

2016-2017

LEAP Handbook

August 2016

Office of Instructional Practice

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Welcome to LEAP!

Dear DCPS Teachers,

I'm writing to welcome you to LEAP, our new approach to professional learning at DCPS. LEAP, which stands for **LE**arning together to **A**dvance our **P**ractice, is a response to something so many of you have said over the past couple of years: "We're on board with the rigor of the Common Core and the DCPS curriculum. We just need more time and support to teach it."

We heard you.

When you boil it all down, that's what LEAP is all about: providing you with time and support to expertly teach the DCPS curriculum so that every student in every ward experiences life-changing instruction – the kind you'd want for your own loved ones.

Through LEAP, you're going to have the opportunity to be part of a small subject-specific learning community. As a team, you're going to dig into your content, explore student work, plan, and even practice the trickiest parts of upcoming lessons. You'll also get weekly informal observations and feedback. Our hope is that LEAP helps us become known as the district *where you learn to become an expert at your craft*.

We designed this handbook to explain all the details of LEAP and answer the many questions we know you have. Please take some time to look through it at your convenience. If you find that you still have questions, don't hesitate to reach out to your principal or send us an email at LEAP@dc.gov. Our goal is to make sure you have all the information you need.

I'd be remiss if I didn't take this opportunity to thank the hundreds of teachers, administrators, and central office staff who have been working for almost a year on LEAP. To those of you who participated – either formally on the LEAP Task Force or at LEAP Summer Intensive, or informally through emails, phone calls, and in-person conversations – let me express our profound gratitude. LEAP simply would not have been possible without you.

Finally, thank you to *all* of you for your service to our students and families. Most people think the really important work in DC happens at the White House, the Capitol, and the Supreme Court. They're wrong. It happens in your classrooms, each and every day.

With great appreciation,
Jason

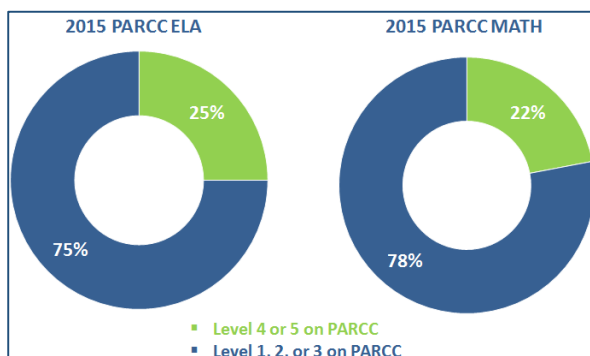
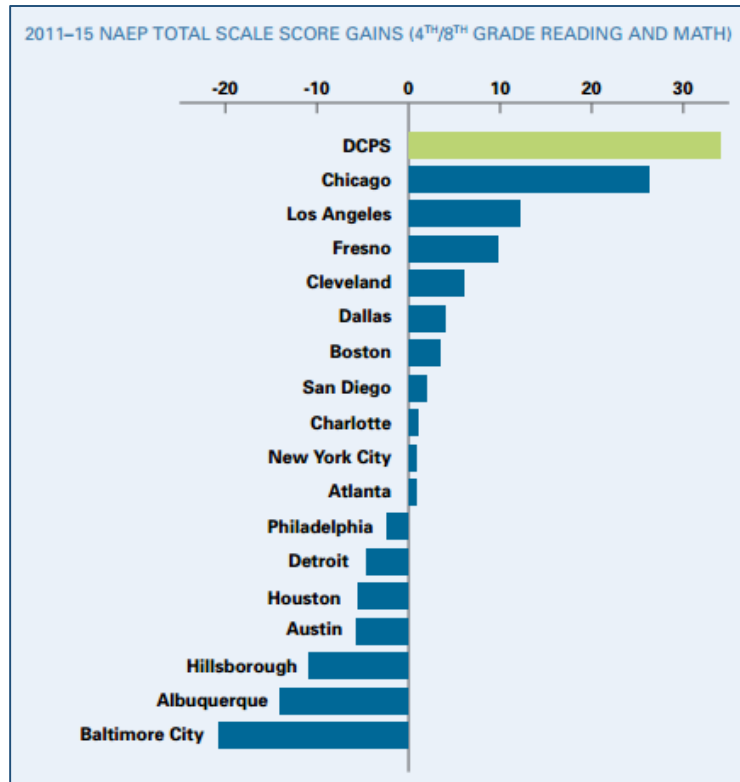
Jason Kamras
Chief of Instructional Practice

Context

It's common sense and a well-researched fact: at school, the single most important factor for student success is teacher quality. That's why DCPS has focused so much of its attention over the past several years on ensuring that a great teacher leads every classroom. The district has reimaged recruitment, evaluation, compensation, recognition, and retention. As a result, the percentage of Highly Effective teachers has more than doubled, from 16% to more than 35%. We have invested heavily in curriculum development to ensure that teachers have the very best Common Core-aligned materials to use in their classrooms.

DCPS has gone even further with the Cornerstone initiative, which provides teachers with a set of rich and engaging exemplar lessons to promote instructional equity across the city. And, perhaps most importantly, student satisfaction – the district's measure of the percentage of students who feel secure, happy, and hopeful at school – is now over 83%.

As a result of these efforts, according to the National Assessment of Educational Progress, DCPS is now the fastest improving urban school system in the nation.



Still, there is much work to do. As results from the 2015 PARCC assessment indicated, more than half of DCPS students are still not on track for college or career.

To take the next leap forward, DCPS has a simple goal: shift instruction across the district from *good* to *great*. That's why DCPS is making an unprecedented investment in teacher development through a new program called LEAP (**L**earning together to **A**dvance our **P**ractice) during the 2016-2017 school year.

LEAP Overview

What is LEAP?

At its core, LEAP is about helping teachers become truly expert at teaching the DCPS Common Core-aligned curriculum – so that every student across the city experiences engaging and challenging instruction every day. To do this, teachers will engage in a *weekly* cycle of professional development in small content-specific teams at their school, known as LEAP Teams. LEAP Teams are led by content experts called LEAP Leaders, who have demonstrated proficiency in their content area of expertise. LEAP was designed in collaboration with DCPS instructional superintendents, central office staff, principals, assistant principals, instructional coaches, and teachers.

Beginning in the 2016-2017 school year, all core content teachers (those who teach ELA, Math, and/or Early Childhood Education (ECE) in elementary and middle schools, or who teach Math, ELA, Science, or Social Studies in high schools), as well as Special Education (SPED) and English as a Second Language (ESL) teachers, will be part of content-specific LEAP Teams at their schools, and will participate in the LEAP Weekly Cycle.

What are the guiding principles of LEAP design?

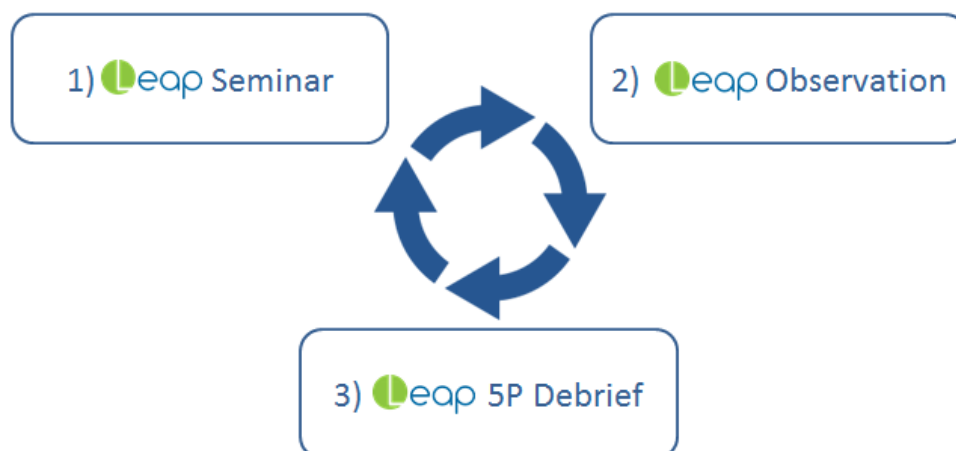
LEAP was designed around three guiding principles:

- **LEAP is content-specific.** Content is key. As DCPS has raised curricular expectations over the past few years, deep knowledge of content pedagogy – knowing *why* a math algorithm works in a certain way, and being able to truly understand *why* a student made a mistake – has become more important than ever. At its core, LEAP is about building that knowledge and helping teachers apply it in their classrooms.
- **LEAP is school-based.** School communities are the levers for change. To make big changes to how teachers are developed, DCPS believes it has to happen at schools, with school-based capacity. LEAP is meant to be tailored to the individual needs of the school, its teachers, and its students.
- **LEAP is an adult-learning curriculum.** Instructional leaders shouldn't have to figure out how to support teachers all on their own, especially in a world in which content expectations are increasingly rigorous. LEAP provides leaders with resources they can adopt and adapt to meet the needs of their teachers.

What is the LEAP Weekly Cycle?

At each campus, core content teachers are organized into LEAP Teams by content and grade band. LEAP Teams engage in a three-part weekly cycle of professional learning tied to the DCPS curriculum. The three parts of the LEAP Weekly Cycle include:

1. LEAP Seminar
2. LEAP Observation
3. LEAP 5P Debrief



More information about each of these components is on pages 14-24.

What is a LEAP Module?

Each LEAP Weekly Cycle is part of a **LEAP Module**, or a unit of study that includes between six to eight weeks of LEAP content depending on content area, to be fit into a given advisory or term. In the core content areas, LEAP Modules are designed around the key shifts in learning represented by the Common Core State Standards (CCSS), Next Generation Science Standards, and C3 Framework for Social Studies. In other subjects, including Early Childhood and Inner Core (World Languages, Art, Music, PE), LEAP Modules are designed around foundational teaching practices within a specific content area. Each week within a LEAP Module builds upon the last, allowing teachers to examine data, learn new content, apply the content through planning and practice, and then monitor and reflect on progress, to ensure growth over time. For more information, including a content-specific overview of each initial module for the 2016-2017 school year, see page 15.

How is LEAP different than other PD initiatives?

In designing LEAP, DCPS was mindful of the research on professional development, which shows that millions of dollars are spent on teacher training with very mixed results.¹ This is why DCPS is doing a number of things differently with LEAP. For example:

- **Focusing on subject matter support.** Most professional development focuses on general teaching practices. That's just not good enough in the Common Core era. Teachers need deep support around the best way to approach the subject matter they're teaching.² That's what LEAP is all about.
- **Creating a Common-Core aligned adult curriculum.** DCPS is creating the nation's first Common Core-aligned adult learning curriculum, which will serve as the foundation for all the learning that occurs during the LEAP Weekly Cycle. This will ensure that LEAP leaders can focus on tailoring LEAP support to individual teacher needs rather than "reinventing the wheel" each week.

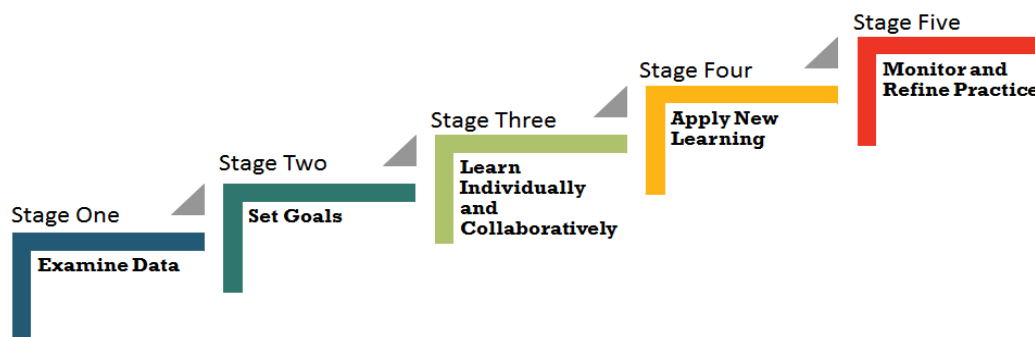
¹ TNTP. (2015). *The Mirage*. Brooklyn, N.Y.

² National School Board Association. (2013). *Teaching the Teachers*. Washington, D.C.

- **Leveraging collaboration in job-embedded context.** A great deal of research – and teachers themselves – make it clear that the best professional learning happens when educators work together at their school sites. LEAP is built around this concept.
- **Emphasizing practice.** Every complex human endeavor requires practice, and teaching is no different. However, educators rarely have time to actually practice lessons. LEAP creates a space and structure for lesson practice to happen on a weekly basis.

What research is LEAP based on?

LEAP is based on the best research about professional development: it is job-embedded,³ high-frequency,⁴ and content-specific.⁵ More specifically, LEAP is modeled after Learning Forward's model of the learning team cycle of continuous improvement,⁶ as outlined below.



1. **Stage One: Examine Data.** During this stage, teachers study what students need to know and be able to do and what the data indicate about the school's success in meeting those outcomes up to that point. Each LEAP Module was designed by taking a comprehensive look at where students across DCPS were strong and the areas where they needed to grow.
2. **Stage Two: Set Goals.** This stage requires teachers to set goals for students based upon the gaps revealed in the data. Based on these student goals, LEAP Teams also set teacher goals in order to ensure that teacher learning is directly connected to student achievement.
3. **Stage Three: Learn Individually and Collaboratively.** This stage gives educators the opportunity to learn the necessary pedagogical knowledge to help students reach their goals and for teachers to be content experts. This stage corresponds to the LEAP Seminar, which offers educators the chance to learn content pedagogy with teachers of the same content.
4. **Stage Four: Apply New Learning.** At this stage, teachers take what they have learned and apply it to their classrooms. Teachers get support from LEAP Leaders at this stage in the form of the LEAP Observation, which allows the LEAP Leader to see the teacher implement strategies from the LEAP Seminar in the classroom.

³ National Comprehensive Center for Teacher Quality. (2010). Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well. Washington, D.C.

