

# Texas Instructional Leadership and Strong Foundations

## Sample Scope and Sequence

### OVERVIEW

All twenty Education Service Centers (ESC) are approved to provide Texas Instructional Leadership and Strong Foundations capacity building to school systems. This document provides an overview of the scope of Texas Instructional Leadership and Strong Foundations work delivered by Education Service Centers.

ESC Texas Instructional Leadership consists of training, ongoing support, and one-on-one coaching provided to campus and district leaders to build their capacity in managing observation and feedback, data-driven instruction, schoolwide culture routines, and materials internalization and alignment.

ESC Strong Foundations Planning support provides technical assistance to develop a strong instructional framework in math or literacy based on the research-based instructional strategies (RBIS). ESC Strong Foundations Implementation delivers professional learning directly to teachers, coaches, and leaders through asynchronous modules and live virtual or in-person job-embedded support. Strong Foundations is the OER Instructional Material Support program established by Chapter 31 of the Texas Education Code.

This document presents the minimum requirements for participating in Texas Instructional Leadership and Strong Foundations programs. Additional support, such as practice labs, check-ins, and artifact reviews, may be offered by the ESC to help achieve program objectives and ensure fidelity of program implementation.

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## TEXAS INSTRUCTIONAL LEADERSHIP (TIL)

Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc.) and format (virtual, in-person, hybrid)	Description
Spring Year 1 (April)	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager (PM)</li> <li>• Superintendent</li> <li>• District C&amp;I</li> <li>• Other members of the cabinet</li> </ul>	Preparation and Induction  Face-to-Face	This is an initial meeting with district leaders to ensure they are committed to and clear about the work to come.  During this session, the TIL Success Criteria will be reviewed along with the Total TIL Roadmap.
Spring Year 1 (April - May)	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Superintendent</li> <li>• District C&amp;I</li> <li>• Other members of the cabinet</li> </ul>	TIL Overview  Face-to-Face	During this session with the PM (and with the superintendent, if possible), the TIL coach will clarify what TIL as “the way of work” looks like. This session will include, but is not limited to, the following items that illustrate TIL as the way of the work: <ul style="list-style-type: none"> <li>• Aligned to the instructional process (plan, instruct, analyze student learning, adjust)</li> <li>• What does MIA look like when fully implemented (this has to be a primary focus – this needs to allow the district to understand what infrastructure (PLCs,</li> </ul>

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			<p>master schedule, supervisory load, etc.) is needed for MIA</p> <ul style="list-style-type: none"> <li>• What does O/F look like when fully implemented</li> <li>• What does DDI look like when fully implemented</li> <li>• What do these content areas look like when working in unison</li> <li>• What does this mean for calendars, data/PM, hiring and selecting, and most importantly, culture</li> </ul>
<p>Spring (April - June) Year 1</p> <p>1.5 Days</p>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• District C&amp;I</li> <li>• Cabinet</li> <li>• Superintendent</li> </ul>	<p>Module 0: TIL Induction and Learning Readiness</p> <p>Face-to-Face</p>	<p>During these 3 Half-day meetings, Principal Managers will receive support with planning, TIL-enabling systems, and key content/skills/mindsets. Time is also provided within these sessions to review work, progress, and remaining gaps in Lever 1 Supports. The core content for this module is as follows:</p> <p>TIL Readiness:</p> <ul style="list-style-type: none"> <li>• Key content knowledge: What is Instructional Leadership? What are RBIS? Why is HQIM important?</li> <li>• Key skills: Roles and responsibilities of the team;</li> </ul>



