

# 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.

### Table of Contents

Before Getting Started	2
Transition Plan Approval and Submission	3
Action 1: Setting Implementation Goals	4
1A: Implementation Framework	4
1B: Implementation Goals	4
ACTION 2: Creating the Conditions for Success	6
2A: Materials Access	6
2B: Schedules and Calendars	7
2C: Aligned Expectations	8
2D: Professional Learning Plan	10
2E: Adaptive Change and Communication	11
ACTION 3: Leading Internalization and Professional Learning Communities (PLCs)	14
3A: Analyzing PLC Practices	14
3B: Structures for Internalization and PLCs	15
3C: Supporting All Learners	16
ACTION 4: Establishing Observation and Feedback Practices	18

4A. Observation Expectations	18
4B. Observation and Feedback Cycles	19
ACTION 5: Aligning Assessment Strategy	22
5A. Analyzing Assessment Practices	22
5B. Structures for Assessment Practices	22

## 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 Fort Worth Academy of Fine Arts (FWAFA) District Improvement Plan (DIP) identified needs within mathematics scores. The team decided that it is critically important for FWAFA to adopt and implement high-quality instructional materials so that all students can achieve success in school and beyond.

After being trained in and investigating research-based instructional strategies (RBIS), the team selected Bluebonnet Learning instructional materials for math teachers from 3rd grade to Algebra 1. Although FWAFA had previously implemented Bluebonnet Learning within elementary grade levels, this will be an initial implementation for the school district.

FWAFA will implement Bluebonnet Learning in the upcoming school year in the **initial implementation** phase. The DIP team worked collaboratively 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: Fort Worth Academy of Fine Arts math teachers from 3rd grade to Algebra 1 will implement Bluebonnet 100% within the instructional classroom.
  - Measure(s): Classroom walkthroughs
  - Frequency: Minimum twice monthly
  - Progress Monitoring: Leadership Meeting bi-weekly
- 

### Goal Area: Stakeholder Investment

- Goal: By the end of the school year, 70% of stakeholders will report confidence in utilizing Bluebonnet.

- Measure(s): Teachers, instructional specialists, and administration will receive a survey through Google Form.
  - Frequency: 3x per year (Fall, Winter, and Spring)
  - Progress Monitoring: Leadership team will analyze data from the Google form survey to support stakeholders in their continued investment at the leadership meetings.
- 

#### **Goal Area: Teacher Practice**

- Goal: During planning time, at least once per week, 100% of mathematics teachers will utilize the internalization protocols on at least one lesson when planning.
  - Measure(s): PLC observations and review Bluebonnet Learning teacher materials and planning documents
  - Frequency: School leaders will participate in math planning meetings per month with math teachers while utilizing the internalization protocols.  
Progress Monitoring: Data will be reviewed and analyzed at bi-weekly campus leadership meetings.
- 

#### **Goal Area: Student Outcomes**

- Goal: Students are actively participating 100% of the time during grade-level instruction utilizing Bluebonnet Learning.
  - Measure(s): Classroom walkthroughs by school leadership team.
  - Frequency: School leadership will do a minimum of two monthly walkthroughs.
  - Progress Monitoring: Data will be reviewed and analyzed at bi-weekly campus leadership meetings.
- 

## **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:**

- [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: FWFA Instructional Specialists
  - Timeline: April 2025
  - Key Actions/Steps:
    - The Elementary and Secondary Instructional Specialists created a campus order form for Bluebonnet Learning instructional materials.
    - Campus principal at the time completed the order forms and submitted them to the Purchasing Department
    - The Purchasing Department submitted the order 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: Instruction Specialists
  - Timeline: April 2025
  - Key Actions/Steps:
    - Instructional Specialists reviewed the Bluebonnet Learning instructional materials guides and materials lists to identify and create lists of any related manipulatives that needed to be ordered by subject area and grade level.
    - The Instructional Specialists communicated this information to the campus principal.
    - The campus principal ordered 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: Campus Principal and Purchasing Director
  - Timeline: April - August 2025
  - Key Actions/Steps:
    - The Purchasing Director will inventory and barcode all Bluebonnet Learning instructional materials upon delivery.
    - Campus principal will ensure that delivered material matches the campus order form and is entered into the campus inventory.
    - Campus principal will establish a process for the distribution of Bluebonnet Learning instructional materials and any related manipulatives to staff and students.
-

**Task:** Communicate the Bluebonnet Learning printed instructional materials and related manipulatives ordering and distribution process with appropriate stakeholders.