⁴ Learning Forward. (2013). Establishing Time for Professional Learning. Oxford, Ohio.

⁵ National School Board Association. (2013). Teaching the Teachers. Washington, D.C.

⁶ Learning Forward. (2015). Learning Team Cycle of Continuous Improvement. Oxford, Ohio.

5. **Stage Five: Monitor and Refine Practice.** The final stage is time for the teacher to take a step back and consider how her/his new strategies are or are not helping students meet their goals. Within the LEAP Weekly Cycle, the 5P Debrief gives the LEAP Leader and teacher the opportunity to review the teaching and learning, and then prioritize action steps and practice them before repeating the cycle.

What resources were used in the research phase of LEAP design?

Below is a list of some of the resources used in designing LEAP:

- *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas* (National Research Council)
- *Coherence Map* (Student Achievement Partners)
- *College, Career and Civic Life (C3) Framework for Social Studies*
- *Common Core Mathematics in a PLC at Work* (Kanold and Larsen)
- *Guide to Implementing the Next Generation Science Standards* (NGSS)
- *Instructional Practice Guides* (Achieve the Core)
- *Knowing and Teaching Elementary Mathematics* (Ma)
- *Learning Team Cycle of Continuous Improvement* (Crow and Hirsh)
- *Leverage Leadership* (Bambrick-Santoyo)
- *Principles to Action: Ensuring Mathematical Success for All* (NCTM)
- *Progressions Documents for CCSS Mathematics* (University of Arizona)
- *Reading Reconsidered* (Lemov)
- *Realizing the Power of Professional Learning* (Timperley)
- *Rigorous Reading: 5 Access Points for Comprehending Complex Texts* (Frey and Fisher)
- *Standards for Mathematical Practice* (CCSS)
- *Teaching Adults Revisited: Active Learning for Early Childhood Educators* (NAEYC)
- *Text-Dependent Questions: Pathways to Close and Critical Reading* (Fisher and Frey)

LEAP Team Design

During the spring of 2016, school leaders formed LEAP Teams in collaboration with the Office of Instructional Practice (OIP) and instructional superintendents.

LEAP Teams were designed around three guiding principles:

1. All core content teachers are on a LEAP Team at their school. SPED and ESL teachers are integral members of these content teams.
2. All LEAP Teams are led by a content leader (assistant principal (AP), instructional coach (IC), or TLI Teacher Leader). Together, teams focus on lesson and unit planning, content knowledge development, and student work & data analysis.
3. Core content teachers receive regular observation and feedback from their content leader as a part of LEAP.

The next section will outline the key aspects of this LEAP Team design process. For additional information, please reference the [LEAP Team Design Guide for Elementary/Middle Schools](#) and [LEAP Team Design Guide for High Schools](#).

Organizing Teachers into LEAP Teams

How are elementary and middle school teachers organized into LEAP Teams?

Schools organized their ELA, Math, and ECE teachers into LEAP Teams. LEAP Teams are groups of teachers who will work together on a weekly basis on content-based planning and content knowledge development, so LEAP Teams include colleagues at a school who teach the same content.

For instance, departmentalized ELA teachers may be placed on a content team that spans several grades (e.g., K-2 ELA, 3-5 ELA, 6-8 ELA). Depending on the number of teachers teaching each grade and content, some LEAP Teams may include more specialized teams of teachers within a specific grade-band, or who teach a more specific subject (e.g., 6th Math, or 3rd-5th Close Reading). The work of grade level teams is certainly important as well, but this is a separate structure from LEAP Teams, and so should have a different meeting time.

How are high school teachers organized into LEAP Teams?

In high schools, all ELA, Math, Science, and Social Studies teachers are part of LEAP Teams. Just as in the elementary and middle school model, teachers are placed on LEAP Teams with colleagues who teach the same content, similar to the current department structure. For example, all ELA teachers teaching grades 9-12 are on the same LEAP Team. Weekly planning and content development will occur within these teams; more course-specific (e.g., Geometry, World History, Chemistry, English IV) support will be provided on a monthly basis via course networks across the district, led by teacher leaders and instructional coaches serving as District Course Chairs.

How are SPED and ESL teachers included within LEAP Teams?

To foster collaboration with content-alike colleagues, SPED and ESL teachers are part of LEAP Teams based on teacher grade band and content focus. All SPED inclusion teachers are members of LEAP

Teams, as well as teachers in full-time programs who largely follow the DCPS curriculum, such as Behavior and Education Support (BES), Specific Learning Support (SLS), and Early Learning Support (ELS). Teachers in other full-time programs, such as Communication and Education Support (CES), Independence and Learning Support (ILS), and Medical and Education Support (MES), are included on LEAP Teams on a case-by-case basis, or could be supported in a different way; staff from the Division of Specialized Instruction can support schools in making these decisions.

How are teachers who aren't considered core-content (Music, Art, Health & PE, Middle School Science & Social Studies, and World Languages) included as a part of LEAP?

Music, Art, Health & PE, Middle School Science & Social Studies, and World Languages teachers will be part of professional learning communities focused on each content area. These professional learning communities will meet on PD Days, but will not generally be part of the LEAP Weekly Cycle at the school level. Some principals may elect to create additional content-specific teams for non-core content teachers at their schools based on the available instructional leadership capacity.

How can non-departmentalized elementary grades be organized into LEAP Teams?

Since LEAP is school-based, some design choices exist at the school level and will be determined by the principal based on the context of that unique campus. If a school has at least two teachers each in all or most of their non-departmentalized grades, a principal could assign at least one teacher at each grade level to an ELA LEAP Team and at least one teacher to a Math LEAP Team.

If a school has three teachers in 1st grade, for example, two could attend the ELA LEAP Team meeting and one could attend the Math LEAP Team meeting; these three teachers would then need to meet (likely during common planning time on another day of the week) to ensure shared understanding of content-specific plans.

These lower grades teachers could join the upper grades departmentalized teachers in their content-area (creating, for instance, a K-5 ELA team), or could create their own content team (e.g., K-2). This is a model that has the advantage of enabling teachers to develop deep content knowledge and fluency in content-specific practices over the course of the year, and to build a community of colleagues planning for the same content area. A teacher might then switch to the other content area in a subsequent year.

How can Kindergarten teachers be organized into LEAP Teams?

Kindergarten teachers merit a bit of additional consideration. These teachers often follow the DCPS expectations and units for K-5 and teach to CCSS for Kindergarten, but also employ ECE best-practices, and furthermore are evaluated under IMPACT's adapted rubric for ECE. As a result, some schools will include Kindergarten teachers as members of teams with other elementary teachers, and others will choose to have them plan collaboratively with PK-3 and PK-4 teachers, an approach that particularly makes sense if a Kindergarten teacher is following an early childhood curriculum like Tools of the Mind and not using the DCPS units.

DCPS encourages principals to facilitate opportunities for Kindergarten teachers to work collaboratively with both the ECE and elementary teams, regardless of which LEAP Team they are a part of.

LEAP Leaders

LEAP Teams are led by school-based LEAP Leaders, who have demonstrated expertise in the content area of the team they lead. LEAP Leaders will be responsible for working with a team on all aspects of LEAP – weekly planning, content development, and weekly observation and feedback.

The following positions are eligible to serve as LEAP Leaders:

- **Assistant Principal** for ELA or Math (Elementary, Secondary)
- **Instructional Coach** for ELA or Math (Elementary, Secondary)
- **TLI Teacher Leader** for ECE, ELA, Math, Social Studies and Science (Elementary, Secondary)
- **TLI Department Chair** for ELA, Math, Social Studies, and Science (Secondary)

In some schools, principals may have identified someone in another position to serve as a LEAP Leader, in which case, they consulted with their instructional superintendent and the LEAP Design Team to make the best selection for their school.

How many teachers should each LEAP Leader support?

As one of their core responsibilities, LEAP Leaders will be conducting weekly observations and will be providing feedback to each of the core content teachers on the LEAP Teams they lead. Based on research on best practices of highly effective observation and feedback models in DCPS and nationwide, the following chart represents the recommended number of teachers to whom each leader can be assigned to provide weekly observation and feedback.

LEAP Leader Role	% Time Dedicated to Teacher Support	Caseload Range for Weekly Observation and 5P Debrief
Assistant Principal	75%	5-7
Instructional Coach	100%	8-10
TLI Teacher Leader with 50% Release Time*	50%	3-4

*TLI Teacher Leaders should be teaching students for at least 50% of the day. To allow sufficient time for adult leadership work, teacher leaders should be released from 25% to 50% of their teacher duties.

What does a day in the life of a LEAP Leader look like?

Since the three primary instructional leadership roles (APs, ICs, and TLI Teacher Leaders) are so different, it is important to understand that there is no exact schedule for what a LEAP Leader's day should look like. To help provide more clarity, three sample schedules are provided in the [Day in the Life of a LEAP Leader](#) resource.

LEAP LEADERS IN ELEMENTARY SCHOOLS

Who will lead ECE LEAP Teams?

For early childhood teachers in Title I schools, LEAP Teams will be led by the centrally-based ECE coaches, each of whom will work across two to three schools. Since these Head Start-funded coaches are not eligible to support non-Title I schools, principals at those schools have identified a school-based leader for those ECE LEAP Teams – this leader might be a TLI Teacher leader with release time, an AP, or the principal.

How can a K-5 LEAP Leader support a large coaching load?

DCPS recommends dividing large LEAP Teams into smaller LEAP Teams with a narrower grade band focus. For example, teams that span K-5 (or similar configurations) may be broken up into two teams: one for K-2 teachers and one for 3-5 teachers. This shift has multiple benefits: (1) ease of scheduling and (2) alignment with content covered during LEAP Modules of study, as the content studied in early elementary often differs from the content studied in upper elementary.

LEAP LEADERS IN HIGH SCHOOLS

Who will lead LEAP Teams at the high school level?

An assistant principal or TLI Department Chair must be the content lead for each high school LEAP Team. LEAP Leaders should be chosen by considering the existing assistant principals and teachers and their areas of content expertise. TLI Department Chairs must be released from 50% of their teaching load in order to plan for and lead their weekly content meetings, and provide follow-up support with planning and content development as necessary.

While departments should be led by Department Chairs or assistant principals in the long-term, a department can be led by an instructional coach during the 2016-2017 school year, on a case-by-case basis. If an instructional coach has been selected to lead a LEAP Team at the high school level, these individuals can only lead on ELA or Math departments. This is both because that's been their emphasis and the entire focus of their training to this point, and because there are only ELA or Math coach positions as options in the budget, not coaches for Science or Social Studies.

How will LEAP look in Ninth Grade Academy?

In Ninth Grade Academy, teachers are part of content-specific LEAP Teams, and will receive regular observations both from the Ninth Grade Academy assistant principal and from their LEAP Leader. As mentioned above, LEAP Teams are organized by departments in the core content areas (ELA, Math, Science, Social Studies), and led by a LEAP Leader to deepen content knowledge and to plan and practice for instruction. To support development, LEAP Leaders will conduct bi-weekly LEAP Observations for academy teachers, to provide feedback on content from the LEAP Seminar and instructional design decisions.

Ninth Grade Academy assistant principals will schedule bi-weekly one-on-one consultations with academy teachers, providing feedback on an academy component that can be applied to practice within the next week. They will also provide frequent short visits to classrooms to observe the beginning, middle, and end of all periods, focusing their observations on academy components. Academy assistant

principals will facilitate regular academy meetings, and will collaborate with the LEAP Leader to share trends in teacher feedback. For additional information, please see [LEAP in Ninth Grade Academies](#).

How are the LEAP Leader role and the traditional Department Chair role different?

Under the LEAP model, TLI Teacher Leaders at the high school level serve as TLI Department Chairs, where they spend part of their time teaching, and part of their time leading other teachers. This is distinct from a traditional department chair because the TLI Department Chair role is provided between 25% and 50% release time from their teaching duties to lead LEAP teams of teachers. Separate from the TLI Department Chair role leading LEAP Teams, high schools may continue to have traditional department chairs (who are full-time teachers) leading non-core content subjects.

LEAP Weekly Cycle

Teachers will engage in a *weekly* cycle of development in small content-specific professional learning communities (LEAP Teams) at their school, led by content experts (LEAP Leaders). There are three components of the LEAP Weekly Cycle: the LEAP Seminar, LEAP Observation, and 5P Debrief.

1. First is the weekly **LEAP Seminar** (90 minutes). During this time, teachers will deepen their content knowledge and hone their expertise at the Common-Core aligned teaching practices that are most important for their particular content area. For example, elementary Math teachers will deepen their understanding of how the Common Core approaches the teaching of fractions, and will become more adept at helping students explain their mathematical thinking.
2. The second part of the cycle is a weekly **LEAP Observation** (15 minutes). This brief observation is an opportunity for teachers to showcase their learning from the weekly seminar. It's intentionally brief to help teachers and LEAP leaders hone in on key instructional practices. As a result of LEAP, DCPS teachers will now receive more than 30 observations per year.
3. The third part of the cycle is a weekly **LEAP 5P Debrief** (45 minutes), which will follow the observation. During this one-on-one time, the teacher and LEAP Leader will have the opportunity to share praise for what's working, to process the lesson to identify where improvements could be made, to prioritize one skill to focus on during the coming week, to plan an upcoming lesson with that skill in mind, and then to actually practice the skill.

Part 1 – LEAP Weekly Seminar

The weekly 90-minute LEAP Seminar is the first component of the LEAP Weekly Cycle. During this time, LEAP Teams meet with the goal of deepening content knowledge and strengthening the Common Core-aligned teaching practices most important for their particular content area.

1)  LEAP Seminar



SEMINAR DESIGN

How are LEAP Seminars structured?

LEAP Seminars are designed to follow the principles of adult learning theory, and are based upon years of research by educational experts, including David Kolb's Experiential Learning Model. The stages of this model are the basis for the LEAP Seminars, and are described below, along with ELA themed examples to more clearly demonstrate each component. While each of the stages is typically included within each LEAP Seminar, it is important to note that occasionally one stage might be deprioritized based on the content of that week's seminar.

