

EFFECTIVE SCHOOLS FRAMEWORK

Prioritized Levers

Essential Actions

Key Practices

Lesson Study is inquiry-based, job-embedded professional development. Lesson Study teachers collaborate to improve student outcomes and refine their teaching practices.



In Lesson Study, teachers work together to plan, research, deliver, and reflect upon instruction.

PL 1
Strong School Leadership & Planning



EA 1.1: Develop campus instructional leaders (principal, assistant principal, counselor, teacher leaders) with clear roles and responsibilities.

KP3: Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

KP5: Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

PL 2
Effective, Well-Supported Teachers



EA 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

KP3: Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.

KP5: Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

PL 3
Positive School Culture



EA 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

KP2: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.

KP3: Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.

PL 4
High-Quality Curriculum



EA 4.1: Curriculum and Assessments aligned to TEKS with a year-long scope and sequence

KP4: High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum for early childhood through grade 12, in all core subjects.

Texas Lesson Study Phases

Prioritized Levers

Essential Actions

Key Practices

1

Examine & Identify



Identify a research theme, select a focus [including student expectation(s) from TEKS that students have difficulty understanding], and form a theory of action to guide instruction.

PL 4

High-Quality Curriculum



EA 4.1: Curriculum and Assessments aligned to TEKS with a year-long scope and sequence

KP1: The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2nd mathematics and reading.

PL 5

Effective Instruction

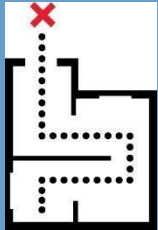


EA 5.3: Data-driven Instruction

KP1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, and provide evidence-based feedback to teachers.

2

Review & Plan



Research best instructional practices for the identified SEs and plan instruction.

PL 4

High-Quality Curriculum



EA 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence

KP3: Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.

PL 5

Effective Instruction



EA 5.1: Objective-driven daily lesson plans with formative assessments

KP1: All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

EA 5.2: Effective Classroom routines and Instructional Strategies

KP1: Three to five instructional strategies (e.g. monitoring aggressively, student-to-student discourse, strategic prompts), classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms.

KP2: Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for students with disabilities and English learners among other student groups.

KP3: Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted

3

Teach & Observe



Teach an observed lesson and collect data on students' responses, levels of engagement, and learning processes.

PL 5
Effective Instruction



EA 5.1: Objective-driven daily lesson plans with formative assessments

EA 5.2: Effective Classroom routines and Instructional Strategies

agendas, class opening, homework collection, within-class transitions, and formative assessments).

KP2: Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

KP4: Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations.

4

Reflect & Revise



Reflect on the observed lesson and determine options for refinement.

PL 5
Effective Instruction



EA 5.3: Data-driven Instruction

KP2: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.

KP3: Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.