

ILTexas Chief Academic Officer Board Report

[Week 6 of the First 6 Weeks Grading Period]

September 16, 2020
Presented by: Dr. Laura Carrasco





ILTexas Sept 21, 2020 Data Day:

End of Cycle 1 → Preparing for Cycle 2

20-21 Vision: All students will make *at least* a full year's progress via Relationships,

Relevance, Rigor & Results

Time: 7:45 a.m. - 4:00 p.m.

Location: Your Home Campus

Day's Goals:

- (1) Deliver Campus Priority PD/Work Sessions (AM)
- (2) Analyze Data & identify gaps in learning while also developing the reteach plan to close gaps,
- (3) Develop the instructional planning calendar (note- 2nd cycle has 20 days of First Instruction, A/B Days combined and 6 Independent Study Days) with high leverage TEKS that may need to be retaught reviewed based off of Cycle 1 ECAs. Please access the blank 2nd cycle instructional planning calendar [HERE](#) to guide you. You can copy and paste it onto your own document.

AGENDA

7:45-12pm Principal's Agenda

12-1pm Lunch

1pm-4:00pm Data Analysis to Action

*1pm breakout sessions for select groups listed below



HB3: Reading Academies Year 1 of 3 Kick Off

HB3 Reading Academies require all Texas school districts to train all kindergarten - 3rd grade teachers, SPED teachers, principals, assistant principals over K-3 and instructional coaches in the Science of Reading.

This 56 hour course (scripted by TEA) educates our teachers an explicit and systematic way of teaching reading.

ILTexas has opted to be a local provider versus outsourcing this training, making it not only more cost effective but giving us more flexibility and local control. We have identified an internal candidate, Paige Benyacoub, GLA from Garland K-8, to be our Reading Academy Cohort Leader. This year we will train campus leaders, coaches and 100 teachers (volunteers-- early adopters). This first year 1 cohorts will begin on Sept. 14 and end on June 4.



ILTexas Fine Arts Updates

Fine arts department is growing and now has 107 teachers supporting ILTexas students.

A new Fine Arts 2020 Year at a Glance Fine Arts and Vertical Alignments were created over the summer so now every fine art teacher has a detailed curriculum guide to follow. This will allow rigor to be increased in the fine arts classes and show student growth.

As of September 2 all ILTexas schools are enrolled and can participate in UIL Academics and Music activities and contests. Several ILTexas Band, Orchestra, and choir students are participating in All-Region and All-State Auditions via zoom.

Other Notables: Dance teacher Manny Silveyra at AGPHS shared with ILTexas how he taught dance class via zoom and between Facebook and Instagram there were 5700 views.

General Music teacher Kevin Haliburton at College Station KS created an online Talent Show and a full musical production via zoom with his students.



Instructional Coaching Playbook

INTERNATIONAL LEADERSHIP OF TEXAS



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Chapter One- District Coaching Program

District Instructional Coaching Philosophy

Instructional Coaches support professional learning by providing assistance with various forms of Job-Embedded Professional Learning (JEPL), as well as working directly with teachers in their classrooms and during planning PLCs to assist with the application of new knowledge and skills necessary to improve the academic performance of all students (Killion & Harrison, 2006). Coaches work with team members to achieve individual, campus, and district goals by building capacity in team members through discussion, modeling, observation, reflection on fulfilling the promises of the ILTexas mission for our students. .

Instructional Coaching Mission Statement

Instructional Coaches ensure that each teacher experiences personalized, job-embedded professional learning to promote student success through coaching focused on partnerships, teacher differentiation, reflection, and collaboration.

The purpose of instructional coaching at ILTexas:

- a. to foster an environment that encourages professional growth among instructional staff members
- b. to identify, design, and facilitate activities that ensure personalized professional learning anchored around ILTexas curriculum, instruction, professional development, PLCs and program model
- c. to partner with administrators and teachers to support the strategic implementation of the ILTexas instructional program
- d. to facilitate teacher self-reflection of instructional practice designed to increase student learning
- e. to bridge communication between administrators and teachers that positively impacts expectations for teaching and learning
- f. to promote a safe culture that encourages continuous growth and learning by speaking honestly, through reflection and self-assessment and work around teacher observations and feedback

Vision Statement

Instructional coaching at ILTexas will improve the instructional outcomes of students and educational attainment of teachers through teacher coaching and feedback and reflective practices anchored in the ILTexas mission.



Instructional Coaching Capacity Building

Coaches understand and integrate district initiatives that support quality teaching and learning on their campuses. While all coaches are expected to have working knowledge in many areas, it is common that coaches also fall along a continuum of professional learning based on personal experience and emerging district and/or campus needs. All coaches will be provided continued opportunities to deepen their knowledge and proficiency in each of the following:

- Instructional Leadership – developing the ability to build relationships and collaborate with teachers and administrators and effectively implement a variety of coaching roles
- Content/Curriculum Knowledge – developing deep knowledge of subject-area content, state standards, and local curricular implementation of standards
- Instructional Strategies – developing an understanding of a wide range of instructional strategies to support teachers with initial instruction, intervention, and enrichment
- Coaching Tools – developing a toolbox of skills useful in accomplishing the work of coaching (i.e., tools for data analysis, classroom observation and feedback, collaborative planning, facilitation of groups, negotiating difficult professional conversations, etc.)

In addition to professional development, all coaches will have opportunities to network with other coaches within their ILTexas area and across the district through regularly scheduled IC Meetings. Lastly, a plethora of resources for professional development and networking are also available out-of-district. Coaches are encouraged to explore platforms such as blogs, social media groups, webinars, and coaching websites to enhance their professional practice.

Chapter Two- Instructional Leadership Roles and Responsibilities

Introduction

Defining specific roles and responsibilities for instructional leadership positions within a school provides structure and clear communication of expectations for campus leadership. This can also result in a collaborative team that operates strategically towards common goals, yet divides to conquer the tasks required to increase student achievement and accelerate teacher growth in instructional strategies.

The Coaching Balance

In regards to the instructional coach position, it is important to maintain a coaching balance when considering the roles and responsibilities on the campus. The chart below gives a visual representation of the balance. If a coach is not in the classroom or given authority to provide coaching, the balance shifts to indifference for the position by staff. This can also occur if a coach is pulled for other duties that minimize the amount of time they can provide instructional support. On the other side of the scale is a coach who is operating as an administrator to teachers, giving directives and enforcing initiatives. The balance is the coach and teacher working together towards goals that are created in collaboration. The coach is to be a support tool and maintaining this positive and approachable partnership is vital to the success of an instructional coach.

The Coaching Balance

School's External Application of Power			Shared Balance of Power	Teacher's Self Protection of Power		
Evaluation	Supervision	Mentoring	Peer Coaching "The Ideal"	Consultation	Information Gathering	Indifference
This is solely the focus of administrators.	Coach focuses upon things such as curriculum implementation; school improvement; accountability procedures (i.e., ESSA compliance)	Coach focuses on ensuring school-selected, research-based strategies are implemented; provides professional development; supports new teachers	Teacher AND Coach mutually agree upon goals and collaboratively enact responses that follow Knight's Partnership Principles: Equality, Choice, Voice, Reflection, Dialogue, Praxis, Reciprocity	Teacher discusses resources or ideas; is willing to discuss instruction but does <u>not</u> want coach in the classroom during instruction	Teacher asks for simple answers or information only; is <u>not</u> willing to discuss instruction and does <u>not</u> want coach in the classroom during instruction	Teacher avoids contact with the coach and fully disengages from the teacher leadership program.
Coaches should not work within this box.	Coach is in the classroom.	Coach is in the classroom.	Coach is in the classroom.	Coach is <u>not</u> in the classroom.	Coach is <u>not</u> in the classroom.	Teachers should not work within this box.

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POWER

Foundational Components:

Administrator Capacity - Coach Capacity - Teacher Collaboration - Program Vision & Infrastructure - School Culture

Coach's Roles Based on: Barkley, S. G. (2010). *Quality teaching in a culture of coaching* (2nd ed.). Lanham, MD: Rowan & Littlefield. (p. 23)
Partnership Principles from: Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA: Corwin. (pp. 40-52)

Campus Guide and RACI Discussion Tool

The guide presented below is a supporting framework for instructional leadership positions such as area academic coordinator, content area coaches, principal, assistant principal, instructional coach, grade level administrator, and teacher. These roles and responsibilities are broken down into the categories: lesson plans, assessments and data analysis, professional learning communities, professional development, observations, content resources, and strategic planning. The ILTexas Instructional Leadership Roles and Responsibilities document is for campus administrators to use as a guide. There is also a tab within the document providing a customizable discussion tool that a campus can use to brainstorm how the principal, assistant principals, instructional coaches, and grade level administrators can work collaboratively towards campus improvement efforts. This tool is centered around the RACI model as the basis for guiding the discussion.

RACI Model

The RACI model is a straightforward way to identify roles and responsibilities. The acronym stands for:

R- Responsible

A- Accountable

C- Consulted

I- Informed

Using the RACI model to guide discussions is easy. You look at a task that needs to be accomplished and discuss who is responsible for completing the task, accountable to the implementation and outcome, consulted regarding the task, or informed of the task at some point in the process. For example: If the principal, assistant principals, instructional coaches, and GLAs are discussing lesson plan checks and follow up, the results may look something like what is in the RACI Example table below. Simple letters can be put in the empty discussion tool boxes, or more details can be written to provide further clarification.

RACI Example

	Principal	Assistant Principals	Instructional Coaches	GLAs
Lesson Plan Check	A,I	I	R	I
Lesson Plan Follow Up	A,I	R,A	C,I	R,A

To make a copy of the entire document to use for your campus, use this link:

[ILTexas Instructional Leadership Roles and Responsibilities](#)

Snapshot Section of the ILTexas Instructional Leadership Roles and Responsibilities

ILTexas Instructional Leadership Roles and Responsibilities								
	Area Academic Coordinator	Content Area Coaches	Principal	Assistant Principal	Instructional Coach	GLA	Teacher	
Lesson Plans								
<p>Areas addressed in this section include:</p> <p>weekly lesson plan checks, follow up and accountability, and lesson plan quality and expectations.</p>	<p>Will check lesson plan quality for teachers observed during campus visits and provide constructive feedback to teachers, as needed. Communicate with admin team and IC regarding lesson plan concerns that may need to be addressed or follow up in needed.</p>	<p>Informed of weekly lesson plan checks by the IC</p>	<p>Informed of weekly lesson plan checks by the IC. Follow up on missing plans if needed. APs will contact GLA first to follow up on missing plans. If numerous weeks in a row are missing, AP may follow up directly with teachers.</p>	<p>Check lesson plan submissions every Monday and send a report of whose is missing to Principal and APs. Will check quality of lesson plans as directed by principal. Consider doing a grade level a week as a focus.</p>	<p>Submit weekly lesson plans. Can be utilized as a point of contact by the AP to follow up with a grade level teacher in regards to missing or incomplete plans.</p>		<p>Submit weekly lesson plans.</p>	
	<p>Provide content area resource and training teachers will need to lesson plan effectively and according to district guidelines.</p>	<p>Provide resources and trainings teachers will need to lesson plan effectively and according to district guidelines.</p>	<p>Assist principal with resources and trainings, as directed, for teachers to effectively lesson plan</p>	<p>Assist principal with resources and trainings, as directed, for teachers to effectively lesson plan</p>	<p>Provide assistance to grade level team with resources and seeking out possible trainings that would benefit their team in effective lesson planning.</p>	<p>Learn and use instructional resources and communicate with GLA if additional resources are needed or desired.</p>		
	<p>Support the district curriculum and instruction expectations for lesson planning in trainings and resource materials provided.</p>	<p>Communicate the lesson plan quality expectations to staff</p>	<p>Support the implementation of lesson plan expectations of staff that is communicated by the principal</p>	<p>Support the implementation of lesson plan expectations of staff that is communicated by the principal. Provide coaching to teachers needing improvement.</p>	<p>Support the implementation of lesson plan expectations of staff that is communicated by the principal. Provide coaching to teachers needing improvement.</p>	<p>Meet lesson plan expectations communicated by the principal.</p>		
Assessments & Data Analysis								
<p>Areas addressed in this section include:</p> <p>data reports each cycle, analyzing data reports to identify areas of improvement, campus improvement plan, weekly check points, data driven instructional strategies and implementation, STAAR prep plan, monitoring school data for trends</p>	<p>Support and encourage implementation of district initiatives, as well as campus based needs communicated by the admin team.</p>	<p>Establish campus performance objectives using data in collaboration with a campus improvement committee.</p>	<p>Assist the principal in establishing campus performance objectives using data in collaboration with a campus improvement committee.</p>	<p>May be asked to assist the principal in establishing campus performance objectives using data in collaboration with a campus improvement committee.</p>	<p>May be asked to assist the principal in establishing campus performance objectives using data in collaboration with a campus improvement committee.</p>	<p>May be asked to assist the principal in establishing campus performance objectives using data in collaboration with a campus improvement committee.</p>	<p>May be asked to assist the principal in establishing campus performance objectives using data in collaboration with a campus improvement committee.</p>	
	<p>Analyze assessment and observation data during campus visits to identify areas for possible improvement. Communicate findings with the admin team and IC.</p>	<p>Analyze assessment and observation data to identify areas for improvement</p>	<p>Collaborate with principal in analyzing observation data to identify areas for improvement.</p>	<p>Collaborate with principal in analyzing observation data to identify areas for improvement.</p>	<p>May conduct classroom observations of their grade level teachers to provide support and identify areas of improvement.</p>	<p>Analyze student assessment data on classroom and district assessments to drive instruction and planning.</p>		
	<p>Provide assistance and feedback based on campus site visits and data analysis regarding the monitoring of student progress by teachers through formative/summative assessment data and data-driven instruction.</p>	<p>Maintain frequent communication with APs and ICs to ensure teachers are conducting weekly checkpoints, teacher monitoring of student progress, and triage meetings are runnings smoothly.</p>	<p>Maintain frequent communication with Principal regarding submission of weekly checkpoints, teacher monitoring of student progress, and triage meetings. Ensure weekly checkpoints are being submitted, if duty is assigned by campus principal.</p>	<p>Maintain frequent communication the principal and APs regarding teachers monitoring of student progress based upon classroom observations and PLCs. Provide coaching to teachers and teams who may need additional strategies or coaching on formative assessments, data tracking, and using the data to drive instruction.</p>	<p>Maintain frequent communication the principal, APs, and ICs regarding their grade level monitoring of student progress based upon formative and summative assessments and PLC planning. Provide support to grade level team and bring in the IC to assist as needed.</p>	<p>Monitor student progress through formative and summative assessments. Stay in communication with grade level team regarding students progress.</p>		

Snapshot of the Customizable Discussion Tool

Customizable Discussion Tool for Instructional Leadership Roles & Responsibilities					
	Discussion Topic	Principal	Assistant Principal	Instructional Coach	GLA
Lesson Plans					
	Weekly lesson plan check and follow up				
	Lesson planning resources and training				
	Lesson plan expectations				
Assessments & Data Analysis					
	Campus performance objectives				
	Identifying areas for improvement				
	Weekly checkpoints, monitoring of student progress, and triage.				
	Data PD day expectations, scheduling, and tools needed				

Chapter Three- Building A Collaborative Team

Introduction

An essential piece to school improvement and developing a positive and flourishing coaching environment on a campus is building a solid collaborative team with unified goals and communication. Schools that have made drastic campus improvements in school achievement share commonality in having a strong principal who takes the role of instructional leader and works collaboratively with other instructional leadership roles on the campus to drive change. Clear expectations and communication between these stakeholders increases the effectiveness of campus improvement plan implementation and growth.

