

User Profile #1:

Start Here Guide for ESC Staff

Using Leverage Leadership and Get Better Faster

For instructional leaders and coaches using the Get Better Faster sequence, the modules enhance teachers' understanding of the keys to executing specific techniques and provide them additional practice to implement the technique in their classroom with clarity and confidence.

As an ESC trainer supporting principal managers and principals, your responsibilities are to:

1. Provide a clear picture of how Texas TLAC Online fits into and can enhance coaching conversations, observation and feedback
2. Support principal managers and principals in answering key questions to integrate Texas TLAC Online into the systems and structures of their particular context.

Step	Task to Complete/Question to Answer
1. Explore the Platform	<p>Read the GBF-Texas TLAC Online crosswalk document. The GFB sequence listed here reflects Relay's content revisions as of May 2021. Currently Texas TLAC Online contains 34 modules covering 11 techniques. The platform provides video models and practice for some, but not all, of the techniques in the management and rigor trajectories.</p> <p>Spend around 90 minutes on the platform getting to know it and specifically, complete at least three modules, one for each of the types of practice: video, planning, and video/planning combined.</p> <p>Some suggestions: Video Practice Only: Radar—Building Radar; Planning Practice Only: Plan for Error—Anticipate Student Error; Combined Practice: Cold Call—Time the Name</p>
2. Consider How the Platform can Enhance Coaching Conversations and	<p>The platform can be used:</p> <ul style="list-style-type: none">• As pre-work for a teacher prior to an observation debrief to introduce a technique: "Please complete the Radar module up

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Provide Extra “At-Bats”

to practice prior to our check-in on Thursday.” Rather than using the culminating record function, use the video in the module as the “See It” and complete the practice live (“Do it”) during the check-in.

- As pre-work, including the practice: “Please complete the Radar module and send me your practice by Wednesday, prior to our check-in on Thursday.” In the check-in, provide feedback and then practice using the technique in the context of an upcoming lesson.
- As additional “at-bats” before the next observation. “Please complete the Radar module and send me your practice by Friday. The following week I’ll be returning to your class to look for how you’re using Radar. I know it will have a positive impact on your students’ focus and success!”
- As a refresher for a technique learned and/or mastered earlier in the year: “To ensure you’re getting the most impact from your scan of students after giving directions, please complete the Be Seen Looking module and send me your practice by Friday.”

Effective final practice in a module provides an instructional leader evidence that a teacher understands the keys to using a technique. It does not replace observing the teacher using the technique in their classroom.

The best use of the platform is as bridge of additional practice and feedback between the teacher learning a technique and using it with confidence in their classroom. Assigning the modules and not providing feedback is less likely to ensure the teacher can use the technique consistently and effectively.

3. Script Your Model of Incorporating the Platform into a Coaching Conversation

Based on the cohort of principal managers and principals you currently support, choose one or more of the above uses and script your model for how your leaders could incorporate using the platform into their coaching conversations.

4. Support District/Building Leaders in

Support your principal manager/principals in answering these questions for their particular context:

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Establishing Systems

- Who, at the district or school level, will provide teachers and coaches with initial login info? By when?
- Whom should they contact with technical difficulties (local or central help desk info)?
- Who will provide coaches with the list of teachers in their coaching load and by when? Teachers will be sending their final practice to their instructional coach.
- Decide: Will teachers be receiving in person or written feedback on their final practice? Ideally, the feedback will happen in person as part of Coaching Conversations. If written, what is the turn-around time and expectation for feedback from coaches to teachers?

5. Support District/Building Leaders in Integrating the Platform into Observation-Feedback Systems

Support your principal manager/principals in answering these questions for their particular context:

- How does this fit within our existing observation/feedback structure?
- Given our:
 - Frequency of observations
 - Format for feedback (day of email? Regularly scheduled check in? Other?)
 - Evidence and tracking of completed action steps
- How will we make best use of the platform?

6. Monitor and Celebrate Impact

The platform aims to:

- Support coaches in providing more targeted feedback and thus supporting teachers in executing techniques faster and more effectively
- Support teachers with strong models and practice to execute the techniques faster and better

If the platform is effective, you should see more teachers completing more action steps.