- Task owner/manager: Purchasing Director and campus principal
  - Timeline: April - August 2025
  - Key Actions/Steps:
    - The Purchasing Director will communicate with campus principals regarding the status of Bluebonnet Learning instructional materials delivery and distribution.
    - Campus principal will communicate the process for the distribution of materials to staff.
- 

**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 Principal
  - Timeline: April - August 2025
  - Key Actions/Steps:
    - Campus principals will ensure that all teachers, including general education and specialized teachers, instructional specialists, campus administrators, and any other relevant staff have access to Bluebonnet Learning instructional materials and any other related materials necessary for implementation.
    - Campus principal 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.
- 

**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: Instructional Specialists and campus principal
  - Timeline: April 2025-August 2025 and ongoing through May 2026
  - Key Actions/Steps:
    - Instructional Specialists will provide training sessions for district leaders, campus principals and leadership teams, and teachers on how to access and navigate Bluebonnet Learning instructional materials, specifically scope and sequences, protocols, and observation tools.
    - Campus principal will provide this training experience to any new staff hired after the start of the school year.
- 

**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 Instructional Specialists, will develop training or resources for staff to access and navigate digital versions of Bluebonnet Learning instructional materials.
    - The Technology Director will communicate resources and provide training opportunities to staff as needed.
- 

## 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 Access
- [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:** FWAFa will develop master schedules that allocate the recommended instructional minutes for Bluebonnet Learning instructional materials. Additional minutes may be allocated but Instructional Specialists must ensure all additional instructional programming requirements are met as described in FWAFa administrative regulations.

- Bluebonnet Learning Math Grade 3-Algebra 1, minimum of 60 minutes daily

---

**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:**

- FWFA 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.

---

## 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: For daily Tier 1 instruction, Bluebonnet Learning instructional materials will be used without other supplemental materials that are not approved for use.
  - Plan for Communication: During back-to-school in service, expectations for materials use will be communicated and reviewed by teachers, coaches, and school leaders.
  - Timeline: August in-service
- 

**Alignment Item:** Internalization protocol and process.

- Expectations:
  - Plan for Communication: During orientation and back to school inservice, all stakeholders will be informed of expectations of internalization and processes.
  - Timeline: August In-service and reviewed at future professional development
- 

**Alignment Item:** Student work analysis protocols and process.

- Expectations: By the end of the 4th six weeks, stakeholders will analyze student work by using the Bluebonnet Learning protocol.
  - Plan for Communication: During orientation and back to school inservice, all stakeholders will be informed of expectations for analyzing student work and supported at future professional learning days.
  - Timeline: August in-service and reviewed at future professional development
- 

**Alignment Item:** Curriculum-embedded assessment expectations.

- Expectations: As evidenced by DMAC or printed assessments, teachers will administer Bluebonnet Learning embedded assessments with consistency and fidelity throughout the instructional year.
  - Plan for Communication: Teachers will be informed about curriculum embedded assessment expectations at August in-service and provided training on utilizing DMAC prior to the first assessment.
  - Timeline: August in-service and reviewed at future professional development
- 

## 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? Throughout the 25-26 school year
  - Who will lead/participate? Teachers, math support staff, administration, and Region 11
  - What materials or resources are needed? Professional development at Region 11 and substitutes
- 

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

- When will this happen? onboarding, department meetings, PLCs and professional development
  - Who will lead/participate? Lead teachers, Instructional Specialists, Administrators
  - What materials or resources are needed? Bluebonnet teacher resources and protocol documents
- 

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

- When will this happen? August PD, new teacher onboarding, reinforced during department meetings and PLCs
  - Who will lead/participate? Lead math teachers, administrators, Instructional Specialists, and Region 11 support staff
  - What materials or resources are needed? Bluebonnet teacher resources, protocol documents, and any additional materials or resources will be communicated by administration
- 

**Professional Learning Experience:** Training and intentional work time dedicated to understanding the design principles of Bluebonnet Learning instructional materials.

