

Open Education Resources (OER) Transition Plan for Bluebonnet Learning Instructional Materials

Overview

The OER Transition Plan for Bluebonnet Learning Instructional Materials is designed to support local educational agencies (LEAs) in the planning, execution, monitoring, and evaluation of the adoption and implementation of State Board of Education (SBOE)-approved, state-developed OER instructional materials known as Bluebonnet Learning. The OER Transition Plan for Bluebonnet Learning Instructional Materials complies with Texas Administrative Code (TAC) §67.1315 for access to the funding entitlement in Texas Education Code (TEC), §48.308.

Each section of this transition plan provides context for action items, key questions to consider, and additional resources to support the development of a strong and effective transition plan. Read all the information provided carefully and provide clear, detailed responses under each 'TAKE ACTION' area.

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Before Getting Started

Before getting started on the transition plan, it is highly recommended to review the following resources:

OER Transition Plan for Bluebonnet Learning Instructional Materials Webinar

The OER Transition Plan for Bluebonnet Learning Instructional Materials webinar is an extensive resource with information about House Bill (HB) 1605, an overview of the transition plan, and a step-by-step breakdown of the transition plan template.

- [Webinar \[VIDEO\]](#)
- [Webinar Slide Deck \[PDF\]](#)

Crofton ISD Sample Transition Plan

The transition plan is intended to prepare LEAs for the successful implementation of Bluebonnet Learning. From goal setting to the procurement of instructional materials to student assessment strategy, successful implementation requires an extensive review of processes and procedures to ensure alignment across the district.

A completed sample of the OER Transition Plan for Bluebonnet Learning Instructional Materials has been created as a model for districts to use in understanding the purpose and expectations of each action item response. The completed sample document has been created using a sample district named Crofton ISD.

Please note that this sample document is just an example; each local educational agency (LEA) developing and adopting a transition plan needs to reflect and review its own district needs and respond accordingly.

- [Crofton ISD Sample Transition Plan \[PDF\]](#)

Bluebonnet Learning Access

Some Action Items require information (like instructional minutes and internalization protocols) from the Bluebonnet Learning instructional materials. Any information needed about Bluebonnet Learning K–5 Math, Bluebonnet Learning Secondary Mathematics, or Bluebonnet Learning Reading Language Arts (RLA) can be found in a ShareFile folder.

- [OER Transition Plan for Bluebonnet Learning Instructional Materials ShareFile Folder](#)

If you have trouble accessing any documents or cannot find the information you need, please submit an [Instructional Materials Helpdesk Ticket](#).

Bluebonnet Learning Pre-Launch Phase

Before broad implementation begins, district and school leaders work together to invest stakeholders in shared goals and establish conditions for successful implementation throughout the system. They ensure that all instructional staff have ready access to all necessary Bluebonnet Learning instructional materials and effective training, including onboarding and orientation, on how to use them. They establish clear expectations for who will do what with the materials and ensure that school and district structures—including scheduling, staffing, professional learning offerings, assessment practices, and more—support those expectations.

Key leadership actions during the pre-launch phase include:

- The development and communication of an implementation plan that clearly defines, roles, responsibilities, expectations, decision-making structures, and progress monitoring mechanisms
- Ensuring all instructional staff have received onboarding and orientation training on the Bluebonnet Learning instructional materials
- Alignment of systems, structures, and practices by establishing schedules, professional learning plans, and assessment practices consistent with the design of Bluebonnet Learning and district expectations for its use.
- Establishing structures and routines that prioritize Bluebonnet Learning implementation, including protected time for instructional coaches and teachers to plan collaboratively and for coaches and school leaders to observe and provide feedback to teachers on use of the materials.

Transition Plan Approval and Submission

Transition plans are adopted by the local Board of Trustees before the start of the academic school year and are locally maintained by the LEA. The adopted plan will not need to be submitted; however, plans could be requested for review by the commissioner. LEAs will report the completion of the transition plan through EMAT.

ACTION 1: Setting Implementation Goals

1A: Implementation Framework

Review the **Implementation Framework** and the **Fidelity of Implementation (FOI) Look-Fors** to identify the phase of implementation (initial or deeper) and become familiar with key actions to support successful implementation efforts.

Key Questions to Consider:

- What are the key actions and tasks associated with each phase of implementation?
- How do responsibilities compare across various stakeholder roles?
- Are we entering the upcoming school year at the initial or deeper phase of implementation?
- Which outcomes and look-fors are most relevant to our context?
- How might we use these two resources to engage stakeholders?

Resources:

- [Implementation Framework](#) - This framework highlights essential tasks associated with different stakeholder groups across the three phases of implementation.
- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Implementation Best Practices](#) - This resource provides guiding information to system leaders new to implementation on best practices that support effective implementation.

TAKE ACTION: Implementation Framework

Describe the phase of Bluebonnet Learning implementation (initial or deeper) for the start of the upcoming school year:

The Uvalde CISD strategic planning team identified inequitable instruction, specifically a lack of access to grade level content and high expectations, as a practice observed throughout many K-5 classrooms over the past few years. The team decided that it is critically important for Uvalde CISD to adopt and implement high-quality instructional materials so that all students can achieve success in school and beyond.

In the initial phase an adoption committee was established. After several months of learning about research-based instructional strategies (RBIS), reviewing additional research, and studying instructional materials options, the team selected Bluebonnet Learning instructional materials; in conjunction with the award of the Strong Foundation Planning and Implementation Grant in 2023-2024.

Uvalde CISD will implement Bluebonnet Learning for both K-5 Reading and K-Alg 1 Math. in the upcoming school year in the **initial implementation** phase. The adoption team worked collaboratively with the strategic planning team to develop the OER Transition Plan for Bluebonnet Learning instructional materials.

1B. Implementation Goals

Based on the implementation phase and local context, develop a specific goal for each implementation goal area: Bluebonnet Learning Implementation, Stakeholder Investment, Teacher Practice, and Student Outcomes. Identify the continuous improvement process that will be followed and develop a progress monitoring timeline.

Please note that using the SMART (specific, measurable, achievable, relevant, and time-bound) goal format is recommended.

Key Questions to Consider:

- Which look-for(s) associated with each goal area will we focus on this year?
- What needs to be added to format the goals as SMART goals?
- For Progress Monitoring: How will data be collected and analyzed?
- For Progress Monitoring: When will goals be reviewed and adjusted?

