

The Design-for-Excellence Workbook

How to prepare both people and time for success in supporting new teachers

Your school team has learned about shelter and development, chosen a new teacher support model from the Playbook, and organized resources to implement your model in the Make-It-Work Planning Tool. Now you need to create a plan to ensure that the *right people* have the *right structures and materials* to grow your rookie teachers from newbies to excellent educators. This is the last step in your plan to set up your new teacher support model.

You need four elements to design for excellence:

1. **Selection criteria:** Guiding teachers and rookie teachers are rigorously selected and matched according to clear, consistent criteria.
2. **Collaborative planning guidelines:** Guiding teachers and rookie teachers collaboratively plan lessons so that rookie teachers understand and digest the curriculum and are prepared to co-teach with their guiding teachers.
3. **Co-teaching guidelines:** Guiding teachers and rookie teachers co-teach using all of the following approaches, according to each rookie teacher's developmental needs:
 - a. **Observation and learn:** *Rookie teacher observes their guiding teacher model excellent teaching*
 - b. **Collaborative teaching:** *Rookie teacher and guiding teacher collaboratively teach lessons together*
 - c. **Observation and feedback:** *Rookie teacher lead teaches while guiding teacher observes.*
4. **Coaching and feedback guidelines:** Guiding teachers give coaching and feedback to rookie teachers to improve the rookie teachers' practice.

This workbook will allow you to create a plan, define roles, and choose next steps. For each of the four elements, think about:

- Owners: Who** will be in charge of ensuring the action items happen?
- Success metrics: What** will this person need to look for/observe/collect data on to make sure this plan is happening?
- Progress check ins: When** will your team regroup to discuss progress on this plan and change course if necessary? What existing meeting structures can you use for this "stepback" time, and if there are none, what meeting structures will you need to create?

1. Selection criteria: Guiding and rookie teachers are rigorously selected and matched according to clear, consistent criteria.

<p>Decision 1</p>	<p>What skills and abilities must our guiding teachers have, and how will we ensure we hire candidates who demonstrate these skills? <i>Note: At minimum, your guiding teachers should be highly effective teachers according to a range of both quantitative and qualitative indicators, including classroom observations, teacher value-add scores, etc., with relevant content experience.</i></p>
<p>Our Plan, Next Steps, Owners</p>	
<p>Decision 2</p>	<p>What skills and abilities must our rookie teachers have, and how will we ensure we can hire for these? <i>Note: Rookie teachers should be candidates you could and would want to retain for several years, given the investment involved.</i></p>
<p>Our Plan, Next Steps, and Owners</p>	
<p>Decision 3</p>	<p>How should we pair our guiding teachers and rookie teachers to ensure successful partnerships? <i>Note: Ideally, guiding teachers and rookie teachers teach a common grade and subject area so they can be on the same team.</i></p>
<p>Our Plan, Next Steps, and Owners</p>	

2. **Collaborative planning guidelines:** Guiding teachers and rookie teachers collaboratively lesson plan so that rookie teachers understand and digest the curriculum and are prepared to co-teach with their guiding teachers.

Decision 1	How will you design teacher and student schedules to ensure guiding teachers and rookie teachers have enough time to plan—ideally, at least one planning block per week that is 90 consecutive minutes long?
Our Plan, Next Steps, Owners	
Decision 2	<p>How will you ensure that someone with deep content expertise and knowledge of college- and career-ready standards (CCRS) facilitates collaborative planning time once a week?</p> <p><i>Note: This could be the rookie teacher’s guiding teacher if they have significant and relevant CCRS expertise; otherwise, you will need to find another instructional expert to fulfill this role.</i></p>
Our Plan, Next Steps, and Owners	
Decision 3	What resources do we need to provide guiding teachers or instructional experts to help them run collaborative planning time effectively (e.g., a sample agenda; annotated, rigorous curricula; sample meeting objectives, etc.)?
Our Plan, Next Steps, and Owners	

Decision 4	How will you provide ongoing support to the guiding teachers to ensure that collaborative planning time is used well and accelerates rookie teachers' development?
Our Plan, Next Steps, and Owners	

3. Co-teaching guidelines: Guiding teachers and rookie teachers co-teach using any of the following approaches, according to each rookie teacher’s developmental needs:

- a. **Observation and learn:** *Rookie teacher observes their guiding teacher modelling excellent teaching*
- b. **Collaborative teaching:** *Rookie teacher and guiding teacher collaboratively teach lessons together*
- c. **Observation and feedback:** *Rookie teacher lead teaches while guiding teacher observes.*

Decision 1	Out of the number of periods or minutes per week your school has reserved for rookie teachers and guiding teachers to co-teach, how will you divide this time between the “observation and learn,” “collaborative teaching,” and “observation and feedback” models?
Our Plan, Next Steps, Owners	
Decision 2	How will you ensure co-teaching happens according to plan? <i>Note: This is especially important to plan if the guiding teacher has another full-time job in the school (e.g., the guiding teacher is a school or district administrator) or if the guiding teacher is not based at the rookie teacher’s school.</i>
Our Plan, Next Steps, and Owners	

Decision 3	Who in your school or district will coach the guiding teachers to help them develop strong co-teaching skills?
Our Plan, Next Steps, and Owners	
Decision 4	When will guiding teachers be observed in their role and receive coaching and feedback on their practice?
Our Plan, Next Steps, and Owners	

4. Coaching and feedback guidelines: Guiding teachers give coaching and feedback to rookie teachers to improve the rookie teachers' practice.

<p>Decision 1</p>	<p>How frequently will rookie teachers and guiding teachers have protected time to debrief lessons and discuss feedback? <i>Note: This may happen during collaborative planning time; for example, if rookie teachers and guiding teachers have one free period together per day, Monday/Wednesday may be used for collaborative planning, Tuesday/Thursday for debriefing and coaching, and Friday for some other purpose.</i></p>
<p>Our Plan, Next Steps, Owners</p>	
<p>Decision 2</p>	<p>How much protected time should guiding teachers get to prepare feedback for their rookie teachers or review their coaching plans with school administrators or instructional leaders?</p>
<p>Our Plan, Next Steps, and Owners</p>	
<p>Decision 3</p>	<p>How will you support guiding teachers to grow in their ability to give high-quality coaching and feedback? <i>Note: For example, supports may include an administrator observing and giving feedback on coaching sessions, coordinating opportunities for guiding teachers to collaborate with each other, etc.</i></p>
<p>Our Plan, Next Steps, and Owners</p>	