Principal/Coach Partnership Agreement

One key area that is impactful is when the principal and instructional coach communicate expectations and goals at the beginning of the year and develop a principal/coach partnership agreement. Keeping consistent communication throughout the year aids in course corrections and consistent communication to campus staff. Learning Forward offers a principal and coach agreement talking guide that navigates several areas of school improvement and coaching needs on a campus. The conversation is two-way and allows the principal and coach to develop clear expectations and communication to effectively implement coaching on campus. There is also a link to a note-taking tool that the principal and coach can use to document answers and sign as an agreement. Snapshots and links to both are provided below. The purpose behind a principal and coach partnership agreement is to be proactive in driving school improvement change aligned to the campus improvement plan and establish unified collaboration and communication from the instructional leadership team. Including assistant principals in this conversation and agreement is also a way to increase collaboration amongst the leadership team.

Questions and Talking Guideline :

<https://learningforward.org/wp-content/uploads/2006/12/nsdc-tool.pdf>



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NSDC
TOOL

Developing a partnership agreement between a coach and a principal

ROLES, RESPONSIBILITIES, AND BOUNDARIES

Agree on the roles coaches will fill within the school, other responsibilities the coach will have, such as teacher duties, etc., and what coaches will not do.

Coach

- What expectations do you have of me and the work I do?
- What responsibilities will I have as a member of this staff?
- What are the boundaries of my work?
- What is outside the boundaries of my work?
- How do you feel about me ... serving on a district committee, facilitating a school committee, etc.

Principal

- What do you expect of me?
- What do we think teachers expect of you?
- What does the district expect of you?
- What are the defined responsibilities of your role as a coach?
- How much flexibility do we have to adjust your work to meet the needs of our students and staff?

By answering these questions, a principal and a school-based coach can develop a set of agreements that can guide their work in a school

Note-taking Tool and Partnership Agreement:

<https://docs.google.com/document/d/1FivvqL06uTb2R7GkusmDNZNHBvkCikRBUXoYsU4o0-s/edit>



Partnership Agreement Between Instructional Coach and Principal

Instructional Coach: _____

Principal: _____

ROLES, RESPONSIBILITIES, AND BOUNDARIES	
Coach	Principal
What expectations do you have of me and the work I do?	What do you expect of me?
What responsibilities will I have as a member of this staff?	What do we think teachers expect of you?
What are the boundaries of my work?	What does the district expect of you?

Chapter Four- The Coaching Model & Process

Introduction

There are various types of coaching models and methods that are research based. The important thing to remember is that coaching does not have a “one size fits all” solution that will work for every teacher. Each situation and person is unique and various methods may need to be explored to find one that fits. However, there are some basic best practices that are vital and essential to instructional coaching success. This chapter addresses these overall best practices such as building relationships, basic roles of an instructional coach, the heart of coaching, coaching focus, and the coaching cycle.

The Heart of Coaching

Positive relationships are at the core of effective coaching. Protecting the coaching relationship with teachers is important in each of the ten roles listed in the graphic. Coaching is seeing potential for growth in each teacher and helping them maximize their potential. It is working alongside, and in collaboration with, a teacher in which both coach and teacher are setting goals and learning alongside each other.

The best coaches have the ability to ask questions and guide a teacher towards areas of growth, with the teacher thinking it was their idea all along. There is ownership in the learning process when goals and areas of focus are created by the learner instead of given by the coach.

Building Relationships

The foundation for successful coaching is relationship building with teachers. Teachers must see the coach as a support system who is approachable and trustworthy. For the first few weeks of school, classroom walkthroughs should include notes of encouragement and positive reinforcement. This builds a culture of trust in the relationship. Teaching is very personal and not everyone is responsive to feedback. Spending time building the relationships with teachers will increase the likelihood that feedback is received well. Here are some great ideas and tips for building relationships with teachers throughout the year:

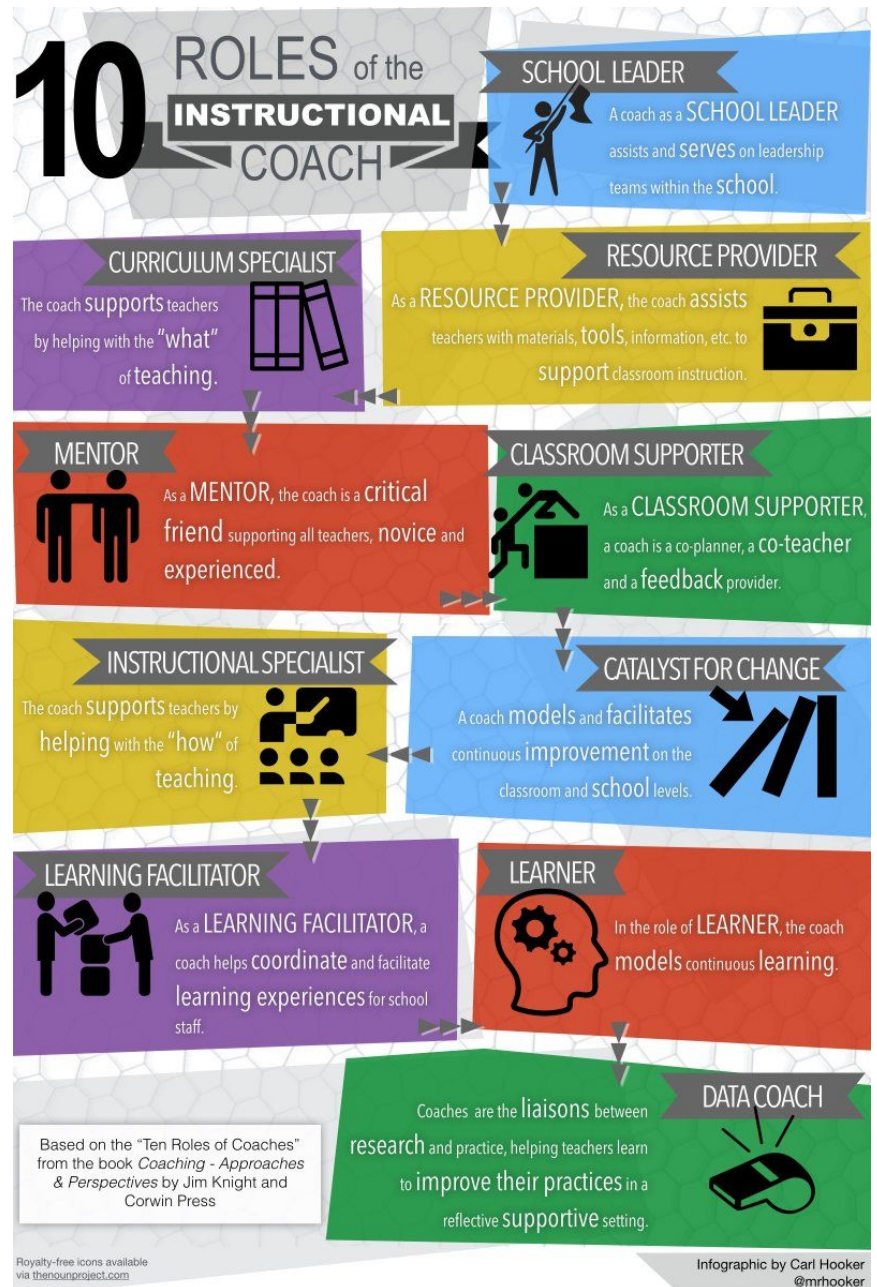
1. Learn their name in the first few weeks of school and call them by name often.
2. Be intentional to ask about their personal lives, families, hobbies, and passions. Follow up on these discussions.
3. Be vulnerable and transparent. When we model this, others will be more likely to open up as well. We want teachers to feel comfortable coming to a coach to share a struggle and ask for help.
4. Leave notes of encouragement via sticky notes or emails.
5. Schedule time in your day to have lunch with teachers. Avoid talking about school, but instead engage in conversations about life! Remember this is their “break” from work and you don’t want to bring work conversations into their lunch time.
6. Take something off their plate by practicing servant leadership. (Research a resource they are interested in and send them information, pull a data report they need, grab them some coffee from the teacher’s lounge, help them hang something on their wall or in the hallway during their off period). All of these create opportunities to strengthen the relationship and let them know that you care about them as a person.
7. Stop by every once in a while to just check in and see how their day is going. This little action can go a long way for some teachers who just want to know that we see them and they feel *heard*.

- Shout out their great work and accomplishments. (I have seen this done in weekly IC newsletters, campus Group Me, or through an email. Teachers work so hard and it feels good to be recognized.)

Basic Roles of an Instructional Coach

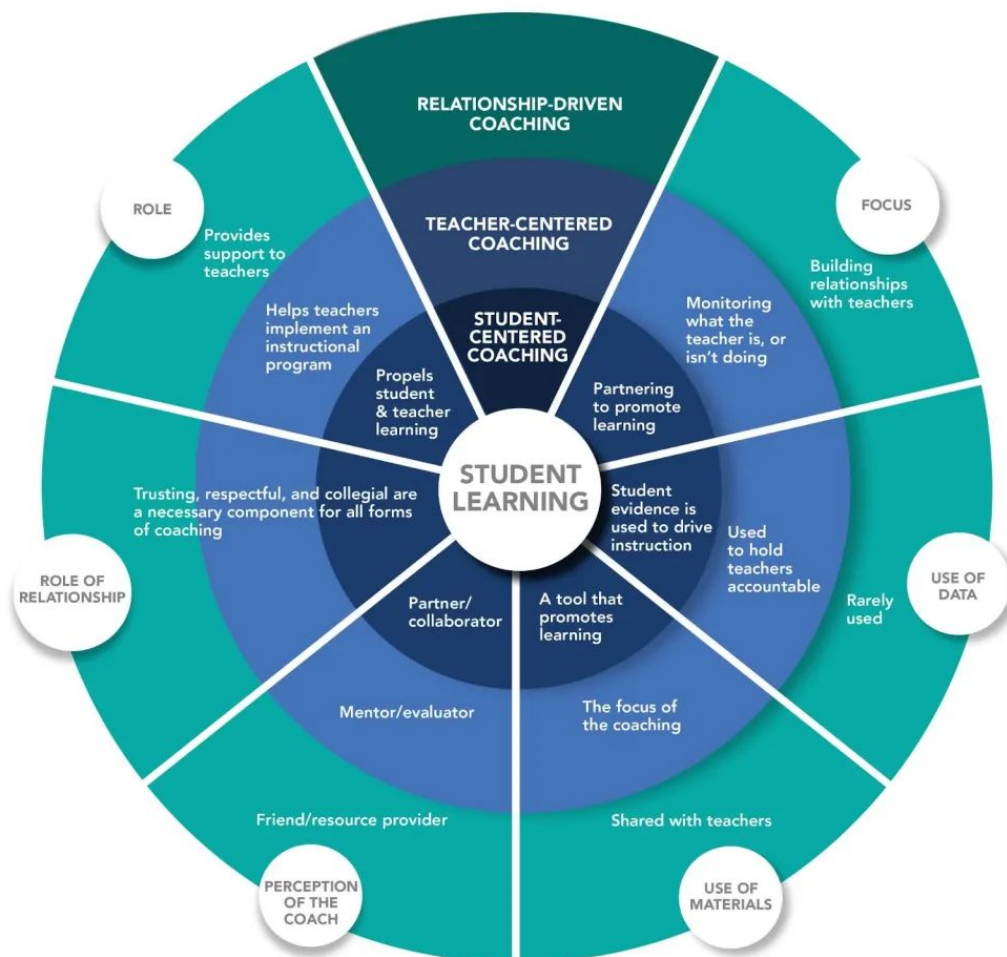
Instructional coaches wear many hats on a campus and sometimes you are wearing several hats at once. Chapter two outlined an instructional coach's role in relation to various topics and what they look like working in collaboration with other administrative roles. The "10 Roles of the Instructional Coach" is a good summary of the various roles that an instructional coach serves in for their campus. An instructional coach should exemplify these roles with a positive and solutions-oriented growth mindset.

