
THE

PROPEL™

FRAMEWORK

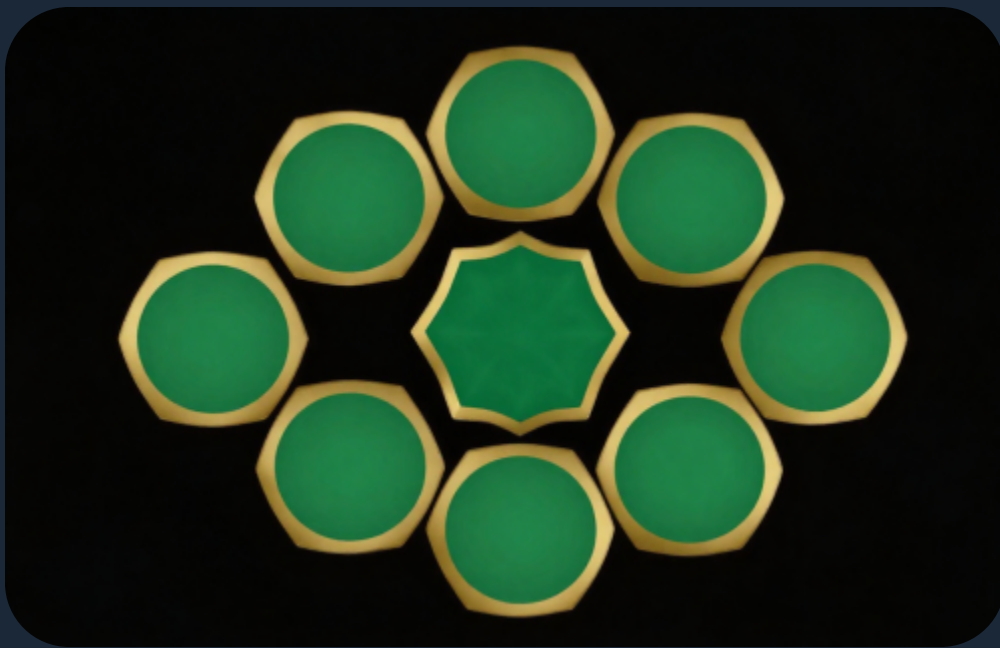
A Comprehensive Guide to
Instructional Excellence

Dr. Lisa Educational Solutions

CHAPTER 1

Why PROPEL™?

A Research-Based Framework for
Accelerating Student Achievement



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Introduction

Across the United States, educators face increasing pressure to accelerate student learning while simultaneously addressing achievement gaps, unfinished learning, language development, inclusion, and college and career readiness.

Schools are expected to improve outcomes for all learners, including English Learners, students with disabilities, historically underserved populations, and advanced learners.

At the same time, teachers are frequently asked to implement multiple initiatives, programs, and instructional strategies that may lack coherence or alignment.

The result is often initiative fatigue rather than instructional transformation.

The PROPEL™ Framework was developed to address this challenge. Rather than focusing on isolated strategies, PROPEL™ provides educators with a coherent instructional system grounded in cognitive science, effective teaching research, and equity-centered practice (Deans for Impact, 2024; Hattie, 2023).

RESEARCH SPOTLIGHT

What Matters Most?

John Hattie's synthesis of more than 2,100 meta-analyses involving over 300 million students identified teacher effectiveness and instructional quality among the most influential school-based factors affecting student achievement (Hattie, 2023).

Implication: Improving instruction improves outcomes.

The Challenge Facing Education Today

Student achievement data continue to demonstrate persistent disparities among student groups nationwide.

While many schools have implemented intervention programs and instructional reforms, achievement gaps remain particularly pronounced among multilingual learners, students with disabilities, and students from historically marginalized communities (National Center for Education Statistics [NCES], 2024).

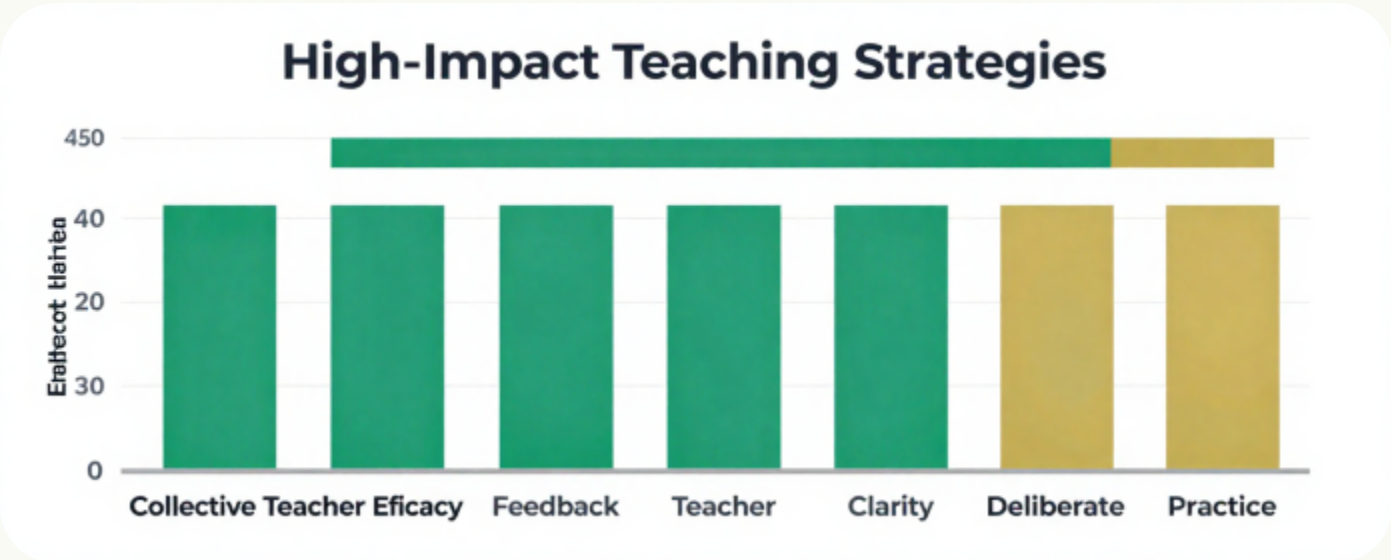
Research consistently suggests that one of the most powerful school-based factors influencing student achievement remains effective classroom instruction (Hattie, 2023).

This finding raises an important question:

What instructional practices produce the greatest impact on student learning?

The answer forms the foundation of PROPEL™.

Figure 1.2 | High-Impact Influences on Student Achievement



Source: Adapted from Hattie (2023), Visible Learning: The Sequel.

Why Another Framework?

The educational field is not lacking strategies. Educators have access to:

- Cooperative learning
- Project-based learning
- Inquiry-based learning
- Technology integration
- Differentiation models
- Formative assessment systems
- Social-emotional learning practices

The challenge is not access. The challenge is implementation.

Research suggests that schools often struggle not because they lack initiatives, but because instructional efforts are fragmented and disconnected from a coherent theory of action (Fullan, 2021).

PROPEL™ was designed to unify the most impactful instructional practices into a single framework that teachers can apply consistently across grade levels and content areas.

The Birth of PROPEL™

The PROPEL™ Framework emerged from more than three decades of educational leadership, instructional coaching, curriculum development, and classroom practice.

