

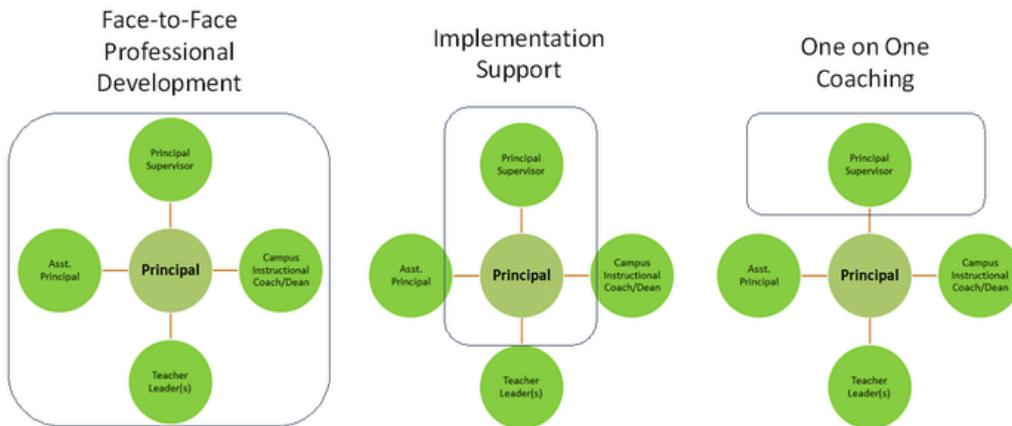
TIL APPROACH

Texas Instructional Leadership is a program through which we provide training and support to campus and district leaders on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, schoolwide culture routines, and data driven instruction.

TIL trainings are aligned with many of the best practices described in the Effective Schools Framework, and ESCs that offer TIL trainings are among the approved vendors for schools seeking a technical assistance provider or capacity builder to support in the execution of a campus improvement plan.

Components of TIL Training

- Face-to-Face Professional Development
- Implementation Support
- One-on-One Coaching



325-658-6571



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THE TIL APPROACH

⇒ Face-to-face Professional Development

Education Service Centers across the state of Texas will be offering Observation & Feedback, Data Driven Instruction, Schoolwide Culture Routine, Lesson Alignment, and Formative Assessment trainings for campuses and districts looking to increase student achievement overall, and close gaps between student sub-groups. As with many other trainings offered at ESCs, Texas Instructional Leadership trainings have a face to face professional development component. Campuses and districts that choose to participate in a training will be part of a cohort of campuses that will meet together, learn instructional leadership best practices, and have an opportunity to practice their new skills together in a low stakes environment.

⇒ Observation and Feedback

Observation/Feedback is intended to provide campus and district leaders opportunities to develop proficiency in establishing and coaching toward effective instructional practices in every classroom. Toward that end, it blends the practices and principles in Paul Bambrick-Santoyo's *Get Better Faster: A 90-Day Plan for Coaching New Teachers* with the T-TESS appraisal framework. It introduces a paradigm shift in the way we view teacher observation, and suggests that the primary purpose of observation and feedback is not to evaluate a teacher but to develop them. In Observation/Feedback, you grow educators by letting them See It, Name It, and Do It to ensure they see a model of success, name the bite sized, yet highest leverage steps that led to growth, and practice doing those steps to develop skill.

⇒ Data-Driven Instruction

Data Driven Instruction is a highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need.

Data driven instruction is a highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need. It also answers the questions, "How do I know if my students are learning? And if they aren't, what do I do?" Based on the protocol developed by Paul Bambrick-Santoyo and described in his books *Driven by Data 2.0* and *Leverage Leadership 2.0*, TIL DDI advocates for a deeper analysis of student work.

School-Wide Culture and Routines

Culture is not formed by motivational speeches or statements of values. It is formed by the repeated practice of good habits. Schoolwide culture is not formed by motivational speeches or statements of values on the wall. It is formed by the repeated practice of good habits, beginning with a vision of what a positive, inclusive culture looks like minute-by-minute. Leaders of schools with strong student culture don't achieve it through sheer force of personality. They develop a vision for each part of the school day, and then bring their vision to life by building systems that enable teachers, students, and anyone else on their campus to know what they should be doing and when at all parts of the day with a high level of detail. They lead with their consistency and by modeling for staff how to maintain emotional constancy and reset expectations when procedures break down.

Lesson Alignment & Formative Assessment

Lesson Alignment is a training designed to support campus and district leaders as they lead teachers to practice high leverage instructional planning strategies. Formative Assessment builds off of the work of Lesson Alignment and is designed to support campus and district leaders as they lead teachers to practice high leverage instructional monitoring strategies. Leaders are trained to guide teachers in planning for and assessing student learning by answering the questions: What are students supposed to be learning and how do I know they are learning it?

The training is rooted in the practices and principles of Paul Bambrick-Santoyo's *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools* as well as the work of Dylan Wiliam's *Formative Assessment*, John Hattie's *Visible Learning for Teachers*, and Mike Schmoker's *Focus*.

Materials Internalization and Alignment

Effective teacher internalization of high-quality instructional materials leads to high-quality, impactful instruction that is grounded in research-based instructional strategies. The purpose of the TIL Materials Internalization and Alignment training is to build the capacity of school leaders to invest and coach teachers in the effective internalization of HQIM units.

Participants will begin establishing strong internalization practices, learn how to effectively internalize units and lessons in ELAR, Math, and Foundational Reading Skills, as well as how to create the conditions for a success for strong implementation and support of teachers. In this training, leaders will dig into the positive impact high-quality instructional materials has on students, teachers, and school systems when paired with professional development for teachers in how to use their curriculum products.