INSTRUCTIONAL COACH BECAUSE MULTI-TASKING NINJA ISN'T AN OFFICIAL JOB TITLE



Coaching Focus

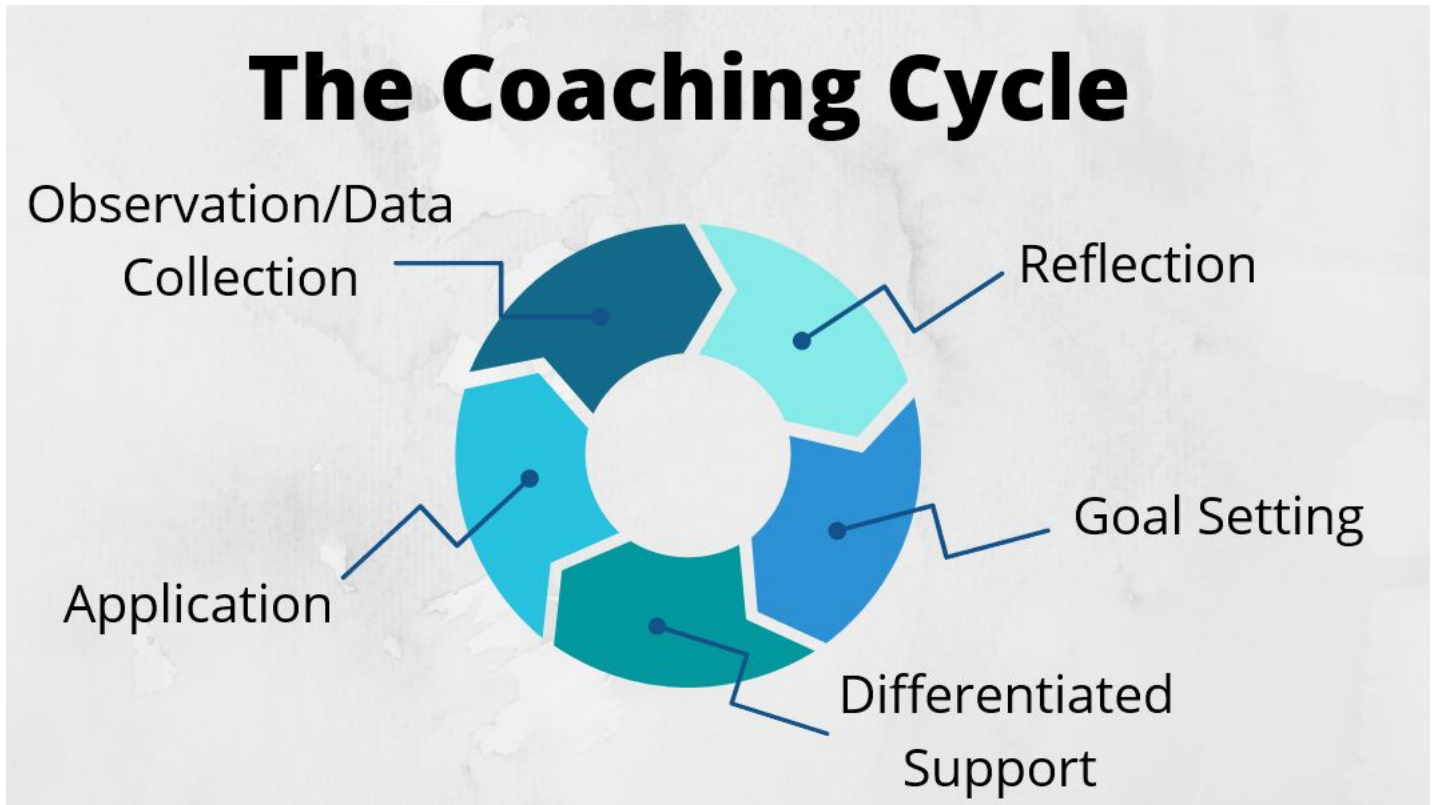
There are various types of research based coaching models such as relationship-driven, teacher-centered, and student-centered displayed in the graphic below by Diane Sweeney. All three are not mutually exclusive and should all be considered during the coaching process. Coaching using one method in isolation prevents differentiation. It is best practice to ask teachers to differentiate for their various students in the classroom. Coaches should model this in the way they provide teacher support as well. When it comes to instructional coaching, the best coaching model is one that is relationship driven that provides teachers coaching support in a way that addresses student-centered learning. The goal of growing teachers in instructional practices is to ultimately impact student achievement. Although relationships are the foundation to productive coaching, in and of itself, it is not enough to grow teachers. Once the relationship foundation is built, the coach can tailor support for teachers to grow and develop instructional strategies based on student data and classroom observations. The diagram below illustrates how all three of these components can work together to impact student learning.



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The Coaching Cycle

If you research coaching cycles, you will see a wide variety of methodologies and models. The coaching cycle presented here includes the core threads that are best practices and provide flexibility and differentiation for the coach. Every coaching situation and teacher is unique and may require starting at different locations in the coaching cycle, as well as changing the order of events in the coaching cycle. Each component of the cycle is broken down into further detailed descriptions in this chapter.



Observation/Data Collection

Classroom observations are critical for a coach to gather valuable data of teacher tasks and student tasks in order to identify areas of improvement to increase student academic achievement. These observations can be short or a longer period of time and should be recorded in the Whetstone tool to track data and increase coaching effectiveness. Combining classroom observation data with campus assessment data will allow a coach and the administrative team to identify trends and find areas that need coaching support and intervention.

OBSERVATION DATA COLLECTION



RELATIONSHIP BUILDING

1. Develop trust with positive feedback for initial observations.
2. Highlight strengths.



RECORDING OBSERVATIONS

1. Utilize the Whetstone observation tool
2. Take notes on key "look for" areas found in Whetstone



OBSERVATION DATA

1. IC walkthroughs
2. Administrator and district coach observation data



STUDENT DATA

1. Formative & Summative Assessments
2. Student tasks & engagement data from classroom observations



CAMPUS TRENDS

1. Schoolwide trends and areas of needed support
2. Grade level and teacher specific trends

Key Things to Look For

- Positive and safe classroom learning environment
- Routines and procedures for classroom management
- Student engagement
- Alignment of lesson and student tasks to the TEKS and pacing guide
- Content and language objectives
- DLI language supports for K-5 and LOTE classrooms
- Rigor of the lesson and student activities

Reflection

Promoting self-reflection and empowering teachers to make autonomous decisions about their practice is at the heart of building a coaching partnership. Using such practices can put teachers at ease and diminish the tendency to operate using defense mechanisms. Both novice and highly experienced teachers (as well as those in between) can benefit from building a partnership with instructional leaders, but building this partnership requires administrators and coaches to become highly skilled at asking thought-provoking questions that, ultimately, prompt teachers to think deeply about the instructional decisions they make and the outcomes produced as a result of those decisions. There must also be a concerted effort to build a campus culture that embraces change as part of the overall improvement process.

Reflective Coaching

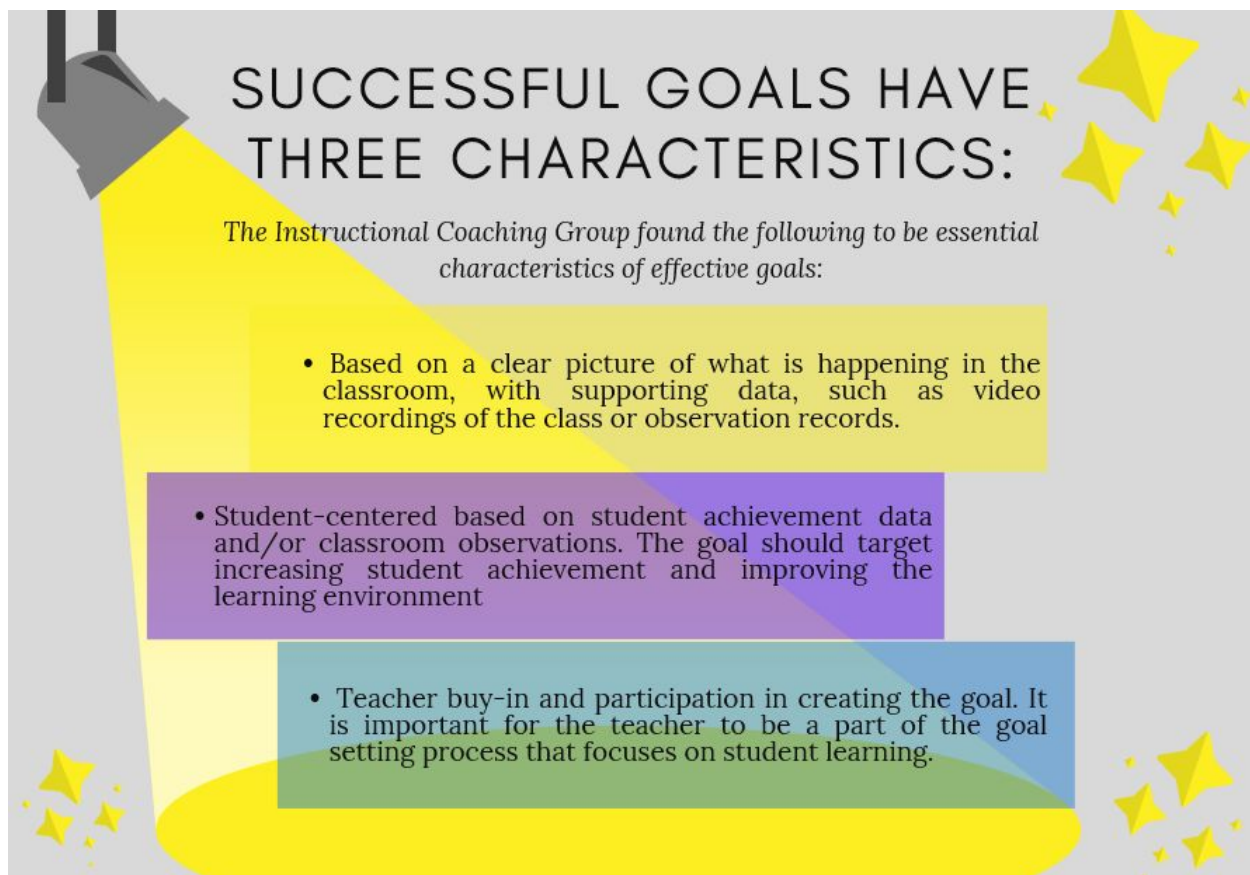


Through the use of Reflective Coaching, which aligns and works well with the coaching cycle, the instructional coach is there to support, empower, listen, and provide accountability. The focus of this instructional coaching model is to provide a time and space for healthy, respectful conversations in which both the coach and teacher leave feeling more able and committed to making a positive difference in children's lives. While facilitating dialogue and leading with guiding questions, it is imperative that the instructional coach consider the experience level of the teacher and his/her pedagogical foundation as a basis for adjusting questions accordingly.

After classroom observations and data analysis, coaches should reflect on the data and work with the admin team to identify areas to address through the coaching process. Part of the coaching reflective process is preparing what you are going to say during a debrief coaching session with a teacher following a classroom observation. Questions should be meaningful, targeted, and adapted to the teacher's learning style and depth of instructional practices. A good reflective tool to use is the "See it. Name it. Do it" method by Bambrick in *Get Better Faster*.

Goal Setting

After the reflection phase is the goal setting phase where the teacher and the coach choose a next action step that is bite size and will directly impact the learning environment and student achievement. The coach and teacher work together in this phase to set the goal and choose a timeline to plan and implement the next step.



Paul Bambrick states in his book, *Get Better Faster*, that helping teachers work on new instructional practices in bite-size chunks will increase the effectiveness of implementation and yield better results.

Differentiated Support

Differentiating coaching support is best practice, but what does that look like? Jane Kise in her book *Differentiated Coaching* provides some practical examples of application. There is also a blog by Ryan Drago in which he speaks about this topic. Here is a sketch from one of his postings.



The concept behind differentiated coaching is to apply the same best teaching practice of tailoring instruction and support to the specific needs of the students. Teachers have various personality types, learning styles, and ways that they will receive coaching more effectively. The goal for a coach is to not try to fit every teaching into your personal coaching style, but to adapt your coaching style to the needs of the teacher. The more experience a coach develops in tailoring coaching styles to the wide range of teacher needs, the quicker they become at finding the right coaching method. Some teachers with little experience or depth of knowledge in instructional strategies and pedagogy may need more targeted advice and support, while still collaborating with them in the reflective and goal setting process. A veteran teacher with strong pedagogy and instructional tools may need less targeted advice, but need more of a reflective coach who is just facilitating the process through questions and letting the teacher lead more of the conversation.

There are also different types of ways that a coach can provide support after the goal setting phase and before implementation of the action step. The best way to determine what a teacher may need is to ask them what kind of coaching they think would be most helpful to them. Give them an array of options listed below and let them pick one or all of them. It is still okay, however, to suggest options to a teacher that you think may be helpful. There is power in choice for a teacher in this part of the process.

- Planning support- examples of this type of support include sitting down with a teacher to pace out a lesson, practice writing accurate content and language objectives, dissecting the learning standards and aligning the lessons to learning outcomes, planning a well rounded lesson cycle to include key components, increasing engagement, focusing in a specific goal such as increasing dual language strategies or including more student centered activities and writing opportunities.
- Modeling- this can be personal for a teacher to hand over their classroom to a coach to teach part of a lesson that demonstrates the strategy. It is also an incredibly powerful tool if the teacher is open to this type of coaching.

Modeling can be used as part of a coaching gradual release method where the coach models the strategy in part of a lesson. Then the teacher and coach co-teach a lesson together using the strategy. After, the teacher can practice the strategy on their own while the coach just observes. Modeling can happen in various forms including in a classroom of students, in a planning period with a group of teachers, and peer to peer modeling when another teacher models a lesson to their peers. Peer to peer modeling is a great way for a coach to work alongside teachers in a collaborative environment where the coach and teachers get to model best practices with each other.