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Sample Implementation Goals](#) - This resource provides an example of implementation goals and progress monitoring.
- [FOI Learning Walk Tools](#) - Aligned with the Fidelity of Implementation Look-Fors, this resource can be used to evaluate the degree of fidelity and progress toward implementation goals.
- [FOI Learning Walk Companion Guide](#) - The companion guide provides leaders with a step-by-step process for conducting learning walk cycles.

TAKE ACTION: Implementation Goals

Goal Area: Bluebonnet Learning Implementation

- Goal: By the end of the 2025-2026 school year, all teachers will internalize 4-5 lessons a week as evidenced by submitted annotated lessons in their TIG.
 - Measure(s): Weekly internalization lessons will be submitted to administration the week before.
 - Frequency: Lessons will be internalized and submitted every week.
 - Progress Monitoring: Weekly internalized lessons will be submitted to administration the week before. Admin will track teacher progress and feedback. This data will be used by coaches and administration to guide future PLCs and internalization support.
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Goal Area: Stakeholder Investment

- Goal: Administration, campus coaches and product advisors will support teachers every week during PLCs. Teachers will attend a minimum of 90% of scheduled PLCs during the 2025-26 school year.
- Measure(s): Teacher attendance will be tracked using sign-in sheets and PLC agendas.
- Frequency: 15 PLCs have been scheduled to take place weekly over the 2025-26 school year.

- Progress Monitoring: Teachers will sign-in to each PLC meeting. Attendance data will be tracked, and teachers will be made aware of the goal and attendance requirements. C&I will meet every 2 weeks to discuss PLC progress.
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Goal Area: Teacher Practice

- Goal: By the end of the 2024-25 school year, 80% of teachers will be in phase 3 of implementation (Competent-Proficient User).
 - Measure(s): Teacher implementation will be measured utilizing success criteria for each phase.
 - Frequency: Teachers will be observed by product advisors or admin 4x's per year and monthly by campus coaches.
- Progress Monitoring: Data collected from monthly/quarterly observations will be housed on the ESC 20 SF Dashboard. Data will be available in real time and campus leaders and product advisors will have immediate access. This data will be used to drive future PLCs and PD. We will be able to identify exact areas of strengths and areas in need of additional support.
-

Goal Area: Student Outcomes

- Goal: By the end of the 2024-25 school year, students will increase "Meets" on STAAR by 3% from 19% to 22% as evidenced in Formative Assessments.
 - Measure(s): Student progress will be measured using the end of module assessments in the product.
 - Frequency: Frequency will be based on district and product pacing guide.
 - Progress Monitoring: Data will be collected from every end of module assessments. This data will be tracked utilizing in Eduphoria. Teams will meet after each module to discuss data and determine the next steps for each student.
-

ACTION 2: Creating the Conditions for Success

2A. Materials Access

Develop a plan for timely access to print materials and related manipulatives through Bluebonnet Learning procurement and distribution.

Key Questions to Consider:

- Is there a procurement plan that will ensure timely and accurate ordering of Bluebonnet Learning instructional materials?
- Is there a distribution plan that will ensure an efficient and organized delivery of materials?
- Do all teachers (including specialized teachers), instructional coaches, and school leaders have clear directions on accessing and navigating the materials?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Materials Access Planning

Task: Order Bluebonnet Learning instructional print materials. Identify quantity by grade level and campus. If applicable, procure instructional materials through requisitions in EMAT.

- Task owner/manager: Curriculum and Instruction and IC
- Timeline: February – March 2025
- Key Actions/Steps:
 - The Executive Director Elementary Curriculum and Director Secondary Curriculum will create a campus order form for Bluebonnet Learning instructional materials.
 - Instructional Coaches will work with Directors to complete order forms and submit them to the C&I Coordinator.
 - The C&I Coordinator will submit orders through EMAT.

Task: Order or secure any related manipulatives needed. Identify items and quantity by grade level and campus. If applicable, procure related manipulatives in EMAT.

- Task owner/manager: Exe. Director of Elementary Curriculum and Instruction
- Timeline: February–April 2025
- Key Actions/Steps:
 - The Exe. The Elementary Curriculum and Instruction Director will review the Bluebonnet Learning instructional materials guides and materials lists to identify and create lists of any related manipulatives that need to be ordered by subject area and grade level.
 - The Elementary Curriculum and Instruction Director will communicate this information to Instructional Coaches.
 - Campus principals will order the related manipulatives to ensure delivery before the start of the school year.

Task: Determine the process for receiving and distributing materials to campuses and classrooms.

- Task owner/manager: Director of facilities and maintenance and campus principal
- Timeline: March–September 2025
- Key Actions/Steps:
 - The Exe Director of Facilities and Maintenance will coordinate with campus principals to arrange delivery of received materials to each campus.
 - Campus principals will ensure that delivered material matches the campus order form and is entered into the campus inventory.

- ○ Campus principals will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.
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Task: Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- Task owner/manager: C&I Department and campus principals
 - Timeline: March–September 2025
 - Key Actions/Steps:
 - The C&I Department will communicate with campus principals regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
 - ○ Campus principals will communicate the process for the distribution of materials to staff and students to all relevant stakeholders.
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Task: Determine the process for ensuring all teachers, instructional coaches, and school leaders who will be involved in the implementation of Bluebonnet Learning have access to all the necessary instructional materials and manipulatives.

- Task owner/manager: Campus principals
 - Timeline: March 2025–May 2026
 - Key Actions/Steps:
 - Campus principals will ensure that all teachers, including general education and specialized teachers, instructional coaches, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
 - Campus principals will ensure that all students have Bluebonnet Learning instructional materials and access to any manipulatives or other materials needed.
 - Campus principals have developed a plan to maintain an inventory of teaching materials and a process for securing additional materials based on increased teacher allotments and/or student population increases.
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Task: Ensure that all teachers, instructional coaches, and school leaders can access essential Bluebonnet Learning planning and support resources including scope and sequences, internalization protocols, student work analysis protocols, and observation tools.

- Task owner/manager: C&I Directors, campus principals
 - Timeline: April 2025–August 2025 and then ongoing through May 2026
 - Key Actions/Steps:
 - The Exe Director of Elementary Curriculum and Instruction will provide training sessions for district leaders, campus principals and leadership teams, instructional coaches, and teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
 - ○ Directors of C&I with Instructional Coaches will provide this training experience to any new staff hired after the start of the school year.
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Task: If applicable, determine the process and timeline for digital access and related technology support resources.

