Comprehensive School-Level Literacy Implementation Pilot
Courses 1 and 2

Pilot A

From Professional Learning → to Classroom Practice →
to Measurable Student Impact

I. Research-Informed, School-Embedded Implementation and Capacity-Building Model

The LearnSync School-Level Literacy Implementation Pilot is a research-informed, online school-embedded implementation and capacity-building model for TK-5 teachers built to work with the curriculum and coaches you already have, and designed to help educators translate structured literacy professional learning into consistent, effective instructional practice and measurable improvements in student literacy outcomes.

LearnSync Component	Application
LearnSync Courses 1 and 2	Support professional learning that builds instructional knowledge and provides opportunities for practice
Teacher Ownership	Incorporate teacher judgment, instructional reflection, and collaborative support
Classroom Application	Monitor instructional application, implementation quality, and adjustments
Coaching Support	Include modeling, observation, feedback, practice, and coaching fidelity measures

LearnSync Component	Application
School Leadership	Support shared priorities, collaboration, and removal of implementation barriers
Four-Level Evidence System	Collect separate evidence of learning, instructional practice, coaching, and student progress
Sustainability	Examine the school's capacity to maintain implementation routines and address barriers

The following research and implementation science informed this pilot:

- Reddy et al. (2025): Strongest recent research synthesis for elementary reading coaching.
- PARTNERS (2024): Closest fit for collaborative, school-based literacy implementation and improvement.
- Implementation Science in Elementary Literacy (2026): Directly relevant to small-scale implementation, fidelity, and adaptation.
- Equitable Implementation of the Science of Reading (2026): Particularly valuable for teacher ownership and supportive school leadership.
- First-Grade Online Professional Development (2025): Useful evidence for combining online learning and coaching, with the qualification that it examines writing instruction.
- National Implementation Research Network (NIRN)

II. Executive Summary

The LearnSync School-Level Literacy Implementation Pilot A is designed to support elementary schools in translating structured literacy professional learning into consistent instructional practice and measurable student literacy progress.

Grounded in LearnSync's Language, Code, Reason (LCR) framework, the pilot combines professional learning, teacher ownership, classroom application, instructional coaching, school leadership support, and continuous improvement.

The pilot is intended for schools with committed instructional leadership and an identified teacher cohort, including schools in districts or counties that are not yet prepared to enter broader implementation partnerships.

Through a manageable, school-centered design, LearnSync will examine four levels of evidence: teacher learning, classroom practice/application, coaching, and student impact.

The pilot also seeks to strengthen local implementation capacity by integrating professional learning and coaching into existing school structures.

III. Purpose and Intended Outcomes

Purpose

To develop, implement, and evaluate a practical, school-level model that supports teachers in applying research-informed structured literacy practices and enables school teams to strengthen instructional quality and student literacy outcomes.

Intended Outcomes

Core stakeholder	Intended Outcome
Teachers	Increase literacy knowledge, instructional ownership, consistent application of effective practices, and evidence-based instructional decision-making.
Instructional Coaches/ Teacher Leaders	Provide consistent, actionable coaching that supports instructional improvement, teacher reflection, and ongoing application.
School Leaders	Establish shared instructional priorities, protect implementation time, address barriers collaboratively, and strengthen sustainability.

Core stakeholder	Intended Outcome
Students	Experience increasingly consistent, effective, language-responsive literacy instruction and demonstrate progress on targeted literacy measures.

Districts and county offices of education may provide authorization, resources, technical assistance, or other support as appropriate. However, a districtwide or countywide implementation commitment is not a prerequisite for participation.

Required local approvals, assessment access, and data protections must still be secured before launch.

IV. Pilot Design and Configuration

The following configuration is proposed for an initial feasibility pilot and may be adjusted to reflect school conditions.

Design element	Proposed configuration
Pilot setting	One elementary school
Grade levels	Multiple Grade Levels (at least two different grade levels, ideally one primary K-2 and one intermediate 3-5)
Participating teachers	TBD
School leadership	Principal

Design element	Proposed configuration
Coaching	Existing literacy coach, instructional specialist, or qualified teacher leader
Professional learning	LearnSync Course 1 and Course 2, sequenced to align with the instructional focus
Active implementation	Up to 16 weeks
Coaching	Three structured cycles per teacher, adapted to need and capacity
PLC collaboration	Approximately twice monthly, using existing meetings when feasible
Evidence collection	Baseline after cycle one, midpoint, endline, and follow-up
Follow-up period	Approximately 2 weeks after active implementation
Primary deliverable	School Pilot Implementation, Evidence, and Sustainability Report

Minimum Readiness Conditions

A participating school should have or demonstrate:

1. A committed principal.
2. A defined cohort of participating teachers.
3. Sufficient time for professional learning, classroom application, and reflection.
4. An identified and appropriately prepared person to provide coaching.
5. Access to relevant student literacy assessments and the required approvals for their use.

