



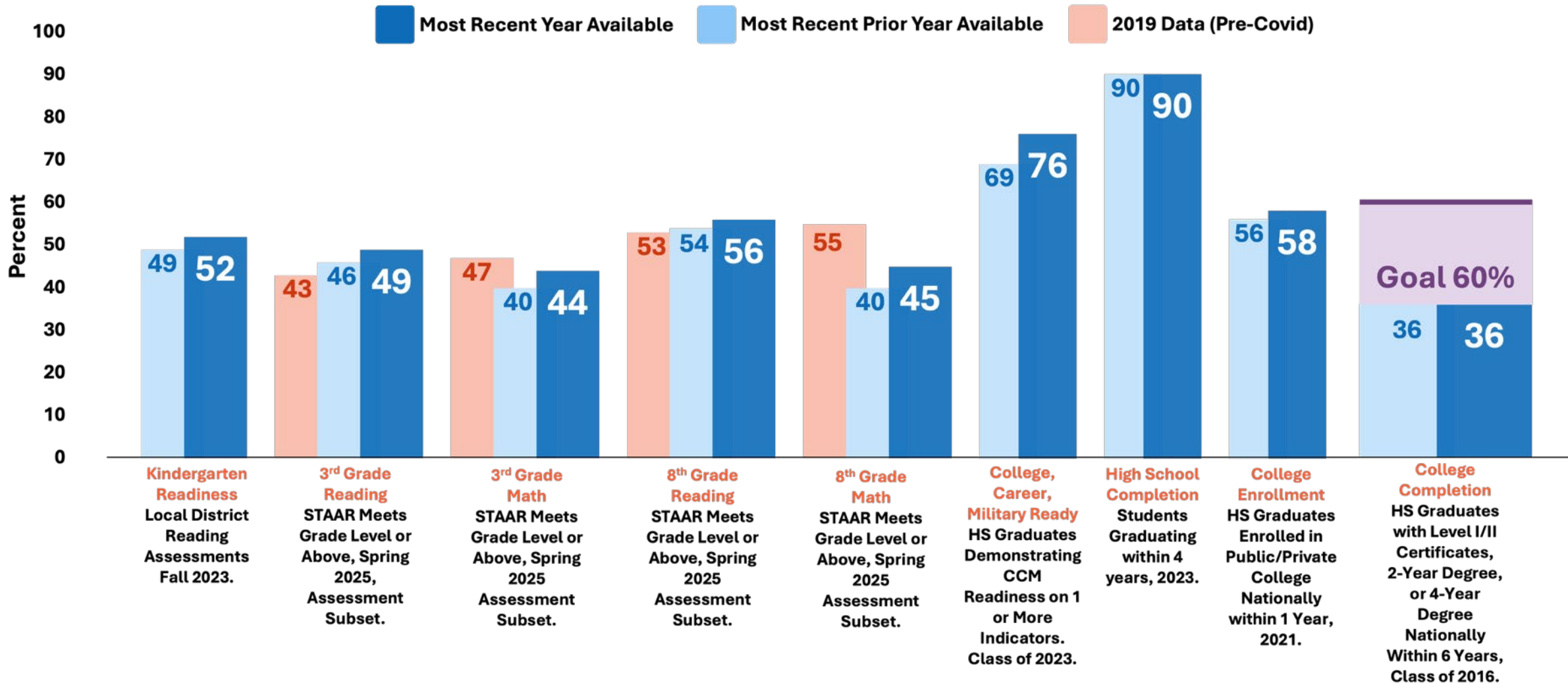
# Leading Instruction

April 2026 Superintendent Call

# While we have made progress since COVID, we still have a long way to go to achieve our vision for students



## YEAR-OVER-YEAR STUDENT OUTCOMES



# What do we focus on to get the most improvement for the most kids?

Our primary attention should be focused in the classroom

# What must be true in a classroom for all students to thrive?

- **Well Trained, Supported Teacher**
- **Loving, Disciplined, Engaging Classroom Culture**
- **High Quality Lesson Content**
- **Effective Instructional Delivery**



Class A



Class B



Class C



Class D



Class E



Class F



Class G



Class H

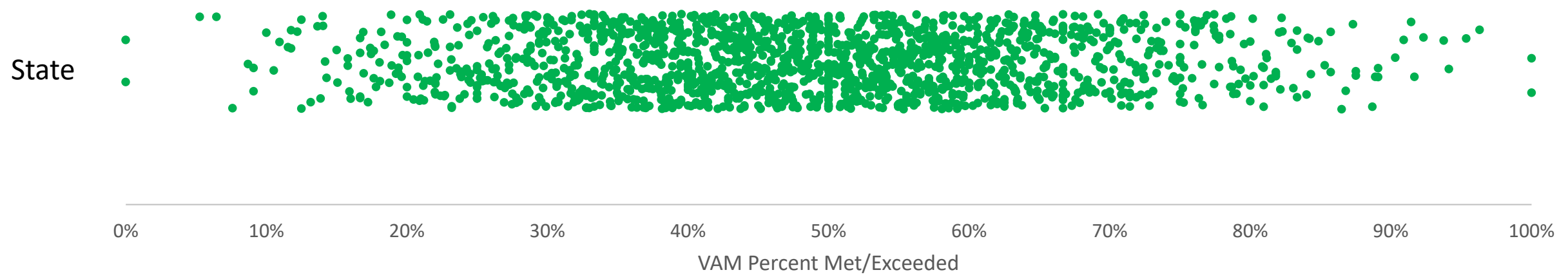
**Excellence for All Students Requires Excellence Every Day in Every Classroom**

