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Instructional Leadership and Coaching

Lyndsey Williamson



Importance of Instructional Leadership & Coaching

Teacher Growth

Identify one manageable action with the greatest potential impact.

Maintain Rigorous Instruction

Helps teachers internalize and rehearse lessons that align with standards and grade-level expectations.

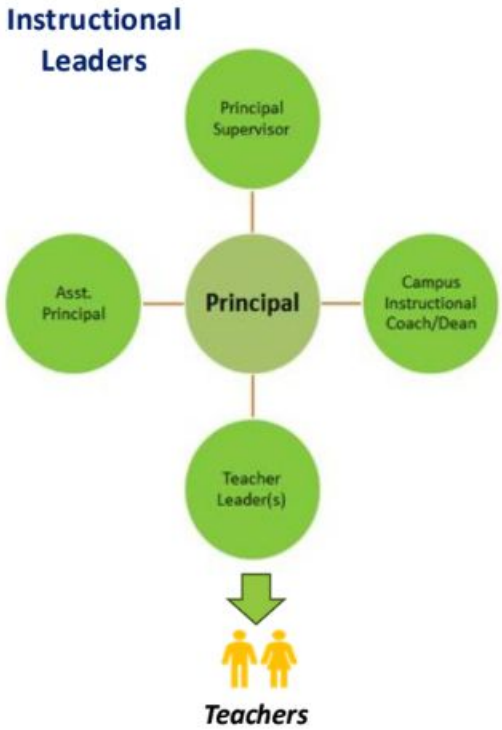
Responding to Student Needs

Use classroom evidence and assessment data to adjust instruction

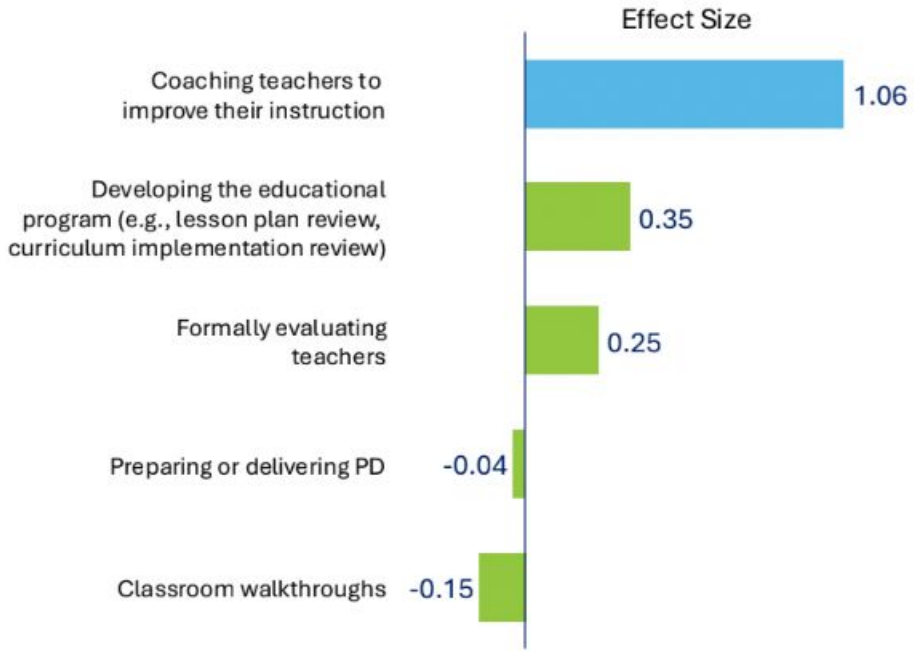
Trust & Consistency

Create supportive relationships and follow up to see whether changes improve instruction.

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Relative to other instruction-related tasks of principals, coaching has a significant impact



Source: Grissom, J.A., Loeb, S., Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observation of principals. *Educational Researcher, 42*(8), 433-444

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Our District's LIFT Partnership

Big Rock Educational Services supports our instructional work through the LIFT grant.

Bluebonnet HQIM

Using high-quality instructional materials to support the intended learning.

Lesson internalization and rehearsal

Studying the lesson and anticipating student thinking, then practicing key teaching moves.

Observation and feedback

Using the LIFT tools and real-time coaching to strengthen instruction.

