

## Executive Summary

Based upon feedback from West Texas A&M University's (WTAMU) TPI-US Report (Fall 2019), the Educator Preparation Program (EPP) focused transformative measures upon field supervisor written feedback to Clinical Teachers and Interns during observations. The EPP decided in the 2020-2021 academic year to shift to a coaching model of feedback for candidates to best support them to be "Day 1 Ready" to independently teach upon issuance of their standard certification. With the support of Raise Your Hand Texas (RYHT) and Branch Alliance for Educator Diversity initiatives, WTAMU's EPP employed the Texas Instructional Leadership (TIL) coaching model to train field supervisors to provide actionable steps for immediate improvement in candidates' teaching.

In the 2020-2021 academic year, WTAMU formed a collaborative committee to focus on candidate field experiences with Local Education Agency (LEA) district partner schools. This committee worked on multiple initiatives and included various constituents to provide multiple voices for consideration. One major accomplishment of this group was to transform field supervisor training so that the EPP would be able to transition to a coaching model to provide candidate written feedback on formal observations. Two members of this committee are employees of the Region 16 education service center (ESC) and had extensive training and expertise of the TIL model. They proposed that WTAMU's EPP adopt the TIL model and provide professional development and calibration to the field supervisors to not only improve written feedback to candidates but also to improve the coaching of candidates for immediate improvement of their teaching in the classroom.

While TIL initially focused on improvement of feedback and coaching within the EPP, the model supported candidates and LEAs simultaneously. Candidates were provided "bite-sized" actionable steps to immediately implement research-based teaching strategies and classroom management techniques that could be mastered within one week, which allowed candidates to show immediate improvement in the classroom. This also impacted EC-12 student learning and growth as students in the classrooms were not waiting extended periods of time for the candidate teaching the class to be able to teach effectively. LEAs were impacted as several of WTAMU's immediate partners for placement were also in various stages of TIL implementation. This is a significant point of impact as WTAMU graduates will enter school districts as first year teachers speaking the same language and understanding the same coaching concepts from the university to the LEA. The ultimate objective of this initiative was to produce a more effective teacher on Day 1 to impact EC-12 student growth immediately, and this began with improving feedback and coaching from the university field supervisor to the candidate while working with partnering LEAs engaged in the same TIL coaching model. Finally, WTAMU then scaffolded the TIL framework throughout the arc of the curriculum in EPP training coursework so that candidates understand the teaching strategies, all Teacher Educators are using the same vocabulary to teach, and candidates are experiencing cohesion from coursework to field-based experiences to their first teaching positions in district partner schools.

## Section I: Innovative Area and Implementation

### A. Area of Innovation and Programmatic Values/Goals:

The area of innovation was the implementation of the TIL coaching model to provide written feedback to candidates and coaching of actionable steps during candidate observations. The goal of this innovative initiative was to improve the quality of written feedback to pre-service teacher candidates and implement a coaching model so that candidates were able to understand not only what to improve but also be provided with specific action steps of how to immediately improve and illustrate mastery of the action step within one week. This in turn led to the goal of impacting EC-12 student growth immediately. West Texas A&M University's (WTAMU) ultimate programmatic goal is to certify educators who are "Day 1 Ready" to effectively and independently teach and make a significant impact on EC-12 student learning and growth. To achieve this programmatic goal, WTAMU's EPP focused on ways to provide high-quality written feedback and to implement a coaching model of field supervision to accelerate candidate growth and ensure significant and lasting change.

### B. Implementation of Innovative Practices:

To implement the TIL coaching model, the Field-Experience collaborative committee met multiple times to focus on how to transform candidate feedback from the perspective of a cheerleader to that of a coach. While WTAMU field supervisors have traditionally done exceptional jobs providing feedback and supporting candidate growth, the TPI-US inspection report led the EPP to understand that more could be done to help candidates grow as educators more quickly. The EPP realized that in some cases the feedback was either not written down but provided orally during the post-coaching conference, or so much feedback was given that the candidate was overwhelmed and did not understand how to implement the feedback into their teaching.

Working with Region 16 ESC partners to understand the TIL model, the EPP quickly realized this model was the direction to best support candidate growth and to make the most significant impact on EC-12 student learning. The EPP began by contacting Mr. Rene Cano and Ms. Brenda Foster from Region 16 ESC to modify the TIL professional development to fit the coaching needs of a field supervisor coaching a Clinical Teacher or Intern. The same core values were included, but the logistics of a university field-supervisor observing and coaching candidates from the EPP were different than those of an educational leader providing coaching to a classroom teacher in the LEA.

Through a collaborative effort, the Director of Teacher Preparation and the Department Head identified all field supervisors to be included in the first cohort of this training as well as key faculty who worked with curriculum, and graduate faculty who are field supervisors for non-teacher class certificates to engage in the TIL training. This group engaged in thirteen days of professional development and calibrations concerning the TIL coaching model. Professional development days included direct teaching of the teaching strategies, modeling, rehearsal, and implementation. As Ms. Foster has stated, "You cannot do what you have not practiced," so it

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was important for WTAMU’s faculty and field supervisors to practice these steps, strategies, and modeling, so they would be able to illustrate these for candidates. Additionally, several of the training dates were used to go into partnering LEA schools to practice walk-through observations and meet with peers to calibrate on what would be the highest leverage action on which to coach each candidate. Finally, the group would meet together and practice writing full coaching plans based on the TIL model and receive guidance and feedback from the Region 16 experts to hone these skills.