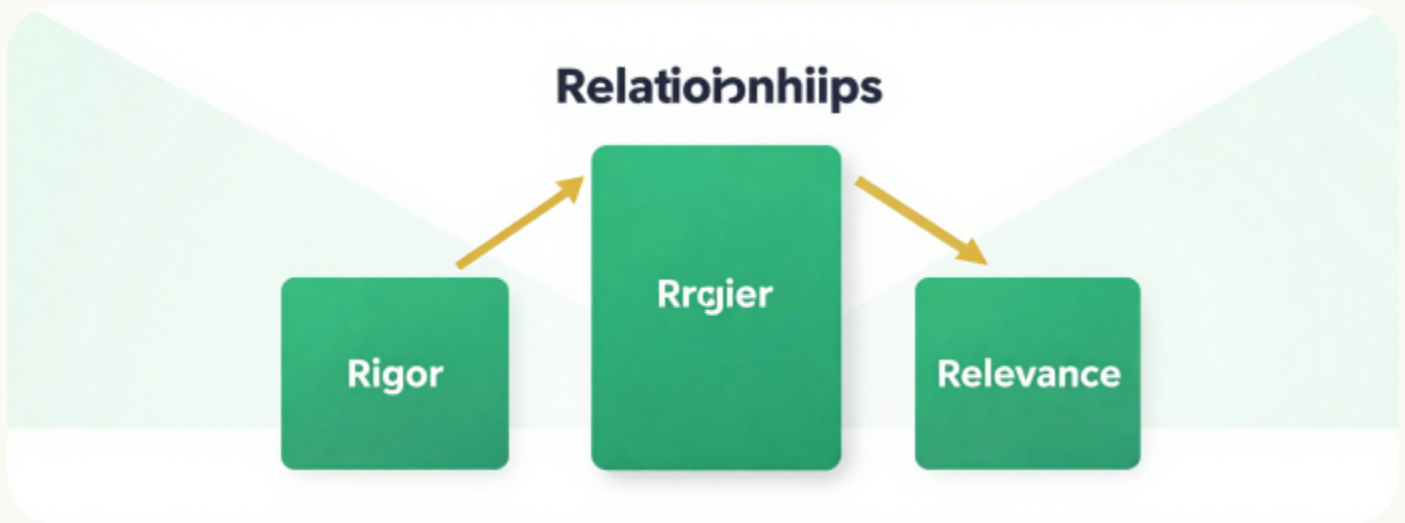
The framework reflects lessons learned through:

- Classroom teaching
- School leadership
- Charter school development
- Professional learning facilitation
- Teacher coaching
- School improvement planning

Every student deserves access to rigorous, engaging, and meaningful learning experiences.

This belief serves as the foundation for the entire framework.

Figure 1.3 | The PROPEL™ Philosophy



Source: Developed by Dr. Lisa Educational Solutions. Inspired by research on relationships, rigor, and relevance in effective schools (Hammond, 2021; Hattie, 2023).

The Purpose of PROPEL™

PROPEL™ was developed to answer three fundamental questions:

Question One: How do we ensure all students gain access to high-quality instruction?

Question Two: How do we move students from exposure to mastery?

Question Three: How do we ensure instructional decisions work for every learner?

These questions led to the creation of three interconnected components:

Foundations: Relationships, Rigor, Relevance

Pillars: Explicit Direct Instruction, Deliberate Practice

Accelerators: Retrieval & Automaticity, Student Thinking & Academic Discourse, Flexible Data-Driven Grouping, AI for Instruction

All viewed through the PROPEL™ Lens.

The Science Behind PROPEL™

PROPEL™ draws from several complementary research traditions:

Cognitive Science — Understanding how students learn.

Cognitive Load Theory — Managing working-memory demands.

Explicit Instruction Research — Providing clarity and access.

Deliberate Practice Research — Building expertise through structured repetition.

Retrieval Practice Research — Strengthening long-term memory.

Formative Assessment Research — Guiding instructional decisions.

Equity-Centered Pedagogy — Ensuring access and opportunity for all learners.

Together, these bodies of research provide a robust foundation for instructional excellence

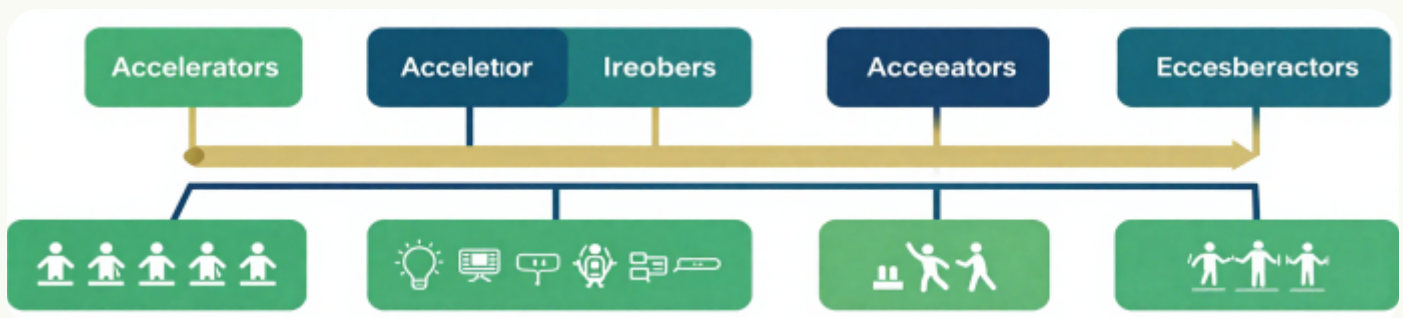
RESEARCH SPOTLIGHT

Cognitive Science and Learning

Modern learning science demonstrates that learning is not simply exposure to information. Learning occurs when information is processed, stored, retrieved, and applied over time (Weinstein, Sumeracki, & Caviglioli, 2022).

Implication: Teaching alone does not guarantee learning.

Figure 1.4 | Architecture of the PROPEL™ Framework



Reflection Questions

1. What instructional initiatives currently exist within your school or organization?
 2. How coherent are those initiatives?
 3. Which instructional practices consistently produce positive results?
 4. How might a unified framework strengthen implementation?
 5. What barriers currently prevent instructional consistency?
-

Chapter Summary

The PROPEL™ Framework was developed to help educators focus on what matters most.

Rather than emphasizing isolated strategies, PROPEL™ integrates research-based instructional practices into a coherent system designed to improve outcomes for all learners.

The framework rests upon three foundational beliefs:

- Relationships matter.
- Rigor matters.
- Relevance matters.

These foundations support two instructional pillars and four learning accelerators that together create a pathway toward deeper learning and stronger student achievement.

In Chapter 2, we explore the foundational philosophy of PROPEL™: Relationships, Rigor, and Relevance — the Three Rs that guide every instructional decision within the framework.

References

Agarwal, P. K., & Bain, P. M. (2021). Powerful Teaching: Unleash the Science of Learning.

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CHAPTER 2

The Foundation of PROPEL™

Relationships, Rigor, and Relevance:
The Three Rs That Drive Student Success



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Why the Three Rs Matter

Schools often focus heavily on curriculum, standards, and assessment. While these elements are important, they are insufficient on their own.

Students must first answer three fundamental questions:

Relationships: Do I belong here?

Rigor: Can I succeed here?

Relevance: Why does this matter?

When students can confidently answer all three questions, engagement and achievement increase significantly (Hammond, 2021).

Foundation One: Relationships

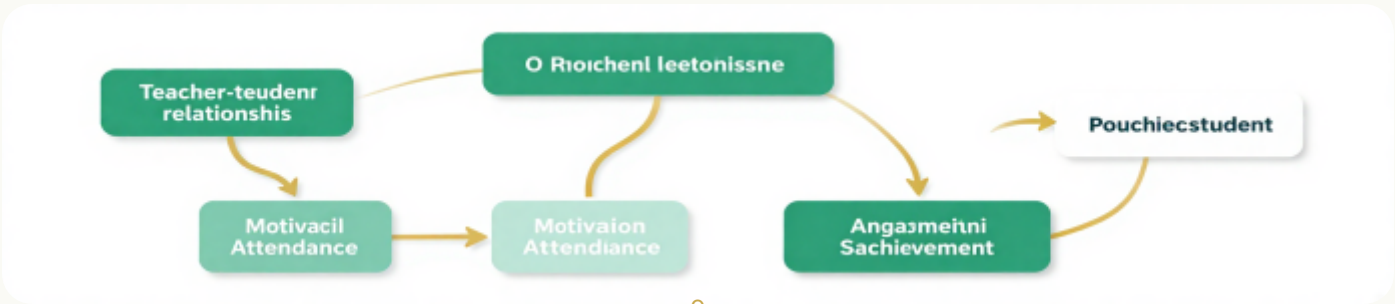
Learning Begins With Human Connection

The strongest curriculum in the world cannot compensate for a student who feels invisible, disconnected, or unsafe.