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The Football Coaching Connection

On the Football Field	In the Classroom
A game plan and practice	Lesson internalization and rehearsal
Press-box and sideline perspectives	A coach’s view alongside the teacher’s view
Observation and statistics	Classroom evidence and checks for understanding
Film review and the next game plan	Review student work and refine the next lesson

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Real-Time Coaching & Timely Feedback: In-Game Adjustments

Like coaches making halftime and sideline adjustments during a game—rather than hoping performance improves later—classroom coaching delivers timely feedback and live prompts for immediate instructional impact.

1. Notice in Real Time

Spot learning patterns as they happen (e.g., students give answers but struggle to explain reasoning) instead of waiting for end-of-unit results.

2. Provide In-Game Coaching & Timely Feedback

Deliver immediate, targeted prompts and timely feedback mid-lesson or next day.

3. Adjust & Check Immediately

The teacher executes the shift on the spot and listens for stronger understanding right away, rather than hoping it improves later.

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Classroom Culture

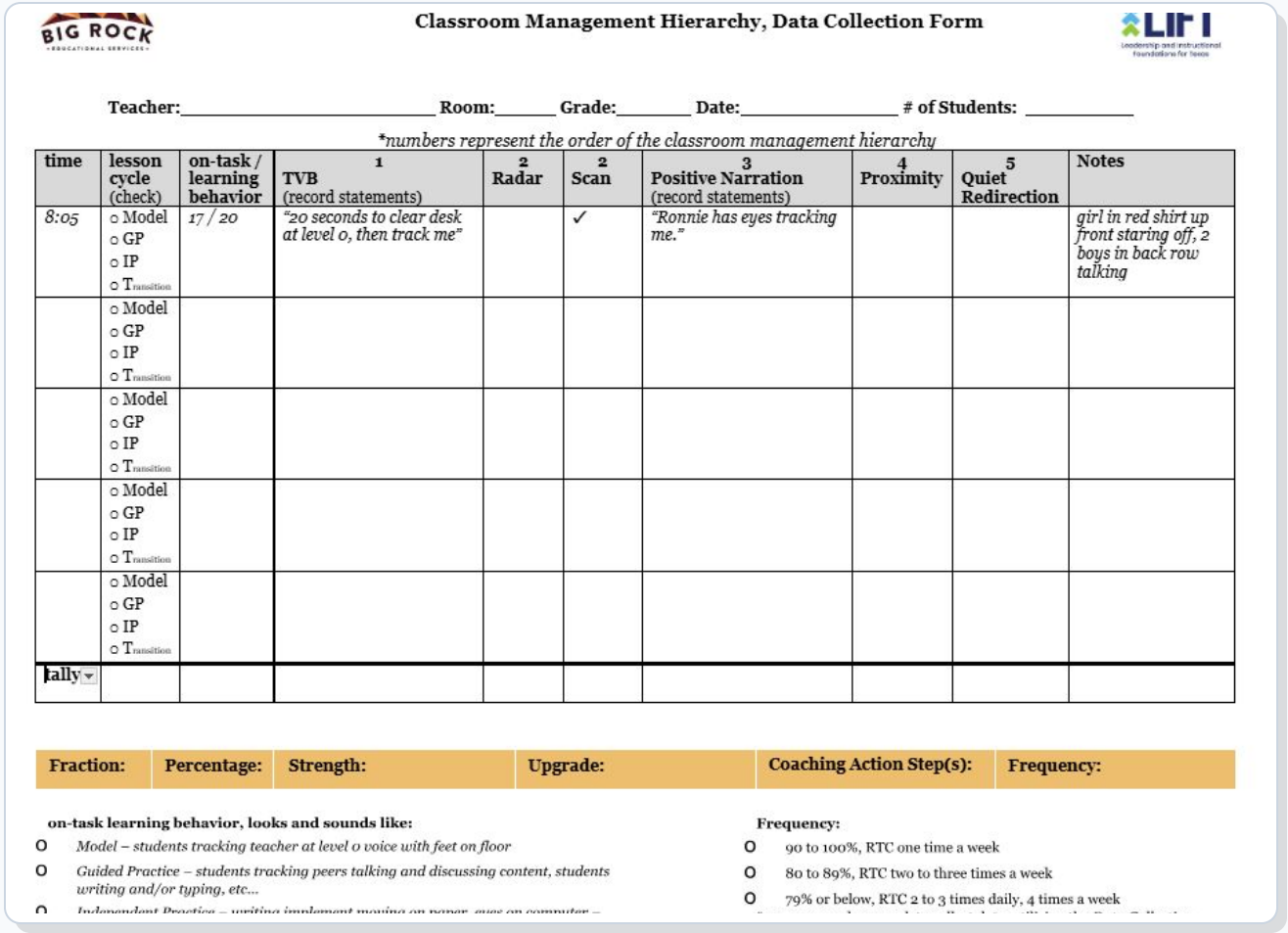
(Engagement)