A school may receive a Conditional Go decision when a correctable readiness gap exists, provided it is resolved before the affected implementation activity begins.

V. Set-Up Expectations

☐ Principal agrees to sponsor the full pilot and implementation reviews.
☐ Teacher cohort is identified for participation in both courses.
☐ Course 1 and Course 2 objectives, sequence, and time requirements are confirmed.
☐ School establishes a comprehensive learning and implementation schedule.
☐ One or two literacy priorities are selected using school and student evidence.
☐ Qualified local coach is identified and coaching cycles are scheduled.
☐ Protected time is established for coursework, classroom application, and PLC collaboration.
☐ Teacher application and instructional observation tools are agreed upon.
☐ Baseline teacher learning and instructional practice evidence is collected.
☐ Student literacy measures and data-collection checkpoints are established.
☐ School leadership and implementation team responsibilities are documented.
☐ Necessary local approvals and data protections are secured.
☐ Midpoint, final, and follow-up review dates are scheduled.
☐ Final reporting and sustainability planning responsibilities are assigned.

VI. Implementation Phases

The pilot will follow a school-level adaptation of NIRN's implementation science stages, while retaining LearnSync's strategic journey of

Readiness → Launch → Learn → Apply → Coach → Monitor → Build Capacity → Sustain.

Phase	Proposed timing	Key activities	Deliverables
1. Explore and Assess Readiness	Weeks 1–2	Identify instructional priorities, teacher cohort, student needs, coaching resources,	Readiness assessment, baseline data, pilot agreement

Phase	Proposed timing	Key activities	Deliverables
		and leadership commitment	
2. Prepare for Implementation	Weeks 3–4	Establish responsibilities, course sequence, coaching schedule, evidence measures, and communication routines	School Implementation Plan, coaching assignments, evidence protocol
3. Implement and Improve	Weeks 5–16	Engage in LearnSync professional learning, classroom application, coaching cycles, PLC collaboration, and monthly reviews	Teacher artifacts, coaching records, implementation evidence, midpoint adjustments
4. Evaluate and Plan for Sustainability	Endline and follow-up	Examine outcomes, identify implementation lessons, assess continuation capacity, and recommend next steps	Final report, sustainability plan, expansion recommendation

The final phase assesses readiness for sustainability; it does not claim that a school has achieved full implementation after only 16 weeks.

VII. Teacher Ownership and Classroom Application

Teacher ownership is central to the pilot. Teachers should be active participants in selecting, implementing, examining, and refining instructional practices, rather than passive recipients of professional learning.

The Teacher Application Cycle will consist of six steps:

Identify → Select → Apply → Examine → Refine → Share

Teachers will identify a student literacy need, select an appropriate LCR-informed instructional practice, implement it, examine student evidence, refine their approach, and share learning through coaching or PLC collaboration.

Evidence of Teacher Application

Evidence	Description
Instructional planning artifact	Identifies the student need and selected strategy
Application record	Documents when and how the practice was used
Instructional observation	Provides evidence of the quality of classroom application
Student work or assessment evidence	Shows how students responded
Teacher reflection	Explains instructional decisions and planned adjustments

Application documentation should be concise and integrated into existing instructional routines to avoid creating unnecessary administrative work.

VIII. Coaching Implementation Model

Coaching Cycle	Focus	Key Activities	Expected Evidence
Cycle 1: Establish and Model	Develop initial instructional understanding and application	Identify a teacher-selected instructional goal aligned with student needs; model or demonstrate the targeted literacy practice; observe initial application; provide specific, actionable feedback	Instructional goal, modeling or demonstration record, observation notes, teacher reflection
Cycle 2: Strengthen and Refine	Improve instructional quality, consistency, and responsiveness	Examine student work and assessment evidence; observe implementation; provide targeted feedback; support guided practice and instructional adjustments	Coaching notes, evidence of revised instruction, student learning evidence, teacher reflection
Cycle 3: Transfer and Sustain	Strengthen independent application and ongoing improvement	Review implementation quality and student progress; identify effective practices and remaining needs; establish continued application and collaborative support strategies	Final application evidence, teacher reflection, student progress evidence, instructional continuation plan

Coaching Implementation Expectations

Each coaching cycle will incorporate five essential elements:

1. Collaborative goal-setting: The teacher and coach identify a specific instructional goal informed by student literacy needs.
2. Modeling and guided practice: The coach provides demonstrations, examples, or opportunities to rehearse targeted instructional practices as needed.
3. Observation and evidence collection: The coach examines classroom application using an agreed instructional focus and observation tool.
4. Actionable feedback and reflection: The coach and teacher examine evidence, identify strengths, and determine specific adjustments.
5. Instructional follow-through: The teacher applies agreed adjustments, and the coach reviews subsequent evidence of practice and student response.