- **Concrete Experience:** In this stage, adult learners participate in an authentic experience to hook them into the content, allowing them to deeply internalize it as they experience it themselves. This stage can also help build the "why" behind the learning.
 - *ELA LEAP Seminar Example: Teachers work with a common text to identify the appropriate scaffolds/questions needed to help students make sense of the text.*
- **Reflection:** During this stage, adult learners process the concrete experience through individual reflection. This stage often includes time to write, process with a colleague, and share.

- *ELA LEAP Seminar Example: Teachers take the time both alone and with a partner to think about how using text-dependent questions while reading complex texts can be helpful.*
- **Shared Learning:** This stage is where new concepts and shared learning about content pedagogy are named by the LEAP Leader. Leaders might also share criteria for success, resources, and models to reinforce the concepts.
 - *ELA LEAP Seminar Example: The LEAP Leader provides criteria for success for writing scaffolded text-dependent questions. Leader reviews key points of criteria with teachers to ensure that they understand what writing excellent text-dependent questions looks like.*
- **Practice:** In the practice stage, adult learners apply new pedagogical content by planning, rehearsing, and then giving and receiving feedback on the new learning, before applying it in their classrooms and with their students.
 - *ELA LEAP Seminar Example: For the final segment of the seminar, teachers have 30 minutes to work on writing scaffolded text-dependent questions for the complex text that they are using with their students.⁷*

How are LEAP Seminars connected with a LEAP Module?

Each LEAP Seminar is part of a LEAP Module, or a unit of study, that includes between six to eight LEAP Seminars, to fit into a given term. Each week within a LEAP Module builds upon the previous week, allowing teachers to examine data, learn new content, apply the content through planning and practice, and then monitor and reflect on progress, to ensure growth over time. The tables below include an overview of the first LEAP Module across content areas, and then an in-depth look into ELA Module 1.

LEAP Module 1 Overview: By Content Area

Content Area	Focus of First LEAP Module (6-8 weeks)
ECE	Relationships: Supporting Children's Development within the Context of Relationships
K-12 ELA	Navigating Text Complexity in the DCPS ELA Curriculum
K-12 Math	Leveraging Eureka to Deepen the Mathematical Understanding of Teachers and Students
9-12 Science	Connecting the Three NGSS Dimensions in the DCPS Science Curriculum
9-12 Social Studies	Navigating Text Complexity in the DCPS Social Studies Curriculum

⁷ Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.

ELA LEAP Module 1: Seminar Topics By Week

Week Number	Weekly Seminar Topic
1	What makes a text complex?
2	How are significant dimensions of text complexity reflected in the “big ideas” of a text and assessed in the culminating task?
3	How do I design questions that will guide students to uncover the meaning of the text?
4	What role does academic vocabulary play in student access of complex text?
5	What are best practices for meaningful vocabulary instruction?
6	How can we best assess and respond to student learning?

Is there flexibility in the implementation of the modules and the seminar content?

Every DCPS school is unique, and the LEAP Modules are not meant to be a script. DCPS recognizes that LEAP will not look the same way in every school. Similar to curriculum for students, the LEAP Modules are a guide and a resource for LEAP Leaders to scaffold based on the needs of teachers they are leading. DCPS trusts and empowers LEAP Leaders to adapt for the needs of their teachers. DCPS wants to establish a strong floor for the work, and give schools the ability to adapt and tailor as needed.

DCPS understands and expects, then, that LEAP Seminars will look slightly different in each school. To provide some examples, if the LEAP Leader wants to make tweaks to the lesson plans for the seminars (revising activities, adjusting timing, tweaking questions, and prompts, etc.), they should feel free to do so without OIP approval. However, if LEAP Leaders would like to focus on a wholly different topic and create their own LEAP Modules independently, then they should reach out in advance to their principal and to OIP (LEAP@dc.gov) for approval.

CONNECTION TO CLASSROOM**How does the LEAP Seminar connect to classroom instruction?**

LEAP Seminars are designed to deepen teachers’ content knowledge, which directly impacts classroom instruction. To ensure that the content covered during the seminar translates to improved teacher practice and increased student achievement, each seminar includes time to practice to ensure that teachers feel comfortable implementing new skills.

LEAP Seminars are designed to be practice-forward, meaning that in the week following any given seminar, teachers will work to implement their new knowledge from the seminar into the classroom. For example, Math teachers may have learned about the need for fluency practice during their LEAP Seminar. The seminar would give teachers an opportunity to choose the right strategies for their students and then the chance to practice those strategies in the seminar. Teachers would then take those same fluency strategies and roll them out in their classrooms over the course of the following week.

How is student data used in the LEAP Seminar?

At various points throughout the school year, teachers will have time during the LEAP Seminar to examine student data and to set goals based upon the data. In many cases, there is time for teachers to plan for upcoming units during the seminar.

On an ongoing basis, teachers will bring student data and formative assessments to weekly seminars, and will use the [Quick Sort Protocol](#) to examine student work. As part of the protocol, teachers first analyze the student work to determine how it connects to the standards. Next, teachers develop the criteria for success for that specific assignment, often creating an exemplar. Teachers then sort the work into three piles: below the standard; on target; or above the target. For each group, teachers analyze the strengths and areas of challenge based upon specific examples. Finally, teachers plan for instruction based upon the trends identified, making sure that they have a plan to address the misconceptions of the different groups of students.⁸

SEMINAR LOGISTICS

When should LEAP Seminars take place?

OIP has worked closely with DCPS Office of Labor Management and Employee Relations (LMER) to ensure the scheduling of LEAP Seminars is in agreement with the Collective Bargaining Agreement between DCPS and the Washington Teachers' Union (WTU). There are three best practices for scheduling LEAP Seminars:

- Schools can create common planning time during the day for LEAP Teams to meet in their LEAP Seminars; this planning time can be a part of the 225 minutes of weekly planning already mandated for teachers.
- LEAP Seminars could take place before school twice a week with teachers leaving earlier on those days to compensate for early arrival times.
- LEAP Seminars could occur after school with teachers arriving later than normal on the mornings when LEAP Seminars would be held.

How long is a LEAP Seminar?

All LEAP Teams must meet on a weekly basis for a minimum of 90 minutes per week, preferably in a single block. If a school cannot find a way of building in 90 consecutive minutes of meeting time for all LEAP Teams, the LEAP Seminar may be divided into two 45-minute planning blocks. The [LEAP Scheduling Guide](#) includes an array of options for creating common planning time, derived from dozens of conversations with DCPS school leaders. Examples of schedules from DCPS schools can be found [here](#).

What if a LEAP Seminar needs to be rescheduled or cancelled?

DCPS understands that conflicts come up with any regularly scheduled meeting: school events, absences, snow days, etc. If such a conflict comes up in a given week, DCPS encourages LEAP Teams to reschedule that LEAP Seminar for a different time during the same week if at all possible. There's also flexibility built into the LEAP Modules so that in the six to eight weeks of LEAP content, there is the

⁸ Sadder, M., & Nidus, G. (2009). In *The Literacy Coach's Game Plan*. Newark, DE: International Reading Association.

occasional week in which the LEAP Seminar doesn't take place. This means that if a LEAP Team has to cancel the meeting for Week 3 of a LEAP Module, and isn't able to reschedule for that week, they can resume the next week with Week 3 content and still be able to complete the Module within the allotted time.

While these occasional skipped weeks are perfectly fine, the district's expectation is that cancellations are not happening on a frequent basis. Instructional superintendents and OIP staff will be reviewing the data on the LEAP Platform on a regular basis to be informed about how LEAP is going in schools. If a LEAP Team is frequently canceling and not rescheduling weekly seminars, OIP will follow up with the school team to determine what's happening and how to get the team on track.

What should teachers bring to each LEAP Seminar?

LEAP Seminars include pre-work designed to support learning within the seminar. Participants are encouraged to complete the pre-work in advance to further their pedagogical background knowledge. In addition, since teachers will have the opportunity to plan and/or practice upcoming lessons, they should come prepared with lesson materials for the coming week when specified by LEAP Leader.

What is the LEAP Platform and how does it support the work of the LEAP Seminar?

The LEAP Platform (Whetstone) is DCPS' new online system, to support schools in managing their LEAP Teams, capturing observation notes, planning for the debrief meetings, and sharing actionable next steps with teachers. More detail on the LEAP Platform is provided on pages 25-26.

After each seminar, the LEAP Leader must log the LEAP Seminar in the LEAP Platform (Whetstone) by entering the date, time, and attendees. There's also a space for the LEAP Leader to enter notes, reflections, next steps, homework, or links to resources – this is suggested, but it's not a requirement that this field is completed. **The form must be completed by the Monday following the LEAP Seminar.**

Will LEAP Seminar resources for LEAP Leaders be in one common place?

Yes, all LEAP Seminar resources can be accessed through Canvas.

Part 2 – LEAP Observation

The second part of the LEAP Weekly Cycle is the weekly 15 minute LEAP Observation. This brief observation is a real-time opportunity for teacher to apply learning from the LEAP Seminar and receive feedback on implementation. The observation is non-evaluative and entirely growth-oriented.



OBSERVATION CONTENT

What happens during a LEAP Observation?

Each week, LEAP Leaders will conduct a 15 minute observation for every core content teacher on the LEAP team. Observations should be scheduled in advance by the LEAP Leader. Usually, but not always,

the observer will also be the person facilitating the LEAP Seminar. At the high school level, assistant principals will complete most observations, while Department Chairs will facilitate the weekly LEAP Seminars.

Prior to the observation, LEAP Leaders will review the details of the LEAP Module in order to contextualize the observation, which includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief. During the 15 minute observation, the LEAP Leader will collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief focus from the LEAP Seminar. Effective evidence is specific, descriptive, and judgment free. LEAP Leaders might collect evidence through scripting, narration, counting, timing, tracking trends, and/or taking photos of student work.

An example from ELA LEAP Module 1, Week 6 is below:

Subject and Grade Band, Module Title, Week #: ELA K-12, Navigating Text Complexity, Week #6 Seminar Outcomes: Teachers will bring student work aligned to a text culminating task and will use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications for practice.	
Seminar Objectives: <ul style="list-style-type: none"> Analyze strengths and gaps in student work aligned to standards Evaluate effectiveness of planning and instruction and identify implications for practice 	Seminar Criteria for Success (CFS): <ul style="list-style-type: none"> Exemplar for task is rooted in common expectations of proficiency as outlined in the standards and assessment Evidence is specific, descriptive, free of judgment, and aligned to CCSS High-leverage instructional strategies are aligned to patterns and trends in the student work Instructional strategies include opportunities for differentiation that will benefit students at each of the levels
Observation and 5P Debrief Focus: Focus Questions <i>In what ways is the teacher developing a classroom culture that reflects desired reading behaviors?</i> <i>In what ways are students authentically engaging in desired reading behaviors?</i> Evidence to Collect LEAP leaders will collect evidence of how students are demonstrating the	Potential Teacher Action Steps: <ul style="list-style-type: none"> Give students discussion stems to encourage participation Use deliberate grouping/pairing to support development of desired reading behaviors Celebrate student success by referring to the reading behaviors chart and generating new ideas based on students' progress

How will the LEAP Platform support LEAP Leaders with the Observation?

Through the LEAP Platform (see pages 25-26, LEAP Leaders can share feedback from the observation and debrief cycle with teachers. The LEAP Platform allows LEAP Leaders to capture observation notes during the 15-minute observation using a digital LEAP Observation and Debrief Template. LEAP Leaders will use the LEAP Platform to conduct the debrief and share what the teacher did well and his/her next steps.

What is the relationship between the LEAP Observation and IMPACT?

Both LEAP Observations and IMPACT evaluations are intended to provide teachers with meaningful feedback on instructional practice. While this is a mutual goal of both LEAP and IMPACT observations, there are also many key differences.

One key difference between LEAP Observations and IMPACT Observations is around the tool used to give feedback on instructional practice. LEAP Observations are informal and are intended to provide feedback targeted to a particular focus from the current LEAP Module, while IMPACT Observations are a

cumulative review that use the Essential Practices rubric and are used a part of each teacher's formal performance evaluation.

LEAP Observations take place for approximately 15 minutes at a time and occur weekly (for core content teachers). IMPACT Observations are at least 30 minutes and occur one to three times each year, depending upon past IMPACT performance as determined by a teacher's LIFT Level.

Another key difference is that IMPACT Observations are unannounced and can occur at any point during the predetermined cycle. Alternatively, LEAP Observations are scheduled in advance in order to ensure instructional practice observed connects to content covered during LEAP Seminars (e.g. Wednesday at 9:30 am). Of course, there will be times when LEAP Observations need to be rescheduled, and in these cases, the recommendation is to announce LEAP Observations so teachers know what kind of observation is taking place when a LEAP Leader enters the classroom.

	LEAP Observation	IMPACT Evaluation
Goal	Informal feedback (targeted to a specific area of focus)	Formal, evaluative feedback using the Essential Practices rubric (holistic)
Frequency	Weekly	One to three times a year (depending upon a teacher's LIFT level)
Length	Approximately 15 minutes (sometimes more or less)	At least 30 minutes
Scheduling	Observations should be scheduled in advance.	Observations are unannounced and can occur at any time during the designated IMPACT cycle.

How will LEAP Leaders be evaluated?

For the 2016-2017 school year, feedback for LEAP Leaders on LEAP-related responsibilities will be woven into *current* IMPACT structures. Guidance documents for each of the following groups will be provided to LEAP Leaders and principals at the beginning of the school year.

- *LEAP TLI Teacher Leaders* – LEAP-related activities can be used as additional evidence for the current Commitment to School Community (CSC) standards.
- *LEAP Leader Instructional Coaches* – Slight revisions will be made to the language of the current instructional coach rubric to include LEAP-related structures and examples. LEAP-related activities will also be used as additional evidence for the current Commitment to School Community (CSC) standards.
- *LEAP Leader APs* – LEAP-related artifacts and indicators will be included as optional evidence in the Leadership Framework.

