



TEXAS
**INSTRUCTIONAL
LEADERSHIP**

Lesson Planning and Formative Assessment

Texas Instructional Leadership (TIL) Modules:

- **Lesson Planning and Formative Assessment**
- Data Driven Instruction
- Action Coaching/Observation Feedback
- Student Culture Routines

Texas Instructional Leadership (TIL) builds skills to successfully implement objective-driven daily lesson plans and formative assessment through the **See It, Name It, Do It** model of practiced-based professional development. Successful teachers know the most critical or essential parts of an aligned lesson and intentionally plan and design these into their lessons.

Lesson Planning and Formative Assessment addresses critical components of well designed lesson plans that include:

- Crafting Lesson Objectives
- Developing Objectives & Exit Tickets
- Creating Exemplar Responses & Success Criteria
- Monitoring for Lesson Alignment
- Practicing Aggressive Monitoring & Show Call
- Responding to Formative Assessment through Reteach
- Coaching Formative Assessment

Texas Instructional Leadership Components

The Lesson Planning Formative Assessment module utilizes a job-embedded approach through three key pillars to ensure successful implementation.



Face-to-Face/Virtual
Professional Development



Implementation
Support



One-on-One
Coaching

Benefits of Lesson Planning and Formative Assessment

Lesson Planning and Formative Assessment (LPFA) ensures that teachers develop highly-aligned rigorous lessons designed for student mastery of the Texas Essential Knowledge and Skills. LPFA promotes a common vision, develops expertise and promotes practice for educational leaders to create and monitor effective daily objective-driven lessons that lead to strong execution of initial classroom instruction.

Audience

Campus Leadership Team (CLT)
(CLTs = 1 Principal Manager (PM), 1 Campus Principal (CP) & 3-4 Lead Content Teachers)

TIL Professional Development Options

- Region One ESC Professional Development
- Customized District Professional Development

Leading Research

"Effective feedback begins with clearly defined and clearly communicated learning goals. If students understand what they are to learn during a given lesson or unit, they are better able to determine how well they are doing and what they need to improve." (Robert Marzano).

The Effective Schools Framework (ESF) describes key practices of successful schools identified in 5 prioritized levers. Effective Instruction (Lever 5) ensures that all students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines and formative assessment that yields the data necessary for teachers to reflect, adjust and deliver instruction that meets the needs of each student. (TEA, ESF 2019).

Texas Instructional Leadership is based on the work of Paul Bambrick-Santoyo's *Leverage Leadership 2.0*

Contact Us to Learn More:

Kelly K. VanHee, Administrator
Office of Curriculum, Instruction,
and Assessment
kkvanhee@esc1.net (956) 984-6154

Ruben Degollado, Director
State Improvement Initiatives and
ESSA Compliance
rdegollado@esc1.net (956) 984-6185

Catalina Requenez, Coordinator
Texas Instructional Leadership
carequenez@esc1.net (956) 240-9276



Helping Educational Leaders Build Capacity!