- Task owner/manager: **Technology Director**
 - Timeline:
 - **April–September 2025**
 - Key Actions/Steps:
 - **The Technology Director, along with support from the Elementary and Secondary Curriculum and Instruction Directors, will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.**
 - **The Technology Director and team will communicate resources and provide training opportunities for staff.**
-

2B. Schedules and Calendars

Design master schedules and instructional calendars to 1) meet the required instructional minutes as outlined in Bluebonnet Learning, and 2) ensure time for teacher planning and lesson preparation is provided within the normal teacher workday.

Key Questions to Consider:

- Does the daily instructional time allocated to meet the requirements outlined in the Bluebonnet Learning instructional material?
- Does the master schedule provide time for individual and collaborative lesson planning and preparation for teachers during the regular workday?
- Is the instructional calendar aligned with the Bluebonnet Learning instructional material pacing/scope and sequence guidance?
- Are specific windows of time designated for module/unit internalization before each curriculum-embedded assessment?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

TAKE ACTION: Schedules and Calendars

Master Schedule(s): Describe expectations and guidelines for development of master schedule that meet the requirements outlined in Bluebonnet Learning instructional materials. Include resources/links, as necessary, of master schedules that reflect instructional minute allocations for daily instruction.

Response/Resource:

Each campus will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Campuses may choose to allocate additional minutes but must ensure all

additional instructional programming requirements are met as described in Uvalde CISD administrative regulations.

- Bluebonnet Learning RLA Grades K–2, minimum of 120 minutes daily (60 minutes for foundational skills and 60 minutes for RLA)
 - Bluebonnet Learning RLA Grade 3, minimum of 120 minutes daily (plus an optional 30 minutes of foundational skills)
 - Bluebonnet Learning RLA Grades 4–5, minimum of 90 minutes daily
 - Bluebonnet Learning Math Grade K–5, minimum of 60 minutes daily
 - Bluebonnet Learning Math 6- Alg 1, minimum of 45 minutes daily
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Instructional Calendar(s): Describe expectations and guidelines for the development of an instructional calendar that includes time allocations for teacher planning and preparation including routine time for collaborative planning and preparation with an instructional coach and/or school leader. Include resources/links, as necessary, of instructional calendars that reflect instructional minute allocations for teacher planning and preparation, including opportunities for collaboration.

Response/Resource:

Each campus will develop an instructional calendar reflecting time for internalization and student work analysis at least 75 minutes per week during common planning time and teacher conference times.

- PLC should be scheduled during specials once per week for prioritization of internalization and job-embedded support for teachers. The additional 30 minutes of common planning per week may be scheduled in blocks of 3 hours each six weeks during professional learning hybrid days or used once per week during enrichment/intervention block.
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2C. Aligned Expectations

Develop and communicate clear expectations for using Bluebonnet Learning instructional materials with fidelity.

Please note that Action Items 3A-C and 5A-B complement and support this action item (2C).

Key Questions to Consider:

- How will fidelity of implementation be communicated and monitored? Refer to **Fidelity of Implementation (FOI) Look-Fors** for examples of implementation with fidelity.
- What are the expectations for Bluebonnet Learning as the core instructional material?
- What planning expectations require internalization and student work analysis protocols?
- What are the assessment expectations that prioritize the use of the curriculum-embedded assessments over other assessments not included in the Bluebonnet Learning instructional material?

Resources:

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This chart identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.

TAKE ACTION: Aligned Expectations

Alignment Item: Use of Bluebonnet Learning instructional materials.

- Expectations: bluebonnet Learning instructional materials are used for daily Tier 1 instruction for all students without substituting or supplementing with other materials not approved for use. Other approved materials will be listed in the Approved Supplemental Materials List, maintained by the Directors of Elementary and Secondary Curriculum and Instruction.
 - Plan for Communication: Expectations for materials use will be integrated into Bluebonnet Learning onboarding training for all stakeholders. All teachers, coaches, and school leaders will have the opportunity to review Bluebonnet Learning instructional materials during summer planning, back-to-school in-service and will be able to make any recommendations for modifications and/or integration of any additional materials. The Elementary and Secondary Curriculum and Instruction Directors will identify a team of representative stakeholders who will review the requests for supplemental materials and update the Approved Supplementation Materials List accordingly.
 - Timeline: The supplemental materials committee will be identified no later than the first week of August. A review of the materials will take place during the summer planning. Recommendations for modifications and/or the addition of supplementation materials can be submitted at any time. Recommendations and updates to the supplementation materials list will be made twice a year (December, and June).
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Alignment Item: Internalization protocol and process.

- Expectations: Teachers prioritize internalization during common planning time and use Bluebonnet Learning protocols as the planning and preparation process for both common and individual practices. Teachers will annotate lessons in a way that demonstrates alignment with the protocols and will submit annotated lessons to their administrator for review at least once per month. Principals may indicate a more frequent cadence for annotation submission. School leaders will observe PLCs weekly using the FOI Learning Walk Tool for Collaborative Planning.
 - Plan for Communication: All requirements for protocol use will be communicated to stakeholders as part of the onboarding and orientation training.
 - Timeline: Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.
-

Alignment Item: Student work analysis protocols and process.

- Expectations: Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.
- Plan for Communication:

- Teachers, coaches, and leaders analyze student work using the Bluebonnet Learning protocol during common planning time at least once per month beginning in October.
 - Timeline:
 - Onboarding and orientation training will be scheduled throughout August. The training will be repeated in October and January for new hires.
-

Alignment Item: Curriculum-embedded assessment expectations.

- Expectations:
 - Teachers consistently administer Bluebonnet Learning embedded assessments. During the initial year of implementation, all teachers will administer all Bluebonnet Learning assessments as designed. Modifications and/or accommodations may be made to meet individual student needs based on IEP or another student's educational plan. School leaders will monitor the fidelity of administration for Bluebonnet Learning unit assessments.
 - Plan for Communication:
 - Expectations for embedded-assessment use will be integrated into Bluebonnet Learning onboarding training for all stakeholders.
 - Timeline:
 - **Onboarding and orientation training will be scheduled throughout August.** The training will be repeated in October and January for new hires. Principals will report on the fidelity of the use of Bluebonnet Learning assessments at principal meetings.
-

2D. Professional Learning Plan

Develop a professional learning plan for teachers, instructional coaches, and school leaders that includes 1) product onboarding and orientation, and 2) ongoing job-embedded, curriculum-based professional development.

