

What is LEAP?

LEAP is about helping teachers become truly expert at teaching the DCPS Common Core aligned curriculum – so that every student across the city experiences relevant, engaging, and challenging instruction every day. Through LEAP, teachers will engage in a weekly cycle of development in small content-specific professional learning communities (LEAP Teams) led by content experts (LEAP Leaders) at their school.

Each weekly cycle will have two parts:

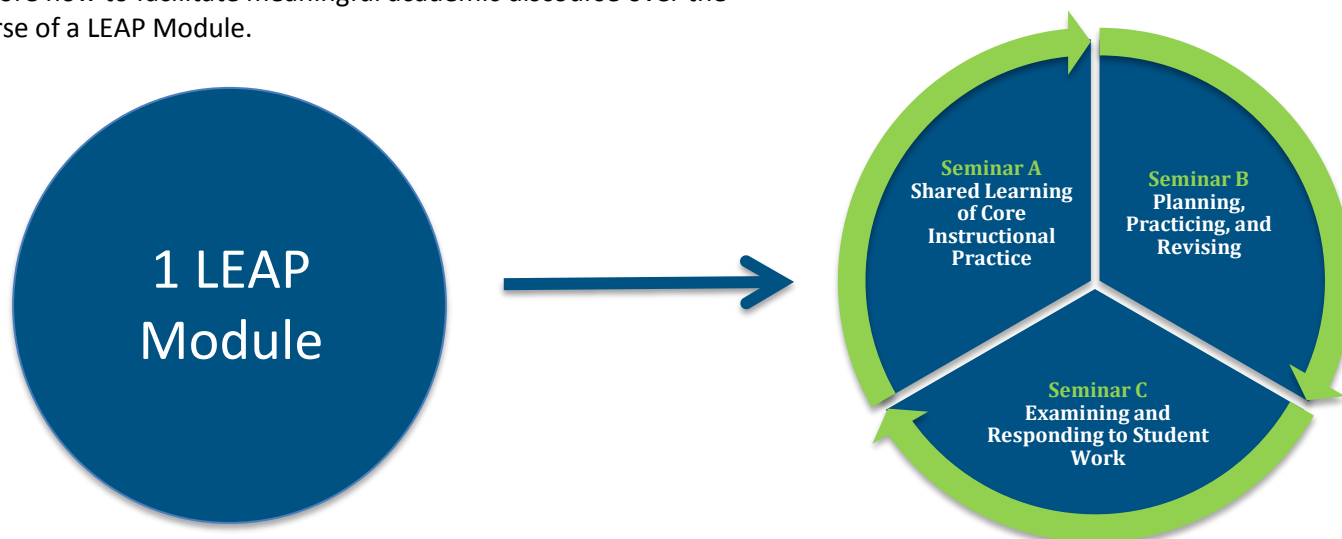
1. **90-minute LEAP Seminar:** During this time, teachers will deepen their content knowledge and hone their expertise of the Common-Core aligned teaching practices that are most important for their content areas. In a LEAP Seminar, teachers will deepen their knowledge of a core instructional practice and plan seminar learnings into an upcoming lesson. In subsequent seminars, they will analyze student work from a lesson and plan how to respond to student work. This cycle of three LEAP Seminars makes up a larger unit of study, a LEAP Module. For example, elementary math teachers might engage in a LEAP Module to deepen their understanding of how to facilitate mathematical discourse and encourage students to explain their mathematical thinking.
2. **LEAP Coaching Touchpoint:** During this portion of the cycle, teachers receive one-on-one, growth-oriented feedback through one of three coaching touchpoints: Observation and 5P Debrief, Modeling and Debrief, and Co-planning. The choice between coaching touchpoints allows for LEAP Leaders to use data to differentiate support based on the needs of the teacher and is connected to the learning from the LEAP Module.

What are LEAP Seminars and LEAP Modules?

The LEAP Cycle offers an unprecedented professional learning strategy that integrates growth-oriented, content-specific coaching and collaborative professional learning for all core-content teachers. The collaborative professional learning takes place in the weekly, 90-minute LEAP Seminar.

