TXRL Cohesion Pressure Test

Focus: Tools & Structures that Directly Impact Instruction

Instructions: This activity is intended to help practice and hone your team and individual skills of identifying areas lacking cohesion and developing ways to solve these hotspots and move towards alignment and integration. We recognize this is one area of focus and intend for you to take these skills and protocols to other areas as you see the need.

1. Explore the Pressure Test Card Deck with your district team. The deck includes key tools and structures that directly impact instruction and the associated potential hotspots. These cohesion hotspots are specifically curated from research and our collective shared experiences in the field with our partner districts.

2. Use the **guiding questions** and discussion to determine if this is indeed a hotspot for your team. Add notes from your team conversations which highlight evidence of this current hotspot. These are the spots where *all sides of your rubik's cube don't line up yet*, the spots to improve cohesion (alignment + integration) in this area of focus.

3. Consider and discuss with your team what you might do to begin to solve spots of missing alignment and/or integration. Add notes on your potential solutions, ideas, and next steps.

Tools & Structures	Hotspot delete or leave	Notes from Guiding Questions Include evidence of the pinpointed hotspot / lack of alignment & ideas for potential solutions and ways to make forward progress
Walkthrough Tools		Vision: **None** Skills: Resources:
Coaching Protocols		Vision: Not fully aligned (PreK3 have begun the process of aligning the structure literacy vision) Potential capacity through the CLLs. Skills: No, however, the some coaches have received the knowledge in structured literacy through reading academies. Majority of Principals have received the LETRS training. Resources: Not all coaches report to the same person, goal bridge Early Childhood Specialists with CLLs to create an aligned coaching model
Coaching Schedules & Cycles		Vision:Consistent coaching schedules throughout but are not aligned to the structured literacy priorities. Skills: Resources: No, however Reading Academies Coach provides ongoing coaching and feedback to a few teachers who receive focused coaching.
High-Quality Instructional Materials (HQIM) Usage		Vision: Principals are willinging and ready. Skills: Resources: No
Principal Budget Autonomy for Instructional Resources		Vision: Skills: Resources: **Q1**: Budget is monitored but Principals are not limited to only invest in resources that are aligned with the districts K-3 Literacy Block Approach. **Q2**: Process is in place but a formal district process does not exist to seek approval before authorizing purchase of supplemental instructional materials.

Data-Driven Instruction (DDI) Protocols		Vision: Yes. Currently the district has the universal screener goals that are aligned to structured literacy. Skills: Currently we are in the initial stages of training our teachers on a deeper data analysis to focus on small group instruction. Resources: Educators and leaders are aware of the universal screener and instructional planning.
PLCs and Instructional Planning Processes		Vision: Currently in progress. Skills: Yes. Current literacy data is being used to drive regular instructional planning for small group instruction. Resources: The skill of lesson internalization has been modeled and applied throughout all contents.
Curriculum Writing Efforts		Vision: No. Internal curriculum writing efforts have not been discontinued in this area of instruction. Skills: Resources: Currently resources are not being repurposed towards HQIM internalization and skill development.
Other?		Vision: Skills: Resources: Most Aligned Incentives:

Cohesion Pressure Test - Debrief

1. **Which areas are well-aligned and integrated? (e.g., vision, skills, resources, incentives).**
    a. **Most Aligned : Resources**
2. **What are the top hotspots we identified?**
    a. **Walkthrough Tool**
    b. **Coaching Protocols**
    c. **DDI Data Driven Instruction**
    d. **HQIM (exploring resources)**
        i. **Bringing in a team of teachers to look through materials and review.**
3. **How do we want to get started with this?**
    a. **Establish the Structured Literacy Vision**