- When will this happen? August PD, PD throughout the year, ongoing coaching cycles
- Who will lead/participate? Math teachers, administrators, Instructional Specialists, and Region 11 support staff

- What materials or resources are needed? Bluebonnet teacher resources, protocol documents, and any additional materials or resources will be communicated by administration
- 

**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? Individually during weekly planning times
  - Who will lead/participate? Math teachers, administrators, and Instructional Specialists
  - What materials or resources are needed? Bluebonnet teacher resources, protocol documents, and available Instructional Specialists/school leaders.
- 

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

- When will this happen? Monthly in PLCs or individual coaching sessions
  - Who will lead/participate? Math teachers, administrators, Instructional Specialists
  - What materials or resources are needed? Bluebonnet teacher resources and Bluebonnet coaching rubric.
- 

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

- When will this happen? Bi-monthly
  - Who will lead/participate? Lead teachers, administrators, Instructional Specialists
  - What materials or resources are needed? Bluebonnet teacher resources and Bluebonnet coaching rubrics.
- 

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

- When will this happen? Monthly in PLC's or individual coaching sessions
  - Who will lead/participate? lead math teachers, administrators, Instructional Coaches
  - What materials or resources are needed?
- 

## 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: Bluebonnet Learning will allow for consistent, rigorous math instruction and content throughout all grade levels.

Audience: All instructional and leadership, All STAAR tested grade levels

Timeline: Summer training sessions, August PD, ongoing throughout the school year

---

### 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: If any portion of the materials are modified, they will be reported to campus administration for review and approval. Any approved modifications will be made available for parents via Google Classroom, grade level websites, or teacher communication.

Audience: Instructional staff, families, and external stakeholders

Timeline: Once modifications have been approved, communications will go out to all necessary stakeholders.

Considerations: Principals will ensure that all teachers and relevant staff understand the statutes.

---

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

Message: FWFA will listen and respond to stakeholders concerns by emphasizing the research based instructional strategies that support Bluebonnet Learning and create lifelong mathematical thinking.

Audience: The Fort Worth Academy of Fine Arts community

Timeline: Summer communication and ongoing throughout the first year of implementation

## 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:** FWAFA math teachers have at least one dedicated planning period daily that is time protected by campus leadership for teachers to meet and plan as needed. Campus leadership regularly checks in with teachers and attends department planning meetings.

---

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

**Response:**

- Vision: The vision for teacher planning time will be refined to support the use of Bluebonnet Learning instructional materials by engaging all internal stakeholders in the process.
- Protected Time and Frequency: Planning time is protected and currently in place for once daily.
- Use of Time: Focused planning time on the Bluebonnet Learning protocols and outlining any required pre-work or post-work for teachers will ensure the most effective use of time.

---

### 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:**

- [Bluebonnet Learning 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.

## 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 specialists, 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 receive ongoing, regular 1:1 support from an instructional specialist 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:**

Principal:

- 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 Specialists and Assistant Principal:

- 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 collaborating 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 specialist or other instructional leader.

---

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

**Response:**

1. Redefine FWFA's Vision for math planning time to focus on Bluebonnet Learning best practices, design principals, and use of protocols.
2. Train instructional specialists and school leaders to develop planning time agendas focused on the use of Bluebonnet Learning protocols.
3. Support principal in developing master schedules and instructional calendars that support planning time for engagement in Bluebonnet Learning practices.
4. Determine and communicate stakeholder (leaders, teachers) roles and responsibilities for planning.
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, daily planning time for math teachers to meet with instructional specialists or school leaders for at least 45 minutes weekly for internalization practices.

**Ownership:** FWFA has identified instructional specialists and school leaders who will plan and facilitate 1:1 and collaborative planning time and provide teachers with feedback and support on their preparation.

Protocols: Teachers, instructional specialists, 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 specialists 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 five 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:

- [Bluebonnet Learning 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.

### TAKE ACTION: Observation Expectations

---

**Action:** Clearly define the purpose of observations.

#### Decision/Expectations:

At Fort Worth Academy of Fine Arts, school leaders utilize the Learning Walk tools to conduct instructional rounds that gather evidence of instructional practices and measure progress toward campus goals. Administrators and instructional specialists use the Bluebonnet Learning observation tool to engage in ongoing cycles of observation and feedback, supporting continuous professional growth and refinement of teaching practices through the use of Bluebonnet Learning instructional materials. Leaders and coaches go beyond surface-level instruction to identify concrete evidence that teachers have internalized the units and lessons they deliver.

#### Next Steps:

- School leaders and Instructional Specialists will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the Leadership Retreat in summer 2025. The Instructional Specialists will coordinate with the vendor on the planning and content for the leader implementation training during this retreat.

