WCFIX Leadership Action Mapper Companion Guide

Worked examples for improving lesson rehearsal in PLCs

November 2026

Use this guide to turn a leadership concern into an evidence-informed map, a focused PLC rehearsal, and a follow-up plan. It is designed for principals, instructional coaches, assistant principals, and teacher leaders.

Begin with the complete lesson-rehearsal case on pages 2–4. Use the two variations on page 5 when the issue is participation or classroom transfer. Pages 6–7 provide a practice rubric and a reusable planning worksheet.

How to use the guide

1. Describe one problem and ask the team to confirm the wording.
2. Separate what the team has observed from possible explanations.
3. Use the map to select one change within the team's control.
4. Rehearse a specific instructional move and practice again after feedback.
5. Review implementation and student responses before deciding what to adjust.

What the map does

The mind map organizes the team's thinking. Its branches are areas to investigate, not proof of causes. A driver diagram can then express the team's proposed explanation of how a change might help; the action plan names what will be tested, by whom, and when.

Read the examples correctly

All campus situations, responses, numerical results, and dialogue in this guide are fictional worked examples. Sample times and targets are adjustable. The protocols and rubric are WCFIX design proposals informed by the sources on page 8; the rubric is not a validated evaluation instrument.

Use these examples with the free Leadership Action Mapper on wcfix.org. Its editable plans include beginning, progress monitoring, and completion dates. You can also work with paper or this editable guide.

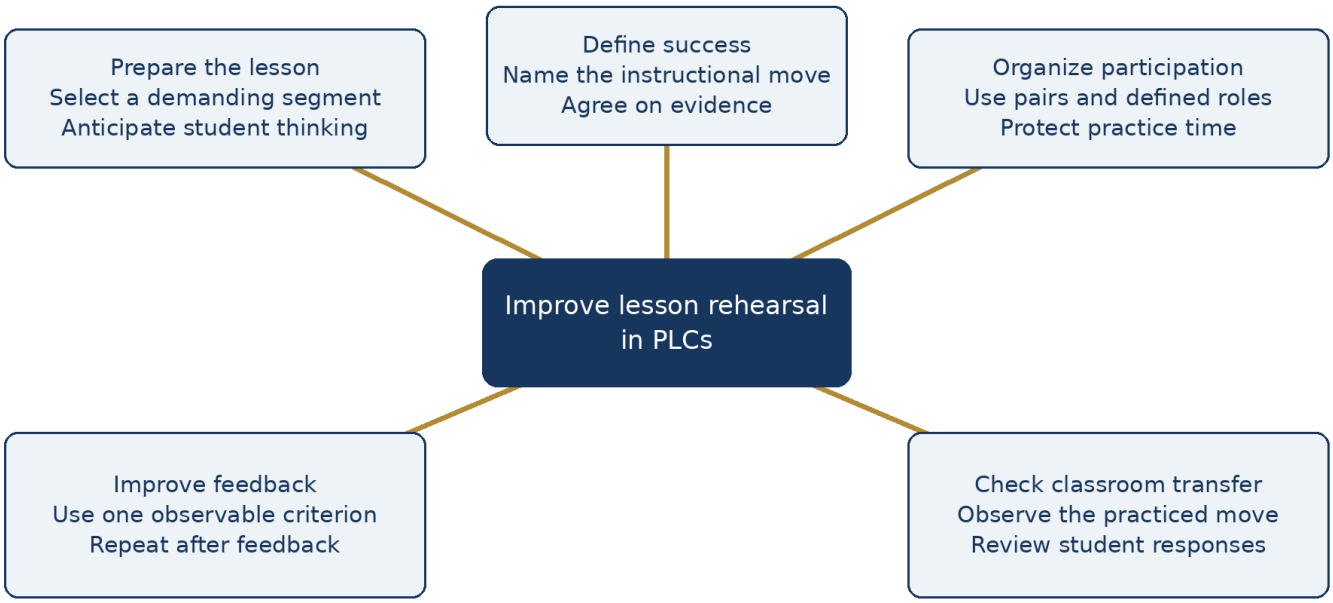
1 From a problem statement to a map

Leader entry: “We need improvement for lesson rehearsal in our PLCs.”

Suggested clarification: “What should teachers do differently in rehearsal, and what should improve when they teach the lesson?”

Guiding question	Illustrative leader response
What happens now?	Teachers discuss the lesson, but usually one volunteer demonstrates. Others listen.
What evidence supports the concern?	In two sampled PLCs, the coach recorded one teacher practicing in each meeting. Feedback was mostly general praise.
What remains uncertain?	We have not checked whether a second attempt improves the move or whether it appears in class.
What is the desired change?	Every participating teacher practices an explanation, receives specific feedback, and tries it again.

Proposed focus: In the next two PLCs, use paired rehearsal of one demanding lesson segment with a shared feedback criterion and a second attempt. The leader confirms or edits this focus.



Read each branch as an inquiry. For example, “Improve feedback” prompts the team to inspect feedback language; it does not establish that feedback is the only cause of weak rehearsal.