This is strictly focused on student engagement in the lesson or task.

Compliance vs. Engagement

Over **3,000**

Culture walks completed across **12** campuses.



BIG ROCK EDUCATIONAL SERVICES

Classroom Management Hierarchy, Data Collection Form

LIFT Leadership and Instructional Foundations for Texas

Teacher:_____ **Room:**_____ **Grade:**_____ **Date:**_____ **# of Students:** _____

**numbers represent the order of the classroom management hierarchy*

time	lesson cycle (check)	on-task / learning behavior	1 TVB (record statements)	2 Radar	2 Scan	3 Positive Narration (record statements)	4 Proximity	5 Quiet Redirection	Notes
8:05	o Model o GP o IP o T_{ransition}	*17 / 20*	*"20 seconds to clear desk at level 0, then track me"*		✓	*"Ronnie has eyes tracking me."*			*girl in red shirt up front staring off, 2 boys in back row talking*
	o Model o GP o IP o T_{ransition}								
	o Model o GP o IP o T_{ransition}								
	o Model o GP o IP o T_{ransition}								
	o Model o GP o IP o T_{ransition}								
Tally									

Fraction:	Percentage:	Strength:	Upgrade:	Coaching Action Step(s):	Frequency:

on-task learning behavior, looks and sounds like:

- o *Model – students tracking teacher at level 0 voice with feet on floor*
- o *Guided Practice – students tracking peers talking and discussing content, students writing and/or typing, etc...*
- o *Independent Practice – writing implement moving on paper, eyes on computer –*

Frequency:

- o 90 to 100%, RTC one time a week
- o 80 to 89%, RTC two to three times a week
- o 79% or below, RTC 2 to 3 times daily, 4 times a week

