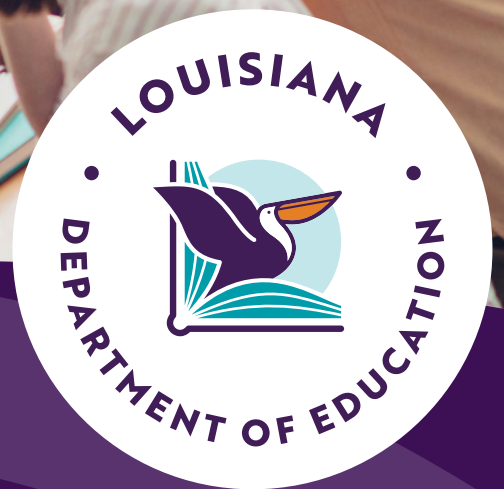




Professional Learning Roadmap: A System for Coherent Instructional Improvement

September 2026

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EXECUTIVE SUMMARY

The Louisiana Professional Learning (PL) Roadmap provides a clear pathway for school systems and schools to align their priorities to improve instructional practice through three essential professional learning structures: district instructional leadership teams (D-ILTs), school instructional leadership teams (S-ILTs), and teacher collaboration (TC) that follow the High-Quality Professional Learning (HQPL) Cycle and is based on cycles of continuous improvement. The roadmap describes the processes for these key structures.

DISTRICT ILT

The PL Roadmap recommends forming an D-ILT at the school system level that meets frequently, ideally biweekly, to continuously address instructional goal(s) through ongoing learning, planning, and decision-making. This team is essential for setting clear system-wide goals, communicating with all stakeholders, creating a strategic long-range plan, and allocating resources accordingly. This team should include leaders with various capabilities that reflect all instructional priorities. First, this team conducts a comprehensive review of all of the system's key data, including recent student, teacher, and leader data, to determine its priorities. The team uses this analysis to create clear instructional goals that should be measurable, reflect specific student and/or educator needs, relevant to recent quantitative data, and include a timeline. The team also discusses best practices for high-impact leader and teacher actions and how to provide school and school system leaders with regular, high-quality feedback and support.

SCHOOL ILT

Similar to the D-ILT, every school has its own S-ILT with clear instructional goals, a long-range plan, and consistent time to collaborate. This team includes school leaders as well as teacher leaders and counselors. The purpose of this team is to align the school's professional learning around a clear focus area, so that teachers and counselors are supported to make instructional improvements in their classrooms.

In creating its instructional goals and priorities, this team usually reviews these types of documents first: school improvement plan, annual school academic goals, Local Literacy Plan, and observation plans, and coaching plans. The team also analyzes recent significant data points, including summative student achievement data. Then it creates its ILT cycle goals and long-range plan to address it. These goals should be aligned to the school's goals and TC goals, based on improving student achievement and measured by a curriculum-embedded assessment. This school ILT meets weekly to monitor the progress of its goal, learn together by sharing best practices, make adjustments to support teachers and counselors, and reflect on the effectiveness of its supports and practices.

TEACHER COLLABORATION

The PL Roadmap emphasizes the importance of meaningful TC to improve instructional practice and student outcomes. The planning for TC meetings should be directly aligned to the school and school system goals. TC is weekly, job-embedded, led by a skilled facilitator, and brings together like groups of teachers to: build expertise in the implementation of High-Quality Instructional Materials (HQIM); address the needs of students and teachers using both student and teacher data and work samples; and determine how to best meet students' needs during core instruction, tutoring, and intervention time.

TC should provide teachers the opportunity to come together to learn best instructional practices, review data, and walk away with clear next steps for implementing HQIM in their classrooms. The learning from TC is transferred into classroom practice by ongoing coaching and support following each meeting.

In summary, the PL Roadmap provides specific guidance for establishing effective ILTs and TC that mobilize stakeholders to focus change efforts on shared priorities. Through these aligned and repeated actions, school systems and schools can meaningfully collaborate to keep focus on instructional improvement.

OVERVIEW: A SYSTEM FOR COHERENT INSTRUCTIONAL IMPROVEMENT

High-quality teaching and learning do not happen by chance—they are the result of a coherent system in which priorities, structures, and practices are aligned from the district level to the classroom. Grounded in the expectations of the Louisiana Educator Advancement and Development System (LEADS), this roadmap outlines how that system operates and how instructional excellence is developed, supported, and sustained across all levels of the organization.

At its core, this document describes how a district organizes professional learning, instructional leadership, and collaboration to ensure that every student experiences rigorous, aligned, and responsive instruction. It defines the roles of leaders and educators at each level of the system and clarifies how their work connects to a shared vision for teaching and learning. Through alignment to the LEADS rubrics, the roadmap establishes a common language and set of expectations for effective instruction, leadership practice, continuous improvement, and student outcomes.

The instructional expectations described in the Louisiana Educator Rubric (LER) provide the foundation for teacher development, while the leadership actions outlined in the Louisiana Leader Rubric (LLR) guide decision-making, professional learning, feedback, and accountability at every level of the system. As a result, classroom instruction, coaching conversations, leadership practices, and professional learning all reinforce the same vision for student success.

This roadmap is grounded in the following three key principles and moves from the student experience to the leadership structures that support instruction, to the implementation conditions necessary for sustained improvement:

Continuous improvement

Improvement is ongoing and cyclical. Consistent with the emphasis on reflection, feedback, and professional growth within the LEADS rubrics, educators at every level engage in a shared process of learning, applying, and refining practice based on evidence of impact.

Capacity building at every level

With a focus on developing teacher effectiveness and instructional expertise, leaders and teachers continuously develop the knowledge and skills needed to implement high-quality instructional practices and improve outcomes for all students.

A relentless focus on student experience

The ultimate measure of success is what students experience daily—clear instruction, meaningful tasks, and targeted support.



A STORY OF COHERENCE: HOW THE SYSTEM WORKS IN PRACTICE

PART I: THE STUDENT EXPERIENCE: COHERENCE COMES TO LIFE

Meet Hanna.

Hanna is a second-grade student who loves school. She arrives each morning with a backpack that is almost bigger than she is and a notebook filled with sketches of stories she hopes to write someday. Like many students, Hanna brings strengths, challenges, questions, and dreams into the classroom each day.

Today, Hanna is learning about how adding a silent "e" changes the sound and meaning of words. During whole-group instruction, her teacher uses high-quality instructional materials to guide students through a carefully designed lesson. Hanna hears the sounds, practices with her classmates, and begins noticing patterns in words she has seen before.

When Hanna struggles to apply the pattern independently, that struggle is noticed—not because someone administered another disconnected test, but because her teacher has clear look-fors embedded within the lesson. The teacher knows exactly what evidence to collect and what misconceptions might emerge.

Later that day, Hanna receives additional support that builds directly on her learning from core instruction. Earlier that morning, she worked on changing short-vowel words into long-vowel words by adding a silent "e", reading and discussing word pairs such as *mad/made*, *rip/ripe*, and *kit/kite*. During intervention, she revisits those same patterns and concepts, while simultaneously increasing her ability to decode Consonant-Vowel-Consonant (CVC) words with automaticity. Her intervention teacher knows that Hanna could successfully add the letter e but was still reading some of the new words with short vowel sounds. The intervention lesson provides additional opportunities to practice decoding and reading words with split vowel teams while using the same language, anchor charts, and routines from core instruction. Hanna works with a small group to read connected sentences and short passages containing words like *made*, *ripe*, and *hope*, strengthening the exact knowledge she needs to fully access grade-level instruction.

At home that evening, Hanna proudly reads a book to her younger brother. For the first time, she pauses at the word "made," smiles, and explains, "The e makes the vowel say its name."

To Hanna, this moment feels small.

To the adults around her, it is evidence that the system is working.

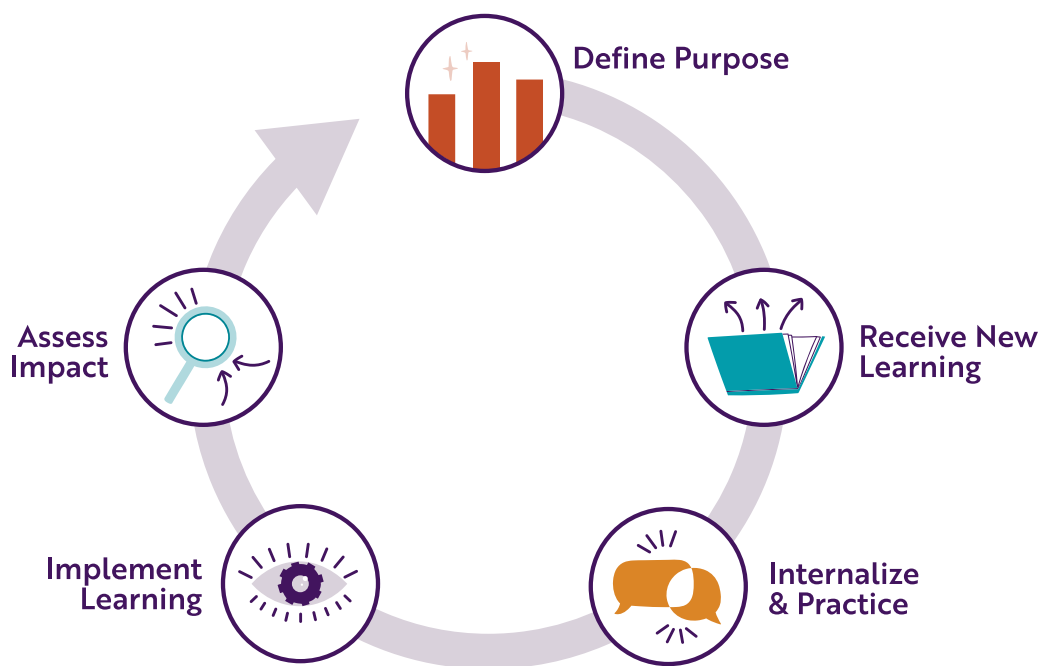
Behind that moment are dozens of aligned decisions—curriculum choices, professional learning plans, leadership meetings, intervention/tutoring structures and collaborative planning sessions. Hanna experiences none of those meetings directly. What she experiences is confidence. She experiences success. She experiences the feeling that school makes sense.

For Hanna, coherence is invisible.

For the adults responsible for her learning, coherence is everything. Hanna's experience is not the result of isolated excellence. It is the product of an intentionally designed instructional system.



Coherence becomes visible when the HQPL Cycle is enacted fully and consistently at every level of the system.