TIPS FROM THE FIELD

- Great for a teacher learning a new strategy, a resource, specific content, a new routine, tiered questioning, increased rigor, etc...
- Determine with the teacher the time and lesson you will model. Incorporate it into their lesson so you do not get them behind on pacing.
- Modeling in a small group is great, especially for first year teachers who can learn from the coach and veteran teachers.
- After modeling, take time to reflect and discuss with the teacher how it went. It is great to provide the teacher an observation sheet to fill out while they are observing the model lesson.
- Allow the teacher to determine whether they would like to co-teach the strategy, or the teacher may feel ready to practice the strategy on their own.

MODELING

TYPES OF MODELING

- SMALL GROUP
- COACH TO TEACHER
- COACH TO CLASS
- PEER TO PEER

- Co-teaching- this can be a powerful coaching support tool if a teacher is comfortable with you teaching the class alongside them as they implement the new strategy.

• **Reasons for co-teaching with a teacher are to provide support for implementation of a new strategy, a resource, specific content, a new routine, tiered questioning, increased rigor, etc...**

• **When co-teaching, allow the teacher to take the lead in the lesson.**

• **Provide support for the teacher only when crucial components of the strategy are overlooked.**

CO-TEACHING

• **Afterward, discuss what worked and what needs more practice.**

• **By the end of the day, or the following morning, revisit the teacher and discuss any changes they may have implemented, and how you can support them**

- Data Analysis: some teachers may need support in looking at student data and analyzing it with the coach to find trends and learn how to provide differentiation support and interventions for students. This can also be included in

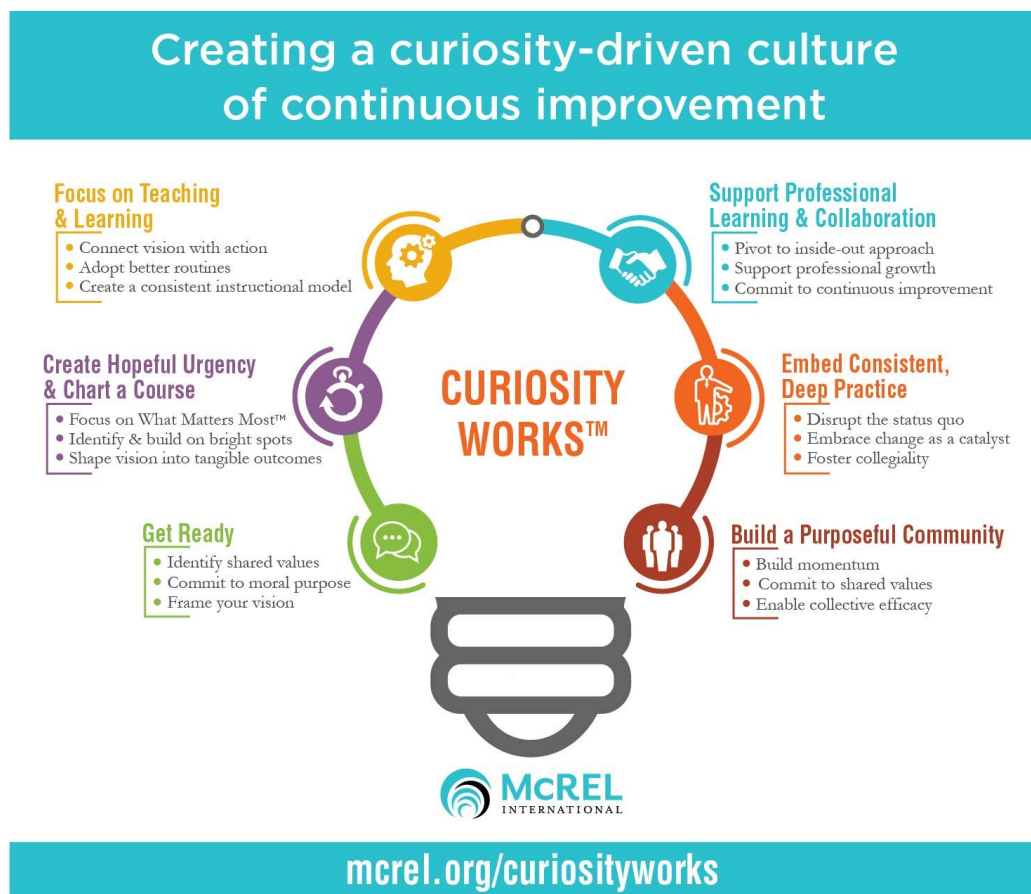
lesson planning support to demonstrate how data can drive instructional planning as formative assessments are created and implemented throughout the lesson cycle.

Application

The implementation phase of the coaching cycle is when the teacher begins to implement the instructional strategy in the classroom. During the goal setting phase, the coach and teacher establish the frequency and timeline of implementation. Some strategies, such as classroom management strategies may need to be implemented on a daily basis. Other strategies, such as aggressive monitoring or an engagement strategy, may be planned and implemented once or twice a week to start. Coach follow up during this phase is important, but it is also important to give the teacher time to try the new strategy on their own. Again, every teacher is different and the type of coaching follow up support may vary based on their preference. Some teachers may want the coach there the first time they try it to get immediate feedback. Others may want to try it for a few days to refine the strategy and have the coach follow up several days later to provide feedback. There are also times that the coach may suggest being a part of the application phase, especially if a teacher is struggling with classroom management and needs intense support to transform their classroom into a positive learning environment.

Does The Coaching Cycle Have An End?

The simple answer is no. The goal of a coach should be focused on continuous improvement and supporting a culture of continuous improvement in teachers and the campus as a whole. There are times that some teachers may not receive as much support as others for a season because, if we are being realistic, a coach has to prioritize their time and efforts based on the needs of the campus and the teachers. McREL International has a great summary of continuous improvement efforts and the key components that build this type of culture.



Chapter 5- Coaching Feedback & Tiering

Introduction

One way teachers are able to improve instructional practices is through receiving feedback. Much like there is value in students receiving targeted feedback from their teachers, instructional coaches and administrators can help teachers hone in on specific areas of growth by sharing feedback.

Instructional coaches should consider the following when providing feedback:

- Feedback can be shared in a variety of ways (formal/documented, informal conversations, short notes, etc.).
- Feedback should be based on non-evaluative observations.
- Developing common standards, common language and shared definitions for commonly used terms across the campus can strengthen the impact of feedback.
- Sharing objective feedback that is based on evidence can reduce potential misunderstandings based on opinion.
- Engaging teachers in two-way conversations and [asking guiding questions](#) can empower teachers to become more involved in improving their own practices. *(note: although T-TESS is an evaluative tool, some of the sample conference questions may be helpful in planning feedback conferences)*
- Recording lessons (with the teacher's consent) can allow the teachers to reflect on their own practices.
- Scripting feedback using Paul Bambrick-Santoyo's [Six Steps for Effective Feedback](#) can support coaches with planning feedback conversations.

Four Types of Feedback

Considering what takes place during an observation, the purpose of the feedback, and the teacher's level of need can help coaches to determine what type of feedback to provide following an interaction with a teacher. It is vitally important to remember coaching usually does not achieve optimal results if a one-size-fits-all approach is implemented for all teachers. Just as instruction must be differentiated to meet the needs of diverse learners, coaching and feedback should be differentiated based on teachers' individual needs. Below, four types of feedback are outlined.

Four Types of Feedback			
FEEDBACK TYPE	WHAT What is the purpose?	WHO Who would be an ideal candidate?	WHY Why is it beneficial?
Diagnostic	describe why a lesson has not succeeded clarifies the teaching principles that will support improvement	novice teachers or teachers with limited pedagogical knowledge	helps teachers understand why a lesson was not effective
Descriptive	Provide specific directions about what to do differently	teachers who are struggling with a specific part of the lesson	assists teachers with exploring potential course corrections
Prescriptive	Summarize teaching performance	reflective teachers with a fundamental grasp of pedagogy	supports teachers with identifying what was or was not effective during a lesson
Micro	Share minor adjustments	Effective teachers with strong pedagogical practices	identifies minor improvements that can be made to make instruction even more effective

Feedback Tools

ILTexas uses a variety of tools to assist with providing teachers with feedback in a number of areas. The primary tools are listed below.

Observation & Feedback Tools			
OBSERVATION/ FEEDBACK TOOL	WHAT What is the focus?	WHO Who uses the tool?	HOW How do teachers receive feedback?
Whetstone	general practices related to classroom management, instruction and ILTexas initiatives	campus coaches area content coaches	post-conferences with campus coach or area coach
Modified T-TESS	general practices related to classroom management, instruction and ILTexas initiatives	administrators	post-conferences with campus administrator
TIPS	dual language strategies and requirements	DLI coaches and administrators	post-conferences with DLI coach
BRES Engagement	classroom management strategies to support student engagement	campus coaches	post-conferences with campus coach
Informal	anything observed during observation, planning or review/development of instructional materials	all of the above	sticky note or brief conversation

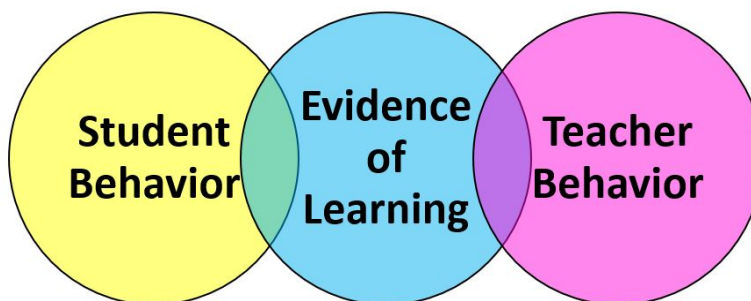
(Click [here](#) to access live document with links to each tool)

Collaborating and Calibrating with Other Observers

It is likely that teachers will be observed by administrators, campus coaches, area content coaches and other individuals at different times. Following their visits, each observer will likely provide feedback based on two things: what was observed during that particular visit and the areas of focus included on the observation tool used during the observation. As a result, each person may provide the teacher with feedback that prompts them to focus on a particular area of growth. In such cases, teachers may begin to feel overwhelmed by trying to attempt to focus on improvement in multiple areas simultaneously.

Collaborating with administrators, area coaches and other teacher leaders can help to identify and streamline the major areas of focus that campus leaders strive to develop across the campus by building capacity in all teachers. Additionally, collaborating with others, leadership teams also have an opportunity to share objective information that helps everyone on the team to better understand the strengths and challenges of each individual teacher, grade level team, content team, and campus as a whole. When all team members develop a shared understanding of these factors, it becomes easier to identify campus needs and ways to address them effectively. With the support of the leadership team, the coach is also able to delineate a clear path for teacher development by providing targeted feedback achieved through consensus,

At the campus level, *calibration*, establishing consistency among observers and establishing trust in the process, is another way to strengthen the instructional leadership team's ability to support teachers in the growth process. Coaches can enlist support from other instructional leaders by inviting them to accompany them during observations. Prior to beginning calibration walks, as a team, deciding upon the areas of focus and what the common expectation is for each of those areas is critical. After determining the basic elements of the calibration walk, the calibration team may want to develop a common set of questions that focus on the following areas:



Teacher Tiering

Determining how much support teachers receive and who will be primarily responsible for providing that support should also be agreed upon between administrators and instructional coaches. While some teachers will need extensive support (Tier 3), others may only need minimal support (Tier 1). One way that administrators and instructional coaches can collaborate to determine the level of support each teacher needs and develop a rationale for the need is through the use of a Teacher Skill/Will Matrix. In addition to using a Skill/Will Matrix, tiering conversations are connected to *how* teachers are assigned to an instructional coach's caseload.

Skill/Will Matrix - The Skill/Will Matrix suggests that teachers can be characterized in broad terms based on the intersection of their level of pedagogical knowledge and application, which is referred to as *skill*, and their level of motivation to succeed, which is referred to as *will*. Depending on whether a teacher is deemed to be "coachable" helps with determining how much time and effort can impact his/her overall performance. Each category can be defined using the categories below or a campus-created variant.

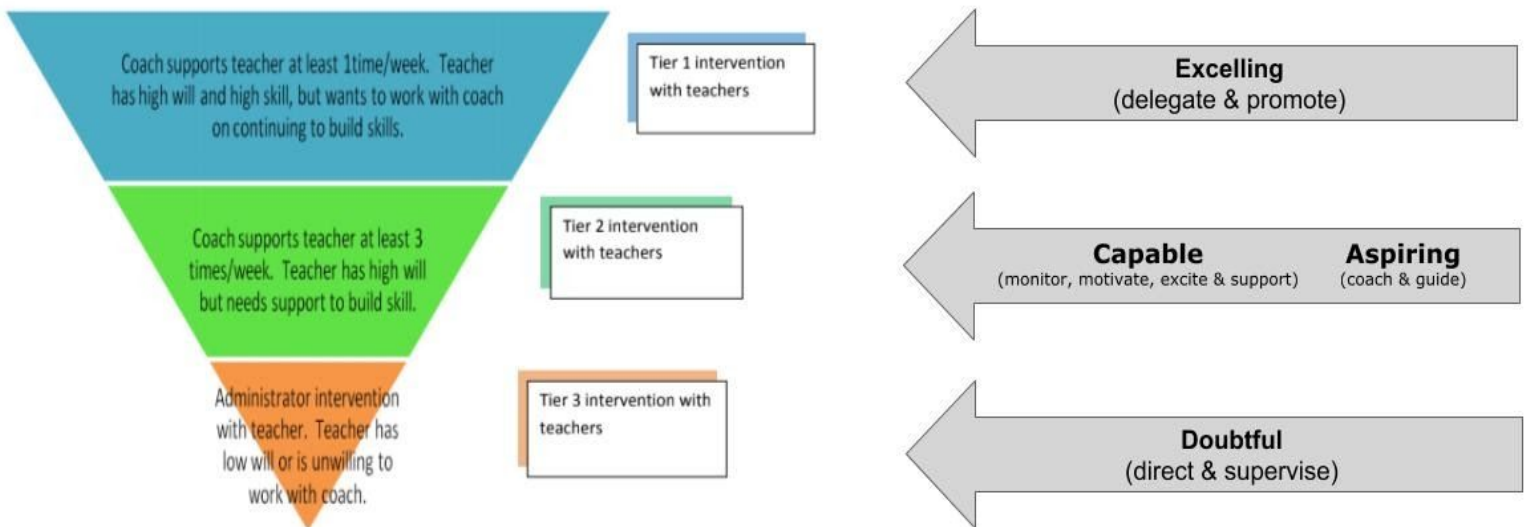
Matrix Category Descriptions

- **Excelling:** expert teachers or teachers who are close; if they are not supported properly, they may end up Low Will-High Skill
- **Capable:** teachers who have the ability to excel, but are unmotivated; they often resist new initiatives, but when motivated, these teachers can quickly become High Will-High Skill
- **Aspiring:** novice or struggling teachers who have the desire to improve, but need to build their skills; the danger with this group is that they will become Low Will-Low Skill if their needs are not recognized and supported
- **Doubtful:** teachers who display little motivation and perform poorly; typically, they may be unwilling and/or unable to be effective in their current role; consider a root cause analysis to determine if performance is related to motivation, suitability, or ability.

