

Texas Lesson Study and Title II, Part A—Supporting Effective Instruction

Purpose: This crosswalk shows commonalities between Title II Part A allowable Activities and the Texas Lesson Study (TXLS) program. The document is intended to support districts and schools in understanding the components of both programs and demonstrate the potential for use of Title II funds to support implementing TXLS.

Title II, Part A Allowable Activities		With Texas Lesson Study, teachers...
Recruiting and Retaining Effective Teachers and Principals	<p>Equity-Based Activities Create teams of educators for teachers in high-need schools who convene regularly to learn, problem-solve, and look over student work together, or provide time during the school day for educators to observe one another and reflect on new teaching and leading practices.</p> <p>Support “time banks” or flexible time for collaborative planning, curriculum writing, peer observations, and leading training; which may involve using substitute teachers to cover classes during the school day.</p>	<ul style="list-style-type: none"> ● work collaboratively to identify high-leverage student expectations, design a research-based lesson, create assessments, implement the lesson, analyze data, reflect, re-design a lesson, and share results with colleagues; ● observe fellow educators and reflect on student learning in relation to instructional moves; ● make adjustments to curriculum to best meet student needs; and ● receive feedback from other educators.
	<p>Teacher Leadership Districts or campuses may compensate teachers for their increased leadership roles and responsibilities.</p> <p>Support peer-led, evidence-based professional development in LEAs and school.</p>	<ul style="list-style-type: none"> ● guide their own professional learning, making data-informed decisions; and ● LEA facilitators may fulfill the school and district improvement plans by taking the lead in the TXLS initiative, which cultivates professional learning communities, leadership skills, and a culture of learning.
Professional Development and Educator Growth	<p>Assessments and Data Analysis ESSA supports the training, technical assistance, and capacity-building in local educational agencies to assist teachers, principals, or other school leaders with selecting and implementing formative assessments, designing classroom-based assessments, and using data from such assessments to improve instruction and student academic achievement, which may include providing additional time for teachers to review student data and respond.</p>	<ul style="list-style-type: none"> ● use action research within the TXLS framework to find the most effective ways to instruct and improve student performance; ● create aligned, rigorous, scaffolded formative assessments with exemplars; and ● analyze assessments collaboratively to improve instruction.
	<p>Evidence-Based Professional Development ESSA promotes the implementation of high-quality, personalized, evidence-based professional development for teachers, instructional leadership teams, principals, or other school leaders, that is focused on improving teaching and student learning. Under ESSA, professional development should be sustained, personalized, and job-embedded initiatives that address identified needs rather than stand-alone, one-day, or short-term professional development.</p>	<ul style="list-style-type: none"> ● self-assess and reflect on their work throughout the TXLS cycle; ● review contemporary research on child development, pedagogy, and content-specific topics to design a unit and research lesson to improve student outcomes; ● determine effectiveness of lessons by analyzing quantitative and qualitative evidence; and ● participate in job-embedded, sustained professional development cycles aiming to improve instructional practices for every student.