

TheBlueprintCo

Explicit Instruction + Making Learning Visible

Complete District Adoption Playbook + Launch Materials

A charrette -informed implementation, coaching, and launch system for large -scale districts and new schools.

Single-document edition | June 2026

This edition combines the district adoption playbook, district quick start and asset index, and comprehensive launch materials appendix into one editable DOCX.

How to navigate this single playbook

Use this document as the master field guide for adoption, facilitation, coaching, implementation monitoring, and launch. District teams can read Part I first, use Part II to align leaders and coaches, and copy tools from Part III directly into professional learning, PLCs, leadership meetings, and school launch plans.

Part	Use it for	Primary users	Best first move
Part I. District Quick Start + Asset Index	Launch sequencing, inventory, minimum viable adoption set, and credibility checks.	Cabinet, principal supervisors, chief academic officers, launch leads	Choose the first 10-day move and a small set of proof-point schools.
Part II. District Adoption Playbook	The full model, theory of action, research base, charrette process, coaching cycle, and scale architecture.	District leaders, principals, coaches, teacher leaders, implementation teams	Run the charrette and select one instructional move per teacher or team.
Part III. Comprehensive Launch Materials Appendix	Copy-ready tools, protocols, scripts, trackers, agendas, templates, and rubrics.	Coaches, facilitators, PLC leads, school teams, support teams	Pull only the tools needed for the next 2-4 weeks.

Part I. District Quick Start + Asset Index

A launch-facing overview for large districts and new schools: inventory, first 10 days, 30 -60-90 milestones, charrette options, and minimum viable adoption set.

Package inventory

Asset	Audience	What it contains	Start here when
District Adoption Playbook - DOCX	District leaders, principal supervisors, founding teams, coaches	Narrative playbook with theory of action, charrette process, research/practice base, instructional model, district architecture, new school architecture, coaching cycle, measurement system, and 70+ appendix map.	You need the main document to edit, brand, or adapt.
District Adoption Playbook - PDF	Same audiences; board/cabinet/community readers	Printable/shareable version of the main playbook.	You need a stable reading copy.
Comprehensive Launch Materials Appendix - DOCX	Implementation teams, coaches, PLC leads, school leaders	70 copy-ready tools grouped by charrette/readiness, launch, coaching, planning, student voice, equity/access, evidence, PL, and scale.	You need usable templates and scripts.
Comprehensive Launch Materials Appendix - PDF	Workshop participants, leaders, coaches	Stable reading copy of the comprehensive materials appendix.	You want a non-editable launch packet.
Asset Index + District Quick Start - DOCX/PDF	Project sponsor, project manager, facilitator	What to open first, first 10 days, 30 -60-90 plan, charrette agenda, credibility checks, and risk mitigations.	You need to launch the work next week.
ZIP package	All users	All assets in one folder with README.	You want to upload or share the complete package.

First 10 days

Day	Action	Tool(s)	Decision or output
1	Confirm sponsor, purpose, and adoption problem.	A1, A2	Draft coherence charter and problem statement.
2	Map stakeholders and invite the design team.	A3, A4	Charrette participants and pre -work named.
3-4	Collect baseline evidence from students, families, teachers, classrooms, and student work.	A5-A10	Evidence patterns and readiness data.
5	Run Identify/Discover charrette block.	A1-A11	Design criteria and priority barriers.
6	Draft 90 -day roadmap and launch team charters.	B1-B3	Decision rights, cadence, and first roadmap.
7	Select first focus element and coaching cohort.	A11, C1	Pilot scope and coaching cycle plan.
8	Prepare launch communications and staff/PLC agendas.	B6-B8	Clear message and first practice lab.
9	Calibrate coaches and leaders on evidence collection.	C2, C3, C8, G4	Shared evidence language.
10	Launch first cycles with co -planning and rehearsal.	C1, C4, C5, D1-D14	First teacher moves ready to implement.

30-60-90 launch milestones

Window	Leader moves	Coach/PLC moves	Evidence to review
Days 1-30	Protect time, clarify roles, run charrette, launch first coaching cycles, communicate what this is and is not.	Baseline, co-plan, rehearse, implementation visits, student work analysis.	Cycle completion, student interviews, observation evidence, teacher pulse.
Days 31-60	Tighten routines, calibrate leaders/coaches, remove barriers, build exemplar bank.	Second cycle, peer practice labs, PLC error analysis, targeted equity/access planning.	Teacher move growth, student response accuracy, work samples, pulse trends.
Days 61-90	Make scale decision, revise materials, plan next cohort, institutionalize governance.	Stabilize routines, share models, support new adopters.	Readiness, implementation quality, student learning evidence, experience data, sustainability risks.

Charrette agenda options

Format	Agenda	Best for
90 minutes	Purpose and evidence review (15); stakeholder map (10); how-might-we questions (15); design criteria (15); prototype one tool or routine (25); decisions (10).	A school team or cabinet session that needs a fast prototype.
Half day	Evidence gallery; empathy synthesis; problem statement; design criteria; prototype launch roadmap; test with stakeholders; decision gate.	A district or network team preparing first launch.

Format	Agenda	Best for
Full day	Identify, Discover, Create, Develop cycle with student/family/teacher panels, baseline evidence, prototype rounds, calibration, and 90-day roadmap.	Large district launch or new school design sprint.

Credibility checks before launch

Check	Credible evidence	Red flag
Research alignment	The playbook names and uses explicit instruction, MLV/documentation, UDL, HLPs, MTSS, professional learning, and implementation science without overclaiming.	Research is cited but not translated into teacher moves.
Local evidence	Student work, student interviews, family/teacher voice, and baseline observations shape priorities.	District selects focus without school evidence.
Practice-based support	Teachers rehearse exact moves and receive quick feedback.	Professional learning is presentation-only.
Student visibility	Tools ask what students say, write, do, produce, revise, and understand.	Observation focuses only on adult compliance.
Equity and access	Multilingual learners, students with disabilities, MTSS, family voice, and identity/agency are embedded in core instruction.	Equity is a separate appendix rather than part of planning and evidence.
Scale discipline	Decision gates determine when to expand.	The district launches everywhere with no coaching capacity or feedback loop.

Recommended minimum viable launch set

Use these first

A1 District Instructional Coherence Charter, A5 Student Empathy Interview, A8 Baseline Learning Walk, A9 Student Work Baseline Protocol, A10 Readiness Survey, B1 90-Day Roadmap, B6 Launch Communication, C1 Two-Week Cycle Planner, C2 Observation Quick Note Catcher, C3 Evidence Map, C5 Rehearsal Template, C6 Feedback Script, D1 Explicit Instruction Arc Planner, D3 Learning Goal and Success Criteria Builder, D7 Guided Practice Sequence Planner, D9 Monitoring Tracker, D10 Immediate Feedback Script Bank, F1 MLL Planner, F2 SWD Scaffold Plan, G1 Error Analysis Protocol, I1 Scale Decision Gate.

Source base used to shape the asset package

Source or sample pattern	Asset package response
Learner Identity & Agency Guidebook	Adds student voice, identity, agency, power, and locus-of-control questions to instructional adoption.
Building Culture Back Better	Uses charrette structure, belonging, psychological safety, adult culture, joy, and implementation recommendations.
Back to School Success Coaching Playbook	Integrates success coaching, relationships, routines, resilience, and student/family support into instruction and evidence cycles.
K428 Explicit Instruction + Making Learning Visible Coaching Playbook	Preserves the 16 elements, six layers, two week cycle, evidence map, co-planning, rehearsal, observation, feedback, and appendix spine.
External research/practice sources	Adds WWC/IES, CAST UDL 3.0, CEC/CEEDAR HLPs, MTSS, Learning Forward, NIRN, Project Zero MLV, and Uncommon/TLAC practice routines.

Part II. District Adoption Playbook

The full BlueprintCo adoption model: charrette process, research base, instructional model, coaching cycle, implementation architecture, evidence routines, and district scale plan.

How to use this playbook

Role	Start here	Use these tools first
Superintendent / Cabinet	Executive Summary, District Adoption Architecture, Measurement Plan	A9, A10, B1, B2, G1, G7
Principal Supervisor / Network Lead	Charrette Process, Leadership Routines, Calibration	B3, B5, C8, F5, G4, G5
Principal / Founding Leader	New School Launch Architecture, Adult Culture, 90 - Day Roadmap	B1, B7, B10, F1, F2, F10
Instructional Coach	Two-Week Coaching Cycle, 16 Elements Map, Evidence Tools	C1-C10, D1-D15, G6
Teacher Team / PLC	Instructional Model, Lesson Segment Planning, Student Evidence	D1-D15, E1-E10, F6
Special Education / ML / Student Support Lead	Equity, Access, MTSS, UDL, HLP alignment	E1-E10, G2, G3

PART 1

Executive Summary: Why This Work, Why Now

The problem of practice. Across large districts and new schools, instructional improvement often fails for predictable reasons: the instructional priority is too broad, professional learning is separated from daily practice, observation tools capture adult compliance more than student learning, and implementation plans do not protect time for rehearsal, feedback, and evidence review. This playbook solves for those failure points by making the work smaller, clearer, more humane, and more rigorous.

The solution. BlueprintCo treats explicit instruction as an equity-centered operating system for daily classroom learning. The system asks every team to name the critical content, make success visible, model thinking, give students supported practice, collect evidence of student response, correct errors quickly, and release responsibility only when students show readiness.

The adoption stance. This is not a new initiative to stack on top of curriculum, culture, MTSS, special education, multilingual learner support, or coaching. It is a way to align those priorities around one practical question: what must adults do next so students experience successful, visible, rigorous learning?

Central district adoption question

How might we help every school build a shared, evidence-rich instructional practice that is explicit enough to be teachable, visible enough to be improved, flexible enough for local context, and equitable enough to work for students historically least served by school systems?

What changed in this version

Upgrade	What was strengthened	Why it matters for adoption
Charrette spine	Added an Identify -> Discover -> Create -> Develop -> Scale process with design questions, stakeholder inputs, and adoption gates.	Large systems need a repeatable process for local adaptation, not a static binder.
Credibility architecture	Added a research and practice base connecting explicit instruction, visible learning, UDL, CR-SE, HLPs, MTSS, professional learning, Uncommon/TLAC-style rehearsal, and implementation science.	Districts need confidence that the work is evidence-informed and aligned to existing frameworks.

District-scale design	Added roles, governance, calibration, data routines, pilot-to-scale pathways, and non-negotiable/adaptable boundaries.	Scale requires infrastructure, not only strong coaching language.
New school design	Added founding-year routines, onboarding, model classroom development, and master schedule commitments.	New schools can build the practice into the architecture before habits harden.
Launch materials	Rebuilt the appendix into 70+ ready-to-use tools for charrettes, coaching, PLCs, equity/access, measurement, and sustainability.	Teams can move from reading to implementation immediately.

The promise to educators and students

- For students: learning is not hidden. Students can name what they are learning, see what success looks like, practice with support, receive feedback, and track growth over time.
- For teachers: feedback is actionable. Coaching narrows to one move, rehearses the exact language or routine, and uses student evidence to decide next steps.
- For coaches: observations become evidence cycles. The work moves from judgment to diagnosis, rehearsal, re-observation, and visible improvement.
- For leaders: the district can see implementation without flattening teacher craft. Schools share a common language while adapting to grade, content, curriculum, and community.

PART 2

What Is in This Playbook

Component	Description	Primary users
Instructional model	A concise arc that aligns the 16 elements of explicit instruction with making learning visible and culturally responsive access.	Teachers, coaches, principals
Charrette process	A repeatable design method for identifying the problem, discovering user needs and research, creating prototypes, and developing the launch system.	District leaders, design teams, school teams
District adoption architecture	The roles, decision rights, minimum conditions, calibration routines, and data structures required for implementation at scale.	Cabinet, principal supervisors, principal leaders
New school launch architecture	Founding-year decisions, rituals, schedule commitments, model classrooms, and onboarding routines.	Founding teams, principals, instructional leads
Coaching cycle	A two-week improvement cycle that turns evidence into co-planning, rehearsal, implementation, feedback, and reflection.	Coaches, teacher teams, principals
Measurement system	Leading, lagging, implementation, equity, and sustainability indicators that keep the work honest without reducing it to compliance.	District teams, school leaders, data leads

Appendix tools	70+ templates, agendas, scripts, protocols, trackers, rubrics, and planning forms for immediate launch.	All users
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What this playbook is not

Misuse to avoid	Stronger use
A teacher evaluation rubric	Use it as a coaching and improvement tool. Separate evidence for learning from formal rating unless the district has explicitly bargained and communicated otherwise.
A script for every lesson	Use it to script high-leverage moments: learning goals, models, questions, prompts, feedback, and release criteria.
A compliance checklist	Use it to study whether student learning became more visible, successful, accurate, and transferable.
A remediation-only framework	Use it for rigorous Tier 1 instruction first, then intensify support through MTSS when evidence shows students need more.
A generic PD package	Use it as a local improvement system with student, family, teacher, and leader voice built into adoption.

PART 3

About the Charrette: Process and Design Inputs

The sample playbooks use a design charrette stance: convene people with practical and research expertise, ground the work in real school needs, ask generative questions, prototype actionable tools, and share resources so other schools can adapt them. **BlueprintCo applies that stance to instruction at district scale.**

Design inputs from the four attached samples

Sample input	High-leverage design moves borrowed	How this version uses the move
Learner Identity & Agency Guidebook	Identity, agency, locus of control, learner-centered design, culturally responsive practice, student voice, and assets-based understanding of learners.	Adds equity/access guardrails, student interview prompts, learner agency evidence, family/student voice protocols, and UDL/C R-SE alignment.
Building Culture Back Better	Foreword/introduction structure, charrette process, central questions, partner/practitioner credibility, adult culture, belonging, psychological safety, implementation recommendations, leadership spotlights.	Adds district-ready framing, adult culture routines, psychological safety pulse checks, leadership routines, implementation phases, and scenario-based adoption guidance.
Success Coaching Playbook	Success coaching, SEL/MTSS supports, relationships/routines/resilience, student scenarios, safe/supportive environments, one-on-one connection, multi-tiered supports.	Adds student support integration, coaching scripts, family partnership templates, MTSS-aligned evidence routines, and holistic learner response tracking.
K428 Explicit Instruction + MLV Coaching Playbook	16 elements, six layers, two-week cycle, low-inference	Preserves the instructional spine while adding a charrette launch

	observation, evidence debrief, one teacher move, rehearsal, post-observation script, appendix forms.	process, scale architecture, research base, implementation gates, and 70+ tools.
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Charrette process for adoption

Phase	Purpose	Key activities	Deliverable
Identify	Name the adoption problem, student opportunity, and system constraints.	Review student work and disaggregated access data; interview students, families, teachers, coaches, and principals; map current initiatives.	Problem statement, adoption scope, equity focus, readiness summary.
Discover	Learn from research, practitioner wisdom, and local evidence.	Study explicit instruction, MLV, UDL, CR-SE, HLPs, MTSS, coaching, and implementation science; visit classrooms; examine existing curriculum routines.	Research-practice synthesis and local design criteria.
Create	Prototype the smallest workable instructional and coaching routines.	Build observation tools, lesson-segment planners, rehearsal routines, data trackers, PLC protocols, and launch communications.	Minimum viable playbook and first 90 - day plan.

Develop	Pilot, refine, and codify the work with school teams.	Run coaching cycles; collect evidence; hold calibration; revise tools; capture exemplars and pitfalls.	Improved tools, exemplar bank, role clarity, calibration notes.
Scale	Spread through cohorts while protecting quality and local adaptation.	Use adoption gates; train facilitators; build dashboard routines; convene district learning network; study equity and impact.	Scale plan, sustainability plan, annual reset protocol.

How might we questions for the district charrette

- How might we make rigorous instruction explicit enough that students do not have to infer the hidden rules of success?
- How might we make student thinking visible without turning evidence into surveillance or compliance?
- How might we support teachers to rehearse one precise move at a time while honoring their professional knowledge?
- How might we align curriculum, coaching, PLCs, MTSS, special education, multilingual learner supports, and leadership routines around the same evidence of student learning?
- How might we design explicit instruction so students experience agency, belonging, challenge, identity affirmation, and academic success together?
- How might new schools build these routines from the first adult onboarding and first student-facing lesson?