2 A rehearsal the team can run

Illustrative context: A grade 5 mathematics team is preparing a lesson on equivalent fractions. Teachers rehearse explaining why 1/2 and 2/4 represent the same amount using equal-sized wholes. Use the adopted lesson and confirm content accuracy before practice.

Define one observable move

The teacher connects a visual model to the equivalence statement, then asks students to explain why the amount remains unchanged. Observers record the teacher's words, the model used, and the question asked.

Minutes	PLC activity	Facilitator move
0–5	Review the lesson goal and a relevant student-work sample.	Confirm the mathematical idea and anticipated misconception.
5–10	Study the selected segment and agree on the look-for.	Keep the focus on one teachable move.
10–18	Practice in pairs, switching teacher and observer roles.	Allocate four minutes per teacher.
18–24	Give evidence-based feedback and plan a revision.	Allow three minutes of feedback per teacher.
24–32	Practice the revised segment, switching roles again.	Check the agreed criterion in the second attempt.
32–40	Record an individual commitment and follow-up evidence.	Set a classroom check and next PLC review.

Worked feedback exchange

First attempt — Teacher: "One half equals two fourths because you multiply the top and bottom by two."

Observer: "You explained the procedure. I did not hear why the amount stayed the same. Use the same-sized whole, partition each half into two equal pieces, and connect the picture to 2/4."

Second attempt — Teacher: "This whole has not changed size. Each half is split into two equal parts, so the same shaded half is now two of four equal parts. Why did the number of pieces change while the shaded amount stayed the same?"

Observer: "You connected the partitioned model to 2/4 and asked for reasoning. During the lesson, listen for whether students explain equal parts and the same whole."

3 Turn the map into an improvement test

State a testable expectation

If teachers rehearse the explanation with one shared criterion, receive specific feedback, and repeat it, more teachers may demonstrate that move in the next lesson. This is a hypothesis to test, not a promised outcome.

Illustrative calendar dates below are starting points. Adjust them for your school calendar. Each action has a beginning date, progress monitoring date, and completion date.

Action and owner	Begin	Monitor	Complete	Evidence
Select the segment and criterion. Grade-level lead.	Nov 9 2026	Nov 11 2026	Nov 13 2026	Selected segment and agreed criterion
Run paired practice and second attempts. PLC facilitator.	Nov 16 2026	Nov 18 2026	Nov 20 2026	Participation and look-for tally
Check use in instruction. Coach.	Nov 23 2026	Dec 1 2026	Dec 4 2026	Notes on the practiced move
Review student responses and adjust. PLC team.	Dec 7 2026	Dec 9 2026	Dec 11 2026	Student work and recorded decision

Illustrative review of the first cycle

In this fictional case, six teachers attended. All six practiced; five completed a second attempt. The agreed explanation criterion appeared in two of six first attempts and four of five second attempts. One teacher left before repeating. The samples are small and the denominators differ.

The coach later observed the move in three of five sampled classrooms; one teacher was not observed. Student responses still showed confusion about equal-sized wholes. These observations do not establish that rehearsal caused a change in student learning.

Make the next decision

Adapt the process. Protect time for every second attempt and rehearse a student misconception response during the next PLC. Keep the classroom check. Review comparable student tasks over more than one lesson before drawing a stronger conclusion.

Keep measurement useful

Track implementation: who practiced, repeated, and used the move. Track a learning signal: what students explained on an aligned task. Track burden: whether the rehearsal displaced essential planning or required extra preparation. Use brief notes rather than creating a large compliance log.

Pro Tip: A completed rehearsal is evidence of participation. It is not, by itself, evidence of stronger instruction or student understanding.

4 Two variations for different problems

Worked example A When only a few teachers participate

Leader entry: “The same two teachers always rehearse. Everyone else watches.”

Clarify: Is the barrier time, unclear roles, confidence, or a participation routine? Ask privately what would make practice useful and safe. Do not infer unwillingness from silence.

Map branches: Participation patterns; time and grouping; role clarity; staff perspectives; evidence of practice quality.

Illustrative evidence: A participation tally across two PLCs shows two of eight teachers practicing. A brief anonymous check suggests that several teachers are unclear about the observer role. These findings describe this fictional team only.

Selected test: Use pairs with a teacher and observer role card. Rotate roles and reserve time for a second attempt. Explain that the session is developmental and agree on how notes will be used.

Owner and review: The facilitator checks the tally at the end of each of the next two PLCs. Ask whether every teacher had a useful practice opportunity and whether feedback referred to the agreed move.

Decision example: If all eight practice but feedback remains vague, retain pairs and model specific feedback next. Increased participation alone does not mean the rehearsal is effective.

Worked example B When rehearsal does not transfer to class

Leader entry: “Teachers rehearse well in PLC, but we do not see the strategy in classrooms.”

Clarify: What counts as “well,” which lessons were sampled, and was the rehearsed segment actually taught? Check the opportunity to use the move before judging implementation.

Map branches: Match to upcoming lessons; access to materials; response to student misconceptions; classroom opportunity; follow-up support.