Key Questions to Consider:

- Do general education teachers, specialized teachers, instructional coaches, and school leaders have opportunities to sufficiently orient themselves to the Bluebonnet Learning instructional materials?
- Is professional learning scheduled throughout the year grounded within the Bluebonnet Learning instructional material?
- Are systems in place to monitor and support professional learning attendance and efficacy?
- What are the expectations for routine observation and feedback cycles that focus on prioritizing fidelity of implementation, leveraging the Bluebonnet Learning observation tools, and providing feedback to teachers to support professional learning and growth?

Resources:

- [Technical Conditions Checklist](#) - This checklist provides a list of specific action steps that establish the technical conditions necessary to effectively launch and implement Bluebonnet Learning.
 - The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.
- [Professional Learning Plan Template](#) - This optional resource supports the development of a more comprehensive professional learning plan.

TAKE ACTION: Professional Learning Plan

Professional Learning Experience: Training on Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning instructional materials support RBIS.

- When will this happen?
- RBIS training will be offered in March, April, May and August, September, and October. The March-May sessions will be hosted during the weekday by ESC staff. The October sessions will be hosted on Saturdays by Uvalde CISD staff.
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- Who will lead/participate?
- Our Education Service Center and Directors of Elementary and Secondary Curriculum and Instruction will provide several options for receiving RBIS training. All classroom teachers, specialized teachers, instructional coaches, district curriculum and instruction coordinators and specialists (including all related programs), instructional coaches, principal supervisors, principals, and all school administrators are required to attend RBIS training.
-
- What materials or resources are needed?
- C&I and Technology Director will communicate with the ESC to organize the sessions and arrange any materials or resources needed. The October make-up sessions will be hosted on Saturdays and presented by the Curriculum and Instruction team.

Professional Learning Experience: Training that focuses on communicating expectations, implementation goals, and change management.

- When will this happen?
- General expectations regarding the use of Bluebonnet Learning instructional materials and practices will be integrated into onboarding and orientation training. Implementation goals and purpose/reasons for implementation of Bluebonnet Learning will be the focus on District Leadership presented by Uvalde CISD Superintendent. Additional expectations and change management supports will be an ongoing district-level focus at principal meetings (led by the superintendent and CIO and C&I Team) and a campus-level focus at faculty/staff meetings (led by campus principals).
- Who will lead/participate?
- The superintendent, CIO, C&I Team, and campus principals will lead the development and delivery of these experiences. Attendees will include all instructional staff.
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- What materials or resources are needed?
- Leaders will study and use the Bluebonnet Learning Program and Course Level Resources along with resources from the service center to develop a launch presentation for District Leadership. The Superintendent, CIO, and the C&I Directors will develop a protocol for recurring discussion of these topics at principal meetings. Principals will receive template slides for use at recurring faculty meetings.

Professional Learning Experience: Bluebonnet Learning instructional material onboarding and orientation.

- When will this happen?
- Uvalde CISD will partner with our Education Service Center to provide onboarding and orientation (including an introduction to the design principles of the materials) for Bluebonnet Learning instructional materials in August and September. District curriculum and instruction program staff will coordinate with

the service center to integrate local context, expectations, and change management practices into the onboarding and orientation experience.

- Who will lead/participate?
 - sessions will be led jointly by ESC partners and Uvalde CISD curriculum and instruction staff. All elementary instructional staff and leaders will attend the onboarding and orientation training.
 - What materials or resources are needed?
 - The Directors of Secondary and Elementary Curriculum and Instruction and C&I Team will communicate with the ESC to organize the sessions and arrange any materials or resources needed.
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Professional Learning Experience: Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- When will this happen?
 - The first professional learning experience around understanding the design principles of Bluebonnet Learning instructional materials will include an introduction to the design principles as part of the onboarding and orientation. Ongoing, job-embedded professional learning focused on understanding the design principles of Bluebonnet Learning materials will be the focus of instructional coach and school leader-facilitated internalizations and will occur weekly during common planning. Instructional coaches and school leaders will attend additional training from the ESC to support leading internalization and conducting observation and feedback cycles.
 - Who will lead/participate?
 - Onboarding and orientation sessions will be led jointly by ESC partners and Crofton ISD curriculum and instruction staff. All elementary instructional staff and leaders will attend the onboarding and orientation training. All teachers will attend internalization facilitation sessions. All instructional coaches and elementary administrators will attend coaching training from the ESC.
 - What materials or resources are needed?
 - The Director of Secondary and Elementary Curriculum and Instruction and C&I Team will communicate with the ESC to organize the sessions and arrange any materials or resources needed. Campus staff will use the Bluebonnet Learning internalization protocols for facilitation sessions.
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Professional Learning Experience: Regular unit and lesson internalization in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen? Teachers and instructional coaches/school leaders will engage in weekly facilitation of internalization of an upcoming unit or lesson. Additional internalization support sessions may occur at the teacher's discretion.
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 - Who will lead/participate?
 - Instructional coaches and school leaders will facilitate internalization practice at least once weekly per teacher/grade level using the Bluebonnet Learning internalization protocols. All teachers will attend internalization facilitation sessions either with their grade level or individually for those who are departmentalized.
 - What materials or resources are needed?
 - Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teaching teams/teachers.
-

Professional Learning Experience: Regular student work analysis in collaborative teams and/or individually with an instructional coach or school leader.

- When will this happen?
 - Teachers and instructional coaches/school leaders will engage in student work analysis either weekly during the additional 30 minutes of common planning time or once every six weeks for a time-period of three hours during early release. Additional student work or data analysis support sessions may occur at the teacher's discretion.
 - Who will lead/participate?
 - Instructional coaches and school leaders will facilitate student work analysis practice for all grade levels or vertical content teams using the Bluebonnet Learning student work analysis protocols. All teachers will attend facilitated student work analysis sessions either with their grade level, vertical team, or individually.
 - What materials or resources are needed?
 - Bluebonnet Learning instructional materials and protocols and available instructional coaches/school leaders for all teams/teachers.
-

Professional Learning Experience: Regular observation and feedback cycles with an instructional coach or school leader.

- When will this happen?
 - School leaders and instructional coaches will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every six weeks.
 - Who will lead/participate?
 - School leaders and instructional coaches will conduct observations of K–5 RLA, K-8 +Alg 1Math and specialized teachers.
 - What materials or resources are needed?
 - Bluebonnet Learning observation tool, Bluebonnet Learning instructional materials (teacher's guide)
-

Professional Learning Experience: Additional ongoing, job-embedded, curriculum-based professional learning opportunities.

