Illustrative scores. Your district policy decides the actual values.

The lowest score is never below 50. Did Not Meet is worth 50 by default. You can raise the floor to 69 but not below 50. This is a grading-policy choice, so follow your district policy. Levels are classroom levels, not STAAR scores.

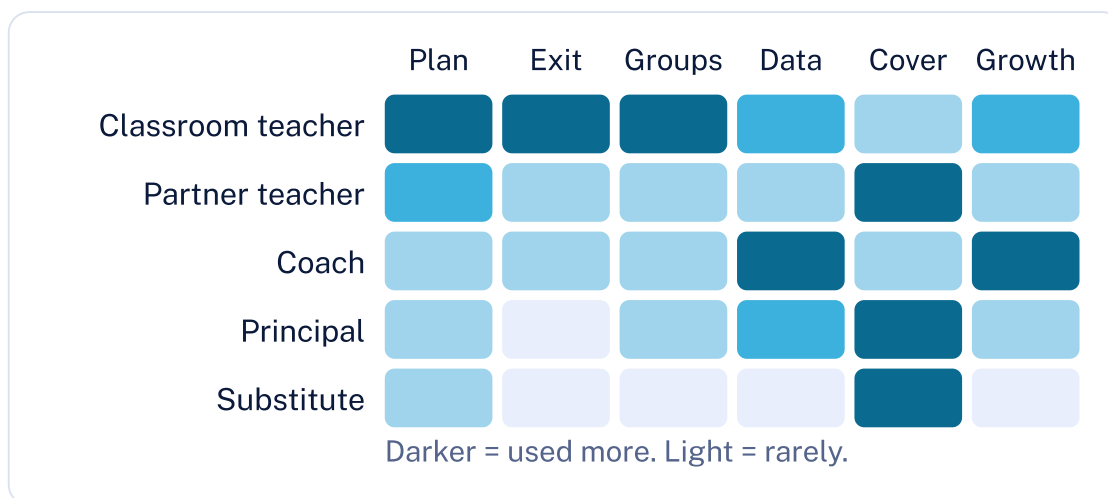
Based on ideas from ASCD (better feedback through rubrics), Edutopia (student-designed rubrics) and GradingPal (K-12 rubric guide), paraphrased. Share the rubric before the work starts, show anonymous samples, and score two samples with a colleague to check you agree.

New here? The Start here screen gives four paths: plan a lesson, cover an absence, try an example class, or give pilot feedback. On the main path, use Next and Back at the bottom. **Testing the tool?** Open More tools, then Pilot feedback and results. It takes about 5 minutes. Copy your response code and email it to the pilot lead. The code has no student information.

PART 4

Who does what

The same tool serves six people. Each box shows what that person does and a short script. Change the words to sound like you.



A guide, not a rule. Every role can use every part.

Column	What it means in the studio
Plan	Making the lesson plan: pick a standard and get objectives, teaching moves and success criteria.
Exit	The exit ticket: a few questions at the end of class that show who got it.
Groups	Tomorrow's groups: students sorted by how they did, each with a task.
Data	Scores and results you enter by seat number, and the class chart built from them.
Cover	Cover an absence: a plan with notes for a substitute or guest teacher.
Growth	Your own growth plan: a T-TESS goal you choose, and notes on how you are doing.

Classroom teacher

Picks the standard, runs a quick pretest, teaches, scores the exit ticket, checks the groups.

To students, opening:

"Today we are going to infer the theme of a story. By the end, you will be able to say it in your own words and show how you know."

To students, pretest:

"This is not a grade. It shows me where to start. Answer alone, and tell me how you know."

To a student, after the exit ticket:

"You moved from Approaches to Meets. What helped you?"

To yourself, after:

"Which group did not get it? What will I change tomorrow, not just who sits where?"

Partner teacher

Plans together, or covers for a colleague. Uses Cover an absence.

Planning together:

"Let's both pick the same standard. I will teach it Tuesday, you Wednesday. After my exit ticket I will tell you which move worked."

Covering a class:

"I only need the standard, the minutes and how many days. Where do you keep the materials? Who should I call?"

Handing back:

"Here is what got done, the exit tickets by seat number, and the seats that needed help."

Instructional coach

Supports growth. Never rates the teacher with this tool.

Opening:

"What do you want to get better at this month? Let's look at what you picked in the growth plan."

Looking at data:

"Your exit tickets show most students at Approaches on question 2. What did you notice about how they explained it?"