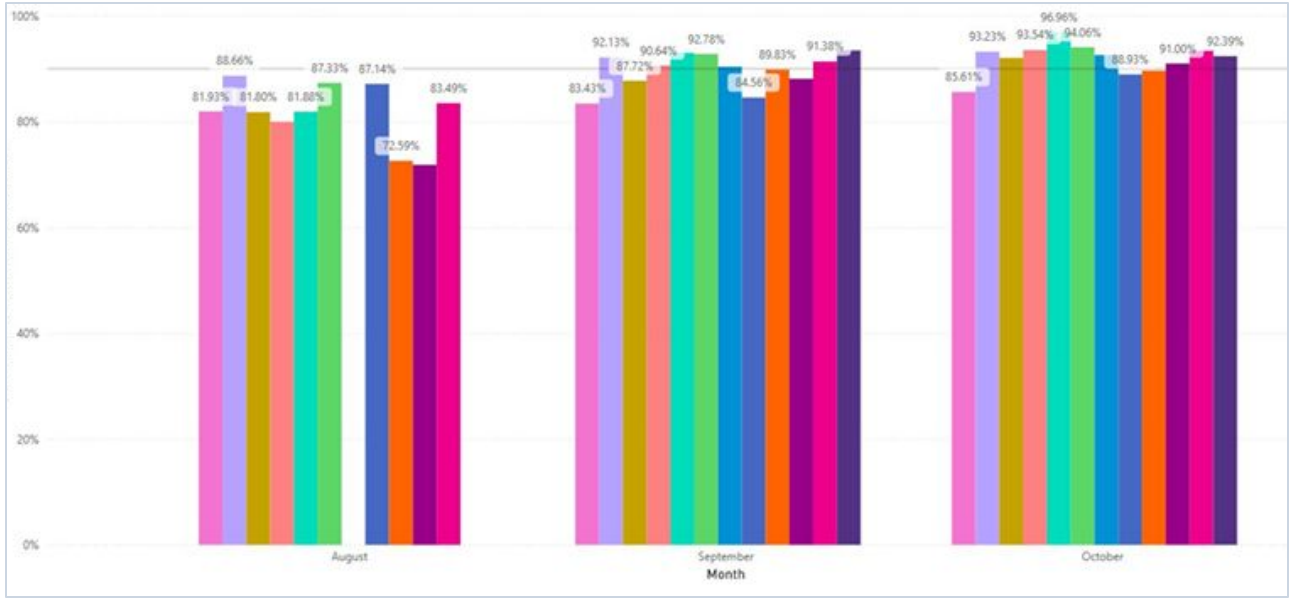
Average % On-Task Learning

by Month & Campus

TARGET BENCHMARK

90%+

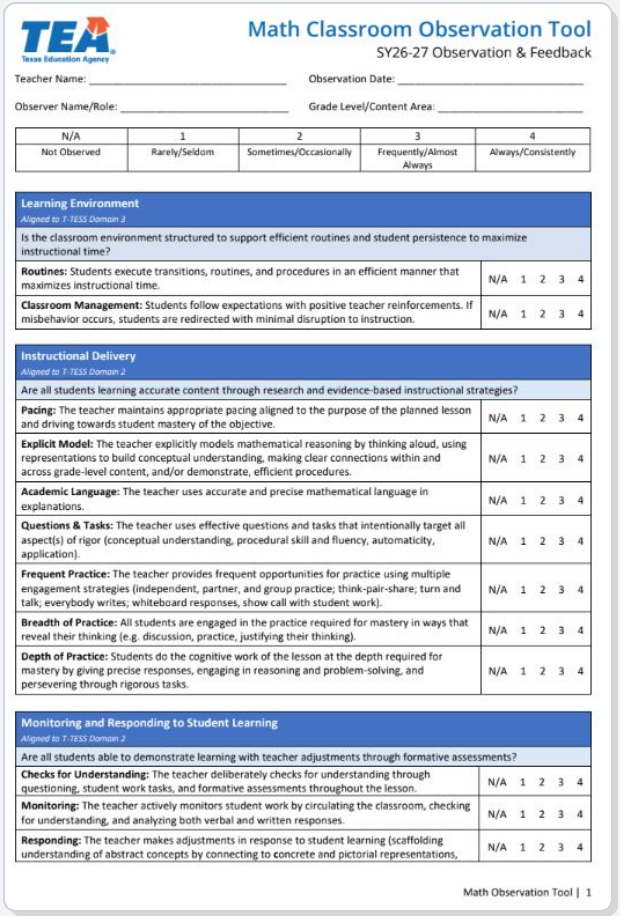
Goal is at least 90% engagement across all campuses.



LIFT

Observation Tool

(Math)



TEA Texas Education Agency

Math Classroom Observation Tool

SY26-27 Observation & Feedback

Teacher Name: _____ Observation Date: _____

Observer Name/Role: _____ Grade Level/Content Area: _____

N/A	1	2	3	4
Not Observed	Rarely/Seldom	Sometimes/Occasionally	Frequently/Almost Always	Always/Consistently

Learning Environment

Aligned to T-TESS Domain 3

Is the classroom environment structured to support efficient routines and student persistence to maximize instructional time?

Routines: Students execute transitions, routines, and procedures in an efficient manner that maximizes instructional time.	N/A 1 2 3 4
Classroom Management: Students follow expectations with positive teacher reinforcements. If misbehavior occurs, students are redirected with minimal disruption to instruction.	N/A 1 2 3 4

Instructional Delivery

Aligned to T-TESS Domain 2

Are all students learning accurate content through research and evidence-based instructional strategies?