Consider the following example:

A system leader participates in a District Instructional Leadership Team (D-ILT) meeting. The team engages in the full HQPL cycle:

- They **define the purpose** of the district ILT by setting priorities, defining non-negotiables, aligning resources, and designing professional learning for school leaders.
- They **receive new learning** by studying research, exemplars, and system-wide trends related to a key instructional focus, such as academic discourse.
- They **internalize and practice** by calibrating expectations, engaging in inter-rater reliability work, and refining how the priority will be communicated and supported.
- They **implement learning** by launching professional learning, coaching support, and expectations across schools.
- They **assess impact** by analyzing district data, school feedback, and implementation evidence to adjust strategy.

This same cycle then occurs at the school level. The principal and Instructional Leadership Team (ILT) engage in the HQPL cycle within their context:

- They **define the purpose** of the school ILT by aligning the priority to school goals, identifying focus areas, and organizing structures such as coaching and collaboration.
- They **receive new learning** by deepening their understanding of the district priority and what it looks like in practice.
- They **internalize and practice** by building their own leadership capacity—calibrating on instruction, rehearsing feedback, and strengthening observation skills.
- They **implement learning** by leading professional learning, facilitating teacher collaboration, and supporting classroom practice.
- They **assess impact** by analyzing school-level data, observation trends, student outcomes, and the impact on student experience to refine the approach.

Teacher teams then enact the same cycle in Teacher Collaboration (TC):

- They **define the purpose** of the TC through lessons aligned to high-quality instructional materials (HQIM) and the identified school focus.
- They **receive new learning** through shared study of units and lessons within the HQIM and plan to collect evidence of and respond to student needs.
- They **internalize and practice** instructional moves through collaboration, rehearsal, and feedback.
- They **implement learning** in classrooms with students and receive coaching.
- They **assess impact** by analyzing the pre-identified evidence of student need.

In classrooms, students experience the impact of this aligned and repeated cycle. Instruction is more consistent, expectations are clearer, and teaching is more responsive to needs.

Because each level uses the same cycle:

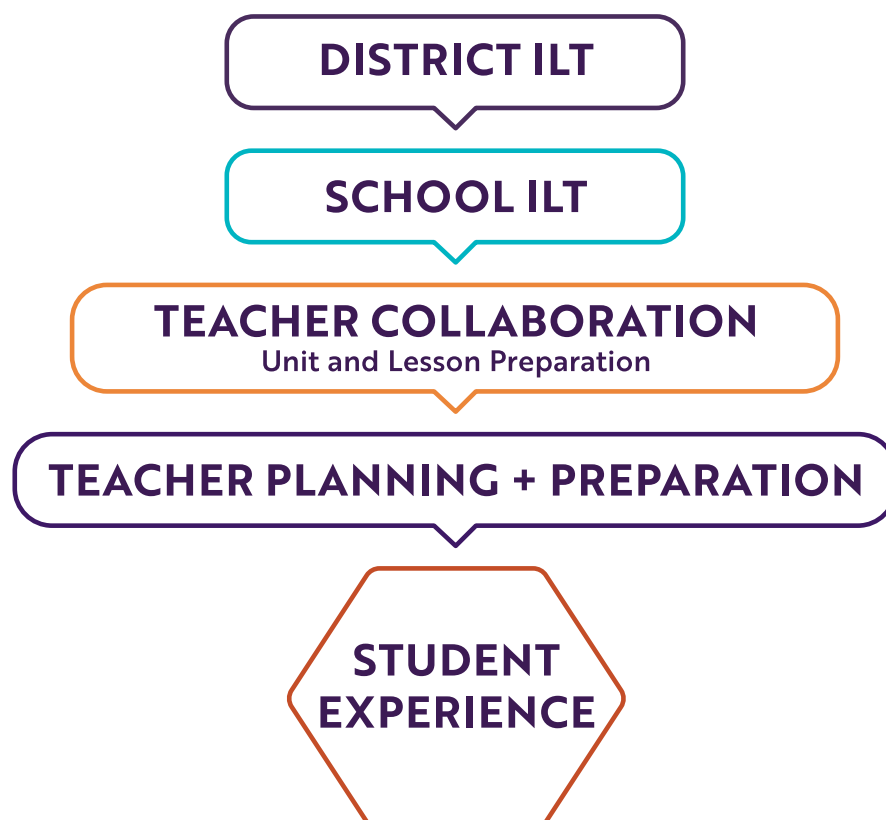
- Work is predictable and structured
- Professional learning connects directly to practice
- Data is used consistently to inform decisions
- Coaching plans are continuous and actionable

This shared way of working ensures that improvement is not dependent on isolated efforts, but is embedded in how the system functions every day.

WHAT MAKES THE SYSTEM INSTRUCTIONALLY COHERENT?

Instructional coherence is achieved not simply through alignment of priorities, but through shared enactment of the same learning cycle across all levels.

- District (D-ILT): Uses the HQPL cycle to set direction, design supports, and improve system performance
- School (S-ILT): Uses the HQPL cycle to lead implementation and build educator capacity
- Teacher Teams (TC): Use the HQPL cycle to strengthen instruction and improve student outcomes



HOW TO USE THIS ROADMAP

This document is designed to support action at every level of the system.

- District leaders can use it to strengthen how the HQPL cycle is designed and supported across schools
- School leaders can use it to ensure the cycle is consistently enacted through Instructional Leadership Teams
- Teacher teams can use it to anchor collaboration in a structured, evidence-based cycle of improvement

At each level (District ILT, School ILT, and TC), teams should regularly ask: “What evidence do we have of impact on student experience?”

The HQPL Cycle is the anchor of this roadmap. When it is enacted fully and consistently at every level, the system becomes coherent—and student learning improves as a result.



DISTRICT INSTRUCTIONAL LEADERSHIP TEAM (D-ILT)

PART II: THE SYSTEM BEHIND THE CLASSROOM

When Hanna's teacher, Ms. Anya, sits down to plan for Unit 2, Lesson 1, she is not starting with a blank page.

Months earlier, the District Instructional Leadership Team identified foundational literacy as a system priority after noticing trends in student reading data across multiple schools. Students were entering upper elementary grades without consistently mastering foundational decoding skills, limiting their access to increasingly complex texts.

The D-ILT responded intentionally.

They selected high-quality instructional materials. They partnered with curriculum experts to build teacher knowledge around lesson internalization, grounded in the science of reading. They designed a yearlong professional learning plan focused on helping teachers understand not just what to teach, but why each lesson mattered and how each lesson connected to future learning.

During professional learning, Ms. Anya and hundreds of teachers across the district studied lessons exactly like the one Hanna would experience. They practiced identifying likely student misconceptions. They learned to anticipate what students might say when reading words like made, ripe, and hope. They rehearsed questions that would move students from simply recognizing patterns to understanding how those patterns work.

As Ms. Anya plans, she knows what success should look like because leaders throughout the system have worked together to create clarity.

She knows what evidence to collect.

She knows what misconceptions to anticipate.

She knows how intervention and tutoring will support students who need additional opportunities.

Most importantly, she knows she is not doing this work alone.

What feels like a single lesson to Hanna is actually the result of dozens of educators working together to ensure that every child, in every classroom, has access to the same high-quality learning experience.

The D-ILT may never meet Hanna. They have, however;

- Selected the HQIM, curriculum-embedded assessments, and materials for extra time to learn with coherence in mind
- Planned and supported teacher and school leader HQPL
- Set the expectations for TC and HQIM Implementation
- Developed expectations and provided support for school leaders

But every decision they make is ultimately for Hanna and her peers.



The District Instructional Leadership Team

District Instructional Leadership Teams (D-ILTs) serve as the engine for coherent, system-wide instructional improvement. This team is responsible for ensuring that priorities, professional learning, resources, and supports are aligned so that high-quality instruction is consistently implemented across all schools.

A central responsibility of the D-ILT is ensuring the selection, alignment, and effective use of High-Quality Instructional Materials (HQIM). HQIM serve as the foundation for instruction, shaping what is taught, how it is taught, and how student learning is assessed.

The D-ILT operates through the HQPL Cycle—continuously learning, planning, practicing, implementing, and reflecting at the system level to improve outcomes for students.

The two primary purposes of the D-ILT are to:

- Build capacity of its membership
- Coalesce around a common vision for teaching and learning

System coherence is the responsibility of the District ILT. Its effectiveness is measured not by the quality of its conversations but by the clarity of its decisions and the consistency of implementation across schools.

A. WHAT THE D-ILT DECIDES

The D-ILT is the district's primary decision-making body for instructional direction. Its work ensures that schools are not navigating competing priorities, but instead are aligned around a focused set of system goals and expectations.

Priorities

The D-ILT identifies and sequences system-wide instructional priorities based on multiple data sources, including student performance, subgroup trends, and classroom observation data. These priorities are sustained over time to allow for depth of implementation.

District-Wide Expectations

The team defines what must be consistent across all schools. This includes expectations for high-quality instruction and assessment through the use of HQIM brought to life as explained in the Louisiana Educator Rubric (LER). These expectations create clarity and reduce variability.

DISTRICT ILT

Determines which LER/LLR indicators are priority areas for system improvement.

SCHOOL ILT

Uses the LER/LLR to monitor implementation and identify professional learning needs.

TEACHER COLLABORATION

Uses the LER to strengthen instructional practice within daily lessons.

Resource Allocation

The D-ILT determines how time, staffing, and funding are aligned to support instructional priorities. This includes decisions related to coaching capacity, intervention supports, professional learning time, and materials.

Professional Learning Focus

The D-ILT establishes the focus and structure of professional learning for both school leaders and teachers. Professional learning intentionally builds the knowledge and skills educators need to demonstrate proficiency in instructional and leadership practices. Learning experiences should focus on strengthening HQIM unit study and lesson preparation, assessment practices, and feedback.

B. WHAT THE D-ILT PRODUCES

The effectiveness of the D-ILT is reflected in the clarity and quality of its outputs. These artifacts translate strategy into actionable guidance for schools.

District Professional Development Plan

A coherent, year-long plan for professional learning that aligns to district priorities and follows the HQPL Cycle. This plan ensures that learning is sustained, job-embedded, and directly connected to classroom practice. It includes all instructional roles from school-level leadership to teachers and paraprofessionals.

School Support Plans

Differentiated plans for supporting schools based on need. This may include tiering schools using multiple data sources and identifying targeted supports such as coaching, additional professional learning, or resource allocation.

Data Dashboards and Monitoring Tools

Clear, accessible data systems that track progress toward instructional goals. These include student achievement data on curriculum-embedded assessments, implementation metrics, and observation trends that inform decision-making at all levels.

Leadership Expectations

D-ILT determines explicit guidance for school leaders, outlining what implementation looks like in practice. This includes expectations for School Instructional Leadership Teams (S-ILT), TC, observation and coaching plans, and use of data. Leadership expectations should be explicitly connected to the Louisiana Leadership Rubric (LLR) and clarify how school leaders are expected to cultivate instructional excellence, monitor implementation, support educator growth, and lead continuous improvement efforts.