What distinguishes LEAP Seminars from other forms of professional development is that they are part of a larger unit of study called LEAP Modules. At DCPS we believe that school leaders and coaches shouldn't have to figure out how to support their teachers all on their own, especially in a world in which content expectations are increasingly rigorous. That's why the DCPS developed a professional development curriculum (LEAP Modules), differentiated by content and grade band, that LEAP Leaders can implement on a weekly basis. LEAP Modules are designed around the key shifts in learning represented by the Common Core State Standards (CCSS), Next Generation Science Standards, GOLD, and C3 Framework for Social Studies.

Over the course of the year, LEAP Teams will engage with 8 LEAP Modules. Each LEAP Module explores a core instructional practice over the course of three LEAP Seminars, which occur weekly. For example, a Math LEAP Team may explore how to facilitate meaningful academic discourse over the course of a LEAP Module.



What are LEAP Coaching Touchpoints?

LEAP Coaching Touchpoints provide teachers with 1-on-1 support and focus on growth-oriented feedback. LEAP creates a learning environment where teachers are encouraged to ask questions, take risks and make mistakes without fear that these will impact their job security or salary. As a result of LEAP, teachers now receive five to ten times more coaching time per year than a typical teacher previously received.¹

LEAP Observation and 5P Debrief. The main form of this support is through the LEAP Observation and 5P Debrief. The LEAP Observation is a 15-minute, announced, growth-oriented observation of a teacher's classroom. This brief observation is an opportunity for teachers to showcase their learning from the weekly seminar or module goal. It is intentionally brief to help teachers and LEAP leaders hone in on key instructional practices.

After observing a 15-minute period of instruction, LEAP Leaders will meet with teachers to debrief the observation. This debrief provides the teacher with the opportunity to receive praise for the growth she's making, to process with a coach where improvements could be made, to prioritize one skill area for the coming week, to plan lessons accordingly, and then to actually practice the prioritized skill with the coach.

Co-planning. Co-planning is a coaching approach used when a teacher needs additional support with some aspect of planning for instruction (e.g., lesson planning, content knowledge, new content, etc.). Co-planning allows the LEAP Leader and teacher to meet to plan for instruction. However, rather than planning an entire day or unit, the focus of co-planning is on a discrete, bite-sized planning skill that can be put into practice immediately.

Modeling and Debrief. Modeling and Debrief is used to demonstrate a small, discrete skill for a teacher to make the expectations for that skill clear. The use of modeling as a coaching support is more directive approach and is used when (1) the teacher needs additional clarification with execution, (2) the action step is too complex to breakdown in a conversation and would be better suited to a model and reflection, or (3) the content is abstract and outside the parameters in which a teacher is currently performing based on experience or knowledge. During the debrief, the LEAP Leader and teacher process the observation and practice/plan to implement the modeled action step.

¹ Education Resource Strategies. (April 2017). *Frequent, Growth-Oriented Feedback at DC Public Schools*. Retrieved from: <https://www.erstrategies.org/cms/files/3554-frequent-growth-oriented-feedback-at-dcps.pdf>

Coaching Frequency

Within the LEAP Cycle, teachers receive varying levels and types of coaching to meet their unique development needs. In grades K-8, every teacher receives a biweekly LEAP Observation and 5P Debrief. On the intervening weeks, teachers will also receive one of the three LEAP Coaching Touchpoints (LEAP Observation and 5P Debrief, Co-planning, Modeling and Debrief). The teachers showing the most success with student results on each LEAP Team may receive only a biweekly LEAP Observation and 5P Debrief, as determined by the school's principal and instructional superintendent.

At the secondary level, teachers receive a biweekly LEAP Coaching Touchpoint (LEAP Observation and 5P Debrief, Co-planning, Modeling and Debrief). At least one coaching touchpoint a month must be a LEAP Observation and 5P Debrief. The teachers showing the most success with student results on each LEAP Team may receive only a monthly LEAP Observation and 5P Debrief, as determined by the school's principal and instructional superintendent.