Faculty then used their learning from this training to redesign courses and curriculum in the Summer of 2021. Teaching strategies, TIL language, and classroom management techniques were embedded throughout strategic training courses so that candidates would begin receiving this training before they reached Clinical Teaching to have a full understanding of the strategies and techniques.

The Educational Leadership department also engaged in this TIL training so that aspiring principals would understand the coaching model, and as they take administrative positions, school leaders will use the TIL coaching model to coach classroom teachers. This is a cyclical model that embeds training from coursework to field experience and beyond. LEA partners receive both principals as instructional leaders and classroom teachers who understand the teaching strategies and how the coaching model works for immediate improvement and growth within the classroom to impact EC-12 students.

## Section II: Success and Scale of Innovation

### **A. Description of the progress monitoring and continuous improvement practices used to implement the area of innovation**

Progress monitoring was strongly considered from the inception of implementation, and this is part of the design of the TIL professional development model. The Region 16 trainers ensured progress monitoring by having the participants practice the concepts by modeling to their peers in the professional development and trainings. Additionally, multiple days of calibration were built into the TIL training model to monitor progress and ensure continuous improvement. Three LEA district partners (Amarillo ISD, Canyon ISD, and Hereford ISD) allowed TIL Cohort 1 to practice walk-through observations in their classrooms. The participants then had time to calibrate highest leverage action steps and receive coaching on their coaching plans from the trainers.

Additionally, the TIL trainers assisted the EPP in the creation of an evaluative tool to rate the quality of written feedback. Feedback was then pulled from candidate files pre, during, and post TIL implementation and ratings were compiled to illustrate growth in the quality of written feedback. Finally, plans are being initiated to continuously improve by creating a second cohort to engage in this training to ensure all faculty have embedded the principles from TIL into the coursework. The second phase of training and coaching for Cohort 1 will be implemented to continue progress monitoring and improvement of coaching techniques.

### **B. Description of the success of the innovative practice implementation in 2020-2021**

As the data in Section III indicates, the implementation of the TIL Coaching Model was highly effective. Initially, field supervisors believed they were providing high-quality feedback to candidates; however, they were unsure why candidates were not showing immediate and lasting growth within the classroom. After, implementation of the TIL training, field supervisors realized that they had provided a great deal of feedback; however, they were acting in the role of a “cheerleader” instead of a “coach.” This shift in mindset allowed field supervisors to effectively coach candidates and not only provide “the what” on improvement strategies but also “the how” in specific, “bite-sized” actionable steps. Candidates no longer invited field supervisors to visit their strongest classes but began asking their field supervisors to come observe their most challenging content areas and classes of students as they realized the coaching they were receiving was making significant impacts on their teaching and their students. No longer were they attempting to highlight their strengths, but candidates were seeking coaching on areas they knew needed to improve. This created a more trusting and positive relationship between the field supervisor and the candidate and allowed for candidate growth that impacted EC-12 student growth very quickly. The EPP did not have to wait until the end of the semester to see growth in a candidate but became evident after the first coaching session. Additionally, LEA district partners have indicated the positive impact this initiative has created due to the training on these concepts from coursework through field-based experience. This training then transfers into the classroom as the candidates accept first teaching positions as “Day 1 Ready” educators who are able to effectively and independently teach.

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**C. Description of plans to adjust and sustainably scale positive impact long term**

WTAMU plans to ensure sustainability of this innovative practice in several significant ways. After engaging in the training, the first cohort of trained supervisors and faculty found that a second phase of training will be necessary. Much like the TIL trainers observe district administrators as they coach and receive feedback and coaching from their trainers, Cohort 1 will need this ongoing support, coaching, and calibration. WTAMU's EPP has requested that Mr. Rene Cano and Ms. Brenda Foster from ESC Region 16 continue coaching and supporting members of Cohort 1. To implement Phase 2, Sunray ISD has offered WTAMU's Cohort 1 to visit their Teacher Academy Candidates and conduct observations. WTAMU field supervisors from Cohort 1 will spend time writing full coaching plans and deliver these to Sunray ISD Teacher Academy Candidates. During this time, the trainers from Region 16 will observe the coaching plans and delivery of the coaching. After candidates have received their coaching plans and action steps, the trainers will then coach the field supervisors on their coaching methods and provide action steps to implement in their coaching. This will ensure fidelity of implementation. Phase 2 will continue in this manner in other district partner classrooms throughout the 2022-2023 academic year. Additionally, Cohort 1 will engage in continued calibration at least twice each semester.

WTAMU has begun initiating plans to create a Cohort 2 comprised of all other Teacher Educators in the Department of Education for the 2021-2022 and 2022-2023 academic year. This second cohort will engage in the same professional development, implementation of support, and one-on-one coaching as Cohort 1 engaged in the previous academic year. This is to ensure that the TIL teaching strategies, classroom management techniques, and common language are scaffolded throughout the arc of the program at West Texas A&M and embedded into the curriculum. This will ensure the continuous improvement initiatives within the EPP and the sustainability of this innovative method as the framework and language of TIL will be incorporated throughout all aspects of a candidate's training.