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Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc.) and format (virtual, in-person, hybrid)	Description
			<p>calendar/scheduling; comprehensive planning of PD/coaching supports; assessment calendar/systems dev</p> <ul style="list-style-type: none"> <li>• Key mindsets/habits: Change management, coaching / continuous improvement mindset, commitment to prioritizing instructional leadership</li> </ul> <p>Learning Readiness:</p> <ul style="list-style-type: none"> <li>• Align on Learning Readiness – what does it mean to have adults ready to fully participate in a learning organization? What does it look like, and how can you improve Learning Readiness?</li> <li>• Ensure participants are clear, confident, and compelled to improve Learning Readiness.</li> </ul>
<p>May - June Year 1</p> <p><i>2 days of Initial training (with up to 1</i></p>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Campus Leaders</li> </ul>	<p>Module 1: Schoolwide Culture Routines</p> <p>Face-to-Face</p>	<p>Broadly, during this Module, campus and district leaders will:</p> <ul style="list-style-type: none"> <li>• Align on what it looks like and what it takes to implement strong school-wide culture routines</li> </ul>

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Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc.) and format (virtual, in-person, hybrid)	Description
<i>half-day practice lab, as needed)</i>			<ul style="list-style-type: none"> <li>• Ensure participants are clear, confident, and compelled on SCR implementation</li> </ul> <p>Throughout engagement in this Module, campus leaders will develop minute-by-minute routines for key schoolwide culture routines that clearly articulate what actions students, teachers, leaders, and other school-based staff will take to ensure successful execution of the routine. Additionally, participants will learn how to plan a rollout of the routine and will develop a rubric to monitor the fidelity of implementation of the routines and a process to update stakeholders on the levels of implementation. Participants will also learn how to “reset” a routine when a gap in execution is observed, when measured against the rubric.</p>
June Year 1 - Ongoing  <i>Monthly*</i>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> </ul>	Module 1: Schoolwide Culture Routines  Implementation Support and Coaching   Face-to-Face (note: Face-to-Face is the primary method for	During this portion of Module 1, the TIL Coach will support the implementation of SCR by coaching Principal Managers on their support of campus leaders. Throughout this ongoing cycle of implementation support and 1:1 coaching, the coaching and support relationship between the TIL Coach, the Principal Manager, and campus leaders will be built.

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Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc.) and format (virtual, in-person, hybrid)	Description
		Coaching 1:1; however, virtual formats may be utilized on an as-needed basis)	
July Year 1  <i>4-5 days of Initial training (with up to 3 half-day practice labs, as needed)</i>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Campus Leaders</li> <li>• District C&amp;I</li> </ul>	Module 2: Materials Internalization and Alignment  Face-to-face	During this Module, participants will: <ul style="list-style-type: none"> <li>• Align on what it looks like and what it takes to implement materials internalization protocols</li> <li>• Align on what it looks like and what it takes to implement aggressive monitoring, exemplars, and success criteria</li> <li>• Ensure participants are clear, confident, and compelled on MIA+ implementation</li> </ul>
July Year 1 - Ongoing  <i>Monthly*</i>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> </ul>	Module 2: Materials Internalization and Alignment  Implementation Support and Coaching	During this portion of Module 2, the TIL Coach will support the implementation of MIA by helping leaders blend MIA practices with SCR practices. Additionally, the TIL Coach will coach Principal Managers on their support of campus leaders as they implement MIA and SCR.

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Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc.) and format (virtual, in-person, hybrid)	Description
		Face-to-Face (note: Face-to-Face is the primary method for 1:1 Coaching; however, virtual formats may be utilized on an as-needed basis)	
January or February Year 1  <i>2 days of Initial training (with up to 1 half-day practice lab, as needed)</i>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Campus Leaders</li> </ul>	Module 3: Observation and Feedback  Face-to-face	During this Module, participants will: <ul style="list-style-type: none"> <li>• Align on what it looks like and what it takes to implement strong observation and feedback cycles (i.e., calendaring observations and feedback meetings, identifying the highest leverage action step following an observation, writing a strong practice-based coaching plan, following up after a feedback meeting and and observing action step implementation)</li> <li>• Ensure participants are clear, confident, and compelled on O/F implementation</li> </ul>
January /February - Ongoing	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> </ul>	Module 3: O/F Implementation Support and Coaching + Blending of MIA and O/F	During this portion of Module 3, TIL Coaches will support the implementation of O/F by helping leaders blend O/F practices with MIA and SCR practices. Additionally, the TIL Coach will coach Principal Managers on their support of