**How consistently is this happening in all classrooms?**

# There is substantial variation in learning quality in Texas classrooms today



## Actual Student Growth Levels by Teacher, Statewide, 2023-24 (each dot is a bundle of 67 teachers)

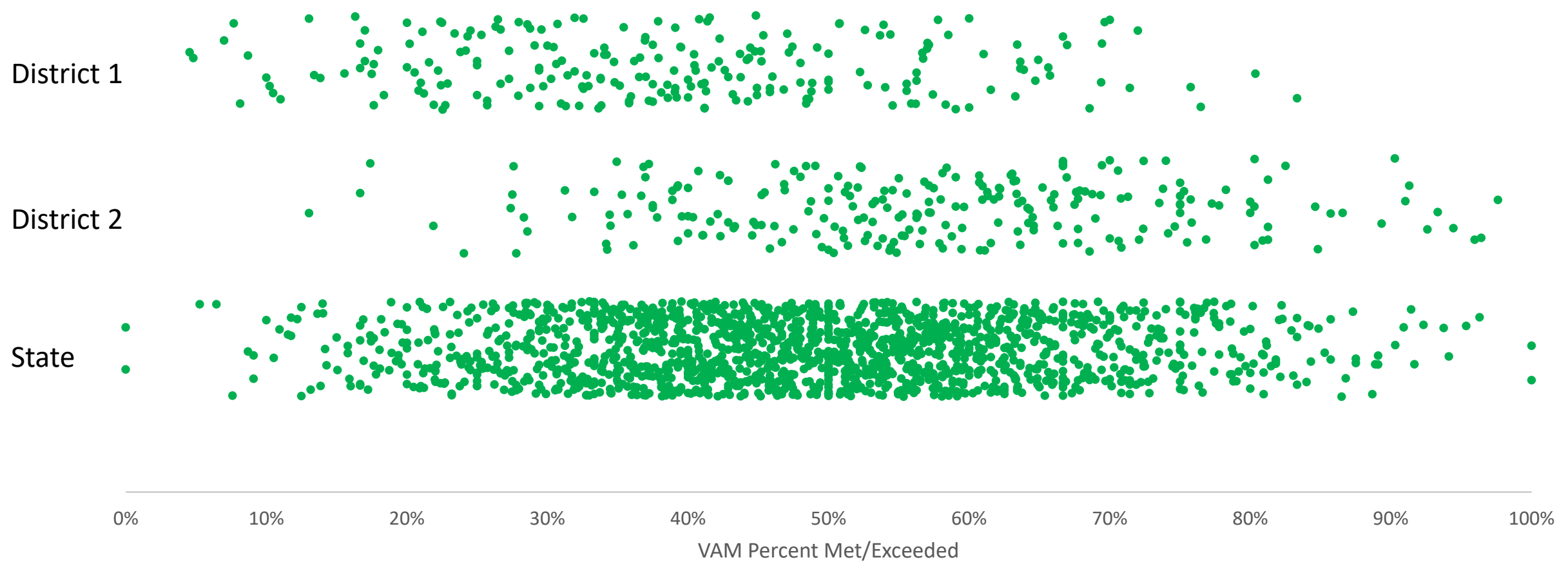


Data from growth in school years 2022-23 to 2023-24. For the state, each dot represents an average of 67 teachers

# There is substantial variation in learning quality in Texas classrooms today



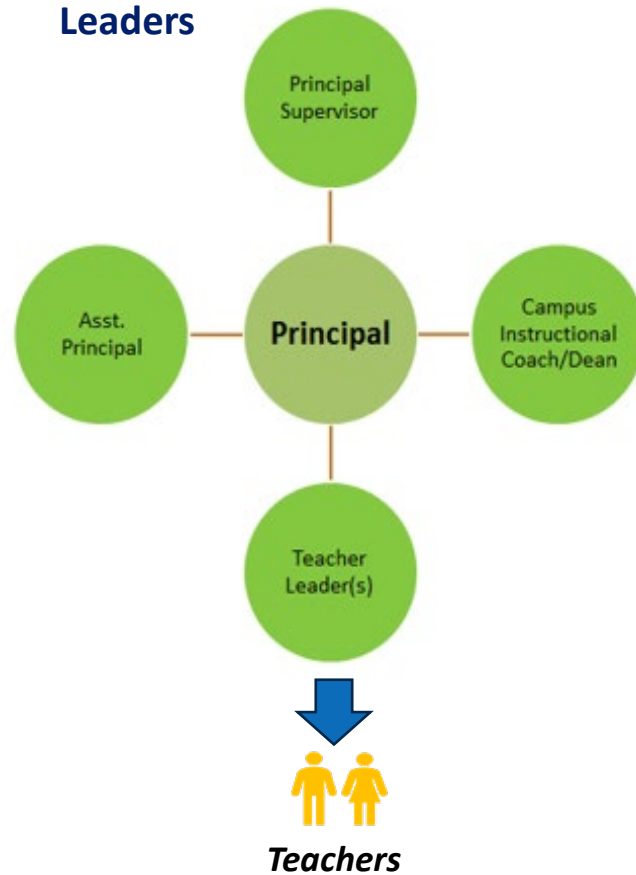
## District Leadership Can Have a Significant Impact on Classroom Quality