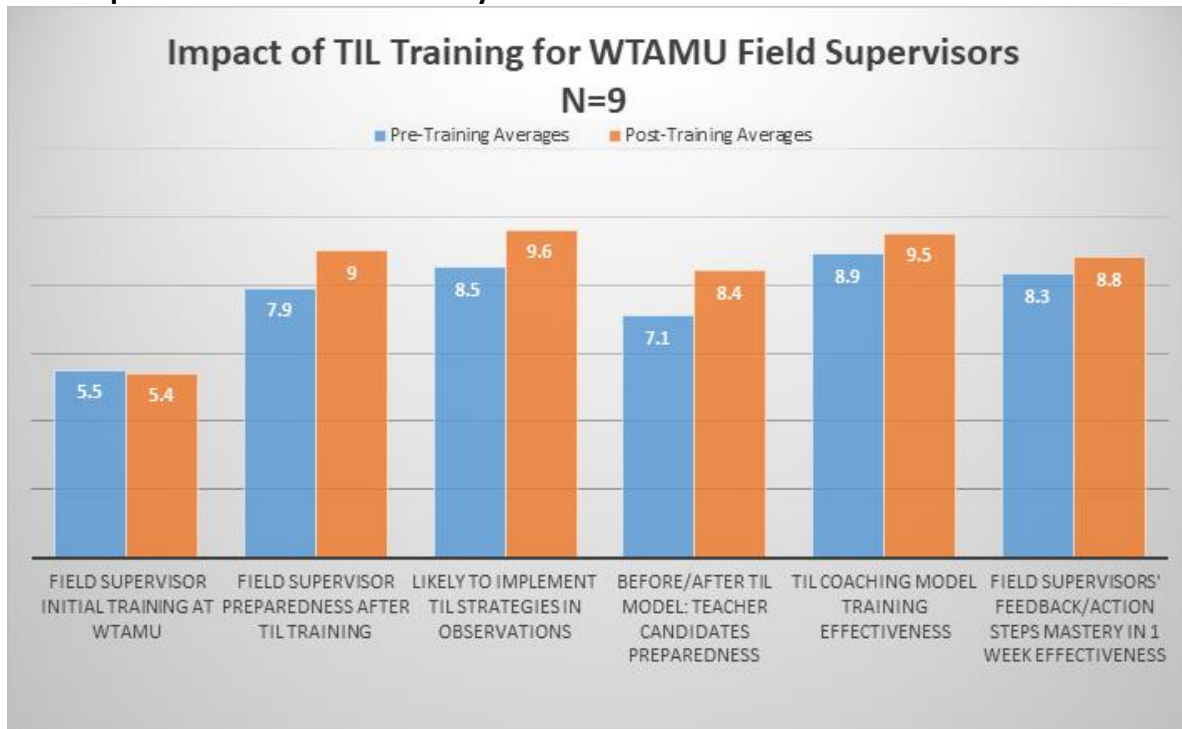
**Section III: Evidence of Impact and Research Foundation**

**A. Data-based Outcomes:**

- Improvement of the quality of written feedback provided from field supervisors to candidates
- Accelerated growth in candidate’s ability to teach effectively and independently
- Understanding of the coaching model and how to implement the model for continuous improvement

**Quantitative Data:**

**Field Supervisor Pre and Post Survey Data—**



The most significant impact shown in the pre and post surveys of field supervisors was growth in candidates’ preparedness to teach and field supervisor preparedness to coach. Field supervisors also noted a significant growth in ability and willingness to implement these research-based, best-practice strategies. Additionally, the data illustrated to field supervisors that they had an inflated sense of ability prior to the training, and the TIL training assisted them in understanding their espoused readiness to coach and prepare pre-service teachers.

**Analysis of Written Feedback—**

Two experts in the field of TIL training assisted WTAMU researchers in the creation of an evaluative tool to rate the quality of written feedback. This rubric was based on quality indicators from TIL training as well as research from Relay Graduate School of Education Level II Assessment Rubric: See It, Name It, Do It Feedback. One hundred artifacts were included in the sample of field supervisor observations and written feedback. All field supervisors who

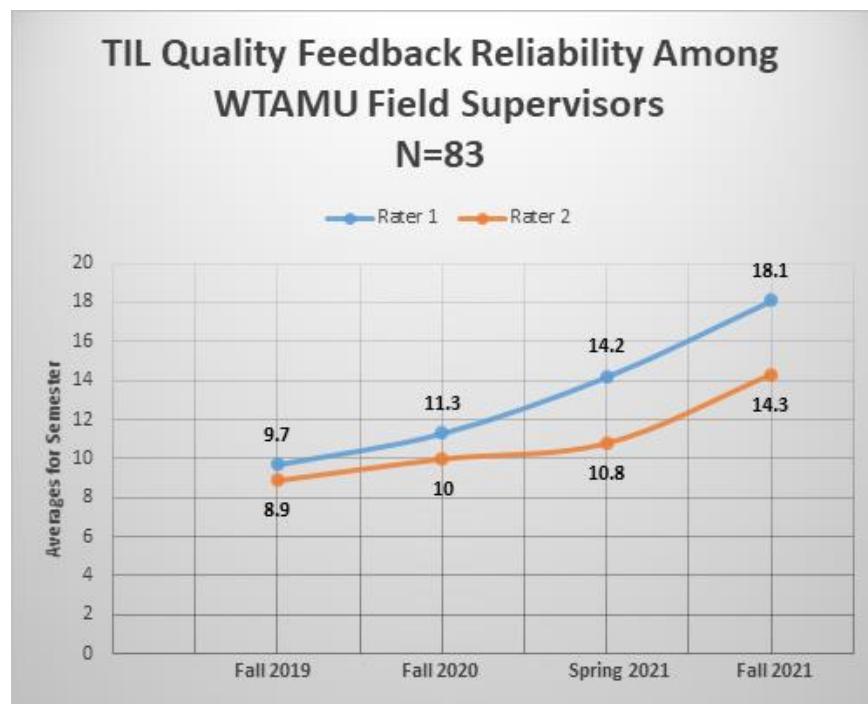
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conducted observations in the chosen semesters were included to produce a robust and random sample of feedback provided to candidates. Samples were included from Fall 2019 semester, Fall 2020 semester, Spring 2021 semester, and Fall 2021 semester. Fall 2019 and Fall 2020 were pre-TIL implementation. Spring 2020 was excluded due to unusual circumstances during that semester with the COVID-19 pandemic and global lockdowns. The researchers did not find that a sample from that semester would be reliable data; therefore, it was excluded. Spring 2021 was the beginning implementation of TIL training, and the participants completed TIL training in Fall 2021.