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Timing (you may choose to use specific days/months or frequency)	Participants	Name of PL (either specific workshop title, coaching, etc.) and format (virtual, in-person, hybrid)	Description
Monthly*		Face-to-Face (note: Face-to-Face is the primary method for 1:1 Coaching; however, virtual formats may be utilized on an as-needed basis)	campus leaders as they implement OF, MIA, and SCR.
May - June Year 2  2 days	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Superintendent</li> <li>• District C&amp;I</li> <li>• Other members of the cabinet</li> </ul> Retrain: <ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Campus Leaders</li> </ul>	Module 4: Year 1 Recap  Face-to-Face	During this Module, the TIL Coach will review content from the previous year. This will include, but is not limited to, the following: <ul style="list-style-type: none"> <li>• frame and connect (or reframe and reconnect) this work to the context of the district’s instructional and instructional leadership vision</li> <li>• provide abbreviated base training/refresher training for new and returning admin;</li> <li>• Review prior year implementation and identify high-leverage priorities to deepen implementation this year.</li> </ul>



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July Year 2  <i>2 days of Initial training (with up to 2 half-day practice labs, as needed)</i>	<ul style="list-style-type: none"> <li>• TIL Coach</li> <li>• Principal Manager</li> <li>• Campus Leaders</li> <li>• District C&amp;I</li> </ul>	Module 5: Data-Driven Instruction Training  Face-to-Face	During this Module, participants will: <ul style="list-style-type: none"> <li>• Align on what it looks like and what it takes to implement DDI (i.e., developing a data meeting schedule, establishing processes for sorting student work, internalizing key components of leader data meeting preparation utilizing the SWAP protocol, etc.)</li> <li>• Ensure participants are clear, confident, and compelled on DDI implementation</li> </ul>
July Year 2 - Ongoing  <i>Monthly*</i>	TIL Coach Principal Manager	Module 5: DDI Implementation and Coaching Blending of MIA, O/F, and DDI  Face-to-Face (note: Face-to-Face is the primary method for 1:1 Coaching; however, virtual formats may be utilized on an as-needed basis)	During this portion of the Module, the TIL Coach will support the implementation of DDI by helping leaders blend DDI practices with MIA, O/F, and SCR practices. Additionally, the TIL Coach will coach Principal Managers on their support of campus leaders.

\* Implementation support and 1:1 coaching occur monthly. As new contents are blended in, the implementation support and coaching that is being provided takes this into consideration. This results in a total of 8 half days of implementation support and 2 half-days of one-on-one coaching per educator being coached,

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per year engaged in Total TIL. So, if one principal manager is being coached in a district, then over a two-year Total TIL engagement, this individual will receive a total of 16 implementation support visits (8 per year x 2 years) and a total of 16 one-on-one coaching sessions (8 per year x 2 years).

## STRONG FOUNDATIONS IMPLEMENTATION SAMPLE SCOPE AND SEQUENCE

### SFI SCHOOL SYSTEM LEADER SAMPLE SCOPE AND SEQUENCE

Meetings	Bluebonnet Learning Training	Foundational Professional Learning	Initiative Lead Touchpoints	Learning Walks	Flexible Supports
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Timeline	PL Experience	Description
March–May	Initiative Lead Consultation: Initial Meeting	<p>Bluebonnet Learning implementation is a multi-year change management process that requires careful and intentional planning. The Initial Meetings are designed to support IAs in establishing a strong partnership with the Initiative Lead and launching this work in a clear and compelling way with key stakeholders, including school leaders. Since school leaders will be leading implementation efforts at the school level, it is essential to establish clarity and build investment amongst this group of stakeholders. Initial meetings are held with key stakeholder groups:</p> <ul style="list-style-type: none"> <li>• Initiative Lead: The initial meeting with the Initiative Lead's purpose is to establish a working relationship, ensure an understanding of grant requirements, unpack the Implementation Plan, and chart a path forward based on the district context.</li> <li>• Implementation Team: The initial meeting with the Implementation Team's purpose is to build a shared understanding of the grant requirements, establish a norm on this team's roles and responsibilities, and align on the purpose of this initiative.</li> </ul>
March–May	Initial Meeting	