PART 4

BlueprintCo Values and Ways of Work

Value / way of work	Operating definition	What it looks like in this playbook
Human-centered	Start with the lived experience of students, families, educators, and leaders.	Stakeholder interviews, student learning interviews, family partnership scripts, teacher voice in adaptation decisions.
Equity-seeking	Name where systems underserve students and design for the students most affected by current barriers.	Disaggregated evidence review, CR-SE guardrails, UDL access scans, special education and multilingual learner alignment.
Evidence-rich	Make learning and implementation visible through artifacts, not impressions.	Student work, response rates, error patterns, exit tickets, interviews, observation evidence, and run charts.
Practice-based	Adults learn new practice through modeling, rehearsal, feedback, and re-try.	Practice labs, rehearsal templates, coaching scripts, feedback language banks, calibration protocols.
Co-created	The best tools are built with the people who will use and be affected by them.	Charrettes, stakeholder maps, school implementation team charters, adaptation logs.
Lightweight and durable	The routine must be simple enough to repeat and strong enough to improve instruction.	One focus element, one move, one student behavior, one evidence source, repeated cycles.
System-codifying	Each cycle leaves behind an asset the next person can use.	Exemplar bank, script bank, model lessons, data dictionaries, onboarding routines, annual reset protocol.

Design principle

At scale, coherence is not sameness. Coherence means that every school shares the same instructional purpose, evidence logic, and improvement cycle while adapting examples, curriculum materials, schedules, language supports, and community engagement to local context.

PART 5

Research and Practice Base

Credibility comes from connecting a practical coaching system to a transparent source base. The table below summarizes the fields that inform the playbook. It is not meant to be exhaustive; it is a usable map for district leaders who need to explain why the work is worth adopting and how it aligns to existing priorities.

Field / source base	Core idea for this playbook	How it appears in practice
Explicit instruction (Archer & Hughes; Rosenshine; IES/WWC practice guides)	Students benefit when teachers model clearly, provide guided practice, check understanding, give feedback, and build cumulative review.	16 elements, lesson-segment planning, all-student responses, monitoring, immediate correction, release criteria, distributed practice.
Making Learning Visible / documentation (Project Zero)	Learning improves when teachers and students document, interpret, and use evidence of individual and group learning.	Evidence maps, student interviews, documentation of student thinking, student progress reflection, coach interpretation of learning artifacts.
Practice-based professional learning and instructional coaching (Learning Forward, Uncommon/TLAC-inspired rehearsal)	Adult learning changes practice when it is job-embedded, specific, rehearsed, observed, and improved through feedback.	One-move coaching, exact teacher language, practice labs, 24-hour feedback, calibration, video/lesson-segment rehearsal options.
Universal Design for Learning (CAST)	Design learning environments so all learners can access, participate in, and grow through meaningful challenge.	UDL access scan, multiple means of engagement/action/representation, scaffold planning, barriers-before-deficits stance.
Culturally Responsive-Sustaining Education	Instruction should affirm identity, prepare students for rigor, elevate historically marginalized voices, and foster agency.	Identity and agency prompts, content relevance planning, community/family knowledge, language access, high expectations guardrails.

Special education High-Leverage Practices (CEC/CEEDAR)	High-leverage practices organize collaboration, assessment, social-emotional-behavioral support, and explicit instruction for students with disabilities.	Co-planning with specialists, HLP alignment, data-driven grouping, intensification, feedback, modeling, scaffolding, and maintenance.
MTSS and implementation science (MTSS Center; NIRN)	Effective adoption requires tiered supports, data-based decision-making, competency drivers, organization drivers, leadership drivers, and staged implementation.	District and school implementation teams, adoption gates, calibration, dashboard routines, PDSA cycles, scale readiness checks.
Learner identity and agency research and practice	Students need opportunities to understand themselves, leverage resources, navigate obstacles, and co-create learning pathways.	Student self-monitoring cards, learner interviews, agency evidence prompts, family/community partnerships, student voice protocols.

Evidence claim discipline

Say this	Do not overclaim this
Explicit instruction is a high-leverage, evidence-informed approach that is especially important when students need clarity, modeling, feedback, and supported practice.	Do not say one framework alone will close every opportunity gap.
Making learning visible helps teams interpret student thinking and adjust instruction.	Do not reduce visible learning to posting objectives or decorating walls.
Practice-based coaching increases the likelihood that feedback changes adult practice.	Do not assume a workshop alone will change classrooms.
UDL, CRSE, HLPs, and MTSS strengthen access and intensification when they are built into planning from the beginning.	Do not treat equity/access work as a separate add-on after the lesson is planned.
Implementation quality determines whether an evidence-informed practice reaches students.	Do not assume district adoption equals classroom use.

PART 6

The Instructional Model: Explicit Instruction + Making Learning Visible

Core theory of action

If teachers select critical content, make the goal and success criteria clear, review prerequisites, model the skill step by step, provide guided practice with frequent responses, monitor student performance closely, give immediate feedback, release responsibility based on evidence, and revisit learning over time, **then** students will experience more successful practice, fewer uncorrected errors, stronger confidence, greater access to rigorous work, and improved independence, retention, and transfer.

The BlueprintCo explicit instruction and visible learning arc

Instructional arc

Learner evidence and assets -> critical content -> success criteria -> prerequisite review -> visible model -> guided practice -> frequent response -> monitoring -> immediate feedback -> supported release -> cumulative practice -> student reflection and transfer.

Making learning visible questions

Can students see the learning? Can the teacher see student thinking? Can students see their own progress? Can the coach see the relationship between teacher action and student learning? Can the district see whether implementation is producing more equitable access?

Six layers of explicit instruction

Layer	Archer & Hughes elements	Instructional purpose	Making learning visible connection
1. Plan the learning	1, 2, 3, 4	Select, sequence, chunk, and organize critical content.	Students and coaches can name the learning target and see how tasks align to it.
2. Open the lesson	5, 6	Clarify the goal, success criteria, and prerequisite knowledge.	Students know what they are learning, why it matters, and what success looks like.

3. Model the new learning	7, 8, 9, 15	Make expert thinking, examples, non-examples, and organizing structures visible.	Students see the steps, language, decision points, and common errors.
4. Guide student practice	10, 11, 12, 13	Support students as they rehearse with scaffolds, responses, monitoring, and feedback.	Student thinking becomes visible through oral, written, gestural, digital, or product-based responses.
5. Maintain momentum	14	Keep instruction efficient, active, and responsive.	Learning time is protected for active student practice and checks for understanding.
6. Release and retain	10, 12, 13, 15, 16	Move toward independence, retention, fluency, and transfer.	Students show that they can use, retrieve, explain, and apply learning over time.

The 16 elements: district -ready coaching map

Element	Teacher move	Student evidence	Coach move
1. Focus instruction on critical content	Name the exact skill, concept, vocabulary, strategy, or rule. Remove tasks that do not serve the target.	Students can state what they are learning and use the target knowledge or process in aligned work.	Ask students what they are learning. Check objective -task-practice alignment.
2. Sequence skills logically	Move from prerequisite to simple to complex. Separate easily	Students use prior learning and succeed with simpler examples	Map prerequisite -> model -> guided example -> application.

	confused skills before comparing them.	before complex application.	Track where errors begin.
3. Break down complex skills	Chunk the task, post steps, model one part at a time, and use step cards or organizers.	Students name the step they are on, use the scaffold, and combine steps with increasing accuracy.	Have the teacher perform the task while narrating invisible decisions.
4. Design organized and focused lessons	Use a predictable flow, short directions, aligned materials, and efficient transitions.	Students know what to do and spend most time on aligned academic work.	Time lesson segments and identify where learning time leaks.
5. Begin with clear goals and expectations	Post and say the learning goal, success criteria, and what students will produce.	Students explain the learning and what successful work includes.	Interview students and co-create criteria for success.
6. Review prior skills and knowledge	Use retrieval, quick checks, vocabulary review, and readiness correction before new learning.	Students retrieve prerequisites and connect prior learning to the new task.	Track readiness accuracy and support quick reteach if gaps appear.
7. Provide step-by-step demonstrations	Say "Watch me first." Model the exact task and think aloud decisions, errors, and checking.	Students track the model, restate steps, and imitate the process.	Script and rehearse the model; compare modeled steps to student work.
8. Use clear and concise language	Use precise terms consistently, short directions, accessible vocabulary, and sentence frames.	Students follow directions and use academic language accurately.	Capture exact language and rehearse tighter wording.

The 16 elements, continued

Element	Teacher move	Student evidence	Coach move
9. Use examples and non-examples	Show clear examples, close non-examples, and critical attributes; use misconceptions as teaching material.	Students sort, justify, and generate examples and non-examples.	Plan examples around likely misconceptions and student work errors.
10. Provide guided and supported practice	Practice together before independence; use cues, prompts, partial examples, and gradual release.	Students practice with support and improve accuracy across rounds.	Count successful rehearsals before independent work.
11. Require frequent responses	Use choral response, whiteboards, response cards, partner response, gestures, quick writes, and cold call with wait time.	Most students respond repeatedly and make thinking visible or audible.	Track response opportunities by minute and note volunteer-only patterns.
12. Monitor student performance closely	Scan responses, listen to partner talk, check first attempts, and sort errors quickly.	Students reveal misconceptions early and adjust based on prompts.	Sort students into secure / almost / needs reteach.
13. Provide immediate feedback	Name what is correct, correct quickly and neutrally, model the right response, and require a retry.	Students revise, produce the correct response, and continue participating.	Track whether feedback changed student performance.
14. Deliver at a brisk pace	Maintain a tight model-response-feedback-practice rhythm while preserving thinking time.	Students begin quickly, transition smoothly, and stay engaged without confusion.	Time transitions and teacher talk versus student response time.

15. Help students organize knowledge	Use organizers, categories, concept maps, summaries, and connections to prior learning.	Students use structures to explain relationships and retrieve information.	Check whether students use the organizer independently.
16. Provide distributed and cumulative practice	Revisit new and previous skills through mixed review, retrieval, and spiraled practice.	Students retrieve, retain, apply old and new skills together, and build fluency.	Build weekly cumulative review plans and track retention over time.

The one-move coaching bank

If evidence shows...	Try this one teacher move	We know it worked when...
Students cannot state the learning goal.	Say the objective in student-facing language and ask students to paraphrase it to a partner.	At least 80% of sampled students can name what they are learning and what successful work includes.
Students begin independent work with errors.	Add one more guided example and require all students to show the first step before release.	First independent attempts show fewer repeated errors.
Only a few students answer.	Switch to all-student response: whiteboards, choral response, response cards, gestures, or quick writes.	Most students respond and the teacher sees class-wide accuracy.
Students copy the model but cannot explain decisions.	Add a think-aloud sentence stem: "I know to do ____ because ____."	Students use the decision language during partner or independent practice.
Students repeat the same misconception.	Turn the misconception into a non-example and ask students to identify the critical attribute.	Students can explain why the non-example does not work.
Feedback does not change performance.	Use a feedback loop: name error, model correction, prompt retry, check again.	Students produce the corrected response immediately after feedback.

PART 7

District Adoption Architecture

Large - scale adoption requires infrastructure. The instructional model should stay simple; the implementation system must be explicit. Districts should define what is common across schools, what is adaptable, who makes decisions, how adults learn the practice, how evidence is used, and how barriers are resolved.

Minimum viable infrastructure

Infrastructure element	Minimum condition	Why it matters
Leadership sponsor	A cabinet-level owner protects time, aligns initiatives, and removes barriers.	Without executive sponsorship, schools experience the work as optional or competing.
Design / steering team	A cross-functional team includes curriculum, multilingual learner, special education, data, principal supervision, school leaders, coaches, teachers, and family/student voice.	The system must be designed for the learners and adults it serves.
Protected coaching time	Coaches and teachers have scheduled time for evidence review, co-planning, rehearsal, and re-observation.	The cycle will not run on goodwill alone.
Common evidence tools	Schools use a shared observation/evidence map, student interview protocol, and student work analysis routine.	Shared evidence enables calibration and learning across schools.
Calibration routine	Leaders and coaches calibrate monthly using videos, lesson segments, student work, and observation notes.	Scale requires shared interpretation, not just shared vocabulary.
Data routines	A dashboard tracks implementation and student	Leaders can support schools, study access, and respond early.

	evidence without ranking teachers.	
Adaptation guardrails	District names non-negotiables and school-level flexibilities.	Schools need coherence and contextual fit.

Non-negotiable vs adaptable

Non-negotiable across the system	Adaptable by school / grade / content
Use the 16 elements as the shared instructional language.	Begin with the element most connected to local student evidence.
Run evidence-based coaching cycles with one focus, one move, one expected student behavior, and one evidence source.	Cycle length can vary when calendars require it, as long as feedback and re-observation remain rapid.
Use student evidence, not only observer opinion.	Evidence source can be student work, oral response, exit ticket, interview, whiteboard scan, digital artifact, or performance task.
Rehearse before implementation.	Rehearsal can happen in a coaching meeting, PLC, practice lab, video annotation, or model lesson debrief.
Protect the equity/access stance.	Local examples, texts, language supports, scaffolds, and community connections should reflect local learner context.
Calibrate regularly.	Calibration artifacts can come from live learning walks, video clips, lesson plans, anonymized student work, or common tasks.

District role map

Role	Owns	Does not own alone	Cadence
Superintendent / Cabinet	Priority coherence, resources, public message, adoption expectations.	Daily coaching practice or school-level adaptation.	Monthly progress review.
Chief Academic / Schools Officer	Instructional model, launch plan, school/network goals,	All training content without school feedback.	Biweekly launch review.

	principal supervisor alignment.		
Principal Supervisor / Network Lead	Principal coaching, school team accountability, barrier removal, calibration.	Micromanaging teacher-level moves.	Biweekly school check-ins; monthly calibration.
Principal	School implementation team, schedule, adult culture, coach support, evidence routines.	All coaching conversations.	Weekly school implementation huddle.
Instructional Coach / Lead Teacher	Two-week cycles, co-planning, rehearsal, evidence collection, feedback.	Formal evaluation decisions unless roles are explicitly combined.	Daily/weekly teacher-facing cycles.
Teacher / PLC	Lesson-segment implementation, student evidence, reflection, peer practice.	Solving system barriers alone.	Weekly PLC ; biweekly cycle.
Specialists: SPED, ML, SEL, Data	Access, intensification, language supports, accommodations, data interpretation.	Isolated pull-out solutions disconnected from Tier 1 instruction.	Integrated in planning and data reviews.

Pilot - to - scale pathway

Stage	Recommended scope	Primary question	Gate to next stage
Prototype	2-4 schools or 1-2 PLCs per school.	Can teams run the cycle and produce useful evidence?	At least three complete cycles; tools revised; teacher feedback collected.
Cohort 1	10-20% of schools or a full feeder pattern/network.	Can leaders calibrate and support implementation across contexts?	Monthly calibration evidence; school teams can explain impact and barriers.
Cohort 2	Additional schools with trained facilitators from Cohort 1.	Can the district support adoption without central team doing all the work?	Facilitator certification, exemplar bank, dashboard routines.
Systemwide	All schools with differentiated support tiers.	Is the practice becoming a durable way of working?	Annual reset protocol, school review integration, new hire onboarding.

PART 8

New School Launch Architecture

New schools have an advantage: they can build explicit instruction, visible learning, coaching, and evidence routines into the operating system before adult habits, schedules, and student culture become fixed. **The founding question is not "What PD will we offer?" but "What routines will define how adults and students learn here every week?"**

Founding -year design decisions

Decision	Design recommendation	Founding artifact
Master schedule	Protect weekly PLC, coaching blocks, practice lab time, and leader learning walks.	Founding master schedule with improvement blocks labeled.
Instructional language	Teach the 16 elements during summer onboarding and return to them in every coaching cycle.	New staff explicit instruction primer and look-for card.
Model classrooms	Identify 2-3 demonstration classrooms or lesson segments per grade band/content area.	Model lesson library and video/artifact bank.
Student-facing culture	Teach students how to use goals, criteria, feedback, revision, and self-monitoring language.	Student learning habits mini-lessons.
Family partnership	Explain the instructional model in family-facing language before the first quarter.	Family launch letter and conference prompts.
Founding adult culture	Normalize rehearsal, observation, and feedback as the way adults learn.	Adult norms, psychological safety commitments, rehearsal calendar.
Data routines	Start with a simple evidence dashboard rather than a complex accountability system.	Data dictionary and 90-day measurement plan.