To establish inter-rater reliability, both reviewers independently rated each artifact of written feedback and scored the feedback using the WTAMU Field Supervisor Written Feedback Rubric. Samples were scored on an evaluation sheet for each of the criterion, and an overall score was given per artifact. The researchers were able to establish 82% accuracy between the ratings. As established in the methodology (McHugh, 2012), 80% or greater would indicate reliability among the raters. While there were variances in the scores on each artifact, the raters consistently scored 82% of the artifacts within +/- 0-4 points according to the WTAMU Field Supervisor Written Feedback Rubric. This level of consistency indicated that the tool was reliable for evaluating the quality and impact of field supervisor written feedback to pre-service teacher candidates.

- A copy of the evaluative rubric may be found on pages 12-13 of this document.

#### TIL Quality of Feedback: Fall 2019—Fall 2021:



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Fall 2019 and Fall 2020 review of data do not show significant growth as these semesters were pre-TIL implementation. Spring 2021 indicates some growth in quality of feedback; however, these supervisions took place in the very early stages of TIL professional development. Fall 2021 does indicate growth; however, it is important to note that the participants were still engaged in TIL training, professional development, and calibrations, so the field supervisors were still learning during this semester as well. The EPP will continue to evaluate written feedback each semester and expects to see continued growth. Additionally, the EPP realized that the observation tool used for candidate feedback needed to be revised to incorporate learning from the TIL training and to prompt field supervisors to include specific action steps with “the what” and “the how” on the feedback to candidates. This observation tool was revised in the Fall 2021 semester and will be implemented in Spring 2022 based upon this data.

**Qualitative Data:**

**Field Supervisors:**

While field supervisors believed that they were providing quality coaching and instruction to help prepare candidates to be ready to independently teach, they soon realized that the TIL model greatly improved their ability to provide specific written feedback to candidates for immediate implementation and improvement. At some point in the professional development, each of the participants noted, “I wish I would have known this when I was teaching in the classroom because I could have been an even stronger teacher for my students.” Additionally, in a focus group of field supervisors after the final TIL training, one field supervisor stated, “I thought I was doing a great job before, and I think I did a good job and candidates improved, but I didn’t know what I didn’t know. Now that I have been through this training, I realize how much more impactful I can be to the candidates I observe as their coach. I did not realize I had become their cheerleader, and I was not giving them what they needed to make significant and rapid growth.” Several other field supervisors agreed with this statement and echoed similar sentiments. All participants indicated that this was one of the most impactful professional developments/trainings they had attended in their careers.

**Candidates:**

Candidates no longer attempted to put on a show for their field supervisors. This was most telling when multiple candidates began asking field supervisors to observe their most challenging content areas and/or courses. They were no longer attempting to make perfect scores on their observation, but they noticed the impact of the coaching model and requested support in the areas they needed. The importance of this shift should not be minimized as this is one of the most impactful areas of growth experienced by both candidates and field supervisors as they were able to care less about the scoring in each domain but focused on true growth and improvement in areas of need.

One candidate stated, “I have really enjoyed using the new coaching model that WT has implemented into their clinical teaching program. I have been fortunate to be able to be taught under this new method and have found it to be very helpful. I have really liked the specificity of the coaching model because instead of giving broad criticism, our field supervisors are able to



give specific goals to work on and then leave us the steps to use to be successful in achieving these goals. This model helps to clarify exactly what you need to work on and gives you small attainable steps to do it.”

**Researchers:**

In observation of the participants during the implementation of the TIL Coaching Model, the researchers noted a possible effect of Overconfidence Bias (Logg, Haran, & Moore, 2018) in their first ratings of their proficiency to provide effective feedback. However, in the observations of the participants the researchers noted in their research notebooks that field supervisors provided a great deal of instruction verbally, but the written comments on the required observation tool did not match the verbal instruction. This was also evidenced in the TPI-US report provided to West Texas A&M University’s EPP by initiatives with Raise Your Hand Texas. Based on the feedback in this report, WTAMU’s EPP found it necessary to change the quality of written feedback. Additionally, while field supervisors recorded many comments on practices candidates needed to improve upon, they did not address how the candidates could make these changes, how the candidates should provide evidence of these changes, nor did they model what this might look like to the candidates. During implementation of the TIL Coaching Model, researchers noted vast improvement in the written feedback as evidenced in the quantitative data; however, specific actions steps were being recorded for candidates with steps on how to implement these changes. Field supervisors modeled for candidates how these strategies would look; however, they were reluctant to make the candidates practice before going back into the classroom. This reluctance indicated more professional development and training was needed on that aspect of the model.