Next step:

"Try one move for two weeks: have students explain to a partner before they write. We will check the exit tickets together."

Principal or assistant principal

Covers a class in a pinch, or reviews counts with a team. Counts only, no student names.

Covering a class:

"I am picking the standard the class is on, 50 minutes, one day. I will copy the cover pack and the student work page."

Team data meeting:

"Across third grade, a third of seats did not meet the standard. What reteach plan can we share?"

Teacher check-in:

"The growth plan is optional. Do you want it on? You choose the focus."

Guest teacher

Follows the cover pack. Needs no tool.

Opening the class:

"Good morning. I am here for Ms. B today. Our goal is on the board. Look at the question and talk to a partner for one minute."

When stuck:

"If this is too hard we go back to the earlier skill with pictures. If it is too easy, use the early-finisher task."

Closing:

"Fill in the exit ticket. I will leave the papers for your teacher."

Family

Receives the take-home packet and signs it.

Packet letter:

"Your child is approaching this skill. This packet gives a little extra support. It should take about 15 minutes. Please check the work, sign the slip, and send it back tomorrow."

Phone call:

"I am sending home practice on fractions. The key words are numerator and denominator. Ask your child to explain one answer to you."

If they have questions:

"Write a note on the slip or call the front office. Thank you for working with us."

PART 5

Reference

Terms, acronyms and links when you want to learn more.

Acronyms and definitions

Term	Meaning
TEKS	Texas Essential Knowledge and Skills; the state standards for what students should know and do in each grade.
TEA	Texas Education Agency.
STAAR	State of Texas Assessments of Academic Readiness. The toolâ€™s levels are classroom levels, not STAAR scores.
T-TESS	Texas Teacher Evaluation and Support System. Its rubric describes five levels: Improvement Needed, Developing, Proficient, Accomplished, Distinguished.
ELPS	English Language Proficiency Standards: describe how English learners grow, from Beginning to Advanced High.
ELAR	English Language Arts and Reading.
ELL / EL / EB	English language learner, English learner, emergent bilingual.
IEP	Individualized Education Program for a student in special education.
504	A plan under Section 504 that gives a student accommodations.
BIP	Behavior intervention plan.
TRA	Texas Reading Academies, the reading training for K to 3 teachers. One lesson framework is named for it.
PCA	Pre-class activity, also called a bell ringer: what students do at the start of class to get ready.
Exit ticket	Two to three questions at the end of a lesson that show who got it.
Pretest	A quick check before teaching to see what students already know.
Formative / summative	Formative checks guide teaching while learning. Summative tests measure it at the end.

Term	Meaning
Level (Did Not Meet, Approaches, Meets, Masters)	The toolâ€™S four classroom levels from an exit ticket (0 to 3 correct).
Seat number	How the tool refers to students. No names are entered.
Skill group	A short-term group of students who need the same skill.
Alternate ranking	Rank students, split the list in half and pair across the halves so partners are a level or two apart.
Jigsaw	Each student becomes an expert on one piece, then teaches their home group.
Think, pair, share	Think alone, talk with a partner, share with the class.
Gradual release (I do, we do, you do)	Teacher models, then the class practices together, then students try alone.
Backward design	Plan the assessment first, then the activities that lead to it.
Bloom / Costa	Frameworks for the level of thinking in a question, from recall to creating or judging.
5E / inquiry	Engage, explore, explain, elaborate, evaluate. A science lesson cycle.
Essential question	An open question the whole lesson works to answer.
Learning vs. language objective	What students will learn, and what they will say or write to show it.
Differentiation	Changing support, task or time so more students can succeed.
Scaffold	A temporary support, such as a sentence frame or a word bank.
PBL	Project-based learning: students learn through a longer project with a rubric.
Rubric	A guide that describes levels of quality for a task.
Benchmark / MAP / iReady	Common tests. The tool can import levels by seat from a spreadsheet.
PLC	Professional learning community: teachers who plan and review data together.
KTS / KAG	Kempbell Teacher Studio / Kemp Advisory Group.

