REGION 14 EDUCATION SERVICE CENTER

EST. 1967

TEXAS INSTRUCTIONAL LEADERSHIP

IGNITE
INTENTIONAL LEADERSHIP

Our Mission

To create adult led systems that lead to improved student outcomes.

Our Approach

In order for a campus to improve, a strong principal must be leading and receiving district support. Our first step involves guiding the principal supervisor through developing district and campus-improvement leadership teams.

Utilizing concepts from the Texas Instructional Leadership program, we then train district level teams to support the campus principals in driving schoolwide improvement strategies by training both in effectively leading school improvement through: establishing & promoting school values, implementing district curriculum, developing & providing feedback on lesson plans that include formative assessments & aggressive monitoring, analyzing data, providing instructional coaching, and developing & monitoring school goals.

After professional development, we provide ongoing implementation support and action step coaching to develop adult led systems that improve student outcomes.

TIL PARTICIPANT SUCCESS CRITERIA

We see success when DISTRICTS meet the following criteria:

❏ Superintendent **and** principal supervisors want the district/campuses to participate in the program

❏ Clear and consistent communication occurs between district and campus leaders

❏ Clear expectations are set for campuses' implementation of practices, such as calendars to capture when data meetings are held, use of trackers to capture action steps assigned to teachers, etc.

❏ Implementing practices learned through IMPACT is at or near the top of the district priority list

❏ Other district stakeholders are familiar with the initiative for the purposes of coordination

We see success when the PRINCIPAL SUPERVISOR:

❏ Attends all trainings, participates fully, and is the lead learner

❏ Is a champion for implementation

❏ Is (or is willing to learn to be) a coach to principals

❏ Is willing to be coached

❏ Holds campuses accountable on implementation

❏ Is willing to lead change, even in the face of pushback

We see success when CAMPUS LEADERS:

❏ Attend all trainings, participate fully, and model adult learning

❏ Are committed to pushing through the highs and lows of implementation

❏ Can lead change and develop/maintain trust with staff

❏ Are open to acknowledging their own gaps and working through them

❏ View their primary role as enabling great instruction through:

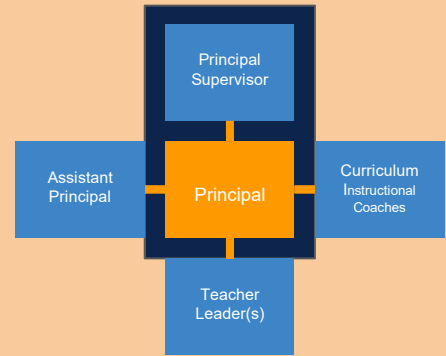   ❏ Establishing/supporting systems
    ❏ Coaching

How much time is involved?
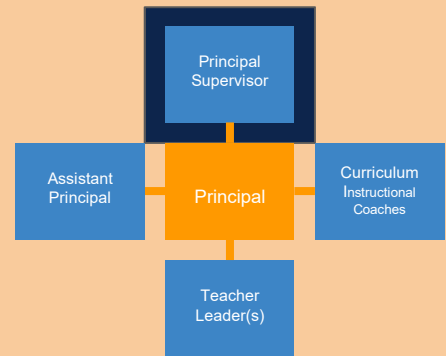## What does it look like?

Face-to-Face Professional Development
Training for your team
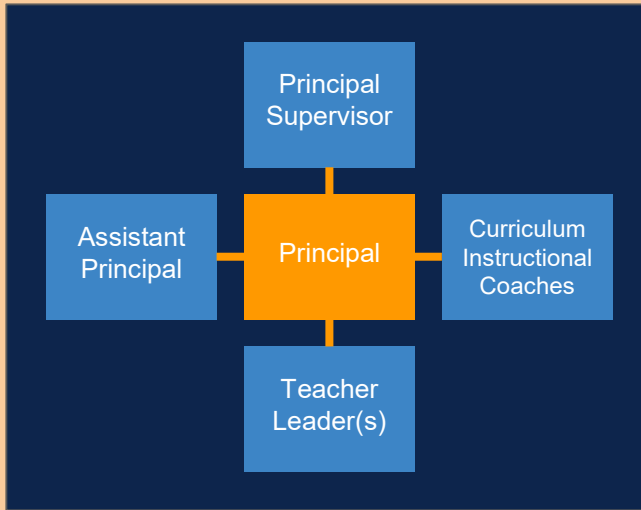
Implementation Support
Onsite campus implementation

Ongoing Job Embedded Support
Coaching visits and follow-up

Principal Manager Action Steps
Sequence of Highest Leverage Action Steps

LEVER	KEY ACTIONS IN SEQUENCE
PLANNING	**PLAN** **ENSURING BASE RESOURCES – ESSENTIAL RESOURCES FOR CAMPUSES** 1. **Ensure quality interim assessments** • The district has identified the end-goal assessment (state test, college entrance exam, college assessment, end-of-year summative assessments) that exemplifies what successful students should know and be able to do. • The district has identified the essential content and rigor that students must master for success on end-goal assessment. • The district has created/acquired effective interim assessments that are aligned to end-goal assessments. • The district has developed a common interim assessment calendar that identifies when interim assessments will take place, who/what will be...