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Timeline	PL Experience	Description
		<ul style="list-style-type: none"> <li>School and district leaders: The initial meeting with school and district leaders' purpose is to launch this initiative in a way that builds excitement and provides clarity on the what, why, how, and when.</li> </ul>
April–July	Bluebonnet Learning Training	<p>In order to effectively lead implementation, school and systems leaders will understand, at a high level, the design principles, structure, and requirements of the program being implemented. Knowledge of Bluebonnet Learning is critical for ensuring all systems, structures, and expectations are aligned, and it equips leaders at each level to monitor implementation and support all stakeholders in strengthening implementation.</p> <ul style="list-style-type: none"> <li>Leaders who are new to implementation will participate in the Bluebonnet Learning Deep Dive sessions delivered by Product Advisors.</li> <li>Leaders who are transitioning from CER to Bluebonnet Learning may choose to attend either 1) the Bluebonnet Learning Overview delivered by the Implementation Advisor or 2) the Bluebonnet Learning Deep Dive sessions delivered by Product Advisors.</li> </ul>
April–June (July)	Initiative Lead Consultation: Setting Implementation Goals	<p>Leaders understand that meaningful implementation goals provide focus, clarity, and motivation to stakeholders involved in the work of implementing Bluebonnet Learning. They learn how to monitor progress toward goals in a data-driven way that helps determine efficacy, provides opportunities for reflection, and paves the path for making adjustments to improve support and implementation over time. Implementation goals are effective when they are specific, measurable, achievable, relevant, and time-bound (SMART). Leaders practice using the FOI Learning Walk tool to collect and analyze patterns of data related to fidelity of implementation across all classrooms, including bilingual and resource classrooms, to inform systems-level support.</p>
May–August	Setting Implementation Goals	
April–June (July)	Initiative Lead Consultation: Creating the Conditions for Success	<p>Ensuring technical conditions are in place prior to Bluebonnet Learning implementation is essential because these conditions remove barriers and clear the path for teachers to implement the materials with fidelity. School system leaders learn strategic practices to align technical conditions over time. Initially, leaders focus on removing barriers and then gradually move toward full and</p>

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Timeline	PL Experience	Description
May–August	Creating the Conditions for Success	strategic alignment. Adaptive challenges require ongoing work and communication to address root causes or underlying issues, leading to gradual shifts in mindsets, beliefs, values, priorities, and/or habits.
April–June (July)	Initiative Lead Consultation: Leading Internalization and PLCs	Instruction and student outcomes improve when teachers have consistent, meaningful time to collaborate and support each other. School leaders learn to prioritize and protect time for weekly PLCs focused on Bluebonnet Learning that are centered around:
May–August	Leading Internalization and PLCs	<ul style="list-style-type: none"> <li>• Unit Internalization</li> <li>• Lesson Internalization</li> <li>• Lesson Rehearsal</li> <li>• Student Work Analysis</li> <li>• SI PLC Collaboration</li> </ul>
April–June (July)	Initiative Lead Consultation: Establishing Observation and Feedback Practices	When leading implementation, leaders and coaches will understand how to look beyond the surface (e.g., students are reading the text or solving the math problems from the materials) to look for evidence that the teacher has internalized the units and lessons they are teaching. Leaders and coaches use Bluebonnet Learning observation tools when observing instruction and leverage the Action Step Guides when providing feedback. Additionally, leaders and coaches observe instruction alongside the actual Bluebonnet Learning materials to look for evidence of internalization and implementation with fidelity.
May–September	Establishing Observation and Feedback Practices	
April–June (July)	Initiative Lead Consultation: Aligning Assessment Strategy	School and system leaders will understand best practices for developing an aligned assessment strategy. They will:
May–October	Aligning Assessment Strategy	<ul style="list-style-type: none"> <li>• Craft and communicate a vision for their assessment strategy, including specific roles and responsibilities.</li> <li>• Protected time/frequency in calendars and schedules to ensure teachers can implement and analyze data from Bluebonnet Learning assessments throughout the year.</li> <li>• Establish and communicate clear expectations and criteria for assessment integrity.</li> </ul>

