

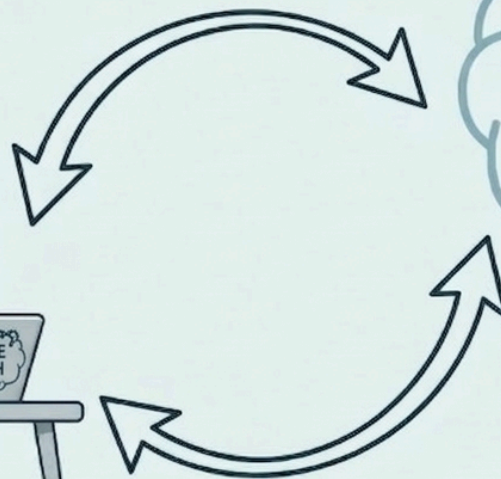
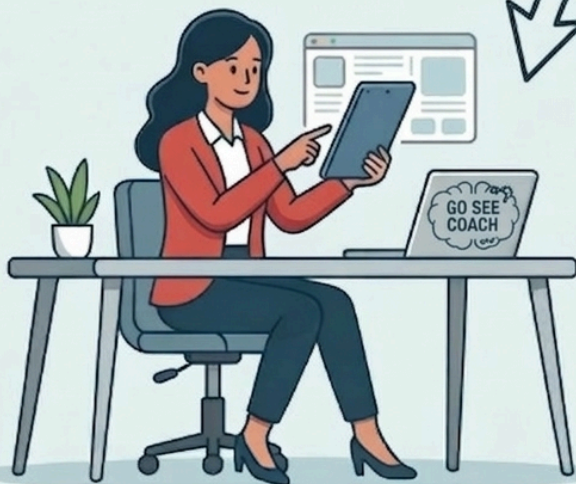


Go See Coach: An AI Augmentative Partner Aiding K-12 Leaders to Close the Innovation-to-Impact Gap

March 2026



I'm a Learning
Leader



**DISCIPLINED
IMPLEMENTATION
FRAMEWORK**
GROUNDED IN EBPs AND IMPLEMENTATION SCIENCE

The purpose of the Center for the School of the Future is to promote empirically validated practices in public education systems and to encourage cooperative and research relationships between K-12 and higher education institutions.

Executive Summary

Education systems are capable of adopting new programs and tools but are far less effective at converting them into sustained, systems-level improvement in student learning. Implementation science describes this persistent failure point as the innovation-to-impact gap—the space where promising ideas stall due to weak feedback loops, misaligned structures, limited capacity, and lack of institutional anchoring.

In the *New Wine, New Wineskins* policy brief, USU’s Center for the School of the Future (CSF) argued that AI is “new wine” being poured into “old wineskins”—rigid structures that resist change and limit academic learning gains. That brief also introduced two companion instruments to help leaders diagnose readiness and evaluate whether innovations are moving from installation to measurable outcomes.

It further previewed this practice brief introducing Go See Coach, a free online service designed to help school and system leaders assess readiness and build blueprints for deploying AI to weave evidence-based instructional practices (EBPs) into learning systems.

The intent is to help close the gap between current levels of academic learning and desired levels of learning.

In short, it’s an implementation coach. It’s an implementation partner. You may wonder why it is called Go See Coach? Many people seek out a coach when they are underperforming and simply want to get better at sports, work, and life. Go See Coach is designed to help K-12 learning leaders improve the implementation of high-yield academic learning practices in K-12 learning settings.

Go See Coach is not another tool. It is a disciplined implementation framework—an AI-enabled thinking and execution partner grounded in implementation science. Go See Coach helps K-12 learning leaders in schools, districts, and state departments of education move from current states of student academic learning performance to desired levels of performance with fidelity and purposeful adaptation.

The Implementation Problem: Why Good Ideas Often Fail to Produce Measurable Impact

K-12 education has never suffered from a shortage of initiatives intended to improve students’ academic learning. What it consistently lacks is salient and reliable implementation—the ability to install new practices, support staff to use them well, and achieve enhanced levels of measurable student academic learning that can be sustained and that evolve over time.

CSF’s earlier brief *Personalized and Powerful* makes this point directly. Many innovations became magic wand solutions, not because they lacked promise, but because poor implementation doomed them from the outset. AI’s impacts on K-12 education and student learning cannot be fairly assessed without implementation that is strong, intentional, sustained, and adaptable.

Implementation science calls it the innovation-to-impact gap and emphasizes that outcomes depend on the interaction of effective practices, effective implementation, and enabling contexts.



Predictable Failure Points

CSF identifies four common failure points that repeatedly undermine implementation of EBPs, which AI can help mitigate.

1. **Structural incoherence:** Instructional tools and practices are not aligned with curriculum, assessments, schedules, staffing models, and funding.
2. **Weak feedback systems:** Data on EBP use and impact are fragmented, delayed, or not decision relevant.
3. **Misaligned incentives:** Accountability pressures reward short-term compliance or narrow outcomes rather than deep learning and disciplined learning cycles.
4. **Lack of institutional anchoring:** Innovations remain a pilot or “project” instructional practice, rather than becoming embedded in the overarching instructional model.