Create a calendar that includes dates for interim assessment, campus observation, one-on-one meetings with principals, group meetings with principals, and professional development sessions for various groups (campus faculty, principals, district staff, etc.).

Create a meeting schedule to conduct meetings to analyze interim assessment data (6 weeks), staff and student culture data, and observation and feedback data.

> Before I completed the Data Driven Instruction training, I thought I understood the purpose of assessment data. To me, assessment data was just a tool to measure where a student stood in comparison to other students or a state standard. I now see how it is so much more. It is a way to measure the effectiveness of instruction and a tool to help guide teachers and students into academic growth. Data driven instruction allows educators to perfect the science of teaching which impacts student learning beyond assessment scores. - Jakeb Goff, LEISD

Year One

Professional Development	Implementation/Coaching Support
School Culture: ① ③ After guiding the district & campus Instructional Leadership Team through a process to create a vision and establish monitoring tools, we will walk your ILT through the process of establishing administrative, teacher and student routines and procedures to quickly set the campus up for success.	**School Culture:** In order to drive the campus towards an environment where positivity and learning grows, alongside the principal supervisor & the campus leaders, we will observe implementation, provide support and coaching in planning the beginning of the year roll out to staff and students.
Curriculum Implementation: ① ④ The district and campus ILT will learn how to ensure your teachers are implementing TEKS RS, ITRS, TExGUIDE, and other curricular resources.	**Curriculum Implementation with Fidelity:** (Optional) Teachers will attend 6 weeks planning sessions held at the ESC.
Lesson Planning: ① ④ ⑤ The district and campus ILT will design a lesson plan template where they establish non-negotiables that will set a foundation and align your planning process to implement a successful Data-Driven Instruction program.	**Lesson Planning:** By coaching the principal supervisor and the campus instructional leaders, we will develop a monitoring plan that will provide a clear path to grow, not only the principal's instructional understanding, but teachers development of high impact lessons.
Formative Assessments & Aggressive Monitoring: ① ⑤ We will walk through the steps for building daily formative assessments, followed by how to aggressively monitor student performance, and adjust upcoming instruction to meet the needs of all students.	**Formative Assessments & Aggressive Monitoring:** Through implementation support, we will walk your team though ensuring teachers are including daily formative assessments that are aligned to the day's objective, gathering data, and adjusting upcoming instruction.
Instructional Coaching: ① ② ③ By learning how to give bite-sized actionable feedback, your leaders will build their capacity to grow teachers through observation and feedback cycles.	**Instructional Coaching:** By conducting walkthroughs with your district and campus ILTs, we will calibrate observations to ensure your leaders are landing on the teacher's highest leverage action step, observe the principal coaching teachers, and then in turn conduct a coaching session naming the principal's identified action step.

① Leadership   ② Effective Supported Teachers   ③ Positive School Culture   ④ High Quality Curriculum   ⑤ High Quality Curriculum

Summer Intensive   **Fall**   **Spring**

Summer Intensive
- Define your vision for staff and student culture
- Plan & rehearse minute-by-minute routines and procedures for campus culture roll-out
- Develop a plan for implementing change
- Develop a clear understanding of district curriculum and design a plan of professional development for teachers to insure implementation with fidelity
- Establish essential unit and lesson planning structures that result in consistent lesson plans
- Learn how to build daily formative assessments into instruction

Fall
- Rollout, lead, and manage campus culture and routines
- Monitor district curriculum implementation
- Follow Lesson Plan Analysis Plan
- Monitor for trends in daily formative assessments
- Learn to identify high-leverage action steps for teacher feedback
- Establish observation schedules and trackers for leadership team

Spring
- Conduct walkthroughs, identifying campus trends and providing resources for improvement

2020-2021 TIL PLANNING

Legend

Color	Category
Light Blue	Action Coaching
Blue	School Culture
Green	Curriculum
Orange	Lesson Planning/Formative Assessments
Dark Orange	Aggressive Monitoring
Purple	Instructional Coaching
Tan	Implementation Support/Coaching

June

PD:

6/1 -6/2 -For Teachers ... Lesson Planning/ Formative Assessments

6/22- 6/23 - For ILT ... Lesson Planning/Formative Assessments/TEKS RS

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

PD:

7/1 - School Culture

7/2 - Action Coaching/Change Management

Implementation Support Coaching: Prior to school, a day of support for Lesson Planning & Student Cutlure Routines

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

PD:

Implementation Support Coaching: After school begins, support for Lesson Planning & Aggressive Monitoring

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

PD:

Implementation Support Coaching: After school begins, support for Lesson Planning & Aggressive Monitoring

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

PD:

Implementation Support Coaching: After school begins, support for Lesson Planning & Aggressive Monitoring

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

PD:

Implementation Support Coaching: After school begins, support for Lesson Planning & Aggressive Monitoring

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	29
29	30					

December

PD: Instructional Coaching is for ILT

Implementation Support Coaching: Instructional Coaching

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January

PD:

Implementation Support Coaching: Instructional Coaching

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February

PD:

Implementation Support Coaching: Instructional Coaching

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March

PD:

Implementation Support Coaching: Instructional Coaching

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

REGION 14 EDUCATION SERVICE CENTER · EST. 1967

Year Two

Professional Development	Implementation/Coaching Support
Instructional Leadership: ① ② ③ ④ ⑤ With guidance, the district and campus leadership teams will step-back and assess progress made during year one implementation stage and ensure systems are in place to continue to develop year one essential actions.	**Instructional Leadership:** Throughout the year, as needed, we will provide implementation support and developmental coaching on identified gaps from year one essential actions.
Effective Teachers: ① ② By learning how to design interview questions that not only expose content knowledge but the candidate's philosophy alignment with our vision mission and goals, your team will be ready to ensure the highest qualified candidate fills your open positions.	
Formative Assessments & Aggressive Monitoring: ① ⑤ By learning how to design and ensuring you are administering effective 6 week formative assessments, your district can ensure that data meetings are focused on frequently assess readiness standards that will lead your students to mastery of important concepts.	**Formative Assessments & Aggressive Monitoring:** Through implementation support, we will walk your team through ensuring 6 week formative assessments are data based and aligned to the STAAR assessment.
Data-Driven Instruction: ① ⑤ We will walk your ILTs through development of the campus instructional calendar to ensure it includes scheduled time for: • DDI planning • Analyzing results • DDI meetings • Observation of reteachs We will learn how to lead successful data meetings as well as design the effective systems to put in place to ensure successful implementation for DDI practices that impact classroom instruction.	**DDI:** Utilizing the Principal Supervisor Action Step document we will provide implementation and coaching support that will develop your campus principals into effective instructional leaders.

① Leadership ② Effective Supported Teachers ③ Positive School Culture ④ High Quality Curriculum ⑤ High Quality Curriculum

Summer Intensive
- Reflect on progress from year one, identify gaps and create an action plan
- Principal Supervisor: Create calendar to observe implementation of Campus Essential Actions
- Campus ILT: Create instructional calendars to include implementation of DDI practices
- Learn how to design data-based Six Week Formative Assessments
- Establish procedures for developing Six Week Formative Assessments

Fall
- Principal Supervisor: Observe rollout of DDI procedures
- Principal Supervisor: Observe implementation of all essential actions and provide coaching of identified gaps
- Campus ILT: Rollout, lead and manage DDI procedures
- Principal: Lead DDI Meetings
- Principal Supervisor: observe DDI meetings follow with coaching principal
- Campus ILT: Monitor district curriculum implementation
- Campus ILT: Roll out and Implement full Data-Driven Instruction practices

Spring
- After observing DDI meetings, provide coaching of principals

Sample Year Two

2021-2022 TIL PLANNING

	DDI
	Implementation Support/Coaching

PD: Summer Intensive is for ILT and Campus TIL Team-DDI

Implementation Support Coaching: Prior to School Implementation Support for Staff Rollout DDI

July

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PD:

Implementation Support Coaching: DDI

December

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

PD:

Implementation Support Coaching: DDI

August

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

PD: DDI Cohort Step-back for ILT

Implementation Support Coaching: DDI

January

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

PD:

Implementation Support Coaching: DDI

September

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

PD:

Implementation Support Coaching: DDI

February

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

PD:

Implementation Support Coaching: DDI

October

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

PD:

Implementation Support Coaching: DDI

March

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

PD:

Implementation Support Coaching: DDI

November

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

REGION 14 EST. 1967 EDUCATION SERVICE CENTER

What is the design?

A cohort model for district and campus leadership team members using an intentional coaching model.

Principal Supervisors learn to coach and develop principals toward increased effectiveness as instructional leaders.

Campus leaders learn to coach and develop teachers toward effective instructional practices in every classroom.

Blends the practices and principles from Paul Bambrick Santoyo's, *Get Better Faster* with the T-TESS appraisal model of coaching and supporting teachers with a shared understanding of strong instructional practices.

Incorporates practices and principles from authors and researchers Dylan William and John Hattie.

How is this different?

- Focuses on establishing intentional adult lead systems based on best practices.
- Onsite implementation support and ongoing coaching.
- A paradigm shift in the way we view teacher observation: from simple evaluation to teacher development.
- Primary purpose of observation and feedback is developing greater effectiveness for all.
- Grow educators by letting them See It, Name It, and Do It:
    - *See it -* See a model of success
    - *Name it -* Name the bite-size steps that lead to growth
    - *Do it -* Practice actually doing those steps to sharpen skills.