The IMPACT team will engage with LEAP Leaders and principals over the course of the 2016-2017 school year to determine how to evaluate LEAP Leaders through IMPACT in the 2017-2018 school year and

beyond. More information about how to be part of that taskforce will be shared once the school year starts.

What role will video play in the LEAP Observation process?

During the 2016-2017 school year, OIP will explore opportunities for video to increase the efficiency and effectiveness of the LEAP Observation and Debrief Cycle, and cross-school collaboration. A subset of LEAP Leaders and District Course Chairs (DCPS teachers and instructional coaches who will facilitate PD Day sessions) will have the opportunity to participate in a video-based pilot to explore innovative recording technology and new strategies to capture instruction and student responses.

OBSERVATION FREQUENCY

How often should core teachers at the elementary/middle school level be observed?

At the elementary and middle school level, core content teachers on LEAP Teams, including ELA, Math, non-departmentalized elementary teachers, and ECE teachers, should receive a **weekly** 15-minute LEAP Observation.

How often should core teachers at the high school level be observed?

For high schools, the standard expectation is that teachers on LEAP Teams receive LEAP Observations and participate in 5P Debriefs at least every other week. DCPS strongly encourages high school LEAP Leaders to provide weekly observations for core content teachers whenever possible; however, DCPS recognizes that given the number of teachers in high school departments, weekly feedback often isn't feasible. DCPS encourages LEAP Leaders to consider whether they can prioritize certain teachers (perhaps teachers who are less experienced or who need more support) to receive weekly LEAP Observations and 5P Debriefs, even if others can only participate biweekly.

How often should Special Education and ESL teachers be observed?

Most special education and ESL teachers are members of LEAP content teams, and should attend weekly LEAP Seminars. However, DCPS recognizes that given limited leadership capacity, it's often not possible for these teachers to participate in the weekly Observation and 5P Debrief. DCPS does encourage schools to consider whether there are ways of providing these teachers with feedback at some points – for instance, on a monthly basis, or when capacity permits. LEAP Observations and 5P Debriefs for SPED and ESL teachers should be logged in the LEAP Platform, using the Quick Feedback tool. Please note though that this is not something that instructional superintendents and OIP will be reviewing, since it's not an expectation of LEAP.

How often should non-core teachers be observed?

During the 2016-2017 school year, non-core content teachers are not expected to be observed by LEAP Leaders as a part of the LEAP program. That being said, DCPS absolutely encourages school teams who have capacity to observe non-core teachers whenever possible, in order to support their growth.

Are there weeks when LEAP Observations are not required?

There are certain weeks within the LEAP Modules when Observations and Debriefs do not need to be conducted. For all subjects, during a week that includes a PD Day, no LEAP Observation/Debrief is necessary. In addition, the ELA Modules include two weeks during which teachers will focus on planning for the upcoming unit; LEAP Observations and Debriefs are optional and not required during those weeks. These deviations from the standard weekly approach will be made clear in the LEAP Modules provided by OIP. If LEAP Leaders are unclear about when observations are necessary for their module, they should reach out to their OIP content team or email LEAP@dc.gov.

What happens if a LEAP Leader is on FMLA or otherwise unavailable?

If a special situation arises that presents a need to dramatically adjust an observation model, the LEAP Leader should be sure to flag this by emailing LEAP@dc.gov and the principal. For instance, if a LEAP Leader is out on maternity or medical leave for a period of time, DCPS understand that teachers on that LEAP Team likely would not be able to continue to receive regular feedback as they would normally. DCPS recognizes the need to be flexible with these sorts of situations; LEAP Leaders should send an email to alert OIP so that they are aware of the unique circumstances.

What happens if a LEAP Leader needs to cancel a scheduled observation?

While occasional observation cancellations are understandable, frequent cancellations are a cause for concern, and would necessitate a conversation with the principal to determine what's happening and how to get the work on track.

Can the frequency of LEAP Observations be changed?

If a LEAP Leader would like to propose a different frequency of observation and feedback for teachers, then he/she would need to reach out to his/her principal and OIP for approval. DCPS does understand that there might be cases in which the standard expectations for frequency of feedback in LEAP might not be possible or the right fit for a school, and its commitment is to determine an approach that works for each school's context and meets each school's needs. If this is the case, then the LEAP Leader should reach out to the principal and LEAP@dc.gov explaining briefly the different approach in advance of beginning the Module.

OBSERVATION FOR SPECIFIC GRADE LEVELS

Who will conduct observations for early childhood?

As identified in the section on how LEAP Teams are organized (see pages 9-13), ECE teachers in Title 1 schools will receive weekly observations from centrally-based ECE coaches, each of whom will work across two to three schools. At non-Title 1 schools, principals have identified a school-based leader for their ECE LEAP Team.

Who will conduct observations at the high school level?

Assistant principals will conduct at least bi-weekly observations and provide related feedback as a part of LEAP. APs may have observation caseloads based on their content expertise, grade assignment, or campus needs. Please note that, similar to the ES and MS model, TLI Department Chairs should spend release time leading their content team and facilitating planning meetings. However, given the greater

variety of courses within each content area at the high school level, and the greater demands of leading planning and content development for those teams, they are not required to have a formal coaching caseload.

This will mean in that in some cases, teachers may have a TLI Department Chair leading their department, but receive feedback from a different person – an assistant principal or instructional coach. Given the larger size and greater content demands of high schools, it's not possible to always avoid this situation, but it will be important to take intentional steps to ensure that the feedback a teacher is receiving from their observing AP is aligned with the work the teacher is doing in their department meetings. OIP will support schools in working toward this alignment, through both resources (such as observation look-fors aligned to the work of content teams) and training.

Part 3 – LEAP 5P Debrief

The third part of the LEAP Weekly Cycle is the LEAP 5P Debrief, during which teachers will have the opportunity to receive *praise* for the growth they are making, to *process* with their coach where improvements could be made, to *prioritize* one skill to focus on during the coming week, to *plan* an upcoming lesson with this skill in mind, and then to actually *practice* the skill with the LEAP Leader.



What happens during a LEAP 5P Debrief?

After observing a 15-minute period of instruction, LEAP Leaders will meet with teachers to debrief instruction. The purpose of the 5P Debrief is to provide feedback to teachers on specific skills studied during the LEAP Seminar, and is based upon research-based best practices. More specifically, the structure for the debrief conversation is modeled on the work of Paul Bambrick-Santoyo in *Leverage Leadership*. The LEAP 5P Debrief includes five main components:

- **Praise:** This opening part of the LEAP Debrief is meant as a place to highlight teacher/student actions that are going well. For example, the LEAP Leader might praise a teacher for writing better-scaffolded text-dependent questions, which was an action step identified in the previous observation and debrief cycle.
- **Process:** The second part of a LEAP Debrief is intended for the teacher and LEAP Leader to analyze the lesson and student work together to identify areas for improvement. For example, the teacher might identify that out of a group of 25 students, 15 students could only answer the lower-level text-dependent question and were unable to make a higher-level inference about the meaning of the text.
- **Prioritize:** Based upon the areas for improvement that the teacher and LEAP Leader identified, they would together pick one area of focus for the next week. Continuing with the ELA example, they might decide to prioritize writing additional scaffolded questions to support students moving from lower-level to inferential thinking.
- **Plan:** The teacher and LEAP Leader would next look for opportunities in an upcoming lesson where the teacher might work on planning to implement the prioritized action step. For example, the teacher and LEAP Leader might script out scaffolded questions for a complex text that would be used within the next week.

- **Practice:** Finally, the teacher would have a chance to practice the action step while getting feedback from her LEAP Leader. In this example, the LEAP Leader would act as a student while the teacher practiced asking scaffolded questions to gauge their impact on the student's ability to answer inferential questions more successfully.

What happens after a LEAP 5P Debrief?

At the end of the 5P Debrief, the LEAP Leader will summarize the agreed upon action step to prioritize during the following week. The LEAP Leader is responsible for logging the debrief in the LEAP Platform (Whetstone), where the teacher, the principal, and the LEAP Leader can see two sections: (1) Praise (evidence of what went well during the observation) and (2) Prioritize (agreed upon action step to focus on during the upcoming week).

When the LEAP Leader returns for the LEAP Observation the next week, she/he will look for evidence of successful implementation of the prioritized action step. While the action steps are based on the content of the LEAP Seminar, it is important to note that action steps should be individualized based upon what was observed in the classroom.

How often and when does a LEAP Debrief take place?

A LEAP Debrief comes after every LEAP Observation, which would mean that a LEAP Debrief conversation should take place on a weekly basis for 30-45 minutes. As mentioned in the previous section, there are certain weeks where a LEAP Debrief would not occur, such as when unit planning takes place during the LEAP Seminar, or during weeks with PD days. At high schools, LEAP Debriefs should happen at least every other week; although teams are encouraged to conduct weekly observations for core content teachers whenever possible.

A LEAP Debrief can happen at a time that works best for the teacher and LEAP Leader. Generally, LEAP Debriefs will happen during a 30-45 minute block of planning time on a weekly basis.

What can LEAP Leaders do to support teachers who need support with classroom management?

LEAP is intended as a Tier 1 support for the purpose of deepening teachers' content-specific pedagogy. For teachers who still need support with classroom management, school teams should build in structures to provide this support. Leadership teams should adjust the ways LEAP is working to provide more intensive support when teachers need it. If LEAP Leaders find that a teacher needs support with classroom management, they should reach out to their leadership team for support.

LEAP Platform

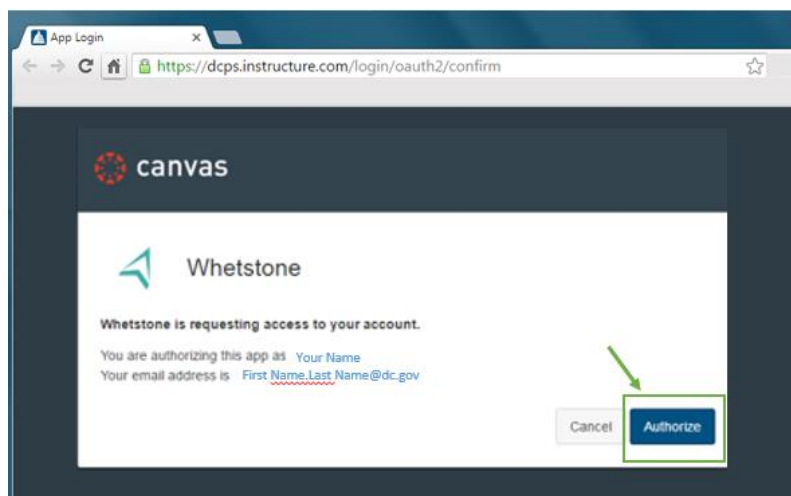
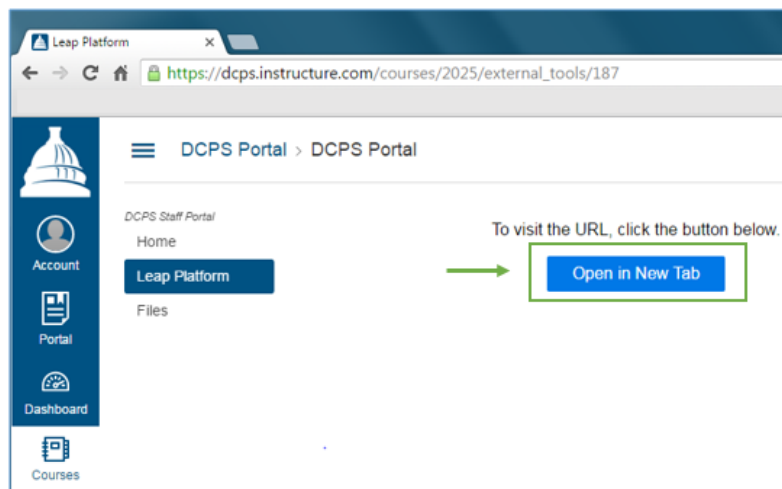
What is the LEAP Platform?

The LEAP Platform, Whetstone, is DCPS' new online system to support schools in managing their LEAP Teams, capturing observation notes, planning for the debrief meetings, and sharing actionable next steps with teachers. It will provide LEAP Leaders with a streamlined way to collaborate with teachers, share real-time observation feedback, and support teacher reflection during debrief meetings. Teachers will be able to use the platform to track all of their LEAP touch points in one place.

How do I access the LEAP Platform?

To access the LEAP Platform, login to Canvas (<https://dcps.instructure.com/>) using your DCPS email and DCPS email password. From there, click "**Portal**" on the left-hand navigation bar and then click, "**LEAP Platform**."

Click "**Open in New Tab**" and when prompted, "**Authorize**" Whetstone to access your account.

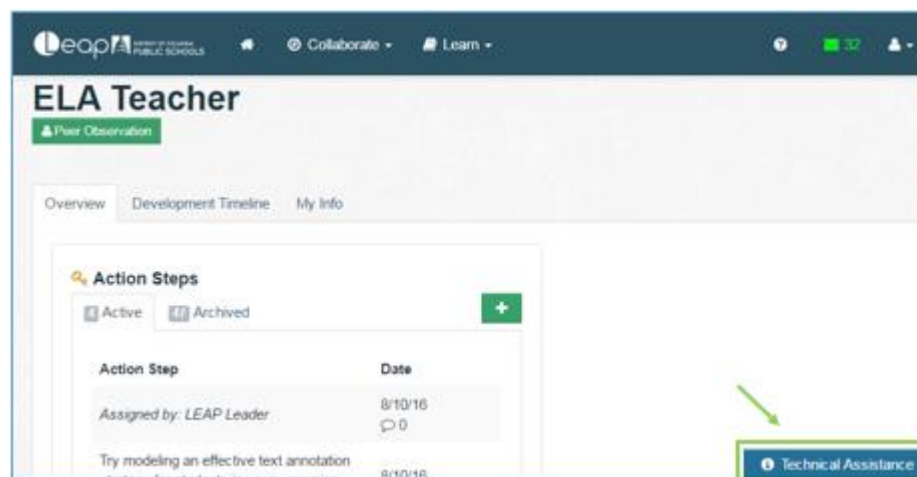


How does the LEAP Platform support the LEAP Cycle?