Support your principal manager/principals in answering these questions for their particular context:

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- How often will I review action step trackers with coaches?
- How will we share back and celebrate—with the teacher and the broader school community—examples of success/bright spots to sustain momentum?

7. Evaluate Effectiveness

The goal of the platform is to accelerate teacher skill development and ultimately improve student achievement.

Collect and analyze evidence of Implementation:

At end of semester and/or end of year, collaborate with your principal managers/principals to collect and examine evidence using the platform's data dashboard reports:

- What were the total # of modules completed?
- What percentage of teachers completed modules?
- What were the top 3 most completed modules?

Using Whetstone or the site-specific observation-feedback tracking system:

- How many observations were conducted to look for evidence of effective use of a focal technique?
- How many action steps were determined as “achieved?”

Collect and analyze evidence of impact:

Using the local teacher evaluation system data:

- Was there an increase this year compared to previous years in teachers scoring proficient or advanced on particular domains or overall?

Consider surveying teachers:

- “This tool was helpful in helping me implement my lessons—strongly disagree, disagree, agree, strongly agree”
- “Follow up support from coach helped me better implement the techniques in my lessons—strongly disagree, disagree, agree, strongly agree”

To evaluate the impact on student achievement:

Although there are many factors, and likely several initiatives, that contribute to increased student achievement, schools and their ESC coaches should use a structured reflection process to consider how the intended and implemented use of Texas TLAC Online may have contributed to student achievement gains. We recommend analyzing

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student work samples in addition to assessments as evidence of increased achievement.

Consider using the following questions to structure your reflection process:

- **Goal:** What was our goal? What was our theory of action?
- **Evidence:** What evidence of implementation and impact—teacher effectiveness and student achievement--do we have at year's end?
- **Actions:** What were the actions that we took that led to success? What do we want to be sure we continue to do?
- **Opportunities:** Looking ahead, what do we want to do differently next year?

A completed example and blank template are included on the following pages.

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End of Year Reflection Template: Completed Example

Goal	Evidence	Actions	Opportunities
<i>What was our goal? What was our theory of action?</i>	<i>What evidence of implementation and impact—teacher effectiveness and student achievement--do we have at year's end?</i>	<i>What were the actions that we took that led to success? What do we want to be sure we continue to do?</i>	<i>Looking ahead, what do we want to do differently next year?</i>
<p>Goal: Have 80% of our Y1 and Y2 teachers score proficient or higher on the management portion of our teacher evaluation rubric.</p> <p>Theory of Action: If teachers practice via Texas TLAC Online and get feedback, embed the techniques into their lessons, and get feedback from coaches in the classroom specifically on their implementation of the techniques, they will use the techniques consistently and effectively, resulting in stronger management of their classrooms.</p>	<p>Implementation: 95% of our Y1 and Y2 teachers completed and sent to a coach for feedback on the Behavior and Culture modules.</p> <p>80% of teachers had a face-to-face feedback session, with additional practice, about their TLAC Online videos.</p> <p>80% of teachers received 3 or more observations with feedback specifically for TLAC techniques.</p> <p>Impact: 85% of teachers in Y1 or Y2 scored proficient on the management portion of our teacher evaluation rubric.</p>	<p>Provided orientation session to Texas TLAC Online to ensure everyone could log on.</p> <p>Gave clear calendar with deadlines.</p> <p>Shared publicly with Y1 and Y2 teachers and coaches our % of completion modules each week via email.</p> <p>Circulated and celebrated strong practice videos via email.</p> <p>Principals and coaches checked in weekly on # of completed observations, shared feedback/problem solved.</p> <p>We want to continue to do all of these.</p>	<p>After teachers complete the modules for a technique, we want to bring small groups together in person, led by coaches, to plan and practice the technique in the context of the following week's lessons, before moving on to the next technique in Texas TLAC Online.</p>

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End of Year Reflection Template: Blank Template

Goal <i>What was our goal? What was our theory of action?</i>	Evidence <i>What evidence of implementation and impact—teacher effectiveness and student achievement--do we have at year's end?</i>	Actions <i>What were the actions that we took that led to success? What do we want to be sure we continue to do?</i>	Opportunities <i>Looking ahead, what do we want to do differently next year?</i>