Skill/Will Matrix



Coaching Caseload- Another factor to consider is how teachers become part of a coach’s caseload for coaching and feedback. This process can become simpler based on the tiering system. As outlined below, there are a number of ways that teachers are “enrolled” for coaching support. How the support process is initiated can sometimes directly impact the teacher’s receptiveness to coaching. By combining the Skill/Will Matrix and thinking through how the coach’s caseload will be distributed and defined, the coach is able to focus his/her support where it is needed most. Enrollment methods can fall into three categories, iintivational, expectational and required. In this short video [Elements of the Principal/Coach Partnership](#) (view clip 0:30-4:00), educational consultant Steve Barkley describes these three categories in detail.



Chapter Six- Coaching Program Evaluation

Introduction

The Curriculum and Instruction Department will conduct an evaluation of The ILTexas Instructional Coaching program each school year to assess the strengths and weaknesses of the program and its alignment to the district's overall coaching goals and mission. Additionally, coaches will be provided with a tool for self-reflection. The purpose of this tool is to promote growth and not to serve as an evaluation tool. The results of both surveys will be used to monitor the efficacy of coaching across ILTexas as well as provide meaningful feedback to campus coaches regarding their individual performance and impact on their campus. This evaluation is an opportunity for district stakeholders to provide feedback for the purpose of making improvements and/or revisions to the coaching program. All coaches, teachers and campus administrators will receive a survey via email prior to Spring Break to allow time to receive feedback, analyze results, and implement plans for improvement prior to the end of the school year.

Potential program evaluation tools:

[Sample Survey](#)

[IC Self-Assessment](#)

Resources

Coach-Principal Partnership Agreement

[Developing a partnership agreement between a coach and a principal](#)

Defined Roles and Responsibilities

[IL Texas Instructional Leadership Roles and Responsibilities](#)
[RACI Templates & Tutorials](#)

Teacher Observation/Tiering Rubric (Feedback)

[Feedback Strategies for Coaches and Administrators](#)
[Coaching for Change: Giving Feedback](#)
[Reflective Coaching Overview and Questions](#)
[Understanding the Skill/Will Matrix](#)

A Detailed Coaching Model

[Principal as Instructional Leader: Designing a Coaching Program That Fits](#)

Coaching Program Evaluation

[BOY/MOY/EOY Survey](#)

Instructional Coach Reflection

[IC Self-Assessment](#)

Coaching Methods and Best Practices

[Seven Success Factors for Great Instructional Coaching](#)
[Getting Started with Student-Centered Coaching by author Diane Sweeney](#)
[Two Approaches to Coaching](#)
[The Power of Questions in Instructional Coaching](#)

Out-of-District Resources

[Instructional Coaching Group](#) (relationship-driven coaching)
[Elena Aguilar](#) (teacher-centered coaching)
[Diane Sweeney](#) (student-centered coaching)

[Steve Barkley Education Consultant](#)
[EL Education](#)
[Region 4](#)

Sample Coaching Guides

[Coppell ISD](#)
[Coaching for School Improvement](#)
[Clear Creek ISD](#)

[Pflugerville ISD IC Manual](#)
[Friendship Public Charter School](#)

Contributors

We want to give a special thanks to all of the stakeholders who contributed to this playbook. Your hard work and dedication to improving and growing the ILTexas Instructional Coaches program is appreciated. We also want to thank the ILTexas district leadership who supported the creation and development of this playbook. Your strong leadership and culture of collaboration is bringing powerful change in our district and schools. We are better together!!!

Committees who contributed to this playbook:

- Think Tank
- Subcommittees
 - Program Evaluation
 - Roles & Descriptions/Partnership Agreement
 - Coaching Model Best Practices
 - Observation/Tiering
 - Finalize & Publish



International Leadership of Texas

THE MISSION

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

La misión de ILTexas es preparar a nuestros alumnos para roles de liderazgo excepcionales en la comunidad internacional, haciendo hincapié en el liderazgo de servicio, el dominio de los idiomas inglés, español y chino, y el fortalecimiento de mente, cuerpo y carácter.

德克萨斯州国际领袖学校旨在培养学生在国际社会中卓越的领导才能。我们强调学生在熟练掌握英语，西班牙语和中文的前提下加强奉献式的领导精神及身体，头脑和品德的锻炼。



ILTexas MODIFIED ILTexas-TESS

Texas Teacher Evaluation and Support System

A process that seeks to develop habits of continuous improvement, evidence-based feedback and professional development.

<https://tea.texas.gov>



ILTexas T-TESS

- Non-Threatening
- Coaching
- Tool to Improve Instruction

Note: There are TIA ramifications: 10% Teacher evaluation (80% student growth, 10% 360 via student, peer, parent surveys)



Our Goal/Focus

T-TESS includes three components:

1. Goal-setting and professional development
2. The evaluation cycle (pre-conference, observation, post-conference)
3. Student growth measure



Requirements and Recommendations

- One walk-thru each 6 weeks per teacher (with feedback)
- One 45 Minute Observation (Complete before December 1st)
- Post conference within 10 business days
- Pre-conference is optional
- Summative by End-of-Year
- Teacher self-reflection ratings are recommended



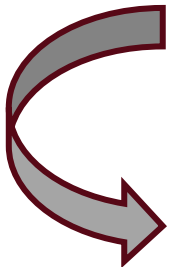
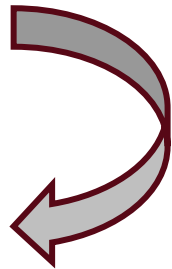
Evaluation Cycle

ANNOUNCED

Pre-Conference
(optional)

Observation

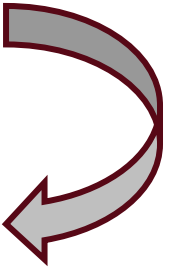
Post-Conference



UNANNOUNCED

Pre-Conference
(optional)

Observation



ILTexas T-TESS Overview

The T-TESS Rubric includes **4 Domains** with **Dimensions** under each Domain. ILTexas' modified T-TESS domain and dimension rubrics include specific **descriptors** of practices and **5 performance levels:**

Distinguished, Accomplished,
Proficient,
Developing, and Improvement Needed

ILTexas T-TESS Rubric Overview

Mission	Instruction	Learning Environment
<p>1. Leadership</p> <ul style="list-style-type: none"> • <i>Others Before Self</i> • Character <p>2. Language</p> <ul style="list-style-type: none"> • English, Spanish, Chinese <p>3. Performance Training</p> <ul style="list-style-type: none"> • Strengthening the Body • Total Fitness <p>4. International Community</p> <ul style="list-style-type: none"> • Global Understanding • Networking 	<ul style="list-style-type: none"> • Achieving Expectations • Content Knowledge and Expertise • Communication • Differentiation • Monitor and Adjust 	<ul style="list-style-type: none"> • Routines, and Procedures • Managing Student Behavior • Classroom Culture
	Planning	
	<ul style="list-style-type: none"> • Standards and Alignment • Data and Assessment 	<ul style="list-style-type: none"> • Knowledge of Students • Activities

IL Texas T-TESS Rubric

INSTRUCTION DIMENSION 4 Differentiated Instruction

The teacher differentiates instruction, aligning methods and techniques to

Distinguished

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

Moves to student-centered actions

Proficient

The Teacher

- Provides differentiated instruction to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

Moves to student-centered actions

Developing

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

Focuses on teacher-centered actions

Improvement Needed

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

Focuses on teacher-centered actions

DOMAIN



IL Texas T-TESS Rubric

INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to

DIMENSION

Distinguished

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

Moves to student-centered actions

Accommodating

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

Moves to student-centered actions

Proficient

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

Focuses on mostly teacher-centered actions

Developing

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

Focuses on teacher-centered actions

Improvement Needed

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

Focuses on teacher-centered actions



IL Texas T-TESS Rubric

INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Distinguished

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

Accomplished

The Teacher

- Adapts lessons to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.

Proficient

The Teacher

- Adapts lessons to address individual needs of all students.

Developing

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.
- Sometimes provides differentiated instructional methods and content.

Improvement Needed

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

DESCRIPTORS

Moves to student-centered actions

Moves to student-centered actions

Focuses on teacher-centered actions

Focuses on teacher-centered actions



IL Texas T-TESS Rubric

INSTRUCTION DIMENSION 2.4 Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Distinguished

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently monitors the quality of student participation and performance.
- Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses multiple strategies to teach and assess students.

Accomplished

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Uses strategies to teach and assess students.

Proficient

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.

Developing

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.
- Provides differentiated instructional methods and content.

Improvement Needed

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/emotional needs.
- Rarely provides differentiated instructional methods and content.

**PERFORMANCE
LEVELS**

Moves to student-centered actions

Moves to student-centered actions

Moves to student-centered actions

Focuses on teacher-centered actions



Collective Evidence is Essential

Detailed Collection of Evidence: *Unbiased* notes of what occurs during a classroom lesson, but for some domains/dimensions you can include artifacts/observations from PLCs, conference with you, etc.

- Capture:
 - what the teacher says
 - what the teacher does
 - what the students say
 - what the students do
- Copy wording from visuals used during the lesson.
- Record time segments of lesson.

The collection of detailed evidence is ESSENTIAL for the observation process to be implemented accurately, fairly, and for the intended purpose of the process.

T-TESS THOUGHTS...

- ✓ The 'Proficient' performance level is representative of a 'Rock **Solid**' teacher.
- ✓ There will be some necessary culture shifts to establish a new mind set for the relationship with appraisals and supporting teachers.
- ✓ Everyone in the school community is a public learner.
- ✓ The ultimate outcome is improved student achievement (toward the ILTexas mission).
- ✓ **This is a “Coaching” tool designed to aid teachers in helping students achieve mastery of learning!!**

ILTexas MODIFIED T-TESS THOUGHTS...

***Go to Modified ILTexas-TESS Rubric:**

<https://docs.google.com/spreadsheets/d/1LgLyvq8ueQjYxLVtDVoEA7DEaNE1m-8Z1JBZDtLcA/edit?usp=sharing>

Four Domains:

1. Planning
2. Instruction
3. Learning Environment
4. ILTexas Mission

Domain 1: Planning

One of the main precursors of a successful lesson is a well-developed lesson plan.

ILTexas C&I Resources & PLC Framework guides the teacher to plan by working through: (1) What are students expected to learn/know (K+S) (2) How will we know they've learned it, (3) What do we do when they don't and (4) What do we do when they have?

PLC's Four Questions... Through the Eyes of Students:

1) What do you want us to know?

*Framing the lesson

2) How can we show you we have learned it? *in the target language

3) What can we do if we struggle to learn it?

4) What can we do if we already know it?

Domain 1: Planning

Dimension 1.1: Standards and Alignment

Dimension 1.2: Data and Assessment

Dimension 1.3: Knowledge of Students

Dimension 1.4: Activities

Planning Domain 1

Dimension 1.1: Standards and Alignment

PLANNING DIMENSION 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Planning Domain 1

Dimension 1.2: Data and Assessment

PLANNING DIMENSION 1.2 Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Planning Domain 1

Dimension 1.3: Knowledge of Students

PLANNING DIMENSION 1.3 Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, experiences, interests and future

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, experiences and future learning

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge and experiences.

Instructional Planning Includes:

- Most lessons that connect to students' prior knowledge and experiences.

Instructional Planning Includes:

- Few lessons that connect to students' prior knowledge and experiences.

Planning Domain 1

Dimension 1.4: Activities

PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

Instructional Planning Includes:

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking,

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the

Instructional Planning Includes:

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.

Instructional Planning Includes:

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.