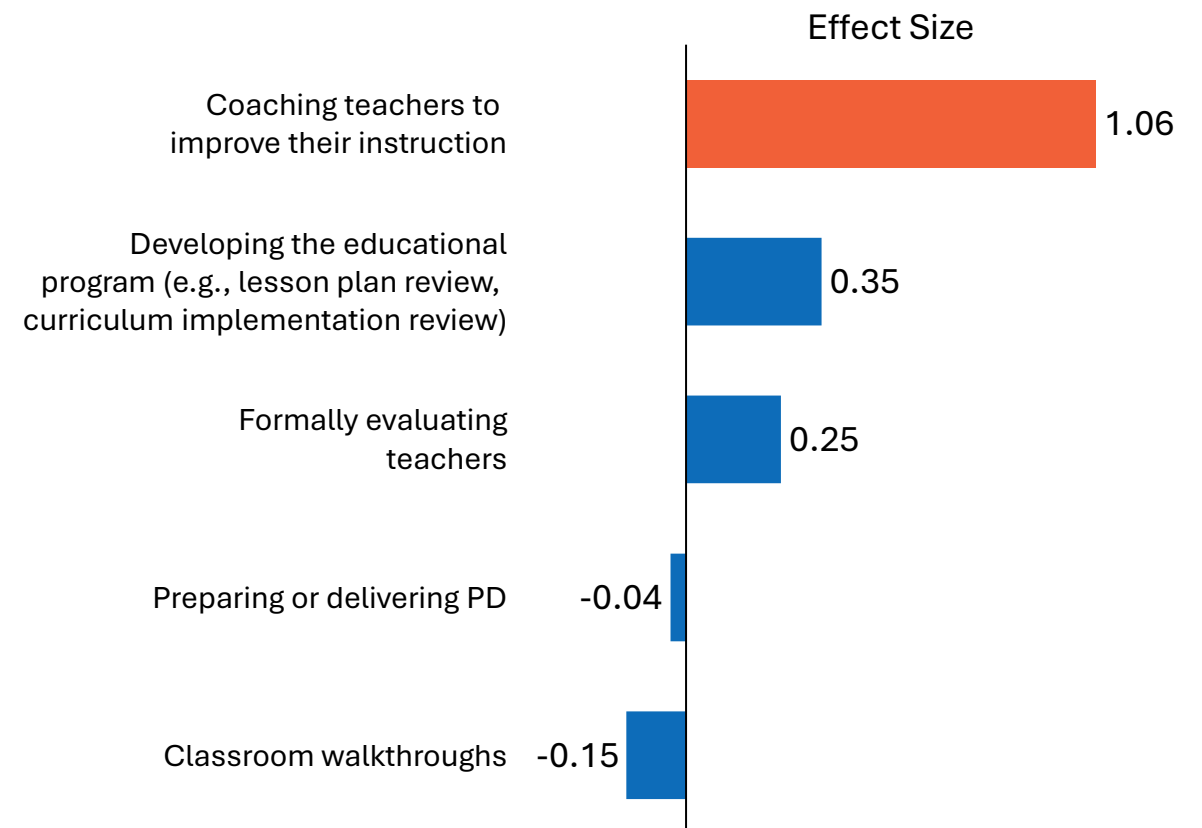
Data from growth in school years 2022-23 to 2023-24. For the state, each dot represents an average of 67 teachers

# Coaching matters: To improve classroom quality, districts must have systems to observe and give feedback

## Instructional Leaders



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



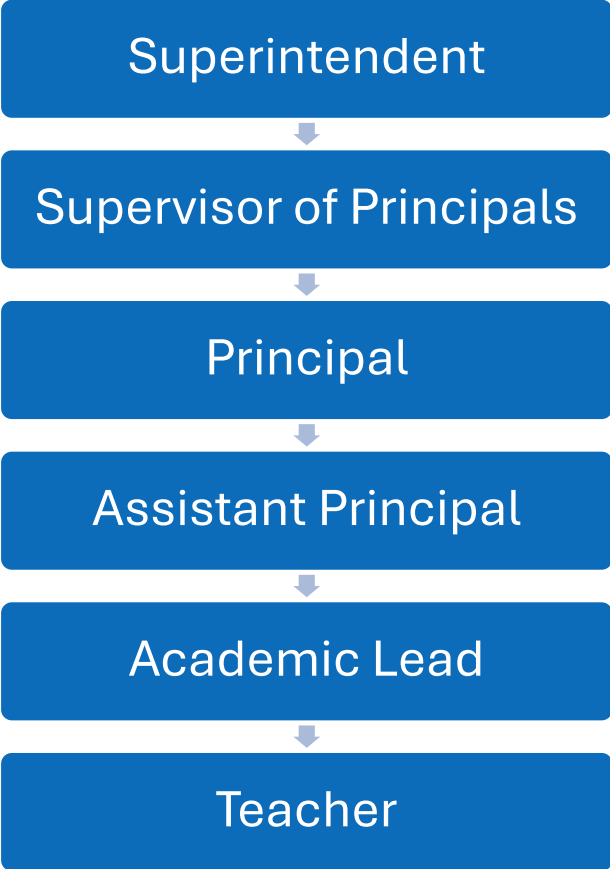
# Success in every classroom requires a districtwide commitment to aligned coaching & feedback

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

Learning Environment <i>Aligned to T-TESS Domain 3</i>				
Is the classroom environment structured to support efficient routines and student persistence to maximize instructional time?				
<b>Routines:</b> Students execute transitions, routines, and procedures in an efficient manner that maximizes instructional time.	4	3	2	1 N/A
<b>Classroom Management:</b> Students follow expectations with positive teacher reinforcements. If misbehavior occurs, students are redirected with minimal disruption to instruction.	4	3	2	1 N/A