First 90 days for a new school

Timeframe	Leader moves	Coach / teacher moves	Evidence to study
Pre-service	Teach the model; rehearse goals, models, all-student responses, and feedback routines; calibrate on sample lessons.	Build first two weeks of lesson segments and success criteria.	Rehearsal notes, lesson segment plans, adult confidence pulse.
Weeks 1-2	Make routines public; observe for clarity, response routines, and safety; celebrate early wins.	Use clear goals, success criteria, and frequent responses in every core class.	Student interviews, response participation, first exit tickets.
Weeks 3-6	Launch two-week cycles; protect feedback time; hold first calibration.	Focus on one move per teacher/team; collect evidence and revise.	Coaching cycle completion, student work quality, error patterns.
Weeks 7-10	Create exemplar bank; identify needs for intensification and access supports.	Add cumulative review and feedback loops; use UDL/CRSE access scans.	Disaggregated evidence, common misconceptions, student reflection.
Weeks 11-13	Hold 90-day charrette; decide what to keep, refine, scale, and stop.	Share artifacts and student evidence; set next cycle focus.	90-day impact memo and next implementation plan.

PART 9

The Two-Week Coaching Improvement Cycle

Cycle commitments

- One primary focus element per teacher, team, grade, or content area.
- One precise teacher move, stated in observable language.
- One expected student behavior, stated as something students say, write, do, show, produce, revise, retrieve, or transfer.
- One evidence source that will show whether the move worked.
- Multiple short observations rather than one large event.
- Feedback within 24 hours whenever possible.
- Rehearsal before implementation.
- Visible evidence of student learning and student access, not only adult completion.

Two-week cycle overview

Day	Phase	Leader / coach action	Teacher / team action	Evidence
0	Set focus	Review prior evidence; identify school/team focus.	Bring student work or lesson artifact.	Baseline student evidence.
1	Baseline visit	Observe a short lesson segment with low-inference notes.	Teach normal lesson segment.	Teacher move, student responses, error patterns.
1	Evidence debrief	Name one growth area connected to an explicit instruction element.	Reflect on what students could and could not yet do.	One focus element, one move, one student behavior.
2	Co-planning	Co-plan the next lesson segment and evidence routine.	Prepare language, model, examples, response routine, or feedback loop.	Revised lesson segment.

2	Rehearsal	Rehearse exact words, model, prompt, or correction.	Practice the move aloud and revise.	Rehearsal notes.
3-4	Implementation 1	Observe the selected move only.	Teach the move.	Participation, accuracy, student work, misconceptions.
4	Quick feedback	Give same-day or next-day feedback; decide keep/refine.	Revise the move.	Adjustment note.
5-7	Implementation 2	Re-observe and compare evidence.	Teach revised move.	Before/after student evidence.
8-9	Student work analysis	Facilitate error pattern and access analysis.	Sort student work and plan reteach/extension.	Error patterns, access barriers, next step.
10	Reflection and next cycle	Decide continue, refine, or move to next element.	Commit to next move or evidence source.	Cycle summary and next plan.

Post-observation coaching conversation

Step	Purpose	Coach language
1. Partnership opening	Establish trust and shared purpose.	"Let's look at the evidence together and identify one move that will most strengthen student learning."
2. Start with students	Anchor the conversation in learning.	"What did students say, write, do, or produce that showed

		where they were in the learning?"
3. Connect move to response	Make the teacher-student relationship visible.	"When you ___, students ___. When students were asked to ___, some students ___."
4. Name the element	Ground feedback in the framework.	"This connects to element ___ because ___."
5. Name the gap	Identify the highest-leverage growth opportunity.	"The place students needed more support was ___ because ___."
6. Select one move	Avoid overload.	"One move that could help is ___."
7. Rehearse	Convert feedback into practice.	"Let's script the exact words or steps and practice it once."
8. Define success	Clarify what improvement will look like.	"We'll know this worked when students ___."
9. Set evidence collection	Prepare for follow-up.	"Next time, I'll collect evidence on ___."

PART 10

Measurement, Calibration, and Continuous Improvement

Measurement should help the system learn. The dashboard should not rank teachers or reduce instruction to checkboxes. It should help teams see whether students have greater access to clear, successful, rigorous learning and whether adults have the time, support, and skill to improve practice.

Five measurement categories

Category	Example measures	Use
Implementation	Cycles completed; focus elements; feedback within 24 hours; rehearsal completed; calibration attendance.	Know whether the operating system is running.
Practice quality	Goal clarity; model quality; response opportunities; monitoring accuracy; feedback loop use; release criteria.	Improve adult practice through coaching and calibration.
Student learning evidence	Exit ticket accuracy; student work quality; oral/written response accuracy; retrieval over time; transfer tasks.	Determine whether the teacher move changed learning.
Equity and access	Disaggregated participation, accuracy, feedback, student interview responses, scaffold access, subgroup error patterns.	Find and address access gaps early.
Sustainability	Coach load, protected time, principal engagement, staff trust, tool use, exemplar bank growth.	Know whether the work can persist and scale.

Calibration routine

Routine	Frequency	Protocol
Coach calibration	Monthly	Review the same lesson clip or observation notes. Individually code evidence. Compare element selection, teacher move, student evidence, and feedback script.
Principal calibration	Monthly	Conduct joint learning walk. Discuss what students were doing, what evidence showed, and what leader support is needed.
District review	Quarterly	Study implementation and equity indicators across schools. Identify barriers central office must remove.
Teacher team artifact review	Biweekly	Bring student work, exit tickets, or whiteboard samples. Sort by secure/almost/needs reteach and plan the next move.

PART 11

Professional Learning Sequence

Recommended launch modules

Module	Audience	Outcome	Practice product
1. Why explicit instruction as equity	All leaders and educators	Participants can explain the instructional arc and the equity/access rationale.	Personal commitment and student evidence question.
2. The 16 elements and six layers	Teachers, coaches, leaders	Participants can identify elements in a lesson segment.	Annotated lesson segment.
3. Making learning visible	Teachers, coaches	Participants can collect student evidence beyond impression.	Evidence map and student interview routine.
4. Modeling and think-alouds	Teachers, coaches	Participants can script and rehearse a model.	Think-aloud script.
5. Frequent responses and monitoring	Teachers, coaches	Participants can plan all-student responses and monitoring routines.	Response routine plan and monitoring clipboard.
6. Feedback and error correction	Teachers, coaches	Participants can deliver affirmative/corrective feedback loops.	Feedback script bank.
7. Coaching from evidence to rehearsal	Coaches, principals	Participants can facilitate a debrief and rehearse one move.	Coaching conversation script.
8. District calibration and scale	Leaders, coaches, data leads	Participants can calibrate, use dashboard evidence, and decide supports.	Calibration notes and support plan.

Practice lab format

Time	Move	Facilitator notes
0-5 min	Name the element and show the student evidence problem.	Keep focus narrow. Start with students.
5-12 min	Model the teacher move.	Show exact language and timing.
12-25 min	Participants rehearse in triads: teacher, student, coach.	Coach gives one piece of evidence-based feedback.
25-35 min	Revise and rehearse again.	The second rep should be visibly better.
35-45 min	Plan classroom use and evidence collection.	Leave with when/where/how evidence will be collected.

PART 12

Adoption Scenarios

Scenario 1: Large urban district with many initiatives

Challenge	Charrette response	First 30 - day move
Schools experience initiative fatigue and inconsistent walkthrough expectations.	Map all initiatives to the explicit instruction arc. Name what stops, what merges, and what becomes evidence for this cycle.	Launch with one district focus: clear goals and success criteria in student-facing language; collect student interview data.
Coaches use different tools and feedback styles.	Create a shared evidence map and coaching script. Calibrate with anonymized lesson clips and student work.	Hold two coach calibration sessions and require one rehearsal per feedback conversation.
Leaders want data, but teachers fear surveillance.	Publish data guardrails and separate coaching evidence from formal evaluation unless already negotiated.	Use school-level implementation dashboards and student evidence summaries rather than teacher rankings.

Scenario 2: New school in founding year

Challenge	Charrette response	First 30 - day move
Founding team is building curriculum, culture, and adult routines at once.	Use the instructional arc as the common thread across curriculum internalization, classroom culture, and coaching.	Build daily lesson-segment rehearsals into staff pre-service and first-month PLCs.
Teachers have different levels of experience.	Differentiate coaching focus while using the same six layers and evidence language.	Every teacher rehearses learning goal, model, all-student response, and feedback loop before students arrive.

Students are learning the school's learning habits.	Teach students how to read goals, use criteria, ask for help, revise after feedback, and track progress.	Launch student self-monitoring cards and weekly evidence reflection.
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Scenario 3: Turnaround or restart school

Challenge	Charrette response	First 30 - day move
Students have experienced inconsistent expectations and low academic trust.	Create predictability through clear goals, visible models, practice routines, and feedback that helps students succeed quickly.	Focus on organized lessons, clear goals, and guided practice before expanding to all 16 elements.
Adult culture is fragile.	Normalize practice, not perfection. Use psychological safety norms and peer rehearsal.	Start with adult practice labs where leaders rehearse too.
Data has been experienced as punitive.	Use student work as a learning artifact. Celebrate evidence of improvement, not only proficiency.	Run one PDSA cycle with a small team and publish the learning, including what did not work yet.

APPENDIX

70+ Launch Tools and Templates

How to use the appendix. Do not use every tool at once. Select the smallest set that matches your adoption stage. During the first 90 days, most teams need A1, A9, B1, B2, C 1, C 2, C 4, C 5, D1, D2, D4, D6, D8, D9, E1, F1, F5, G 1, and G 6.

Appendix group	Tools
A. Charrette and readiness	A1-A10
B. District and school launch	B1-B10
C. Coaching cycle	C 1-C 10
D. Instructional planning and observation	D1-D16
E. Equity, access, and learner variability	E1-E10
F. Adult culture, communication, and sustainability	F1-F10
G. Measurement and scale	G 1-G 10

A. Charrette and Readiness Tools

A1. Charrette Planning Memo

Purpose	Frame the design challenge before convening stakeholders.
Use when	A district or school begins adoption or resets implementation.
Copy - ready fields	Problem of practice; student opportunity; scope; participants; constraints; decision rights; timeline; expected products.
Prompts / script	What is the instructional problem we must solve? Who is most affected? What evidence tells us this matters now? What must be true 90 days from now?

Notes for scale	Use one page. If it cannot be summarized, the launch is too broad.
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A2. Stakeholder Map

Purpose	Identify whose experience must shape the design.
Use when	The team is forming a charrette or steering group.
Copy - ready fields	Students; families; teachers; coaches; principals; principal supervisors; central office; union/association; community partners; special populations.
Prompts / script	Whose voice is centered? Whose voice is missing? Who will experience the biggest change? Who can remove barriers?
Notes for scale	Include students with disabilities, multilingual learners, caregivers, and novice teachers.

A3. Equity Problem Statement Builder

Purpose	Convert broad achievement gaps into a precise design challenge.
Use when	Teams are tempted to state the problem as student deficit.
Copy - ready fields	Student group; learning context; adult/system practice; evidence; desired change.
Prompts / script	Instead of "students lack motivation," write: "When ___ happens, students ___ experience ___; adults need to ___."
Notes for scale	Require a system/adult condition in every problem statement.

A4. Student Listening Session Protocol

Purpose	Gather learner experience before designing the launch.
Use when	Before selecting focus elements or tools.
Copy - ready fields	Student sample; warm-up; learning clarity questions; belonging/access questions; feedback questions; closing ask.
Prompts / script	Tell us about a time learning felt clear. What helped? When do you know you are successful? What happens when you are stuck?
Notes for scale	Run separate sessions for students who are often least heard.

A5. Family Listening Session Protocol

Purpose	Learn how families experience instructional clarity, support, and communication.
Use when	Before launch communications and family -facing tools are finalized.
Copy - ready fields	Family sample; language access; academic expectations; communication routines; support needs; trust indicators.
Prompts / script	What helps you understand what your student is learning? What would make school communication more useful? What support feels respectful?
Notes for scale	Offer interpretation, multiple times, and options beyond meetings.

A6. Teacher Empathy Interview

Purpose	Understand teacher needs, fears, assets, and constraints.
Use when	Before designing PD, coaching load, or evidence routines.
Copy - ready fields	Teacher role; current planning routine; coaching experience; evidence use; barriers; desired support.
Prompts / script	What makes feedback useful? What makes it feel unsafe? What student evidence do you already trust? What should leaders stop doing?
Notes for scale	Do not ask teachers to co-create and then ignore their input.

A7. Instructional Learning Walk Baseline

Purpose	Capture low -inference baseline evidence across classrooms.
Use when	Before selecting first district or school focus.
Copy - ready fields	Class; segment; goal clarity; modeling; response opportunities; monitoring; feedback; student evidence; access notes.
Prompts / script	What did the teacher say/do? What did students say/write/do? What evidence was visible? What questions remain?
Notes for scale	Use patterns, not individual teacher judgments.

A8. Student Work Baseline Protocol

Purpose	Study what current tasks and student products reveal about learning.
Use when	Before selecting an instructional element focus.
Copy - ready fields	Task; success criteria; sample work; misconception; scaffold use; subgroup pattern; next instructional implication.
Prompts / script	What does the task ask students to think about? What does successful work require? Which errors are common and why?
Notes for scale	Collect actual work, not only grades.

A9. Implementation Readiness Survey

Purpose	Assess whether the school or district has conditions to launch.
Use when	Before finalizing launch timeline.
Copy - ready fields	Leadership sponsorship; protected time; coaching capacity; curriculum alignment; data systems; staff trust; calibration; stakeholder voice.
Prompts / script	Rate each condition 1-4. What is strong? What must be solved before launch? What can be solved during launch?
Notes for scale	Use results to tier support, not to shame schools.

A10. Adoption Decision Matrix

Purpose	Decide scope, sequence, and supports for rollout.
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Use when	After readiness data and stakeholder input are gathered.
Copy - ready fields	School readiness; student need; leader capacity; coach capacity; competing initiatives; recommended cohort; support tier.
Prompts / script	Which schools are ready to prototype? Which need enabling conditions first? What is the right pace?
Notes for scale	Avoid launching everywhere at once if support infrastructure is not ready.

B. District and School Launch Tools

B1. 90-Day Launch Roadmap

Purpose	Translate adoption into weekly actions and evidence.
Use when	At the start of pilot or cohort launch.
Copy - ready fields	Weeks; leader moves; coach moves; teacher moves; student evidence; risks; decisions.
Prompts / script	What will we do by week 2, 4, 6, 8, 10, and 13? What evidence will tell us whether to continue or adjust?
Notes for scale	Keep a single visible roadmap for the district and each school.

B2. District Steering Team Charter

Purpose	Clarify decision rights and accountability.
Use when	Before district launch.

Copy - ready fields	Members; role; decision rights; meeting cadence; norms; outputs; escalation path.
Prompts / script	What decisions can this team make? What must go to cabinet? How will we resolve conflicts?
Notes for scale	Include operations and data, not only academics.

B3. School Implementation Team Charter

Purpose	Create a school-level engine for the work.
Use when	Before school launch.
Copy - ready fields	Principal; coach; teacher reps; specialists; data lead; meeting time; focus; evidence; communication plan.
Prompts / script	What will this team protect, monitor, and improve every two weeks?
Notes for scale	The team should solve conditions, not just report compliance.

B4. Instructional Coach Role Description

Purpose	Define coaching expectations and boundaries.
Use when	When assigning or hiring coaches.
Copy - ready fields	Purpose; caseload; cycle expectations; evidence tools; confidentiality; collaboration with principals; artifacts.
Prompts / script	What does the coach own? What does the principal own? What evidence is shared and how?

Notes for scale	Be explicit if coaches also evaluate; ambiguity erodes trust.
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B5. Principal Supervisor Role Description

Purpose	Align principal supervision to instructional adoption.
Use when	When networks/regions support schools.
Copy - ready fields	School support; principal coaching; calibration; barrier removal; data review; leadership moves.
Prompts / script	How will supervisors coach principals to protect time and use evidence?
Notes for scale	Principal supervisors should observe the implementation system, not only classroom practice.

B6. Launch Communication Template

Purpose	Communicate purpose, expectations, and protections.
Use when	Before staff, family, or board launch.
Copy - ready fields	Why; what; what changes; what does not change; timeline; support; evidence; questions.
Prompts / script	This work is about making learning clearer and more successful for students. Here is how adults will be supported...
Notes for scale	Name what the work is not: evaluation, gotcha, or another disconnected initiative.

B7. Staff Launch Agenda

Purpose	Launch shared purpose and first practice routines.
Use when	During pre-service or first PL day.
Copy - ready fields	Opening story; student evidence; model overview; element practice; rehearsal; planning; next steps.
Prompts / script	What do students need to be able to see? What is one move we will rehearse today?
Notes for scale	End with a product teachers will use in a real lesson.

B8. PLC Launch Agenda

Purpose	Start teacher teams with evidence and one move.
Use when	First PLC cycle.
Copy - ready fields	Student work; focus element; lesson segment; rehearsal; evidence source; commitments.
Prompts / script	What student evidence will we improve this week? Which one move will we all try?
Notes for scale	Protect time for rehearsal, not just discussion.