- When will this happen?
 - Teachers will receive ongoing, job-embedded, curriculum-based professional learning during the facilitated internalization sessions (weekly), facilitated student work analysis sessions (three hours every six weeks), observation and feedback sessions (every six weeks), and optional additional supports at the teacher's discretion. Additionally, principals will prioritize campus-professional development time to focus on curriculum-based professional learning opportunities using Bluebonnet Learning instructional materials.
 - Who will lead/participate?
 - Instructional coaches and school leaders will facilitate ongoing support. The Curriculum and Instruction Department and elementary principal supervisors will serve as resources and support for the support provided at the campuses.
 - What materials or resources are needed?
 - School leaders will need specific training on facilitation and coaching with Bluebonnet Learning instructional materials (which will be provided prior to the start of the school year), protocols, and observation tools.
-

2E. Adaptive Change and Communication

Develop a communication plan that supports adaptive change management and ensures stakeholder understanding and commitment to the purpose of adopting and implementing Bluebonnet Learning. Include a plan for stakeholder communication and public posting if the materials are modified as outlined in TEC §[26.006](#).

Key Questions to Consider:

- **Messages:** What are the key messages we need to frame and communicate?
- **Audience:** Who needs to hear and buy into each of the messages?
- **Timeline:** How and when will we communicate each message initially and throughout implementation?
- **Considerations:** What are the connected technical conditions that must also be in place for this to go smoothly? What are other important aspects to consider regarding stakeholder change management?

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

Resources:

- [Reflective Questions and Strategies for Adaptive Change](#) This resource outlines various adaptive strategies, questions, and considerations that support effective communication and change management.
- [Key Messages for Maintaining High Expectations for Students](#) - This resource from Instruction Partners (<https://instructionpartners.org/>) provides ideas to support conversations about high expectations for students.

TAKE ACTION: Adaptive Change and Communication

Key Message 1: What is our purpose for implementing Bluebonnet Learning?

Message:

Access to grade-level materials matters. When students are given grade-appropriate assignments, aligned to the TEKS, and combined with strong instruction, engagement, and high expectations, they achieve higher outcomes. Our expectations for student learning are reflected in the materials (assignments, texts, assessments) that we give them. Students will rise to the occasion and do what is asked of them. When expectations are high, student performance and outcomes are also high. Implementing rigorous instructional materials does not preclude teachers from supporting and accommodating individual learners.

Audience: All district instructional and leadership staff, all instructional staff

Timeline:

Summer training sessions, District Leadership, back-to-school in-service events, and ongoing throughout the school year.

Considerations:

Key Message 2: What is our plan for stakeholder communication and public posting if any aspect of the materials is modified, as outlined in TEC §26.006?

Message:

Modifications to components of Bluebonnet Learning instructional materials, sequencing, and/or assessments will be available for parent review as outlined in statutes (TEC §26.006). Any modifications must be reported to the campus principal and Directors of Secondary and Elementary Curriculum and Instruction and made available for parent access through any classroom using an LMS or in another manner specified before the start of the school year.

Audience: All instructional staff, families, and external stakeholders

Timeline: Summer communication to all stakeholder groups; ongoing communication with internal stakeholders and families. Each campus principal will submit their plan for this item to the CIO by July 31.

Considerations:

This message and communication item connects to Action 2C: the use of Bluebonnet Learning instructional materials and Action 3C: instructional flexibility to support all learners. Additionally, all principals must ensure that teachers and other relevant staff understand the statutes about Access to Teaching Materials as described in TEC §26.006.

Key Message 3: Which adaptive strategies will we use to support positive change management?

Message:

Uvalde CISD is committed to ensuring alignment across stakeholders, communicating for clarity, focusing on positive aspects of implementation, and gathering and responding to stakeholder feedback.

Audience:

The Uvalde CISD community - all internal and external stakeholders

Timeline:

on-going beginning in the spring before implementation

Considerations:

The district and campus leadership teams will focus on these strategies to support positive implementation efforts:

- We will build relationships and lead with empathy.
- We will eliminate technical barriers: ensure the technical conditions for success are in place.
- We will provide clear guidance on implementation expectations and the why/purpose behind choosing Bluebonnet Learning instructional materials and ensure the message is shared widely including the deck templates for principals to use at faculty meetings.
- We will send quarterly “C&I Spotlights and Board Highlights” that include celebrations and a summary of growth as measured by progress monitoring of the implementation goals.
- We will partner with campuses on family nights in the fall to share updates and answer questions.

We will host district advisory meetings and teacher focus groups to hear from stakeholders, gather feedback, and respond to questions.

Other Key Messages:

Message:

Audience:
Timeline:
Considerations:

ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)

3A. Analyzing PLC Practices

Analyze the current state of PLCs/teacher planning and preparation practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource **Internalization Keys to Success**. Annotate and take notes regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, ownership, use of time, and educative practices*. Note which elements of teacher planning and preparation practices are established, clear, and consistent across all grade levels and schools.

Key Questions to Consider:

- What is the current state of PLCs and planning practices in our system and at specific schools?
- Identify strengths: What is effective about PLCs and planning practices, and which characteristics of successful PLCs are already evident?
- Do we have special considerations such as departmentalized grade levels or one teacher per grade level where collaborative planning opportunities might not be available?
- How will specialized teachers engage in internalization along with general education teachers?
- What needs to be prioritized?
- Which, if any, of the potential next steps might be applicable?

Resources:

- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Characteristics of Successful PLCs](#) - This resource describes the four adaptive characteristics of successful PLCs.

TAKE ACTION: Analyzing PLC Practices

Task: Conduct a current state analysis of PLC/teacher planning and preparation practices and summarize the takeaways. What is working well? What is an area for improvement? What might be a short-term area of focus?

Response: The district has had a PLC structure in place for the last 3 years and it is a time protected by campus leadership for teachers to meet and plan. Campus leadership regularly attends PLCs, but the meetings are not guided by an agenda focused on the group's HQIM protocols. Training campus leaders to develop and use PLC agendas should be scheduled.

Task: Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

Vision: The vision for PLCs will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.

- **Protected Time and Frequency:** Common planning time is protected and currently in place for once weekly, but refinement may be necessary to accommodate the additional 30 minutes weekly (or 3 hours every six weeks) that will be allocated for student work and data analysis.

- **Ownership:** Since the previous PLC structures were not focused on Bluebonnet Learning instructional materials, the roles and responsibilities of the participants should be clearly defined for all stakeholders.

- **Use of Time:** The use of an agenda focused on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time.

- **Educative Practices:** Addressing the other Keys to Success that need revision will lead to collaborative PLCs for Uvalde CISD.