Teachers and LEAP Leaders will use the LEAP Platform to support the LEAP Seminar as well as the LEAP Observation and Debrief process. LEAP Leaders will log each weekly LEAP Seminar on the LEAP Platform by entering the date, time, and title of the meeting, and confirming attendees. LEAP Seminar forms should be shared with teachers by the Monday following the LEAP Seminar. Following the debrief process, teachers will be provided with a LEAP Debrief form from their LEAP Leader with highlights from the observation and mutually agreed upon next steps for the teacher. Teachers will receive this form no later than the Monday following the debrief conversation.

What do I do if I have trouble accessing the LEAP Platform?

- For questions related to user accounts, changes to LEAP plans/rosters, or other LEAP policy questions please contact the LEAP team at LEAP@dc.gov.
- For technical questions related to the functionality of the LEAP Platform, visit the site and click the “**Technical Assistance**” button. Chat support is also available by clicking “**Message us.**”



Professional Development Days

What happens during Professional Development (PD) Days?

PD Days will provide teachers with training that is designed to support teachers in understanding what standards expect of students, how to use curricular resources effectively, and ultimately how to plan and assess student learning throughout a unit. This will ultimately make planning more efficient and effective for teachers, and ensure that all students are being exposed to excellent and engaging content across all disciplines.

Who attends PD Days?

All teachers will engage in content specific support across schools on PD Days. Teachers can access information on their specific sessions using DCPS' new PD Scheduling Tool, "Sched."

Who facilitates PD Days?

District Course Chairs (DCCs) will facilitate the seven district-wide half-day PD Days and one day of pre-service week with support from content teams in OIP and the Office of Teaching and Learning (OTL). DCCs are teachers with demonstrated expertise in a particular content area and a passion for supporting their peers. DCPS is excited to offer the DCC opportunity for teachers to serve in a leadership role that will allow them to support content-specific cohorts of their peers and play a role in the design and implementation of district-wide professional learning. Over the course of the school year, OIP and OTL will also be collaborating with DCCs to build out additional content-specific support, particularly for teachers in elective and special subjects who are not part of school-based LEAP Teams.

How do LEAP, Cornerstones, and PD Days connect?

LEAP is all about providing regular opportunities to dig deep into content. PD days are an opportunity for teachers to dig into that content even more deeply in grade-specific cohorts. LEAP is designed to support teachers in planning and implementing the DCPS curriculum. Additionally, each of the LEAP Modules includes seminar time for teachers to analyze student work (including Cornerstone student work). Finally, during PD Days, teachers will come together in grade-specific content teams, which will provide additional opportunities to examine Cornerstone student work.

Why do teachers come together on PD Days in cross-school teams?

PD Days are intentionally structured for teachers to collaborate, plan and practice with their grade level and/or course specific peers in order to build a deep understanding for the student learning needed in the upcoming unit and data analysis techniques. Led by DCCs, teachers will have opportunities to build cross-school relationships, access high quality course resources, and engage in continual learning. For content-specific information about PD Days, please reference pages 30-35.

When do PD Days take place?

This year, there are seven half days of PD scheduled throughout the year. Please reference the Traditional and Extended School Calendars below for the specific dates.

Traditional Calendar Schools: Summary of Professional Development Days	
New Teacher Orientation	
August 11, 2016	Full day of New Teacher Orientation at CHEC from 8:30 am – 3:25 pm
Pre-Service PD Days	
August 15, 2016	Full day of school-based PD (content to be determined by principal)
August 16, 2016	Full day of district-run PD
August 17, 2016	Full day of district-run PD
August 18, 2016	Full day of school-based PD (content to be determined by principal)
August 19, 2016	Full day of school-based PD (content to be determined by principal)
PD Days Throughout School Year	
September 30, 2016*	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal)
October 28, 2016**	District-run PD in the morning, Records Day in the afternoon
December 2, 2016*	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal)
January 19, 2017**	District-run PD in the morning, Records Day in the afternoon
February 17, 2017*	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal)
March 31, 2017**	District-run PD in the morning, Records Day in the afternoon
May 18, 2017*	Students dismissed at 12:15 pm, district-run PD in the afternoon
Total	Principal-run PD: 3 full pre-service days, 3 half-days during the year District-run PD: 2 full pre-service days, 7 half-days during the year

*Shared PD with Extended Year Schools

**Principals at School Leadership Academy

Extended Year Schools: Summary of Professional Development Days	
Pre-Service PD Days	
August 1, 2016	Full day of school-based PD (content to be determined by principal)
August 2, 2016	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal); New Teacher Orientation
August 3, 2016	Full day of District-run PD
August 4, 2016	Full day of District-run PD
August 5, 2016	Full day of school-based PD (content to be determined by principal)
PD Days Throughout School Year	
September 30, 2016*	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal)
October 21, 2016	District-run PD in the morning, Records Day in the afternoon
December 2, 2016*	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal)
January 27, 2017	District-run PD in the morning, Records Day in the afternoon
February 17, 2017*	District-run PD in the morning, school-based PD in the afternoon (content to be determined by principal)
April 28, 2017	District-run PD in the morning, Records Day in the afternoon
May 18, 2017*	Students dismissed at 12:15 pm, District-run PD in the morning
Total	Principal-run PD: 2.5 full pre-service days, 3 half-days during the year District-run PD: 2.5 full pre-service days, 7 half-days during the year

*Shared PD with Traditional Calendar Schools

LEAP in Each Content Area

LEAP for ELA

LEAP Literacy focuses on creating equitable instruction that affirms students' identities and empowers them to act on the forces affecting their lives. To expose students to and help them understand big and important ideas, the first ELA LEAP Module will focus on scaffolding student understanding of complex texts. Teachers will thoroughly read the texts they teach in order to unpack the parts of the text that make it complex – structure, language, meaning/purpose, and knowledge demands. They will use this understanding to determine the big ideas of the text and to internalize the culminating task as outlined in their curricular materials. Teachers will also ensure all learners have access to complex text by honing their skills for determining appropriate scaffolding to meet the needs of their learners, including text-dependent questions and instruction of academic vocabulary. The module will culminate in collective analysis of student work, identifying evidence of student learning and implications for practice. During the second ELA module, teachers will engage in a collective study of how to organize and sequence these components in order to design scaffolded and text-centered lessons that deepen students' comprehension of the text. Additional modules will be developed based on student outcomes and teacher feedback, but will potentially focus on building towards student independence with reading and writing.

During PD Days, DCCs will facilitate professional learning opportunities for cohorts of teachers within the same grade level. These grade and content-specific teams will allow teachers to engage in:

- Robust discussion about the texts they are teaching (teacher book study, literature circles, and/or Socratic/Paideia discussions) with focus on unit essential questions
- Deep analysis of common student work, including unit tasks (such as Cornerstones and culminating writing tasks) and data (such as ANET and TRC)

LEAP for Math

The founding principles for LEAP Math are based upon the idea that math is not a set of rules to be followed but a set of transferable skills to problem-solve, reason, research, communicate and promote creativity. To that end, Math LEAP Modules focus on giving teachers to time to engage deeply with the content and to partner with each other as learners and facilitators. The first Math LEAP Module is focused on preparing and customizing Eureka Lessons using student work. In this module, teachers are provided the opportunity to collaboratively study the curriculum, a practice that research has repeatedly found leads to higher student achievement. In this introductory module, teachers deepen their understanding of the structures and routines that support math lessons while simultaneously increasing their understanding of the Common Core Math standards and shifts. In internalizing the content of their lessons, teachers will apply their knowledge on the shifts of the standards to represent the major work of mathematics in each course. By developing their essential understanding of the content, teachers will better develop their students' ability to reason and understand the math at the depth of the standards.

During PD Days, DCCs will facilitate professional learning opportunities for cohorts of teachers within the same grade level and/or course. These grade and content-specific teams will allow teachers to engage in

- Planning rigorous lessons in course-specific cohorts that are customized to the needs of students and practicing lesson delivery to continually hone pedagogical practice

- Analysis of common student work from performance tasks and data from progress-monitoring and summative assessments (e.g., I-Ready, PARCC, MAP, etc.)

LEAP for Science

The LEAP Science work aims to achieve equitable science instruction, which is about providing all students opportunities to think critically, solve problems, investigate how the natural and human-made world around them operates, and communicate findings. The first Science LEAP Module will begin with the work of connecting the three Next Generation Science Standards (NGSS) Dimensions to the DCPS Science Curriculum. Having a common understanding of the NGSS is foundational to the work the Science LEAP Team will do throughout the year. Teachers will review the essential characteristics of the three NGSS dimensions and learn about the science-specific EQuIP rubric for evaluating lesson and unit plans. The second Science LEAP Module will focus on guiding students in investigations and data analysis. In addition, teachers will plan an investigation and data analysis task aligned to an upcoming unit. The third Science LEAP Module will focus on defining problems and designing solutions in Engineering, while giving teachers the opportunity to plan a design activity for an upcoming unit. The fourth Science LEAP Module will delve into Literacy in Science, including obtaining, evaluating, and communicating information. Teachers will plan a research task for students involving at least one complex text.

The DCCs will facilitate professional learning opportunities for cohorts of teachers who teach the same course or grade level. These course-specific teams will allow teachers to engage in:

- Robust exploration of the Nature of Science and of how the three dimensions of NGSS (Science & Engineering Practices, Crosscutting Concepts, Disciplinary Core Ideas) support students in acquiring scientific skills and knowledge
- Deep analysis of common student work, including unit tasks, such as Cornerstones
- Common planning for upcoming units focused on sharing high-quality, course-specific resources

LEAP for Social Studies

Equitable Social Studies instruction is rooted in inquiry-based learning, which leads to students being able to take informed civic action in their schools, communities, and the world around them. The first Social Studies LEAP Module will follow the same framework as the first ELA Module by focusing on navigating text complexity. In this module, teachers will deepen their understanding of qualitative text complexity by thoroughly reading the sources they will teach in order to unpack the parts of the text that make it complex – structure, language, meaning/purpose, and knowledge demands. Teachers will also consider how to ensure all learners have access to complex historical sources by honing their skills for determining appropriate scaffolding to meet the needs of their learners, including text-dependent questions and instruction of academic vocabulary. Module one will culminate in collective analysis of student work, identifying evidence of student learning, and implications for practice. In later modules, teachers will build upon learning from Navigating Text Complexity by examining three central concepts to support our students as they read as historians/geographers: sourcing, contextualization, and corroboration.

PD days for Social Studies educators will be led by Building Literacy in Social Studies (BLISS) Fellows. The BLISS Fellows will facilitate professional learning opportunities for cohorts of teachers within the same

grade level (e.g. 8th grade Social Studies teachers). By collaborating with content-alike colleagues from one grade level, teachers will have the opportunity to:

- Build shared learning of the five instructional shifts of the C3 Framework
- Analyze common student work, including tasks within their Cornerstones
- Explore choice sessions related to specific course content/pedagogy

LEAP for ECE

The vision for ECE LEAP is grounded in the idea that in order to have a significant and lasting impact on teacher practice, and therefore also on children's growth and learning, teachers must be actively engaged in a process of ongoing, collaborative inquiry. This inquiry takes place with teams of colleagues who explore aspects of their practice in depth, make adjustments based on new learning, and reflect on and refine their practice. The ECE LEAP Modules are grounded in four key pillars of practice: seeing children as competent and capable learners and thinkers; elevating children's voice and thinking within the classroom; viewing children's learning as an intellectual puzzle; recognizing that children develop within the context of relationships. During the year, there will be four ECE LEAP Modules:

1. Supporting Children's Development within the Context of Relationships
2. Creating Inspiring Spaces: Classroom Environment and Organization
3. Oral Language and Early Literacy Development
4. Promoting Mathematical Thinking

Content addressed during PD Days for ECE teachers will be aligned to the module topics and to the curriculum. During these PD Days, teachers will deepen their understanding of module-related content, while working closely with colleagues and ECE LEAP Leaders to analyze and reflect on children's development and learning using student work samples, video analysis, transcripts of dialogue, and other documentation.

LEAP for Special Education

Special Education teachers whose students engage with the DCPS curriculum and take the PARCC assessment will be part of their school's ELA or Math LEAP teams and will participate in the weekly LEAP seminar sessions. These teachers generally teach within the following classroom models: inclusion / co-teaching / resource; BES; SLS; and. ELS K-2. This inclusive framework will allow Special Education teachers to deepen their understanding of Common Core-related content and engage in collaborative student work analysis and planning, while simultaneously facilitating an inclusive environment for all students. Special Education teachers participating in the LEAP Teams will serve the vital role of supporting effective inclusive practices by helping their general education colleagues to identify and implement effective differentiation strategies and by supporting the implementation of effective co-teaching models and strategies. ECE Special Education teachers will also participate in their schools' ECE LEAP teams and in the weekly ECE LEAP Seminars.

Special Education teachers whose students follow the attainment curriculum and who take the ALT assessment, including teachers in Communication and Education Support (CES), Independence and Learning Support (ILS), and Medical and Education Support (MES), and Early Learning Support (ELS) programs will not be a part of school-based LEAP teams.

On PD Days, the work of Special Education teachers will vary depending on area of expertise.

- ECE Special Education teachers will be provided with opportunities to develop specialized skills related to their program model and the unique needs of the children with whom they work.
- Special Education teachers participating in ELA or Math LEAP teams will engage in professional learning opportunities alongside their general education colleagues.
- Special Education teachers whose students follow the attainment curriculum and who take the ALT assessment will engage in specialized professional learning opportunities on PD Days that will enable these teachers to develop specialized skills related to their program model and the unique needs of the children with whom they work.