C. HOW THE D-ILT OPERATES

The D-ILT functions as an active decision-making and problem-solving body. Its effectiveness depends on disciplined structures, clear ownership, and a focus on action.

Membership and Composition

A strong D-ILT brings together individuals who can set instructional direction, allocate resources, and ensure implementation across schools. Membership may vary based on district size and context, but it prioritizes decision-making authority and instructional expertise.

Core Membership May Include:

- Superintendent
- Assistant Superintendent/Chief Academic Officer
- Principal Supervisors
- Assessment/Data Specialists
- Professional Development Leaders
- Instructional Coaches and Specialists (e.g., special education, English learners)

The focus is not on titles but on ensuring the team includes those responsible for instructional decision-making and those who directly support schools.



Meeting Cadence and Structure

The D-ILT meets regularly to sustain momentum and monitor progress:

- **Weekly or Biweekly (60–90 minutes):**
 - › Focus on monitoring priorities, reviewing short-cycle data, removing barriers, and making real-time adjustments
- **Monthly Deep Dives (2–3 hours):**
 - › Focus on data inquiry, curriculum, and assessment alignment, and evaluating the impact of professional learning
- **Quarterly Strategic Sessions (half or full day):**
 - › Focus on long-term progress, system-level adjustments, and planning next phases of implementation

Agenda Ownership

The Chief Academic Officer (CAO)/Assistant Superintendent of Instruction, in collaboration with the Superintendent and core team members, is responsible for planning agendas. Agendas are tightly aligned to instructional priorities and grounded in data.

Each meeting is designed to move the work forward, not simply provide updates. Agendas should consistently reflect the HQPL cycle, ensuring time for learning, planning, implementation, monitoring, and reflection.

Decision Protocols

The D-ILT operates with clear expectations for decision-making:

- Decisions are grounded in multiple data sources
- Discussions lead to defined actions, owners, and timelines
- The impact of decisions is monitored over time
- Adjustments are made based on evidence, not opinion

Each D-ILT meeting should conclude with clear action steps for the D-ILT membership based on the new learning and development from the meeting. Discussion does not conclude and end in the D-ILT, but should drive some further actions, and responsibility for these should be assigned before leaving the meeting.

Each meeting should answer a critical question: “What are we changing in the system as a result of what we learned today?”

Long Range Planning and the D-ILT

A long-range D-ILT plan prevents topic hopping by ensuring sustained focus on a small number of high-impact instructional priorities tied to the district's strategic plan.

It sequences priorities over time so they are not introduced all at once but developed through the HQPL Cycle.

D-ILT Long Range Plans include:

- **Introducing priorities in a deliberate sequence**
- **Allowing time for learning, practice, implementation, and reflection**
- **Aligning PL, coaching, and TC work to the current focus**
- **Maintaining consistent focus across schools**

This approach ensures priorities are fully implemented before new ones are added, strengthening coherence and reducing initiative overload.

THE ROLE OF THE D-ILT IN A COHERENT SYSTEM

The D-ILT does not operate in isolation; it sets the conditions for coherence across the system for the student experience including core instruction and extra time to learn.

- It establishes clarity so schools know what to prioritize
- It provides support so educators can build the necessary skills
- It ensures accountability by monitoring implementation and outcomes

When the D-ILT functions effectively, schools are able to focus, and teacher collaboration becomes more purposeful. Teachers can implement HQIM more effectively, and leaders are better equipped to support teachers in implementation. This leads to a coherent student experience.

SCHOOL INSTRUCTIONAL LEADERSHIP TEAM (S-ILT)

PART III: THE SCHOOL LEADERSHIP EXPERIENCE: TURNING VISION INTO DAILY PRACTICE

The next morning, before students arrive, Hanna's principal, instructional coach, and grade-level teacher leaders gather for their weekly school-level Instructional Leadership Team meeting.

The team has been studying classroom evidence connected to the district's literacy priority. They notice a trend. Students are participating during whole-group phonics instruction, but some students are struggling when asked to independently apply their learning during reading and writing tasks.

The S-ILT dives into student work.

They examine writing samples, lesson observations, and curriculum-embedded assessment data. They discuss where students are demonstrating understanding and where they are relying on imitation rather than mastery.

Hanna's work looks familiar. She can successfully add an "e" to the end of a word when prompted. She can repeat the rule when the class says it together. But when she encounters an unfamiliar word independently, she is still unsure.

The instructional coach plans a model lesson focused on checking for understanding throughout the lesson rather than waiting until the end.

The principal adjusts observation priorities to look specifically for evidence that students are doing the cognitive work instead of simply participating.

Teacher collaboration sessions are redesigned to focus on student evidence rather than lesson completion.

As a result, Ms. Anya receives coaching and feedback that is specific, actionable, and directly connected to Hanna's learning.

No one is talking about programs.

No one is talking about compliance.

The conversation is centered on students.

The S-ILT is asking a simple but powerful question: "How do we know Hanna truly understands?"

Because of that question, instruction becomes increasingly responsive to what students actually need.



The School Instructional Leadership Team

The School Instructional Leadership Team (S-ILT) serves as the driver of instructional improvement within the school. The S-ILT ensures that district priorities are translated into coherent, actionable practices that result in high-quality teaching and learning in every classroom.

The primary purposes of the S-ILT are to

- ensure consistent, high-quality implementation of district priorities within the school;
- bridge system-level decisions and classroom practice by supporting teachers in using materials with clarity, consistency, and responsiveness to student needs;
- operationalize the leader expectations of the LLR within the school setting;
- develop the conditions necessary for teachers to successfully implement the instructional practices outlined in the LER through observation, feedback, coaching, and professional learning;
- ensure the effective implementation of High-Quality Instructional Materials (HQIM) through regular observations;
- operate through the HQPL Cycle, engaging in continuous learning, planning, practice, implementation, and reflection to improve instruction and student outcomes; and
- build the instructional capacity of all staff.

The effectiveness of the S-ILT is measured by what changes in classrooms and what students experience as a result.

A. WHAT THE S-ILT DECIDES

The S-ILT is responsible for translating district direction into focused, school-based action. Its decisions ensure that staff have clarity, support, and alignment in their daily work.

Instructional Focus and Goals

The S-ILT establishes and monitors school-level instructional goals aligned to district priorities and responsive to school-specific data. Goals should include evidence of both student learning and instructional implementation, ensuring that progress is monitored through indicators aligned to the LER and school leadership actions aligned to the LLR. These goals are grounded in the effective use of HQIM and student learning needs.

School-Based Expectations

The team defines what consistent implementation looks like within the building. This includes expectations for how HQIM are used in lesson preparation, instructional delivery, and intervention, as well as agreed-upon instructional routines and practices.

Use of Time and Structures

The S-ILT determines how time is organized to support instructional priorities. This includes schedules for TC, intervention blocks, coaching cycles, and professional learning.

Professional Learning and Support

The S-ILT identifies the professional learning and coaching needed to support teachers. This includes aligning staff development, modeling expectations, and ensuring ongoing, job-embedded support focused on HQIM and instructional practice.

B. WHAT THE S-ILT PRODUCES

The S-ILT translates strategy into clear, actionable structures and expectations that guide daily practice within the school.

S-ILT Long Range Plan

A focused plan that aligns district priorities to school goals and outlines what leader actions will occur from week to week. It is a living document that is flexible based on teacher and student need but intentionally sequences through a series of learning and doing.

Teacher Collaboration Structures and Plans

Clear expectations and structures for teacher teams, including collaboration goals, meeting protocols, and alignment to instructional priorities and HQIM.

Coaching and Observation Plans

A system for observation, feedback, and coaching that is aligned to the Louisiana Educator Advancement and Development System (LEADS), school priorities, and HQIM implementation. This includes walkthrough tools, coaching plans, and calibration practices.

Data and Monitoring Tools

Data is used to inform the S-ILT about student and teacher needs, including student work, curriculum-embedded assessment data, and observation trends. These tools support ongoing reflection and adjustment at the teacher and school level.

Staff Expectations

Explicit guidance for teachers outlining what high-quality instruction looks like in practice, including how HQIM are used in planning, instruction, and assessment.

C. HOW THE S-ILT OPERATES

The S-ILT functions as a disciplined, action-oriented team focused on improving instruction through consistent use of the HQPL Cycle.

Membership and Composition

An effective S-ILT includes individuals who have both instructional expertise and influence over school-wide practices. Membership should represent key roles involved in teaching, coaching, and supporting instruction.

Core Membership May Include:

- **Principal**
- **Assistant Principal(s)**
- **Instructional Coaches, including those with the titles of Master Teacher, Mentor Teacher, Instructional Coach(es), and Teacher Collaboration Facilitators**
- **Teacher Leaders/Department or Grade-Level Chairs**
- **Specialists (e.g., special education, English learners)**

The S-ILT should be small enough to function effectively, but broad enough to ensure representation across content areas, grade levels, and student needs.

Meeting Cadence and Structure

The S-ILT meets regularly to monitor implementation and support continuous improvement:

- **Weekly or Biweekly (60–90 minutes):**
 - › Monitor instructional focus, review walkthrough and student data, identify trends, and plan immediate supports

Meeting frequency may increase during key moments (e.g., beginning of year, rollout of new materials).

Agenda Ownership

The principal leads the S-ILT, often in collaboration with a Master Teacher/Instructional coach or assistant principal. Agendas are tightly aligned to school priorities and include a consistent focus on HQIM implementation and instructional practice.

Each meeting reflects the HQPL cycle. The School ILT

- defines the purpose according to a school-specific need;
- receives new learning as they build knowledge together about effective instruction;
- internalizes and practices as they norm on what the new learning will look like in their school through collaboration, rehearsal, and feedback;
- implements learning by setting action plans and scheduling activities; and
- assesses impact by reviewing practice and evidence.

Decision Protocols

The S-ILT operates with clear expectations for decision-making:

- Decisions are grounded in student data, observation evidence, and teacher input
- Discussions lead to clear actions, ownership, and timelines
- Implementation is monitored consistently through walkthroughs and team feedback
- Adjustments are made based on evidence of student learning and instructional practice

**Each meeting should answer a critical question:
“What are we changing in our school to strengthen instruction and improve student learning?”**

The S-ILT should regularly analyze trends from LER-aligned observations and coaching plans to identify strengths, determine professional learning needs, and monitor progress toward school goals.

Long Range Planning and the School ILT

A long-range plan for the S-ILT prevents topic hopping by ensuring sustained focus on a small number of school-level instructional priorities aligned to the district strategic plan.

It sequences priorities across the year so they are not addressed all at once but developed through the HQPL Cycle within the school context.