3B. Structures for Internalization and PLCs

Develop structures and systems to support internalization practices that include a vision, roles and responsibilities, and technical conditions needed.

The term, technical conditions, refers to the defined systems, structures, and procedures that must be in place to support Bluebonnet Learning implementation.

Key Questions to Consider:

- What is the vision for unit and lesson internalization?
- What are the roles and responsibilities of key stakeholders (e.g., general education teachers, specialized teachers, instructional coaches, school leaders) to realize the vision for internalization?
- What technical conditions, systems, and structures must be in place to realize the vision for internalization?

- What is the plan for communicating the intended structure and systems for internalization?

Resources:

- [Deciding What to Teach Versus How Best to Teach](#) - This handout provides a comparative description of lesson internalization and how it differs from lesson design.
- [Internalization Keys to Success](#) - This resource provides a list of criteria that are the keys to successful internalization and PLC practices; Strategies and potential action steps are also included.
- [Example: Internalization Vision, Roles, and Structures](#) - This example includes a detailed plan for internalization structures.
- [Guidelines and Considerations for Mapping Out PLC Topics](#) - This resource provides considerations and recommendations for curriculum-embedded PLC activities.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Internalization and PLCs

Task: Explain the vision for unit and lesson internalization.

Response:

Internalization is the process of deeply studying a unit or lesson from Bluebonnet Learning instructional material to understand what students are expected to learn and how to teach it to achieve those outcomes.

Internalization supports implementation with fidelity. Teachers who deeply understand student expectations and the design of the Bluebonnet Learning instructional materials can teach units and lessons more effectively and make intentional instructional decisions that support engagement and learning for all students.

Internalization happens consistently and regularly before instruction occurs.

- Unit internalization happens at least 2–3 weeks before a new unit begins.
- Lesson internalization happens for each daily lesson at least 1–2 days in advance.

1. Instructional coaches, school leaders, and teachers use Bluebonnet Learning internalization protocols to prepare for teaching units and lessons.
2. All instructional staff attending weekly or other collaborative sessions will complete any needed pre-work or post-work as agreed by the team or with the facilitator.
3. Teachers annotate their Bluebonnet Learning teacher instructional materials and resources while following the protocols. Completion of a standardized lesson plan template is no longer required.
4. Teachers attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.
5. Teachers receive ongoing, regular 1:1 support from an instructional coach or school leader focused on practicing and improving internalization.

Task: Name the roles and responsibilities of the school leaders, instructional coaches, and teachers to support the vision for internalization.

Response:

Principals:

- Establish and communicate the vision for internalization and role-specific responsibilities.
- Monitor progress towards the vision for internalization; reflecting and providing support as needed.
- Align schoolwide systems and structures with the vision for internalization.
- Build knowledge of the Bluebonnet Learning instructional materials and internalization protocols.

Instructional Coaches and Assistant Principals:

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Support teachers to improve their use of Bluebonnet Learning internalization protocols by providing 1:1 support and co-planning.
- Plan and lead collaborative planning time with teams of teachers.

Teachers:

- Complete Bluebonnet Learning onboarding and orientation training to gain a deep understanding of the product and unit/lesson internalization protocols.
- Regularly utilize the product-specific internalization protocols to prepare to teach units and lessons from Bluebonnet Learning.
- Participate in 1:1 internalization meetings and collaborative planning time led by an instructional coach or other instructional leader.

Task: Identify priorities based on the current state analysis conducted in Action 3A to support effective internalization.

Response:

Redefine Uvalde’s Vision for PLCs to focus on Bluebonnet Learning best practices, design principles, and use of protocols.

2. Train instructional coaches and school leaders to develop PLC agendas focused on the use of Bluebonnet Learning protocols.
3. Support principals in developing master schedules and instructional calendars that support common planning time for engagement in Bluebonnet Learning practices.
4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for PLCS.
5. Develop a protocol calendar for instructional leaders to guide their facilitation of each of the Bluebonnet Learning protocols.

Task: Name the technical conditions, systems, and structures that need to be in place to support the identified priorities and the vision.

Response:

Time: The master schedule includes protected, weekly meeting time(s) for general education and specialized teachers to meet with instructional coaches or school leaders to meet for at least 45 minutes weekly for internalization practices. Additional common planning sessions will occur 30 minutes weekly or 3 hours every six weeks during early release time.

Ownership: Schools have identified instructional coaches and school leaders who will plan and facilitate 1:1 and collaborative planning time and provide teachers feedback and support on their preparation.

Protocols: Teachers, instructional coaches, and school leaders are familiar with and have received training on the Bluebonnet Learning protocols for unit internalization, lesson internalization, and student work analysis.

Accountability: There is a process for monitoring progress towards effective internalization and aligned expectations for teachers. There is the expectation to annotate within the Bluebonnet Learning instructional materials instead of filling out a standardized lesson plan template.

3C. Supporting All Learners

Develop and communicate clear guidelines for teachers to support all learners and maintain instructional flexibility that outline acceptable teacher modifications to address student needs.

Key Questions to Consider:

- How will we support teachers utilizing engagement strategies, Bluebonnet Learning embedded supports, and differentiating and adjusting with fidelity to meet student needs?
- What guidance is needed to support teachers with fidelity of implementation while maintaining instructional flexibility?

Resources:

- [Texas SPED Support](#) - This website features special education resources and learning opportunities from experts in the field.
- [Specially Designed Instruction Field User Guides](#) - Texas SPED Support provides specially designed instruction field user guides for instructional materials. Field Guides for Bluebonnet Learning are under development and will be available on the Texas SPED Support website in the 2025–26 school year.
- [The Opportunity Myth \(TNTP\)](#) - This resource examines the importance of ensuring equitable access to grade-appropriate content for all learners.

TAKE ACTION: Supporting All Learners

Support: Bluebonnet Learning Embedded Supports

Guidelines:

Teachers will identify which embedded supports will be used during instruction when internalizing lessons. These supports will be annotated in the teacher guide and available to instructional coaches and school leaders at least three days prior to the lesson's instructional delivery.

Support: Engagement Strategies

Guidelines:

Teachers will annotate in their materials which engagement strategies will be used during instruction. To meet the needs of all students, additional engagement strategies may be necessary, including using flexible grouping and anchor documents and resources.

Support: Instructional Flexibility

Guidelines:

Teachers have flexibility within the scope and sequence of three instructional days to adjust pacing to address the needs of each student. Teachers can adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of additional materials as described in Action 2C: Use of Bluebonnet Learning instructional materials.