B9. New Teacher Onboarding Plan

Purpose	Build shared instructional language for new staff.
Use when	Before or during hiring/onboarding.
Copy - ready fields	Intro module; model classroom; observation; practice lab; coaching cycle; mentor; evidence tools.

Prompts / script	What should a new teacher be able to do in the first 10 days?
Notes for scale	Include non-evaluative coaching early.

B10. New School Founding Plan

Purpose	Embed the model into school design decisions.
Use when	For founding teams or restart schools.
Copy - ready fields	Master schedule; adult culture; instructional language; family communication; model lessons; data routines.
Prompts / script	What routines will define adult and student learning from day one?
Notes for scale	Use this before schedules are finalized.

C. Coaching Cycle Tools

C1. Two-Week Cycle Planner

Purpose	Plan the complete evidence-to-practice cycle.
Use when	At the start of each teacher/team cycle.
Copy - ready fields	Focus element; teacher move; student behavior; evidence source; observation dates; rehearsal; feedback date.
Prompts / script	We are working on _____. The move is _____. We will know it worked when students _____.
Notes for scale	One page per cycle.

C2. Observation Quick Note Catcher

Purpose	Collect low -inference evidence during a short visit.
Use when	During baseline and implementation visits.
Copy -ready fields	Teacher language; student responses; participation; accuracy; errors; feedback; access notes.
Prompts / script	What did the teacher say/show/ask? What did students say/write/do? What was visible?
Notes for scale	Avoid adjectives. Record evidence.

C3. Teaching -to -Learning Evidence Map

Purpose	Connect adult action to student response.
Use when	Before feedback conversations.
Copy -ready fields	Teacher move; student response; learning evidence; coach interpretation; next move.
Prompts / script	When the teacher ____, students _____. This suggests _____. The next move is _____.
Notes for scale	This is the core artifact for MLV-aligned coaching.

C4. Co-Planning Template

Purpose	Translate feedback into a revised lesson segment.
Use when	After baseline debrief.
Copy -ready fields	Element; student evidence; teacher move; exact language; materials; response routine; monitoring plan.

Prompts / script	What will you say? What will students do? Where will you look? What will you do if they err?
Notes for scale	Plan no more than 10 - 15 minutes of instruction at first.

C5. Rehearsal Template

Purpose	Practice the move before classroom implementation.
Use when	Before implementation visit.
Copy - ready fields	Move; exact words; expected student response; anticipated error; feedback language; scaffold.
Prompts / script	Try it once. What felt unclear? Let's tighten the language and do it again.
Notes for scale	A rehearsal that feels awkward is often the moment learning begins.

C6. Feedback Conversation Script

Purpose	Guide a concise, evidence-based coaching debrief.
Use when	After observation.
Copy - ready fields	Student evidence; teacher move; element; growth area; one move; rehearsal; evidence for next visit.
Prompts / script	Let's look at what students did. One move that could help is _____. Let's practice.
Notes for scale	Keep the conversation under 20 minutes when possible.

C7. Coach Weekly Calendar Builder

Purpose	Protect time for observations, debriefs, co - planning, and rehearsal.
Use when	During launch planning.
Copy - ready fields	Teachers/teams; observation windows; debriefs; PLC; calibration; admin huddle; buffer.
Prompts / script	Where is the time for feedback within 24 hours? Where is rehearsal protected?
Notes for scale	A coach calendar is an implementation artifact.

C8. Coach Calibration Protocol

Purpose	Build shared interpretation across coaches and leaders.
Use when	Monthly.
Copy - ready fields	Artifact; individual coding; discussion; consensus; implications; tool revision.
Prompts / script	Which element is most present? Which student evidence matters most? What feedback would we give?
Notes for scale	Use anonymized artifacts to increase safety.

C9. Student Work Analysis Meeting Protocol

Purpose	Use student work to decide next instruction.
Use when	After implementation or common assessment.
Copy - ready fields	Task; criteria; sort; errors; access barriers; reteach; extension; evidence of transfer.

Prompts / script	What can students do? What is the most common error? What teacher move will address it?
Notes for scale	Disaggregate patterns when sample size allows.

C10. Practice Lab Agenda

Purpose	Run adult rehearsal as professional learning.
Use when	During PD, PLC, or coach development.
Copy - ready fields	Element; model; rehearsal; feedback; second rehearsal; classroom commitment.
Prompts / script	Watch the move. Practice in triads. Receive one feedback point. Rehearse again.
Notes for scale	Practice labs should feel active, not like sit-and-get PD.

D. Instructional Planning and Observation Tools

D1. Critical Content Planner

Purpose	Identify the one thing students must learn.
Use when	During lesson internalization.
Copy - ready fields	Standard; curriculum task; must-know content; nice-to-know; remove; future connection.
Prompts / script	What must students leave knowing or able to do? Which tasks serve that target?
Notes for scale	Protect rigor by narrowing to the essential, not by lowering expectations.

D2. Success Criteria Builder

Purpose	Make quality and success visible to students.
Use when	Before teaching a task.
Copy - ready fields	Goal; exemplar; 2-3 criteria; student -facing language; self-check prompt.
Prompts / script	You will know you are successful when _____. Strong work includes _____.
Notes for scale	Use criteria students can actually use while working.

D3. Prior Knowledge Retrieval Builder

Purpose	Activate prerequisites before new learning.
Use when	Opening a lesson or unit.
Copy - ready fields	Prerequisite skill; retrieval prompt; response format; expected accuracy; reteach plan.
Prompts / script	We need this because today we will _____. Show me _____ on your board.
Notes for scale	Keep retrieval short and diagnostic.

D4. Think -Aloud Script Builder

Purpose	Make expert thinking visible.
Use when	Before modeling a complex skill.
Copy - ready fields	Task; steps; decision points; self-check; common error; language.

Prompts / script	I know to ___ because ___. I am checking ___. A mistake to avoid is ___.
Notes for scale	Script decision points, not every word.

D5. Examples and Non -Examples Planner

Purpose	Clarify concept boundaries and misconceptions.
Use when	When students overgeneralize or confuse ideas.
Copy -ready fields	Critical attribute; example; close non-example; misconception; sorting prompt.
Prompts / script	Is this an example or non-example? How do you know?
Notes for scale	Use actual student errors as future non-examples.

D6. All-Student Response Menu

Purpose	Increase active engagement and visible thinking.
Use when	When too few students respond.
Copy -ready fields	Question; response routine; materials; timing; monitoring method; follow-up.
Prompts / script	Everyone writes. Boards up in 3...2...1. Track your partner's explanation.
Notes for scale	Choose routines that reveal thinking, not only participation.

D7. Guided Practice Tracker

Purpose	Track student success before release.
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Use when	During We Do and supported practice.
Copy - ready fields	Round; scaffold; response format; accuracy; error; adjustment; release decision.
Prompts / script	How many successful rehearsals happened before independent work?
Notes for scale	Do not release based on time; release based on evidence.

D8. Monitoring Clipboard

Purpose	Capture real-time class-wide evidence.
Use when	During guided or independent practice.
Copy - ready fields	Student list/group; item/step; accuracy; misconception; feedback; regroup.
Prompts / script	Who is secure? Who is almost? Who needs reteach?
Notes for scale	Use codes to keep it fast.

D9. Corrective Feedback Script Bank

Purpose	Correct errors quickly while preserving student dignity.
Use when	When students make predictable errors.
Copy - ready fields	Error type; teacher response; model; retry; check.
Prompts / script	Not yet. Watch: _____. Now you try. What changed?
Notes for scale	Feedback is incomplete until students produce the improved response.

D10. Release-to -Independence Decision Tool

Purpose	Decide when students are ready for independent work.
Use when	Before moving from guided to independent practice.
Copy - ready fields	Evidence threshold; students secure; students needing support; scaffold fade; independent task.
Prompts / script	What tells us students are ready? Who needs another guided example?
Notes for scale	Use flexible groups or additional guided practice when needed.

D11. Cumulative Review Planner

Purpose	Build retention and transfer over time.
Use when	Weekly planning.
Copy - ready fields	Current skill; prior skills; retrieval format; mixed practice; evidence of retention.
Prompts / script	Where will this skill show up again this week and next week?
Notes for scale	Plan retrieval before forgetting happens.

D12. Knowledge Organizer Template

Purpose	Help students organize concepts, vocabulary, and relationships.
Use when	When students need structure for memory or transfer.

Copy - ready fields	Concept; categories; examples; non-examples; connections; summary.
Prompts / script	How does today connect to yesterday? Where does this idea belong?
Notes for scale	Students should use the organizer, not only copy it.

D13. Student Self - Monitoring Card

Purpose	Support student agency and metacognition.
Use when	During practice and revision.
Copy - ready fields	Goal; criteria; current step; help strategy; feedback received; revision made.
Prompts / script	I am working on _____. My next step is _____. Feedback helped me _____.
Notes for scale	Teach the routine explicitly.

D14. Exit Ticket Analyzer

Purpose	Turn quick checks into next-day teaching decisions.
Use when	After lesson or PLC.
Copy - ready fields	Item; criteria; correct; common errors; subgroup patterns; reteach group; extension.
Prompts / script	Which error blocks tomorrow's learning? What will we reteach in 5 minutes?
Notes for scale	Analyze with enough speed to affect the next lesson.

D15. Lesson Segment Rehearsal Checklist

Purpose	Prepare a focused 10-15 minute segment.
Use when	Before coaching implementation.
Copy - ready fields	Goal; model; prompt; response routine; feedback; monitoring; release.
Prompts / script	Can the teacher perform the move smoothly before teaching?
Notes for scale	Use for demonstration lessons and peer practice.

D16. Student Interview Card

Purpose	Check whether learning is visible to students.
Use when	During observations or student conferences.
Copy - ready fields	What are you learning? Why? What does success look like? What step are you on? What feedback did you use?
Prompts / script	Ask 3-5 students the same questions and compare patterns.
Notes for scale	Interview results are evidence, not anecdotes.

E. Equity, Access, and Learner Variability Tools

E1. Equity Guardrail Tool

Purpose	Prevent explicit instruction from becoming compliance or low -level task completion.
Use when	During planning and data review.

Copy - ready fields	Rigor; identity affirmation; access; participation; feedback; release; disaggregated evidence.
Prompts / script	Who gets to do the thinking? Who gets feedback? Who is released too early or too late?
Notes for scale	Use before and after observations.

E2. UDL Access Scan

Purpose	Identify barriers in goals, materials, language, response modes, and assessment.
Use when	Before lesson implementation.
Copy - ready fields	Barrier; learner variability; engagement; representation; action/expression; planned support.
Prompts / script	What barrier can we remove before students experience failure?
Notes for scale	Design for access before assigning deficits to students.

E3. Multilingual Learner Scaffold Planner

Purpose	Plan language access without reducing cognitive demand.
Use when	When students are developing English proficiency.
Copy - ready fields	Content goal; language demand; vocabulary; sentence frame; home language option; partner talk; visual.

Prompts / script	What language do students need to access the same rigorous thinking?
Notes for scale	Coordinate with ML specialists.

E4. Special Education HLP Alignment Tool

Purpose	Align explicit instruction with high-leverage special education practices.
Use when	During co-planning and IEP-support planning.
Copy - ready fields	Need; accommodation; explicit model; scaffold; feedback; data; intensification.
Prompts / script	Which HLP is most relevant? What evidence will show the support is working?
Notes for scale	Use for Tier 1 access and targeted intensification.

E5. Co-Teaching Planning Tool

Purpose	Clarify adult roles during explicit instruction.
Use when	When two adults share instruction.
Copy - ready fields	Segment; lead role; support role; monitoring; feedback; small group; data collection.
Prompts / script	Who models? Who monitors? Who gives feedback? Who captures evidence?
Notes for scale	Co-teaching should increase student response and feedback, not create passive support.

E6. Culturally Responsive Content Connection

Purpose	Connect critical content to students' identities, communities, and purposes.
Use when	During curriculum internalization.
Copy - ready fields	Content; student knowledge; community connection; representation; critical question; agency opportunity.
Prompts / script	Where can students see themselves, their communities, or meaningful questions in the learning?
Notes for scale	Connection should deepen rigor, not replace it.

E7. Identity and Agency Evidence Prompts

Purpose	Gather evidence of learner ownership and resource use.
Use when	During student reflection or conferences.
Copy - ready fields	Identity; strengths; goals; resources; barriers; strategy; next action.
Prompts / script	What helps you learn? What resource can you use? What will you try next?
Notes for scale	Use with advisory, coaching, and academic classes.

E8. Belonging and Safety Check

Purpose	Monitor conditions that support academic risk - taking.
Use when	Before and during launch.

Copy - ready fields	Student belonging; adult trust; error safety; peer interaction; feedback safety; support access.
Prompts / script	Do students feel safe making mistakes? Do they know who can help?
Notes for scale	Use pulse checks and listening sessions.

E9. Student Conference Script

Purpose	Combine academic evidence with relationship and agency.
Use when	During student conferences.
Copy - ready fields	Evidence; strength; goal; barrier; strategy; resource; commitment.
Prompts / script	Here is what your work shows. One strength is _____. One next step is _____. What support will help?
Notes for scale	Keep conferences short and specific.

E10. Family Partnership Call Script

Purpose	Connect families to learning goals, success criteria, and support.
Use when	During launch, intervention, or celebration.
Copy - ready fields	Warm opening; learning goal; evidence; strength; next step; family insight; follow-up.
Prompts / script	I want to share what your student is learning and ask what you are noticing at home...
Notes for scale	Start with strength and invite family expertise.

F. Adult Culture, Communication, and Sustainability Tools

F1. Adult Culture Norms

Purpose	Create the relational conditions for practice - based improvement.
Use when	At launch and quarterly reset.
Copy - ready fields	Norm; what it sounds like; what it does not sound like; repair move; accountability.
Prompts / script	We practice in public. We use evidence. We assume positive intent and own impact.
Notes for scale	Leader modeling is essential.

F2. Psychological Safety Pulse

Purpose	Track whether adults feel safe to practice, receive feedback, and name barriers.
Use when	Monthly during launch.
Copy - ready fields	Voice; trust; role clarity; feedback safety; workload; barrier escalation.
Prompts / script	What feels safe? What feels risky? What barrier should leaders remove?
Notes for scale	Share what leaders heard and what they will do.

F3. Change Management Risk Register

Purpose	Anticipate adoption risks before they derail implementation.
Use when	During steering team meetings.

Copy - ready fields	Risk; likelihood; impact; owner; mitigation; status; escalation.
Prompts / script	What could undermine trust, time, coherence, or quality? Who owns the response?
Notes for scale	Review every two weeks during launch.

F4. Professional Learning Module Planner

Purpose	Design PD that ends in practice products.
Use when	Before PL sessions.
Copy - ready fields	Outcome; model; practice; feedback; product; classroom application; evidence.
Prompts / script	What will adults practice? What will they leave ready to use?
Notes for scale	No module should end without a useable artifact.

F5. Leader Walkthrough Protocol

Purpose	Help leaders observe the implementation system, not rate teachers.
Use when	Weekly or biweekly.
Copy - ready fields	Focus; classrooms; student interviews; evidence; barrier; leader next action.
Prompts / script	What did students experience? What support do adults need?
Notes for scale	Leaders should leave with a support move.

F6. PLC One-Move Protocol

Purpose	Keep PLCs focused on one student evidence problem and one instructional move.
Use when	Weekly or biweekly.
Copy - ready fields	Evidence; focus element; move; rehearsal; implementation; next evidence.
Prompts / script	What is the one move we will all try before we meet again?
Notes for scale	Use a timer to protect rehearsal time.

F7. Implementation Spotlight Template

Purpose	Share credible stories without overclaiming.
Use when	After early cycles produce useful evidence.
Copy - ready fields	Context; student evidence; teacher move; result; lesson learned; adaptation.
Prompts / script	When the team tried ____, students _____. Next time, they will _____.
Notes for scale	Avoid hero stories; spotlight routines others can copy.

F8. Communications Cadence Planner

Purpose	Coordinate messages to staff, families, board, and community.
Use when	Before and during launch.
Copy - ready fields	Audience; message; channel; owner; date; feedback loop.

Prompts / script	What does each audience need to understand, believe, and do?
Notes for scale	Repeat the why and the protections.

F9. Resource Allocation Planner

Purpose	Align time, staffing, curriculum, and data resources to implementation.
Use when	Before budget or staffing decisions.
Copy - ready fields	Need; current resource; gap; option; owner; decision; equity impact.
Prompts / script	What must we fund, stop, repurpose, or protect?
Notes for scale	Use resource decisions to demonstrate priority.