School ILT Long Range Plans include:

- **Introducing and narrowing instructional priorities for school focus**
- **Using walkthrough evidence and LER trends to identify and prioritize schoolwide instructional needs**
- **Allowing time for learning, practice, implementation, and reflection in classrooms**
- **Aligning coaching, TC work, and school PL to the current priority**
- **Maintaining consistent focus across grade levels and departments**

This approach ensures that instructional priorities are fully implemented in classrooms before new focus areas are introduced, strengthening coherence and improving student learning outcomes.

THE ROLE OF THE S-ILT IN A COHERENT SYSTEM

The S-ILT is the critical bridge between district strategy and classroom practice.

- It creates clarity by translating district priorities into actionable expectations for teachers
- It provides support by building teacher capacity through coaching, collaboration, and professional learning
- It ensures consistency by monitoring implementation across classrooms
- It drives continuous improvement by using data to refine instruction and supports

When the S-ILT functions effectively, TC becomes focused, instruction becomes more aligned, and students experience consistent, high-quality learning across classrooms.



TEACHER COLLABORATION (TC)

PART IV: TEACHER COLLABORATION: FOLLOWING THE EVIDENCE OF STUDENT LEARNING

Several weeks later, Hanna's work sits in the middle of a table during Teacher Collaboration.

The grade-level team has brought student writing samples from recent lessons. Some students are confidently transferring their learning about vowel patterns into authentic reading and writing. Others are not.

Hanna's paper quickly becomes the focus of discussion. On one page, she correctly writes made and ripe. On the next page, she writes hop instead of hope and kit instead of kite.

The teachers lean in. Not because Hanna is struggling. Because Hanna is teaching them something. Her work reveals that she understands the pattern during isolated practice but needs additional opportunities to apply it independently.

The team studies upcoming lessons in the curriculum. They identify where the next week's instruction will provide opportunities for transfer and application.

The interventionist joins the conversation.

Instead of pulling Hanna into unrelated skill work, the intervention plan focuses on strengthening the exact knowledge she is building during core instruction. Students practice reading and writing words connected to the same phonics pattern while continuing to access grade-level texts.

The tutor joins the conversation as well.

Tutoring is not focused on disconnected worksheets or random activities. Hanna rereads portions of texts from her classroom lessons and applies her learning while reading authentic connected text.

Every adult supporting Hanna understands the same goal.

Every adult is reinforcing the same learning.

Every adult is using evidence from Hanna's actual work.

As the meeting ends, teachers leave with a clear plan.

Not a plan for programs.

A plan for Hanna.

And students just like her.



Teacher Collaboration

Teacher Collaboration (TC) is the instructional engine of the system. It is where school system priorities, school-level goals, and High-Quality Instructional Materials (HQIM) are translated into daily lesson design, instructional practice, and responsive teaching based on student learning.

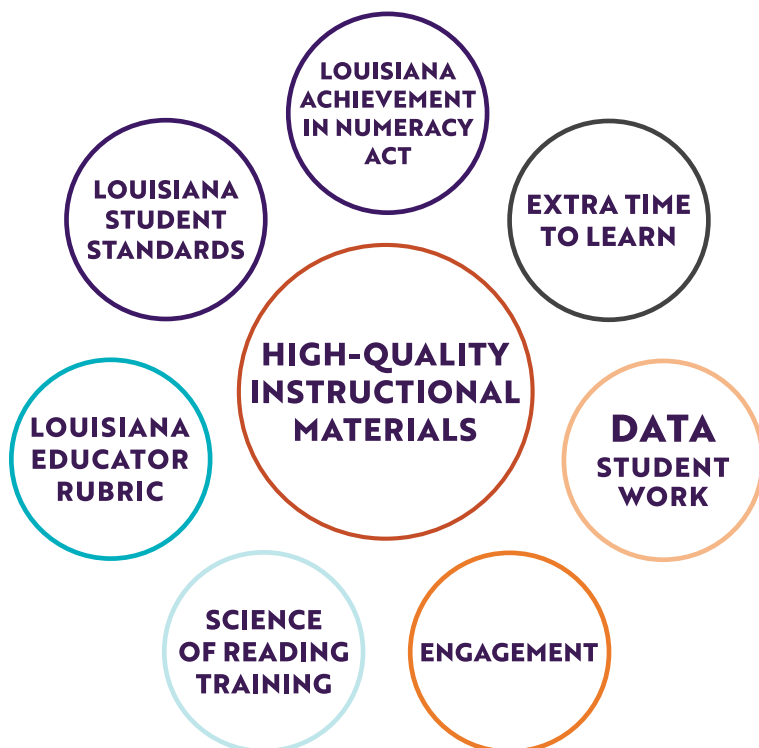
TC is a structured, ongoing cycle of professional learning and practice. Teachers work collectively to plan, deliver, analyze, and refine instruction in direct response to student needs.

Teacher Collaboration operates through the HQPL Cycle—engaging continuously in learning, planning, practice, implementation, and reflection focused on student outcomes.

The two primary purposes of Teacher Collaboration are to:

- improve the quality and consistency of instruction through shared practice; and
- increase student learning through evidence-based instructional decisions.

The effectiveness of TC is measured by the quality of instruction in classrooms and the resulting impact on student learning.



A. WHAT TEACHER COLLABORATION DECIDES

Teacher Collaboration teams make instructional decisions at the unit and lesson level. These decisions ensure alignment with HQIM, school priorities, and student needs.

Lesson Preparation and Planning

Teams engage in collaborative lesson preparation grounded in HQIM and the targeted needs of all students. This includes internalizing units and lessons, identifying learning goals, and anticipating misconceptions so that instruction is aligned to standards and school priorities.

Instructional Moves and Strategies

Teachers determine the specific instructional moves used in lessons, including questioning, discourse, modeling, and checks for understanding. These moves are aligned to HQIM and refined through collaboration.

Student Grouping and Intervention

Teachers determine how students are grouped for instruction and intervention. Decisions are based on student data and ensure alignment between core instruction and targeted support.

Assessment Use and Response to Student Learning

Teams determine how formative and summative curriculum-embedded assessments are used to monitor student understanding. Instructional adjustments are based on analysis of student work and evidence of learning.

B. WHAT TEACHER COLLABORATION PRODUCES

Teacher Collaboration produces the plans, hones the practices, and collects evidence that directly shapes classroom instruction.

Planned Lessons and Units

Lessons and units that are fully aligned to the intent of HQIM, school instructional priorities, responsive to student needs, and reflect shared expectations for rigor and implementation.

Instructional Practice and Rehearsal

Refined instructional practices developed through collaboration, including rehearsal of key instructional moves and alignment on delivery.

Student Work Analysis and Evidence

Analysis of student work provides evidence of the effectiveness of instructional practices and allows teachers to determine the degree to which LER-aligned instructional strategies are producing the intended outcomes.

Intervention and Extension Plans

Targeted plans that connect core instruction to intervention, ensuring all students receive appropriate support and challenge.

C. HOW TEACHER COLLABORATION OPERATES

Teacher Collaboration functions as a disciplined, structured instructional improvement cycle informed by and adhering to the S-ILT expectations and district priorities.

Membership and Composition

Teacher Collaboration teams are organized around shared instructional responsibility and informed by student needs.

Core Membership Includes:

- **Classroom teachers (grade-level or content teams)**
- **Teacher Collaboration Facilitator**
- **Special Education teachers**
- **English Learner teachers**

Teams are structured to ensure meaningful collaboration, shared accountability, and alignment of instruction across classrooms.

Meeting Cadence and Structure

- **Weekly (protected time):**

- › Focus on lesson preparation, instructional planning, and analysis of student work

- **Unit-Based Planning Cycles:**

- › Deep planning aligned to HQIM, including internalization and assessment alignment

Schedules are intentionally designed to ensure consistent, content-aligned collaboration, including Special Education and English learner teachers.

Agenda Ownership and Facilitation

Teacher Collaboration is facilitated by a designated Teacher Collaboration Facilitator who ensures alignment, focus, and productivity.

Facilitators are:

- Content-strong educators with deep knowledge of HQIM
- Prepared and intentional in planning agendas
- Responsible for aligning TC work to S-ILT goals

Facilitators:

- Internalize the TC goal set by the S-ILT
- Design and lead cycles of learning aligned to that goal
- Develop weekly agendas grounded in the HQPL cycle
- Facilitate instructional conversations focused on teaching and learning

School leaders support this work by:

- Setting clear expectations for TC
- Attending when possible
- Coaching facilitators
- Monitoring alignment between S-ILT, TC, and collecting evidence of impact during classroom observations.

Decision Protocols

Teacher Collaboration operates with clear expectations for preparation, participation, and evidence-based decision-making.

Team Member Expectations

- Come prepared, having internalized upcoming lessons or units from HQIM
- Bring analyzed student work from recent instruction
- Engage actively in discussion—teachers should be doing most of the talking
- Commit to consistent and effective use of HQIM
- Maintain a focus on the needs of all students

Instructional Decision-Making

TC teams engage in the decision-making process outlined in the LDOE Unit Study and Lesson Preparation Protocols.

- Instructional decisions are centered around the intent of the HQIM and build to the unit assessment or culminating task.
- Decisions include studying the HQIM to
 - identify opportunities to collect specific student work;
 - anticipate misconceptions and plan to address them;
 - determine specific questions to drive student thinking; and
 - strategize the structure of student groups for activities.
- Instructional adjustments are made based on evidence of learning.
- Teams take collective responsibility for student outcomes.

Long Range Planning and Teacher Collaboration

A long-range plan (LRP) for Teacher Collaboration (TC) prevents topic hopping by ensuring sustained focus on a small number of instructional priorities existing within S-ILT goals and through the context of HQIM.

LRPs sequence the work across units and instructional cycles so teams are not constantly shifting focus, but instead deepening practice through the HQPL Cycle.

Key features include:

- Organizing collaboration around unit and lesson preparation
- Allowing time for learning, planning, practice, implementation, and reflection within each cycle
- Aligning weekly TC agendas to current S-ILT goals and HQIM units
- Maintaining consistent focus across lessons, assessments, and instructional strategies

This approach ensures instructional priorities are fully enacted in classrooms before shifting to new areas of focus, strengthening coherence and improving student learning.

THE ROLE OF TEACHER COLLABORATION IN A COHERENT SYSTEM

Teacher Collaboration is where system design becomes student experience.

- It ensures consistency in the implementation of HQIM across classrooms.
- It strengthens instructional quality through shared planning and practice.
- It drives responsiveness through continued analysis of student learning.
- It connects core instruction to intervention, ensuring all students are supported.

Teacher Collaboration serves as the bridge between professional learning and classroom implementation. TC is where educators translate the expectations of the LER into daily instructional decisions while contributing evidence that informs leadership actions aligned to the LLR.

When TC functions effectively, teachers are not working in isolation, instruction is aligned across classrooms, and students experience rigorous, coherent, and responsive learning every day.

CONCLUSION

RETURNING TO THE STUDENT: THE OUTCOME OF A COHERENT SYSTEM

Spring arrives.