Research consistently demonstrates that positive teacher-student relationships contribute to improved academic achievement, attendance, classroom behavior, motivation, and social-emotional well-being (Cornelius-White, 2021; Hattie, 2023).

Relationships are not an “extra.” They are a prerequisite for learning.

Figure 2.2 | The Relationship-to-Achievement Connection



CHAPTER 5

Retrieval & Automaticity

Making Learning Stick
and Thinking Effortlessly



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Chapter Overview

One of the greatest misconceptions in education is the belief that because students were taught something, they learned it.

Learning is not determined by what was taught. Learning is determined by what students can remember, retrieve, and apply over time.

Research in cognitive science consistently demonstrates that retrieval practice—the act of actively recalling information from memory—is among the most powerful instructional strategies available to educators (Agarwal & Bain, 2021; Weinstein et al., 2022).

When combined with automaticity, retrieval becomes even more powerful. Automaticity occurs when foundational knowledge and skills become so well learned that they require little conscious effort. This frees cognitive resources for higher-order thinking, problem-solving, creativity, and innovation (Sweller et al., 2023).

Within the PROPEL™ Framework, Retrieval & Automaticity serves as a critical accelerator that helps transform instruction from short-term exposure into long-term learning.

Why Retrieval Matters

Many students mistakenly believe they have learned something simply because they recognize it. They reread notes. They highlight text. They watch a teacher explain a concept multiple times.

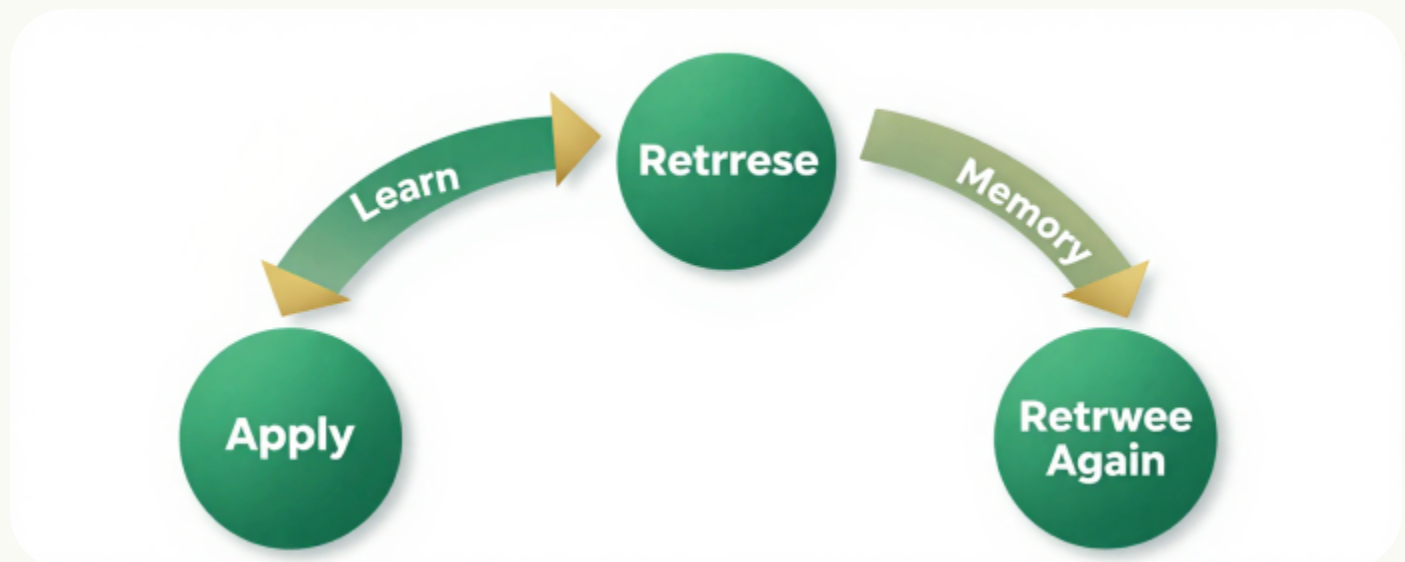
Yet when asked to explain the concept days later, much of the information has disappeared.

This occurs because recognition is not the same as recall. Retrieval practice requires students to actively reconstruct information from memory. This effort strengthens neural pathways and improves future recall (Agarwal & Bain, 2021).

Rather than asking: “Have students seen the information?” effective educators ask: “Can students retrieve the information without support?”

This distinction fundamentally changes classroom instruction.

Figure 5.1 | The Retrieval Learning Cycle



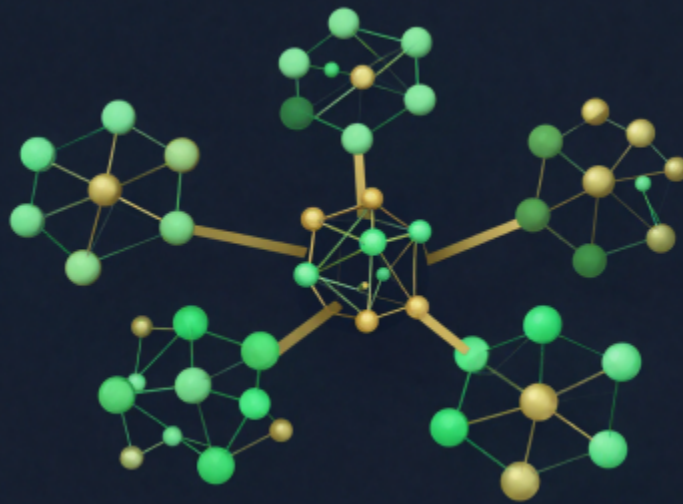
Source: Adapted from retrieval-practice and science-of-learning research (Agarwal & Bain, 2021; Weinstein et al., 2022).

Figure 5.1 illustrates retrieval as a continuous cycle: Learn → Retrieve → Strengthen Memory → Apply → Retrieve Again. Each retrieval opportunity increases the durability of learning. Unlike passive review, retrieval requires effort, and it is precisely this effort that produces stronger learning.

CHAPTER 7

Flexible Data-Driven Grouping

Delivering the Right Support to the Right
Students at the Right Time



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Chapter Overview

One of the greatest challenges facing educators is meeting the needs of students who enter classrooms with diverse levels of readiness, language proficiency, background knowledge, interests, and learning needs.

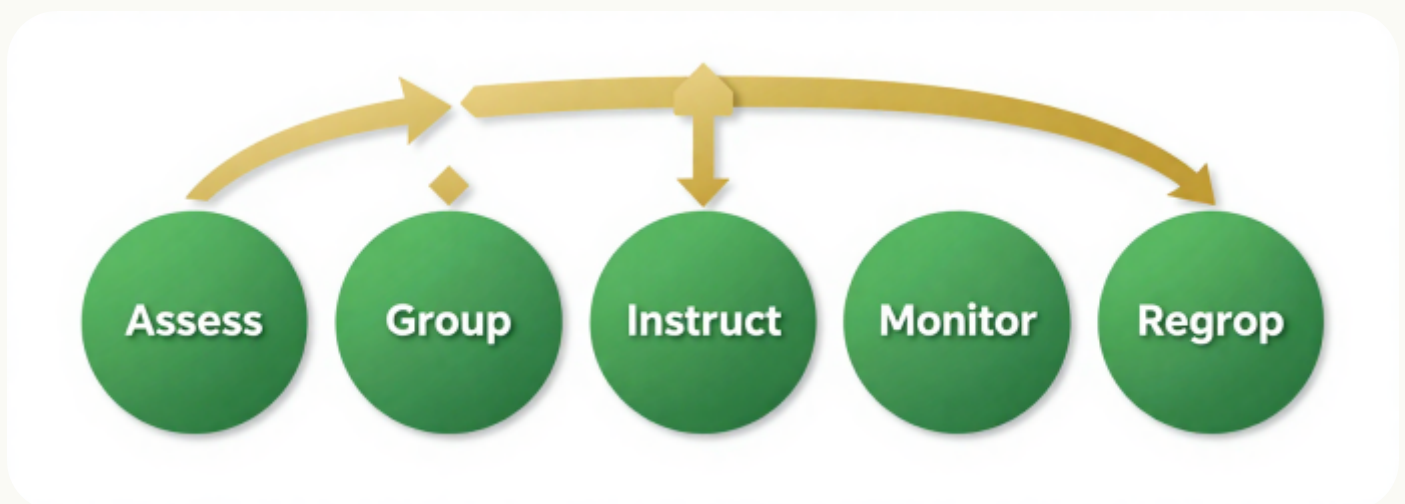
The traditional model of teaching every student the same content in the same way at the same pace often leaves some students overwhelmed while others remain underchallenged.