F10. Sustainability and Spread Plan

Purpose	Plan for year two and beyond.
Use when	After pilot or annual review.
Copy - ready fields	Practices to keep; tools to revise; facilitators; onboarding; data routines; annual calendar.
Prompts / script	What will survive turnover? What must be codified before scale?
Notes for scale	Sustainability is designed, not hoped for.

G. Measurement and Scale Tools

G1. Measurement Plan

Purpose	Define measures before launch.
Use when	At steering team and school team launch.
Copy - ready fields	Question; measure; source; frequency; owner; use; guardrail.
Prompts / script	What do we need to learn? What data will answer it? How will we prevent misuse?
Notes for scale	Use a few measures well.

G2. Dashboard Data Dictionary

Purpose	Create shared definitions for implementation and student evidence.
Use when	Before dashboard use.
Copy - ready fields	Field; definition; source; frequency; interpretation; caution.
Prompts / script	What exactly counts as a completed cycle? What evidence source is valid?
Notes for scale	Ambiguous definitions damage trust.

G3. Integrity and Adaptation Rubric

Purpose	Distinguish useful adaptation from drift.
Use when	During school reviews and scale decisions.
Copy - ready fields	Core practice; evidence of integrity; acceptable adaptation; drift warning; support.

Prompts / script	Is the school adapting context or abandoning the core logic?
Notes for scale	Use with conversation, not punishment.

G4. School Implementation Review Agenda

Purpose	Study progress and barriers at the school level.
Use when	Monthly.
Copy - ready fields	Wins; data; student evidence; teacher feedback; barriers; next supports; decisions.
Prompts / script	What is improving? What is stuck? What support will leadership provide?
Notes for scale	Include teacher and coach voice.

G5. District Implementation Review Agenda

Purpose	Study cross-school patterns and central office actions.
Use when	Monthly or quarterly.
Copy - ready fields	Implementation data; equity patterns; school support tiers; policy barriers; resource decisions.
Prompts / script	What patterns require district action? Which schools need differentiated support?
Notes for scale	Use data to support schools, not sort them.

G6. Plan-Do-Study -Act Form

Purpose	Run small tests of change.
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Use when	When trying a new move, tool, or routine.
Copy - ready fields	Plan; prediction; do; evidence; study; act; next test.
Prompts / script	What do we predict will happen? What did the evidence show? What will we adjust?
Notes for scale	Keep tests small and fast.

G7. Scale Readiness Gate

Purpose	Decide whether to expand, pause, or deepen.
Use when	Before adding schools or grades.
Copy - ready fields	Cycle completion; trust; evidence quality; calibration; leader capacity; artifacts; support gaps.
Prompts / script	Are we ready to spread? What must be true first?
Notes for scale	Scaling too early can damage credibility.

G8. Adoption Rubric

Purpose	Assess system maturity over time.
Use when	Quarterly or annually.
Copy - ready fields	Exploration; installation; initial implementation; full implementation; sustainability indicators.
Prompts / script	Where are we on the adoption journey? What is the next right support?
Notes for scale	Rubrics should guide support tiers.

G9. End-of-Cycle Reflection

Purpose	Capture learning from each coaching cycle.
Use when	At the end of a two -week cycle.
Copy - ready fields	Focus; move; evidence; impact; adaptation; next step; artifact to save.
Prompts / script	What changed for students? What did we learn? What will we keep or revise?
Notes for scale	Build an exemplar bank from reflections.

G10. Annual Reset Protocol

Purpose	Renew the work and prevent initiative drift.
Use when	End of year or summer planning.
Copy - ready fields	Evidence review; stakeholder feedback; tool audit; training plan; schedule; goals; communications.
Prompts / script	What should we keep, stop, start, and strengthen next year?
Notes for scale	Annual reset turns adoption into a durable way of work.

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Part III. Comprehensive Launch Materials Appendix

Copy-ready tools, protocols, scripts, rubrics, trackers, and templates for launching and sustaining the work.

How to use this appendix

Operating rule Use the smallest tool that will create visible improvement next. Do not require every school or teacher to use every tool at once. Start with the charter, the 90-day roadmap, the two -week coaching cycle planner, the observation note catcher, the evidence map, and one planning tool tied to the selected focus element.		
Role	Start with these tools	Use to avoid
Superintendent/cabinet	A1, A10, A11, B2, I1, I2, I5, I6, I7	Launching without a coherent theory of action and protected conditions.
Principal supervisor/network lead	B2, B5, C8, C9, H6, I1	Observing classrooms without fixing school conditions.
Principal/founding leader	B1, B3, B6, B7, B8, B9, B10, C7, C9	Turning the work into a compliance checklist.
Instructional coach	C1-C8, D1-D14, G1-G8	Giving feedback without rehearsal and follow-up evidence.
PLC/teacher team	D1-D14, E1-E8, F1-F8, G1-G3	Planning activities without checking learning visibility.

Equity/MTSS/MLL/SPED leads	E3, E5, F1-F8, G5-G7, I7	Separating equity and access from core instruction.
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Launch sequence

Phase	Primary tools	Output
Identify	A1-A11	Shared problem, stakeholder map, baseline evidence, readiness data, adoption decision.
Discover	A5-A10, F1-F8, G1-G4	Research and local evidence synthesis; barriers and learner needs named.
Create	B1-B10, C1-C6, D1-D14	Minimum viable launch plan, coaching cycle, planning templates, communication artifacts.
Develop	C7-C10, G5-G8, H1-H8, I1-I8	Refined routines, calibration, exemplar bank, scale and sustainability decisions.

A. Charrette and readiness tools

A1. District Instructional Coherence Charter

Purpose	State what the district means by high -quality instruction and how explicit instruction, visible evidence, curriculum, MTSS, multilingual learner supports, special education, and coaching connect.
Use when	Before announcing the work or selecting pilot schools.
Primary owner	Superintendent, cabinet, CAO
Evidence of use	A one-page charter is approved and used in all launch communications.
Scale note	Keep the charter stable across schools; let schools adapt examples, not the core definition.

Copy -ready fields

Field	Prompt or fill -in
Instructional promise	Students will experience clear goals, visible success criteria, modeled thinking, guided practice, feedback, and careful release.
Non-negotiables	Name the few adult practices every classroom should share.
Local adaptations	Name what schools may customize.
Protected conditions	Time for coaching, PLCs, rehearsals, and student evidence review.

Facilitation prompts or script

- What do we already ask teachers to do that this work clarifies rather than replaces?
- What must be true so schools do not experience this as another disconnected initiative?

A2. Adoption Problem Statement Builder

Purpose	Translate broad concerns into a solvable implementation problem grounded in student evidence.
Use when	During Identify phase of the charrette.
Primary owner	District design team
Evidence of use	A concise problem statement names learner group, learning need, adult practice gap, and evidence source.
Scale note	Districts can create one district problem statement and school -specific versions.

Copy -ready fields

Field	Prompt or fill -in
Learner group	Which students are not yet experiencing reliable access to the target learning?
Learning need	What must students be able to say, write, do, or produce?
Adult practice gap	What adult action is inconsistent, unclear, or under-supported?
Evidence	What observations, work samples, interviews, or data show this?

Facilitation prompts or script

- Avoid statements that blame students or families. Name the adult/system condition to improve.

A3. Charrette Invitation Template

Purpose	Invite a cross-functional group into the design process with clarity about purpose, roles, and outputs.
Use when	Two to four weeks before a design session.
Primary owner	Project lead
Evidence of use	Participants understand the design question and bring required pre -work.
Scale note	For large districts, invite representatives from curriculum, school leadership, union/teacher leadership, special education, multilingual learner, data, family engagement, and student voice.

Copy -ready fields

Field	Prompt or fill -in
Purpose	We are designing a district-ready way to make rigorous instruction more visible, teachable, and equitable.
Participants	Name role groups and why their expertise matters.
Pre-work	Bring one artifact: lesson plan, student work, observation notes, survey results, or coaching notes.

Field	Prompt or fill -in
Output	A minimum viable playbook, launch plan, and evidence cycle.

Facilitation prompts or script

- We are not convening to admire the problem. We are convening to design what schools can actually use.

A4. Stakeholder Map

Purpose	Identify who is affected, who decides, who implements, and who must be heard before launch.
Use when	At the start of Identify.
Primary owner	Design team facilitator
Evidence of use	Map includes decision-makers, implementers, students, families, and historically underserved groups.
Scale note	Review for missing voices before every major adoption decision.

Copy -ready fields

Field	Prompt or fill -in
Decision-makers	Who authorizes time, priorities, staffing, and accountability?
Implementers	Who changes daily practice?
Experience holders	Whose lived experience reveals barriers and strengths?

Field	Prompt or fill -in
Influencers	Who can build trust or derail adoption?

Facilitation prompts or script

- Whose perspective would make our design more accurate and less top-down?

A5. Student Empathy Interview

Purpose	Understand how students experience clarity, practice, feedback, challenge, belonging, and agency in lessons.
Use when	Before selecting school priorities or coaching focus.
Primary owner	School design team, student voice lead
Evidence of use	Interview notes name patterns across student groups and include direct student language.
Scale note	Sample across grade, program, language, disability, race, attendance, and achievement profiles.

Copy -ready fields

Field	Prompt or fill -in
Student context	Grade, course, supports, language, strengths, interests.
Learning clarity	When do you know exactly what you are learning and what success looks like?

Field	Prompt or fill -in
Practice	When do you get enough supported practice before working alone?
Feedback	What feedback helps you improve during class?
Agency	When do you have choices or chances to explain your thinking?

Facilitation prompts or script

- Tell me about a class where learning felt clear. What did the teacher do?
- Tell me about a time you got stuck. What happened next?

A6. Family and Caregiver Listening Guide

Purpose	Surface family knowledge about student strengths, barriers, communication preferences, and conditions for trust.
Use when	Before launch and during school onboarding.
Primary owner	Family engagement lead, principal
Evidence of use	Family themes inform launch communications, supports, and success criteria.
Scale note	Use multilingual access, multiple modalities, and community partners.

Copy -ready fields

Field	Prompt or fill -in
Student strengths	What helps your child feel capable and motivated?

Field	Prompt or fill -in
Learning barriers	What makes schoolwork harder than it needs to be?
Communication	How should we share progress and concerns?
Trust conditions	What should adults do to show respect for your child and family?

Facilitation prompts or script

- We are building instruction and coaching routines that help every student succeed. What should we understand first?

A7. Teacher Empathy Interview

Purpose	Understand teacher needs, fears, assets, routines, and constraints before designing supports.
Use when	Before finalizing professional learning and coaching model.
Primary owner	Instructional coach, principal
Evidence of use	Teacher themes shape coaching moves, not just rollout messaging.
Scale note	Do not ask teachers to co-create and then ignore their input; close the loop.

Copy -ready fields

Field	Prompt or fill -in
Current strength	What part of explicit instruction already feels strong in your practice?

Field	Prompt or fill -in
Constraint	Where does the routine break down in real time?
Support need	What would make this easier to try next week?
Trust condition	What kind of feedback feels useful and fair?

Facilitation prompts or script

- What makes feedback useful? What makes it feel unsafe?
- What student evidence do you already trust?

A8. Baseline Instructional Learning Walk

Purpose	Collect low-inference evidence about instruction, student response, and visible learning before launch.
Use when	Before selecting priority elements or schools.
Primary owner	District instructional team, principal supervisors
Evidence of use	Patterns show where clarity, modeling, practice, monitoring, and feedback are strong or inconsistent.
Scale note	Use baseline patterns for system design, not individual teacher ratings.

Copy -ready fields

Field	Prompt or fill -in
Classroom segment	Opening, model, guided practice, independent practice, feedback, review.

Field	Prompt or fill -in
Teacher actions	Exact words, models, prompts, response routines, monitoring, feedback.
Student evidence	What students say, write, do, show, produce, revise, or ask.
Pattern	Where do students gain or lose access to learning?

Facilitation prompts or script

- Collect evidence, not adjectives. Write what happened.

A9. Student Work Baseline Protocol

Purpose	Analyze student work to identify the adult practice that would most improve learning access and accuracy.
Use when	Before picking a coaching element.
Primary owner	PLC lead, instructional coach
Evidence of use	Team identifies error patterns and links them to planning/modeling/practice/feedback moves.
Scale note	Include work from students receiving intervention, multilingual supports, and IEP services.

Copy -ready fields

Field	Prompt or fill -in
Task alignment	What was the task supposed to show?

Field	Prompt or fill -in
Success evidence	What did students do accurately?
Error pattern	What misconception or missing step appears?
Likely cause	Was the barrier content, language, directions, modeling, practice, or feedback?

Facilitation prompts or script

- What did students learn from what we taught, not from what we intended to teach?

A10. Implementation Readiness Survey

Purpose	Assess school readiness across time, staffing, curriculum alignment, coaching capacity, culture, and evidence routines.
Use when	Before pilot selection and before scale decisions.
Primary owner	District project manager
Evidence of use	Readiness results determine supports and sequencing.
Scale note	Do not use readiness results to shame schools; use them to allocate supports.

Copy -ready fields

Field	Prompt or fill -in
Time	PLC and coaching minutes protected?
People	Who leads, coaches, analyzes, communicates?

Field	Prompt or fill -in
Artifacts	Do schools have curriculum, calendars, observation tools, student work routines?
Trust	What concerns might affect adoption?

Facilitation prompts or script

- What must be solved before launch? What can be solved during launch?

A11. Adoption Decision Matrix

Purpose	Decide scope, sequence, pilot schools, and enabling conditions for rollout.
Use when	After readiness data and stakeholder input.
Primary owner	Cabinet, principal supervisors
Evidence of use	A transparent decision matrix explains where launch starts and why.
Scale note	Avoid launching everywhere at once if support infrastructure is not ready.

Copy -ready fields

Field	Prompt or fill -in
School readiness	High, medium, low, with evidence.
Student need	Which school has urgent need tied to instructional access?
Leadership capacity	Principal and coach capacity to protect routines.

Field	Prompt or fill -in
Support plan	What district support is committed?

Facilitation prompts or script

- Which schools are ready to prototype? Which need enabling conditions first?

B. District and school launch tools

B1. 90-Day Launch Roadmap

Purpose	Translate adoption into weekly actions, evidence, and decision points.
Use when	At the start of district or school launch.
Primary owner	Project lead, school implementation team
Evidence of use	Every week has a leader move, coach move, teacher move, student evidence source, and decision point.
Scale note	Keep a single visible roadmap for the district and one local version for each school.

Copy -ready fields

Field	Prompt or fill -in
Days 1-30	Create clarity: roles, schedule, baseline evidence, first focus element.
Days 31-60	Build practice: coaching cycles, PLC routines, calibration, student work review.
Days 61-90	Stabilize and scale: refine tools, review outcomes, plan next cohort.
Decision gates	Continue, adjust, pause, or scale based on evidence.

Facilitation prompts or script

- What will be true by day 10, 30, 60, and 90?

B2. District Steering Team Charter

Purpose	Clarify decision rights, roles, meeting cadence, and outputs for implementation governance.
Use when	Before launch.
Primary owner	District sponsor
Evidence of use	Team meets on cadence, removes barriers, and reviews implementation evidence.
Scale note	Include operations and data, not only academics.

Copy -ready fields

Field	Prompt or fill -in
Members	Role, name, decision rights.
Cadence	Weekly during launch, biweekly after stabilization.
Standing agenda	Evidence, barriers, decisions, communications, next actions.
Escalation path	What gets solved at school, network, or district level?

Facilitation prompts or script

- What will this team protect, monitor, and improve every two weeks?

B3. School Implementation Team Charter

Purpose	Create a school-level engine for the work.
Use when	Before school launch.

Primary owner	Principal
Evidence of use	School team reviews evidence, supports coaches, and adjusts routines weekly.
Scale note	The team should solve conditions, not inspect teachers for compliance.

Copy -ready fields

Field	Prompt or fill -in
Members	Principal, coach, teacher reps, special education, multilingual learner, student support.
Meeting agenda	Evidence, barriers, decisions, communication, next practice lab.
Decision rights	What can this team decide without district approval?

Facilitation prompts or script

- What will this team protect, monitor, and improve every week?

B4. Instructional Coach Role Description

Purpose	Define coaching expectations, boundaries, evidence use, confidentiality, and collaboration.
Use when	When assigning or hiring coaches.
Primary owner	Principal, talent lead
Evidence of use	Coaches have protected caseloads, observation time, rehearsal time, and debrief routines.

Scale note	Ambiguity erodes trust; publish what coaches do and do not do.
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Copy -ready fields

Field	Prompt or fill -in
Purpose	Improve student learning through evidence-based teacher practice cycles.
Core routines	Baseline, co-plan, rehearse, observe, debrief, re-observe.
Boundaries	What evidence is shared, with whom, and how.
Success measures	Teacher practice growth and student evidence movement.