Jigsaw Activity: Engage in content



It is ALL about the EVIDENCE



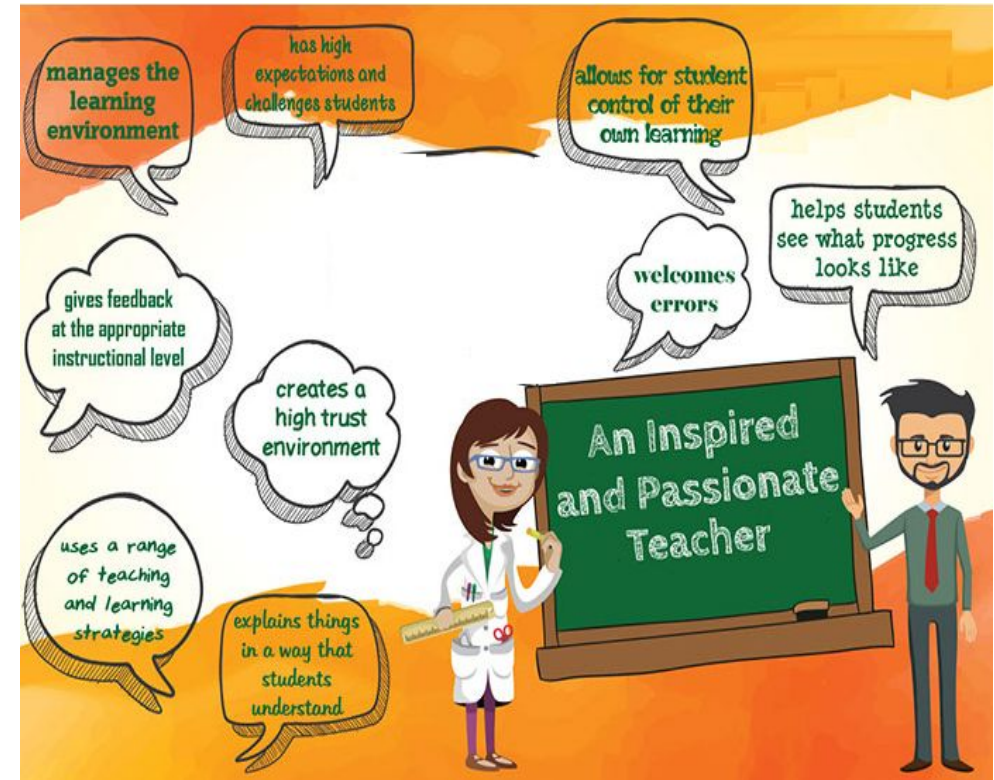
DOMAIN II - INSTRUCTION

DIMENSION 2.1 ACHIEVING EXPECTATIONS

Supports ALL learners in their pursuit of high levels of academic and soc-emotional success (PBIS).

Descriptors...

- **High Academic Expectations** for all
- Persists w/lesson until it is evidence that most **students have mastered**
- Addresses students' mistakes and follows through **mastery**
- Provides students **with opportunities** to take initiative on their learning



DOMAIN II - INSTRUCTION

DIMENSION 2.1 ACHIEVING EXPECTATIONS

Supports ALL learners in their pursuit of high levels of academic and soc-emotional success (PBIS).

In the learning...

- Direct modeling, concrete examples
- Understands what students are expected to know and do prior to lesson delivery
- **Scaffold instruction and resources to reach all learners**
- Anticipate knowledge, actions and behaviors that need to be observed to reach mastery



DOMAIN II - INSTRUCTION

DIMENSION 2.2 CONTENT KNOWLEDGE & EXPERTISE

Design and execute lessons aligned with state standards, related content and student needs.

Descriptors...

- Teaches correct **content/objective**
- Integrates learning other disciplines
- Anticipates possible misunderstandings
- Provides opportunities to **use different types of thinking**
- Able to reflect how lesson fits in with state standards



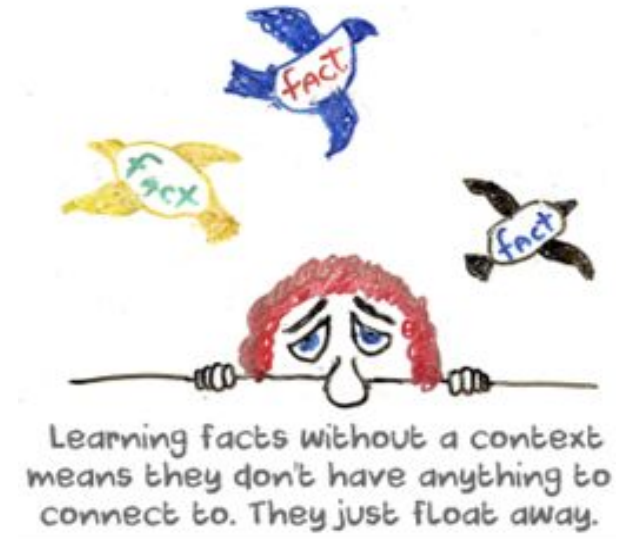
DOMAIN II - INSTRUCTION

DIMENSION 2.2 CONTENT KNOWLEDGE & EXPERTISE

Design and execute lessons aligned with state standards, related content and student needs.

In the learning...

- Lesson organized and sequenced to build on prior knowledge and promote higher order thinking
- Know students' gaps, **misconceptions, preconceptions** prior to lesson delivery to address them
- Includes cross-disciplinary and real-world connections
- **Ample opportunities** to engage problem solving individually and collectively



DOMAIN II - INSTRUCTION

DIMENSION 2.3 COMMUNICATION

Clearly and accurately communicates to support persistence, deeper learning and effective effort.

Descriptors...

- Two-way communication
- **Recognizes misunderstandings** and **responds** with techniques to clarify concepts



DOMAIN II - INSTRUCTION

DIMENSION 2.3 COMMUNICATION

Clearly and accurately communicates to support persistence, deeper learning and effective effort.

In the learning...

- **Opportunities to encourage all students to communicate** to teacher and peers
- **Safe place** that **encourages discussion** without fear
- Recognizes confusion/misunderstanding and responds to **adjusting** instruction on the spot
- Instructional strategies addresses **all** learning modalities
- Utilizes wait time and probes students to higher order thinking
- Encourages **student** discourse



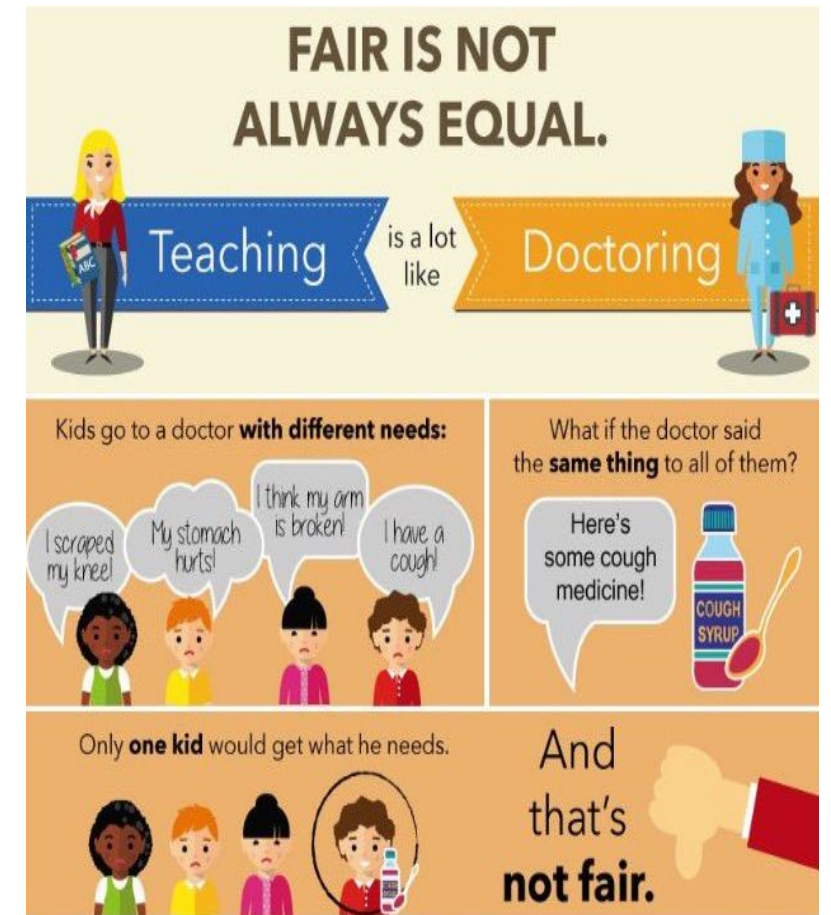
DOMAIN II - INSTRUCTION

DIMENSION 2.4 DIFFERENTIATION

Differentiates instruction, aligning methods and techniques to diverse student needs.

Descriptors...

- **Differentiated instruction** for all
- **Monitors** quality of participation and performance
- Differentiated instruction **for all**
- **Prevents** confusion/disengagement by ensuring differentiation



DOMAIN II - INSTRUCTION

DIMENSION 2.4 DIFFERENTIATION

Differentiates instruction, aligning methods and techniques to diverse student needs.

In the learning...

- Understands the diverse needs of all students, **plans lesson to address their needs and ability levels**
- Monitors participation and performance and ensures engagement
- **Scaffolds instructional methods** and resources to provide every student the opportunity for mastery
- **Recognizes when students are confused, disengaged, bored, frustrated, not participating, etc.** and adjusts lesson delivery



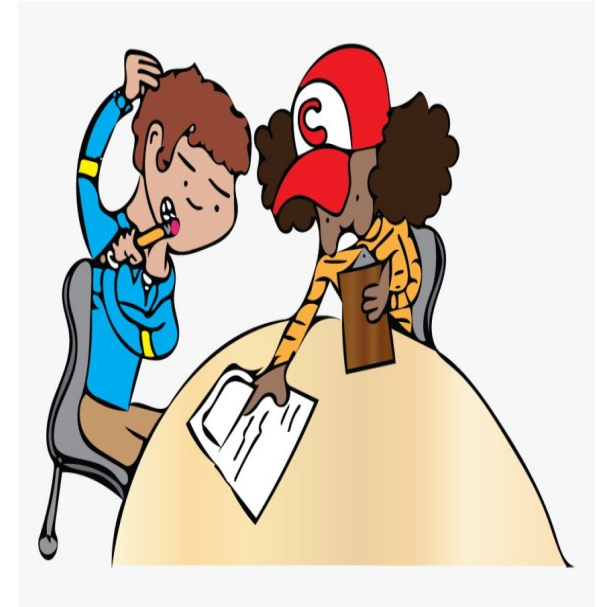
DOMAIN II - INSTRUCTION

DIMENSION 2.5 MONITOR & ADJUST

Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Descriptors...

- **Input from students to monitor and adjust instruction and activities**
- **Adjusts instruction and activities to maintain engagement**
- **Monitor students' behavior/responses for engagement and understanding**



DOMAIN II - INSTRUCTION

DIMENSION 2.5 MONITOR & ADJUST

Formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

In the learning...

- Various forms of informal assessments throughout lesson
- Uses data from informal assessments to adjust lesson on the spot
- Pause points for check for understanding
- Alignment of activities that measures mastery of lesson



DOMAIN II - INSTRUCTION

DIMENSION 2.1 ACHIEVING EXPECTATIONS

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher supports all learners in their pursuit of high academic and social-emotional success/PBIS.</p>	<ul style="list-style-type: none"> •Persists with the lesson until there is evidence (ie, Skyward, data wall, etc) that all students demonstrate mastery of the objective. •Provides opportunities for students to self-monitor and self-correct mistakes. •Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> •Persists with the lesson until there is evidence (ie, Skyward, data wall, etc) that most students demonstrate mastery of the objective. •Anticipates student mistakes and encourages students to avoid common learning pitfalls. •Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> •Persists with the lesson until there is evidence (ie, Skyward, data wall, etc) that most students demonstrate mastery of the objective. •Addresses student mistakes and follows through to ensure student mastery. 	<ul style="list-style-type: none"> • Persists with the lesson until there is evidence(ie, Skyward) that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. 	<ul style="list-style-type: none"> • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.

DOMAIN II - INSTRUCTION

DIMENSION 2.2 CONTENT KNOWLEDGE AND EXPERTISE

The teacher uses content and pedagogical expertise/program design and execute lessons aligned with state standards/ILTexas Pacing, related content and student needs

DISTINGUISHED

- Integrates learning objectives with other disciplines, content areas and real-world experience.
- Consistently anticipates possible misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and

ACCOMPLISHED

- Integrates learning objectives with other disciplines and real-world experiences.
- Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards

PROFICIENT

- Conveys accurate content knowledge in multiple contexts as evidenced through CO/LO.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based) and in the target language

DEVELOPING

- Conveys accurate content knowledge.
- Sometimes integrates learning objectives with other disciplines.
- Sometimes anticipates possible student misunderstandings.

IMPROVEMENT NEEDED

- Conveys inaccurate content knowledge that leads to student confusion.
- Rarely integrates learning objectives with other disciplines.
- Does not anticipate possible student misunderstandings

DOMAIN II - INSTRUCTION

DIMENSION 2.3 COMMUNICATION

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<ul style="list-style-type: none"> •Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. •Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. •Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning. 	<ul style="list-style-type: none"> •Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. •Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. •Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. •Provides wait time when questioning students. 	<ul style="list-style-type: none"> •Practices that provide opportunities for most students to communicate effectively with the teacher and their peers. •Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. •Provides explanations that are clear and uses verbal and written communication that is clear and correct. •Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. •Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> •Leads lessons with some opportunity for dialogue, clarification or elaboration. •Recognizes student misunderstandings but has a limited ability to respond. •Uses verbal and written communication that is generally clear with minor errors of grammar. •Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<ul style="list-style-type: none"> •Directs lessons with little opportunity for dialogue, clarification or elaboration. •Is sometimes-unaware of or unresponsive to student misunderstandings. •Rarely asks questions or asks questions that do not amplify discussion or align to the objective of the lesson.

DOMAIN II - INSTRUCTION

DIMENSION 2.4 DIFFERENTIATION

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<ul style="list-style-type: none"> •Adapts lessons with a wide variety of instructional strategies to address individual needs of all students and language levels.. •Consistently monitors the quality of student participation and performance. •Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. •Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> •Adapts lessons to address individual needs of all students and language levels.. •Regularly monitors the quality of student participation and performance. •Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. •Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> •Adapts lessons to address individual needs of all students and language levels. •Regularly monitors the quality of student participation and performance. •Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. •Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> •Adapts lessons to address some student needs and language levels. •Sometimes monitors the quality of student participation and performance. •Sometimes provides differentiated instructional methods and content. •Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> •Provides one-size-fits- all lessons without meaningful differentiation. •Rarely monitors the quality of student participation and performance. •Does not recognize when students become confused or disengaged or does not respond appropriately to student learning or social/ emotional needs.