Instructional Delivery <i>Aligned to T-TESS Domain 2</i>				
Are all students learning accurate content through research and evidence-based instructional strategies?				
<b>Explicit Model:</b> 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.	4	3	2	1 N/A
<b>Academic Language:</b> The teacher uses accurate and precise mathematical language in explanations.	4	3	2	1 N/A
<b>Questions &amp; Tasks:</b> The teacher uses effective questions and tasks that intentionally target all aspect(s) of rigor (conceptual understanding, procedural skill and fluency, automaticity, application).	4	3	2	1 N/A
<b>Frequent Practice:</b> 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).	4	3	2	1 N/A
<b>Breadth of Practice:</b> All students are engaged in the practice required for mastery in ways that reveal their thinking (e.g. discussion, practice, justifying their thinking).	4	3	2	1 N/A
<b>Depth of Practice:</b> 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.	4	3	2	1 N/A

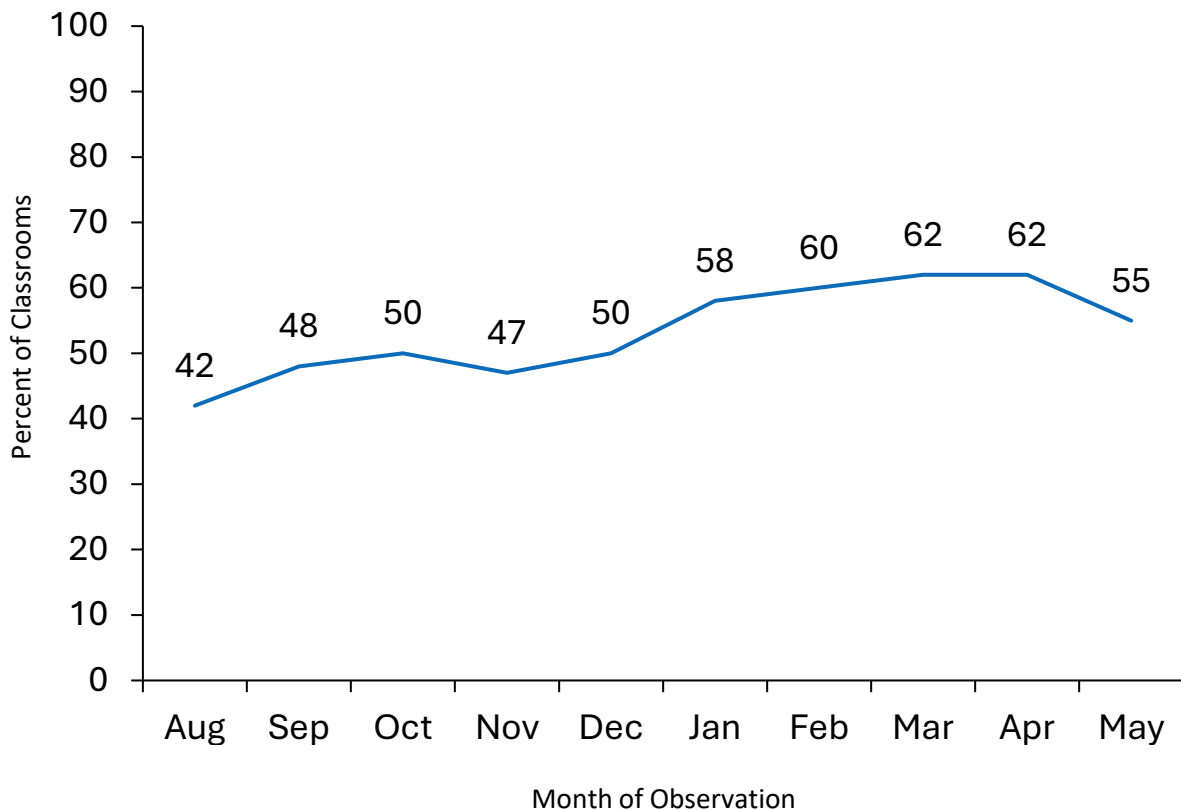
Everyone in the instructional leadership chain must be able to clearly identify effective instructional delivery



# Ensuring the system delivers quality instruction every day in every classroom requires tight systems management

Districts must track instructional delivery quality throughout the year, and take action based upon that observational data

**Instructional Delivery Quality At/Above Proficient**



## Instructional Delivery Quality Monthly Report

View: Campus Level

Period: October 2024

Campus Name	October Average	Change in Ave Since Last Month	Oct % Classes At/Above Proficient	Change in % At/Above Since Last Month
Smithe Elem	7.5	(0.5)	30%	-5%
Hoern Elem	9.0	0.0	45%	-5%
Barnaby Elem	8.5	0.5	35%	0%
Barnaby MS	9.5	1.5	55%	15%
Barnaby HS	10.0	1.5	65%	20%

Views allow districts to track performance:

- By feeder pattern
- By campus
- By grade level / subject
- By teacher

# Welcoming Superintendent Nicole Poenitzsch from Bellville ISD to share her team's story



Dr. Nicole Poenitzsch  
Superintendent  
Bellville ISD



# Gaps Identified in Existing Observation and Feedback Practices

- We used walkthroughs for central office to determine PL offerings- teachers were not getting the feedback
- The district did not have a defined PLC structure
- We did not have a system to monitor progress toward goals before receiving STAAR results
- Overall, we needed to know: Does everyone have the same perception of what good instruction looks like?