Facilitation prompts or script

- What does the coach own? What does the principal own? What evidence is shared and how?

B5. Principal Supervisor Role Description

Purpose	Align principal supervision to instructional adoption and implementation conditions.
Use when	When network leaders support schools.
Primary owner	District leadership
Evidence of use	Principal supervisors observe school implementation routines and remove barriers.
Scale note	Principal supervisors should observe the implementation system, not only classroom practice.

Copy -ready fields

Field	Prompt or fill -in
Look-fors	Protected coaching time, PLC quality, calibration, leader modeling, evidence use.
Support actions	Coach principal, remove barriers, connect schools, escalate decisions.
Evidence reviewed	Roadmap status, coaching cycles, student work, survey pulse.
Non-evaluative stance	Use evidence to improve conditions and support leaders.

Facilitation prompts or script

- What conditions did the principal create? What support does the principal need?

B6. Launch Communication Template

Purpose	Communicate purpose, expectations, guardrails, and supports.
Use when	Before staff, family, or board launch.
Primary owner	Communications lead, superintendent, principal
Evidence of use	Audience can explain what the work is, what it is not, and what will happen first.
Scale note	Name what is not changing and what is protected.

Copy -ready fields

Field	Prompt or fill -in
Why	Rigorous learning should be visible, supported, and equitable for every student.
What	A coaching and evidence system built around explicit instruction.
What it is not	Not a new evaluation rubric, not a script, not a remediation-only initiative.
First steps	Baseline, charrette, first focus, coaching cycle.

Facilitation prompts or script

- This work is about making learning clearer and more successful for students before they practice independently.

B7. Staff Launch Agenda

Purpose	Launch shared purpose and first practice routines.
Use when	During pre-service or first PL day.
Primary owner	Principal, instructional coach
Evidence of use	Teachers leave with one focus element, one practice move, and one evidence source.
Scale note	Practice time beats presentation time.

Copy -ready fields

Field	Prompt or fill -in
Opening story	Why this work matters for students in this school.

Field	Prompt or fill -in
Model	Show a brief explicit instruction segment.
Practice	Teachers rehearse a 3-minute move.
Evidence	Teachers analyze sample student responses.
Commitment	Name first cycle focus and date.

Facilitation prompts or script

- What do students need to be able to see, hear, and practice in order to succeed?

B8. PLC Launch Agenda

Purpose	Start teacher teams with evidence and one move.
Use when	First PLC cycle.
Primary owner	PLC lead, coach
Evidence of use	PLC identifies one student error pattern and one teacher move to test.
Scale note	Protect time for rehearsal, not just discussion.

Copy -ready fields

Field	Prompt or fill -in
Student work	What pattern do we see?
Instructional element	Which explicit instruction element is implicated?
Teacher move	What exact move will we try?

Field	Prompt or fill -in
Rehearsal	Who practices, who gives feedback?
Follow-up	When will we review evidence?

Facilitation prompts or script

- What will students do differently if our move works?

B9. New Teacher Onboarding Plan

Purpose	Build shared instructional language for new staff.
Use when	Before or during hiring/onboarding.
Primary owner	Talent lead, induction coach
Evidence of use	New teachers can name the explicit instruction arc and use core planning tools.
Scale note	Introduce coaching as support early, before formal evaluation habits harden.

Copy -ready fields

Field	Prompt or fill -in
Intro module	Instructional model, values, student evidence stance.
Observation lab	See model classrooms or video clips.
Practice lab	Rehearse goals, model, guided practice, feedback.
Mentor support	Pair with coach or model teacher.

Facilitation prompts or script

- What should a new teacher be able to do in the first 10 days?

B10. New School Founding Plan

Purpose	Embed the model into founding-year decisions rather than retrofitting later.
Use when	For new schools before students arrive.
Primary owner	Founding principal, design team
Evidence of use	Schedule, staffing, adult culture, curriculum, and family communication all reflect the instructional model.
Scale note	Use this before schedule and staffing decisions are finalized.

Copy -ready fields

Field	Prompt or fill -in
Master schedule	Where are PLC s, coaching, intervention, and practice labs?
Staffing	Who coaches, who calibrates, who monitors implementation?
Curriculum	How do units support explicit instruction and visible evidence?
Adult culture	How will rehearsal, feedback, and improvement feel normal?

Facilitation prompts or script

- What routines will define adult and student learning from day one?

C. Coaching cycle tools

C1. Two-Week Coaching Cycle Planner

Purpose	Plan a complete evidence-to-practice cycle.
Use when	At the start of each teacher/team cycle.
Primary owner	Instructional coach
Evidence of use	Cycle includes baseline, debrief, co-plan, rehearsal, implementation visits, student work review, and reflection.
Scale note	One page per teacher or PLC cycle.

Copy -ready fields

Field	Prompt or fill -in
Focus element	Which explicit instruction element are we strengthening?
Teacher move	What exact action will the teacher practice?
Student behavior	What visible response will show improvement?
Evidence source	What will the coach collect?
Dates	Baseline, debrief, rehearsal, visits, reflection.

Facilitation prompts or script

- We are working on _____. The move is _____. We will know it worked when students _____.

C2. Observation Quick Note Catcher

Purpose	Collect low -inference evidence during a short visit.
Use when	During baseline and implementation visits.
Primary owner	Coach, principal, peer observer
Evidence of use	Notes include exact teacher language, student responses, accuracy, participation, and error patterns.
Scale note	Avoid adjectives. Record evidence.

Copy -ready fields

Field	Prompt or fill -in
Learning goal	What goal and success criteria are visible or named?
Teacher move	What did the teacher say, show, ask, model, cue, or correct?
Student response	What did students say, write, do, show, or produce?
Accuracy/error	What pattern appeared?
Next move	What should be kept, refined, retaught, or added?

Facilitation prompts or script

- What did students do as a result of the teacher move?

C3. Teaching -to -Learning Evidence Map

Purpose	Connect adult action to student response.
Use when	Before feedback conversations or PLC analysis.
Primary owner	Coach, PLC lead
Evidence of use	The map links a teacher move to visible student learning evidence and a next action.
Scale note	This is the core artifact for MLV-aligned coaching.

Copy -ready fields

Field	Prompt or fill -in
Teacher action	Exact action observed.
Student response	Observable response.
Evidence of learning	Accuracy, explanation, transfer, revision, or confusion.
Interpretation	What this suggests about impact.
Next instructional move	Keep, refine, reteach, add, or release.

Facilitation prompts or script

- When the teacher ____, students _____. This suggests _____. The next move is _____.

C4. Co-Planning Template

Purpose	Translate feedback into a revised lesson segment.
Use when	After baseline debrief.

Primary owner	Coach and teacher
Evidence of use	Plan includes element, student evidence, teacher move, exact language, materials, response routine, and monitoring plan.
Scale note	Plan no more than 10 to 15 minutes of instruction at first.

Copy -ready fields

Field	Prompt or fill -in
Element	Which Archer and Hughes element?
Evidence	What student evidence led us here?
Teacher move	What exact move will be used?
Language	What exact words will the teacher say?
Student response	What will students do visibly?
Monitoring	How will the teacher know who is secure, almost, or needs reteach?

Facilitation prompts or script

- Where will you say it? Where will students respond? Where will you look?

C5. Rehearsal Template

Purpose	Practice the move before classroom implementation.
Use when	Before implementation visit.

Primary owner	Coach, teacher, PLC
Evidence of use	Teacher practices exact language and receives immediate practice feedback.
Scale note	A rehearsal that feels awkward is often the moment learning begins.

Copy -ready fields

Field	Prompt or fill -in
Move	Name the instructional move.
Script	Exact words.
Anticipated error	What might students misunderstand?
Corrective feedback	What will the teacher say and require students to do?
Scaffold	What support will be visible?

Facilitation prompts or script

- Try it once. What felt unclear? Let us tighten the language and do it again.

C6. Feedback Conversation Script

Purpose	Guide a concise, evidence-based coaching debrief.
Use when	After observation.
Primary owner	Coach

Evidence of use	Conversation names evidence, a focus element, one move, rehearsal, and follow-up evidence.
Scale note	The script protects trust by staying specific and student-centered.

Copy -ready fields

Field	Prompt or fill -in
Open	Let us look at the evidence together and identify one move that will strengthen student learning.
Student evidence	What did students say, write, do, or produce?
Connect	When you ____, students ____.
Element	This connects to ____ because ____.
Move	One move that could help is ____.
Practice	Let us rehearse the exact words or steps.

Facilitation prompts or script

- We will know this worked when students _____. Next time I will collect evidence on _____.

C7. Coach Caseload and Cadence Planner

Purpose	Protect coaching capacity and avoid impossible schedules.
Use when	Before launching cycles.
Primary owner	Principal, coach

Evidence of use	Coach calendar shows caseload, observation windows, debriefs, rehearsals, and PLC support.
Scale note	Scale quality before quantity; do not overload early coaches.

Copy -ready fields

Field	Prompt or fill -in
Caseload	Teacher/team names and cycle start dates.
Visit cadence	Baseline, implementation 1, implementation 2, reflection.
Protected time	Co-planning, rehearsals, PLCs, documentation.
Equity check	Who receives high-quality coaching first and why?

Facilitation prompts or script

- What must be removed from the coach role to make coaching possible?

C8. Coach Calibration Protocol

Purpose	Build shared interpretation of evidence and feedback quality across coaches.
Use when	Biweekly during launch.
Primary owner	District instructional lead
Evidence of use	Coaches compare evidence notes, identify a common focus, and align feedback language.
Scale note	Calibration prevents drift across schools.

Copy -ready fields

Field	Prompt or fill -in
Common artifact	Video clip, transcript, student work, observation notes.
Evidence sort	What is low-inference? What is interpretation?
Element match	Which explicit instruction element is most relevant?
Feedback move	What one move would we coach?

Facilitation prompts or script

- What evidence would make another coach reach the same conclusion?

C9. Principal Instructional Walk Tracker

Purpose	Help leaders monitor implementation conditions and patterns without replacing coaching.
Use when	Weekly leader walkthrough.
Primary owner	Principal
Evidence of use	Leader notes show protected routines, student evidence, and barriers to remove.
Scale note	Use for school improvement, not individual teacher evaluation.

Copy -ready fields

Field	Prompt or fill -in
Routine observed	PLC, coaching debrief, rehearsal, classroom segment, student work review.
Evidence	What was visible?
Barrier	What got in the way?
Leader action	What will the principal protect, clarify, or remove?

Facilitation prompts or script

- What condition should I improve so teachers and coaches can do this work well?

C10. Peer Learning Lab Protocol

Purpose	Create safe peer observation and practice around one instructional move.
Use when	After at least one cycle has produced a model example.
Primary owner	Coach, PLC lead
Evidence of use	Teachers observe a short segment, collect student evidence, debrief, and rehearse transfer.
Scale note	Use opt-in exemplars early to build trust.

Copy -ready fields

Field	Prompt or fill -in
Focus move	What specific move will peers observe?

Field	Prompt or fill -in
Pre-brief	What should observers watch in student responses?
Observation evidence	What did students do?
Transfer rehearsal	How will observers adapt the move?

Facilitation prompts or script

- We are not copying personality. We are studying a transferable move.

D. Instructional planning tools

D1. Explicit Instruction Arc Planner

Purpose	Plan a lesson segment from critical content through release and retention.
Use when	For target lessons in a coaching cycle.
Primary owner	Teacher, coach, PLC
Evidence of use	Plan has goal, success criteria, prior review, model, guided practice, frequent response, monitoring, feedback, release, cumulative review.
Scale note	Use for the highest-leverage 10 to 20 minutes of the lesson first.

Copy -ready fields

Field	Prompt or fill -in
Critical content	What must students know or do?
Success criteria	How will students know they are successful?
Prior review	What prerequisite will be retrieved?
Model	What expert thinking will be visible?
Practice	How will students practice with support?
Evidence	What responses will be checked?

Facilitation prompts or script

- What will students see, say, write, and do before they work independently?

D2. Critical Content Selection Tool

Purpose	Identify the most essential skill, concept, strategy, vocabulary, or rule.
Use when	Before planning a lesson or coaching cycle.
Primary owner	Teacher, PLC, curriculum lead
Evidence of use	The selected content is narrow enough to model and practice in one segment.
Scale note	Supports curriculum integrity by clarifying focus, not replacing curriculum.

Copy -ready fields

Field	Prompt or fill -in
Standard or curriculum target	What is the source target?
Must-know content	What is the non-negotiable skill or idea?
Common distraction	What tasks may look productive but not serve the target?
Assessment link	Where will students need this next?

Facilitation prompts or script

- What is the one thing students must leave able to do better than before?

D3. Learning Goal and Success Criteria Builder

Purpose	Make the learning target and quality criteria student-facing.
Use when	During lesson planning and launch.

Primary owner	Teacher, coach, PLC
Evidence of use	Students can explain what they are learning and what successful work includes.
Scale note	Use student language without lowering intellectual demand.

Copy -ready fields

Field	Prompt or fill -in
Teacher-facing target	Standard or curriculum objective.
Student-facing goal	Today we are learning to ___ so we can ___.
Success criteria	Successful work includes 1) ___, 2) ___, 3) ___.
Exemplar	Show or create a model that matches the criteria.

Facilitation prompts or script

- How will a student know the difference between completing the activity and meeting the goal?

D4. Prior Knowledge Retrieval Warm -Up Planner

Purpose	Activate prerequisite knowledge before new instruction.
Use when	Opening of a lesson segment.
Primary owner	Teacher, PLC
Evidence of use	Students retrieve key vocabulary, steps, concepts, or prior examples before new learning.

Scale note	Keep it 3 to 5 minutes and correct gaps immediately.
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Copy -ready fields

Field	Prompt or fill -in
Prerequisite	What must students remember?
Retrieval item	Question, whiteboard prompt, oral response, or quick write.
Check method	How will all students respond?
Correction	What will you reteach if accuracy is low?

Facilitation prompts or script

- We need this because today we will ____.

D5. Modeling and Think -Aloud Script

Purpose	Make expert thinking visible step by step.
Use when	Before guided practice.
Primary owner	Teacher, coach
Evidence of use	Students can name steps, decision points, and how to check their work.
Scale note	Script the first version; later teachers can internalize the structure.

Copy -ready fields

Field	Prompt or fill -in
Watch me first	Exact opening line.
Step 1	What I do and why.
Decision point	How I choose the next step.
Check	How I know my response is correct.
Common mistake	What not to do and how to recover.

Facilitation prompts or script

- I am choosing ___ because ___. I am checking ___ by ___.

D6. Example and Non -Example Sorter

Purpose	Clarify what a concept, rule, or strategy is and is not.
Use when	During modeling, guided practice, or misconception repair.
Primary owner	Teacher, PLC
Evidence of use	Students justify examples and non-examples using critical attributes.
Scale note	Use real misconceptions from student work.

Copy -ready fields

Field	Prompt or fill -in
Critical attributes	What makes this an example?

Field	Prompt or fill -in
Clear example	Include one obvious yes.
Close non-example	Include one tempting no.
Student justification	How do you know?
Error use	Which misconception will this prevent?

Facilitation prompts or script

- Is this an example or non-example? Which attribute proves it?

D7. Guided Practice Sequence Planner

Purpose	Plan enough supported practice before independence.
Use when	After modeling.
Primary owner	Teacher, coach
Evidence of use	Student accuracy improves across rounds and release happens only when readiness is visible.
Scale note	Count successful rehearsals, not minutes.

Copy -ready fields

Field	Prompt or fill -in
Round 1	High support: choral, worked example, sentence frame.
Round 2	Medium support: partner or partial scaffold.

Field	Prompt or fill -in
Round 3	Low support: individual attempt with monitoring.
Release rule	What accuracy or evidence is required before independent work?

Facilitation prompts or script

- We do one together. Now you try this part. Show me before you move on.

D8. Frequent Response Routine Planner

Purpose	Increase active participation and make thinking visible.
Use when	Any lesson segment where the teacher needs evidence from more students.
Primary owner	Teacher, coach
Evidence of use	Most students respond repeatedly through oral, written, partner, signal, or action responses.
Scale note	Plan the response mode before the question.

Copy -ready fields

Field	Prompt or fill -in
Question/prompt	What are students responding to?
Response mode	Choral, whiteboard, fingers, partner, quick write, card, gesture.
Participation check	How will you know all students responded?

Field	Prompt or fill -in
Follow-up	What will you do with responses?

Facilitation prompts or script

- Question first. Pause. Everyone responds. Then sample.