The solution is not lowering expectations. The solution is increasing responsiveness.

Within the PROPEL™ Framework, Flexible Data-Driven Grouping serves as the third accelerator because it allows educators to strategically respond to student needs while maintaining access to rigorous grade-level instruction (Education Endowment Foundation, 2024).

Flexible grouping is not tracking. It is not permanent. It is not labeling students. Rather, it is the strategic use of data to provide targeted instruction, intervention, enrichment, and support based on current student needs.

Figure 7.1 | The Flexible Grouping Cycle



Source: Developed for the PROPEL™ Framework. Concept informed by formative assessment, response-to-intervention, and differentiated instruction research (Education Endowment Foundation, 2024; Hattie, 2023).

Why Flexible Grouping Matters

Effective instruction begins with knowing where students are.

Research consistently demonstrates that instruction becomes more effective when teachers use evidence of learning to adjust teaching and provide targeted support (Hattie, 2023).

Without data: Instruction becomes guesswork.

With data: Instruction becomes responsive.

The purpose of data is not compliance. The purpose of data is action.

RESEARCH SPOTLIGHT Formative Assessment Works

Formative assessment has been identified as one of the most impactful instructional practices because it provides teachers with timely information about student understanding and allows instructional adjustments before learning gaps widen (Education Endowment Foundation, 2024).

Implication: Data should drive instruction, not simply document learning.

What Is Flexible Data-Driven Grouping?

Flexible grouping is the strategic organization of students based on current evidence of learning. Unlike traditional ability grouping, flexible groups:

- ✓ Change frequently
- ✓ Respond to student growth
- ✓ Focus on specific skills
- ✓ Maintain access to grade-level content
- ✓ Promote equity

Students move in and out of groups as needs change. Groups are fluid. Learning is dynamic. Instruction should be as well.

Figure 7.2 | Flexible Versus Fixed Grouping



CHAPTER 8

AI for Instruction

Amplifying Teacher Impact Through
Responsible and Strategic Use of
Artificial Intelligence



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Chapter Overview

Artificial Intelligence (AI) is rapidly transforming the educational landscape. From lesson planning and assessment design to differentiation and accessibility, AI has the potential to help educators work more efficiently while increasing opportunities for personalized learning.

At the same time, AI raises important questions: How should educators use AI responsibly? How can AI support learning without replacing thinking? How do we ensure equitable access? What role should teachers continue to play?

Within the PROPEL™ Framework, AI for Instruction serves as the fourth accelerator because it enhances the effectiveness of the educator while preserving the human relationships that remain at the heart of learning.

The guiding principle of PROPEL™ is simple:

AI should amplify excellent teaching—not replace it.

Figure 8.1 | The PROPEL™ AI for Instruction Framework



Source: Developed by Dr. Lisa Educational Solutions. Framework informed by emerging AI-in-education research and guidance from UNESCO (2023) and the U.S. Department of Education (2024).

CHAPTER 9

The PROPEL™ Lens

Ensuring Every Strategy Works
for Every Learner



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Chapter Overview

Most instructional frameworks focus on what teachers should do. The PROPEL™ Framework goes one step further. It asks:

“For whom does this strategy work, and how do we know?”

This question lies at the heart of the PROPEL™ Lens.

While the Two Pillars (Explicit Direct Instruction and Deliberate Practice) and the Four Accelerators (Retrieval & Automaticity, Student Thinking & Academic Discourse, Flexible Data-Driven Grouping, and AI for Instruction) provide the instructional architecture of PROPEL™, the Lens ensures that every instructional decision is viewed through the perspective of the learners sitting in front of us.

The PROPEL™ Lens recognizes that effective teaching is not simply about implementing strategies. It is about ensuring those strategies create meaningful access, opportunity, challenge, and success for all students.

Figure 9.1 | The PROPEL™ Lens



Source: Developed by Dr. Lisa Educational Solutions. The PROPEL™ Lens is informed by equity-centered instructional research, Universal Design for Learning, culturally responsive teaching, and multilingual learner research (CAST, 2024; Hammond, 2021).

The Essential Question

For whom does this strategy work?

For whom might it not work?

What supports are needed?

What barriers exist?

How can access be improved?

The Lens transforms instructional planning from compliance to intentionality.

RESEARCH SPOTLIGHT Equity Versus Equality

Equality gives every student the same thing. Equity gives every student what they need to succeed. Research consistently demonstrates that equitable instructional practices improve outcomes when barriers to learning are proactively addressed (CAST, 2024; Hammond, 2021).

Implication: Fairness does not always mean sameness.

The Six Dimensions of the PROPEL™ Lens

1. English Learners (Multilingual Learners)
2. Students with Disabilities
3. High Achievers
4. Culture & Identity
5. Equity & Access
6. Engagement & Belonging

Together, these dimensions ensure that instructional decisions support every learner.

Figure 9.2 | The Six Dimensions of the PROPEL™ Lens



Dimension One: English Learners

Language Is Not a Deficit

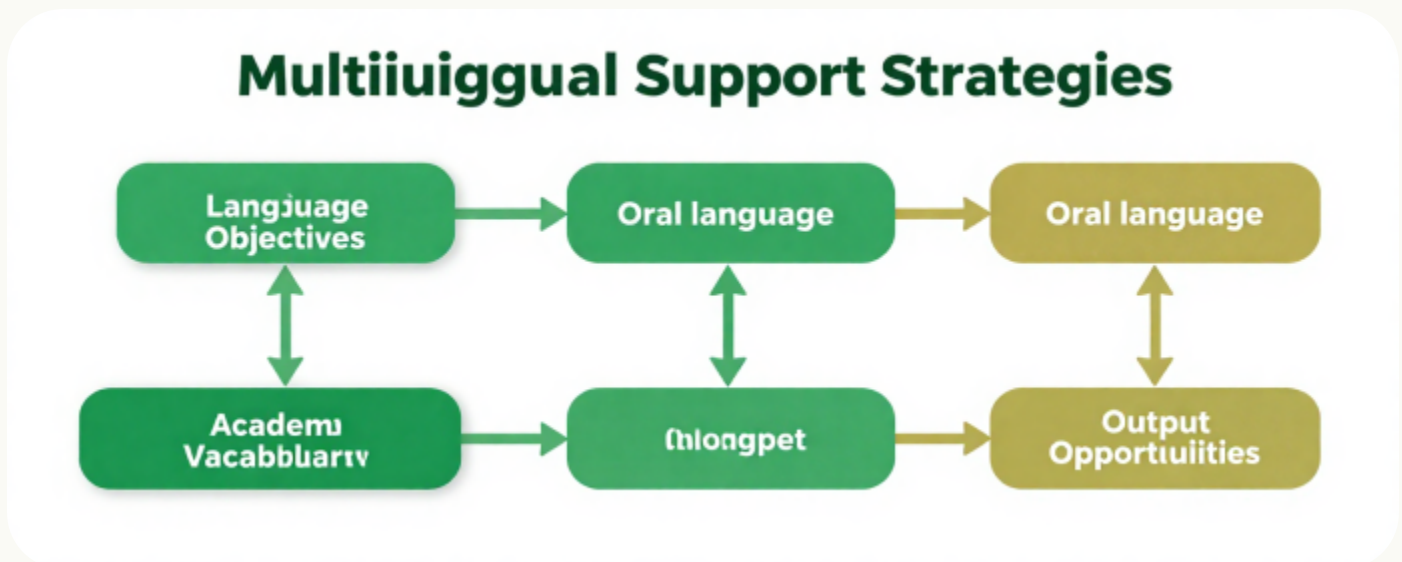
Multilingual learners bring valuable linguistic and cultural assets to the classroom. The goal of instruction is not to replace students' home languages. The goal is to expand language opportunities while maintaining rigorous content learning.