# Strategic Shifts to Move to a Culture of Performance Management



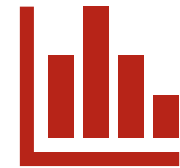
Oriented administrators and teachers to a common observation tool



Established Effective Collaborative Teams (ECT)



Developed a protocol for ECT Meetings



Created a district dashboard to monitor progress

# Identifying the most important levers for change

<b>LEAD MEASURES</b>	<b>TARGET</b>	<b>2025</b>	<b>1ST NINE WEEKS</b>	<b>2ND NINE WEEKS</b>	<b>3RD NINE WEEKS</b>	<b>4TH NINE WEEKS</b>	<b>2026 YEAR END</b>
Number of Learning Walks	TBD						
% Use of HQIM (Learning Walks)	97%						
% Two or More Effective Instructional Strategies at a Level of "Recognized or Higher"	85%	—					
% of Teachers at "Recognized" or Higher (GAP)	85%	—					
% Average Daily Attendance (PEIMS)	95%						

# A Shared Vision for Excellence

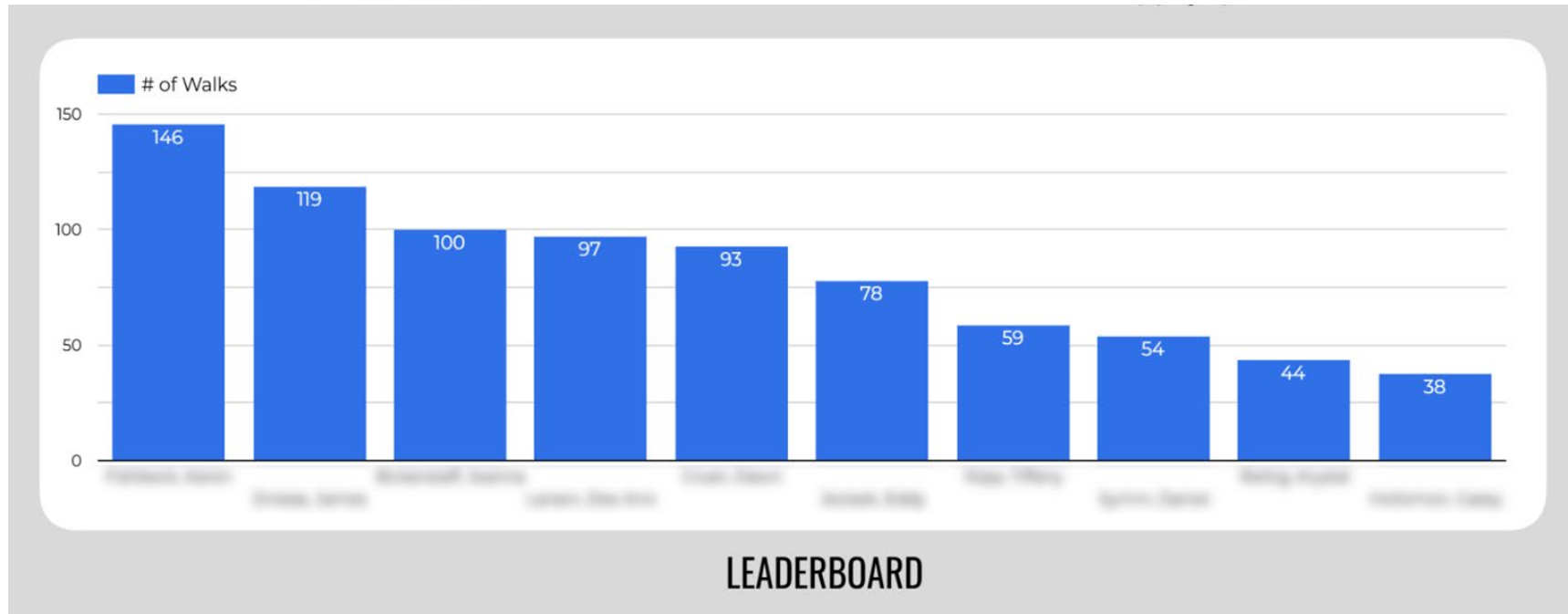
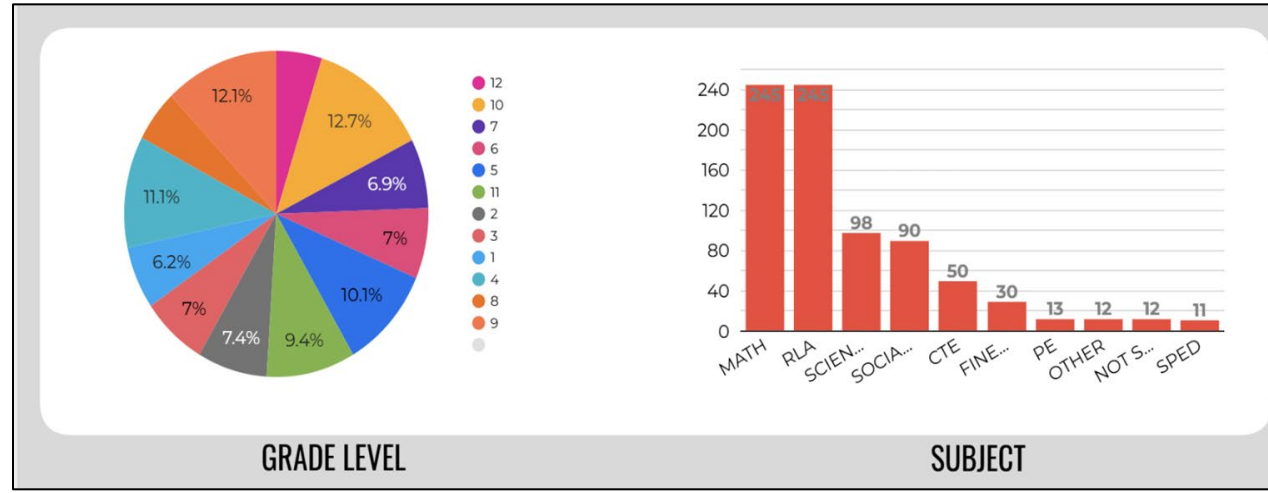
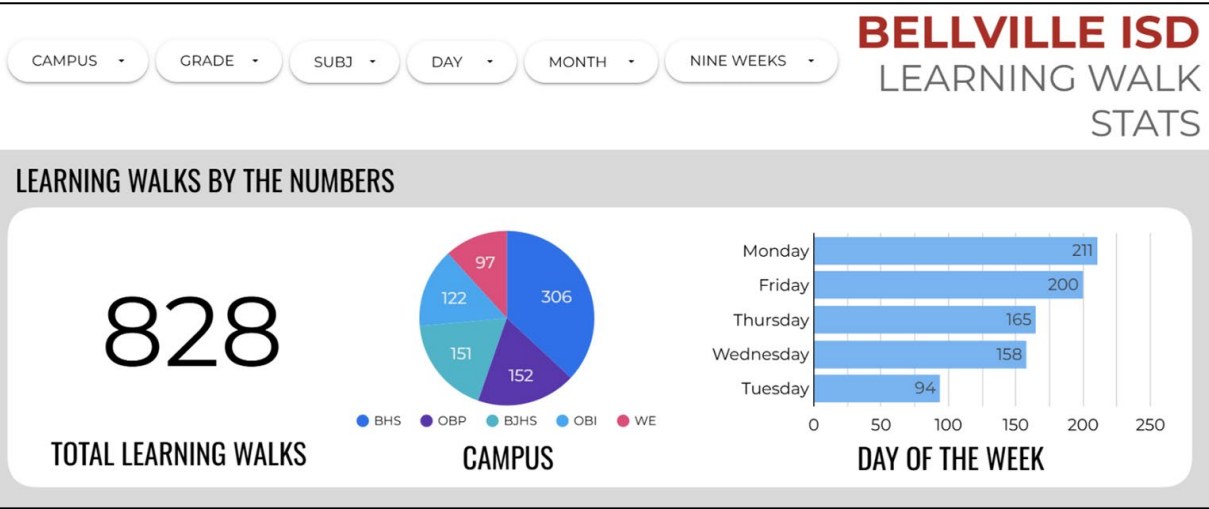
Excerpt from The Four Disciplines of Execution