D9. Monitoring Tracker

Purpose	Track student accuracy and errors during practice.
Use when	During guided practice and first independent attempts.
Primary owner	Teacher, coach
Evidence of use	Teacher identifies secure, almost, and needs reteach groups during the lesson.
Scale note	Use initials or codes; keep the tool fast.

Copy -ready fields

Field	Prompt or fill -in
Student/group	Name or group.
Item 1 accuracy	Correct, almost, error.
Item 2 accuracy	Correct, almost, error.
Error pattern	Vocabulary, step, rule, prerequisite, explanation.
Response	Reteach, prompt, partner, release.

Facilitation prompts or script

- What evidence tells you students are ready?

D10. Immediate Feedback Script Bank

Purpose	Provide affirmative and corrective feedback that changes student performance.
Use when	During responses and practice.
Primary owner	Teacher, coach, PLC
Evidence of use	Students revise, repeat, or produce the correct response after feedback.
Scale note	Keep tone neutral and require a corrected response.

Copy -ready fields

Field	Prompt or fill -in
Affirm	Yes. You ____, which is why this works.
Correct	Not yet. The step we missed is _____. Watch/listen. Now try again.
Prompt	Check _____. What should come next?
Reteach	Pause. I am seeing the same error. Let us redo step _____.

Facilitation prompts or script

- Do not let wrong answers stand. Correction is care when it is clear and calm.

D11. Brisk Pace Segment Map

Purpose	Protect learning time while preserving enough thinking time.
Use when	When lessons feel slow, diffuse, or overexplained.
Primary owner	Teacher, coach
Evidence of use	Transitions are tight, students respond frequently, and practice time increases.
Scale note	Use segment timing to improve routines, not rush cognition.

Copy -ready fields

Field	Prompt or fill -in
Segment	Opening, model, response, feedback, practice, transition.
Planned minutes	How long should it take?
Actual minutes	How long did it take?
Momentum leak	Materials, directions, wait time, digression, unclear routine.
Tighten move	What will change?

Facilitation prompts or script

- Where did learning time leak? What routine would protect it?

D12. Knowledge Organizer Template

Purpose	Help students organize concepts, steps, vocabulary, and relationships.
Use when	When students need to retain and retrieve learning.
Primary owner	Teacher, PLC
Evidence of use	Students use the organizer to explain, compare, categorize, or retrieve learning.
Scale note	Return to the organizer during practice, not only at the end.

Copy -ready fields

Field	Prompt or fill -in
Big idea	What organizes the learning?
Categories/steps	What belongs where?
Examples	What shows each category or step?
Connections	How does this connect to prior learning?
Retrieval prompt	How will students use it later?

Facilitation prompts or script

- Where will this knowledge live so students can retrieve it?

D13. Cumulative Review Planner

Purpose	Plan distributed and cumulative practice for retention and transfer.
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Use when	Weekly planning and warm-ups.
Primary owner	Teacher, PLC
Evidence of use	Students retrieve and use current and prior skills over time.
Scale note	Mix old and new items intentionally.

Copy -ready fields

Field	Prompt or fill -in
Day	Monday through Friday.
Current skill	What are students learning now?
Prior skill	What should be retrieved?
Review format	Question, problem, quick write, partner prompt.
Evidence	Accuracy or fluency evidence.

Facilitation prompts or script

- Where will this skill show up again this week?

D14. Release Readiness Checklist

Purpose	Prevent releasing students to independent work before evidence shows readiness.
Use when	Before independent practice.
Primary owner	Teacher, coach

Evidence of use	Teacher has monitored enough students and addressed common errors.
Scale note	This is an equity move: independence without readiness produces avoidable failure.

Copy -ready fields

Field	Prompt or fill -in
Goal clear	Can students name the goal and criteria?
Model seen	Have students seen the task modeled?
Guided success	Have students completed supported examples accurately?
Errors corrected	Have common errors been corrected?
Monitoring evidence	Who is secure, almost, or needs reteach?

Facilitation prompts or script

- What evidence says they are ready, not just that time is up?

E. Student, family, identity, and agency tools

E1. Student-Facing Success Criteria Card

Purpose	Give students a simple tool to self-check during learning.
Use when	During guided and independent practice.
Primary owner	Teacher, student
Evidence of use	Students refer to criteria and improve work before submission.
Scale note	Adapt language and visuals by age and content.

Copy-ready fields

Field	Prompt or fill -in
I am learning to	Student-friendly goal.
My work is successful when	Three criteria.
I will check	What I look for before turning in.
If I get stuck	Where I look, who I ask, what I try.

Facilitation prompts or script

- Which criterion have you already met? Which one will you improve now?

E2. Student Interview Prompts for Learning Visibility

Purpose	Check whether students understand the learning, success criteria, feedback, and next steps.
Use when	During observations and learning walks.

Primary owner	Coach, principal, teacher
Evidence of use	Student responses reveal clarity, confusion, agency, and support needs.
Scale note	Sample multiple students, including students least likely to volunteer.

Copy -ready fields

Field	Prompt or fill -in
Prompt 1	What are you learning today?
Prompt 2	Why are you learning it?
Prompt 3	What does successful work look like?
Prompt 4	What step are you on?
Prompt 5	What feedback have you received or used?

Facilitation prompts or script

- Tell me how you know your work is on track.

E3. Learner Identity and Agency Interview

Purpose	Understand student strengths, interests, identity, goals, and support preferences.
Use when	Advisory, goal setting, support planning, or new school onboarding.
Primary owner	Advisor, teacher, coach

Evidence of use	Student profile informs examples, supports, grouping, feedback, and goal conferences.
Scale note	Use as part of belonging and agency routines, not as a one-time survey.

Copy -ready fields

Field	Prompt or fill -in
Strengths	What are you proud of as a learner?
Interests	What do you want adults to know about what matters to you?
Learning preference	What helps you understand hard things?
Agency goal	What is one way you want to take more ownership?

Facilitation prompts or script

- When do you feel most like yourself as a learner?

E4. Student Goal Conference Guide

Purpose	Help students set, monitor, and revise learning goals using evidence.
Use when	After assessment, student work review, or progress check.
Primary owner	Teacher, advisor, success coach
Evidence of use	Student names a goal, evidence, next action, and support needed.

Scale note	Use brief, repeated conferences rather than long isolated meetings.
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Copy -ready fields

Field	Prompt or fill -in
Current evidence	What does your work show right now?
Goal	What will improve next?
Strategy	What will you try?
Support	What will the adult do?
Check date	When will we review evidence?

Facilitation prompts or script

- What is one action you control and one support adults owe you?

E5. Family Partnership Call Script

Purpose	Communicate learning progress with respect, clarity, and shared problem solving.
Use when	Before concerns escalate or during support planning.
Primary owner	Teacher, advisor, success coach
Evidence of use	Family understands student strength, learning goal, evidence, next step, and support plan.
Scale note	Start with strengths and be specific about the learning, not labels.

Copy -ready fields

Field	Prompt or fill -in
Opening	I am calling to share what we are working on and learn from you.
Strength	Your child showed ____.
Evidence	The current learning goal is ____; the work shows ____.
Next step	In class we will ____.
Family insight	What should we know to support this well?

Facilitation prompts or script

- What does your child do at home when learning feels hard?

E6. Belonging and Psychological Safety Pulse

Purpose	Monitor whether students and adults experience clarity, respect, trust, and challenge.
Use when	Monthly during launch.
Primary owner	School implementation team
Evidence of use	Pulse results guide adjustments to culture, coaching, and communication.
Scale note	Disaggregate patterns and follow up with listening sessions.

Copy -ready fields

Field	Prompt or fill -in
Belonging	I feel known and respected in class.
Clarity	I know what I am learning and how to succeed.
Safety	Mistakes help me learn in this class.
Challenge	I get support and rigorous work.
Voice	Adults ask for and use my feedback.

Facilitation prompts or script

- What pattern requires action this month?

E7. Student Voice Protocol for Lesson Design

Purpose	Invite students to review how instruction can be clearer, more supportive, and more engaging.
Use when	During unit planning or after a coaching cycle.
Primary owner	PLC, student voice lead
Evidence of use	Students suggest improvements that inform examples, practice routines, feedback, or supports.
Scale note	Close the loop by telling students what changed because of their input.

Copy -ready fields

Field	Prompt or fill -in
What worked	What helped you learn?

Field	Prompt or fill -in
What was unclear	Where did students get stuck?
What support	What should the teacher model or practice more?
What connection	What examples or contexts would make this more meaningful?

Facilitation prompts or script

- What is one change that would help more students access the learning?

E8. Student Work Celebration Protocol

Purpose	Use visible learning artifacts to celebrate growth, not just correctness.
Use when	After practice cycles and assessments.
Primary owner	Teacher, PLC , principal
Evidence of use	Students can explain what improved and how feedback contributed.
Scale note	Celebrate process, strategy, revision, and transfer.

Copy -ready fields

Field	Prompt or fill -in
Before evidence	What did the first attempt show?
Feedback/practice	What helped the work improve?
After evidence	What changed?

Field	Prompt or fill -in
Student reflection	What will you use again?

Facilitation prompts or script

- What does this work show about how learning grows?

F. Equity, access, MTSS, MLL, and special education tools

F1. Multilingual Learner Language Supports Planner

Purpose	Plan language access so students can understand, discuss, and demonstrate rigorous content.
Use when	During lesson planning and co-planning.
Primary owner	Teacher, multilingual learner specialist, PLC
Evidence of use	Students use target vocabulary, sentence frames, visuals, and oral rehearsal to access content.
Scale note	Language supports should amplify rigor, not simplify away the task.

Copy -ready fields

Field	Prompt or fill -in
Language demand	What must students read, say, write, or listen for?
Vocabulary	Which words need explicit teaching?
Sentence frames	What language structure supports response?
Visual/scaffold	What representation will support meaning?
Response options	How can students show understanding in multiple modes?

Facilitation prompts or script

- What language barrier could hide content understanding?

F2. Students With Disabilities Scaffold Plan

Purpose	Plan accommodations, scaffolds, and explicit instruction supports aligned to IEP needs and grade-level content.
Use when	Before target lessons and intervention planning.
Primary owner	Teacher, special educator, coach
Evidence of use	Students receive access to the same critical content with appropriate support and progress monitoring.
Scale note	Co-plan with specialists; do not retrofit accommodations after failure.

Copy -ready fields

Field	Prompt or fill -in
Learning barrier	What specific barrier may block access?
IEP alignment	Which accommodation or goal applies?
Explicit support	Model, prompt, checklist, organizer, reduced load, assistive tech.
Independence plan	How will the scaffold fade or transfer?
Progress evidence	What data will be collected?

Facilitation prompts or script

- What support makes the rigorous task reachable without lowering the learning goal?

F3. UDL Barrier-Removal Planner

Purpose	Anticipate barriers and design multiple means of engagement, representation, action, and expression.
Use when	Before lessons or units.
Primary owner	Teacher, PLC, curriculum lead
Evidence of use	Students have multiple accessible ways to access, process, and show learning.
Scale note	Design for variability up front; accommodations should not be the only accessibility mechanism.

Copy -ready fields

Field	Prompt or fill -in
Barrier	What may prevent access, engagement, or expression?
Engagement option	How will students connect, choose, persist, or reflect?
Representation option	How will content be shown or explained in more than one way?
Expression option	How can students respond or demonstrate learning?

Facilitation prompts or script

- Which students would have to work around our design if we do not change it?

F4. Culturally Responsive Context Connector

Purpose	Connect critical content to students histories, identities, languages, communities, and contemporary issues while maintaining academic rigor.
Use when	During planning, examples, discussion, or writing tasks.
Primary owner	Teacher, PLC
Evidence of use	Students see meaningful connections and use content to analyze, explain, create, or critique.
Scale note	Avoid tokenism; use authentic connections and high expectations.

Copy -ready fields

Field	Prompt or fill -in
Content concept	What is the academic target?
Student/community connection	What lived knowledge or context can connect?
Critical question	What meaningful question invites thinking?
Academic demand	What rigorous thinking will students do?

Facilitation prompts or script

- How does this learning help students understand themselves, others, or the world?

F5. MTSS Alignment Map

Purpose	Connect explicit instruction cycles to Tier 1, targeted supports, and intensive intervention.
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Use when	Before launching interventions or tutoring.
Primary owner	MTSS lead, instructional team
Evidence of use	Teams know when to improve core instruction, add targeted practice, or intensify supports.
Scale note	Do not use MTSS to move students away from grade-level core instruction by default.

Copy -ready fields

Field	Prompt or fill -in
Tier 1 evidence	What percentage of students learned with core instruction?
Targeted need	Which skill/error pattern needs more support?
Intervention move	What explicit practice will be added?
Progress monitor	What evidence will show response?

Facilitation prompts or script

- Is this a student problem, a core instruction problem, or both?

F6. Intervention Lesson Alignment Tool

Purpose	Ensure intervention lessons align to critical content and student error patterns.
Use when	During small-group support planning.
Primary owner	Interventionist, teacher, MTSS team

Evidence of use	Intervention includes clear goal, model, guided practice, feedback, cumulative review, and progress monitoring.
Scale note	Intervention should be more precise, not simply more work.

Copy -ready fields

Field	Prompt or fill -in
Target skill	What is the exact skill?
Prerequisite gap	What missing knowledge blocks success?
Model and practice	What will be modeled and practiced?
Error correction	How will errors be corrected immediately?
Transfer plan	How will students use it in core class?

Facilitation prompts or script

- What will make this support different from the first instruction?

F7. Equity Impact Review

Purpose	Check whether implementation benefits students made most vulnerable by current systems.
Use when	Monthly or at each scale decision.
Primary owner	School implementation team, equity lead
Evidence of use	Disaggregated evidence shows who has access, who is improving, and who is being missed.

Scale note	Pair data with student and family voice.
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Copy -ready fields

Field	Prompt or fill -in
Access	Who receives clear instruction, feedback, and supported practice?
Outcomes	Who is improving? Who is not?
Experience	Who feels known, challenged, and supported?
Adult action	What must change in instruction, support, or conditions?

Facilitation prompts or script

- Which group is least served by our current implementation design?

F8. Trauma-Responsive Routine Planner

Purpose	Build predictable routines that support safety, connection, and learning readiness.
Use when	During advisory, transitions, high-stress periods, or re-entry.
Primary owner	Teacher, counselor, success coach
Evidence of use	Students know routines, have support options, and can engage with learning after challenge.
Scale note	Routines should preserve dignity and not become compliance theater.

Copy -ready fields

Field	Prompt or fill -in
Routine	Opening, transition, help-seeking, reset, reflection.
Safety signal	How students know what to expect.
Choice/agency	What appropriate choice exists?
Support path	What happens when a student needs help?
Return to learning	How students rejoin instruction.

Facilitation prompts or script

- What routine lowers uncertainty while maintaining high expectations?

G. Evidence and measurement tools

G1. Student Work Error Analysis Protocol

Purpose	Identify patterns in student work and plan the next instructional move.
Use when	After exit tickets, classwork, formative assessment, or practice.
Primary owner	PLC, coach
Evidence of use	Team links error patterns to reteach, modeling, examples, guided practice, or feedback.
Scale note	Use representative work samples, not only high or low examples.

Copy -ready fields

Field	Prompt or fill -in
Success pattern	What do students understand?
Error pattern	What repeated issue appears?
Likely cause	Which part of instruction may have been insufficient?
Next move	Model, practice, feedback, review, scaffold, or release?
Evidence plan	How will we know it worked?

Facilitation prompts or script

- What error is most worth solving first?

G2. Exit Ticket Design Tool

Purpose	Create an exit ticket that reveals whether the lesson target was learned.
Use when	Before teaching the lesson.
Primary owner	Teacher, PLC
Evidence of use	Exit ticket items align to success criteria and reveal common misconceptions.
Scale note	Keep exit tickets brief and diagnostic.

Copy -ready fields

Field	Prompt or fill -in
Target	What should students be able to do?
Item 1	Direct check of taught skill.
Item 2	Transfer or explanation check.
Misconception probe	What wrong answer would reveal the key error?
Action rule	What will you do based on results?

Facilitation prompts or script

- Does this item assess the learning goal or just the activity?

G3. CFU Response Accuracy Tracker

Purpose	Track checks for understanding by item and response mode.
Use when	During instruction or observation.

Primary owner	Teacher, coach
Evidence of use	Teacher knows which students are accurate before moving on.
Scale note	Focus on a manageable sample until routines improve.

Copy -ready fields

Field	Prompt or fill -in
Prompt	What was asked?
Mode	Whiteboard, choral, partner, gesture, quick write.
Accuracy	High, medium, low or counts.
Error pattern	What was incorrect?
Teacher response	Continue, reteach, prompt, practice more.