Research consistently demonstrates that multilingual learners thrive when language development and content instruction occur simultaneously (August et al., 2023).

Questions Through the Lens

- ✓ Have language demands been identified?
- ✓ Are key terms explicitly taught?
- ✓ Do students have opportunities to speak?
- ✓ Are visuals and scaffolds available?
- ✓ Can students demonstrate understanding through multiple modalities?

Figure 9.3 | The Multilingual Learner Lens



Source: Adapted from multilingual learner instructional research (August et al., 2023).

Dimension Two: Students with Disabilities

Access Without Lowering Expectations

One of the central beliefs of PROPEL™ is: We do not lower rigor. We increase access.

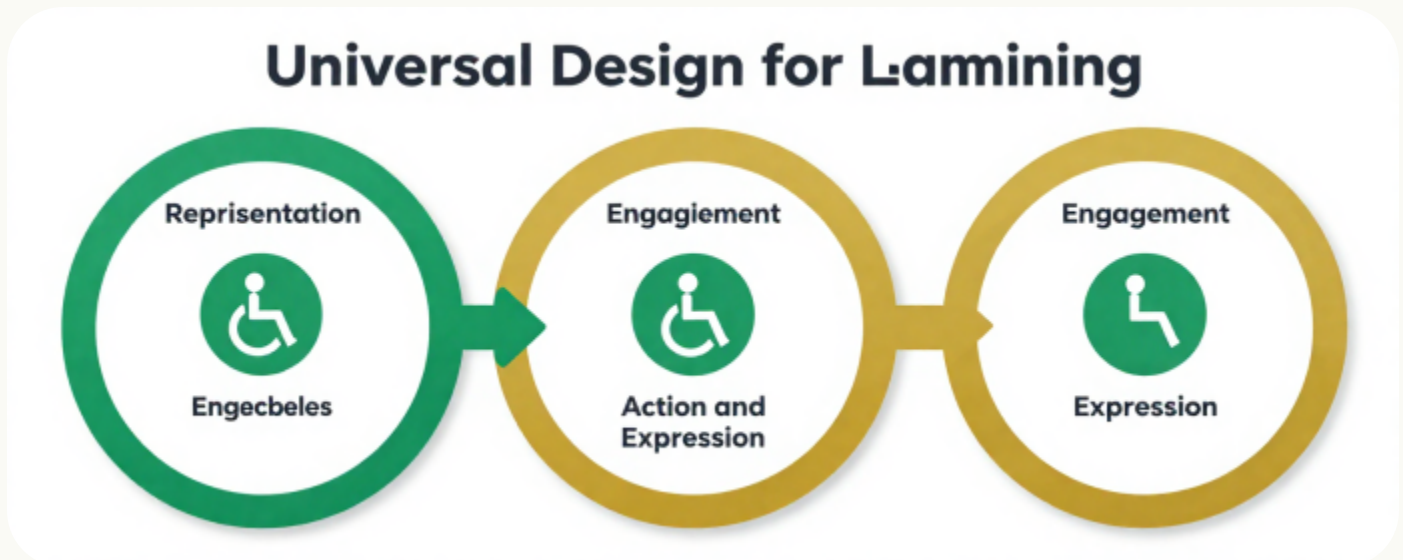
Students with disabilities deserve opportunities to engage with rigorous grade-level learning while receiving appropriate supports.

Universal Design for Learning (UDL) encourages educators to proactively remove barriers rather than retroactively accommodate them (CAST, 2024).

Questions Through the Lens

- ✓ Representation — How is information presented?
- ✓ Engagement — How are students motivated?
- ✓ Action and Expression — How can students demonstrate learning?
- ✓ Accessibility — What barriers exist?

Figure 9.4 | Universal Access Through UDL



Source: Adapted from CAST Universal Design for Learning Guidelines 3.0 (CAST, 2024).

CHAPTER 10

PROPEL™ Implementation Roadmap

Moving from Understanding to Action



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Chapter Overview

Educational leaders are constantly searching for instructional approaches capable of improving student outcomes. New initiatives are launched, professional development is delivered, and resources are purchased with the hope that meaningful change will occur.

Yet despite good intentions, many improvement efforts fail to produce lasting results.

The problem is rarely the quality of the initiative itself. The problem is implementation.

Research suggests that sustainable improvement depends not only on what schools choose to implement, but also on how they implement it (Fullan, 2021; Hattie, 2023). Effective frameworks become embedded in daily practice through intentional leadership, ongoing coaching, collaborative learning, and continuous refinement.

The PROPEL™ Framework was designed with implementation in mind. Rather than serving as a collection of disconnected strategies, PROPEL™ provides a coherent instructional system that can be implemented consistently across classrooms, schools, and districts.

This chapter provides a roadmap for transforming PROPEL™ from a professional learning experience into a sustained school improvement effort.

Why Educational Initiatives Fail

Schools are not suffering from a shortage of ideas. In fact, many educators experience the opposite problem. Over time, schools often accumulate multiple initiatives related to literacy, mathematics, technology, intervention, assessment, social-emotional learning, professional learning, and school culture.

Each initiative may be valuable independently. However, when implementation lacks coherence, educators often experience what researchers describe as initiative fatigue (Fullan, 2021). Initiative fatigue occurs when educators are asked to implement numerous priorities simultaneously without sufficient clarity regarding how those priorities connect. As a result:

- Focus becomes diluted.
- Energy becomes fragmented.
- Consistency declines.
- Sustainability suffers.

The PROPEL™ Framework addresses this challenge by providing a single instructional

RESEARCH SPOTLIGHT

The Problem Is Often Not the Initiative

Research on educational change consistently suggests that implementation quality is a stronger predictor of success than the initiative itself (Fullan, 2021).

Implication: Schools should devote as much attention to implementation planning as they do to selecting programs and strategies.

The Difference Between Training and Implementation

One of the most common misconceptions in professional learning is the belief that training automatically leads to implementation. Attending a workshop does not guarantee classroom change.

Training: Educators learn about a strategy.

45

Implementation: Educators consistently apply the strategy over time

Implementation requires practice, reflection, feedback, coaching, collaboration, and accountability.

The Science of Sustainable Change

Educational change is fundamentally a human process. Teachers, coaches, and administrators are not machines that can be reprogrammed overnight. Meaningful improvement requires time. Research on adult learning suggests that educators improve most effectively when they have opportunities to:

- Learn
- Apply
- Reflect
- Receive feedback
- Refine practice

(Knight, 2022; Hattie, 2023)

Building Teacher Buy-In

The PROPEL™ Framework intentionally mirrors the same principles of learning we expect for students. Just as students benefit from deliberate practice, educators benefit from deliberate implementation. Just as students benefit from feedback, educators benefit from coaching. One of the strongest predictors of successful implementation is teacher ownership. When educators view an initiative as something being done to them, implementation often becomes superficial. When educators view an initiative as something being done with them, implementation becomes meaningful. Teacher buy-in develops when educators:

- Understand the purpose
- See relevance
- Experience success
- Participate in decision-making
- Receive support

RESEARCH SPOTLIGHT | Ownership Matters

Research suggests that educators are more likely to sustain instructional changes when they experience autonomy, collaboration, and meaningful participation in the improvement process (Knight, 2022).

Implication: Commitment produces stronger implementation than compliance.

The PROPEL™ Implementation Continuum

Successful implementation typically occurs in five phases:

Phase 1: Awareness

Phase 2: Initial Implementation

Phase 3: Collaborative Refinement

Phase 4: Schoolwide Integration

Phase 5: Sustainability

Figure 10.1 | The PROPEL™ Implementation Continuum



Source: Developed by Dr. Lisa Educational Solutions.