Why AI Changes the Implementation Equation

AI is not a substitute for learning leaders’ expertise or professional judgment. But, used correctly, it can become a force multiplier—and an accomplishment multiplier—for EBP implementation that leads to K-12 students’ enhanced academic learning.

Implementation requires learning leaders and their teams to carry out many cognitively demanding tasks consistently:

- Clarify the problem and desired outcomes
- Select EBPs with contextual fit
- Operationalize EBPs into teachable components

- Monitor fidelity and outcomes
- Run rapid learning cycles such as Plan, Do, Study, Act (PDSA)
- Remove structural barriers
- Sustain and further evolve what works

AI can strengthen the K-12 learning system’s implementation of high-leverage EBPs by increasing the system’s ability to make concrete plans, maintain implementation cadence, reveal patterns of strengths and weaknesses that impact implementation, reduce time and effort to coordinate, and tighten learning loops between actions and desired outcomes. In short, AI can help old wineskins become more flexible by increasing the effectiveness of disciplined implementation routines and the frequency, reliability, and utility of feedback loops, all with the intent of a larger return on learning investment.

Go See Coach: Core Theory of Action

Go See Coach is a free online service offered by CSF that will allow school and system leaders to engage an augmentative AI to assess readiness for change and generate blueprint plans for weaving AI into a learning system to facilitate the implementation of EBPs in service of a school or district’s learning mission.

This brief clarifies Go See Coach’s theory of action but also serves as an introduction to learning leaders’ initial use of the system.

Go See Coach is an AI-Enabled Implementation Companion that Helps Leaders:



- Name a real, desired system-level learning outcome.
- Define the current learning state versus the desired learning state in observable terms.
- Select evidence-based practices as vehicles for narrowing the gap between the current and desired student academic learning state.
- Build an implementation plan grounded in the Science of Implementation (stages, drivers, teams, continuous improvement cycles, etc.).
- Support adaptation while protecting implementation integrity, emphasizing the importance of distinguishing purposeful adaptation from implementation drift.

What Go See Coach IS and IS NOT

- Go See Coach **is** a thinking partner that improves team-based planning quality, implementation cadence, and follow-through.
- Go See Coach **is** human-centric.
- Go See Coach **is** a tool focused on systems-level redesign, implementation, and evaluation.
- Go See Coach **is not** a compliance engine, an automatic decision-maker, or a replacement for leadership.
- Go See Coach **is not** a tool for individual change.

Operational Features

1. Structured Prompts and Milestone Nudges

Implementation fails when routines collapse under urgent daily demands. Go See Coach maintains cadence by sending structured prompts aligned to milestones: weekly action reminders and barrier logs; monthly fidelity checks and Plan, Do, Study, Act (PDSA) prompts; quarterly evaluation checkpoints and scaling decisions. Users can ask for these types of help and accept them when offered.

2. Team-Based Functionality

Implementation science emphasizes the role of implementation teams. Go See Coach supports team creation, role assignment (such as lead, data steward, coach/facilitator, and operations), task distribution, and shared visibility of progress to achievement of implementation goals.

3. Decomposing Complex Initiatives into Learnable Components

Many initiatives fail because they remain abstract (“use AI,” “personalize learning,” “improve literacy”). Go See Coach prompts learning leaders heavily for operational clarity: teachable practices, core versus adaptable components, and what “good” looks like in daily instruction and learning.

4. Tracking Progress Toward a Defined Learning State

Go See Coach anchors the work to a defined *current state* and a implementation pathway to the desired state in which outcomes are targeted, intermediate indicators are identified, and acceptable evidence of success is called out. This protects against initiative drift, or activity without impact because the return on learning investment (ROLI) is an important outcome in K-12 learning settings.



Guardrails: Implementation Must be Matched with Responsible Use

Go See Coach is meant to help leaders implement AI-enabled innovations without violating human-centered guardrails. CSF's *Guardrails* brief emphasizes skeptical optimism—embracing AI's potential while proactively guarding against risks such as privacy breaches, erosion of human-centered teaching, and weakening of human relationships.

The *Guardrails* brief identifies AI essential elements including: humans in the loop, privacy protections, integrity policies, training and application, and stakeholder engagement. It is important to state that Go See Coach is human-centric.

Dialoguing with Go See Coach

Go See Coach serves as an exploratory partner for learning leaders through active, back-and-forth dialogue designed to form impactful implementation plans that, when implemented well, will drive measurable improvement in K-12 students' academic learning—the core purpose of K-12 education.

The dialogue begins with a friendly greeting, followed by a request for key contextual information about the users school or district in which they serve, their professional role, and other relevant details. This information enables Go See Coach to engage in a focused, productive conversation tailored to the user's context.

