



## Texas Instructional Leadership & Texas Lesson Study

**Purpose:** This document provides a general overview of the commonalities between the goals of the Texas Instructional Leadership and the Texas Lesson Study professional development programs. Texas Lesson Study can be used to implement and practice routines and strategies learned as part of Texas Instructional Leadership.

	
<p><b>Texas Instructional Leadership</b> Provides training and support to campus and district leaders to build educator capacity</p> <p>Consists of a suite of trainings intended to foster <b>continuous improvement</b></p> <p>Develops concrete instructional leadership skills in observation and feedback (action coaching), data driven instruction, and student culture.</p>	<p><b>Texas Lesson Study</b> Job-embedded professional development for teachers</p> <p>Uses a systematic and collaborative process to foster <b>continuous improvement</b> of instruction</p> <p>Teams of teachers improve effectiveness, share best practices, improve student outcomes, and elevate the teaching profession</p>
<p><b>Using the protocol See It, Name It, Do It, (Bambrick-Santoyo) leaders learn to:</b></p> <ul style="list-style-type: none"> <li>● guide teachers to see a model of success;</li> <li>● name the bite-size steps that lead to growth; and</li> <li>● practice steps to sharpen skills in the key areas addressed in his text, <i>Get Better Faster, A 90 Day Plan for Coaching New Teachers and the principles in Leverage Leadership 2.0</i>.</li> </ul>	<p><b>In short repeated cycles, Texas Lesson Study teachers</b></p> <ul style="list-style-type: none"> <li>● plan research-based instruction that may incorporate state, district or campus initiatives;</li> <li>● deliver instruction and collect data on students' responses, engagement, and learning processes; and</li> <li>● reflect on the lesson and options for refinement, including reteach, intervention, and extension activities.</li> </ul>
<p><b>Focus on Data-Driven Instruction (DDI)</b></p> <p>Teachers analyze standards and assessments to plan for future instruction. Teachers tackle the questions:</p> <p style="text-align: center;"><i>How do I know if my students are learning?</i></p>	<p><b>Using Assessment to Drive Instruction:</b></p> <ul style="list-style-type: none"> <li>● Design formative assessments that are scaffolded, aligned, and rigorous</li> <li>● Analyze student data to deepen understanding of student learning</li> <li>● Develop observation skills that help teachers</li> </ul>

<p><i>And if they aren't, what do I do?</i></p>	<p>analyze and refine instruction</p>
<p><b>Lesson Design, Formative Assessment, Aggressive Monitoring</b></p> <ul style="list-style-type: none"> <li>• A series of professional development with implementation support</li> <li>• Guides campus instructional leaders to train and support teachers to create TEKS-aligned lesson plans and assessments and to monitor student learning during instruction.</li> </ul>	<p><b>Using the Lesson Study process, teachers collaborate to</b></p> <ul style="list-style-type: none"> <li>• identify high-leverage research foci and student expectation(s) (SEs) from the Texas Essential Knowledge and Skills (TEKS);</li> <li>• design formative assessments that are scaffolded, aligned, and rigorous; and</li> <li>• address learning gaps by anticipating student responses, providing differentiation, and planning for scaffolding and monitoring of student learning.</li> </ul>
<p><b>Student Culture</b></p> <p>A clear focus on student culture helps leaders bring their vision for excellence to life for everyone on the campus.</p>	<p><b>Sustainable, Job-Embedded Professional Development</b></p> <p>The Lesson Study framework is a vehicle for instructional leaders to set high expectations and provide a clear pathway to reach those expectations.</p> <p>As an effective model for PLCs, the Lesson Study framework builds collective teacher efficacy and leads to a collaborative school culture.</p>