Make classroom application manageable

Why the foundation year matters

Hawaiʻi SCALE Foundation Year helps teachers connect their ongoing literacy coursework with the lessons they teach. The foundation offers 18 selected resource families, six starting tools, three optional webinars and six adaptable school-based PD cycles. The aim is purposeful classroom application, examination of students' responses and improvement with colleagues.

Protect time and keep expectations realistic

Provide six 45-minute meetings distributed across the year, with classroom trials between them. Use existing PD structures. Expect teachers to select a useful tool for a real lesson, explain the choice, try it and examine a small sample of student thinking. Do not require all resources, all webinars or identical routines in every classroom.

Three settings with different purposes

Assigned Hawaiʻi coursework remains in its established course environment. Optional SCALE webinars provide further explanations and applications. School meetings connect learning to teaching and student work. SCALE's school sequence is not the official course sequence and does not confer course credit or certification.

Start with one worthwhile question

Ask the site leader to identify a current reading challenge with teachers. A useful focus is specific enough to investigate: for example, how students justify an interpretation from a text or connect vocabulary to a concept. Agree what evidence will inform the next teaching decision and what practical support teachers need.

Your early check-in

In the first month, confirm that a facilitator is named, meeting dates are protected, teachers can access the correct school/group/programme, and a small first trial is planned. Resolve access and scheduling obstacles before interpreting a lack of recorded participation.

Support people and preserve appropriate access

Principal

Protect meeting and preparation time, ensure access to texts and usable formats, clarify the developmental purpose and remove practical barriers. Ask what the team is learning and what support it needs. Avoid using platform counts as a teacher-performance measure.

Site leader

Coordinate the programme, align the focus with school priorities, arrange communication and check whether the meeting/trial rhythm is manageable. Work with Reading Ways on appropriate pack assignments and with school administrators on publication and access.

Coach or facilitator

Prepare the agenda and examples, invite evidence-based conversation, make room for varied participation and follow up on agreed trials. Provide private feedback only within the assigned review scope. Keep the group’s questions focused on teaching decisions rather than judgments about individual students or teachers.

Teachers

Choose and justify a resource, adapt it to a real text and purpose, try it, examine students’ responses and share what to retain or change. Bring anonymized work to local meetings and use de-identified online summaries. A teacher can test a tool without committing to use it in every lesson.

Give the facilitator the means to succeed

Agree preparation time, a manageable group size, clear authority, access to the relevant resources and a regular brief check-in with the site leader or principal. Check whether the facilitator can use the intended discussion and reflection-review controls. A named responsibility must have the corresponding explicit platform assignment.

Respect access boundaries

Principal status does not automatically expose private teacher reflections or feedback. School administration, reflection review, discussion facilitation and application-level pack assignment are separate scopes. Receive a team implementation summary appropriate to your role. Request any additional access through the agreed authorization process rather than asking teachers to reveal private exchanges.

Use developmental classroom look-fors

Clear reading purpose

Ask: What are students reading to understand or resolve? Look for a connection between the chosen text, task and intended thinking. The purpose can be communicated orally, in a question or through the task; it need not appear as a standardized worksheet.

Vocabulary linked to ideas and texts

Ask: Which words matter here, and how will students use them? Notice whether students connect meanings to the concept, passage or explanation. A word wall is useful to discuss when it is being used and revised, not simply because words are displayed.

Scaffolds supporting demanding thinking

Ask: How does this support help students do the thinking? Examine whether frames, organizers or partner preparation help students express an idea and use evidence. Ask when a support might be changed or reduced. Different students may need different participation routes.

Evidence-based explanations

Ask: What are you hearing that shows their reasoning? Listen for how students support a claim, connect ideas, qualify an interpretation or respond to another explanation. The amount of talk alone is not evidence of its quality.

Student work informing instruction

Ask: What did their responses suggest you should do next? Discuss the teaching decision prompted by an explanation, annotation, conversation or revision. Invite the teacher to identify both what the sample shows and what remains uncertain.

A supportive conversation

Begin with the teacher’s purpose and a concrete observation. Ask a genuine question, listen to the teacher’s interpretation and agree a useful next step or support. Do not require visible worksheets, identical routines or a particular tool in every lesson. These look-fors guide developmental conversation; they are not a validated observation score.

Review progress and choose the next step

Ask for a concise team account

At the end of the cycle or year, ask for the focus, tools tried, adaptations, evidence from student responses, unresolved needs and requested support. Include an example that required revision. A candid account of uncertainty is more useful than a catalogue of activity.

Interpret records proportionately

A reflection submission records a response in a particular programme context; it does not establish video viewing or instructional quality. Resource reactions are reported experiences, not effectiveness ratings. Counts cannot establish learning impact. Missing records should prompt a conversation about access, workload and the agreed expectations.

Choose extension through need

A foundation-only year is valid. The planned extension options are Disciplinary Inquiry, Rich Discussion, Writing and Synthesis, and Word Learning and Language. Only reviewed packs become assignable, and Joshua at Reading Ways assigns them to individual schools. Schools cannot activate additional packs themselves, and there is no automatic annual release.

Assignment and publication are separate

Newly assigned resources begin as drafts. The school’s authorized administrator reviews and publishes the intended resources explicitly. Confirm teacher access in the correct group and ensure unrelated schools are unaffected. Optional coaching companions also require a separate assignment.

Protect continuity

Keep useful routines, support new staff with the six starting tools and preserve the team’s learning from prior trials. Plan the next year around one unresolved need and the capacity to investigate it. Do not make the amount of new material a proxy for progress.

Support and further guidance

The Site Leader Implementation Guide provides the six meeting agendas, protocols and platform reference. Use the Hawaiʻi SCALE school-enquiry route for programme support and signed-in Help/Send feedback for platform issues. Share the school/group/programme and the problem, without student-identifiable information. Revision 23 October 2026.