SIMPLE STRATEGY PACK

# Learning Space Configuration



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Teacher + Coach Guides
Color and Black & White

## PREVIEW

Sample pages from the Learning Space Configuration Strategy Pack.
Pages are watermarked and shortened for this preview.

The full pack includes the Teacher Card, Teacher Guide, Coach Card, Coach Guide, Snapshot Form, READY Protocol at a Glance, and a How to Use Guide, in color and black and white.

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# Learning Space Configuration

*Arrange the desks, zones, and materials to fit the work students will do in the lesson.*

Welcome to your Simple Strategy Pack. This short guide shows you what's inside, what to print, and the order to use each piece so the strategy moves from the page into the classroom.

## 01 What's in This Pack

| FILE | FOR | LENGTH | WHAT IT DOES |
|---|---|---|---|
| **Teacher Card** | Teacher | 1 page | The strategy on one page: what it is, why it helps, the five steps, and the layers. |
| **Teacher Guide** | Teacher | 7 pages | The full strategy: research, examples, common missteps, and adaptations. |
| **Coach Card** | Coach | 1 page | The coaching on one page: Look-Fors, debrief openers, and the READY connection. |
| **Coach Guide** | Coach | 5 pages | How to coach the strategy across Plan, Act, and Reflect inside a Coaching Sprint. |
| **Snapshot Form** | Coach and teacher | 2 pages | The evidence you collect and read together. It is never a score. |
| **READY Protocol at a Glance** | Coach and teacher | 1 page | The planning conversation, letter by letter. |

Every file comes in color and in black and white. The black-and-white versions print cleanly on any school copier.

## 02 Print These First

- ☐ **Teacher Card:** one for each teacher you support.
- ☐ **READY Protocol at a Glance:** one to keep on the planning table.
- ☐ **Snapshot Form:** one for each visit, printed double-sided.
- ☐ **Coach Card:** one for your clipboard.

Keep the Teacher Guide and Coach Guide digital and open them when you plan.

## 03 The Five Steps

These are the same five steps on the Teacher Card, Teacher Guide, and Coach Guide, so everyone uses the same language.

**01** **Name the Interaction**

**02** **Arrange the Space**

**03** **Place the Materials**

**04** **Show the Setup**

**05** **Watch and Adjust**



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TEACHER CARD · ANCHOR 01 · READINESS LANE

# Learning Space Configuration

*Arrange the desks, zones, and materials to fit the work students will do in the lesson.*

SAMPLE
Simple Strategy Pack Preview

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TEACHER CARD · ANCHOR 01 · READINESS LANE

# Learning Space Configuration

*Arrange the desks, zones, and materials to fit the work students will do in the lesson.*

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## 01 What it is

## 02 Why Use It

## How to Do It

**Match the Layout**

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TEACHER GUIDE · ANCHOR 01 · READINESS LANE

# Learning Space Configuration

Arranging the room, zones, and materials to fit the work students will do in the lesson.

| TIME | PREP | GROUP | FITS | ANCHOR 01 | LANE |
|---|---|---|---|---|---|
| Setup before the lesson, 1 to 3 minutes in class | Low to medium | Whole class, partners, or small groups | K-12, all subjects, in person or virtual | Classroom Environment and Routines | Readiness |

## 01 What is the Strategy?

DEFINITION, ROLES, AND NEARBY STRATEGIES

Learning Space Configuration is the planned setup of the classroom so the space supports the work the lesson asks of students. The teacher chooses the main interaction in the lesson (partner talk, small group work, independent work, or whole class instruction), arranges desks and zones to fit it, places materials where students can reach them, directs students into the setup, and watches how the space works so it can be adjusted. In a virtual class, the [illegible] breakout rooms, screen layout, the chat, and where links and files live.