Once you've decided what to do, your biggest challenge is getting people to execute it at the level of excellence you need.

**Performance  
Management**

In Bellville ISD, improving excellence in instructional delivery meant building a new performance management system (including changes to standard operating procedures and new information systems).

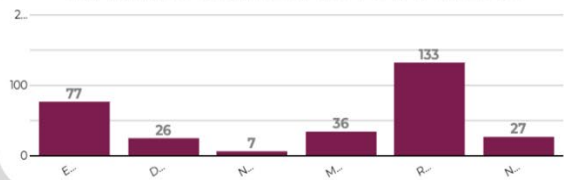
# Performance Management of Instruction – Step 1: Doing Learning Walks



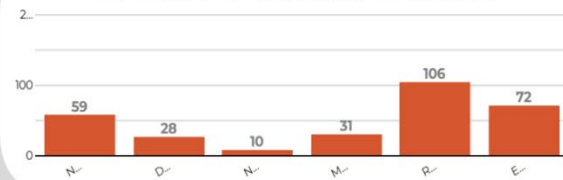
# Performance Management of Instruction – Step 2: Using Learning Walk Data to Support Coaching

## RECOGNIZES & APPLIES UNIQUE GIFTS & STRENGTHS

### LEARNING CONNECTED TO INTERESTS

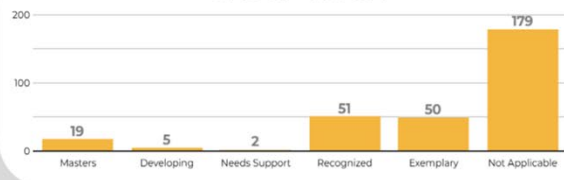


### STUDENT OWNERSHIP & CHOICE

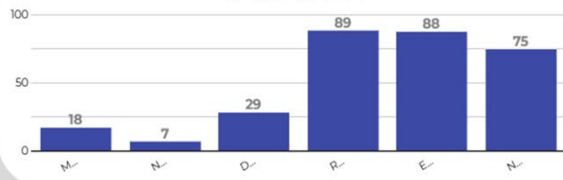


## VALUES LEARNING & PERSONAL GROWTH

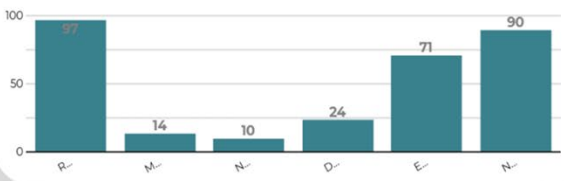
### GROUP WORK



### FEEDBACK



### SCAFFOLDING

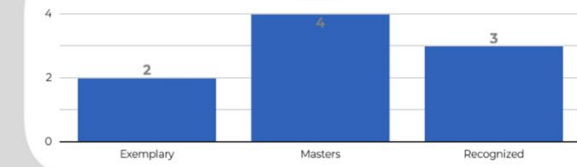


## THINKS CRITICALLY & CREATIVELY

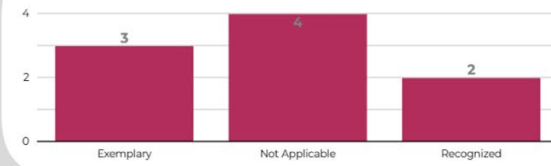
### CLEAR & COMPELLING STANDARDS



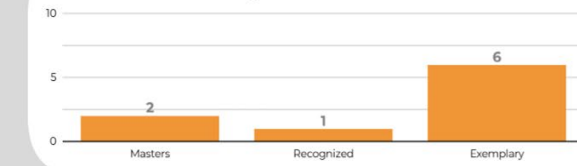
### HQIM



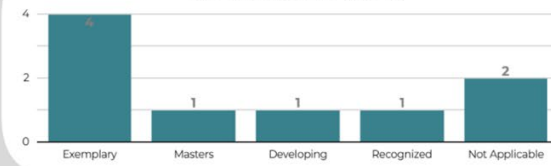
### WRITING TO LEARN



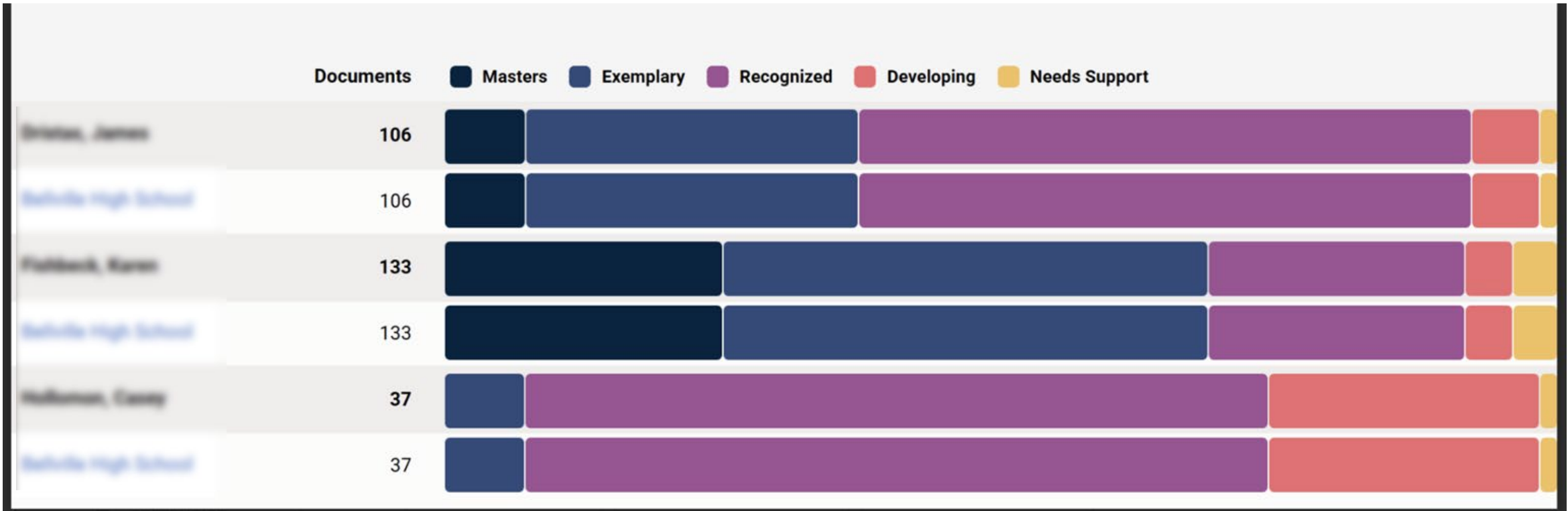
### QUESTIONING



### CLASSROOM TALK



# Performance Management of Instruction – Step 3: Calibration Across Administrators



# The Impact of Performance Management Systems on Student Learning

## 80% OF STUDENTS MEET OR EXCEED MAP GROWTH GOALS

	% MET RLA			% MET MATH			% MET RLA & MATH		
	2024	2025	2026	2024	2025	2026	2024	2025	2026
<b>BJHS</b>	35	37	52	62	59	62	49	48	57
<b>OBI</b>	44	44	62	51	56	71	47	50	67
<b>OBP</b>	48	56	68	44	54	70	46	55	69
<b>WE</b>	58	62	71	58	70	84	58	66	77
<b>BISD</b>	44	48	61	54	58	69	49	53	65

Major gains in first full year of implementation:

