

SUSTAINABILITY

To actively support and sustain teacher growth and student learning, the Houghton Mifflin Harcourt (HMH) Collaborative Instructional Review (CIR) Process is systemic and system-wide to equip leaders to provide impactful coaching to teachers.

Component 4: Sustaining the Impact allows the implementation of the CIR Process to continue by empowering every leader to support teacher growth through monthly, school-based coaching. By meeting with a HMH coach on an ongoing basis, HMH can continue to nurture the skills and knowledge of impactful instructional leaders, providing targeted professional advice and guidance — and ensuring the leaders are prepared to identify observable indicators, capture accurate notes, and turn the data into actionable, accurate feedback.

Through each phase, coaches and leaders meet teachers where they are and help them grow along a developmental continuum and focus on the importance of open dialogue, targeted feedback, reflective practice, and ongoing application.

HMH assists schools in putting into place a variety of systems and structures designed to sustain improvements and effective practice including, implementing accountability processes and quality assessments, building leadership capacity, and assisting schools in achieving its leadership development goals. HMH works extensively to ensure that capacity is built for lasting improvement. Our process is designed to cultivate administrators' and teachers' existing skills and abilities to create a framework that will remain in place, and we work with *each* school to create and implement a customized plan for sustainability. This plan includes the types of commitments each school must make to sustain progress.

Evidence of Effectiveness: HFM built long-term sustainability for school-wide improvement across 34 underperforming schools in Louisiana.