DOMAIN II - INSTRUCTION

DIMENSION 2.5 MONITOR AND ADJUST

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<ul style="list-style-type: none"> •Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. •Adjusts instruction and activities to maintain student engagement. •Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> •Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. •Adjusts instruction and activities to maintain student engagement. •Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> •Consistently invites input from students in order to monitor and adjust instruction and activities. •Adjusts instruction and activities to maintain student engagement. •Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> •Sometimes utilizes input from students in order to monitor and adjust instruction and activities. •Adjusts some instruction within a limited range. •Sees student behavior but misses some signs of disengagement. •Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> •Persists with instruction or activities that do not engage students. •Generally does not link student behavior and responses with student engagement and understanding. •Makes no attempts to engage students who appear disengaged or disinterested.

DOMAIN II – INSTRUCTION

Activity

For each assigned dimension...

- **Review the video and determine the teacher's proficiency level.**
- **Compare your rated proficiency level to T-Tess Calibration Sheet.**
- **Develop a plan that will help develop the teacher's capacity in the area(s) of deficiency.**

DOMAIN II – INSTRUCTION

Activity

Break Out Groups and Assignments

Break Out Groups	Dimension	Video Link	Video to Watch	Calibration Link
K-2	2.1	https://www.teachfortexas.org/Views/Resources	2ND MAKING PREDICTIONS	https://www.teachfortexas.org/Resource_Files/Calibration/2nd_Grade_ELA_Making_Predictions_Lessons_Ratings.pdf
3-5	2.2		4TH ELA CHARACTER TRAITS	https://www.teachfortexas.org/Resource_Files/Calibration/4th_Grade_ELA_Identifying_Character_Traits_Lessons_Ratings.pdf
6-8	2.4		6TH MATH	https://www.teachfortexas.org/Resource_Files/Calibration/6th_Grade_Math_Lessons_Ratings.pdf
HS	2.5		HS AP CHEMISTRY	https://www.teachfortexas.org/Resource_Files/Calibration/High_School_AP_Chemistry_Lessons_Ratings.pdf

DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.1 CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

The teacher organizes a safe, accessible and efficient classroom for ALL learners in the target language.

Attributes...

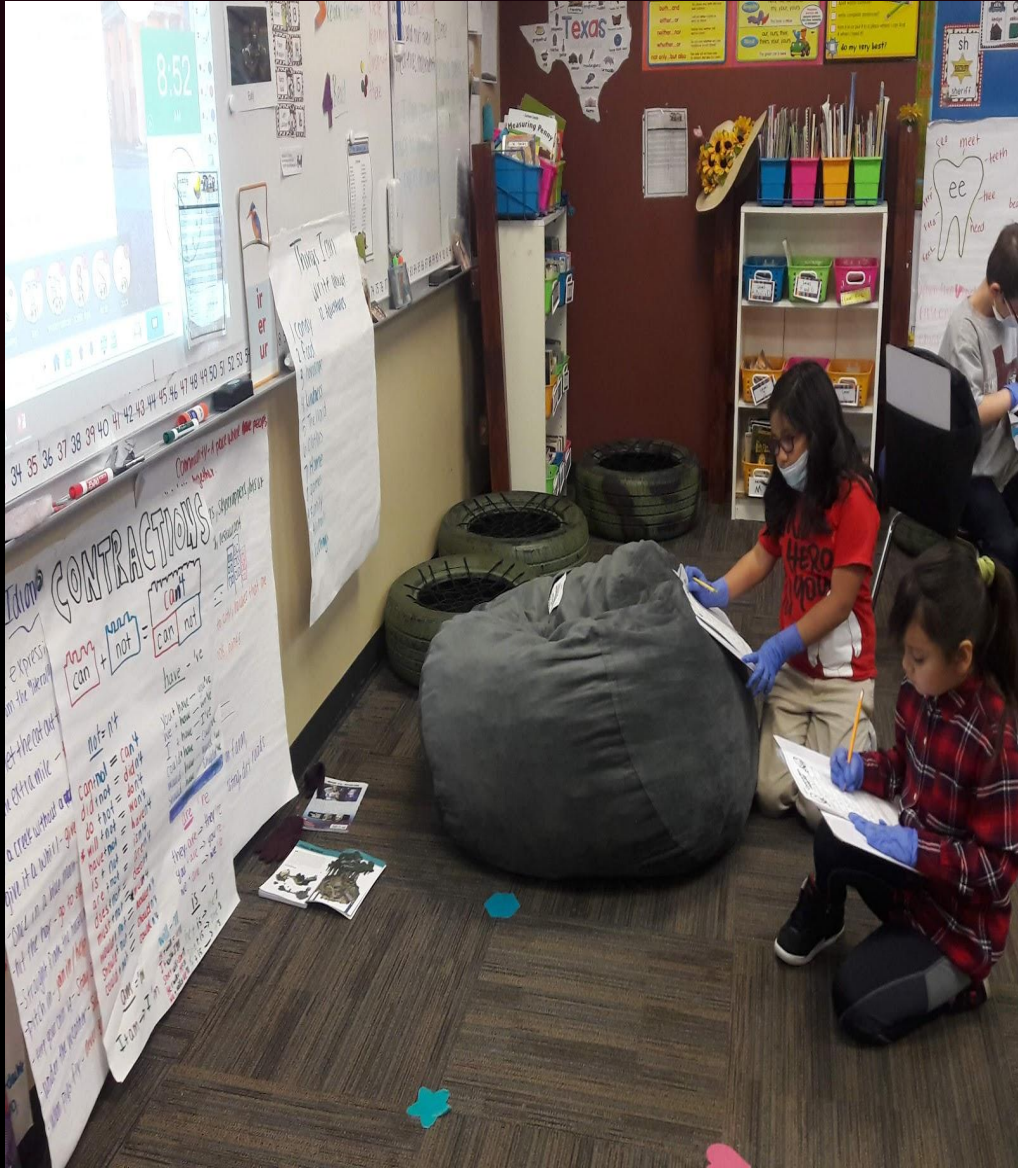
- Procedures, routines and transitions are posted, clear and efficient**
- Students actively participate in groups, manage supplies and equipment with limited teacher direction.**
- The classroom is safe and organized to support learning objectives and is accessible to all-students.**



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.1 CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

LEARNING ENVIRONMENT					
Classroom Environment, Routines and Procedures (Dimension 3.1)					
Dimension 3.1	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Classroom Environment, Routines and Procedures (in target language): The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are posted, clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to all-students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.1 CLASSROOM

ENVIRONMENT, ROUTINES AND PROCEDURES

SEE IT!



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.1 CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

Go to www.menti.com and use the code **42 55 84**

Determine key words or phrases within the descriptors that would move the performance level from Proficient to Accomplished?

DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.2 MANAGING STUDENT BEHAVIOR

The teacher establishes, communicates and maintains clear expectations for student behavior
Attributes...

- **Consistently implements the campus and/ or classroom behavior system proficiently**
- **Most students meet expected classroom behavior standard.**



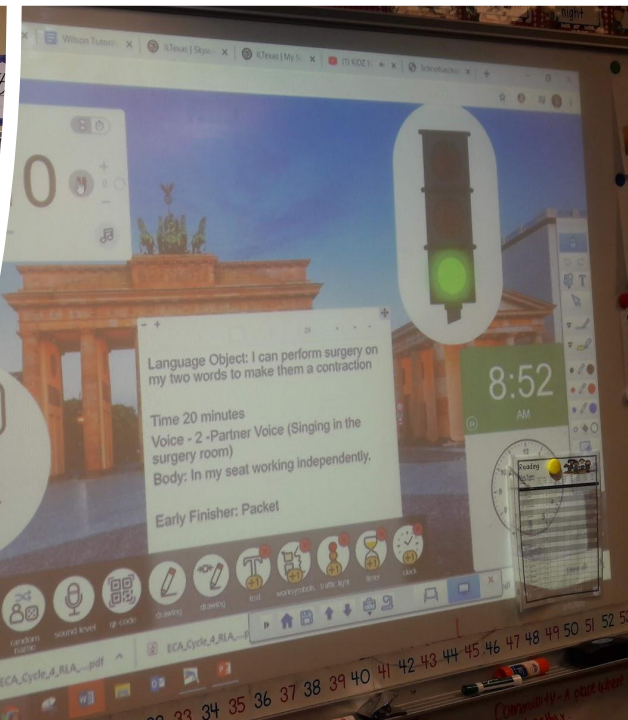
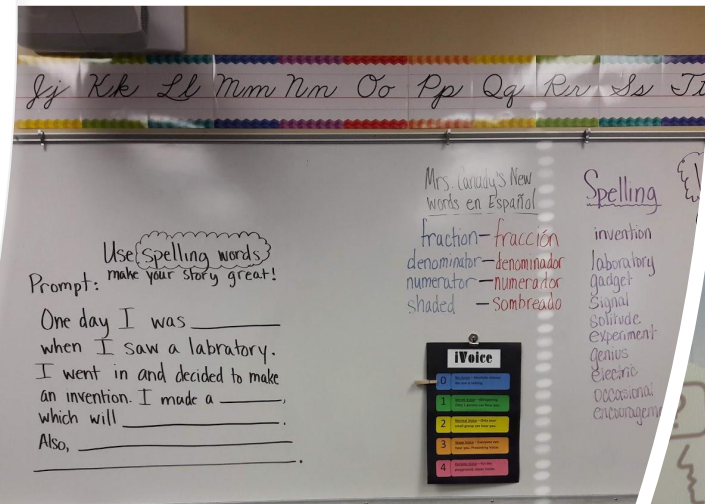
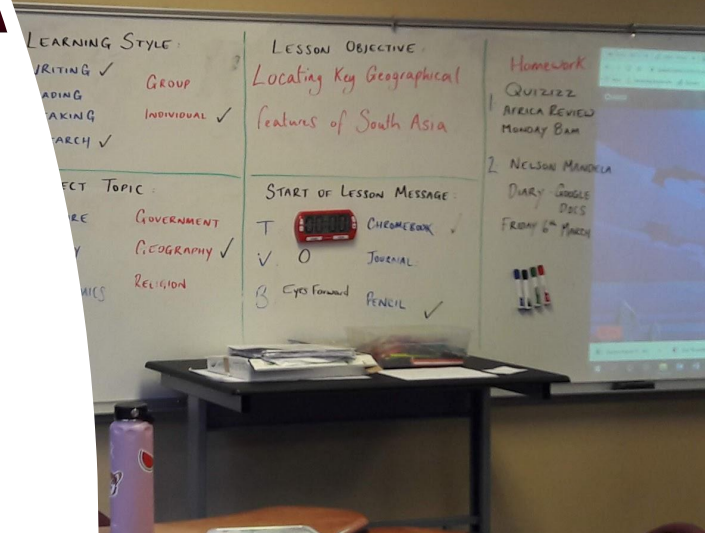
DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.2 MANAGING STUDENT BEHAVIOR

LEARNING ENVIRONMENT					
Managing Student Behavior (Dimension 3.2)					
Dimension 3.2 Managing Student Behavior:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Potential Sources of Evidence:</p> <p>Posted Student Expectations/ Anchor Charts, TVB, Restorative Discipline, Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly GBF Management Hierarchy Videos Students and the teacher create, adopt and maintain classroom behavior standards (TLAC techniques). 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly GBF Management Hierarchy Videos Most students know, understand and respect classroom behavior standard (TLAC techniques). 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently GBF Management Hierarchy Videos Most students meet expected classroom behavior standards (TLAC techniques). 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.

DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.2 MANAGING STUDENT BEHAVIOR



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.2 MANAGING

STUDENT BEHAVIOR

[SEE IT!](#)



Nosotros lo hacemos (We do)

Yo veo...

Yo infiero...

6:42 / 1:25:03

The screenshot shows a video player interface. The main content is a slide with a green and white background. At the top, it says 'Nosotros lo hacemos (We do)' in red and blue text. Below this, there are three cartoon children (two girls and one boy) playing in a pile of autumn leaves. To the right of the children, there are two small video thumbnails. The top one shows a person with their hands clasped, and the bottom one shows a person with their hand to their face. To the right of these thumbnails, the text 'Yo veo...' and 'Yo infiero...' is written in red. At the bottom of the slide, there is a video player control bar showing a play button, a volume icon, and the time '6:42 / 1:25:03'. On the far right, there is a vertical strip of three small video thumbnails showing different participants in a virtual meeting.

DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.2 MANAGING STUDENT BEHAVIOR

Go to www.menti.com and use the code **42 55 84**

Determine key words or phrases within the descriptors that would move the performance level from Proficient to Accomplished?

DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.3 CLASSROOM CULTURE

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Attributes...

- **Students engaged in relevant, meaningful learning**
- **Students work respectfully individually and in groups (Others Before Self).**
- **Most students exhibit the 3Bs most of the time.**



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.3 CLASSROOM CULTURE

LEARNING ENVIRONMENT Classroom Culture (Dimension 3.3)					
Dimension 3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Potential Sources of Evidence: Others Before Self, PBIS, 3Bs, Restorative Discipline, Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements (Others Before Self). All students exhibit the 3Bs all of the time. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher (Others Before Self). All students exhibit the 3Bs most of the time. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. (Others Before Self). Most students exhibit the 3Bs most of the time. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other. 	<ul style="list-style-type: none"> Establishes a learning environment where few students are engaged in the curriculum. Students are disrespectful of each other and of the teacher.

**DOMAIN III – LEARNING ENVIRONMENT
DIMENSION 3.3 CLASSROOM CULTURE**

SEE IT! NAME IT!



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.3 CLASSROOM CULTURE

Go to www.menti.com and use the code **42 55 84**

Determine key words or phrases within the descriptors that would move the performance level from Proficient to Accomplished?

DOMAIN I - IV – INSTRUCTION Activity

For each Dimension...