More terms you may hear

Term	Meaning
SPED	Special education.
ARD	Admission, Review, and Dismissal committee. The Texas team that writes and reviews a student's IEP.
LPAC	Language Proficiency Assessment Committee. Decides a student's English learner status, program and testing supports.
TELPAS	Texas English Language Proficiency Assessment System. The yearly check of English growth for English learners.
MTSS / RTI	Multi-tiered system of supports and response to intervention. Tier 1 is whole-class teaching, Tier 2 is small-group help, Tier 3 is intensive help.
Accommodation / modification	An accommodation changes how a student learns or shows learning. A modification changes what is expected. Follow the student's plan.
GT	Gifted and talented.
SEL	Social-emotional learning: skills such as self-management, teamwork and handling feelings.
CFA	Common formative assessment. A short check that a team of teachers gives and reads together.
Student expectation (SE)	A lettered item under a TEKS statement, such as 3.6A. It is what students are expected to know or do.
Readiness / supporting standards	TEA's labels for which standards get the most weight on STAAR (readiness) and which support them.
Process standards	Skills used across content, such as problem solving in Math or investigating in Science.
Scope and sequence / IFD	Your district's pacing guide and the order of standards. Some districts call the planning documents Instructional Focus Documents. Follow yours first.
Vertical alignment	How a standard builds from one grade to the next.
Spiral review	Coming back to earlier skills on purpose so they stay fresh.
Reteach / intervention / enrichment	Reteach: teach it again a new way. Intervention: extra targeted help. Enrichment: deeper work for students who are ready.
Anchor chart	A chart built with the class and posted as a reference.
Exemplar	A sample of strong student work that shows what Meets or Masters looks like.
GSPD	Goal-Setting and Professional Development plan, the T-TESS growth plan teachers write with an appraiser.
Walkthrough	A short, informal classroom visit by an administrator or coach.
EOC	End-of-course exam given in some high school courses.
Texas Reading Academies	Required training in the science of teaching reading for K to 3 teachers and principals.

Resource guides: learn more

Links open in a new tab. We checked each one, but websites change. Listing a source does not mean its authors reviewed or endorse this tool.

Texas standards and teacher support

- [TEA: Texas Essential Knowledge and Skills \(TEKS\)](#)
- [TEA: Curriculum standards](#)
- [ELPS: 19 Texas Administrative Code Â§ 74.4](#)
- [T-TESS rubric \(Teach for Texas\)](#)

Planning frameworks

- [Understanding by Design \(backward design\), Wiggins and McTighe, ASCD](#)
- [The BSCS 5E Instructional Model](#)
- [Costaâ€™s Levels of Questioning, TeachThought](#)
- [Formative Assessment 101: quick pre-assessments](#)
- [Lesson plans, Discovery Education](#)
- [Lesson planning: 12 essential components, Thames College](#)

Grouping and peer learning

- [How to get the most out of student grouping, NWEA](#)
- [How We Group Students Matters, ASCD](#)
- [Group work: small-group types, University of Waterloo](#)
- [Pre-class activities and peer instruction, Washington State University](#)

Questions, objectives and engagement

- [Essential questions in lesson planning, Learning Mole](#)
- [Developing big ideas and essential questions \(PDF\)](#)
- [Planning with the Six As and essential questions \(PDF\)](#)
- [Interactive classroom ideas, Canva](#)

For acronyms we could not link, search the name with "Texas Education Agency." Ask your campus or district for its own curriculum guide, which comes first.

Before you teach

- Does the objective match the TEKS wording?
- Do I model before students practice?
- Where will I check understanding?
- Did I look at IEP, 504 and behavior plans?

After you teach

- Enter exit-ticket scores.
- Review tomorrow's groups. They are suggestions.
- Log what worked, partly worked or did not.
- Use the next-week notes in your next plan.

Can I change the plan?

Yes. Everything is a draft. You decide.

Will it say my class is compliant?

No. You and your campus own IEP, 504, behavior and ELPS decisions.

Credits: Talk, read, talk, write, Nancy Motley (Canter Press, 2016). Inquiry cycle, built on the BSCS 5E learning-cycle tradition. Bloom, Costa and Gagnâ€™ frameworks, backwards design (Wiggins and McTighe), gradual release (Pearson and Gallagher), think-pair-share (Frank Lyman). TEKS, STAAR, T-TESS and ELPS belong to TEA and the State of Texas. Grouping: NWEA (2025); ASCD, How We Group Students Matters; University of Waterloo Centre for Teaching Excellence; Hassan et al. (2023). Pre-assessment: California County Superintendents Educational Services Association, Formative Assessment 101. Lesson components: Discovery Education and Thames College lesson-planning guides. No author or publisher endorses this tool.

© 2026 Kemp Advisory Group, LLC. All rights reserved. Kempbell Teacher Studio is a prototype. Not legal advice. Not affiliated with or endorsed by the Texas Education Agency. STAAR, TEKS, T-TESS and Texas Reading Academies are names used to describe what the tool relates to.