Hanna no longer hesitates when she encounters unfamiliar words. While reading independently, she pauses at the word *invite*. A few months earlier, she would have looked to her teacher for help. Now she stops, notices the silent-e pattern, decodes the word, smiles, and keeps reading. The moment lasts only seconds. But it represents years of work.

The work of school system leaders who established a clear vision.

The work of school leaders who built teacher capacity.

The work of teachers who studied the curriculum deeply and collaborated around evidence.

The work of interventionists and tutors who reinforced, rather than replaced, grade-level learning.

Most importantly, it represents a student who now sees herself as a reader.

A student who raises her hand more often.

A student who volunteers to read aloud.

A student who takes books home because she believes she can read them.

A student whose future opportunities expand because adults created a coherent experience around her.

This is the challenge for educational systems. Too often, planning begins with initiatives, meetings, schedules, programs, and adult actions. Coherent systems begin somewhere different. They begin with the student experience. They start by asking:

What do we want Hanna to know, do, and believe about herself as a learner?

Then every structure—District ILT, School ILT, Teacher Collaboration, intervention, tutoring, coaching, and professional learning—is designed backward from that vision. When the system plans from the student experience outward, coherence emerges.

And when coherence emerges, students achieve outcomes that once seemed beyond their reach. Because ultimately, every meeting, every plan, every professional learning session, and every decision should lead to one thing:

A child walking out of school believing, "I can do this."



APPENDICES

IMPLEMENTATION CONDITIONS: THE INFRASTRUCTURE FOR COHERENT INSTRUCTIONAL IMPROVEMENT

High-quality instruction does not scale through vision alone. It depends on a set of intentional implementation conditions that make coherent practice possible across every school and classroom. These conditions ensure that the work of the D-ILT, S-ILT, and TC is not isolated or dependent on individual effort, but supported through aligned systems that strengthen the instructional practices described in the LER and provide structures necessary for professional growth.

This section defines the core conditions that enable the HQPL Cycle to function at every level: staffing, scheduling, materials, professional learning structures, funding alignment, and expectations/accountability. It also establishes the importance of long-range planning anchored in a district strategic plan, which serves as the foundation for sustained instructional improvement.

THE ROLE OF LONG-RANGE PLANNING AND THE DISTRICT STRATEGIC PLAN

At the center of effective implementation is a clear, long-range strategic plan that defines the district's instructional direction over time. This plan is not a static document; it is the organizing framework that guides decision-making across D-ILT, S-ILT, and TC.

The strategic plan identifies a small number of clearly defined district priorities that remain stable long enough to produce meaningful improvement in practice and outcomes. These priorities are intentionally selected based on multiple data sources and are designed to be enacted through HQIM and the HQPL Cycle. System priorities should also identify instructional practices educators are expected to strengthen over time, ensuring professional learning, coaching, and evaluation remain focused on improving teaching practices reflected in the LER rather than on implementing disconnected initiatives.

The D-ILT is responsible for ensuring that:

- **Strategic priorities are translated into actionable instructional focus areas**
- **Initiatives are sequenced and not layered in ways that dilute implementation**
- **Resources, professional learning, and materials remain aligned to priorities over time**
- **Schools experience clarity and continuity rather than shifting expectations**
- **Align instructional priorities with instructional practices described in the LER**

Without long-range planning, implementation becomes fragmented. With it, the system develops coherence, focus, and conditions necessary for sustained improvement.

STAFFING: ALIGNING PEOPLE TO INSTRUCTIONAL PRIORITIES

Staffing decisions are a core lever for instructional coherence. Effective staffing ensures that schools have the right people, in the right roles, with the right expertise to support HQIM implementation and the HQPL cycle.

Key staffing conditions include:

- **Alignment of instructional coaches, interventionists, and specialists to district priorities**
- **Clear roles for supporting HQIM implementation at both district and school levels**
- **Adequate staffing to support Teacher Collaboration (TC) as protected instructional time**
- **Strategic placement of personnel to support tiered school needs based on data**
- **Protection of key staff time with intentional job descriptions and clear communication about responsibilities**

Staffing is not only about quantity but about instructional alignment and capacity building. Roles such as instructional coaches, teacher leaders, and school leaders should be intentionally designed to support educators in strengthening the instructional practices described in the LER through coaching, modeling, collaborative planning, and feedback.

SCHEDULING: PROTECTING TIME FOR INSTRUCTIONAL WORK

Scheduling is one of the most powerful structural conditions for coherence. Without protected time, even well-designed systems fail to reach implementation.

Effective scheduling ensures:

- Weekly, protected Teacher Collaboration time embedded in the master schedule
- Dedicated time for Instructional Leadership Team meetings
- Time for coaching, observation, and feedback cycles
- Alignment of intervention blocks and tutoring to core instruction and HQIM
- Minimized fragmentation of instructional time for students and educators

Scheduling reflects priorities in action. What is scheduled signals what is valued.

MATERIALS: HIGH-QUALITY INSTRUCTIONAL MATERIALS (HQIM) AS THE INSTRUCTIONAL FOUNDATION

High-Quality Instructional Materials are the foundation of instructional coherence. They ensure that all students have access to grade-level, standards-aligned content and that instruction is consistent across classrooms.

Implementation conditions for materials include:

- District-wide adoption and consistent use of HQIM
- Clear expectations for how educators internalize instructional materials and use them to demonstrate the instructional practices described in the LER
- Alignment of professional learning, coaching, and TC to HQIM and the instructional practices expected in the LER
- Integration of assessment and intervention within the instructional materials
- Ongoing monitoring of fidelity and effectiveness of implementation

PROFESSIONAL LEARNING STRUCTURES: EMBEDDING THE HQPL CYCLE

Professional learning is not an event; it is a system of continuous development embedded in daily practice through the HQPL Cycle.

Effective professional learning structures include:

- District-level learning aligned to strategic priorities (D-ILT-driven)
- School-based professional learning embedded in S-ILT work
- Job-embedded learning through Teacher Collaboration
- Coaching cycles focused on instructional practices described in the LER through effective HQIM implementation
- Opportunities for rehearsal, feedback, and reflection at every level

These structures ensure that learning is directly connected to practice and continuously refined through evidence of impact.

FUNDING AND RESOURCE ALIGNMENT: INVESTING IN WHAT MATTERS MOST

Funding decisions must reflect instructional priorities and support long-term implementation rather than short-term initiatives.

Effective resource alignment includes:

- Investment in HQIM and associated professional learning
- Funding for instructional coaching and leadership capacity building
- Support for protected collaboration and planning time
- Allocation of resources based on school needs and student data
- Reduction of fragmented initiatives that dilute focus and capacity
- Resources that support the implementation of LEADS, including instructional coaching

The D-ILT plays a central role in ensuring that funding decisions reinforce—not compete with—district priorities.

EXPECTATIONS AND ACCOUNTABILITY: DEFINING WHAT HIGH-QUALITY LOOKS LIKE

Clear expectations are essential for ensuring consistency across the system. Accountability is not punitive; it is the mechanism that ensures coherence between intention and implementation.

Effective expectations include:

- Clear definitions of what high-quality instruction looks like through implementation of HQIM and the instructional practices described in the LER
- Consistent expectations for how D-ILT, S-ILT, and TC operate
- Instructional expectations for planning, instruction, assessment, and intervention
- Monitoring systems that include observation data aligned to the LER, student work, implementation evidence, educator feedback, and assessment results
- Feedback loops that inform continuous improvement at all levels

Accountability systems ensure that the HQPL Cycle is not theoretical, but enacted consistently across schools and classrooms while providing educators with ongoing feedback and support to strengthen the instructional practices outlined in the LER.

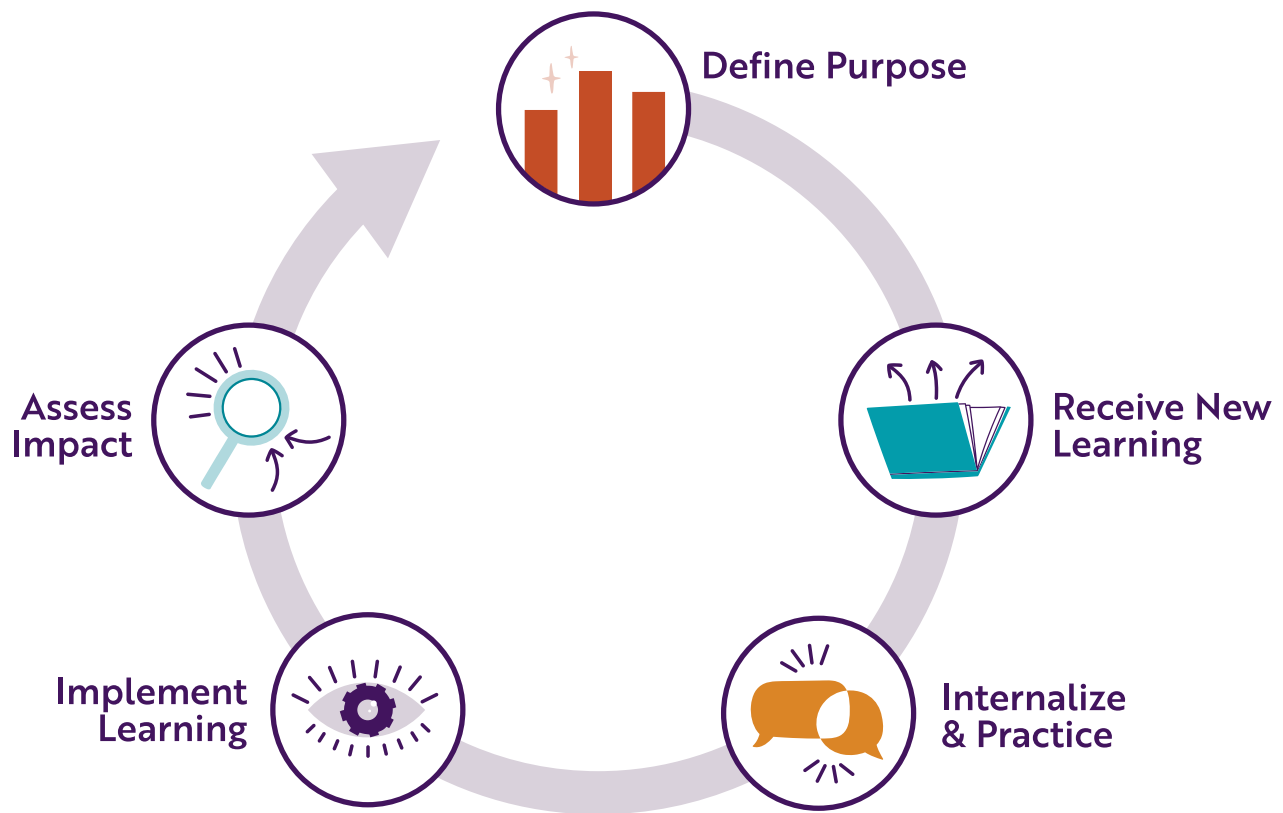
THE SYSTEM-LEVEL IMPACT OF IMPLEMENTATION CONDITIONS

When these conditions are aligned and sustained:

- Instructional priorities remain stable and focused over time
- HQIMs are implemented with depth and consistency
- Teacher Collaboration becomes highly effective and student-centered
- Educators receive consistent, actionable feedback connected to daily instructional practice and district priorities
- Coaching and leadership practices are coherent and consistent across schools
- Students experience consistent, high-quality instruction regardless of classroom or school

Ultimately, implementation conditions determine whether coherence is designed—or lived.