ACTION 4: Establishing Observation and Feedback Practices

4A. Observation Expectations

Develop observation expectations for Bluebonnet Learning implementation.

Key Questions to Consider:

- What is the purpose of implementation observations?
- What are the roles and responsibilities of school leaders and instructional coaches regarding observations?
- Which observation tool(s) will be used?
- What are the expectations for observation cadence, frequency, required participants, pre-work requirements, documentation requirements, and follow-up requirements?
- Who will coordinate and schedule observations?

Resources:

- [Fidelity of Implementation \(FOI\) Look-Fors](#) - This resource identifies key Bluebonnet Learning fidelity of implementation outcomes and look-fors associated with those outcomes.
- [Example: Observation Roles and Responsibilities](#) - This example provides a detailed list of responsibilities related to observation practices for various leadership roles.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership-focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Observation Expectations

Action: Clearly define the purpose of observations.

Decision/Expectations:

At Uvalde CISD, district and school leaders use FOI Learning Walk tools to conduct instructional rounds to collect evidence of the fidelity of implementation and to measure attainment toward goals. School leaders and instructional coaches use the Bluebonnet Learning observation tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educative practices using Bluebonnet Learning instructional materials. Leaders and instructional coaches look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught.

Next Steps:

- District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in July. The Directors of Elementary and Secondary Curriculum and Instruction will coordinate with the vendor on the planning and content for the leader implementation training during the July retreat.
- District leaders, school leaders, and instructional coaches will engage in practice opportunities with the observation instruments twice in September and October. The Director of Secondary and Elementary Curriculum and the CIO will coordinate these events.

Action: Name the observation expectations and responsibilities for school leaders.

Decision/Expectations:

District Leader Roles and Responsibilities

- Have a high-level understanding of the observation tools that coaches and school leaders will use to provide feedback to teachers.
- Use Bluebonnet Learning Observation Tools and FOI Learning Walk Tools to co-observe with school leaders and norms on evidence of internalization and fidelity of implementation.
- Support school leaders in analyzing and responding to data collected during observations and learning walks.

School Leader Roles and Responsibilities

- Co-observe classroom instruction with coaches to ensure alignment on what to look for when observing instruction for evidence of internalization.
- Observe feedback meetings and coaching sessions to look for evidence that these conversations are grounded in the Bluebonnet Learning instructional materials and that meaningful connections are being made back to planning and internalization.
- Support coaches in developing effective observation and feedback schedules; monitor implementation of these schedules and support coaches to adjust as needed.
- Use FOI Learning Walk Tools to supplement data on evidence of internalization in instruction across classrooms and analyze this data with coaches to identify schoolwide trends.

Next Steps:

District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in July. The CIO will coordinate with the ESC on the planning and content for the leader implementation training during the July retreat.

- The Superintendent, CIO, and Directors of Elementary and Secondary Curriculum and Instruction will develop expectations and outline planning related to conducting learning walks and observation and feedback cycles that will be shared as part of the training content during the July retreat.

Action: Name the observation expectations and responsibilities for instructional coaches.

Decision/Expectations:

Leverage training and professional development to regularly observe classroom instruction using the Bluebonnet Learning Observation tools.

- Review the Bluebonnet Learning lesson before classroom observations and reference the lesson as needed during the observation.
- Leverage the SFI Action Step Guides to provide content-specific feedback to teachers and connect this feedback to planning and internalization when appropriate.
- Support teachers during feedback meetings to examine upcoming lessons to identify opportunities to implement action steps.
- Collect and report data on evidence of internalization in alignment with progress monitoring expectations.

Next Steps: District leaders, school leaders, and instructional coaches will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in July.

Action: Explain which observation tool(s) will be used.

Decision/Expectations:

Bluebonnet Learning Observation Tools and the FOI Learning Walk Tools will be used for monitoring the fidelity of implementation and to provide ongoing, job-embedded support through feedback to teachers.

Next Steps:

- The CIO will ensure access to all district/school leaders and instructional coaches have access to the Bluebonnet Learning observation tool.
 - The Elementary and Secondary Curriculum and Instruction Director and the CIO will present and share the FOI Learning Walk Tool to principals at the August principal meeting.
-

Action: Decide on the planning regarding the cadence, frequency, and scheduling of observations.

Decision/Expectations:

All elementary school leaders and instructional coaches will conduct weekly observations of Bluebonnet Learning instruction using the Bluebonnet Learning observation tools with each teacher receiving at least one observation and feedback cycle session each month.

- Campus principals and leadership teams are responsible for scheduling observations on the Bluebonnet Learning observation calendar by August 31 and communicating this calendar to teachers and instructional staff.

Next Steps: The district will develop the Bluebonnet Learning observation calendar for each campus and share these with campus principals by July 31.

Action: Name the requirements for documentation and follow-up.

Decision/Expectations:

All Bluebonnet Learning observations will be recorded using the Bluebonnet Learning observation tool and shared with each teacher observed. Documentation can be recorded electronically or on paper. All documentation will be uploaded or entered the district observation platform: Strive.

Next Steps:

- The Technology Director will update the district observation platform to include the Bluebonnet Learning observation tools.
 - School leaders and instructional coaches will receive information about documentation and follow-up for Bluebonnet Learning observations during the leader training on Bluebonnet Learning observation and feedback.
-

4B. Observation and Feedback Cycles

Develop a plan that supports professional learning and development for school leaders, instructional coaches, and teachers through observation and feedback cycles.

Key Questions to Consider:

- How will school leaders and instructional coaches receive training and practice with the observation tool(s) including opportunities for calibration and norming?
- What coaching model will be used to support Bluebonnet Learning implementation?

- What are the expectations for when/how teachers will receive feedback and coaching in response to an observation?
- How will school leaders and instructional coaches receive ongoing support?
- How will the impact of coaching efforts on teacher practice be monitored and measured?

Resource:

- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.
- [SFI Action Step Guides](#) - The Action Step Guides feature a process for giving teachers feedback following observation with concrete next steps that will improve teacher practice and fidelity of implementation.

TAKE ACTION: Observation and Feedback Cycle Planning

Topic: School leader and instructional coach training and practice

Decision/Expectations:

District/school leaders and instructional coaches will receive training on the Bluebonnet Learning observation tools and have opportunities to practice using the tools. This is outlined in Action 2D: Professional Learning Plan.

Next Steps: Next steps are outlined in Action 2D: Professional Learning Plan.