LEAP for Health and Physical Education (HPE)

During each professional development opportunity, Health and Physical Education Teachers will work in leveled professional learning communities (elementary, middle, and high school teachers) led by a DCC to engage in a deep dive into the new Health standards, new HPE Cornerstones, and to develop, practice, and refine their skills related to best practices in HPE instruction. Additionally, HPE teachers will be provided with guided planning time using the principles of Backwards Design. Each PD Day, professional learning seminar, and webinar will be planned around Cornerstones 1-4, curricular themes and best practices in HPE. During these professional learning experiences, teachers will focus on planning in the following ways in order to increase student proficiency in Health and Physical Education:

- Planning/Using Standards and Unit Design
- Student Goal-Setting
- Differentiation
- Sequence of Learning
- Performance Objectives
- Self and Peer Assessments
- Authentic Resources

Finally, through each professional development opportunity, HPE teachers will engage in practice and feedback discussions related to the aforementioned topics and best practices.

LEAP for Music

During each professional learning experience for Music teachers, teachers will work collaboratively with same-level colleagues (elementary, middle, or high school teachers) in their professional learning communities, with the support of a Music DCC. During these experiences, Music teachers will explore the new Music curriculum, and have opportunities to develop, practice, and refine new skills and strategies for Music instruction, and to plan for instruction.

The webinars, PD Days, and quarterly professional learning seminars for Music teachers will be related to a curricular theme in the following order:

- Interaction
- Language
- Determination
- Creation
- Transformation

Music professional development opportunities will engage teachers in planning and practice using the newly designed lesson-planning tool. In order to increase positive outcomes in student learning, teachers will focus on:

- Navigating curriculum documents
- Close study lesson planning
- Close study unit design
- Model teaching
- Unit implementation and pacing
- Student engagement
- Feedback
- Resources

LEAP for Visual Arts

Visual Arts teachers will work collaboratively in professional learning communities during PD Days with the leadership of a Visual Art DCC. During these experiences, teachers will engage in deep dives into the new curriculum, develop Visual Art instructional practices, and have opportunities to practice new skills and strategies and to receive peer feedback. Each professional development opportunity will be connected to the following curricular themes to support implementation of new curricular units of study:

- Identity
- Interaction
- Language
- Determination
- Creation
- Transformation

In addition to curricular themes, Visual Art teachers will engage in practice and feedback aligned to the two Visual Art instructional practice threads of lesson planning based on new curriculum units and Close Study.

LEAP for World Languages

World Language teachers will work in leveled professional learning communities (elementary, middle, and high school teachers), led by a DCC, to engage in a deep dive into the new World Language curriculum, to develop their skills in best practices for World Language instruction, and to practice and provide feedback to colleagues during PD Days. Additionally, World Language teachers will be provided with guided planning time using the new curriculum. Each PD Day, professional learning seminar, and webinar will be planned around a curricular theme in the following order:

- Identity: *Self*
- Identity: *Other*
- Interactions
- Exploration
- Choice

Along with a curricular theme, World Language professional development opportunities will engage teachers in planning and practice using the planning domain of the TELL framework (Teacher Effectiveness for Language Learning). Teachers will focus on planning in the following ways in order to increase student proficiency in the second language taught:

- Using Standards and Proficiency Targets
- Student Background and Interests
- Unit Design
- Differentiation
- Student Goal-Setting
- Lesson Planning
- Activities
- Student Engagement
- Authentic Resources

Finally, through each professional development opportunity, World Language teachers will engage in practice and feedback seminars around the following best practices in World Language instruction: *target language use, comprehensible input, questioning techniques, interpersonal communication, presentational communication, and interpretive communication.*

Support for LEAP Leaders

What training have LEAP Leaders received before beginning their roles?

Over the summer, LEAP Leaders attended LEAP Summer Intensive, a two week training hosted in partnership with Leading Educators, (a national organization specializing in leadership development) during which they learned and internalized the components of the LEAP Weekly Cycle, with time to differentiate by content area and teacher need and prepare for implementation at their individual campuses.

The first week of LEAP Summer Intensive focused on developing content pedagogical expertise for ELA, Math, Science, Social Studies, and Early Childhood, followed by sessions on the elements of the LEAP Weekly Cycle – adult learning design, looking at student work, facilitation, observation and debrief, and planning and practice. LEAP Leaders also participated in "The Together Leader," a session facilitated by Maia Heyck-Merlin, designed to train leaders to maximize their time by creating customized organizational systems that hold up to fast-paced, high-volume, on-the-move professions.

The second week of the LEAP Summer Intensive was dedicated to applying the LEAP Weekly Cycle to individual campuses. School teams, including the principal and LEAP Leaders, focused on planning for implementation and building out foundational conditions including schedules, coaching caseloads, program calendars, cycle adjustments, and staff roll out plans.

What support will LEAP Leaders receive during the school year?

- **Content Development:** On a weekly basis, LEAP Leaders will receive content resources and support from content-specific teams in OIP to ensure they are setup to successfully lead their LEAP Teams and support their teachers at the school level.
- **Weekday Workshops:** Throughout the 2016-2017 school year, LEAP Leaders will have four additional opportunities to participate in workshops to develop and refine adult leadership skills, building off of the learning from LEAP Summer Intensive. These workshops, which will take place during the school week, will focus on leading LEAP Teams, facilitating adult learning, coaching, and developing personal leadership skills.
- **LEAP Leadership Coaching:** During the 2016-2017 school year, LEAP Leadership Coaching will be provided to 31 Title 1 schools, offering personalized development for LEAP Leaders to grow their adult and instructional leadership capacity. Leadership Coaches also offer support to principals in developing LEAP Leaders and in creating systems for distributed leadership. This individualized coaching will be offered in partnership with Leading Educators.

Will there be a designated time for LEAP Leaders to share feedback?

There will be ongoing opportunities for LEAP Leaders to provide feedback on LEAP Modules, overall LEAP design, and implementation at their individual campuses. Additional feedback may be shared at any time by emailing LEAP@dc.gov.

Resources

For your convenience, all of the files referenced in this handbook and hyperlinked below may be found at the following link: <http://bit.ly/LEAPHandbookResources>. For any additional resources or additional questions, please reach out to LEAP@dc.gov.

[Day in the Life of a LEAP Leader](#)

[DCPS Schedule Examples](#)

[LEAP Enabling Conditions Tool](#)

[Extended Year Pre-Service Week Catalog](#)

[Quick Sort Protocol](#)

[LEAP in Ninth Grade Academies](#)

[LEAP Observation and 5P Debrief Tool](#)

[LEAP Scheduling Policies and Best Practices](#)

[LEAP Team Design Guide, Elementary and Middle Schools](#)

[LEAP Team Design Guide, High Schools](#)

[LEAP Terminology](#)

[LEAP Policy Overview](#)

[Traditional Pre-Service Week Catalog](#)



Looking at Student Work: *Quick Sort Protocol*

Quick Sort Protocol

This protocol can be used by a coach to analyze student work either with one teacher or in a larger group. The coach and teacher might choose to focus on a particular part of the protocol rather than go through all of the steps.

- 1. The work:** Discuss the formative work that you have chosen.
 - a. What is the purpose of this formative work? How does it relate to grade-level goals or standards?
 - b. Did students work together or individually?
 - c. What type of scaffolding did the teacher provide? Was the assignment differentiated for certain students? If so, how?
- 2. Criteria:** The teacher should describe how the work will be evaluated.
 - a. What evidence of learning did you hope to see in this work?
 - b. How will you evaluate student work? (rubric, checklist, exemplar, previous work done by students, other)
- 3. Quick sort:** Sort the work.
 - a. The coach and teacher should discuss how to examine the work. What can you look for quickly when analyzing the work?
 - b. Take a brief amount of time to examine the work and make three piles. For example, you might make piles based on students whose work seems below standard, on-target, and above standard for that grade level.
- 4. Analyze:** What do students have in common in this group?
 - a. What are strengths that you see in this group? Identify examples.
 - b. What are areas that are challenging for them? Identify examples.
- 5. Reflect:** Reflect on your formative evaluation.
 - a. Is this formative assessment a good way of evaluating their knowledge or skills?
 - b. Do the students understand the purpose of this assignment?
 - c. Do students know how their learning is being evaluated? Do they know what good work looks like?
- 6. Plan:** Based on your discussion, what type of instruction does this group of students need?
- 7. Repeat steps 4-6** for other groups of learners that have not been analyzed.

LEAP Observation and 5P Debrief Template

This observation and debrief framework is adapted from [Bambrick's coaching model](#) to be intentionally content- focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.

Observation

These sections are completed by the observer before/during the classroom observation.

Planning

These sections are completed by the observer after the classroom observation but before the debrief conversation.

5P Debrief

These sections are completed by the observer during the debrief conversation.

Context

These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team's current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.

LEAP Observation and 5P Debrief Template

Pre-Observation

Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

Date & Time (observation):		Teacher:	
Date & Time (debrief):		Observer:	
Grade Level / Content Area:		LEAP Seminar Leader:	
Subject and Grade Band, Module Title, Week #:			
Seminar Outcomes:			
Seminar Objectives:		Seminar Criteria for Success (CFS):	
Observation and 5P Debrief Focus:		Potential Teacher Action Steps:	
Focus Questions Evidence to Collect			

Observation

During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is **specific, descriptive and judgment-free**. Collect evidence through **scripting, narration, counting, timing, tracking trends, and/or taking photos of student work**. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

Lesson Objective:	
Observation Notes	*LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.

5P Debrief Conversation

Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider Potential Teacher Actions Steps (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

5P Debrief Conversation Protocol / Guiding Questions:	Pre-Planning Notes:	Notes During 5P Debrief Conversation:
<p>STEP 1 – PRAISE</p> <p>What positive teacher/student actions will you highlight from the classroom observation?</p> <p><i>1-2 minutes</i></p> <ul style="list-style-type: none"> How do you think the lesson went? One great action I noticed was that you _____. What was the impact? (OR) The impact was _____. Nice work! In our last LEAP Seminar, we planned for _____. How did that go? Our prior action step was _____. What lessons did you learn that we can build on, moving forward? 		

<p>STEP 2 – PROCESS</p> <p>What student work or evidence will you examine with the teacher to guide the discussion?</p> <p><i>2-6 minutes</i></p> <ul style="list-style-type: none"> • Look at the text or task. • What is the ideal student response to the text or task? • Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses? • Looking at student work/responses, what is the gap between current and ideal student performance? • What scaffolds can we plan to ensure students can reach the ideal student response? 		
<p>STEP 3 – PRIORITIZE</p> <p>What is the key action step for the teacher to focus on in the next week?</p> <p><i>1 minute</i></p> <ul style="list-style-type: none"> • Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary. • Based on what we just talked about, it might make sense to focus on _____. (OR) Based on what we just talked about, what do you think it make sense to focus on? • Your action step for today is _____. This is important because _____. • Record the action step on Whetstone, the LEAP Platform. 		

<p>STEP 4 – PLAN / PRACTICE</p> <p>How will the teacher apply the action step to improve his/her instruction?</p> <p><i>13-20 minutes</i></p> <ul style="list-style-type: none"> • Which lesson in the next week can we use to practice this skill? <ul style="list-style-type: none"> ○ What part in this lesson should we focus on? • Let's co-plan for this part of the future lesson together. • Spend several minutes scripting side-by-side with the teacher. <ul style="list-style-type: none"> ○ Script the ideal student response. ○ Script teacher language, as needed. • Let's role play this part of the future lesson together. <ul style="list-style-type: none"> ○ Practice delivery of the content planned, in order to check for clarity and economy of language. ○ Role play as a student who gets the answer correctly. ○ Role play as a student who does not get the answer correct on the first try. 		
<p>STEP 5 – CLOSE-OUT</p> <p>What are our next steps, moving forward?</p> <p><i>1-3 minutes</i></p> <ul style="list-style-type: none"> • What did you learn today? • <i>Investment:</i> How will this strategy make a positive impact on your students? • <i>Application:</i> When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively? • <i>Transfer:</i> How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me? • What is one thing that went well about today's meeting? What is one thing I can improve for next time? • <i>Gratitude:</i> Thank you for ____. 		

LEAP Enabling Conditions Tool

Overview

Developed from the work of distributed leadership at DCPS elementary, middle, and high schools, this serves as a tool for Principals, LEAP Leaders, and the Academic Leadership Team to identify and plan for the key enabling conditions that are the foundation of successful distributed leadership in schools, and therefore, the work of LEAP. This tool includes five key categories – **Learning Culture, Data Systems, School Leadership and Structures, Scheduling and Time Management, and Change Management** – that were identified in DCPS schools as the key conditions for successful distributed leadership. To successfully launch LEAP, some of these should be in place prior to the start of the school year, while other components will continue to be established and built upon throughout the school year. Academic Leadership Teams will also want to consider school culture as a prerequisite to these conditions. While it is not an explicit focus of LEAP, school culture is included in the [appendix](#) of this resource, as it is integral to effective instruction.

How to use

To use this tool, select a category and begin reviewing the conditions and relevant examples. Then, within each condition, use the planning template to identify what has already been established at the school to support this condition and what still needs to be done to fully put the condition into place. After planning out the next steps, identify owners (Principal, LEAP Leaders, or other members of the ALT, to ensure responsibility for these conditions is distributed across the leadership team) and a timeframe by when the condition will be established, or a time period during which school teams will focus on a particular condition. After using this tool to reflect and plan, school teams are encouraged to calendar out next steps in more detail. To see examples of DCPS school resources to support this work, please see [LEAP Resources for Schools](#). If you're interested in being connected with a specific DCPS school to learn more from their work of establishing enabling conditions, please email LEAP@dc.gov.