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Timeline	PL Experience	Description
		<ul style="list-style-type: none"> <li>• The assessment strategy prioritizes Bluebonnet Learning assessments and if necessary, outlines the integration of other assessments.</li> <li>• Systems, structures and professional learning are in place to support the analysis of student work and assessment data from Bluebonnet Learning assessments.</li> </ul>
August–September	Initiative Lead Consultation: SF Implementation Plan Feedback	Strong implementation action planning is at the heart of driving change and can be leveraged to guide leadership and instructional decisions. Once effective implementation plans are established, leaders take steps to ensure the enabling conditions are in place for stakeholders to realize the vision for success. Leading Bluebonnet Learning implementation requires a strategic and comprehensive approach to change management and stakeholder engagement. This consultation provides the initiative lead/implementation team with coaching and support to develop an effective implementation plan that will support strong implementation of Bluebonnet Learning.
September–December	Flexible Supports	<p>Flexible supports are on-going, job-embedded, and differentiated to meet the needs of individual leaders and the context of the systems they are supporting. Flexible supports are designed and customized to meet the unique needs of each leader. Flexible supports may include:</p> <ul style="list-style-type: none"> <li>• Additional SFI leader training sessions/consultations</li> <li>• SFI coach/teacher professional learning sessions (full series is 6 sessions)</li> <li>• Additional learning walks or joint observations with the Implementation Advisor debrief</li> <li>• Coach flexible supports with IA debrief</li> <li>• Provider-created workshops, facilitated learning meetings, and other professional learning experiences</li> <li>• Research-Based Instructional Strategies (RBIS) training (counts as only one flexible support)</li> </ul>
September–December	Fall Learning Walks	The goal of a learning walk is to observe a sampling of classrooms at each school and across the school system to analyze trends and

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Timeline	PL Experience	Description
		plan next steps to strengthen fidelity of implementation (FOI). These partnered walks provide leaders with opportunities to analyze and debrief their findings using the FOI Look-Fors and develop action steps using the Learning Walk Companion Guide.
December–January	Mid-Year Step Back meeting	The mid-year step back is a collaborative reflection opportunity between providers and school system leaders to identify areas of strength and growth related to fidelity of implementation (FOI) and progress measures. Leaders will use data to identify systems-level celebrations and areas of refinement and to plan for high-impact action steps that will increase FOI and progress measures.
January–March	Spring Learning Walks	The goal of a learning walk is to observe a sampling of classrooms at each school and across the school system to analyze trends and plan next steps to strengthen fidelity of implementation (FOI). These partnered walks provide leaders with opportunities to analyze and debrief their findings using the FOI Look-Fors and develop action steps using the Learning Walk Companion Guide.
January–March	Flexible Supports	Flexible supports are on-going, job-embedded, and differentiated to meet the needs of individual leaders and the context of the systems they are supporting. Flexible supports are designed and customized to meet the unique needs of each leader. Flexible supports may include:
April–June	Flexible Supports	<ul style="list-style-type: none"> <li>• Additional SFI leader training sessions/consultations</li> <li>• SFI coach/teacher professional learning sessions (full series is 6 sessions)</li> <li>• Additional learning walks or joint observations with the Implementation Advisor debrief</li> <li>• Coach flexible supports with IA debrief</li> <li>• Provider-created workshops, facilitated learning meetings, and other professional learning experiences</li> <li>• Research-Based Instructional Strategies (RBIS) training (counts as only one flexible support)</li> </ul>