Phase One: Awareness

The first phase focuses on building shared understanding. Educators should develop familiarity with:

- The Three Rs
- The Two Pillars
- The Four Accelerators
- The PROPEL™ Lens

Professional learning experiences should include:

- ✓ Demonstration lessons
- ✓ Video analysis
- ✓ Collaborative discussion
- ✓ Reflection activities
- ✓ Goal setting

DELIVERABLE 10A

PROPEL™ Readiness Reflection Tool

Teacher Name: _____

School: _____

Date: _____

Rate each statement: 1 = Not Yet | 2 = Emerging | 3 = Developing | 4 = Proficient | 5 = Highly Confident

- I understand Relationships, Rigor, and Relevance. ____
- I understand Explicit Direct Instruction. ____
- I understand Deliberate Practice. ____
- I understand Retrieval & Automaticity. ____
- I understand Academic Discourse. ____
- I understand Flexible Grouping. ____
- I understand AI for Instruction. ____
- I understand the PROPEL™ Lens. ____

Areas of Strength:

Areas for Growth:

Source: Developed by Dr. Lisa Educational Solutions.

Phase Two: Initial Implementation

Once foundational understanding is established, educators begin applying individual components of PROPEL™ in classrooms. Rather than implementing everything simultaneously, educators should focus on one component at a time.

Suggested sequence:

- Month 1: EDI
- Month 2: Deliberate Practice
- Month 3: Retrieval & Automaticity
- Month 4: Academic Discourse
- Month 5: Flexible Grouping
- Month 6: AI Integration

RESEARCH SPOTLIGHT | Incremental Change Produces Lasting Change

Educational improvement is most sustainable when implementation occurs through manageable cycles of practice, feedback, and refinement rather than large-scale mandates (Fullan, 2021).

Implication: Focus on progress, not perfection.

DELIVERABLE 10B

Weekly PROPEL™ Planning Checklist

Teacher: _____ Grade Level: _____ Week Of: _____

INSTRUCTIONAL PLANNING

- Learning Objective Success Criteria EDI
- Deliberate Practice Retrieval Activity Academic Discourse
- Flexible Grouping AI Integration

PROPEL™ LENS PLANNING

- English Learners Students with Disabilities High Achievers
- Culture & Identity Equity & Access Engagement & Belonging

Evidence of Success: _____

Phase Three: Collaborative Refinement

Research consistently suggests that instructional improvement accelerates when educators learn together (Hattie, 2023). This phase emphasizes:

- PLC collaboration
- Peer observations
- Coaching cycles
- Lesson study
- Reflective practice

Educators should receive opportunities to observe implementation, discuss successes and challenges, and refine instructional approaches.

DELIVERABLE 10C

PROPEL™ Peer Observation Tool

Observer: _____

Teacher: _____

Date: _____

Observed Components:

- Relationships Rigor Relevance
- EDI Deliberate Practice Retrieval
- Academic Discourse Flexible Grouping AI Integration

Observed Strengths:

Suggested Next Steps:

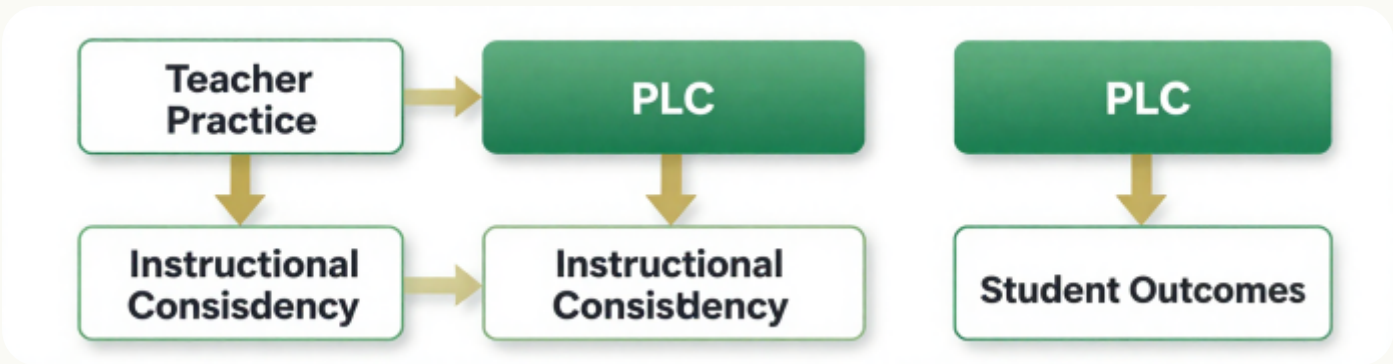
Phase Four: Schoolwide Integration

At this stage, implementation moves beyond individual classrooms. Schools establish:

- Common instructional language
- Shared expectations
- Walkthrough tools
- PLC protocols
- Coaching structures

Consistency becomes a priority. Students should experience common instructional practices regardless of classroom assignment.

Figure 10.2 | Schoolwide Implementation Framework



Source: Developed by Dr. Lisa Educational Solutions.

DELIVERABLE 10D

Schoolwide PROPEL™ Walkthrough Tool

Observer: _____ Teacher: _____ Date: _____

Indicator Not Yet Emerging Proficient

Relationships

Rigor

Relevance

EDI

Deliberate Practice

Retrieval

Academic Discourse

Flexible Grouping

Source: Developed by Dr. Lisa Educational Solutions.

Notes: _____

Phase Five: Sustainability

Sustainability occurs when PROPEL™ becomes embedded within school culture. Indicators include:

- ✓ Consistent implementation
- ✓ Ongoing coaching
- ✓ New teacher onboarding
- ✓ Data review cycles
- ✓ Continuous improvement processes

At this stage, PROPEL™ is no longer viewed as an initiative. It becomes part of the organization’s instructional identity.

RESEARCH SPOTLIGHT | Sustainable Improvement Requires Systems

Lasting school improvement occurs when effective practices become part of organizational systems rather than dependent upon individual champions (Fullan, 2021).

Implication: Build systems that outlast personnel changes.

DELIVERABLE 10E

90-Day PROPEL™ Action Plan

Implementation Goal: _____

Current Reality: _____

Action Steps:

1. _____

2. _____

3. _____

Resources Needed: _____

Evidence of Success: _____

Review Date: _____

Reflection Questions

1. Which PROPEL™ components are currently strongest within my practice?
2. Which implementation phase best describes my current reality?
3. What supports will increase successful implementation?
4. What barriers may need to be addressed?
5. How will I know implementation is improving student outcomes?

Chapter Summary

Implementation is where instructional frameworks either succeed or fail.

The PROPEL™ Implementation Roadmap provides educators with a structured pathway from awareness to sustainability by emphasizing:

- Shared understanding
- Incremental implementation
- Collaborative refinement
- Schoolwide consistency
- Continuous improvement

When implemented thoughtfully, PROPEL™ becomes more than a professional learning experience. It becomes a system for improving teaching, learning, and student success.

References

Fullan, M. (2021). *The Right Drivers for Whole System Success*. Solution Tree.

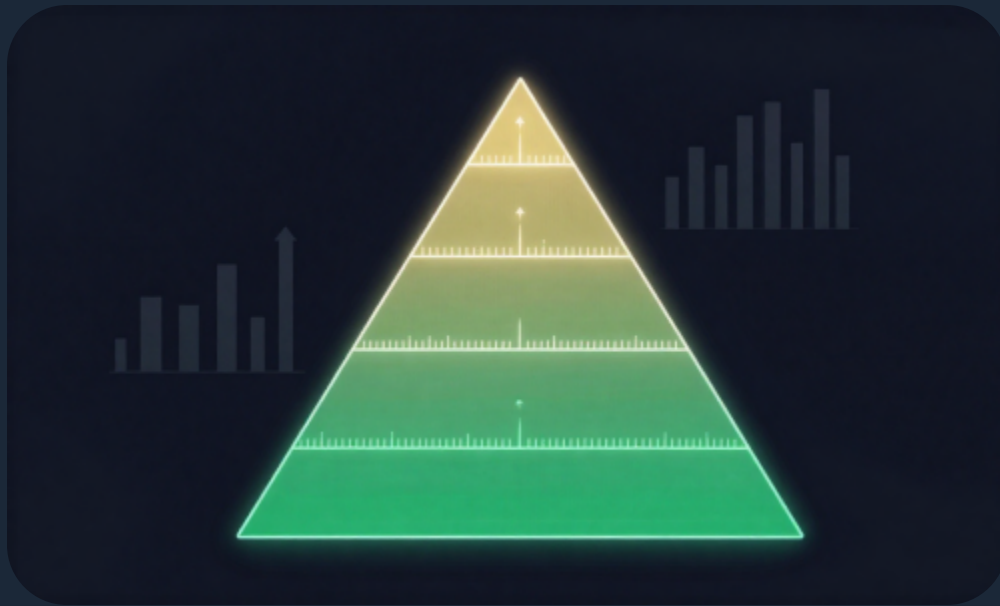
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CHAPTER 11

Measuring Impact

How Schools Know PROPEL™
Is Improving Outcomes



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Chapter Overview

One of the most common questions educational leaders ask after implementing a new initiative is: "How do we know it is working?"