**Long Term Impact:**

While the implementation of the TIL Coaching Model is in the initial stages, the long-term impact of this implementation is illustrated in the data presented and in the powerful narratives provided by the multiple and various stakeholders who wrote letters of recommendation on behalf of WTAMU’s EPP. As Dr. Flusche from Canyon ISD stated, this initiative is impactful because the university EPP is preparing candidates throughout the arc of the program from coursework to field experience and into their classrooms as Clinical and First Year teachers. These candidates and finishers understand the culture of coaching and the common language being used. This will allow full and seamless integration from EPP to LEA that will impact EC-12 student learning and growth. Along with the use of departmental funding, WTAMU’s EPP has a strategic plan (see Section II C) to continue the TIL implementation to ensure that all faculty teaching in the EPP receive TIL training and that continuous calibration and coaching are built into the program with the continued partnership and support of Region 16 ESC. This will ensure the longevity and sustainability of this innovative initiative.

**B. Letters of support from candidates, LEAs, and other EPP partners**

\*Please see attached letters at the end of the document as appendices. Letters are listed here by author and role.

- Canyon ISD—Dr. Darryl Flusche, Superintendent

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- Hereford ISD—Dr. Sheri Blankenship, Superintendent
- Region 16—Mr. Rene Cano and Mrs. Brenda Foster, TIL Trainers and Region 16 ESC Representatives
- Jill Ludington, WTAMU Field Supervisor
- Kamryn Artale—WTAMU Clinical Teacher Fall 2021
- Samantha Silvestre—WTAMU Clinical Teacher Fall 2021

### **C. Research Summary:**

Texas Instructional Leadership is based on the training models of Relay Graduate School of Education (<https://relay.edu/>), Teaching Trust (<https://www.teachingtrust.org/>), New Leaders (<https://newleaders.org/>) and Uncommon Schools (<https://uncommonschoools.org/>). The research is based on Paul Bambrick Santoyo’s work in *Get Better Faster* (2016), *Leverage Leadership 2.0* (2012), *Driven by Data 2.0* (2010), and *Principal Manager’s Guide to Leverage Leadership 2.0* (2018). In a ranking of all 8,700 public schools across Texas in “Meets Grade Level” performance on standardized STAAR assessments, nearly 43% of schools led by Teaching Trust leaders appear in the top decile for student growth over time. In fall of 2018, Teaching Trust expanded its partnership with TEA to build capacity of Education Service Centers across the state.

The TIL model is built upon data-driven instruction that is a “highly effective, research-based training that guides teachers and administrators to spend less time teaching their students what they already know and more time on what their students need” (Texas Instructional Leadership, 2021). The TIL Model encompasses three components: face-to-face professional development, implementation support, and one-on-one coaching.

A review of the literature tells the story of “why traditional professional development fails, what prompted the development of the model of instructional coaching, various forms of coaching, and the research conducted on instructional coaching” (Knight, 2007, p. 1). Knight (2007) explained the failure of traditional professional development in this way: “With their magnifying glasses focused on instructional practices, many school leaders are discovering that traditional training methods simply do not get the job done” and [t]he unprecedented interest in instructional improvement has heightened decision makers’ interest in effective professional development practices” (p. 1). According to Bryan K. Butler (in Wink, 2017), supporting teachers’ professional learning and development must be “varied, intentional, inclusive, collaborative, and nonthreatening” (p. xiii). Wink also posed interesting questions about the quality of teachers to consider: “1. Why are we here and what is our mission? 2. What role do teachers play in achieving that mission? 3. How do we make *all* teachers successful?” (Wink, 2017, p. xiv).

The literature touting traditional models of professional development for teachers posited that only the “super-levers” of successful schools included “data-driven instruction and student culture” with “observation and feedback” as arguably the most effective levers to improved instruction (Bambrick-Santoyo, 2012, p. 59). In *Get Better Faster*, Bambrick-Santoyo focused on

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first-year teacher development because “a first-year teacher is a professional in action, doing the urgent work of teaching” (p. 8). Although it may be the first year for the teacher to teach, it is important to remember “it’s the students’ *only* year to learn the content” (2016, p. 8).

“Giving quality guidance to new teachers is critical to the development not only of the students but also of the new teachers themselves. . . . In fact, coaching may be one of the most important factors that determines both how successful a teacher’s career is and whether the teacher chooses to continue along that career path at all” (Bambrick-Santoyo, 2016, p. 9).

Highlighted by the recent 2020 Covid-19 pandemic, the need for public schools to improve both the efficacy of educators and instruction in the classroom has never been greater today than at any other time in the history of American education. With both synchronous and asynchronous instruction as an ever-evolving mode of instructional delivery during this challenging time, administrators, teachers, parents, and students alike have all felt the ensuing pressure of this need. If we truly believe that teaching and learning are the most important aspects of education, then Educator Preparation Programs (EPPs) must carefully study the best instructional practices that train pre-service teachers to become the most effective educators possible that are Day One Ready to teach and to inspire students to learn. There truly is no greater need in our schools today.

