LearnSync Course 1 Only
Pilot B

Foundations of Structured Literacy:
Building Knowledge and Instructional Readiness

I. Executive summary

The LearnSync Course 1 School-Level Pilot is a research-informed professional learning and instructional readiness course for TK–5 teachers, built to work with the curriculum and coaches you already have, and designed to strengthen teachers' foundational understanding of structured literacy through LearnSync's LCR framework.

The pilot will examine teachers' growth in knowledge, understanding, instructional reasoning, and readiness to apply research-informed literacy practices.

School leaders will establish supportive conditions for learning, while teacher collaboration and targeted coaching support will help educators connect new knowledge to their instructional context.

II. Purpose and intended outcomes

Stakeholder	Intended outcome
Teachers	Demonstrate increased understanding of foundational literacy concepts, instructional reasoning, and readiness for classroom application
Coaches / Teacher Leaders	Support teachers in clarifying concepts, examining instructional scenarios, and identifying application opportunities
School Leaders	Establish shared learning priorities, protect professional learning time, and support collaborative reflection

Students	Benefit from emerging improvements in teachers' instructional understanding and decisions, with student learning outcomes treated as exploratory

III. Proposed pilot configuration

Design element	Course 1 recommendation
Pilot setting	One elementary school
Grade levels	Two adjacent grades within TK–5
Teacher cohort	Approximately 8–15
Course	LearnSync Course 1 only
Duration	Approximately 8–10 weeks, subject to actual course requirements
Professional learning	Course 1 modules, knowledge checks, and learning reflections
Teacher collaboration	Approximately two collaborative learning sessions per month
Coaching	One or two targeted support opportunities, based on readiness and teacher needs

School leadership	Initial orientation, midpoint review, and final reflection
Evaluation	Baseline, post-course, and optional application follow-up
Primary deliverable	Course 1 Learning and Instructional Readiness Report

IV. Course 1 Set-Up Checklist

☐ Principal or designated school leader agrees to sponsor the pilot.

☐ Participating teacher cohort is identified and agrees to expectations.

☐ Course 1 objectives, duration, access, and completion requirements are confirmed.

☐ Professional learning time is protected in the school schedule.

☐ School identifies foundational literacy learning priorities.

☐ A coach or teacher leader is available for clarification and initial application support.

☐ Baseline teacher knowledge or readiness evidence is collected.

☐ Collaborative reflection opportunities are scheduled.

☐ Necessary approvals and data protections are confirmed.

☐ Responsibilities for final reporting are agreed upon.

V. Implementation phases

Phase	Proposed timing	Key activities	Deliverables
1. Explore and Assess Readiness	Weeks 1–2	Identify teacher cohort, school literacy priorities, learning needs, and available supports	Readiness assessment and baseline knowledge evidence
2. Prepare for Learning	Week 3	Orient teachers and leaders, establish course expectations, schedule collaboration	Course 1 Learning Plan
3. Learn, Reflect, and Connect	Weeks 4–8	Complete designated modules, participate in knowledge checks, discuss instructional scenarios, identify initial applications	Learning records, reflections, instructional decision-making artifacts
4. Evaluate and Plan Next Steps	Weeks 9–10	Examine knowledge growth, instructional readiness, and remaining learning needs	Course 1 Readiness Report and recommendations

VI. Teacher ownership and learning activities

The Course 1 pilot should emphasize meaningful learning rather than extensive classroom implementation requirements.

Proposed activities include connecting course concepts to existing instruction, examining student literacy needs, discussing instructional scenarios, identifying practices for future application, and completing concise reflections.

Suggested Teacher Learning Reflection Tool:

- What foundational literacy concept did I strengthen?
- How does this concept relate to my current instructional practice?

- What does this learning suggest about student needs?
- What instructional decision might I approach differently?
- What additional support would help me apply this knowledge?

VII. Coaching and instructional support

For Course 1, I recommend targeted learning-to-practice support, rather than requiring all three coaching cycles from the combined pilot.

Coaches or teacher leaders could facilitate concept clarification, examine classroom scenarios, demonstrate a relevant instructional practice when appropriate, and help teachers identify an initial application goal.

This lighter approach maintains the connection between professional learning and classroom practice without creating expectations more appropriate for Course 2.

VIII. School Leadership Implementation Companion

School leadership responsibilities would focus on creating a positive professional learning environment.

Key responsibilities include establishing the learning priority, protecting time, encouraging teacher collaboration, addressing barriers, and identifying the support necessary for future implementation.

The evidence would emphasize shared understanding, collaborative planning, and readiness for instructional application—not staff ratings of individual school leaders.

IX. Course 1 evidence and evaluation

The draft's four-level evidence system can be retained, but the relative emphasis should change.

Evidence level	Course 1 priority	Proposed measures
1. Teacher Learning	Primary	Course participation, knowledge growth, instructional reasoning, learning reflections

2. Practice/Application	Secondary	Initial application plans, scenario-based decisions, optional classroom examples
3. Coaching	Supporting	Support provided, teacher questions addressed, readiness for application
4. Student Impact	Exploratory	Baseline literacy needs and available student-response evidence

The primary success criterion should be demonstrated growth in teacher knowledge and instructional readiness.

Student achievement gains should not be required to establish Course 1 pilot success.

X. Success criteria and next steps

The final evaluation should examine whether teachers developed foundational knowledge, could explain instructional decisions, identified appropriate next applications, and had sufficient support to continue.

The school and LearnSync would determine whether to proceed to Course 2, extend foundational learning, provide targeted support, or refine the pilot.

XI. Course 1 deliverables

A streamlined package would include a School Readiness Assessment, Course 1 Learning Plan, Teacher Knowledge and Reflection Tool, Instructional Readiness Assessment, School Leadership Learning Companion, and final Course 1 Learning and Instructional Readiness Report.