The [illegible] about the space itself. Two nearby Simple Strategies carry related jobs. Transitions [illegible] students [illegible] move between activities, groups, or spaces with a cue and a routine. [illegible] Routines [illegible] the [illegible] movement, and help expectations before each activity. [illegible] Routines [illegible] to run because a well-planned room has fewer [illegible] and [illegible]

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## 07 Framework Connections

GROWTHPATH, ANCHOR, PROTOCOL

**Simple GrowthPath™.** Learning Space Configuration builds Classroom Setup in Pillar 1, Organization. It makes sure

**Anchor.**

**READY [Readiness Lens].** Learning Space Configuration enters READY when the coach and teacher look at what

## 08 How is the Strategy Implemented?

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## 09 Sample Configurations

MATCH THE LAYOUT TO THE INTERACTION

Each layout below fits a different kind of work. Start with the interaction the lesson asks for, then choose the layout



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COACH CARD · ANCHOR 01 · READINESS LANE

# Learning Space Configuration

*Look at the space together, collect the evidence, and let the teacher decide the change.*

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**01** When to Use It

**02** Say This First

Look-Fors

Coaching Across PAR

The full page is in the Strategy Pack

## 03 Coaching With the Layers

### NAMING THE LAYER AND THE FOCUS

Have the teacher read the three layers on the Teacher Card and say where they think they are. Ask, "Which of these

## Look-Fors

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## 07 Act

DURING THE WORK

Record only what you agreed to collect. Ask a few students, "What are you learning, and who are you working

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SNAPSHOT FORM · ANCHOR 01

# Learning Space Configuration

This snapshot records evidence about one strategy in one lesson. It is a shared reflection tool for the coach and

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# READY Protocol at a Glance

*A shared planning conversation for building a classroom system. In a team Sprint, the teacher leader leads and the coach assists. In a 1:1 Sprint, the coach and teacher plan together. Every decision belongs to everyone at the table.*

| SPRINT | FOCUS | BRING | PLAN IN |
|---|---|---|---|
| Team or 1:1 | Priority Anchor and Simple Strategy, or a GrowthPath Impact Driver | The snapshot, self-assessment, or Anchor Walkthrough evidence | The READY Protocol Planning Template |

## R REVIEW THE CURRENT REALITY

**What is happening right now in this area of the classroom?**

*Look honestly at what is happening right now, grounded in evidence. This is evidence work, never a complaint session.*

- [ ] Name the focus area
- [ ] Review the evidence: the snapshot, the self-assessment (1:1 Sprint), or the walkthrough (team Sprint)
- [ ] Find the patterns across lessons and days
- [ ] Name what is already working
- [ ] Name what is not yet consistent
- [ ] Connect it to instruction and the Anchor's strategy

## E ESTABLISH CLEAR EXPECTATIONS

**What should this look like when it is working well?**

*Make the expectation observable: clear enough to teach and visible enough that everyone can recognize it.*

- [ ] Picture it working well
- [ ] Define the student actions
- [ ] Define the teacher actions
- [ ] Define what students will hear, say, and see
- [ ] Describe success
- [ ] Write the expectation: Students will ___ when ___ so that ___.

## A ALIGN SYSTEMS AND STRUCTURES

**What needs to be in place so the expectation can work?**

*If the structure is missing, the expectation has nowhere to live.*

- [ ] Identify the system
- [ ] Identify the routine
- [ ] Choose the supporting structures
- [ ] List what is needed: materials, visuals, roles, timing, signals
- [ ] Plan the preparation
- [ ] Anticipate the barriers

## D DEVELOP STUDENT INDEPENDENCE

**How will students learn, practice, and own the routine?**

*Plan how the routine will be taught, modeled, practiced, reinforced, and gradually released.*

- [ ] Plan how students will learn the routine
- [ ] Plan the teacher model
- [ ] Plan the practice with support
- [ ] Plan the release toward independence
- [ ] Plan the response when students do not follow it yet

## Y YIELD TO CONSISTENT IMPLEMENTATION

**How will the system be maintained over time?**

*One good day does not make it consistent. Decide how the routine will be maintained, reinforced, and monitored.*

- [ ] Plan the maintenance
- [ ] Choose the evidence of consistency
- [ ] Plan the reinforcement
- [ ] Plan the response when the routine slips
- [ ] Schedule the revisit

## → CARRY THE PLAN INTO ACT AND REFLECT

- [ ] When the setup will be taught or launched
- [ ] The PAR coaching strategy for Act, if any
- [ ] What the coach will do before, during, and after the lesson
- [ ] Evidence we will collect on the Snapshot Form
- [ ] When we will Reflect together (REVIEW Teams Protocol)
- [ ] Our reflection question
- [ ] Possible next Move



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