- School leaders and Instructional Specialists will engage in practice opportunities with the observation instruments twice in September and October. The Instructional Specialists will coordinate these events.

---

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

**Decision/Expectations:**

District Leader Roles and Responsibilities:

- Develop a strong understanding of the observation tools that instructional specialists and school leaders use to provide meaningful feedback to teachers.
- Collaborate with school leaders by using the Bluebonnet Learning Observation Tools and Learning Walk Tools to co-observe instruction and establish shared expectations for evidence of internalization and fidelity of implementation.
- Assist school leaders in reviewing and interpreting data gathered from observations and learning walks to inform instructional decisions and next steps.

School Leader Roles and Responsibilities:

- Partner with instructional specialists to co-observe classroom instruction and build shared alignment on identifying evidence of lesson and unit internalization.
- Observe feedback meetings and coaching sessions to ensure conversations are grounded in Bluebonnet Learning instructional materials and connected meaningfully to lesson planning and internalization.
- Support instructional specialists in creating effective observation and feedback schedules; monitor implementation and assist specialists in making adjustments as needed.
- Utilize Learning Walk Tools to gather additional evidence of instructional internalization across classrooms and collaborate with specialists to analyze this data, identifying patterns and schoolwide trends.

**Next Steps:**

- School leaders and instructional specialists will participate in targeted training on observation and feedback practices aligned to Bluebonnet Learning during the summer Leadership Retreat. The Instructional Specialists will collaborate with the vendor to plan and design the training content for this session.
- The Superintendent, principal, and the Instructional Specialists will establish clear expectations and develop planning guidelines for conducting learning walks and observation/feedback cycles, which will be shared as part of the summer retreat training.

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

**Decision/Expectations:**

- Apply training and professional development to consistently observe classroom instruction using the Bluebonnet Learning Observation Tools.
- Review the Bluebonnet Learning lesson prior to observations and reference the lesson during classroom visits as needed.
- Use the SFI Action Step Guides to provide targeted, content-specific feedback and connect this feedback to lesson planning and internalization when appropriate.
- Guide teachers during feedback meetings to analyze upcoming lessons and identify opportunities to apply action steps.
- Gather and report data on evidence of internalization in alignment with established progress monitoring expectations.

**Next Steps:**

District leaders, school leaders, and Instructional Specialists will receive training specific to the observation and feedback practices used with Bluebonnet Learning during the summer Leadership Retreat.

---

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

**Decision/Expectations:**

Bluebonnet Learning Observation Tools and the 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:**

- Instructional Specialists will ensure that all school leaders have access to the Bluebonnet Learning Observation Tool.
- Instructional Specialists, together with the principal, will present and share the Learning Walk Tool with school leaders at a future principal meeting.

---

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

**Decision/Expectations:**

- School leaders and instructional specialists will conduct weekly observations of Bluebonnet Learning instruction using the designated observation tools, ensuring that each teacher participates in at least one full observation and feedback cycle every six weeks.
- Campus principal and leadership team will create an observation schedule in the Bluebonnet Learning observation calendar by September 30 and share this schedule with teachers and instructional staff.



**Next Steps:**

Bluebonnet Learning observation calendars will be developed and shared with instructional leadership.

---

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

**Decision/Expectations:**

All Bluebonnet Learning observations will be documented using the Bluebonnet Learning Observation Tool and shared with the teacher observed. Documentation may be completed electronically or on paper, but all records must be uploaded or entered into the district's observation platform.

**Next Steps:**

- The Technology Director will update the campus's observation platform to integrate the Bluebonnet Learning Observation Tools.
  - School leaders and instructional specialists will be trained on documentation procedures and follow-up expectations for Bluebonnet Learning observations during the leader training on 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:**

- [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 and school leaders, along with instructional specialists, will be trained on the Bluebonnet Learning Observation Tools and provided opportunities to practice using them. This process is outlined in Action 2D: Professional Learning Plan.

**Next Steps:**

These are outlined in Action 2D: Professional Learning Plan

---

**Topic:** Coaching Model**Decision/Expectations:**

FWAFA school leaders and instructional coaches will use the SFI Action Step Guides alongside the See It, Name It, Do It coaching model to provide feedback and ongoing professional learning to teachers implementing Bluebonnet Learning.