- **Determine key words that separate each proficiency level.**
- **Locate verbs that should be performed.**

Overview: ILTexas Modified TTESS

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

Dimension 3 Calibration

Use descriptors to determine a TTESS level for Dimensions 3.1, 3.2 and 3.3. Script evidence to support your rating.

[DO IT!](#)



DOMAIN III – LEARNING ENVIRONMENT

DIMENSION 3.3 CLASSROOM CULTURE

**TEN MINUTES IN BREAKOUT ROOMS TO
DETERMINE PERFORMANCE LEVEL**

DOMAIN III – LEARNING ENVIRONMENT DIMENSION 3.3 CLASSROOM CULTURE

**Go to www.menti.com and use the
code **93 69 98****

**THE PERSON WITH THE MOST TABS OPEN ON THEIR DESKTOP WILL ENTER YOUR
BREAKOUT ROOM'S SCORE FOR EACH SUBDIMENSION (3.1, 3.2 AND 3.3) AND BE
YOUR TEAM'S SPOKEPERSON FOR THE DEBRIEF.**

DOMAIN IV – MISSION

WHY

THIS DOMAIN IS EXCLUSIVE TO ILTEXAS. THE DIMENSIONS ARE HOW WE PRACTICE THE PILLARS OF OUR MISSION EVERYDAY THROUGH CHARACTER AND OTHERS BEFORE SELF.

WHEN

THIS DOMAIN IS TO BE OBSERVED BEYOND THE CONFINES OF THE CLASSROOM AND PERMEATE ILTEXAS.

Who are you when nobody is watching?

DOMAIN IV – MISSION

DIMENSION 4.1 LEADERSHIP

MISSION					
Leadership (Dimension 4.1)					
Dimension 4.1:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher designs clear, well organized, sequential lessons that reflect Service Learning, Servant Leadership & Others Before Self.</p> <p>Standards Basis: 2A, 2C, 3A, 3B, 3C, 5C, 6C, 6D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; analysis of student data</p>	<ul style="list-style-type: none"> ● Teacher consistently follows the District Leadership Pacing Guide, YAG, with fidelity. ● Teacher consistently uses the District provided curriculum with fidelity. ● Teacher is consistently utilizing the District provided lesson format ● Teacher consistently utilizes resources provided by the District to implement curriculum, such as assigned text, software platform, leadership journal and assessment with fidelity ● Teacher consistently demonstrates knowledge and instructional skills that are aligned with District Mission, Leadership Principles and Traits. ● All students complete OBS for Academic Year 	<ul style="list-style-type: none"> ● Teacher consistently follows the District Leadership Pacing Guide, YAG.. ● Teacher consistently uses the District provided curriculum. ● Teacher is consistently utilizing the District provided lesson format ● Teacher consistently utilizes resources provided by the District to implement curriculum, such as assigned text, software platform, leadership journal and assessment. ● Teacher frequently demonstrates knowledge and instructional skills that are aligned with District Mission, Leadership Principles and Traits. ● Substantial majority of students complete OBS for Academic Year 	<ul style="list-style-type: none"> ● Teacher is following the District Leadership Pacing Guide, YAG. ● Evidence teacher is using the District provided curriculum. ● Evidence teacher is executing the District provided lesson format. ● Evidence teacher is using necessary resources provided by the District to implement curriculum, such as assigned text, software platform, leadership journal and assessment. ● Teacher demonstrates knowledge and instructional skills that are aligned with District Mission, Leadership Principles and Traits. ● Majority of students complete OBS for Academic Year 	<ul style="list-style-type: none"> ● Infrequent evidence teacher is following the District Leadership Pacing Guide, YAG. ● Infrequent evidence a teacher is using the District provided curriculum. ● Infrequent evidence the teacher is executing the District provided lesson format. ● The teacher is using necessary resources infrequently that are provided by the District to implement curriculum, such as assigned text, software platform, leadership journal and assessment. ● Teacher, infrequently, demonstrates knowledge and instructional skills that are aligned with District Mission, Leadership Principles and Traits. ● Majority of students did not complete OBS for Academic Year 	<ul style="list-style-type: none"> ● No Evidence teacher is following the District Leadership Pacing Guide, YAG. ● No Evidence teacher is using the District provided curriculum. ● No Evidence teacher is executing the District provided lesson format. ● No Evidence teacher is using necessary resources provided by the District to implement curriculum, such as assigned text, software platform, leadership journal and assessment. ● No Evidence that teacher instruction is aligned with District Mission, Leadership Principles and Traits. ● Substantial majority of students did not complete OBS for Academic Year

DOMAIN IV – MISSION

DIMENSION 4.2 LANGUAGE

MISSION					
Language (Dimension 4.2)					
Dimension 4.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Standards Basis:	Strong and consistent evidence of ...	Consistent evidence of ...	Evidence of	Some evidence ...	No evidence of
Potential Sources of Evidence: Trilingual print rich environment (classroom/grade level hallway), use of the target language by teachers and students), Engaging and promoting the following: Expression of the Week, Trilingual Recital, Academic Word of the Week, language clubs, Chinese and Spanish Honor Societies, Intercultural events (HHM, Lunar New Year, Black History Month, EOY Intercultural Festival), Spanish, Chinese and English spelling bees, Chinese multiplication competition, ongoing international immersion trips	<ul style="list-style-type: none"> • Communication - Teachers and students consistently communicate in Spanish, Chinese and English Languages at 90-100% of the time. • Culturally Responsive Teaching -Teachers actively seek to better understand the diverse cultures and languages represented in their classroom. 	<ul style="list-style-type: none"> • Culturally Responsive Teaching -Teachers actively seek to better understand the diverse cultures and languages represented in their classroom. • Intercultural Connections- Helps students develop knowledge, empathy, understanding, and appreciation of other cultures by demonstrating an understanding of the relationship between the perspectives, practices and products of the culture studied and their own. 	<ul style="list-style-type: none"> • Culturally Responsive Teaching -Teachers actively seek to better understand the diverse cultures and languages represented in their classroom. • Intercultural Connections- Helps students develop knowledge, empathy, understanding, and appreciation of other cultures by demonstrating an understanding of the relationship between the perspectives, practices and products of the culture studied and their own. 	<ul style="list-style-type: none"> • Culturally Responsive Teaching -Teachers actively seek to better understand the diverse cultures and languages represented in their classroom. • Intercultural Connections- Helps students develop knowledge, empathy, understanding, and appreciation of other cultures by demonstrating an understanding of the relationship between the perspectives, practices and products of the culture studied and their own. 	<ul style="list-style-type: none"> • Culturally Responsive Teaching -Teachers actively seek to better understand the diverse cultures and languages represented in their classroom. • Intercultural Connections- Helps students develop knowledge, empathy, understanding, and appreciation of other cultures by demonstrating an understanding of the relationship between the perspectives, practices and products of the culture studied and their own.

DOMAIN IV – MISSION

DIMENSION 4.2 LANGUAGE (CONT...)

MISSION					
Language (Dimension 4.2)					
Dimension 4.2	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Standards Basis:</p> <p>Potential Sources of Evidence: Trilingual print rich environment (classroom/grade level hallway), use of the target language by teachers and students), Engaging and promoting the following: Expression of the Week, Trilingual Recital, Academic Word of the Week, language clubs, Chinese and Spanish Honor Societies, Intercultural events (HHM, Lunar New Year, Black History Month, EOY Intercultural Festival), Spanish, Chinese and English spelling bees, Chinese multiplication competition, ongoing international immersion trips</p>	<p>Strong and consistent evidence of ...</p> <ul style="list-style-type: none"> ● Life-Long Learning- Teacher fosters life-long learning of the languages through the ILTexas Trilingual Model to help students meet personal and professional goals. ● Authentic Learning - Enhances meaning through content study, critical thinking, and relevant connections to their real-world. ● Communities - Teachers promotes student participation in multilingual communities at home and around the World ● Communication - Teachers and students consistently participate in multilingual communities at home and around the World 	<p>Consistent evidence of</p> <ul style="list-style-type: none"> ● Life-Long Learning- Teacher fosters life-long learning of the languages through the ILTexas Trilingual Model to help students meet personal and professional goals. ● Authentic Learning - Enhances meaning through content study, critical thinking, and relevant connections to their real-world. ● Communities - Teachers promotes student participation in multilingual communities at home and around the World ● Communication - Teachers and students consistently communicate in Spanish, Chinese and English Languages at 90-100% of the time. 	<p>Evidence of</p> <ul style="list-style-type: none"> ● Life-Long Learning- Teacher fosters life-long learning of the languages through the ILTexas Trilingual Model to help students meet personal and professional goals. ● Authentic Learning - Enhances meaning through content study, critical thinking, and relevant connections to their real-world. ● Communities - Teachers promotes student participation in multilingual communities at home and around the World ● Communication - Teachers and students consistently communicate in Spanish, Chinese and English Languages at 90-100% of the time. 	<p>Some evidence ...</p> <ul style="list-style-type: none"> ● Life-Long Learning- Teacher fosters life-long learning of the languages through the ILTexas Trilingual Model to help students meet personal and professional goals. ● Authentic Learning - Enhances meaning through content study, critical thinking, and relevant connections to their real-world. ● Communities - Teachers promotes student participation in multilingual communities at home and around the World ● Communication - Teachers and students consistently communicate in Spanish, Chinese and English Languages at 90-100% of the time. 	<p>No evidence of</p> <ul style="list-style-type: none"> ● Life-Long Learning- Teacher fosters life-long learning of the languages through the ILTexas Trilingual Model to help students meet personal and professional goals. ● Authentic Learning - Enhances meaning through content study, critical thinking, and relevant connections to their real-world. ● Communities - Teachers promotes student participation in multilingual communities at home and around the World ● Communication - Teachers and students consistently communicate in Spanish, Chinese and English Languages at 90-100% of the time.

DOMAIN IV – MISSION

DIMENSION 4.3 PERFORMANCE TRAINING

MISSION Performance Training (Dimension 4.3)					
Dimension 4.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Standards Basis:</p> <p>Potential Sources of</p>	<ul style="list-style-type: none"> • Mission is posted and recited in a class periods, alternating languages • Displays high energy knowledge of all the All Levels he or she teaches • Integrates three languages of English, Spanish and Chinese daily in each class. • Consistently monitors each student looking for opportunities to improve learning experience . • Consistently provides opportunities for students to use what they have learned to teach peers.. • Sequences instruction that allows students to understand how the lesson fits within the structure of the state standards, 	<ul style="list-style-type: none"> • Mission is posted and referred to during classes • Establishes classroom routines that encourage all students to participate safely and effectively using a variety of methods. . • Provides one on one teachable moments to ensure a level of the content is being Mastered. . • Balances time management, to assist all students. Through verbal dialogue. To improve students' knowledge of health and fitness. 	<ul style="list-style-type: none"> • Mission is posted in the gym and recited • All protocols, and classroom procedures are communicated clearly and efficiently (in 3 languages) • Students actively participate in warmup/ bell ringer , activity and classroom resources are aligned and prepared for instruction. 	<ul style="list-style-type: none"> • Mission is referred to during class • sometimes modifies instruction and lesson plan to make class less rigor • Often misses opportunities to correct students • Recognizes student behavior but does not engage in corrective behavior. 	<p>All Teachers:</p> <ul style="list-style-type: none"> • Mission should be posted and recited consistently <p>Fitness Coaches:</p> <ul style="list-style-type: none"> • Rarely is prepared with energy to start class • 100% Students not actively engaged in lessons. •

DOMAIN IV – MISSION

DIMENSION 4.4 INTERNATIONAL COMMUNITY

MISSION					
International Community (Dimension 4.4)					
Dimension 4.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher demonstrates understanding of different cultural perspectives and worldviews as members of an international community.</p> <p>Standards Basis: 1A, 1C, 1E, 2B, 3C, 4A</p> <p>Evidence: Cross cultural activities (If applicable) Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; data</p>	<ul style="list-style-type: none"> ● Always ties in different cultural perspectives to the subject and presented in a manner that is relevant to the student ● Always provides intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with students ● Always asks questions about other cultures and seeks out answers to these questions ● Always demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices 	<ul style="list-style-type: none"> ● Regularly ties in different cultural perspectives to the subject and presented in a manner that is relevant to the student ● Regularly provides intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with students ● Regularly asks questions about other cultures and seeks out answers to these questions ● Regularly demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices 	<ul style="list-style-type: none"> ● Ties in different cultural perspectives to the subject and presented in a manner that is relevant to the student ● Provides intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with students ● Asks questions about other cultures and seeks out answers to these questions ● Demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices 	<ul style="list-style-type: none"> ● Sometimes ties in different cultural perspectives to the subject and presented in a manner that is relevant to the student ● Sometimes provides intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with students ● Sometimes asks questions about other cultures and seeks out answers to these questions ● Sometimes demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices 	<ul style="list-style-type: none"> ● Rarely ties in different cultural perspectives to the subject and presented in a manner that is relevant to the student ● Rarely provides intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions with students ● Rarely asks questions about other cultures and seeks out answers to these questions ● Rarely demonstrates understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices

DOMAIN IV – MISSION

INSTRUCTIONS FOR BREAKOUT ROOMS

YOU WILL BE BROKEN UP INTO RANDOM GROUPS TO DISCUSS THE DIMENSIONS OF THIS DOMAIN AND REPORT BACK IN 30 MINUTES.

- 1) DECIDE WHO WILL REPORT OUT (SPOKESMAN)
- 2) HOW DO THE DESCRIPTORS INCLUDE THE MISSION OF ILTEXAS AND ARE THERE ANY DESCRIPTORS THAT NEED POLISHING?
- 3) WHEN ARE THE OPPORTUNITIES TO EVALUATE OUR TEACHERS? WHAT WILL BE THE PROOF THAT THEY ARE ACHIEVING A PERFORMANCE LEVEL?

2020-2021



**ILTexas-TESS = A resource for
your 20-21 Backpack to help aid
in our collective continuous
improvement journey!**