

EXPERIENCE | Sit in the Learner's Chair

You just experienced the same content in two different ways. Before we name what changed, think about what each experience required of you as a learner.

The Five Tests of Learning Worth Doing:

Test	What does this task ask?	Experience 1	Experience 2
THINK	What must the learner actually think about?	0 1 2	0 1 2
DECIDE	Where does the learner make a meaningful decision?	0 1 2	0 1 2
CREATE	What must the learner construct that did not already exist?	0 1 2	0 1 2
CARE	Why would the learner have a reason to care?	0 1 2	0 1 2
REFLECT	Where does the learner examine or improve thinking?	0 1 2	0 1 2

Compare the Experiences:

✦ 0 = little or none | 1 = some | 2 = strong

- Where did your rating change most?
- What happened in the learning experience that caused your rating to change?
- What did the teacher do differently from experience 1 to experience 2?

The test I want to pay more attention to is ...

Disciplinary Literacy asks learners to: CONSUME >> CONSTRUCT >> COMMUNICATE

CONSUME	CONSTRUCT	COMMUNICATE
What did you have to read, view, interpret, or make sense of?	What did you have to figure out, connect, reason through, or create?	What did you have to explain, discuss, defend, or share?

Where did you experience these moves in the redesigned lesson?

What knowledge or skills from the original lesson did you still need?

NOTICE | From My Experience to Our School

Now shift from your experience as a learner to your school. What does this experience make you notice?

Complete the stems on your own:

- Students in our school regularly experience...
- Students in our school need more opportunities to...
- One pocket of strong Tier 1 practice we could learn from is...
- Something this experience makes me curious about is...

Now, with your team, share what you noticed. What common threads do you see across your responses? Where do you see things differently?

Something we are now more curious about ...

LISTEN | From the Student Seat

What students said about ...

Learning that makes them THINK	Learning that makes them PARTICIPATE	What helps when learning becomes DIFFICULT

As you listen, consider:

- What did students describe that we want to protect or expand?
- Identify a school structure or system that impedes the opportunities you heard students describe.
- What did you hear that confirmed, complicated, or challenged what your team noticed earlier?

Something a student said that I don't want to forget ...

LISTEN | From the Leadership Chair

What am I hearing about ...

Starting the work	Building consistency	Supporting teachers	Leading Tier 1 as a system

As you listen, consider:

- What evidence tells us whether this work is actually reaching classrooms?

- Where do we allocate the time and capacity to do this work well?

A leadership move I heard that I want to remember ...

EXAMINE | The Disciplinary Literacy Essentials (DLE)

Where do the Disciplinary Literacy Essentials Live in Your School	
Where do students already experience strong Tier 1 learning in our school?	Which DLE’s do we see in that experience? (reference your program if needed)

Looking at Our School

Looking at our descriptions and the essentials, and thinking about our schools and our students:

- ★ STAR 3 – 4: Where do we believe we are currently strongest?
- CIRCLE 3 – 4: Which are most important to strengthen or where could we make meaningful progress?

Reflect on:

- What evidence supports these choices?
- What do we need to explore further?

What Needs to Become Possible?

The Student Experience	Our Current Reality	Our Leadership Challenge
We want students to experience more ...	Right now we see ...	As leaders, our challenge is ...

THEORIZE | Our Working Theory of Action

When we focus on ... (leadership action)	We will be able to ... (strengthen Tier 1/DLE)	Which will result in ... (improved student experience)
To test, strengthen or challenge our Theory of Action this afternoon, we need to learn more about ...		

Breakout Sessions

Breakout Session 1	Breakout Session 2
The question we brought into this session: Something we learned: This confirms, challenges, or changes our Theory of Action because: A question we're carrying forward:	The question we brought into this session: Something we learned: This confirms, challenges, or changes our Theory of Action because: A question we're carrying forward:

DESIGN | Find the Highest-Leverage Place to Begin

Looking at the student experience you want to improve and the priorities already identified in your Continuous Improvement Plan, where could a focused leadership move create the greatest meaningful change in the next 90 days?

KEEP	QUESTION
What are we already doing that supports this student experience?	What practice, routine, or assumption might be limiting this student experience?
OPPORTUNITY	CONNECTION
Where is there a realistic opening for meaningful action in the next 90 days?	Which CIP priority, goal, strategy, or existing initiative could this work strengthen?

Where do student-need, leadership influence, and CIP alignment intersect?

Our highest-leverage place to begin is ...

ASSESS | Decide What You Need to Learn

By our team's next session, we want to better understand whether ...

We will look for/examine ...

Could AI help us design the action, examine evidence, or make sense of what we learn?

ADJUST | Commit to the First Cycle

The smallest meaningful place we could begin is...

Who will initiate it? _____

We will reconvene on _____ to learn and adjust.

OUR 90-DAY COMMITMENT

We will begin _____,

so that students experience _____.