These expectations establish a consistent coaching process while preserving teacher ownership and professional judgment.

Responsive Coaching Support

Coaching support may be adjusted based on teachers' instructional needs and implementation evidence.

For example, a teacher who demonstrates strong initial application may benefit from deeper analysis of student work and instructional refinement. A teacher who needs additional support may receive further modeling, guided practice, or feedback before progressing.

The three cycles provide a common structure, not a rigid progression or a research-established dosage.

Any adjustments should be documented to help LearnSync examine the relationship between coaching support, instructional application, and student outcomes.

Coaching evidence and monitoring

The pilot will monitor both coaching delivery and its contribution to instructional improvement.

Evidence Area	Proposed Indicator
Coaching participation	Number of teachers participating and cycles completed
Coaching quality	Evidence of modeling, observation, specific feedback, and instructional follow-through
Teacher application	Changes in the consistency and quality of targeted literacy practices
Teacher reflection	Evidence of instructional decision-making and adjustments based on feedback
Student response	Progress on literacy measures aligned with the coached instructional practices
Sustainability	Teacher capacity to continue effective practices with existing school supports

Coaching completion alone will not be considered evidence of effectiveness. LearnSync will examine whether coaching is associated with observable instructional improvement and promising student literacy progress.

Delivery Responsibility

Coaching will be provided by qualified school-based personnel, such as literacy coaches, instructional specialists, or appropriately prepared teacher leaders, or by another approved local provider.

LearnSync will provide the coaching framework, implementation specifications, observation and reflection tools, and evidence-monitoring guidance.

Routine classroom coaching will remain the responsibility of the participating school or its designated local provider. This structure supports school-level ownership without requiring a districtwide or countywide implementation partnership.

IX. School Leadership Implementation Companion

The School Leadership Implementation Companion will support principals and instructional leaders in establishing the conditions necessary for effective implementation.

It will focus on five responsibilities:

Leadership Responsibility	Expected Practice	Evidence
Establish instructional coherence	Align LearnSync with school literacy priorities and existing curriculum	Agreed instructional focus
Protect implementation conditions	Provide time for learning, coaching, and collaborative reflection	Schedule and resource commitments
Strengthen instructional understanding	Understand the targeted LCR practices and their classroom implications	Leadership participation in implementation reviews
Facilitate collaborative problem-solving	Work with teachers and coaches to address implementation barriers	Documented adjustments and follow-through
Support sustainability	Integrate effective practices into existing school structures	School continuation plan

Collaborative Leadership Evidence

The pilot will emphasize:

Evidence of collaborative planning, shared instructional priorities, and joint problem-solving among teachers and school leaders.

Evidence may be collected through brief collaborative reflections during existing PLCs and implementation meetings.

The intent is to assess collective implementation capacity, not to establish a staff-rating system for evaluating individual principals.

Teachers should also have an appropriate confidential means to identify unresolved implementation barriers.

This approach reflects LearnSync's commitment to shared responsibility, positive professional relationships, and continuous improvement.

X. Four-Level Evidence and Evaluation System

The pilot's four-level evidence system will assess teacher learning, classroom practice/application, coaching, and student impact. School leadership and implementation conditions will be examined across all four levels.

Evidence level	Evaluation question	Measures	Data sources
1. Teacher Learning	Are teachers developing the knowledge necessary to make informed literacy instructional decisions?	Course progress, knowledge checks, instructional decision-making	LearnSync platform, application tasks
2. Practice/ Application	Are teachers applying targeted literacy practices consistently and effectively?	Frequency, quality, and refinement of instruction	Observations, teacher artifacts, reflection records

Evidence level	Evaluation question	Measures	Data sources
3. Coaching	Is coaching delivered as intended, and does it support changes in teacher practice?	Completed cycles, coaching quality, feedback, follow-through	Coaching logs, observation notes
4. Student Impact	Are students making progress in the literacy skills targeted by the pilot?	Growth on appropriate literacy measures	Baseline and follow-up assessments, student work

Student Literacy Measures

Participating schools will select existing, appropriate measures aligned with the pilot's instructional focus.