**Next Steps:**

- Instructional Specialists will incorporate training on the SFI Action Step Guides into the professional development sessions for school leaders before the start of the school year.
  - Principals will provide refresher training on the See It, Name It, Do It coaching model and its resources during the summer Leadership Retreat and again in October.
- 

**Topic:** Feedback Cycle Process**Decision/Expectations:**

Teachers will receive in-person feedback from their observer at least once every six weeks, using either the SFI Action Step Guide or the See It, Name It, Do It protocol to provide actionable, concrete next steps that support effective delivery of Bluebonnet Learning instructional materials. Observers will follow up within ten school days to monitor implementation of the action steps. All feedback and action steps will be documented in the district observation platform.

**Next Steps:**

Principal and Instructional Specialists will meet with campus leaders to communicate expectations and processes.

---

**Topic:** Ongoing, Job-embedded Support

**Decision/Expectations:**

Teachers will receive continuous, job-embedded support through the six-week observation and feedback cycles. School leaders and instructional specialists will participate in co-observations and coaching sessions with their supervisors once per semester as part of their ongoing, job-embedded professional support.

**Next Steps:**

Principals will schedule co-observations with the leaders they supervise once per semester to observe at least one full Bluebonnet Learning observation and feedback cycle and will participate in follow-up discussions with their supervisor.

---

**Topic:** Measuring Impact**Decision/Expectations:**

School leaders and instructional specialists will evaluate impact using data from the district observation platform, focusing on the identified action steps and the extent to which teachers are successfully implementing them.

**Next Steps:**

- Principal will meet with leadership team to review progress monitoring related to the action steps given to teachers during Bluebonnet Learning observation and feedback cycles.
- The Technology Director will offer training on the district observation platform for new leaders.

## 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 Coordinators (Instructional Specialists) develop comprehensive assessment calendars that track universal screeners, district benchmarks, interim assessments, and other district-wide assessments, including STAAR, End-of-Course, and college readiness exams.
- Campus administers common unit assessments for each grade level and course within the required curriculum.
- Teachers and school leaders regularly analyze student assessment data to guide instructional adjustments and identify student support needs.
- Areas for improvement include transitioning to the use of Bluebonnet Learning assessments across all Grade 3-Algebra math courses and eliminating benchmark exams that 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 developed by the Assessment Review Committee. This vision will need to be refined to align with Bluebonnet Learning design principles and expectations for the use of curriculum-embedded assessments.
- Another key to success is maintaining a comprehensive assessment calendar. FWAFA will refine this calendar to incorporate Bluebonnet Learning unit assessments and eliminate district-created benchmark exams.
- Teachers and instructional staff have long collaborated to develop common unit assessments and benchmarks, and the consistent use of these assessments has been a strength. Refinement will focus on clearly outlining expectations for Bluebonnet Learning embedded assessments, including guidelines for any adaptations or changes. Any modifications must be communicated to campus principal to ensure compliance with parents' access to materials.

---

## Cum5B. 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:**

- [Bluebonnet Learning Resources](#)
- [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: Structures for Assessment Practices

---

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

**Response:**

- Revise district assessment calendars to include Bluebonnet Learning embedded assessments in place of former district benchmarks or campus-created common unit assessments.
- Clearly communicate expectations for using Bluebonnet Learning assessments, including procedures 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 by October at the latest. All instructional staff will receive initial training on student work analysis protocols during the Bluebonnet Learning onboarding and orientation.
- Data analysis practices will transition from using benchmark data heat maps to employing the student work analysis protocol for instructional data review. Heat maps will still be used when analyzing interim assessments.

---

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

**Response:**

- District leadership will create guidelines and sample communications to clarify expectations for prioritizing Bluebonnet Learning embedded assessments, specify which assessments will no longer be administered, and outline the process and legal requirements for any adjustments or modifications to these assessments.
- The Instructional Specialists will update district assessment calendars to incorporate Bluebonnet Learning unit assessments and remove campus common assessments and district benchmarks where needed.

---

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

**Response:**

- The Superintendent and campus leadership team will share updates on assessment strategies and expectations with all school leaders and instructional specialists during the summer Leadership Retreat.
- All teachers and instructional staff will receive training and detailed guidance on expectations for Bluebonnet Learning assessments during onboarding and orientation.
- Principals will regularly communicate with school leadership regarding the prioritization of Bluebonnet Learning embedded assessments, the importance of maintaining assessment integrity, and the use of student work analysis as the primary method for formative data review.

---

Copyright © 2024–25. Texas Education Agency. All Rights Reserved.