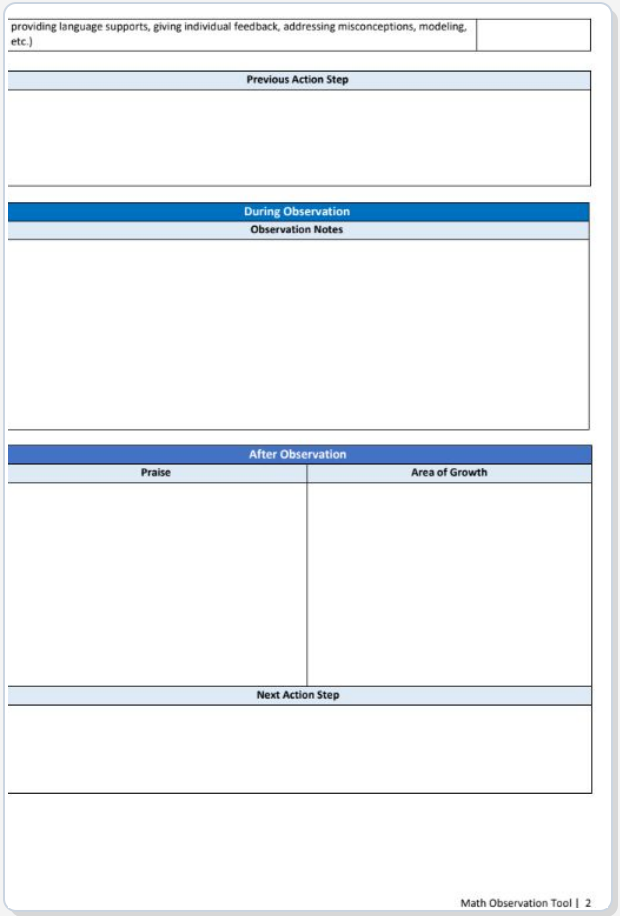
Pacing: The teacher maintains appropriate pacing aligned to the purpose of the planned lesson and driving towards student mastery of the objective.	N/A 1 2 3 4
Explicit Model: The teacher explicitly models mathematical reasoning by thinking aloud, using representations to build conceptual understanding, making clear connections within and across grade-level content, and/or demonstrate, efficient procedures.	N/A 1 2 3 4
Academic Language: The teacher uses accurate and precise mathematical language in explanations.	N/A 1 2 3 4
Questions & Tasks: The teacher uses effective questions and tasks that intentionally target all aspect(s) of rigor (conceptual understanding, procedural skill and fluency, automaticity, application).	N/A 1 2 3 4
Frequent Practice: The teacher provides frequent opportunities for practice using multiple engagement strategies (independent, partner, and group practice; think-pair-share; turn and talk; everybody writes; whiteboard responses, show call with student work).	N/A 1 2 3 4
Breadth of Practice: All students are engaged in the practice required for mastery in ways that reveal their thinking (e.g. discussion, practice, justifying their thinking).	N/A 1 2 3 4
Depth of Practice: Students do the cognitive work of the lesson at the depth required for mastery by giving precise responses, engaging in reasoning and problem-solving, and persevering through rigorous tasks.	N/A 1 2 3 4

Monitoring and Responding to Student Learning

Aligned to T-TESS Domain 2

Are all students able to demonstrate learning with teacher adjustments through formative assessments?

Checks for Understanding: The teacher deliberately checks for understanding through questioning, student work tasks, and formative assessments throughout the lesson.	N/A 1 2 3 4
Monitoring: The teacher actively monitors student work by circulating the classroom, checking for understanding, and analyzing both verbal and written responses.	N/A 1 2 3 4
Responding: The teacher makes adjustments in response to student learning (scaffolding understanding of abstract concepts by connecting to concrete and pictorial representations,	N/A 1 2 3 4



providing language supports, giving individual feedback, addressing misconceptions, modeling, etc.)

