**Figure 6.4** • *Coherence Mapping Tool*

**Step 1: Select an Area of Practice**

**Focus Area for This Map:**

☐ Literacy/Reading Outcomes

☐ Mathematics Instruction

☐ Tiered Supports (MTSS)

☐ High-Quality Instructional Materials (HQIM) Implementation

☐ Professional Learning System

☐ Student Engagement/SEL

☐ Other: _____

**Our School's Focused Priority ("North Star") for this area:**

**Step 2: Coherence Map**

**Guiding question:** *To what extent do our supports reinforce, rather than compete with, our focused priority?*

| System Element | Current Structures/ Resources in Place | Alignment to Priority (High/ Medium/Low) | Evidence & Student Data | Red Flags or Competing Signals | Opportunities to Strengthen Coherence |
|---|---|---|---|---|---|
| **Core Curriculum/ Materials** | | | | | |
| **Supplemental Supports** | | | | | |
| **Interventions (Tier 2/3)** | | | | | |
| **Professional Learning** | | | | | |
| **Coaching & Feedback** | | | | | |
| **Leadership Routines** (walkthroughs, PLCs, etc.) | | | | | |
| **Resource Allocation** (time, staffing, budget) | | | | | |

*(Continued)*

Retrieved from the companion website for *Leading Resilient Schools: Adapting for Collective Efficacy, Impact, and Coherence* by Lori Stollar, Lindsay Prendergast, and Piper Lee. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2027 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

(Continued)

**Step 3: Sensemaking Conversation**

| | |
|---|---|
| Where do we see the strongest coherence across this system? | |
| Where might educators be experiencing initiative noise or mixed signals? | |
| Which misalignments create the greatest cognitive load for teachers? | |
| What patterns do we notice when we examine this alongside student data? | |

**Step 4: Relational Conditions Check**

| | |
|---|---|
| How psychologically safe did this conversation feel for team members? | |
| Whose perspectives were present, and whose may be missing? | |
| What communication moves will help build shared meaning from this map? | |

**Step 5: Identify One High-Leverage Action**

**Based on this coherence map, one action we will take in the next 30 days is:**

**How we will monitor impact:**

☐ Student outcome data

☐ Implementation evidence

☐ Teacher feedback

☐ Walkthrough trends

☐ Other: _____

Retrieved from the companion website for *Leading Resilient Schools: Adapting for Collective Efficacy, Impact, and Coherence* by Lori Stollar, Lindsay Prendergast, and Piper Lee. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2027 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.