**+13**

**+11**

**+12**

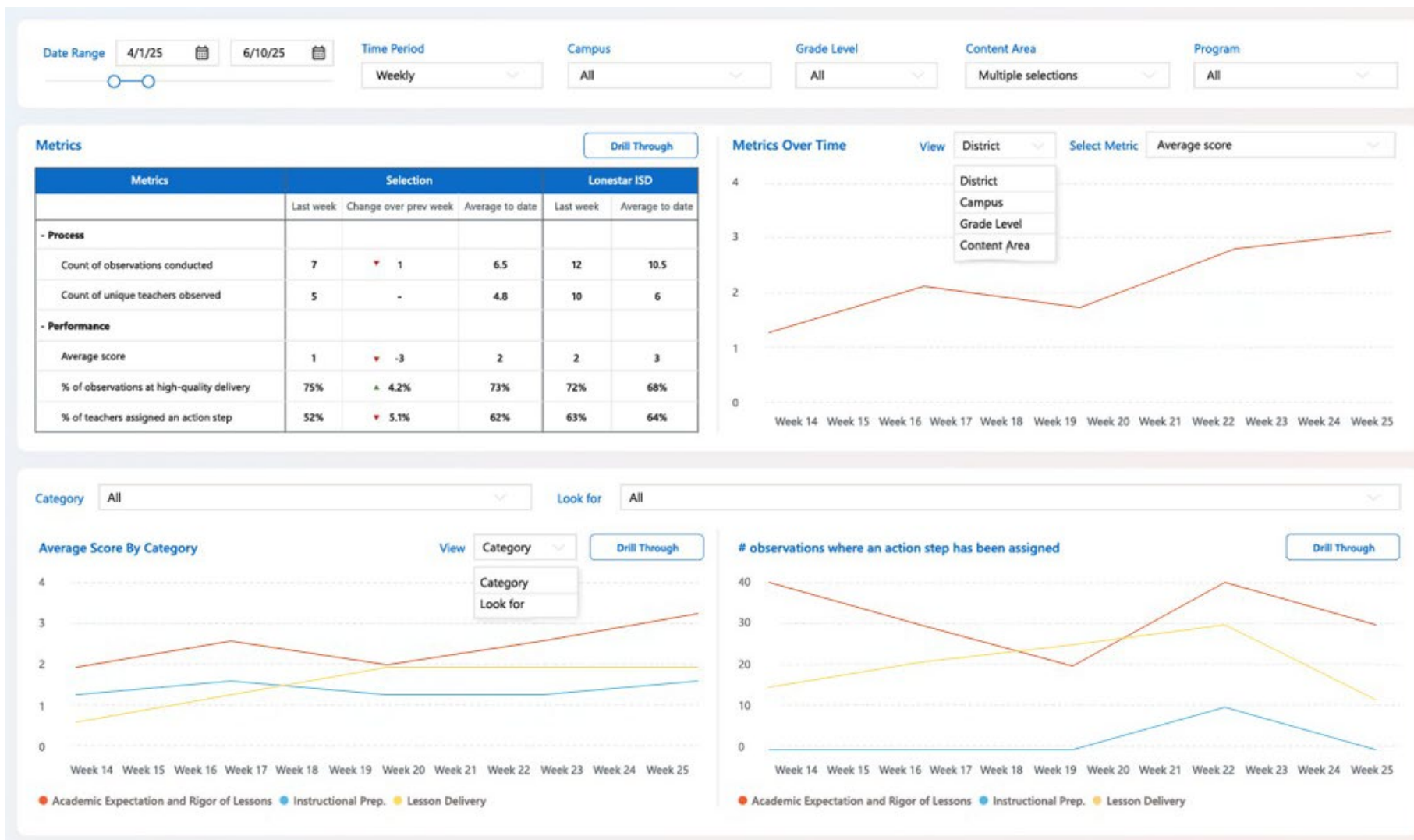
# Implementing Stronger Performance Management Systems to Support Instruction is Difficult

## Several key systems changes came together to support these learning improvements in Bellville:

1. Adopted HQIM
2. Adopted a common learning walk “look for” rubric
3. Extensive teacher & leader training on the HQIM & the learning walk rubric’s instructional practices in the summer
4. Changed master schedule to ensure sufficient teacher planning time (ECT’s) each week
5. Changed school calendar & PD content focus to ensure sufficient PD on HQIM & the learning walk rubric’s instructional practices during the year
6. Changed job descriptions / expectations for every instructional leader to ensure sufficient learning walks were conducted
7. Implemented joint learning walk procedures to strengthen calibration, from the level of superintendent all the way to assistant principals & learning coaches
8. Developed and implemented a learning walk rubric data collection digital tool
9. Developed custom data rollup dashboard to organize learning walk results into a usable format
10. Adopted standard weekly leadership meeting to adjust coaching focus based on dashboard reports

TEA has been working to provide optional supports for school systems to make these changes easier

# Simplifying Instructional Leadership for Districts: The Instructional Insights Application





A new, free tool to help districts more easily track instructional quality districtwide, including:

- single-point in time summary of strengths & weaknesses
- weekly changes in performance
- identification by personnel responsible for performance changes

# Simplifying Instructional Leadership for Districts: The Instructional Insights Application

The application allows school systems to identify performance changes by personnel through each layer of their school system, supporting weekly leadership meetings to adjust coaching focus areas

Date Range: 4/1/25  6/10/25 
 Time Period: 
 Campus: 
 Grade Level: 
 Content Area: 
 Program:

## Metrics

Campus

Grade Level

Content Area

Campus Name	% of observations at high-quality delivery		
	Last month	Change over prev month	Average to date
- <b>Campus 1</b>	52%	▼ -5%	61%
Kinder	78%	▲ +4%	68%
1 <sup>st</sup> Grade	22%	▼ -11%	31%
2 <sup>nd</sup> Grade	55%	▲ +10%	52%
3 <sup>rd</sup> Grade	41%	▼ -4%	44%
+ <b>Campus 2</b>	65%	-	63%
+ <b>Campus 3</b>	71%	▲ +1%	68%
+ <b>Campus 4</b>	88%	▲ + 7%	85%

## Essential Questions

- How well do we know whether instruction is being delivered at a high quality, each day, in each classroom?
- How effectively do we support teacher continuous improvement?

## Structured Supports from the State



Leadership and Instructional  
Foundations for Texas



**TEXAS  
STRATEGIC  
LEADERSHIP**