Previous Action Step

During Observation

Observation Notes

After Observation

Praise	Area of Growth

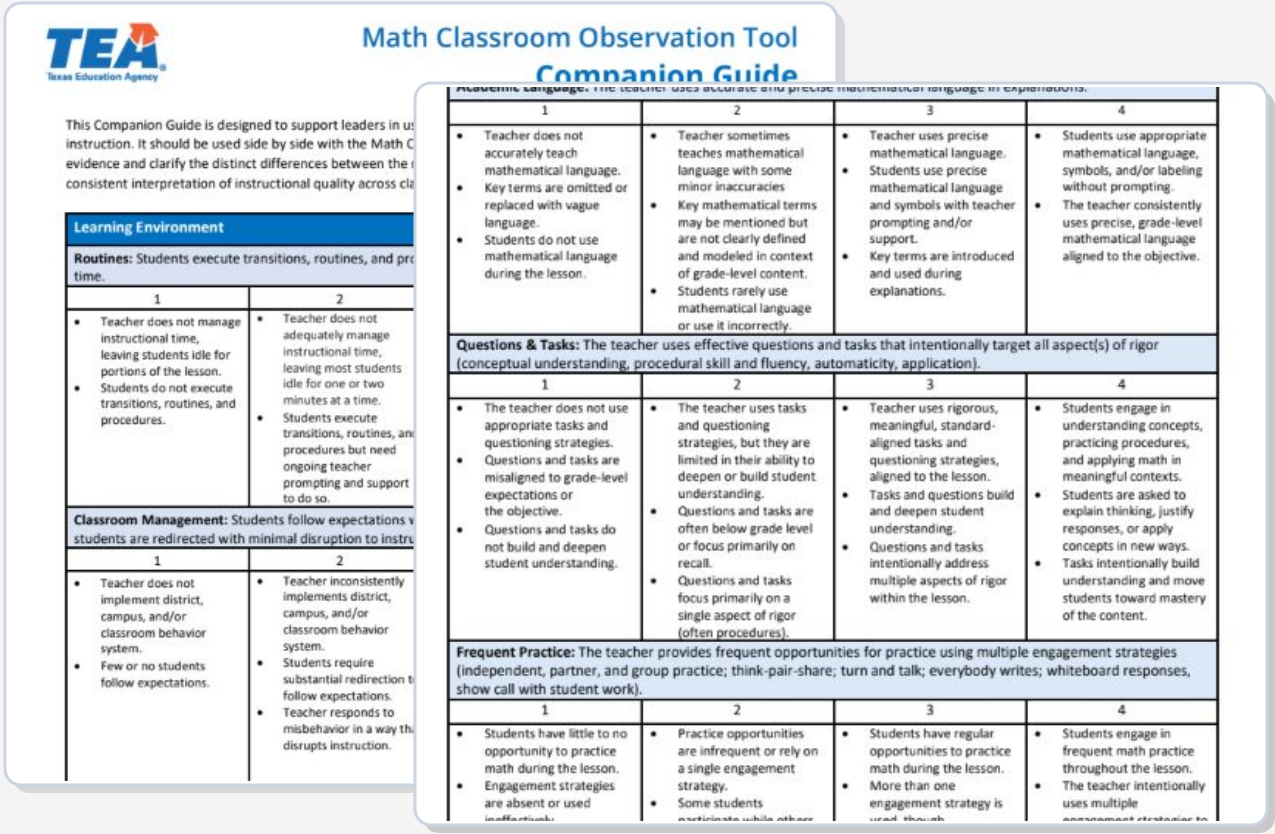
Next Action Step

Companion Guide

LIFT

Observation Tool

(Math)



Texas Education Agency

Math Classroom Observation Tool Companion Guide

This Companion Guide is designed to support leaders in us
instruction. It should be used side by side with the Math C
evidence and clarify the distinct differences between the
consistent interpretation of instructional quality across cla

Learning Environment

Routines: Students execute transitions, routines, and pr
time.

1	2
• Teacher does not manage instructional time, leaving students idle for portions of the lesson. • Students do not execute transitions, routines, and procedures.	• Teacher does not adequately manage instructional time, leaving most students idle for one or two minutes at a time. • Students execute transitions, routines, an procedures but need ongoing teacher prompting and support to do so.

Classroom Management: Students follow expectations v
students are redirected with minimal disruption to instru

1	2
• Teacher does not implement district, campus, and/or classroom behavior system. • Few or no students follow expectations.	• Teacher inconsistently implements district, campus, and/or classroom behavior system. • Students require substantial redirection t follow expectations. • Teacher responds to misbehavior in a way th disrupts instruction.

Academic Language: The teacher uses accurate and precise mathematical language in explanations.

1	2	3	4
• Teacher does not accurately teach mathematical language. • Key terms are omitted or replaced with vague language. • Students do not use mathematical language during the lesson.	• Teacher sometimes teaches mathematical language with some minor inaccuracies • Key mathematical terms may be mentioned but are not clearly defined and modeled in context of grade-level content. • Students rarely use mathematical language or use it incorrectly.	• Teacher uses precise mathematical language. • Students use precise mathematical language and symbols with teacher prompting and/or support. • Key terms are introduced and used during explanations.	• Students use appropriate mathematical language, symbols, and/or labeling without prompting. • The teacher consistently uses precise, grade-level mathematical language aligned to the objective.