### SFI RLA TEACHER SAMPLE SCOPE AND SEQUENCE



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Foundational Professional Learning	Intermediate Professional Learning	Flexible Supports
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Timeline	Session Name	Description
July-August	<b>Introduction to HQIM</b>	In this session, teachers will be able to identify how the Teacher Competencies align with the best practices of HQIM implementation to enhance their Teacher Toolbox. They will also be able to explore how the Research-Based Instructional Strategies (RBIS) are supported by High-Quality Instructional Materials (HQIM) and make connections across RBIS and Bluebonnet Learning RLA. Finally, teachers will be able to examine strategies that will support the successful implementation of HQIM
July-August	<b>Bluebonnet Deep Dive 1</b>	In this session, teachers will identify the two components for Bluebonnet Learning K–5 Reading Language Arts and describe the potential impact of student learning when successfully implementing both. They will deepen understanding of the unit and lesson segments for Bluebonnet Learning K-2/3–5 Integrated Foundational Skills component and will continue to form intentional connections with Bluebonnet Learning K–5 Reading Language Arts Integrated Foundational Skills and the RBIS.
July-August	<b>Bluebonnet Deep Dive 2</b>	In this session, teachers will continue to identify the two components for Bluebonnet Learning K–5 Reading Language Arts and describe the potential impact of student learning when successfully implementing both. They will deepen understanding of the unit and lesson segments for Bluebonnet Learning K-2/3–5 Integrated Foundational Skills component and will form intentional connections with Bluebonnet Learning K–5 Reading Language Arts Integrated Foundational Skills and the RBIS.
July-August	<b>Unit Internalization</b>	In this session, teachers will learn the differences between lesson planning and internalization. They will explore all the steps of the Bluebonnet Learning Unit Internalization protocol and will be able to effectively internalize a unit.
July-August	<b>Lesson Internalization</b>	In this session, teachers will review the differences between lesson planning and internalization. They will explore all the steps of the

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Timeline	Session Name	Description
		Bluebonnet Learning Lesson Internalization protocol and will be able to effectively internalize a lesson.
August-September	Leading a Unit Internalization	As a flexible support, teachers will be able to observe the Product Advisor leading a unit internalization during a PLC meeting. The teachers will be able to discuss the importance of unit internalization and will deepen their understanding of how to internalize a unit.
August-October	Leading a Lesson Internalization	As a flexible support, teachers will be able to observe the Product Advisor leading a lesson internalization during a PLC meeting. The teachers will be able to discuss the importance of lesson internalization and will deepen their understanding of how to internalize a lesson.
October-December	Leading/Modeling a Lesson Rehearsal	As flexible support, teachers will be able to observe the Product Advisor leading and/or modeling a lesson rehearsal during a PLC meeting. The teachers will be able to discuss how lesson rehearsal provides the opportunity to practice the highest-leverage part of a lesson or engage in discussion around sensitive topics.
October-December	Modeling a Lesson	As a flexible support, the product advisor will plan with the teacher and the coach a lesson or portion of a lesson to model in the classroom. The teacher will identify effective instructional moves and implementation practices that will support their own teaching practices.
January-March	Assessments in HQIM	In this session, teachers will understand the purposes of the different types of assessments in Bluebonnet Learning K–5 Reading Language Arts and how they connect to the RBIS. They will identify the connection between formative and summative assessments in Bluebonnet Learning K–5 Reading Language Arts. Teachers will also understand the principles of learning acceleration and identify how using Bluebonnet Learning K–5 Reading Language Arts assessments can ensure learning acceleration for all.
January-March	Student Work Analysis	In this session, teachers will explain the importance of viewing student work and how the use of the student work protocol helps put data-driven instruction into practice. Teachers will analyze student

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Timeline	Session Name	Description
		work samples to identify student progress towards mastery and misconceptions
January-March	Modeling a Lesson	As a flexible support, the product advisor will plan a lesson or portion of a lesson with the teacher and the coach to model in the classroom. The teacher will identify effective instructional moves and implementation practices that will support their own teaching practices.