Early in the interaction, users are informed that Go See Coach performs best when it has substantial knowledge of the school or district. Users are asked to allow a brief period—typically a few minutes—for the system to gather and analyze publicly available information. During this process, Go See Coach reviews a broad body of records (e.g., LEA mission, vision, and values statements; strategic plans; board meeting minutes; academic performance data; and other publicly accessible documentation).

This review results in a concise 2–3-page synthesized report summarizing what Go See Coach has learned. Users are then invited to confirm, clarify, or supplement the information, ensuring accuracy and completeness of the school or LEA description before proceeding.

Next, Go See Coach asks the user to define the ideal learning outcome or desired academic performance they seek to achieve (for example, “90% of third-grade students proficient in ELA”). If the current performance level is unclear, Go See Coach requests additional information to clearly define the gap between the present state (“what is”) and the desired state (“what should be”).

As the dialogue progresses, Go See Coach asks:

- What ideas do you have for closing the gap between your current and desired learning state?
- Would you appreciate a brief synthesis of research regarding the likely impact of your proposed strategies?
- Would you like me to suggest additional evidence-informed actions and estimate their potential influence on closing your identified gap?



While portions of the dialogue structure are intentionally guided, Go See Coach is highly dynamic. Each learning leader or leadership team experiences a customized, context-sensitive exchange designed to move quickly from aspiration to action.

Using the link below, we invite you to launch your first dialogue with [Go See Coach](#). Engage fully, test its capabilities, and provide feedback through the embedded evaluation prompts so we can continue strengthening Go See Coach. (Note: Go See Coach will evolve over time, based on user feedback and other meaningful inputs.)

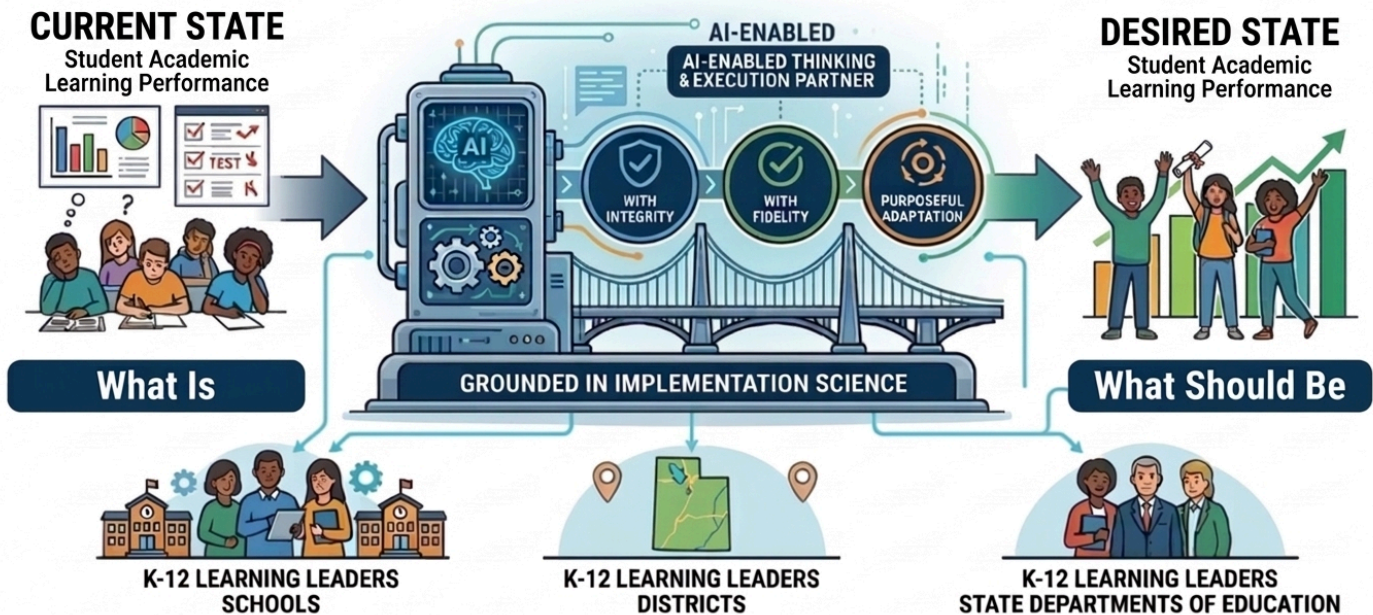
Start
Go See Coach
now!

Conclusion

Implementation is where good ideas go to die. It is also where durable improvement is born. *New Wine, New Wineskins* argues that AI's potential will be limited if it is poured into rigid systems that resist change, fragment feedback, and treat innovation as a pilot, rather than as a core instructional strategy.

With your Go See Coach it seeks to close that gap. It is designed to build a disciplined implementation infrastructure, an AI-enabled companion that embeds readiness diagnostics, installation evaluation, and continuous improvement routines into the daily work of school and system leadership. It is not another tool. It is a practical bridge from vision to measurable, sustained improvement in student academic learning.

DISCIPLINED IMPLEMENTATION FRAMEWORK



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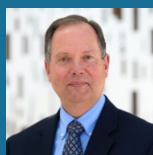
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