Categories

[Learning Culture](#)

[Data Systems](#)

[School Leadership and Structures](#)

[Scheduling and Time Management](#)

[Change Management](#)

Learning Culture				
Conditions	Planning Template			
1. Promote a growth mindset and a culture of learning among all adults	Examples <ul style="list-style-type: none"> August pre-service includes experiences that create intentional opportunities for developing growth mindset across all staff members. School leaders incorporate adult learning culture and growth mindset into vision for the school, and model this personally. School leaders establish norms and criteria for collaboration before the school year begins. 			
	Our Plan		Owner	By when?
	What have we already done?	What do we need to do next?	Insert name of ALT member	Insert dates
2. Provide feedback to LEAP Leaders about their leadership work, supporting through co-planning and coaching as necessary	Examples <ul style="list-style-type: none"> School leaders create regular schedules to observe LEAP Leaders in action; or leverage a LEAP Leadership Coach to provide targeted, bite-sized feedback to improve practice. School leaders schedule regular check-ins with other LEAP Leaders to share leadership practices and teacher progress. 			
	Our Plan		Owner	By when?
	What have we already done?	What do we need to do next?	Insert name of ALT member	Insert dates
3. Visit LEAP Seminars and Debriefs in order to maintain a pulse on the work and provide support to leaders as necessary	Examples <ul style="list-style-type: none"> Concrete examples of a strong learning culture amongst teachers and LEAP Leader are observed at the weekly Math LEAP Seminar. At the next ALT meeting, the LEAP Leader is asked to model a best practice for other LEAP Leaders. 			
	Our Plan		Owner	By when?
	What have we already done?	What do we need to do next?	Insert name of ALT member	Insert dates

Data Systems				
Conditions	Planning Template			
1. Academic Leadership Team collaborates to identify priority assessments and set goals	Examples <ul style="list-style-type: none"> During LEAP Summer Intensive, ALT discusses and determines goals and key assessments to support the work of LEAP, and to inform goal setting for Chancellor's Goals and Comprehensive School Plans. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	End of LEAP Summer Intensive
2. Systems are in place to regularly collect and access student data <u>and</u> all staff is taught why, how, and where to track student data	Examples <ul style="list-style-type: none"> Prior year data collection methods and systems are analyzed to determine what worked and what needs to be adjusted, and updates to data collection systems are made before August pre-service; as much as possible, all data lives in consistent, streamlined systems. A calendar is created to indicate when BOY, MOY, and EOY data should be collected. One person is designated to be responsible for owning, implementing, and refining data collection systems throughout the school year. During pre-service week, time is built in for school leaders to demonstrate how to use this year's data systems teachers to participate in a data system demo and look at their BOY student data. Expectations are set around entering student data on a weekly basis, and accountability structures are built in. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August Pre-Service Week

3. To support Tier 2 and 3 instruction, instructional decisions (e.g., student groupings) are made as early as possible in the school year – either through collecting beginning of year data expeditiously or by using prior year data	Examples <ul style="list-style-type: none"> All ELA teachers understand that DIBELS baseline data must be completed by September 23rd; AP of ELA will compile data and lead a data dive meeting with teachers by October 7th. Prior year math data is used to create student groupings for the first weeks of school; once BOY math data is compiled, student groupings are adjusted accordingly. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	<i>Insert dates</i>
4. All staff is taught why, how, and where to access LEAP data on teacher development; Whetstone is used to regularly collect and access LEAP data	Examples <ul style="list-style-type: none"> During pre-service week, time is built in for teachers to participate in a demo of Whetstone (the LEAP Platform) and learn about the features and functionality of the site. LEAP Leaders use the Whetstone platform to track LEAP Weekly Cycles (including seminars, observations, and debriefs). 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August Pre-Service Week

School Leadership and Structures	
Conditions	Planning Template
1. Confirm caseloads for coaching, specifying who will conduct observations and debriefs for each	Examples <ul style="list-style-type: none"> School Leaders revisit LEAP Team Design Plans (from Spring 2016) and confirm LEAP coaching assignments. LEAP Leaders consider coaching needs of the teachers on their teams and how they align to their content-specific LEAP Module goals. Each core content teacher on a LEAP Team receives a weekly informal observation and debrief conversation. SPED, ESL, and other teachers also receive observations and debriefs, and the frequency is determined by the school.

core content teacher under LEAP	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	End of LEAP Summer Intensive
2. Develop a consistent biweekly ALT meeting structure to support and enhance the work of LEAP	Examples <ul style="list-style-type: none"> School Leaders design ALT meetings using the 2016-2017 ALT Guidelines, developed in collaboration with the Office of Chief of Schools to align to the work of LEAP. School Leaders designate every other Tuesday from 10am-11:30am for ALT meetings. Before the school year begins, school leaders confirm and communicates the vision for distributed leadership across all ALT members. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	<i>Insert dates</i>
3. Determine how existing systems for tracking observation and debrief will be integrated with the Whetstone platform; plan for how observation and debrief data will be used	Examples <ul style="list-style-type: none"> ALT reviews their prior year existing systems for tracking observation and debriefs, building upon what's working and integrating relevant components into Whetstone. ALT determines how they will regularly review and discuss observation and debrief data in Whetstone. ALT plans for how these systems will be communicated to teachers. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August Pre-Service Week
4. Gather feedback across content teams to share best practices and reinforce norms	Examples <ul style="list-style-type: none"> Following each LEAP Seminar and individual debrief conversation, LEAP Leaders ask teachers for feedback around what's working, and what would be even better to include. LEAP Leaders bring teacher feedback to ALTs on a weekly or biweekly basis, and ALT meetings include a dedicated protocol to examine and action plan based on teacher feedback. 			

	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	<i>Insert dates</i>

Scheduling and Time Management				
Conditions	Planning Template			
1. Establish master schedules that include sufficient time for weekly LEAP Seminars and observations of teachers	Examples <ul style="list-style-type: none"> • Master schedule is developed to include: <ul style="list-style-type: none"> ○ Weekly meetings (LEAP Seminars) where each LEAP Team meets for at least 90 minutes ○ LEAP Seminars that occur during the allocated 225 minutes of weekly planning ○ Time for weekly 15 minute informal observations of each core content teacher on a LEAP Team 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	End of LEAP Summer Intensive
2. Establish individual schedules for LEAP Leaders that include sufficient time to do the work of LEAP, including leading the LEAP Seminar, conducting LEAP Observations and Debriefs for teachers, and planning time for leadership responsibilities	Examples <ul style="list-style-type: none"> • Individual LEAP Leader schedules should include time allocated to: <ul style="list-style-type: none"> ○ Planning for and leading the LEAP seminar ○ Conducting 15 minute observations for teachers, aligned to the LEAP Leader's coaching caseload, to ensure the Leader has time to visit the classrooms of the teachers being coached ○ Planning for and leading the LEAP Debrief following the observation • Time allocated for LEAP work should align to a LEAP Leader's position. In general, this looks like: <ul style="list-style-type: none"> ○ <i>Assistant Principals</i> – 75% of schedule dedicated to LEAP ○ <i>Instructional Coaches</i> – 100% of schedule dedicated to LEAP ○ <i>TLI Teacher Leaders</i> – 25% to 50% of schedule dedicated to LEAP; teaching at least 50% of the school day 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	End of LEAP Summer Intensive
3. Establish TLI Teacher Leader schedules that include sufficient time for	Examples <ul style="list-style-type: none"> • Individual TLI Teacher Leader schedules include: <ul style="list-style-type: none"> ○ At least 50% of the day spent teaching ○ Release time from teaching duties used specifically for LEAP work 			

<p>teaching and leading, with clear parameters for non-teaching time*, distinguishing between teaching prep, lunch, and planning for LEAP leadership responsibilities</p> <p><i>*Release time models should ensure that high quality instruction will continue to happen when the teacher leader is not teaching</i></p>	<ul style="list-style-type: none"> ○ Sufficient release time based on the size of the LEAP team being led and coached ○ Coverage for release time that ensures high quality instruction for students • TLI Teacher Leaders and principals use example schedules from successful TLI schools to create schedules specific to their school context. • Principal or another member of the ALT collaborates with teacher leaders to create an organized, clear plan for what they are doing during release time, and this is included in their schedule. • Within their schedule, a teacher leader has a regular planning period that is maintained and separate from their teacher leader role, in addition to time for lunch, and release time for LEAP work. • To support with release time, two teacher leaders split a third grade classroom, so that one teaches in the morning, and does prep and LEAP work in the afternoon, the other does prep and LEAP work in the morning and teaches in the afternoon. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August Pre-Service Week
<p>4. Create systems to address emergency coverages that do not rely on LEAP Leaders</p>	<p>Examples</p> <ul style="list-style-type: none"> • Led by the principal, the ALT commits to protecting the time dedicated to leading, coaching, and planning for teacher development. • Director of Strategy & Logistics (DSL) has a master schedule and individual teaching schedules, including which teachers are available each period if coverage is needed. DSL owns the communication and process for providing emergency coverage. • TLI Teacher Leaders are not used to support with teacher coverages. Their release time is protected and dedicated to leading and coaching their content-specific LEAP team. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	<i>Insert dates</i>

Change Management				
Conditions	Planning Template			
1. Develop roll out plan to introduce LEAP (why, how, what, who) to staff members before the start of the school year	Examples <ul style="list-style-type: none"> During pre-service week, ALT shares a school wide LEAP roll out plan with all staff. Plan includes: <ul style="list-style-type: none"> Why LEAP How LEAP will work, and what it will look like Who will be involved <ul style="list-style-type: none"> Introduction of LEAP leaders and how they were chosen, and how role will improve student achievement Roll out is led by all members of ALT. 			
	Our Plan		Owner	By when?
	What have we already done?	What do we need to do next?	Insert name of LEAP Leader	End of LEAP Summer Intensive
2. Share instructional goals that have been set for the year (ex: LEAP goals), and ensure staff understands the process by which they were established, and feels invested in them	Examples <ul style="list-style-type: none"> In content-specific LEAP teams, teachers examine data and agree on student needs. LEAP Leaders presents the work of LEAP as a critical lever to help address these needs and meet student instructional goals. 			
	Our Plan		Owner	By when?
	What have we already done?	What do we need to do next?	Insert name of LEAP Leader	August Pre-Service Week
3. Set expectations for teachers' participation in LEAP	Examples <ul style="list-style-type: none"> Clearly outline teachers' responsibilities for their own development through LEAP, including: <ul style="list-style-type: none"> Engaging in weekly LEAP seminar Completing pre-work in advance Planning lessons aligned to the LEAP content team's learning goals Being committed to incorporating new learning into daily lesson plans 			

	<ul style="list-style-type: none"> ○ Serving as a learning partner and support to other team members; sharing expertise and resources ○ Participating in assessment and analysis of student work ○ Generating ideas to improve LEAP Weekly Cycles ○ Actively participating in the observation and debrief process ○ Reflecting on feedback received during the observation, and incorporating into future lessons ● Establish a process for tracking seminar attendance, preparation, and lesson planning, and holds staff accountable through formal evaluations. These processes are supported by the Whetstone Platform. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of LEAP Leader</i>	August Pre-Service Week
4. Plan an introduction meeting for each LEAP content based team to build community and to establish norms and ways of working	Examples <ul style="list-style-type: none"> ● One LEAP Leader develops a common agenda for an introductory LEAP team meeting; each LEAP Leader uses that framework to facilitate an initial meeting with their team of teachers. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of LEAP Leader</i>	<i>Insert dates</i>
5. Reinforce the importance of LEAP through individual and school wide communications	Examples <ul style="list-style-type: none"> ● Building off of staff rollout plan of LEAP, communications are developed that reinforce the why, how, and what of LEAP, to ensure it's clear why LEAP is happening, and what the weekly cycles will look like. ● Communications could include weekly principal newsletters, updates incorporated into LEAP Seminar agendas, framing shared at school wide faculty meetings, and any other relevant emails and reminders. ● School Leaders develop plan for weekly drop-ins at LEAP Seminars and coaching debriefs, to experience the learning and to identify bright spots. ● School Leaders shares bright spots on a weekly basis with the entire staff, to reinforce and encourage what's working. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of LEAP Leader</i>	<i>Insert dates</i>

Appendix: School Culture

Additional School Climate Initiative (SCI) resources from the Office of Youth Engagement are available [here](#).

Conditions	Planning Template			
1. Establish clear, school-wide expectations for student behavior; develop plan for school-wide implementation	Examples <ul style="list-style-type: none"> School vision and mission are clearly articulated and are focused around student achievement. Prior year school culture data is analyzed to determine what systems and structures were effective and why, and where areas of need exist. Comprehensive plan of school wide student behavior expectations is created, rolled out to students, and posted throughout the school building. Dedicated time during pre-service week builds common understanding of student behavior expectations, and is used to develop planned teaching for the first weeks of school, with entire staff present. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August pre-service week
2. Determine what types of systems to put in place to positively reinforce school-wide expectations	Examples <ul style="list-style-type: none"> A school-wide Dojo system is established, with positive incentives for top classes and individual students. Students received specific, positive feedback from teachers for academic, social, and emotional gains. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August pre-service week

3. Determine what classroom routines, procedures, and behavioral expectations should be enforced across each grade level	Examples <ul style="list-style-type: none"> All fifth grade teachers collaboratively develop common expectations for fifth grade students, and the routines, expectations, incentives, and planned teaching needed to implement. Classroom rules and expectations are clearly posted and referenced as needed. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	August pre-service week
4. Determine support networks/procedures for teachers in case of escalated behavior issue that prevents teaching from occurring	Examples <ul style="list-style-type: none"> A de-escalation system with clear supports in place is created for new teachers. A counselor, partner teacher, or other support is named and available when needed to reinforce system/expectations. <i>(as applicable)</i> School climate committee is created with a designated point of contact; climate committee provides training and support to school staff to ensure implementation fidelity. 			
	Our Plan		Owner	By when?
	<i>What have we already done?</i>	<i>What do we need to do next?</i>	<i>Insert name of ALT member</i>	<i>Insert dates</i>

LEAP Scheduling Policies and Best Practices

Over the past several months, the Office of Instructional Practice has engaged DCPS principals, assistant principals, instructional coaches, and other staff who play a role in scheduling at their schools, to learn more about school schedule design and understand how schedules will be adapted to include the LEAP Weekly Cycle next school year.