### SFI INSTRUCTIONAL COACH SAMPLE SCOPE AND SEQUENCE

Foundational Professional Learning	Intermediate Professional Learning	Flexible Supports
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Timeline	Session Name	Description
July-August	Introduction to HQIM	In this session, coaches will be able to identify how the Coach Competencies align with the best practices of HQIM implementation to enhance their Coaching Toolbox. They will also be able to explore how the Research-Based Instructional Strategies (RBIS) are supported by High-Quality Instructional Materials (HQIM) and make connections across RBIS and Bluebonnet Learning RLA. Finally, coaches will be able to examine strategies that will help the successful implementation of HQIM.
July-August	Bluebonnet Deep Dive 1	In this session, coaches will identify the two components for Bluebonnet Learning K–5 Reading Language Arts and describe the potential impact of student learning when successfully implementing both. They will deepen understanding of the unit and lesson segments for Bluebonnet Learning K-2/3–5 Integrated Foundational Skills component. They will continue to form intentional connections with Bluebonnet Learning K–5 Reading Language Arts Integrated Foundational Skills and the RBIS.
July-August	Bluebonnet Deep Dive 2	In this session, coaches will continue to identify the two components for Bluebonnet Learning K–5 Reading Language Arts and describe the potential impact of student learning when

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Timeline	Session Name	Description
		successfully implementing both. They will deepen understanding of the unit and lesson segments for Bluebonnet Learning K-2/3–5 Integrated Foundational Skills component and will form intentional connections with Bluebonnet Learning K–5 Reading Language Arts Integrated Foundational Skills and the RBIS.
July-August	<b>Unit Internalization</b>	In this session, coaches will learn the differences between lesson planning and internalization. They will explore all the steps of the Bluebonnet Learning Unit Internalization protocol and the impact of each stage. Coaches will also be able to name high-leverage coach moves to ensure teachers understand the unit and how to internalize it effectively.
July-August	<b>Leading Lesson Internalization with Teachers</b>	In this session, coaches will review the differences between lesson planning and internalization and will reflect on how to support teachers in making the shift from lesson planning to internalization. They will explore all the steps of the Bluebonnet Learning Lesson Internalization protocol and how to support and lead teachers through the internalization of every step.
August-September	<b>Leading a Unit Internalization</b>	As a flexible support, coaches will be able to observe the Product Advisor leading a unit internalization during a PLC meeting. The coaches will be able to discuss the importance of unit internalization and will deepen their understanding of how to support and lead teachers to internalize a unit.
August-October	<b>Leading a Lesson Internalization</b>	As a flexible support, coaches will be able to observe the Product Advisor leading a lesson internalization during a PLC meeting. The coaches will be able to discuss effective moves to support teachers in the internalization of a lesson.
September-October	<b>Observation and Feedback</b>	In this session coaches will identify the highest leverage recommendations related to effective HQIM implementation to share with teachers during post-observation debrief. They will be able to give feedback based on the Observation Tool and Action Step Guide and will discuss how to support teachers with fidelity of implementation.

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Timeline	Session Name	Description
October-December	<b>Levering Joint Observations</b>	As a flexible support, PAs will conduct joint observations with the coaches and will use the joint observation protocol to align on indicators and how to use the action step guide based on what they observed together.
January-March	<b>Lesson Rehearsal</b>	In this session, coaches will explain the impact of each step of the Lesson Rehearsal Protocol and will identify coaching steps to take before, during, and after a lesson rehearsal meeting. Coaches will also be able to lead an effective lesson rehearsal that supports teachers to practice the highest leverage part of the lesson.
January-March	<b>Leading/Modeling a Lesson Rehearsal</b>	As a flexible support, coaches will be able to observe the Product Advisor leading and/or modeling a lesson rehearsal during a PLC meeting. Coaches will be able to discuss how to support teachers to engage in lesson rehearsal as a way to provide teachers with the opportunity to practice the highest leverage part of a lesson, or engage in discussion around sensitive topics.
January-March	<b>Assessments in HQIM</b>	In this session, coaches will understand the purposes of the different types of assessments in Bluebonnet Learning K–5 Reading Language Arts and how they connect to the RBIS. They will identify the connection between formative and summative assessments in Bluebonnet Learning K–5 Reading Language Arts. Coaches will also understand the principles of learning acceleration and identify how using Bluebonnet Learning K–5 Reading Language Arts assessments can ensure learning acceleration for all.
January-March	<b>Student Work Analysis</b>	In this session, coaches will explain the importance of viewing student work and how to support teachers in using the student work protocol to put data driven instruction into practice. Coaches will analyze student work samples to identify student progress towards mastery and misconceptions