### References

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WTAMU Field Supervisor Written Feedback Rubric

	<b>Exemplary Score Point 4</b>	<b>Targeted Score Point 3</b>	<b>Acceptable Score Point 2</b>	<b>Needs Improvement Score Point 1</b>
<b>High Leverage</b>	Substantial and detailed evidence that the feedback is the highest leverage because it corrects multiple issues, is a clear prerequisite to being able to correct other issues, or is focused on critical content feedback.	Detailed evidence that the feedback is the highest leverage because it corrects multiple issues, is a clear prerequisite to being able to correct other issues, or is focused on critical content feedback.	Limited evidence that the feedback is highest leverage because it corrects multiple issues, is a clear prerequisite to being able to correct other issues, or is focused on critical content feedback.	No evidence that the feedback is high leverage.
<b>Actionable</b>	Feedback has a clear and concise action step that includes the “WHAT”, a high leverage technique along with the “HOW”, an observable sequence of steps necessary to implement the technique. The “HOW” directly aligns to what the field supervisor will model and the teacher will practice.	Feedback has a clear action step that includes the “WHAT”, a high lever technique along with the “HOW”, an observable sequence of steps necessary to implement the technique. The “HOW” aligns to what the field supervisor will model and teacher will practice.	Feedback has an action step that includes the “WHAT” and a “HOW”. However, feedback may not be high leverage or written in clear and sequential steps.	Feedback has only a “WHAT” with no clear actions provided or no feedback is evident.
<b>Bite Sized</b>	3+ action steps with a “WHAT” and “HOW” are provided that are	2 action steps with a “WHAT” and “HOW” are provided that are	1 action steps with a “WHAT” and “HOW” are provided that are	There is no action step provided.

	<b>Exemplary Score Point 4</b>	<b>Targeted Score Point 3</b>	<b>Acceptable Score Point 2</b>	<b>Needs Improvement Score Point 1</b>
	accomplishable in the span of 6 weeks and can be assessed by reviewing plans or via a 10-15 min observation.	accomplishable in the span of 6 weeks and can be assessed by reviewing plans or via a 10-15 min observation.	accomplishable in the span of 6 weeks and can be assessed by reviewing plans or via a 10-15 min observation.	
<b>Connected</b>	Feedback explicitly connects to prior learning and/or action steps previously addressed. The field supervisor notates “See the Success” and makes multiple connections to specific research-based strategies scaffolding to new action steps from this success.	Feedback connects to prior learning and/or action steps previously addressed. The field supervisor notates “See the Success” and makes connections from specific research-based strategies scaffolding to new action steps from this success.	Feedback connects to prior learning in a limited manner and/or action steps previously addressed. The field supervisor notates “See the Success” and makes limited connections from strategies but does not scaffold to new action steps.	Feedback does not connect to prior or action steps previously addressed. The field supervisor does not notate “See the Success” and does not make connections from strategies to new action steps.
<b>Aligned to T-TESS</b>	Feedback or Action Step aligned to multiple dimensions under the Planning, Instruction or Learning Environment Domain of the T-TESS Rubric.	Feedback or Action Step aligned to a specific dimension under the Planning, Instruction or Learning Environment Domain of the T-TESS Rubric.	Feedback or Action Step is vaguely aligned to the Planning, Instruction or Learning Environment Domain of the T-TESS Rubric.	Feedback or action step is not aligned to T-TESS.
<b>Evidenced-Based</b>	Feedback includes:  Multiple citations of specific evidence	Feedback includes:	Feedback includes:	No feedback of research-based strategies/

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	<b>Exemplary Score Point 4</b>	<b>Targeted Score Point 3</b>	<b>Acceptable Score Point 2</b>	<b>Needs Improvement Score Point 1</b>
	<p>including time stamps and/or examples of student interactions;</p> <p>Specific references to learning outcomes; and</p> <p>Research-based strategies/techniques to be employed by the candidate for continuous improvement.</p>	<p>Citations of specific evidence from the observation;</p> <p>References to learning outcomes;</p> <p>Research-based strategies/techniques to be employed by the candidate for continuous improvement.</p>	<p>Limited citations of general evidence from the observation;</p> <p>Limited references to learning outcomes; and</p> <p>Limited teaching strategies/techniques to be employed by the candidate.</p>	<p>techniques for candidate improvement are included.</p>
<b>Inclusive</b>	<p>Feedback includes specific and targeted detail supporting all types of learners explicitly including the demographics and learning needs of the students in the classroom. Feedback is free from bias and includes research-based strategies to promote differentiation in future lessons.</p>	<p>Feedback includes strategies supporting all types of learners. Feedback is free from bias and includes research-based strategies to promote differentiation in future lessons.</p>	<p>Feedback includes generalities about supporting various types of learners. Feedback is free from bias and includes general strategies to promote differentiation in future lessons.</p>	<p>Feedback does not address strategies to support various types of learners in the classroom and may include statements of bias; no strategies to support differentiation in future lessons are included.</p>

This rubric was created using the Relay Graduate School of Education Level II Assessment Rubric: See It, Name It, Do It Feedback.

Highly Effective Feedback: (22-28)

Effective Feedback: (15-21)

Acceptable Feedback: (8-14)

Unacceptable Feedback: (0-7)



## Canyon Independent School District

**Darryl Flusche**  
Superintendent

November 19, 2021

To Whom It May Concern:

This letter is a reference for the WTAMU Department of Education. As superintendent of the Canyon Independent School District for the past six years, our district has partnered with the Department of Education in their efforts to prepare future educators.

The WTAMU Dept of Education has implemented the Texas Instructional Leadership Coaching Model this school year. This is the most impactful program I have seen for growing future teachers. In addition, the TIL is implemented in Canyon ISD as well as the Region 16 Education Service Center. The result is a continuous alignment of language, coaching and strategy infused in pre-service teachers, existing teachers, campus administrators, district administrators and Region 16 leader development. It is effective and uniform in raising the level of individual teacher instruction.

