

HQIM coaching triage sheet

Fill this in with your coaches and principals before the next unit. For each implementation job, decide who owns it this year and how you'll know it's working. Observation and feedback always stay with a person.

Curriculum and grade band		Unit	Coaches and schools covered	
IMPLEMENTATION JOB	KEEP WITH A COACH	TEACHERS, WITH AI SUPPORT	CHECK IT BY	OWNER THIS YEAR
Unit internalization	Teachers new to the curriculum, priority grades	Everyone else, using your protocol with the unit attached	Coach reviews one internalization per teacher per unit	_____
Daily lesson prep		All teachers, with the lesson attached	Exemplar responses match the curriculum's	_____
Supports for students below grade level and English learners	Co-planning with special education staff for students with IEPs	Same text and task for everyone, curriculum supports first	Walkthrough: are all students reading the grade-level text?	_____
Looking at student work	Deciding the reteach with the teacher	First sort of one key task per week	Students move out of reteach groups	_____
Observation and feedback	Always		Coaching cycles completed per teacher	_____
Building shared unit materials	Once per unit, shared through a library	Duplicating and adapting	Teachers start from the shared version	_____

THREE PROMPTS TO GIVE TEACHERS

Attach the lesson (and its texts) first.

1. "I'm teaching [lesson] on [day]. Help me internalize it the way we would in a coaching session: In one sentence, what must students be able to do by the end? Write the response you'd expect on [key task], and one that shows a student isn't there yet. Where will students get stuck, and what should I say when they do? If I run short on time, what can I trim, and what can't I cut? Stick to the lesson as written."
2. "[Number] of my students read well below grade level and [number] are English learners. Plan supports for [part of the lesson] that keep all of them on the same text and task. Don't rewrite the text at a lower level. Start with the supports this lesson already provides."
3. (Paste or upload the students' work first.) "Here is my students' work on [task]. Group them by where it broke down, show me the evidence for each group, and tell me which group to pull for a reteach tomorrow."

Notes: what your coaches will spot-check this unit, and when