Topic: Coaching Model

Decision/Expectations:

Decision/Expectations: Uvalde CISD school leaders and coaches will use the SFI Action Step Guides in conjunction with the See It, Name It, Do It (Get Better Faster) coaching model to provide feedback and ongoing professional learning and development to teachers implementing Bluebonnet Learning.

Next Steps:

- The CIO will integrate training on the SFI Action Step Guides in the professional development sessions that leaders and instructional coaches will attend before the start of the school year.
 - The CIO will provide refresher training for the See It, Name It, Do It coaching model and resources during the Leadership retreat in July and again in the October principal meeting, as well as through the Texas Instructional Leadership Grant.
-

Topic: Feedback Cycle Process

Decision/Expectations:

Decision/Expectations: Teachers will receive feedback, in person, from their observer at least once each month using either the SFI Action Step Guide or the See It, Name It, Do It protocol to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials. Each observer will follow up to

observe the action steps in play within ten school days. Feedback and action steps will be recorded on the district observation platform: Strive.

Next Steps: CIO and the Elementary and Secondary Curriculum and Instruction Directors will meet with campus leaders and instructional coaches to communicate expectations and processes.

Topic: Ongoing, Job-embedded Support

Decision/Expectations:

Decision/Expectations: Teachers will receive ongoing, job-embedded support through the process of the nine-week observation and feedback cycles. School leaders and instructional coaches will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support.

Next Steps: CIO and principals will schedule co-observations with leaders they supervise once each semester to observe at least one full observation and feedback cycle for Bluebonnet Learning and will engage with their supervisor.

Topic: Measuring Impact

Decision/Expectations:

Decision/Expectations: School leaders and instructional coaches will measure impact based on the data entered in the district observation platform specific to the action steps identified and the degree that teachers are implementing these actions successfully.

Next Steps:

- CIO will meet with leadership teams to review the progress monitoring aspects of the action steps provided to teachers during Bluebonnet Learning observation and feedback cycles.
- The Technology Director will provide opportunities for new leaders to receive training on the district observation platform.

ACTION 5: Aligning Assessment Strategy

5A. Analyzing Assessment Practices

Conduct a current state analysis of assessment practices to prioritize high-impact changes and next steps.

Key Actions to Consider:

- Review the resource **Assessment Keys to Success**. Annotate and take notes on the resource regarding the current state of each listed key to success.
 - Think about each element: *vision, protected time and frequency, assessment integrity, integration of other assessments, and analysis of student work and assessment data*. Note which assessment elements are established, clear, and consistent across all grade levels and schools and which are not.

Key Questions to Consider:

- What existing strengths and areas of alignment were identified?
- How can areas of strength be leveraged and reinforced?
- What areas of misalignment were identified?
- Which, if any, of the potential next steps might be applicable?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.

TAKE ACTION: Analyzing Assessment Practices

Task: Conduct a current state analysis of assessments and summarize the takeaways. What is working well? What is an area(s) for improvement?

Response:

- The Assessment Director creates comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other assessments administered across the district including STARR, End of Course, and college readiness related assessments.
- Campuses follow a process of administering common unit assessments developed at the district level during teacher/curriculum coordinate planning, for each grade level and course in the required curriculum.
- Teachers and leaders frequently review student data from assessments to determine instructional adjustments and/or student support needed.
- Areas that will need improvement include the shift to using Bluebonnet Learning assessments across all elementary campuses and removing benchmark exams since they do not align with Bluebonnet Learning instructional materials/scope and sequences.

Task: Identify which **Keys to Success** are currently in place, which are not, and which ones need refining.

Response:

Keys to success include a vision for assessment and PLC.

This vision must be created to reflect Bluebonnet Learning design principles and expectations regarding the use of curriculum-embedded assessments.

- Another key to success is the practice of maintaining an assessment calendar. Uvalde CISD will refine this to create assessment calendars that include the Bluebonnet Learning unit assessments and will remove the benchmark exams.
- Teachers and instructional staff will collaboratively develop common unit assessments for the integrity of the use of these assessments will be a strength of Uvalde CISD.

Ensure compliance with parents' access to the materials.

5B. Structures for Assessment Practices

Develop and communicate expectations that prioritize curriculum-embedded assessments and student work analysis.

Key Questions to Consider:

- What are the most impactful changes that must be made to effectively prioritize curriculum-embedded assessments and engage in student work analysis using Bluebonnet Learning protocols?
- What technical challenges (e.g., time) might be encountered, and how will these be overcome?
- What adaptive challenges (e.g., mindsets) might be encountered and how will these be navigated?
- What are a few high-leverage changes or adjustments that can be made?
- How are student assessment expectations going to be communicated?

Resource:

- [Assessment Keys to Success](#) - This resource provides a list of criteria that are the keys to successful prioritization of curriculum-embedded assessments and an aligned assessment strategy.
- [Bluebonnet Learning Resources](#) - This repository includes helpful leadership focused materials from Bluebonnet Learning instructional materials.

TAKE ACTION: Structures for Assessment Practices

Task: Identify a priority action for **curriculum-embedded assessments** based on the current state analysis conducted in Action 5A.

Response:

Update district assessment calendars to reflect Bluebonnet Learning embedded assessments instead of previously used district benchmarks or campus created common unit assessments.

- Communicate expectations regarding use of Bluebonnet Learning assessments and the process for any adjustments or modifications.

Task: Identify a priority action for **student work analysis** based on the current state analysis conducted in Action 5A.

Response:

Facilitated student work analysis sessions will begin no later than October. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.

- Data analysis practices will shift from previous use of benchmark data analysis zone maps to a new practice of using the student work analysis protocol for data analysis purposes. Zone maps will continue to be used when analyzing interim assessments.

Task: Plan next steps that focus on high-impact changes to support effective assessment practices.

Response:

Facilitated student work analysis sessions will begin no later than October. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation training.

- Data analysis practices will shift from previous use of benchmark data analysis zone maps to a new practice of using the student work analysis protocol for data analysis purposes. Zone maps will continue to be used when analyzing interim assessments.

Task: Explain the communication plan for ensuring all school leaders, instructional coaches, and teachers are on the same page regarding curriculum-embedded assessments.

Response:

District leadership will develop guidelines and samples for communicating expectations for the prioritization of Bluebonnet Learning embedded assessments, which assessments will no longer be administered, and the process and legal requirements for any adjustments or modifications made to Bluebonnet Learning assessments.

- The Director of Assessment and Teaching and Learning will update the district assessment calendars to include Bluebonnet Learning unit assessments and will remove campus common assessments and district benchmarks.

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