The common language – common practice offers precision in the instructional practices that are expectations in the school districts. Teacher candidates are better prepared than in prior years. The consistency of coaching in the WTAMU preparation program will raise student achievement levels in the classroom. This aligned power of coaching pre-service teachers, employed teachers, and teacher leaders will result in more effective instruction.

Our service area, which pulls from WTAMU Education graduates, will have a higher cadre of first year teachers. With the expectations that their competencies will be higher, it is likely their self-satisfaction and confidence.

I appreciate WTAMU Dept of Education for their pioneering efforts to implement TIL in their program. Some may see this as varying from conventional practices in higher education. However, WTAMU is developing educators with a greater skill set aligned to the needs in the profession. I recommend WTAMU to be recognized for their innovative practice.

Sincerely,

Dr. Darryl Flusche  
Superintendent



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*Partnership with WTAMU*

To Whom It May Concern:

Hereford ISD has joined a partnership with West Texas A&M University (WTAMU) in implementing the TIL Coaching Model. Hereford ISD's administrators are also currently participating in the TIL Coaching Model with Region 16. The learning we are experiencing with implementing this model gives us the understanding needed to fully support WTAMU with TIL. We have provided WTAMU the classroom teachers to observe as their staff is implementing the TIL strategies in their coaching practices.

We are excited to be a part of this learning as we feel this will strengthen our teaching candidates. The coaching strategies WTAMU staff will be providing future teachers will allow our district to hire more qualified teachers. As we hire new teachers, we can continue the TIL strategies because the new teachers will be familiar with the model. This model gives us the ability to strengthen our First Year Teacher Academies, allowing districts and the ESC Region Center to dive deeper into instructional strategies with First Year Teachers. This will enable our teachers to provide a higher level of instruction to our students which will increase student growth as well as teacher growth.

Hereford ISD would like to recommend WTAMU to receive a commendation for innovation based on their work with TIL model. We feel the model is a significant benefit for all stakeholders including Hereford ISD, other districts in our area, future teachers, university observers and students.

Please contact me if you have any questions.

Sincerely,

*Sheri Blankenship*

Sheri Blankenship  
Superintendent



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Executive Director  
Tanya Larkin, Ed.D.

Monday, November 22, 2021

Commendation Board,

It is our great pleasure to recommend WTAMU's EPP for the commendation based on innovative practices and the implementation of Texas Instructional Leadership (TIL). We have been involved with this project since the inception in April of 2021 and plan to continue support for many years to come. We have been trained by Texas Education Agency (TEA) to provide this work to districts and when WTAMU reached out for a coaching model, it made sense to adapt the practices we had been trained in to continue the alignment, common language, vocabulary and best practices that teachers are being trained in from district leadership participating in TIL. We have worked to adapt the practices to meet the needs of field supervisors and professors at WTAMU to provide high quality training that included professional development, practice labs, implementation and growth supports.

In our short 7 months, we have seen substantial growth in the field supervisors and professors. On day one, we knew we were taking them out of their comfort zone, but very quickly that began to change as we saw them become vulnerable and not afraid to be transparent about their lack in skills and knowledge around the best practices we were beginning to teach them. By the end of the first month, the professors and field supervisors were moving from "saying" to "doing" through constant implementation and practice. This raised the rigor level of their coaching. They were no longer a "cheerleader" for clinical teachers, but a true "instructional coach" and were already beginning to see the fruit of their labor as teachers were growing leaps and bounds from the previous visits.

As with most new projects, we all experienced some unexpected benefits of the work that included opening better communication channels internally, with districts and within the Regional partnership. We have heard from professors that they are communicating better internally and have a better understanding of each other and the work they do. Principals have shared their excitement that their new teachers are being coached around the same action steps they are implementing internally and regionally, which provides them a true partner to brainstorm ideas to develop the best candidates to support district growth. Another unexpected outcome was developing the cooperating teachers' capacity. Many times, the cooperating teacher does not know how to support the clinical teachers, but with this process, they have action steps to help

Enhancing Student Success By Providing Quality Services

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develop the clinical teacher they are working with and in some cases help themselves grow as well.

While we took the TIL work in a slightly different direction to align with higher education systems at WTAMU, the impact of the process is substantial. We have the university preparing teachers and administrators to be instructionally sound in their practice. We have university professors who have rewritten their course work to include the best practices within their content. We have field supervisors coaching teachers around the same practices. We have districts speaking the same language and everyone helping teachers grow to their potential, which ultimately provides student growth and success. The model we have worked with WTAMU to develop at the University level is definitely something that could be replicated with other universities to support the growth and alignment of their practices to the state model being provided to districts.

Again, we are grateful to be partners in this work and sincerely hope you consider WTAMU EPP for this commendation.

Sincerely,

*Rene' Cano*

Rene Cano  
Region 16 ESC  
Coordinator of Instructional Leadership

*Brenda Kay Foster*

Brenda Foster  
Region 16 ESC  
Coordinator of Curriculum & Instruction

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To Whom It May Concern,

My name is Jill Ludington, and I am a Field Supervisor and Instructor of Theatre Education at WTAMU. I am writing today to voice my strong support of recommending WTAMU for a commendation concerning the recent TIL Training and implementation. I have been through many trainings for field supervision, but nothing has compared to the innovation of the TIL model. This model has strengthened my role as Field Supervisor in a multitude of ways. I now have specific, laser-focused ways to help my interns and student teachers gain skills immediately in order to truly be day one ready for the classroom. This model has transformed how I work individually with my candidates from being a cheerleader to a coach. I can now give them not only the what, but clear achievable steps in how.