PROFESSIONAL LEARNING CYCLE



All professional learning in Louisiana is facilitated through the High-Quality Professional Learning (HQPL) Cycle. The HQPL Cycle is a continuous improvement process tailored to adult learners and designed to influence adult behaviors and student outcomes. Through this process, teams of educators, including district instructional leadership teams, school instructional leadership teams, and teacher collaboration teams, engage in focused and measurable work. Each stage of the cycle is defined on the next page.



Define the Purpose

Establish the why of the learning. Teams identify a clear, student-centered need and articulate the desired change in educator knowledge or practice. Considers what educator behavior needs to change to impact student learning based on the need.

- Analyze data (student work, observation trends, implementation evidence from previous meeting).
- Identify why there is a gap between current practice and desired practice.
- Identify a clear objective and outcome for the professional learning.



Receive New Learning

Introduce participants to new knowledge, skills, or best practices grounded in research and aligned to HQIM in one of the following ways:

- Present the new content through modeling.
- Provide critical attributes for the new learning.
- Actively engage in content and resources with an intended purpose and outcome.



Internalize and Practice

Move participants from understanding to application through hands-on practice with feedback. Most of the meeting is spent in this step.

- Engage in guided practice with materials or instructional moves.
- Practice within their own context.
- Receive feedback and refine implementation.



Implement Learning

Put the learning into action. Apply what you have learned in classroom or leadership practice, supported through coaching, observation, and feedback cycles.

- Occurs outside of the meeting; therefore, an implementation plan is in place.
- Implement within daily instruction or leadership routines.
- Collect evidence of practice (observations, lesson artifacts, student data).
- Engage in coaching or collaboration to refine implementation.



Assess Impact

Evaluate the effectiveness of the new learning by analyzing changes in student outcomes and educator practice.

- Review student and educator progress monitoring data and implementation evidence.
- Reflect on successes, challenges, and next steps.
- Adjust learning supports based on impact data.
- The assessment informs the next cycle of HQPL and supports the next "Define the Purpose."

GUIDANCE FOR S-ILT AND TC CYCLE PLANNING

PURPOSE

This document provides a model for organizing Instructional Leadership Teams (S-ILT) and Teacher Collaboration (TC) structures to support high-quality professional learning and continuous instructional improvement. The S-ILT cycle plan, the TC cycle plan, and accompanying calendar illustrate one example for sequencing learning, planning, and implementation across a six-week cycle. These materials are intended to support leaders in visualizing how S-ILT and TC structures can work together to strengthen instructional planning of HQIM and improve student outcomes. While the model is intentionally detailed to demonstrate the full progression of the work, it is not intended to be prescriptive. It may be adapted based on local context, staffing, scheduling, and existing school structures.

Intended Use of the Model

Effective implementation of this model requires leaders to understand the distinct but connected roles of S-ILT and TC within a professional learning system. S-ILT meetings occur in advance of TC sessions (e.g., one to two weeks ahead) to allow instructional leaders to analyze teacher and student data, prepare exemplars, anticipate misconceptions, determine implementation expectations, and refine teacher-facing learning before delivery in TC. Teacher Collaboration sessions then provide teachers with structured opportunities to internalize unit-level and lesson-level planning through protocols such as the Unit Study Protocol and Lesson Preparation Protocol. Throughout the cycle, leaders should ensure that S-ILT and TC remain tightly aligned so that teacher learning is coherent, responsive to evidence, and grounded in the implementation of high-quality instructional materials (HQIM).

Implementation Support for the Model

This model demonstrates how S-ILT members can use teacher artifacts, student work, walkthrough evidence, and formative data to determine new learning, monitor implementation, and refine upcoming support. It also illustrates how clear participant expectations, follow-up actions, and progress-monitoring structures can be embedded throughout a cycle to support transfer from collaborative planning into classroom instruction. The accompanying calendar serves as a visual representation of how S-ILT preparation, TC facilitation, walkthroughs, coaching, deliverables, and refinement opportunities can work together to support continuous improvement. Leaders should use this model to understand the flow of work across a cycle and to design systems that provide teachers with timely, relevant, and actionable support between meetings.

Adapting the Model to Local Context

Schools and systems may streamline or modify components of this model based on staffing structures, scheduling considerations, and existing professional learning systems. However, the essential expectation is that S-ILT and TC work in tandem to build instructional capacity, strengthen planning practices, and improve student outcomes through aligned cycles of learning and implementation. Leaders should use trends from teacher artifacts, exit tickets, walkthrough evidence, and student work to determine the highest-leverage supports needed and to inform the focus of future cycles.

INSTRUCTIONAL LEADERSHIP TEAM CYCLE 1 PLAN

Critical Attributes of an S-ILT Long Range Plan:

- Centers around the school goal
- Develops cycles of learning with cycle goals around teacher actions that impact student outcomes
- Follows the HQPL cycle
- Uses teacher and student data to determine new learning and follow-up
- Builds members' instructional capacity around HQIM
- Establishes timelines with actions
- Leads to the development of the Teacher Collaboration Long Range Plan, including tags to the Louisiana Educator Rubric (LER)
- Defines the roles and responsibilities of each member
- Aligns to school plans (e.g., literacy plan and school improvement plans)

Yearly Instructional Leadership Team Long Range Goal

By May 2027, through a focus on Teacher Rubric Indicators: Teacher Content Knowledge and Teacher Knowledge of Students, 100% of teachers will increase their teacher content knowledge and knowledge of students in order to meet their students' individual needs as measured by:

Increased LEAP Mastery from ____ to ____%

Increase in the percentage of teachers scoring a 3+ in TCK, TKS, and IP Expectations for Unit and Lesson Preparation (lesson checks and criteria)

ILT Cycle Goal 1 (6 Weeks)

LER Connections

Teacher Content Knowledge (TCK)

Teacher Knowledge of Students (TKS)

By October 2026, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality HQIM implementation through the Unit Study Protocol and Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence, leading to increased student mastery, as evidenced by:

ILT Outcome: By the end of the 6-week cycle:

- » ILT members will:
 - Identify implications surrounding planning using the Unit Study Protocol
 - Create a model annotated lesson plan using phase one and phase two of lesson preparation
 - Determine criteria for lesson annotations and set lesson checkpoints
 - Create a walkthrough tool aligned to the objective and assessment
- » ILT establishes and implements:
 - A teacher collaboration (TC) plan aligned to this cycle
 - A coaching and feedback cycle between TC sessions
 - A progress monitoring system using teacher and student data

Teacher Outcome: By the end of the 6-week cycle:

- » 100% of teachers accurately identify the key knowledge, themes, and skills in the upcoming Guidebooks unit. Evidence: Completed Unit Study tool, teacher annotations
- » 90% of teachers identify learning objectives for each upcoming lesson (based on the purpose of lesson activities). Evidence: Annotated lessons
- » 90% of observed lessons show alignment in daily formative assessment tasks/questions with the stated learning objective. Evidence: Walkthrough data, lesson annotations

Student Outcome: By the end of the 6-week cycle:

- » 95% of observed students are engaged in and demonstrating learning through reading, speaking, listening, or writing tasks that are explicitly aligned to the lesson's learning objective and the unit's identified knowledge and skills. Evidence: Student exit tickets, daily formative assessments, and walkthrough data
- » A measurable increase in performance from section diagnostics to culminating writing tasks, with at least a 10% increase in students meeting or exceeding proficiency. Evidence: Section diagnostic data, culminating student work

INSTRUCTIONAL LEADERSHIP TEAM SCHEDULE

Cycle 1: By October 2026, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the Unit Study Protocol and Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence.

Week	Monday, July 27th, 2026 TC Session 1 Rollout Thursday, August 13th, 2026
Focus Objectives	By the end of the ILT meeting, members will develop a shared definition of strong HQIM implementation, learn and practice step one of the Unit Study Protocol, and establish expectations for completing step one independently before the next ILT meeting.
High Quality Professional Learning	Defining the Purpose: Review school data (e.g., LEAP mastery trends, section diagnostic data, sample student writing, prior year walkthrough trends) to discuss and determine instructional reality. Guiding Questions: » How does effective unit and lesson preparation impact teacher delivery and student understanding? » What evidence do we have of the effectiveness of current planning? » What would instruction need to look like for students to meet these expectations? (shared definition for strong HQIM implementation) New Learning: The expert ILT member will model step one of the Unit Study Protocol based on the exemplar they created, including the thinking involved to: » identify the end-of-unit task » unpack what students must know (knowledge) and be able to do (skills) Guiding Questions: » What do you notice about the level of clarity in this model? » How does this differ from how teachers typically plan? Internalize and Practice: Divide ILT members into small groups to practice with assigned sample units. ILT will: » Work through each step and discuss decisions and instructional choices. » Determine evidence of success in the completion of step one across teacher teams. Group work will be shared with the full ILT for feedback and calibration. Implement Learning: ILT learning is implemented through redelivery in the teacher collaboration session one on Thursday, August 13th. » The principal assigns ILT members to teacher teams » TC facilitator drafts the TC session one agenda using ILT week one work » Expert ILT member prepares step one for teacher modeling » ILT identifies teacher deliverables for TC session one: Unit Study step one Assess the Impact The ILT will review: » ILT completed step one drafts » Anticipated teacher misconceptions » Evidence teachers must bring to TC session two (completed step one)
Next Steps	» All ILT members complete Unit Study step one independently using upcoming grade level units by August 3rd. » Principal assigns ILT members to teacher teams by July 29th. » TC facilitator drafts TC session one agenda by July 31st.
Evidence for Next Meeting	Must be completed by Monday, August 3rd: » All ILT members: Complete Unit Study step one » Expert ILT member: Draft step one revised exemplar » Principal: Teacher team assignments » TC facilitator: Draft TC session one agenda

INSTRUCTIONAL LEADERSHIP TEAM SCHEDULE

Cycle 1: By October 2026, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the Unit Study Protocol and Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence.

