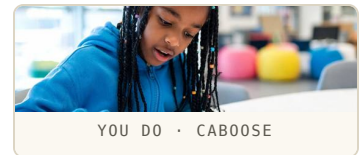
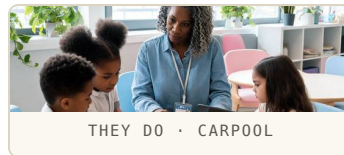


How the work actually runs.

The instructional model, the ten-day cycle, and the tiered system with its entry and exit rules.

THE K-16 ITI MODEL



PHASE	TEACHER	STUDENT	AI CENTRE
I Do	Thinks aloud through the worked example; names the move	Watches and annotates the reasoning, does not yet produce	Co-Pilot — beside the teacher, making the second example on demand
We Do	Releases the pen, holds the standard, narrates reasoning back	Supplies the next move; the class corrects itself out loud	Chauffeur — drives only where the class points it
They Do	Circulates; intervenes at the group, not the individual	Peers construct together and justify to each other	Carpool — a member of the group, not its answer key
You Do	Steps back; collects evidence rather than rescuing	Produces independently at full grade-level demand	Caboose — follows behind, checks after, never leads

THE TEN-DAY CYCLE

DAYS	STAGE	WHAT HAPPENS	ARTEFACT
1–2	Look	Full-lesson observation with the district's HQIM lesson open; evidence recorded verbatim, then scored	Observation summary
2	Name	Same-day conversation. One strength, one target strand, one standard code. Never more than one target.	Cycle target, signed
3–4	Model	Coach models or co-teaches the move in the teacher's own room with the teacher's own students	Annotated model lesson
4–5	Rehearse	Teacher practises the move with the coach, not with students. Repeated until fluent.	Rehearsal log
6–9	Do	Teacher runs the move independently across four lessons; coach drops in twice, unannounced by agreement	Two drop-in notes
10	Measure	Did the strand move? Did the named student measure move? Continue, change target, or change tier — in writing.	Cycle close-out

TIERED COACHING SYSTEM

TIER	WHO	DOSAGE	ENTRY	EXIT	CAP
Leadership	Principals, APs, ILT, TST chairs	Monthly calibration walk	All instructional leaders	Continuous	—
Tier 1	Every teacher	1 observation + same-day feedback per cycle	Universal	None — Tier 1 is the floor	28:1
Tier 2	One named high-leverage practice	2 observations + 1 model or co-teach; weekly co-planning	2+ strands below proficient across 2 cycles, a student-data flag, or new to content	3 consecutive cycles proficient <i>and</i> the student measure moving	12:1
Tier 3	Tier 2 non-responders; first-year teachers	Weekly contact; rehearsal every session; all lessons co-planned	No movement after 3 Tier 2 cycles, first year, or out-of-endorsement assignment	6 cycles sustained, then step down through Tier 2	8:1

If a teacher does not respond at Tier 3, **we say so in writing**. Coaching is not the answer to every problem, and pretending otherwise costs a year.