I feel confident in my ability after the TIL training to help any teacher, new or veteran, improve their rigor and/or management to advance student learning. Through this intense training I was able to gain these skills, practice them, and implement them while observing first year through veteran teachers. At each observation, we were able to walk away with clear coaching plans that would help these individuals. Now that I am observing our WTAMU candidates, I am taking these skills and making the difference I always imagined was possible. TIL has provided the tools to make this happen. With the help of the innovative training and supplemental materials, like the waterfall document, I am no longer just checking boxes and giving vague feedback. I am now helping my candidates with two to three clear areas they can improve in and three to four clear steps on how to achieve these goals.

In future visits, I have seen improvements in these areas like I have never seen in years before. The results that TIL produces are above and beyond what I have ever been able to generate. The clarity of steps and coaching of candidates is what I believe has made the difference. This is extremely exciting for the candidates and for me. I cannot help but think about how this will make an immense difference in student learning and impact the districts served.

I am further excited about implementing the TIL model in the Theatre Methods course I teach in 2022. This will immediately give my students a common language before they ever enter the field. Through the use of the TIL documents, instruction, and modeling my students will have a clear understanding of how they will be assessed and coached in the field.

The common language and coaching that we are now all using in our courses at WTAMU, due to the TIL training, has provided a cohesion for our students and their learning. This cohesion will further carry into training clinical teachers and interns as well as hiring first year teachers who are already familiar with the model of coaching implemented by their districts. These are all reasons why am a firm believer in this training and the results it produces for all parties, and I strongly recommend WTAMU for a commendation.

Respectfully,  
Jill Ludington  
Instructor of Theatre Education  
Field Supervisor

My name is Kamryn Artale. I am currently finishing my last few days of clinical teaching before graduating with my Bachelor of Science in Interdisciplinary Studies, Core Subjects EC-6. I have been working in a 4<sup>th</sup> grade classroom through Boerne ISD this fall. While looking back on my experience, I am amazed at how much I have grown as an educator. I give a lot of that credit to my field supervisor, who has consistently provided me with applicable and relevant feedback, by following the Texas Instructional Leadership model.

From my first observation to my last, my field supervisor has always spent a significant amount of time with me, to aid my development as a teacher. She always began with positive enforcement. She would point out what she saw was working and highly encouraged me to continue honing in on those skills and techniques. She has consistently praised me for the things I excel in.

She would also provide feedback on two to three things I could show improvement on. These were often small tasks that could be easily applied the following day, or even that same day. They were also tasks that were relevant to me and my concerns. For example, in my second observation, she recommended I try mixing student abilities for groups, rather than grouping by the same abilities. I had told her earlier in our meeting that I was having difficulty with group activities because students were so dependent on the teacher. I spent that evening creating new groups and was able to apply her advice very next day. I could immediately see the difference. Students were entirely depending on one another and holding each other accountable.

Another example of instant application of feedback was from my first observation. I had given the students four to five steps of instruction for things to do. After about five minutes of independent work, I was interrupted with multiple questions from my students regarding what they should do next. My field supervisor recommended I only give one to two step directions at a time, and to write them down as I go. After she left that day, I immediately began only giving one instructional step at a time. I followed by writing it down on the board for students to refer to when they needed a reminder. This is something I am consistently doing now because it is so simple and extremely beneficially to both me and my students.

My field supervisors' feedback has been very insightful. She sees a lot of things that I do not, and is able to recommend a variety of techniques, depending on the situation. She takes into consideration the students in my class, my concerns, and my strengths, in order to provide me with relevant practices. My students have reacted positively to all the adjustments I have put in place.

There is a plethora of other examples I could provide in this document, in order to promote WT's application of the TIL model. I write all of this, in hope the WTAMU Education department will be considered for a commendation for their innovative practices. It is a department that puts their students first, and the model they have put forth for student teachers does exactly that. It sets their students, and my peers, up for success in post-graduation life. The program collaborates with and supports students in their development to becoming high achieving professionals. I have no doubt this program will only continue to attract new college students to the education realm, and aid in the recruitment of new teachers.



Samantha Silvestre - WTAMU Student - 806-681-8965 - spsilvestre1@buffs.wtamu.edu

November 23, 2021

To whom it may concern,

I am writing this letter of recommendation to explain how the coaching and action steps from my field supervisor helped me prepare to teach independently after Clinical Teaching.

I started student teaching from the very first day of school, since before then we were informed, by the education program, that we would be having three observations throughout the semester. I did not know what to expect when the first observation came around, so I just presented my lesson and went along with it. Afterwards I had a short meeting with my advisor about how it went. During the meeting we talked about what I thought went well, what was challenging and something I would change. Once I gave my thoughts, my advisor gave me feedback about what he thought went well and what needed some refinement. Thankfully I mostly had a positive report, but I also had a few areas that needed refinement.

When the second observation came I made sure I fixed those areas, but then he also had a few key strategies he asked me to try for the next observation. One of them would be to *pre-call* a student to let them know they were going to be called on next. During my third and final observation I tried this strategy, and the reaction to it was surprising to me. I told one of my students she would be answering next and right away I saw the look on her face and an expression that showed she was thinking of her answer. Right away I realized I would keep all of these tips and strategies I had been given during my student teaching for the day I become an independent teacher.

To conclude, I would definitely advise future education majors to do student teaching. I learned so much from it and I know it will help me tremendously in the future.

Sincerely,

Samantha Silvestre