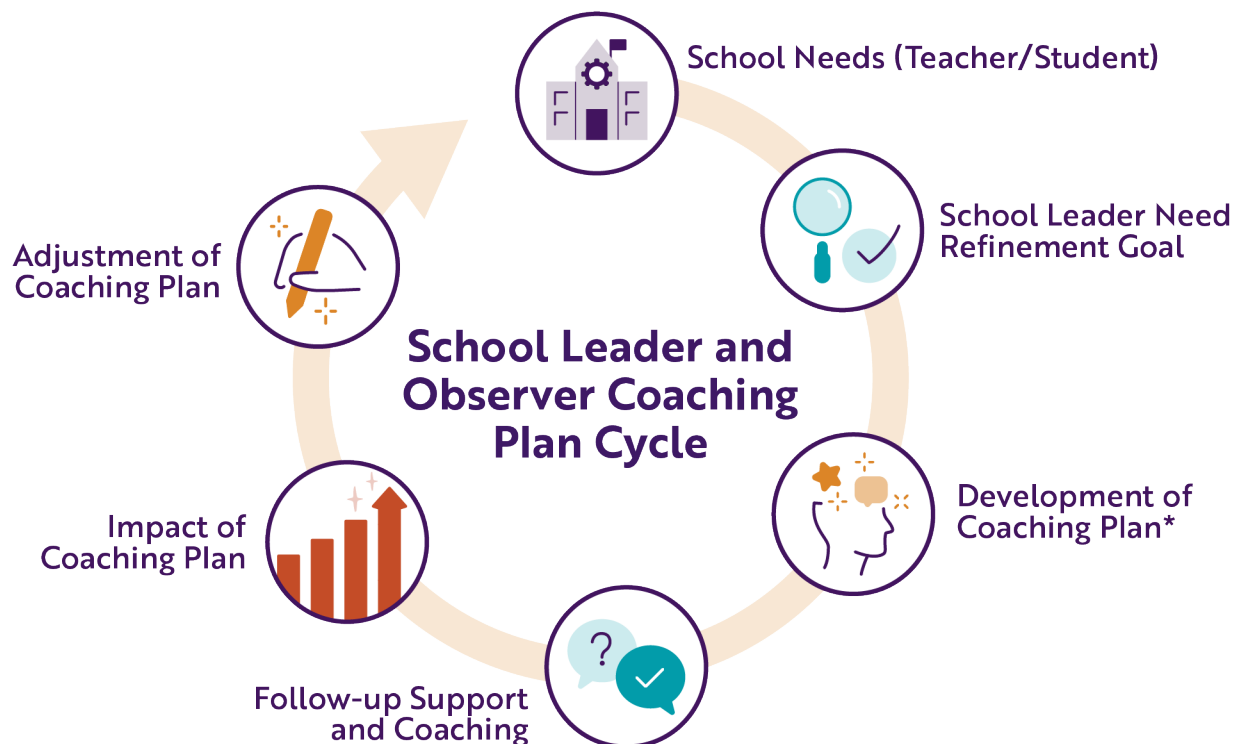
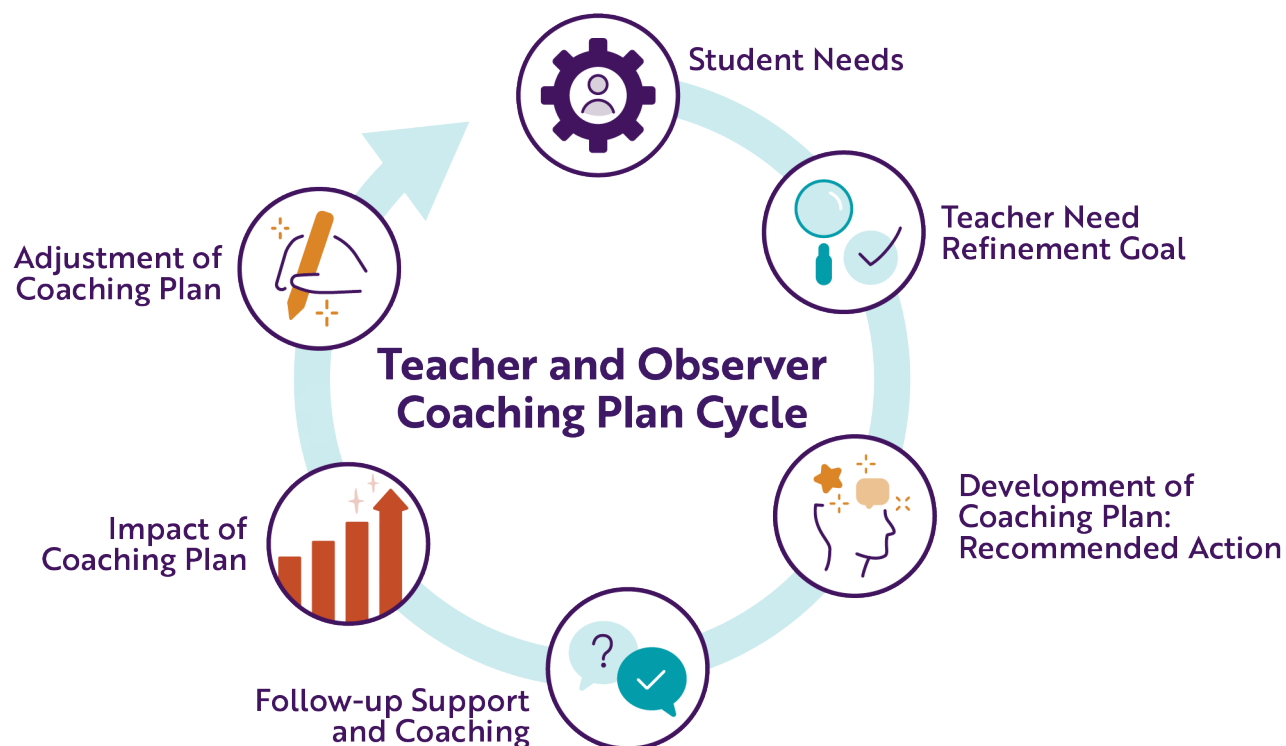
Week	Monday, August 3rd, 2026 (Teacher First Day Back) TC Session 1 Rollout Thursday, August 13th, 2026 TC Session 2 Rollout Thursday, August 20th, 2026
Focus Objectives	By the end of the ILT meeting, members will calibrate step one, learn and practice steps two and three of the Unit Study Protocol, and establish expectations for completing steps two and three prior to the next ILT meeting.
High Quality Professional Learning	Defining the Purpose: Analyzes Unit Study step one drafts completed by the ILT to determine trends, strengths, and anticipated teacher misconceptions before learning steps two and three. Guiding Questions: » What patterns do we see across ILT step one submissions? » What misconceptions might teachers have when completing step one? » How will completing steps two and three strengthen alignment between the unit, texts, and assessments? New Learning: The expert ILT member will model steps two and three of the unit study protocol based on the exemplar they created, including the thinking involved to: » examine unit texts to determine knowledge needed to access » analyze section assessments to trace unit knowledge and skills students must demonstrate » make clear connections between the end-of-unit task, section assessments, and texts within the unit. Guiding Questions: » What do you notice about how the knowledge and skills show up across the assessments? » How do the texts support students in building toward mastery of those skills? Internalize and Practice: Divide ILT members into small groups to practice with assigned sample units. ILT will: » Identify knowledge and skills within the section assessments » Analyze texts to determine where those skills are introduced, developed, and reinforced » Determine evidence of success in the completion of steps two and three across teacher teams Group work will be shared with the full ILT for feedback and calibration. Implement Learning: ILT learning is implemented through redelivery in the teacher collaboration session two on Thursday, August 20th. » Principal confirms ILT teacher support assignments » TC facilitator drafts the TC session two agenda using ILT week two » ILT assists in preparing teacher-facing materials for session one » ILT identifies teacher deliverables for TC session two: Unit Study steps two and three Assess the Impact The ILT will review: » ILT completed step two and three drafts » Anticipated teacher misconceptions for steps two and three » Evidence teachers must bring to TC session three (completed steps two and three)
Next Steps	» All ILT members complete steps two and three independently by August 10th. » Expert ILT member finalizes step one exemplar by August 5th. » TC facilitator finalizes TC session one agenda and materials by August 7th.
Evidence for Next Meeting	Must be completed by August 10th: » All ILT members: Completed Unit Study steps two and three » Expert ILT member: final step one exemplar » Principal: confirmed teacher team assignments » TC facilitator: Final TC session one agenda and materials

INSTRUCTIONAL LEADERSHIP TEAM SCHEDULE

Cycle 1: By October 2026, the Instructional Leadership Team (ILT) will build its instructional leadership capacity to define, model, and monitor high-quality ELA HQIM implementation through the Unit Study Protocol and Lesson Preparation Protocol. This will result in improved teacher planning and instructional coherence.

Week	Monday, August 10th, 2026 (First Full Week of Instruction) TC Session 1 Rollout (Step 1) Thursday, August 13th, 2026 TC Session 2 Rollout (Steps 2 and 3) Thursday, August 20th, 2026 TC Session 3 Rollout (Success Criteria) Thursday, August 27th, 2026
Focus Objectives	By the end of the ILT meeting, members will develop a clear understanding of success criteria as a planning tool by unpacking rubric indicators and examining exemplars, and design how this learning will be facilitated in Teacher Collaboration.
High Quality Professional Learning	Define the Purpose Analyze Unit Study step two and step three drafts completed by the ILT to determine trends, strengths, and anticipated teacher misconceptions before learning how to develop success criteria aligned to unit-level knowledge and skills. ILT uses these artifacts to understand how clearly the knowledge and skills identified in steps two and three translate into the expectations students must meet on daily and culminating assessments. Guiding Questions: » What patterns do we see across ILT steps two and three submissions » How do the knowledge and skills identified in steps two and three inform the success criteria students will need to consistently demonstrate mastery of unit-level skills Receive New Learning The expert ILT member will model how to unpack rubric indicators into specific, actionable success criteria that clarify mastery for students and guide proactive instruction. Three-Step Process: 1. Select the Assessment: Identify the curriculum-embedded assessment or diagnostic and its connection to the end-of-unit task. Clarify expected student outcomes. 2. Analyze the Rubric Indicators: Examine verbs/actions, content knowledge, sub-skills, and key vocabulary. 3. Examine Exemplars: Study student exemplars to identify clear moments of proficiency to model for students. Internalize and Practice Divide ILT members into small groups to practice with assigned student work samples and rubric indicators. ILT will: » Address how the success criteria will be modeled using rubric indicators and exemplars » Identify clear expectations for teacher output: › defined success criteria aligned to rubric indicators, alignment between the objective, task › assessment, and success criteria Group work will be shared with the full ILT for feedback and calibration. Implement Learning: ILT learning is implemented through redelivery in the teacher collaboration session three on Thursday, August 27th. » Principal confirms ILT teacher support assignments » TC facilitator drafts the TC session three agenda using ILT week three » ILT identifies teacher deliverables for TC session two: Success Criteria aligned to upcoming assessment and lesson objectives Assess the Impact The ILT will review: » ILT completed success criteria drafts » Anticipated teacher misconceptions for steps two and three » Evidence teachers must bring to TC session three (completed success criteria)
Next Steps	» All ILT members draft success criteria aligned to rubric indicators for identified teacher teams by August 17th. » Expert ILT member finalizes steps two and three exemplar by August 12th. » TC facilitator executes TC session one on August 13th. » TC facilitator finalizes TC session two agenda and materials by August 14th.
Evidence for Next Meeting	Must be completed by August 17th: » All ILT members: Completed success criteria aligned to the identified teacher team » Expert ILT member: final step two and three exemplar » Principal: confirmed teacher team assignments and baseline walkthrough timeline (Aug. 17th-21st) » TC facilitator: Final TC session two agenda and materials