Examples include decoding accuracy, word reading, oral reading fluency, vocabulary, language comprehension, or reading comprehension.

Student outcomes will be interpreted in relation to baseline performance, implementation quality, instructional exposure, and other relevant contextual factors.

A single-school pilot without a comparison group can establish feasibility and provide evidence of promising progress. It cannot, by itself, establish that LearnSync caused the observed student gains.

XI. Roles, Responsibilities, and Enabling Partnerships

Stakeholder	Primary responsibilities
LearnSync	Provide the platform, LCR learning content, implementation standards, coaching specifications, evidence tools, and pilot guidance

Stakeholder	Primary responsibilities
Principal / School Leader	Sponsor the pilot, establish priorities, protect time, facilitate problem-solving, and support sustainability
Instructional Coach / Teacher Leader	Provide structured coaching, feedback, and instructional support
Teachers	Participate in professional learning, apply instructional practices, examine evidence, and refine instruction
Students	Participate in instruction and assessments; their learning evidence informs instructional improvement
District / LEA, as needed	Provide required authorization, assessment access, curriculum alignment, or resources
COE, if available	Provide optional technical assistance or implementation support

District and COE partners are enabling partners, not required core stakeholder groups or expected outcome beneficiaries of the initial school-level pilot.

XII. Continuous Improvement and Monitoring

The implementation team will conduct brief monthly reviews organized around four questions:

1. What evidence of progress are we seeing?
2. Which instructional and implementation practices are working?
3. What barriers or support needs have emerged?
4. What adjustments will we make, who is responsible, and when will we review the results?

The purpose is to support implementation, not create additional accountability burdens.

At the midpoint, the team will review teacher application, coaching delivery, leadership support, and available student evidence. Agreed adjustments will be documented.

XIII. Pilot Success Criteria and Decisions

Success will be assessed through multiple evidence sources rather than a single completion or achievement measure.

Domain	Evidence of promising success
Teacher learning	Increased knowledge and stronger instructional decision-making
Classroom application	Improved consistency and quality of targeted instructional practices
Coaching	Planned cycles delivered with useful feedback and documented follow-through
School leadership	Shared priorities, protected implementation time, and responsive problem-solving
Student impact	Progress on selected literacy outcomes
Sustainability	Identified local personnel and structures capable of continuing implementation

Specific numerical benchmarks should be established after baseline assessment and before active implementation.

At the conclusion, LearnSync and the school will recommend one of four decisions: Expand, Refine, Extend, or Redesign.

The decision will reflect feasibility, implementation quality, emerging outcomes, and the school's capacity to sustain the approach.

XV. Pilot deliverables

The pilot will produce a standardized set of resources that can be adapted for future school implementations.

Deliverable	Purpose
School Pilot Overview	Communicate goals, participation expectations, and intended outcomes
School Readiness Assessment	Establish readiness and identify implementation barriers
School Implementation Plan	Define responsibilities, schedules, instructional priorities, and measures
Teacher Application and Reflection Tool	Document classroom application and instructional decisions
Instructional Practice Observation Tool	Examine the quality of targeted practices
Coaching Implementation Guide	Define coaching cycles, feedback expectations, and documentation
School Leadership Implementation Companion	Support shared priorities, organizational conditions, and collaborative improvement
PLC Evidence Review Protocol	Guide examination of instructional and student evidence
Four-Level Evidence Toolkit	Standardize data collection and reporting

Deliverable	Purpose
Midpoint Implementation Review	Identify progress, challenges, and needed adjustments
Final Pilot Impact and Sustainability Report	Summarize outcomes, lessons, and recommendations

XIV. Conclusion: Building Evidence Through School-Level Implementation

The LearnSync School-Level Literacy Implementation Pilot provides a practical opportunity for individual schools to strengthen literacy instruction through research-informed professional learning, teacher ownership, structured coaching, collaborative school leadership, and continuous improvement.

The pilot is intentionally designed to begin at the school level without requiring an initial districtwide or countywide implementation commitment. This approach enables motivated school leaders and teachers to engage in meaningful instructional improvement while generating evidence that may inform future partnerships.

Drawing on implementation science and recent literacy coaching research, the model emphasizes the conditions necessary to move from professional learning to classroom application and measurable student progress.

Through its four-level evidence system, LearnSync will examine what teachers learn, how instruction changes, how coaching supports implementation, and how students respond.

The findings will guide refinement of the pilot model, strengthen local implementation capacity, and inform decisions about sustainability and expansion.

The ultimate goal is not simply to complete professional learning, but to establish instructional practices and school-level conditions that improve literacy learning and endure beyond the pilot.