Unfortunately, many school improvement efforts fail to answer this question effectively. Schools often focus on implementation activities rather than implementation outcomes.

Within the PROPEL™ Framework, success is measured not by what educators do, but by the impact those actions have on students.

This chapter provides a practical system for measuring implementation fidelity, instructional effectiveness, and student outcomes. The ultimate goal is continuous improvement.

Why Measurement Matters

Educational improvement requires evidence. Research consistently demonstrates that schools improve more rapidly when educators establish clear goals, monitor progress, and use data to inform decision-making (Fullan, 2021; Hattie, 2023).

Without measurement:

- Progress is difficult to determine.
- Successes are difficult to replicate.
- Challenges remain hidden.

With measurement:

- Growth becomes visible.
- Instruction becomes responsive.
- Improvement becomes sustainable.

RESEARCH SPOTLIGHT | Visible Learning

One of the most powerful findings from educational research is that teachers and leaders who continuously evaluate the impact of their actions on student learning are more likely to improve outcomes (Hattie, 2023).

Implication: The most important question is not "What did we teach?" but rather "What did students learn?"

The PROPEL™ Impact Framework

PROPEL™ measures success across four levels:

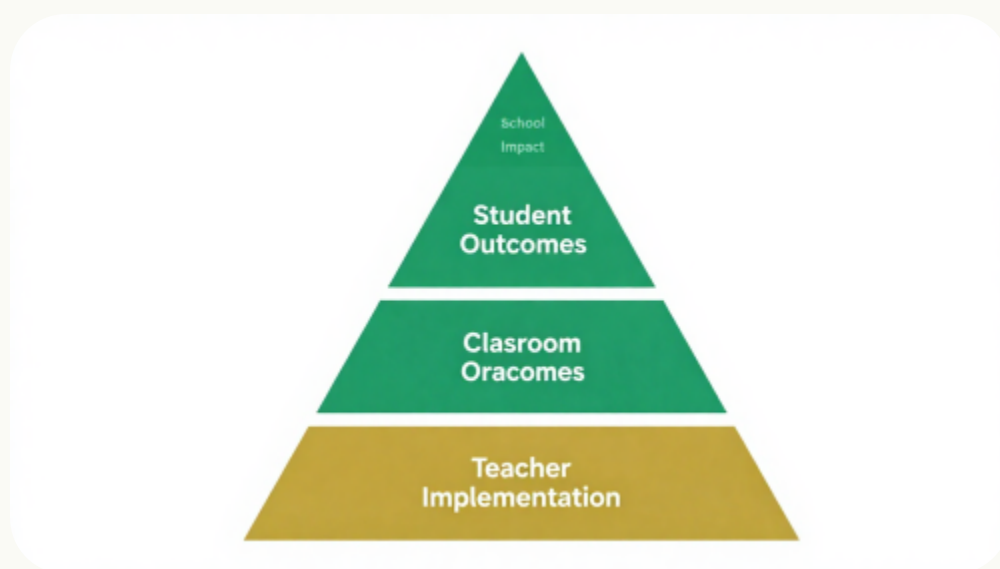
Level 1: Teacher Implementation

Level 2: Classroom Practices

Level 3: Student Outcomes

Level 4: Schoolwide Impact

Figure 11.1 | The PROPEL™ Impact Pyramid



Source: Developed by Dr. Lisa Educational Solutions.

Level 1: Measuring Teacher Implementation

Implementation begins with teachers. The first question is: Are teachers implementing PROPEL™ practices consistently?

Key indicators include:

- Relationships: Student belonging, positive classroom culture
- Rigor: Cognitive complexity, high expectations
- Relevance: Real-world connections
- EDI: Learning objectives, success criteria, modeling, guided practice
- Deliberate Practice: Feedback cycles, revision opportunities
- Retrieval: Daily retrieval activities
- Academic Discourse: Student talk, evidence-based discussion
- Flexible Grouping: Data-informed grouping
- AI Integration: Responsible instructional use

DELIVERABLE 11A

PROPEL™ Teacher Self-Assessment

Teacher Name: _____

Date: _____

Rate each indicator: 1 = Beginning | 2 = Developing | 3 = Proficient | 4 = Advanced

Indicator	1	2	3	4
Relationships				
Rigor				
Relevance				
EDI				
Deliberate Practice				
Retrieval				
Academic Discourse				
Flexible Grouping				
AI Integration				

Areas of Strength:

Areas for Growth:

Source: Developed by Dr. Lisa Educational Solutions.

Level 2: Measuring Classroom Practices

Implementation fidelity should be visible in classrooms. Walkthroughs should focus on evidence of learning rather than compliance.

RESEARCH SPOTLIGHT | What Students Are Doing Matters

Research suggests that student engagement, participation, and cognitive activity are stronger indicators of learning than teacher actions alone (Hattie, 2023).

Implication: Observation systems should focus on student behaviors as well as teacher behaviors.

DELIVERABLE 11B

PROPEL™ Classroom Observation Rubric

Observer: _____

Teacher: _____

Date: _____

Evidence Observed:

- Indicator Not Yet Emerging Proficient
- Relationships
- Rigor
- Relevance
- EDI
- Deliberate Practice
- Retrieval
- Academic Discourse
- Flexible Grouping

Evidence Notes:

Source: Developed by Dr. Lisa Educational Solutions.

Level 3: Measuring Student Outcomes

Ultimately, the purpose of PROPEL™ is improving student outcomes. Schools should monitor multiple measures rather than relying on a single data point.

Academic Indicators:

- Achievement: State assessments, district benchmarks, common assessments
- Growth: Student growth measures, progress monitoring
- Language Development: EL progress, reclassification rates
- Special Education: Goal attainment, progress monitoring

Engagement Indicators:

- Attendance & Chronic Absenteeism
- Discipline Referrals
- Student Surveys
- Classroom Participation

Figure 11.2 | Balanced Student Success Framework



Source: Developed by Dr. Lisa Educational Solutions.

DELIVERABLE 11C

Student Outcome Tracker

School: _____ Semester: _____

Indicator	Baseline	Current	Growth
ELA Achievement	_____	_____	_____
Math Achievement	_____	_____	_____
Attendance	_____	_____	_____
EL Progress	_____	_____	_____
Discipline Referrals	_____	_____	_____
Student Survey Results	_____	_____	_____

Source: Developed by Dr. Lisa Educational Solutions.

Level 4: Measuring Schoolwide Impact

As implementation expands, leaders should examine system-level outcomes. Questions include:

- Are instructional practices becoming more consistent?
- Are achievement gaps decreasing?
- Are student outcomes improving?
- Are teachers demonstrating increased efficacy?
- Is professional learning translating into classroom practice?

Schoolwide improvement requires both implementation and impact.

DELIVERABLE 11D

PROPEL™ Schoolwide Dashboard

School Name: _____ Year: _____

Metric	Baseline	Midyear	End of Year
Reading Achievement	_____	_____	_____
Math Achievement	_____	_____	_____
Attendance	_____	_____	_____
EL Progress	_____	_____	_____
Teacher Implementation Score	_____	_____	_____
Walkthrough Score	_____	_____	_____
Student Engagement Score	_____	_____	_____

Source: Developed by Dr. Lisa Educational Solutions.