Questions & Tasks: The teacher uses effective questions and tasks that intentionally target all aspect(s) of rigor (conceptual understanding, procedural skill and fluency, automaticity, application).

1	2	3	4
• The teacher does not use appropriate tasks and questioning strategies. • Questions and tasks are misaligned to grade-level expectations or the objective. • Questions and tasks do not build and deepen student understanding.	• The teacher uses tasks and questioning strategies, but they are limited in their ability to deepen or build student understanding. • Questions and tasks are often below grade level or focus primarily on recall. • Questions and tasks focus primarily on a single aspect of rigor (often procedures).	• Teacher uses rigorous, meaningful, standard-aligned tasks and questioning strategies, aligned to the lesson. • Tasks and questions build and deepen student understanding. • Questions and tasks intentionally address multiple aspects of rigor within the lesson.	• Students engage in understanding concepts, practicing procedures, and applying math in meaningful contexts. • Students are asked to explain thinking, justify responses, or apply concepts in new ways. • Tasks intentionally build understanding and move students toward mastery of the content.

Frequent Practice: The teacher provides frequent opportunities for practice using multiple engagement strategies (independent, partner, and group practice; think-pair-share; turn and talk; everybody writes; whiteboard responses, show call with student work).

1	2	3	4
• Students have little to no opportunity to practice math during the lesson. • Engagement strategies are absent or used	• Practice opportunities are infrequent or rely on a single engagement strategy. • Some students	• Students have regular opportunities to practice math during the lesson. • More than one engagement strategy is	• Students engage in frequent math practice throughout the lesson. • The teacher intentionally uses multiple



Observation Summary

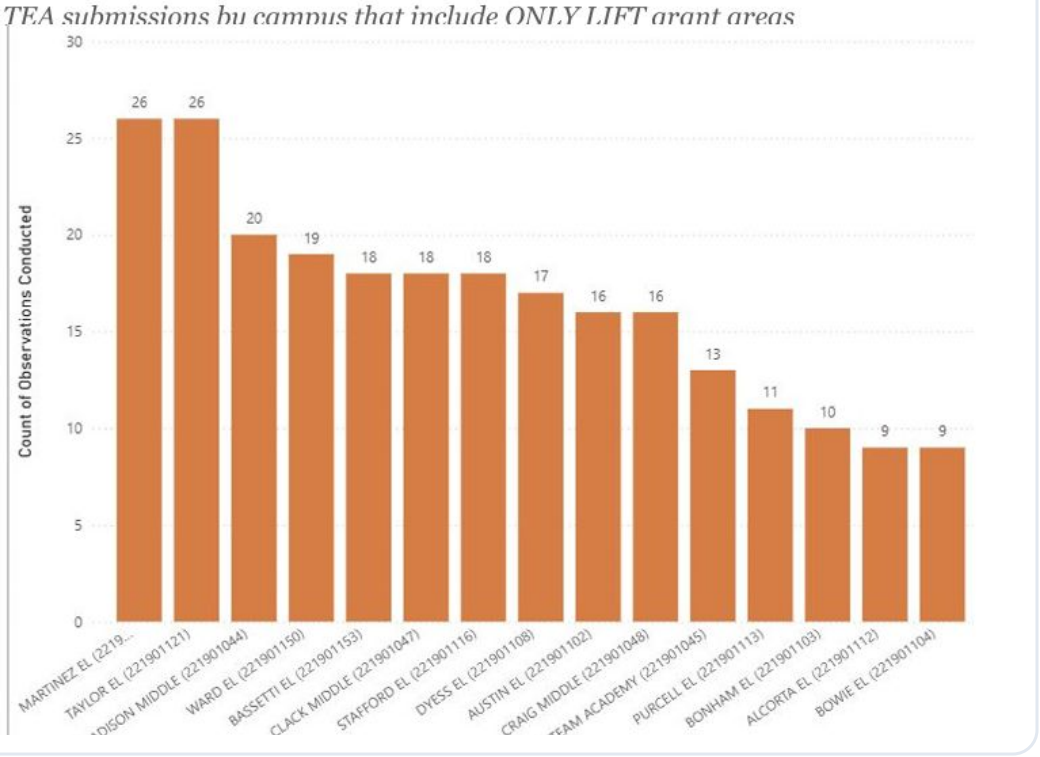
246

Total Classroom Observations

Conducted using the LIFT Observation Tool in LIFT grant areas

As of October 26th

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Observation Strategy

Shifting the Perspective

Moving from isolated teacher evaluation to systemic growth and support.