The LEAP Weekly Cycle necessitates two primary considerations as it pertains to scheduling. First, that all LEAP Teams attend LEAP Seminars on a weekly basis for a minimum of 90 minutes, and second that all core content teachers receive regular informal observation and feedback. During the 90-minute weekly LEAP Seminars, teachers will analyze student work, build content knowledge, lesson plan, and practice content-specific learning. During LEAP observations, teachers will have the opportunity to hone the skills learned in LEAP Seminars through planning and practice. Establishing a schedule that guarantees these critical structures is essential to the successful implementation of LEAP at your school.

While scheduling processes and designs are unique to each school and leadership team, this document seeks to share some commonalities and best practices from your colleagues in order to support you in integrating the LEAP Weekly Cycle into your SY16-17 master schedule, and clarify how to do so within existing regulations. Please know that there will be dedicated time at LEAP Summer Intensive to refine and finalize your master schedule with your LEAP Leadership team. In order to make this work time as productive as possible, **we ask that you bring a draft or final version of your school's master schedule to the second week of training (July 18-22).**

LEAP Scheduling Policies and Guidelines

1. All LEAP Teams must meet on a weekly basis for a minimum of 90 minutes per week.

If you cannot find a way of building in 90 consecutive minutes of meeting time for all of your LEAP Teams, you may divide this weekly meeting into two 45-minute blocks. Please note that due to design of LEAP seminars, you should avoid scheduling the weekly meetings in three 30-minute blocks. We recommend that if you elect to split the LEAP Seminar, you schedule both sections on consecutive days.

LEAP Seminars must include all members of the LEAP Team, including any ESL and SPED teachers you have included as a part of that group. Time will be dedicated to refining these teams during LEAP Summer Intensive.

2. The 90 minutes of the LEAP Seminar is included as part of the required 225 minute weekly planning allocation for teachers. The Collective Bargaining Agreement (CBA) between DCPS and the Washington Teachers' Union (WTU) contemplates the use of planning periods for the activities outlined above. Specifically, Article 23.6.1 states, "[P]lanning periods shall be used for instructional purposes: planning lessons, reviewing student work, maintaining student records, holding conferences, and other similar activities."

3. Teachers on LEAP Teams should receive a 15 minute informal observation once a week, or at the high-school level, at least every other week. As you design your schedule, consider how LEAP Leader schedules align with the instructional time of the teachers on their teams, especially for TLI Teacher Leaders. For additional considerations around creating and scheduling release time, please reference the [Release Time Guide](#).

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- 4. Schools should allocate 50% release time for TLI Teacher Leaders.** Creating this release time will ensure TLI Teacher Leaders have sufficient time to lead their LEAP Team, and provide observation and feedback to three to four teachers (most TLI Teacher Leaders at high schools will not conduct observations given the responsibilities of serving as the Department Chair). For additional details about how to create release time for TLI Teacher Leaders, please reference the [Release Time Guide](#).

There are three approaches to consider when creating time for your LEAP Seminars. Pursuant to Article 23.2.1 of the DCPS-WTU CBA, the “work day for ET-15 and ET-15/12 Teachers shall be seven-and-one-half (7.5) consecutive hours beginning no earlier than 7:30 AM and ending no later than 4:30 PM, inclusive of a duty-free lunch period...”.

Taking this into account, you may take one of three approaches when scheduling your LEAP Seminars. Please note that adjustments to the start and end time within the constraints of Article 23.2.1 do not require a teacher vote or any other formal procedure, except as noted below. Still, best practice is to work collaboratively with your staff to identify the best possible solution to meet the LEAP requirements.

- 1. Create common planning time during the school day. As stated above, LEAP Seminars can be a part of the 225 minutes of planning already mandated for teachers.** In addition, if you cannot find a way of building in 90 consecutive minutes of meeting time for all of your LEAP Teams you may divide this weekly meeting into two 45-minute blocks. Additional details about how you may go about achieving this common planning time can be found in the following section of this document.
- 2. Hold LEAP Seminars before school.** The DCPS-WTU CBA is more restrictive concerning how time is spent at the start of the school day. While Article 23.2.1 permits teachers to begin working as early as 7:45 AM, Article 23.8 requires that each school hold a Morning Block period during the 30 minute period prior to the five (5) minute period before students begin school. However, the CBA also permits each school leader to work with its Morning Block Team to develop a schedule that may depart from that restraint. For example, a school leader could seek a compromise whereby teachers arrive at your school as early as 7:45 AM two days a week (in which case teachers would be dismissed at 3:15 PM) and LEAP Seminars run from 7:45 AM to 8:30 AM on those mornings. In that scenario, you may consider offering teachers the flexibility to use their Morning Block time as they see fit during the remainder of the week. Since such a schedule would depart from the timeframe stated in the DCPS-WTU CBA, you would need agreement from the Morning Block Team to institute such a schedule.
- 3. Hold LEAP Seminars after school.** One example of this model would be teachers reporting from 8:45 AM-4:15 PM, with a student day of 8:45 AM-3:15 AM. LEAP Seminars could be held in two 45 minute blocks from 3:30 PM -4:15 PM. This would not affect the student day, but would require agreement from the Morning Block Team to not utilize a Morning Block on the days in question.

Scheduling Process Best Practices

The process for designing master schedules looks different at each school, and we recognize that what works well for some may not work for you. Below are a few best practices and considerations to support you as you draft your master schedule.

- Try a variety of approaches for scheduling LEAP Seminars – all LEAP Teams at your school do not have to use the same approach to have common planning time.** There are a variety of ways that you can create common planning time for your LEAP teams. As LEAP was designed to build on systems and structures for common planning that already live in many DCPS schools, we’ve observed DCPS principals using the following strategies to create this space:

- *Stretch specials times to create a double special block that occurs once in a rotation. This could look like a 90 minute specials block once every two weeks for particular grade bands, with diminished allocations in the off week to create balance and equitable access to enrichment.*
 - *Block specials back-to-back to create 90 minute blocks (preferable for smaller LEAP Teams). This may require reduced special subject time on other days to ensure all other instructional needs are met for students and to create an equitable distribution of access to enrichment for all students.*
 - *Consider A/B weeks for specials or non-traditional rotations not aligned to a 5 day week.*
 - *Use other staff members to lead enrichment times (e.g., Guidance Counselors, Library Media Specialists, etc.). This may be particularly useful at high schools in creating additional electives that will enable core content teachers time to attend LEAP Seminars or receive necessary release time to plan for LEAP responsibilities.*
 - *Plan specials adjacent to student lunch, recess, or morning collaborative to create larger blocks of time to be used for LEAP Seminars or time for other LEAP Responsibilities for LEAP Leaders.*
 - *Leverage external partnerships with organizations like Fillmore Arts Center.*
- **Consider dividing large LEAP Teams into smaller LEAP Teams with a narrower grade band focus.** With more teachers on a LEAP Team, the more complex it will be to create common planning time. For example, teams that span K-5 (or similar configurations) may be broken up into two teams: one for K-2 teachers and one for 3-5 teachers. This shift has multiple benefits: (1) ease of scheduling and (2) alignment with content covered during LEAP modules of study, as the content studied in early elementary often differs from the content studied in upper elementary.
 - **Consider LEAP Seminars and release time for TLI Teacher Leaders as you craft your schedule around student needs and DCPS instructional requirements.** As you are drafting your master schedule, you may choose to create a supplemental schedule only noting the times LEAP Seminars, and include the when, where and who for each. For an example of what this could look like, click [here](#). You can reference this LEAP Seminar schedule as you finalize your master schedule for you students.
 - **Initiate the scheduling process by vision setting and naming your priorities for the coming school year.** Organize and list all of the information you need to begin designing your schedule, such as district-wide instructional priorities, school-specific priorities and goals, a list of all staff for next year, enrollment numbers, and LEAP Teams, and their members and leaders. Consider asking yourself and your scheduling team the following questions:
 - *What can we replace in our SY15-16 schedule now that we are implementing LEAP, given the priorities of LEAP?*
 - *What are we already doing that we can potentially modify to ensure LEAP is a success?*
 - *What are all the times we need to map for each LEAP Leader and LEAP Team member (e.g., time to observe and debrief, time to meet in the weekly LEAP Seminar, team to meet as an ALT, etc.)?*

For an example of what a priorities document might look like, click [here](#).

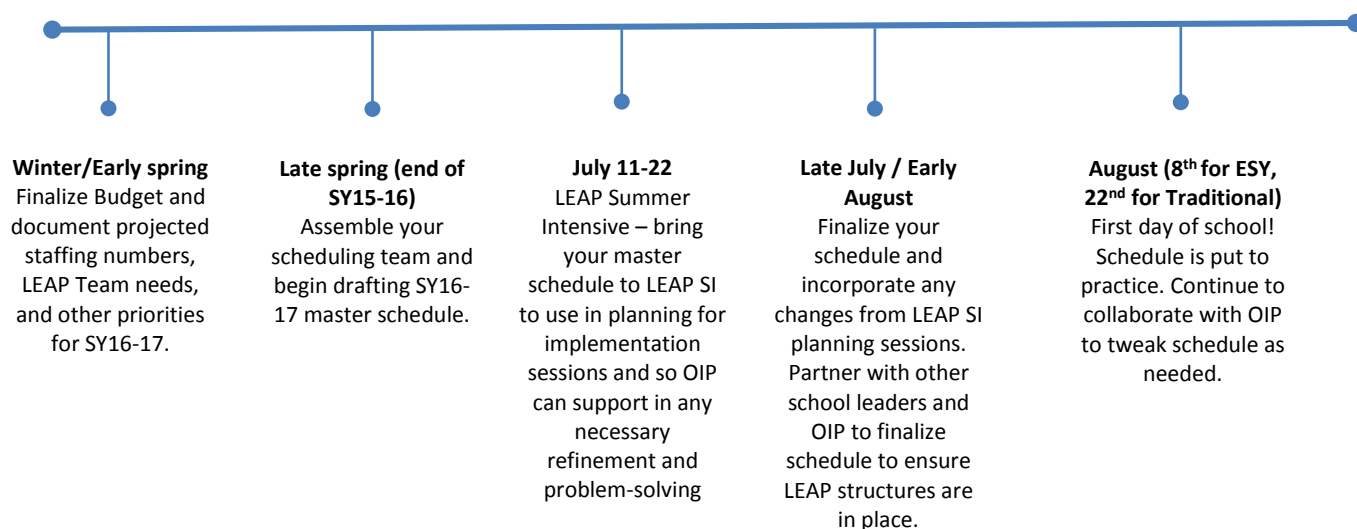
- **Determine who will be drafting the schedule and what tools will be used.** Especially for large schools, the process of creating schedules is quite complex, and layering in new programs may create additional challenges. Leverage the talent in your building and share the work, and consider using new tools or systems to design your schedule more efficiently.
 - **Education Resource Strategies (ERS) Scheduling Tool** – Developed by ERS, a highly-regarded education consulting firm, the [elementary scheduling tool](#) and [secondary scheduling tool](#) uses Microsoft Excel to help you build customized schedules based on your school's unique scheduling needs. Additionally, you can download pre-scheduling checklists and post-scheduling review documents to aid in the process.
 - **Google Sheets** – For schools who are leveraging multiple team members in the scheduling process, Google sheets provide a great way for multiple team members to view and edit the master schedule. For an example of what this looks like in practice, please see the scheduling page of the LEAP Information Portal.

Special Guidance on Early Childhood Education Schedules

Early Childhood Education (ECE) teachers are an integral part of LEAP. Below are a few guidelines to keep in mind as you schedule the components of the LEAP Weekly Cycle for ECE teachers at your school.

- Only TLI Teacher Leaders for ECE are required to have release time, as it is an integral part of the budgeted position. ECE LEAP Teacher Leaders (particularly at non-Title 1 schools) do not require release time.
- In non-Title 1 schools, ECE teacher observation schedules should leverage peer-to-peer observations whenever possible. Consider creating pairs or triads of teachers who can observe one another and provide continuous feedback as a part of the LEAP Weekly Cycle. In Title 1 schools, the ECE LEAP coaches will be the primary observer for their LEAP Team.
- Title I PK classrooms must maintain ratios at all times (2 staff to 16 children in PK3 and 2 staff to 20 children in PK4). Teachers and school leaders are encouraged to recruit volunteers to support during nap time in order to maintain ratios while teachers and paraprofessionals are breaking for lunch or for LEAP seminars. Volunteers are an important part of the Head Start model.

Example Scheduling Timeline



How does LEAP work in Ninth Grade Academies in DCPS?

Academy APs continue established academy development practices:

- Provide frequent, short (5-15 minutes) visits to academy classrooms, seeing beginning, middle, and end of all periods academy teachers teach, over time
- Conduct weekly one on one consultations with academy teachers about one prioritized classroom practice to identify one action to be seen the next week; these occur according to a set schedule
- Facilitate regular academy team meetings
- Follow IMPACT evaluation procedures with all academy teachers

LEAP Leaders (Department Chair, AP, or IC)

- Work with teachers to develop content knowledge and pedagogy and to ensure high quality unit plans, weekly plans, and daily plans
- Conduct vertical LEAP Seminars weekly, including academy teachers, aligned to LEAP Module plans
- *Do not* conduct weekly informal LEAP Observations for academy teachers in order to provide feedback to them, as they will with other grade levels
- May visit classrooms to co-teach, support students, or see how plans are working out
- May provide teacher specific feedback to the AP
- Could join in a weekly AP-teacher consultation, at the discretion of the LEAP Leader and the AP

LEAP Leaders and Academy APs

- Consult regularly about classroom evidence, student data, and LEAP Weekly Cycle outcomes
- Work together to ensure common and consistent messaging to teachers
- Ensure clear and consistent schedules for use of planning time