Facilitation prompts or script

- How many students did the teacher actually hear or see?

G4. Visit Calibration Protocol

Purpose	Align leaders on what counts as evidence of implementation and learning.
Use when	Before learning walks and after each visit set.
Primary owner	District lead, principal supervisors
Evidence of use	Observers agree on low-inference notes, focus element, and next support.

Scale note	Calibration protects credibility in large systems.
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Copy -ready fields

Field	Prompt or fill -in
Observation focus	Which element or routine?
Evidence only	What was seen/heard?
Interpretation	What does evidence suggest?
Support action	What should leaders do next?

Facilitation prompts or script

- What did we all see? Where did we infer? What support is warranted?

G5. Data Meeting Agenda

Purpose	Review implementation and student evidence to make next-step decisions.
Use when	Biweekly or monthly.
Primary owner	School implementation team
Evidence of use	Meeting ends with decisions, owners, and action dates.
Scale note	Do not drown the team in dashboards; use a few practical measures.

Copy -ready fields

Field	Prompt or fill -in
Opening	Restate problem of practice.

Field	Prompt or fill -in
Evidence review	Student work, observation patterns, coaching cycles, pulse data.
Root cause	What adult/system condition explains the pattern?
Decision	Keep, adjust, intensify, pause, or scale.
Action	Owner and date.

Facilitation prompts or script

- What will we do differently because of this evidence?

G6. Implementation Dashboard Spec

Purpose	Define a simple dashboard for leading and lagging indicators.
Use when	Before scale or progress reporting.
Primary owner	Data lead, project manager
Evidence of use	Dashboard shows cycle completion, coaching cadence, focus elements, student evidence, experience data, and decisions.
Scale note	Track enough to learn, not enough to create surveillance.

Copy -ready fields

Field	Prompt or fill -in
Leading indicators	Cycles completed, rehearsals, PLCs, observations, calibration.
Practice indicators	Focus elements, observed moves, response opportunities, feedback routines.
Student evidence	Exit ticket accuracy, error patterns, student interviews.
Experience indicators	Teacher and student pulse.
Decisions	Actions taken.

Facilitation prompts or script

- What data helps schools improve next week?

G7. Adoption Pulse Survey

Purpose	Collect brief feedback from teachers, coaches, leaders, and students during launch.
Use when	Every 4 to 6 weeks.
Primary owner	Project manager
Evidence of use	Survey results identify barriers, trust levels, support needs, and visible wins.
Scale note	Share what was heard and what will change.

Copy -ready fields

Field	Prompt or fill -in
Clarity	I understand the purpose and next steps.
Usefulness	The tools help me improve practice or learning.
Support	I have the time and coaching needed.
Trust	Feedback feels evidence-based and respectful.
Impact	I see evidence of improved student learning.

Facilitation prompts or script

- What is one thing to keep, one thing to refine, and one barrier to remove?

G8. Cycle Impact Summary

Purpose	Summarize what changed during a coaching cycle.
Use when	At the end of each cycle.
Primary owner	Coach, PLC lead
Evidence of use	Summary links baseline evidence, teacher move, student response, and next focus.
Scale note	Use summaries to build a district exemplar bank.

Copy -ready fields

Field	Prompt or fill -in
Baseline	What did evidence show?
Move tested	What did the teacher/team practice?

Field	Prompt or fill -in
Student impact	What changed in student responses or work?
Next step	Keep, refine, reteach, or scale?

Facilitation prompts or script

- What did we learn about the relationship between teaching and learning?

H. Professional learning and knowledge -sharing tools

H1. Practice Lab Agenda

Purpose	Structure adult practice around a high -leverage instructional move.
Use when	During PL, PLC, or coaching sessions.
Primary owner	Coach, principal, PLC lead
Evidence of use	Adults practice, receive feedback, and improve the move in session.
Scale note	Use short cycles: model, rehearse, feedback, redo.

Copy -ready fields

Field	Prompt or fill -in
Move	What move are we practicing?
Model	Who demonstrates it?
Round 1	Everyone rehearses.
Feedback	Use evidence criteria.
Round 2	Redo with refinement.
Transfer	Where will teachers use it?

Facilitation prompts or script

- We get better by practicing the work, not just talking about it.

H2. Video Study Protocol

Purpose	Use video to study student responses to explicit instruction moves.
Use when	During calibration or practice lab.
Primary owner	Coach, PLC lead
Evidence of use	Participants identify specific teacher moves and student learning evidence.
Scale note	Secure permissions and focus on growth, not performance.

Copy -ready fields

Field	Prompt or fill -in
Clip focus	Which element/move?
Evidence notes	What did teacher do? What did students do?
Impact	What changed in student thinking?
Adaptation	How might we apply this in our context?

Facilitation prompts or script

- Pause at the moment student thinking becomes visible. What caused it?

H3. Model Classroom Development Plan

Purpose	Develop classrooms that others can observe for specific transferable moves.
Use when	After early cycles identify strong practice.

Primary owner	Principal, coach, model teacher
Evidence of use	Model classroom has a focus move, pre-brief, observation protocol, and debrief routine.
Scale note	Model classrooms should be supported and compensated where possible.

Copy -ready fields

Field	Prompt or fill -in
Teacher consent	What is the teacher comfortable modeling?
Focus move	Which move is stable enough to observe?
Pre-brief	What should visitors watch?
Debrief	How will visitors transfer the move?

Facilitation prompts or script

- We are studying a move, not evaluating a person.

H4. Micro -Credential Evidence Checklist

Purpose	Define evidence for recognizing teacher or coach mastery of specific moves.
Use when	Optional recognition or career pathway design.
Primary owner	Talent lead, instructional lead
Evidence of use	Artifacts include plan, rehearsal, classroom evidence, student work, reflection, and peer contribution.

Scale note	Keep recognition growth-oriented and not punitive.
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Copy -ready fields

Field	Prompt or fill -in
Competency	Which element/move?
Artifacts	Plan, video/observation notes, student work, reflection.
Evidence threshold	What shows consistent use and student impact?
Recognition	How will the district celebrate and share?

Facilitation prompts or script

- What evidence would show this move improves student learning?

H5. Coach Development Plan

Purpose	Support coaches to improve evidence collection, feedback, rehearsal, and equity stance.
Use when	Monthly coach supervision.
Primary owner	District instructional lead
Evidence of use	Coach goals are tied to debrief quality, teacher trust, and student evidence.
Scale note	Coach the coaches with the same practice-based model.

Copy -ready fields

Field	Prompt or fill -in
Coach strength	What is already effective?
Growth move	What coaching move will improve?
Evidence	Debrief transcript, teacher survey, cycle artifact, student evidence.
Practice	What will the coach rehearse?

Facilitation prompts or script

- What move should the coach practice before the next debrief?

H6. Leader Learning Walk Debrief

Purpose	Debrief implementation patterns and leader actions after school visits.
Use when	After instructional walks.
Primary owner	Principal supervisor, principal
Evidence of use	Debrief identifies a system condition, not just teacher-level findings.
Scale note	Leader feedback should focus on conditions for improvement.

Copy -ready fields

Field	Prompt or fill -in
Pattern	What did we see across classrooms or teams?

Field	Prompt or fill -in
Condition	What schedule, clarity, resource, or support issue contributes?
Leader move	What will the principal do?
District support	What barrier needs district action?

Facilitation prompts or script

- What can the leader change this week that would improve practice next week?

H7. Exemplar Bank Submission Form

Purpose	Capture and share local examples of tools, scripts, student work, and coaching artifacts.
Use when	After successful cycles.
Primary owner	Coach, teacher, district lead
Evidence of use	Submission includes context, move, evidence, adaptation notes, and permissions.
Scale note	Organize by element, grade band, subject, and student support context.

Copy -ready fields

Field	Prompt or fill -in
Artifact type	Plan, script, video, student work, tool, debrief.
Focus element	Which explicit instruction element?
Context	Grade, subject, learner needs.

Field	Prompt or fill -in
Evidence of impact	What improved?
Adaptation notes	How should others use this?

Facilitation prompts or script

- What would another school need to know to adapt this responsibly?

H8. Community of Practice Agenda

Purpose	Connect schools to compare evidence, solve implementation problems, and share practices.
Use when	Monthly across pilot or scale schools.
Primary owner	District instructional lead
Evidence of use	Schools leave with adapted tools and next actions.
Scale note	Mix showcases with problem-solving; avoid compliance reporting only.

Copy -ready fields

Field	Prompt or fill -in
Opening evidence	Each school shares one student learning artifact.
Problem of practice	One school presents a current barrier.
Consultancy	Peers ask clarifying questions and offer ideas.
Practice share	One move or tool is modeled.

Field	Prompt or fill -in
Commitment	Each school names next action.

Facilitation prompts or script

- What are we learning across schools that should change the district design?

I. Scale, sustainability, and governance tools

I1. Scale Decision Gate

Purpose	Decide whether to continue, refine, pause, or scale after a pilot or cycle.
Use when	At 30, 60, 90 days and before expanding cohorts.
Primary owner	Steering team
Evidence of use	Decision is based on readiness, implementation, teacher experience, student evidence, and leadership capacity.
Scale note	Scale only what is usable, supported, and credible.

Copy -ready fields

Field	Prompt or fill -in
Readiness	Are enabling conditions in place?
Implementation	Are cycles happening with quality?
Practice	Are teacher moves improving?
Student evidence	Is student learning evidence moving?
Experience	Do teachers and students experience the work as useful?
Decision	Continue, refine, pause, scale.

Facilitation prompts or script

- What evidence says the model is ready for more schools?

12. Sustainability Plan

Purpose	Move from launch energy to durable routines, staffing, budgets, and leadership habits.
Use when	After 90 days and during annual planning.
Primary owner	District sponsor, principal supervisors
Evidence of use	Plan names what will be institutionalized, funded, trained, monitored, and refreshed.
Scale note	If the work depends on one champion, it is not yet sustainable.

Copy -ready fields

Field	Prompt or fill -in
Routines to keep	Coaching cycles, PLCs, calibration, student work review.
Roles	Who owns each routine next year?
Budget/time	What resources are protected?
Training	How will new staff learn the model?
Review cycle	When will tools be updated?

Facilitation prompts or script

- What must be true for this to survive leadership transitions?

13. Annual Reset Protocol

Purpose	Revisit purpose, evidence, tools, and next priorities at the start of each year.
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Use when	Before each school year.
Primary owner	District and school implementation teams
Evidence of use	Teams review prior-year learning, refine tools, onboard staff, and set annual focus.
Scale note	Avoid relaunching from scratch; honor what was learned.

Copy -ready fields

Field	Prompt or fill -in
What worked	Which routines and tools produced useful evidence?
What drifted	Where did quality decline?
New context	What changes in staffing, curriculum, students, or priorities matter?
Annual focus	Which elements will anchor the year?

Facilitation prompts or script

- What do we keep, improve, retire, and add?

14. Implementation Story of Impact

Purpose	Tell a credible story using student work, teacher practice, and system evidence.
Use when	Board updates, community reports, grant reports, school showcases.
Primary owner	Communications lead, data lead

Evidence of use	Story includes baseline, action, evidence, voices, and honest next steps.
Scale note	Do not overclaim. Show learning and improvement.

Copy -ready fields

Field	Prompt or fill -in
Challenge	What problem did we address?
Action	What did adults do differently?
Evidence	What changed in practice and student work?
Voice	What did students/teachers/families say?
Next step	What are we still improving?

Facilitation prompts or script

- What claim can the evidence honestly support?

15. Board or Cabinet Briefing Template

Purpose	Provide leaders with concise status, evidence, risks, and decisions needed.
Use when	Monthly during launch and at decision gates.
Primary owner	Superintendent, CAO, project lead
Evidence of use	Briefing supports timely decisions on time, staffing, communication, and scale.

Scale note	Include implementation measures, not only outcome data.
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Copy -ready fields

Field	Prompt or fill -in
Purpose	What the initiative is designed to solve.
Progress	What has been launched and completed.
Evidence	What data shows practice, experience, and student learning.
Risks	What barriers require leadership action.
Decision needed	What must be approved or adjusted?

Facilitation prompts or script

- What decision can only this audience make?

16. Risk Register

Purpose	Track implementation risks and mitigation actions.
Use when	Weekly during launch.
Primary owner	Project manager, steering team
Evidence of use	Risks have owners, mitigation actions, dates, and status.
Scale note	Use risk tracking to protect schools from avoidable confusion.

Copy -ready fields

Field	Prompt or fill -in
Risk	What could disrupt adoption?
Likelihood/impact	High, medium, low.
Mitigation	What will we do?
Owner	Who owns it?
Status	Open, watching, mitigated, closed.

Facilitation prompts or script

- What is predictable enough that we should prevent it now?

17. Policy Alignment Review

Purpose	Identify policies that support or conflict with the instructional adoption model.
Use when	Before scale.
Primary owner	District leadership, legal/HR/academics
Evidence of use	District resolves conflicts in evaluation, schedule, curriculum mandates, intervention rules, and data expectations.
Scale note	Large districts often fail because policy signals contradict practice signals.

Copy -ready fields

Field	Prompt or fill -in
Policy area	Evaluation, schedule, curriculum, assessment, intervention, PD, staffing.
Alignment	Supports, neutral, conflicts.
Needed change	Clarify, revise, pause, or communicate.
Decision owner	Who can act?

Facilitation prompts or script

- Where might teachers receive mixed messages?

18. Cross-School Learning Lab Protocol

Purpose	Enable schools to visit, learn from, and adapt one another's implementation routines.
Use when	After early schools have stable routines.
Primary owner	District instructional lead
Evidence of use	Visiting teams identify transferable practices and adaptation steps.
Scale note	Do not showcase perfection. Showcase evidence-rich learning.

Copy-ready fields

Field	Prompt or fill -in
Host focus	Which routine or move is ready to study?
Visitor question	What do visitors need to learn?

Field	Prompt or fill -in
Evidence collection	What will visitors observe and collect?
Adaptation plan	How will visitors use this in their own school?

Facilitation prompts or script

- What should travel across schools and what must stay locally adapted?

Source base and credibility notes

Evidence claim discipline This toolkit does not claim that a single framework automatically closes opportunity gaps. It claims that a disciplined implementation system can make research-aligned instructional moves more teachable, observable, coachable, and improvable through student evidence.	
Source area	How it informs the toolkit
Explicit instruction research and Archer & Hughes	Clear goals, modeling, supported practice, feedback, cumulative review, and careful release.
Project Zero and Making Learning Visible	Documentation and analysis of student thinking as evidence for improving learning cultures.
Equity By Design sample playbooks	Design charrette structure, how -might-we questions, community voice, practical tools, and shareable resources.
Learning Forward and practice -based professional learning	Adult learning is strongest when tied to curriculum, practice, coaching, feedback, and evidence.
Uncommon Schools / Teach Like a Champion practice routines	Shared instructional vocabulary, rehearsal, coaching, video/practice feedback, and high - frequency practice.
CAST UDL 3.0	Barrier-removal, learner agency, multiple means of engagement, representation, and action/expression.

CEC/CEEDAR HighLeverage Practices	Explicit instruction, scaffolded supports, feedback, collaboration, data-driven planning, and intensification.
MTSS and implementation science	Tiered support, implementation teams, fidelity/adaptation balance, decision gates, and sustainability.

Selected sources and public references

- Archer, A. L., & Hughes, C. A. Explicit Instruction: Effective and Efficient Teaching.
- Institute of Education Sciences, What Works Clearinghouse Practice Guides: <https://ies.ed.gov/ncee/wwc/practiceguides>
- Project Zero, Making Learning Visible: <https://pz.harvard.edu/projects/making-learning-visible>
- Making Learning Visible resources: <https://www.mlvpz.org/>
- CAST UDL Guidelines 3.0: <https://udlguidelines.cast.org/>
- Learning Forward Standards for Professional Learning: <https://standards.learningforward.org/standards-for-professional-learning/>
- Active Implementation Research Network Frameworks: <https://www.activeimplementation.org/frameworks/>
- National Center on Multi-Tiered System of Supports: <https://mtss4success.org/>
- Council for Exceptional Children High-Leverage Practices: <https://exceptionalchildren.org/topics/high-leverage-practices>
- Teach Like a Champion: <https://teachlikeachampion.org/>
- Uncommon Schools People Development: <https://uncommonschoools.org/professional-development/>
- Uploaded sample set: Learner Identity & Agency Guidebook; Building Culture Back Better; Back to School Success Coaching Playbook; K428 Explicit Instruction + Making Learning Visible Coaching Playbook.