Measuring Equity Through PROPEL™

One of the defining features of PROPEL™ is its commitment to equity. Schools should disaggregate data whenever possible.

Examples include:

- English Learners
- Students with Disabilities
- African American Students
- Latino Students
- Foster Youth
- Socioeconomically Disadvantaged Students
- High Achievers

RESEARCH SPOTLIGHT | Equity Requires Visibility

Achievement gaps cannot be addressed if they are not measured. Disaggregated data helps schools identify strengths, opportunities, and inequities requiring attention (Hammond, 2021).

Implication: Data should inform support, not labels.

DELIVERABLE 11E

Equity Impact Analysis Tool

Student Group: _____

Current Outcome: _____

Target Outcome: _____

Barriers Identified: _____

Supports Implemented: _____

Evidence of Growth: _____

Next Steps: _____

Reflection Questions

1. Which indicators currently demonstrate success?
2. Which indicators need additional monitoring?
3. How will implementation fidelity be measured?
4. How will student growth be measured?
5. How will equity be monitored?

Chapter Summary

The success of PROPEL™ is measured not by implementation activities alone, but by their impact on student learning.

By monitoring:

- Teacher implementation
- Classroom practices
- Student outcomes
- Schoolwide impact

educators can determine whether instructional changes are translating into meaningful improvements for students.

The most effective schools continuously ask: What impact are our actions having on learners? and use the answer to guide ongoing improvement (Hattie, 2023; Fullan, 2021).

References

CAST. (2024). *Universal Design for Learning Guidelines 3.0*.

Fullan, M. (2021). *The Right Drivers for Whole System Success*. Solution Tree.

Hammond, Z. (2021). *Culturally Responsive Teaching and the Brain*. Corwin.

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CHAPTER 12

The Future of Teaching and Learning

A Call to Action for Educators, Leaders,
and Learning Communities

PROPEL™ Framework

Dr. Lisa Educational Solutions

Chapter Overview

Education has always been about preparing students for the future. Today, that future is changing faster than at any point in modern history.

Students are entering a world shaped by:

- Artificial intelligence
- Rapid technological innovation
- Global connectivity
- Evolving workforce demands
- Increasing cultural diversity
- Expanding access to information

The question facing educators is no longer: What should students learn?

The question is: How do we create learning experiences that prepare students to thrive in an increasingly complex world?

The PROPEL™ Framework was developed in response to this challenge. It is not a program. It is not a script. It is not a collection of isolated strategies.

PROPEL™ is a comprehensive instructional framework designed to help educators create learning environments where every student can engage, grow, and succeed.

Why PROPEL™ Matters

Throughout this guide, we have explored a simple but powerful premise: Effective teaching changes lives.

While educational trends continue to evolve, several truths remain constant. Students need:

- Strong relationships
- High expectations
- Meaningful learning
- Clear instruction
- Opportunities for practice
- Productive struggle
- Feedback
- Belonging

Research consistently demonstrates that teachers remain among the most influential school-based factors affecting student achievement (Hattie, 2023). Technology may evolve. Curriculum may change. Standards may be revised. The importance of effective teaching remains unchanged.

RESEARCH SPOTLIGHT | Teachers Still Matter Most

Despite advances in technology and artificial intelligence, research continues to identify instructional quality as one of the strongest influences on student learning (Hattie, 2023).

Implication: The future of education remains deeply human.

The PROPEL™ Promise

At its core, PROPEL™ represents a promise. A promise that every student deserves access to:

Relationships — Adults who know them, support them, and believe in them.

Rigor — Learning experiences that challenge and inspire.

Relevance — Learning that connects to purpose and possibility.

This promise serves as the foundation of the entire framework.

Revisiting the Framework

The PROPEL™ Framework consists of interconnected components designed to work together:

Foundations: Relationships, Rigor, Relevance

Pillars:

- Explicit Direct Instruction — Ensuring access to learning
- Deliberate Practice — Moving learning toward mastery

Accelerators:

- Retrieval & Automaticity — Strengthening memory and retention
- Student Thinking & Academic Discourse — Deepening understanding
- Flexible Data-Driven Grouping — Providing responsive support
- AI for Instruction — Expanding access and efficiency

The PROPEL™ Lens: Ensuring every instructional decision works for English Learners, Students with Disabilities, High Achievers, Diverse Cultures and Identities, Historically Underserved Students, and All Learners.

Together, these components create a coherent system for instructional excellence.

The Future Requires More Than Knowledge

Today, information is abundant. Students can access knowledge almost instantly. The challenge is no longer obtaining information. The challenge is learning how to:

- Think critically
- Evaluate information
- Solve problems
- Communicate effectively
- Collaborate productively
- Adapt continuously

These competencies require intentional instructional design. The PROPEL™ Framework supports the development of these future-ready skills while maintaining a strong commitment to academic excellence.

Equity Is Not an Initiative

One of the defining features of PROPEL™ is its commitment to equity. Too often, equity is treated as a separate initiative rather than a lens through which all instructional decisions should be viewed.

The PROPEL™ Lens challenges educators to ask:

- Who benefits from this strategy?
- Who may still face barriers?
- What supports are needed?

The goal is not providing every student with the same experience. The goal is ensuring every student has access to success.

RESEARCH SPOTLIGHT | Access + Challenge = Growth

Students experience the greatest growth when they are provided both meaningful support and meaningful challenge (Hammond, 2021; Hattie, 2023).

Implication: Equity and excellence are not competing priorities. They are complementary goals.

The Roles That Shape the Future

The Role of Leadership: Transformational teaching requires transformational leadership. Effective leaders establish vision, build trust, support risk-taking, promote collaboration, invest in professional learning, monitor implementation, and celebrate progress.

The Role of Educators: Teachers remain at the center of the educational experience. The PROPEL™ Framework provides structure while honoring the expertise, creativity, and professionalism of educators.

The Role of Students: Students are active participants in the learning process. The most successful schools cultivate student agency alongside academic achievement.

The Role of Artificial Intelligence: AI can support personalization, increase efficiency, improve accessibility, and expand opportunities. Yet AI cannot replace relationships, empathy, trust, or human connection. The future is human expertise enhanced by technology.

A Call to Action

Educational improvement does not happen by accident. It happens when educators commit to continuous growth and collective action.

The PROPEL™ Framework challenges educators to:

- Build Relationships
- Maintain High Expectations
- Create Meaningful Learning
- Use Evidence to Improve Practice
- Ensure Access for Every Learner
- Embrace Innovation Responsibly
- Never Stop Learning

The future belongs to educators willing to continuously refine their craft in service of students.

The PROPEL™ Commitment

As you conclude this guide, consider the following commitment:

I commit to creating learning experiences that are rigorous, relevant, and relationship-centered.

I commit to ensuring every student has access to meaningful opportunities for success.

I commit to continuously reflecting on and improving my practice.

I commit to viewing instructional decisions through the lens of equity, access, and belonging.

I commit to helping students become confident learners, critical thinkers, and responsible contributors to their communities.

I commit to PROPEL™ learning forward.

Final Reflection

1. What is the most important insight I gained from this framework?
2. Which PROPEL™ component will have the greatest impact on my students?
3. What changes will I implement immediately?
4. What support will I need moving forward?
5. What does educational excellence look like in my context?

Final Thoughts

The purpose of education has always been larger than academic achievement alone. Education shapes lives. It expands opportunities. It strengthens communities. It influences the future.

The PROPEL™ Framework was created with a simple belief:

Every student deserves exceptional teaching.

When educators intentionally combine relationships, rigor, relevance, effective instruction, purposeful practice, student thinking, responsive support, and equitable access, extraordinary things become possible.

The future of teaching and learning is not something we wait for. It is something we create.

One lesson. One classroom. One student at a time.

References

Fullan, M. (2021). *The Right Drivers for Whole System Success*. Solution Tree.

Hammond, Z. (2021). *Culturally Responsive Teaching and the Brain*. Corwin.

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