Illustrative evidence: Four teachers rehearsed a questioning move. In three visits, only two observed lessons included the planned segment; the move appeared in one. One lesson offered no relevant opportunity, so it should not count as a failed implementation.

Selected test: Each teacher names the upcoming lesson and expected segment. The coach schedules a brief check during that segment. In PLC, teachers rehearse a likely student response as well as the opening question.

Owner and review: Coach and teachers compare eligible opportunities, observed use, and student responses at the next PLC. If the move occurs but student explanations remain weak, revise the instructional move rather than simply requesting more rehearsal.

5 A rubric for developmental reflection

Use this proposed rubric to select support and track a team's practice over time. Record evidence and choose a descriptor for each dimension. Do not total scores or use this instrument as a personnel rating.

Dimension	Beginning	Developing	Consistent
Focus	Discussion has no clearly selected instructional move.	A move is named, but the evidence criterion is unclear.	A lesson-aligned move and observable criterion guide practice.
Participation	Most teachers observe without practicing.	Several practice, with uneven opportunities to repeat.	Every participating teacher has a practice and repeat opportunity.
Feedback	Comments are praise or general advice.	Feedback names the move but offers limited evidence or revision.	Feedback cites observed evidence and a specific revision.
Second attempt	Practice ends after feedback.	Teachers revise or repeat inconsistently.	Teachers repeat and check the revised move against the criterion.
Transfer and learning	No planned classroom or student-response check.	A follow-up is planned or completed unevenly.	The team reviews classroom use and aligned student responses, then adjusts.

Worked rubric interpretation

Using the fictional cycle on page 4, the team could describe participation as Developing because one teacher missed the second attempt. Transfer and learning is Developing because the classroom sample is incomplete and evidence remains limited. The next support is protected repeat time and a more dependable follow-up, not a claim that teachers lack commitment.

Questions for the team

- What evidence supports our selected descriptor?
- Whose experience or classroom opportunity is missing?
- What one adjustment is most likely to make the next rehearsal useful?

Pro Tip: If observers disagree about a descriptor, inspect the evidence together. Differences can reveal an unclear criterion or inconsistent observation opportunities.

6 Plan your next PLC rehearsal

Copy this page for each improvement cycle. Replace the response lines in Word or print and write. Use school-level or de-identified information.

Problem and desired change

What is happening now, and what should teachers do differently?

_____
_____

Evidence and uncertainty

What have we observed? What is a possible explanation that still needs checking?

_____
_____

Selected lesson and instructional move

Which upcoming segment will we rehearse? What is the observable criterion?

_____
_____

Rehearsal and feedback

How will each teacher practice, receive feedback, and try again?

_____
_____

Responsibility and dates

Name the owner, beginning date, progress monitoring date, and completion date for each action.

_____
_____

Classroom and learning evidence

When can the move be observed? Which student response will we review?

_____
_____

Review and decision

When will we meet again? What would lead us to keep, adapt, or stop this change?

_____
_____

7 Sources and prompts for continued use

Research and practice foundations

Shakman, K., Wogan, D., Rodriguez, S., Boyce, J., & Shaver, D. (2020). Continuous improvement in education: A toolkit for schools and districts. Institute of Education Sciences, Regional Educational Laboratory Northeast & Islands.

https://ies.ed.gov/use-work/resource-library/resource/other-resource/continuous-improvement-education-toolkit-schools-and-districts

Carnegie Foundation for the Advancement of Teaching. (n.d.). Create a driver diagram: Primary drivers, secondary drivers, change ideas.

https://carnegienetworks.zendesk.com/hc/en-us/articles/115001212528-Create-a-Driver-Diagram-Primary-Drivers-Secondary-Drivers-Change-Ideas

Texas Education Agency. (n.d.). Lever 5: Instructional leadership and capacity building. Effective Schools Framework. Retrieved November 3, 2026, from https://texasesf.org/lever-5/

The IES toolkit informs the improvement cycle. Carnegie informs the distinction between an aim, hypothesized drivers, and change ideas. Current ESF guidance connects PLC planning and internalization, observation and feedback, action tracking, and analysis of student work. These sources support the underlying practices; they do not validate this proposed generator, its rubric, or the fictional results.

Prompts a leader can reuse

- Help us distinguish lesson discussion, lesson internalization, and rehearsal in this example. What evidence would show that teachers actually practiced?
- Build a mind map from this problem and these observations. Label possible explanations as hypotheses. Ask for missing evidence before proposing a solution.
- Turn this selected branch into one PLC improvement test. Include an owner, observable criterion, second attempt, classroom check, and review date.
- Review this plan for feasibility. Identify unclear responsibilities, missing student perspectives, and measures that would create unnecessary work.

Before using a generated plan

Check content accuracy, research support, alignment to adopted curriculum, available PLC time, and teacher input. Confirm all sample details with the team. Remove student names and identifying information. Approve the final plan before sharing or implementing it.

Keep the plan future focused

Ask whose access needs attention, which student skills the practice develops, and what emerging needs the school should anticipate. The online future-readiness template adds prompts about pathways, partnerships, and responsible technology use. Check local evidence and research before adopting a suggested practice.