

FREE RESOURCE

The teacher kit

Six jobs Claude runs for you, a week at a time: lesson plans, a quiz, a family newsletter, a unit test, a reteach plan and rubric feedback. Install once, set the schedule in one sentence, and read what it makes.

Three rules on every job

1. When in doubt, take it out

No student names, IDs, grades, IEP, 504 or health information in your teaching folder or in any request. Describe the class, never a child. Every skill refuses student information on its own, and you keep it out in the first place.

2. Check every result

Each job marks what it is unsure of with [CHECK]. You read the draft before it reaches a student or a family. That reading is the point, not a formality.

3. You decide

Every plan, every grade and every message is yours. The jobs draft. They never send, never grade and never speak to a student.

Please read this before you install anything

We do not know your curriculum, your students or your teaching style, and we do not pretend to. These jobs work from what you put in your teaching folder and from the standards your district adopted. The first drafts will be generic, and they will get better as you add your own materials and tell Claude what to change. **Results are not guaranteed.** Every draft can be adjusted, and the skills themselves can be rewritten for your district's curriculum, your lesson format and your calendar. That tailoring is work we do with your district for a fee; it is not part of this free kit. Nothing here replaces your judgment, your district's policies or your administrator's direction.

Install, once

- **One skill:** Settings, then Capabilities, then Skills, then upload the skill's .zip from the kit.
- **All six:** if your administrator has turned on plugins, install the GRS-Teacher-Kit folder as a plugin. In a district account the administrator can do it for everyone.
- **Then schedule:** open Cowork, point it at your teaching folder, and say the sentence on the card. Change the course and the time.

Your teaching folder, once per course

Make **My Teaching Folder**, with one folder per course. In each, put these files, named just like this:

pacing-guide standards lesson-format
 class-profile dates Next Week/ This Week/
 Quizzes/ Tests/ Newsletters/ Reteach/
 Rubrics/ Feedback/

Never in this folder: a roster, a grade book, an IEP, or any file with a student's name.

Why Wednesday and Thursday

The jobs run midweek so next week's plans, quiz and newsletter are waiting by Thursday afternoon. You read and change them during the week, and the weekend stays yours. A job that runs on Sunday gives you back nothing.

Want help changing the schedule?

Different planning period, a block schedule, two courses on one run: we will set it up with you in a few minutes.

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WEEKLY - LESSON - PLANS

RUN IT

Weekly lesson plans

Wednesday, 3:30 PM

WHAT IT MAKES

Next week's five daily plans for one course, in your district's lesson format, with standards, a timed agenda, materials, an exit check and three lines of differentiation. One week at a time.

THE SENTENCE THAT SCHEDULES IT

Every Wednesday at 3:30 PM, run my weekly-lesson-plans skill for [course] and save next week's plans in my Next Week folder.

IN YOUR COURSE FOLDER

- pacing-guide
- standards
- lesson-format
- class-profile
- this week's plans

BEFORE YOU USE IT

- ☐ The standards match the pacing guide, not a guess.
- ☐ Page numbers and titles are from your adopted curriculum.
- ☐ Every [CHECK] mark is resolved before Monday.

WEEKLY - QUIZ

RUN IT

Weekly quiz

Thursday, 7:00 AM

WHAT IT MAKES

A 10-question quiz on what you taught this week: six multiple choice with wrong answers that reveal common mistakes, three short answer, one "explain your thinking." Form B for make-ups and an answer key with the misconception behind each wrong answer.

THE SENTENCE THAT SCHEDULES IT

Every Thursday at 7:00 AM, run my weekly-quiz skill for [course] from this week's plans and save it in my Quizzes folder.

IN YOUR COURSE FOLDER

- this week's plans
- class-profile
- quiz-format (optional)

BEFORE YOU USE IT

- ☐ Every key answer is right; you checked, not just trusted.
- ☐ Reading level fits the grade.
- ☐ Nothing depends on material from outside the week.

FAMILY-NEWSLETTER

RUN IT

Family newsletter

Thursday, 3:30 PM

WHAT IT MAKES

About 200 words for families: what we learned, what is coming, one five-minute activity at home, and one question for the dinner table. Written at a fifth-grade reading level with no jargon. You add the personal line and send it yourself.

THE SENTENCE THAT SCHEDULES IT

Every Thursday at 3:30 PM, run my family-newsletter skill for [class] and save it in my Newsletters folder.

IN YOUR COURSE FOLDER

- this week's plans
- dates
- newsletter-format or a past newsletter

BEFORE YOU USE IT

- ☐ No student is named, praised or singled out.
- ☐ Every date came from your calendar.
- ☐ It sounds like you at the classroom door.

MONTHLY-TEST

RUN IT

Monthly test

Two weeks before a unit ends

WHAT IT MAKES

A unit test built to a blueprint you can see: every standard, how many questions check it, and at what level. Twenty to thirty questions, Form A and Form B, an answer key with misconceptions, scoring guides for open responses, and an accommodation note for you to decide under each student's plan.

THE SENTENCE THAT SCHEDULES IT

Run my monthly-test skill for [course] on the [unit name] unit and save it in my Tests folder.

IN YOUR COURSE FOLDER

- the unit's plans
- pacing-guide
- standards
- test-format (optional)

BEFORE YOU USE IT

- ☐ The blueprint weights what you spent the most time on.
- ☐ Open-response scoring guides match your rubric.
- ☐ Form B is a true alternate, not a copy.

RETEACH - PLANNER

RUN IT

Reteach planner

When a check shows a gap

WHAT IT MAKES

You type a class-level tally ("14 of 26 missed question 4, most added the denominators"). It names the misconception, gives three ten-minute reteach options using different approaches, two quick-check questions with answers, and shows where it fits in the week.

IN YOUR COURSE FOLDER

- your tally, as a class, never names
- the quiz or check it came from
- this week's plans

THE SENTENCE THAT SCHEDULES IT

Run my reteach-planner skill for [course]: [what the class missed, as a tally].

BEFORE YOU USE IT

- ☐ The tally has no names and no scores tied to a person.
- ☐ The reteach fits your adopted curriculum.
- ☐ You chose the option, or wrote your own.

RUBRIC - FEEDBACK

RUN IT

Rubric and feedback

Before and after an assignment

WHAT IT MAKES

Before: a four-level rubric in student language, so students can score a sample. After: for each paper you give it with the name removed, one specific strength, the two revisions that matter most, one question that makes the student think, and a suggested level for you to decide.

IN YOUR COURSE FOLDER

- assignment sheet
- the standard
- student work with every name and detail removed, in an approved tool only

THE SENTENCE THAT SCHEDULES IT

Run my rubric-feedback skill: build a rubric for [assignment] in [course].

BEFORE YOU USE IT

- ☐ Every paper went in without a name.
- ☐ Every comment points to something in the work.
- ☐ You decided every grade.



What is in the download

The GRS-Teacher-Kit folder (installable as a plugin), a .zip file for each skill so you can upload one at a time, a README with the same instructions as this page, and this card set. Your district may use, print and share it with credit to Growth Right Solutions, LLC.

Start with a free 30-minute conversation. No sales, no obligation.

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