TEACHER AND LEADER COACHING PLAN CYCLES



**For leaders, the Coaching Plan is an extension of the existing school improvement plan, strategic plan, or long-range plan.*

CURRICULUM IMPLEMENTATION CONTINUUM

INTRODUCTION AND PURPOSE

The Curriculum Implementation Continuum is a resource designed to help school and system leaders reflect on and improve the quality of HQIM implementation in their schools as they work toward instructionally coherent practices that lead to student success. The purpose of this framework is to support leaders in analyzing the implementation of curricular materials with intention and in response to student needs for the purpose of building an instructionally coherent system of instruction. Continuous analysis will then inform professional learning efforts to grow teachers in the best instructional practices. While data suggests that over 98% of Louisiana public schools have adopted and purchased high-quality instructional materials in ELA, math, science, and social studies, survey data suggests that only 34% of ELA teachers and 40% of math teachers are using the curriculum for more than 75% of instructional time¹. To ensure that every Louisiana student engages deeply with all grade-level content standards through high-quality curriculum, teachers must prioritize the use of quality instructional materials.

The necessary entry point into using this tool is the selection and purchase of HQIM resources with an established HQPL partnership. Leaders should start with the Access column and move to the right as they reflect. Every indicator in a previous column must be met to move across the continuum.



1 12025 RAND American Instructional Resources Survey (AIRS) Project

SHARED UNDERSTANDING

Curriculum leaders	System and school-level curriculum leaders are educators who support teachers with quality instruction. These roles include but are not limited to principals, assistant principals, curriculum coaches, instructional coaches, master teachers, mentor teachers, etc.
Data	Student data includes all information educators gather about student learning. This includes but is not limited to student work, conversations, lab work, exit tickets, small group performance, classroom assessments, etc.
High-Quality Instructional Materials (HQIM)	High-quality instructional materials are those that fully align with state standards—what students are expected to learn and be able to do at the end of each grade level or course—and provide meaningful instructional support. They include those reviewed by the LDOE, written by the LDOE, or identified as high-quality pilots.
High-Quality Professional Learning (HQPL)	High-Quality Professional Learning (HQPL) is led by a knowledgeable facilitator using a cycle of learning over a period of time and includes ongoing collaboration and coaching, and transfer into classrooms. HQPL begins with student and teacher academic needs and supports the implementation of high-quality instructional materials, leading to increased student outcomes.
Strategic Decision Making	Strategic decision making is the process through which teachers analyze student work through the lens of the curriculum and the demand of the Louisiana Student Standards in planning to address demonstrated student needs. These decisions include but are not limited to lesson timing, scaffolding, intentional grouping, planning small group support for students, and reflecting on data. Teachers make decisions about the curriculum for two reasons: 1. To align with the Louisiana Student Standards 2. In response to student needs.
Support Structures	Support structures, as identified by The Louisiana Professional Learning (PL) Roadmap, include three essential professional learning structures: District Instructional Leadership Teams, School Instructional Leadership Teams, and teacher collaboration. These structures follow the High-Quality Professional Learning Cycle which is a type of continuous improvement cycles. Support structures allow for the strategic arrangement of resources (educators, time, materials, etc.) for the purpose of improving student outcomes.

System Leader

			
Access Choose HQIM • Provide HQIM to students, teachers, and principals including all student books, manipulatives, texts, and supplies to conduct investigations. • Provide adequate HQPL for teachers and school leaders to prepare for the upcoming school year. • Eliminate all materials or computer programs outside of HQIM. Ensure school leaders • can name and understand the basic structure of the curriculum; • have identified the next steps they will take to ensure a quality implementation; • determine and share a vision for implementation including implementation consistent with the expectations of the written lesson; and • schedule the appropriate number of minutes for each discipline.	Consistent Use of Materials Meet all prior criteria and • Provide all teachers and leaders HQPL on implementing the curriculum as intended (includes content pedagogy training); HQPL should constitute the majority of the professional learning teachers receive. • Ensure that any professional learning above and beyond that which is directly related to the curriculum does not contradict the curriculum (i.e. the instructional approach and strategies in the PL corroborate the instructional approach and strategies in the curriculum) - o Create and implement a plan to train new teachers on the curriculum each year. - o Ensure school leaders adjust school policies, schedules, etc. to facilitate curriculum training for teachers and formulate a plan for monitoring the quality of implementation.	Intentional Guidance and Support Meet all prior criteria and • System-level curriculum leaders guide school leaders on how to support teachers in strategic decision-making only for alignment with the LSS and in response to timely student data. • Provide 100% of teachers with ongoing and differentiated PL on the curriculum. • Focus school leader feedback conversations on the curriculum. Ensure school leaders • receive training in each selected curriculum; • create structures for teachers to use student work to respond to students' needs; and • focus pre- and post-observation conversations on the curriculum, especially teachers' choices about their strategic decisions when implementing the curriculum to meet the expectations of the LSS and to meet students' needs.	Ongoing Facilitation and Coaching Meet all prior criteria and • Revisit, communicate, and monitor updated implementation expectations for school leaders and teachers. • Support school leaders in empowering teachers to take full ownership for maximizing student learning, including using information about unfinished learning and progress in learning to make strategic decisions about instruction within the curriculum's intent. • Ensure teachers give frequent, meaningful, and relevant feedback to students based on their work from the curriculum. • Ensure teachers describe how each student has or has not met the learning goals and explain their process for strategic decision-making.

School-based Leader

			
Access Principal clearly articulates - the name and basic structure of the curriculum; - the next steps they will take to ensure a quality implementation; - a vision for implementation that is consistent with the expectations of the written lesson; and - the schedule the appropriate number of minutes for each discipline. Ensure teachers can access the materials and have undergone initial training for the materials. - Provide all teachers with quality training on implementing the curriculum “as written” (includes content pedagogy training); curriculum-centered professional learning should constitute the majority of the professional learning teachers receive.	Consistent Support Structures Meet all prior criteria and - Have identified a focus area of growth and success for teachers in each discipline. - Ensure that any professional learning above and beyond that which is directly related to the curriculum does not contradict the curriculum (i.e. the instructional approach and strategies in the PL corroborate the instructional approach and strategies in the curriculum) and responds to a specific need. - Create and implement a plan to train new teachers on the curriculum each year. - Adjust school policies, schedules, etc., to facilitate curriculum training for teachers and formulate a plan for monitoring the quality of implementation.	Intentional Guidance and Support Meet all prior criteria and Meet all prior criteria <i>and</i>... - Have clear goals and areas of growth and success for teachers in each discipline. - School-level curriculum leaders guide teachers’ strategic decisions only for alignment with the LSS and in response to timely student data. - Provide all teachers with ongoing professional learning while engaging in collaborative activities such as unit unpacking and lesson internalization. - Ensure all teachers participate in structures such as teacher collaboration that facilitate them using student work to respond to students’ needs. - Conduct pre- and post-observation conversations anchored in the curriculum and centered around intentional decisions aligned with the expectations of the LSS and designed to meet students’ needs.	Ongoing Facilitation and Coaching Meet all prior criteria and Ongoing Facilitation and Coaching Meet all prior criteria <i>and</i>... - Empower teachers to take full ownership of maximizing student learning, including using information about unfinished learning and progress in learning to make strategic decisions about instruction within the intent of the curriculum. - Ensure teachers give frequent, meaningful, and relevant academic feedback to students based on work from the curriculum. - Ensure teachers describe how each student has or has yet to meet the learning goals and the strategic decisions they will make to the curriculum to improve learning.

Teacher

			
Access	Consistent Support Structures Meet all prior criteria and	Intentional Guidance and Support Meet all prior criteria and	Ongoing Facilitation and Coaching Meet all prior criteria and
Teachers • can name and understand the basic structure of the curriculum; • know the next steps they take each day to implement with quality; and • know the school leader's expectation for daily instruction including planning that is consistent with the design of the HQIM lessons; and • provide the appropriate number of minutes for each discipline during the school day. Teachers can access the materials and have undergone initial training for the materials including training on implementing the curriculum as intended. Curriculum-centered professional learning should constitute the majority of the professional learning teachers receive.	Teachers • know the area of reinforcement and refinement for themselves, the grade level, and the school as a whole as related to the subject area taught; • participate in all HQPL opportunities; • follow school policies regarding participation in HQPL structures; • plan through lesson internalization and unit unpacking; and • review and reference student work to reflect on the success of the lesson and plan to address student needs.	Teachers • understand the clear goals and areas of growth and success within discipline(s). • partner with instructional staff on decisions about how to make strategic decisions to the curriculum to improve student learning only for alignment to the LSS and in response to timely student data. • actively participate in ongoing professional learning while engaging in collaborative activities such as unit unpacking and lesson internalization. • participate in structures such as teacher collaboration that facilitate using student work to respond to students' needs. • internalize pre- and post-observation conversations and receive informal feedback especially related to strategic decisions made with the curriculum to meet the expectations of the LSS and students' needs.	Teachers • take full ownership of maximizing student learning, including using information about unfinished learning and progress in learning to make strategic instructional decisions within the intent of the curriculum; • give frequent, meaningful, and relevant academic feedback to students based on work from the curriculum; and • describe how each student has or has yet to meet the learning goals and can explain the strategic decision they will make to the curriculum to improve learning.

CONTENT AREA LESSON PREP PROTOCOLS

- [ELA Lesson Preparation Protocol](#)
- [ELA Unit Study Protocol and Tool](#)
- [K-2 Literacy Skills Lesson Preparation Protocol](#)
- [K-2 Knowledge Lesson Preparation Protocol](#)
- [Math Lesson Preparation Protocol](#)
- [Math Unit Study Tool](#)
- [Science Lesson Preparation Protocol](#)
- [Science Unit Study Tool](#)
- [Social Studies Lesson Preparation Protocol](#)
- [Social Studies Unit Study Tool](#)