ISOLATED VIEW

A number attached to one teacher can feel invasive.

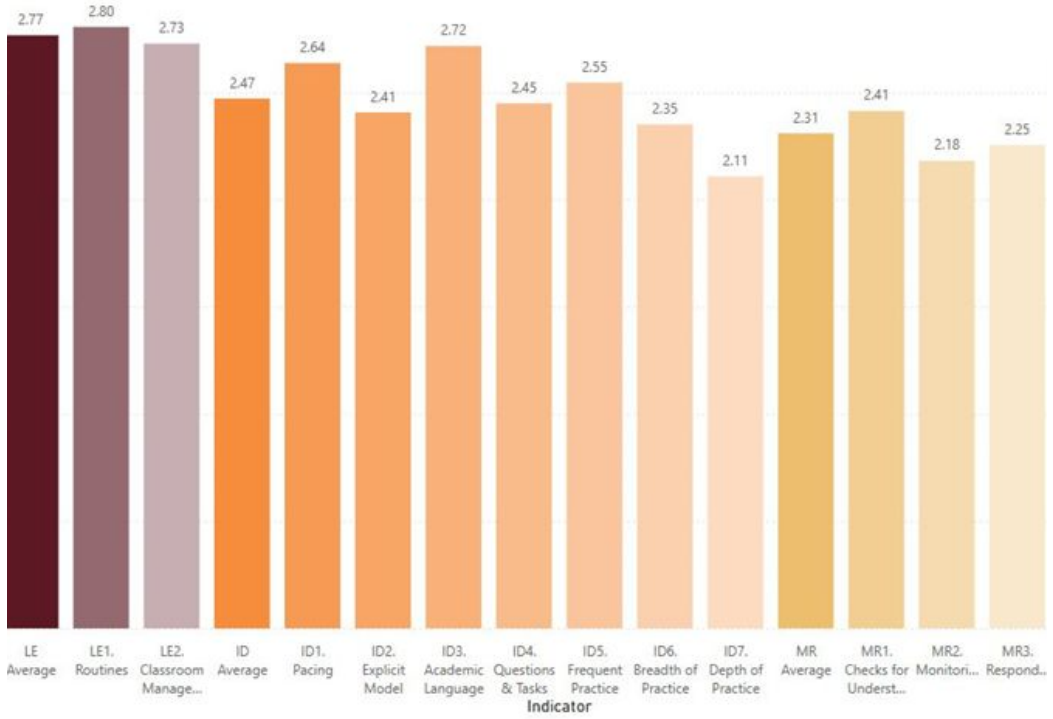
SYSTEMIC IMPACT

Consistent use of a common tool helps leaders see needs across classrooms, campuses, and the district.

Observation Indicator Performance

Key Takeaways

From the observation data, we can easily identify where we are **strongest as a district** and where we should **focus on improving**.



Instructional leadership turns evidence into support

Leaders conduct consistent walks, provide timely feedback, and respond to patterns.

INDIVIDUAL LEVEL

An individual need

A focused coaching step, modeling, or rehearsal with follow-up.

CAMPUS LEVEL

A campus pattern

A shared focus for professional learning and support during lesson preparation.

DISTRICT LEVEL

A district pattern

Professional development and coordinated support aligned to a common need.

Follow-up checks whether the adjustment improves student learning.

Our Commitment

Honor our teachers’ hard work with focused support that helps every student learn at grade level and reach their full potential.

01

Observe Consistently

Maintain ongoing classroom presence to gather meaningful instructional evidence.

02

Provide Useful Feedback

Deliver actionable, timely guidance that leads to professional and student growth.

03

Adjust Instruction

Adapt teaching strategies continuously based on real student learning outcomes.