LearnSync Course 2 Only
Pilot C

From Knowledge to Practice:
Strengthening Literacy Instruction

I. Executive summary

The LearnSync Course 2 School-Level Pilot is a research-informed instructional implementation online course for TK–5 teachers, built to work with the curriculum and coaches you already have and designed to strengthen teachers' application of effective literacy practices through structured professional learning, classroom implementation, targeted coaching, and collaborative examination of student evidence.

The pilot will examine instructional practice, coaching implementation, teacher ownership, and student literacy progress.

An essential entry condition: If Course 2 depends on knowledge taught in Course 1, participating teachers should demonstrate the prerequisite knowledge before entering a Course 2-only pilot. The actual prerequisite requirements must be confirmed against the course curriculum.

2. Purpose and Intended Outcomes

Stakeholder	Intended outcome
Teachers	Demonstrate consistent application, reflection, and refinement of targeted literacy practices
Coaches / Teacher Leaders	Provide structured modeling, observation, actionable feedback, and instructional follow-through

School Leaders	Support implementation conditions, coaching, collaborative problem-solving, and sustainability
Students	Demonstrate progress on literacy measures aligned with the instructional focus

III. Proposed Pilot Configuration

Design element	**Course 2 recommendation**
Pilot setting	One elementary school
Grade levels	Two adjacent grades within TK–5
Teacher cohort	Approximately 8–15
Course	LearnSync Course 2 only
Prerequisite	Verified foundational knowledge or Course 1 completion, if required
Duration	Approximately 12–16 weeks, subject to actual course requirements
Classroom application	Regular application of agreed instructional practices

Coaching	Three structured cycles per teacher, adjusted to need
PLC collaboration	Approximately twice monthly
School leadership	Orientation, monthly reviews, midpoint and final reflection
Evidence collection	Baseline, midpoint, endline, and follow-up
Primary deliverable	Course 2 Instructional Implementation and Impact Report

IV. Set-Up Checklist

☐ Principal agrees to sponsor instructional implementation and coaching.

☐ Teacher cohort is identified and Course 2 prerequisites are verified.

☐ One or two targeted instructional priorities are selected.

☐ Course 2 content and application expectations are confirmed.

☐ Qualified school-based coach or approved local provider is identified.

☐ Time is scheduled for the proposed three coaching cycles.

☐ Teachers have protected opportunities for classroom application and reflection.

☐ Existing PLC or collaborative evidence-review time is scheduled.

☐ Appropriate instructional observation criteria are agreed upon.

☐ Baseline student literacy measures are selected and available.

☐ Required observation, data-sharing, and district approvals are secured.

☐ Midpoint and final evaluation responsibilities are established.

V. Implementation phases

Phase	Proposed timing	Key activities	Deliverables
1. Explore and Assess Readiness	Weeks 1–2	Verify prerequisite knowledge, identify instructional priorities, examine student data, assess coaching capacity	Readiness assessment and baseline evidence
2. Prepare for Implementation	Weeks 3–4	Establish instructional goals, coaching assignments, observation measures, and application schedule	Course 2 Implementation Plan
3. Apply, Coach, and Improve	Weeks 5–16	Engage in Course 2 learning, implement targeted practices, complete coaching cycles, review student evidence, make adjustments	Application artifacts, coaching records, student progress evidence
4. Evaluate and Sustain	Endline and follow-up	Examine instructional quality, student progress, and continuation capacity	Course 2 Implementation and Impact Report

VI. Teacher ownership and classroom application

Course 2 would retain the six-step Teacher Application Cycle from the attached pilot:

Identify → Select → Apply → Examine → Refine → Share

Teachers would identify student needs, select an appropriate LCR-informed practice, implement it, examine student responses, adjust instruction, and share learning through coaching or PLC collaboration.

Evidence would include instructional plans, observation records, student work, application reflections, and documented adjustments.

VII. Coaching implementation model

Course 2 should retain the three-cycle model already established in the combined pilot.

School-Level Literacy Implementation Pilot - Courses 1 & 2.pdf

Coaching cycle	Focus	Key activities	Evidence
Cycle 1: Establish and Model	Initial application	Establish a teacher-selected goal, model instruction, observe practice, provide feedback	Instructional goal, observation notes, teacher reflection
Cycle 2: Strengthen and Refine	Improve quality and responsiveness	Examine student work, provide feedback, practice adjustments	Revised instruction, coaching notes, student evidence
Cycle 3: Transfer and Sustain	Independent application	Review implementation quality and student progress, identify continuation strategies	Final application evidence, student progress, sustainability plan

The coaching model will be informed primarily by Reddy et al. (2025) and the elementary literacy PARTNERS research discussed previously, without using Project AIM as a primary reference.

Coaching remains the responsibility of qualified local personnel; LearnSync provides the specifications, tools, and evidence guidance.

VIII. School Leadership Implementation Companion

The Course 2 leadership component would be more implementation-intensive than Course 1.

Principals would support instructional coherence, protected coaching and PLC time, shared understanding of targeted practices, collaborative problem-solving, and planning for sustainability.

The pilot should retain the collaborative leadership indicator:

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

IX. Course 2 evidence and evaluation

Evidence level	Course 2 priority	Proposed measures
1. Teacher Learning	Supporting	Course 2 learning progress, application-related knowledge
2. Practice/Application	Primary	Frequency, quality, consistency, and refinement of targeted practices
3. Coaching	Primary	Coaching completion, quality, actionable feedback, instructional follow-through
4. Student Impact	Primary outcome of interest	Growth on targeted literacy measures and student work

The pilot should select student measures before implementation and use baseline and follow-up evidence to examine progress.

A single-school pilot without a credible comparison group may identify promising student outcomes but cannot independently establish that LearnSync caused those improvements.

X. Success criteria and next steps

Course 2 success would be determined through evidence of stronger instructional application, effective coaching delivery, collaborative implementation support, and promising student progress.

The school and LearnSync would determine whether to expand, refine, extend, or redesign the approach.

XI. Course 2 deliverables

The Course 2 package would include a School Readiness and Prerequisite Assessment, Course 2 Implementation Plan, Teacher Application and Reflection Tool, Instructional Observation Tool, Three-Cycle Coaching Guide, School Leadership Implementation Companion, PLC Evidence Review Protocol, Four-Level Evidence Toolkit, and final Instructional Implementation and Impact Report.