February 2016

LEAP Team Design Guide

Elementary and Middle Schools

District of Columbia Public Schools
Office of Instructional Practice

Dear Principals,

We should be incredibly proud of the enormous progress we've made at DCPS over the last few years. As you know, according to the National Assessment of Educational Progress, we're the fastest improving urban school system in the country. In addition, our graduation rates are up and our enrollment is rising after more than 40 years of decline. All of this success is because of the extraordinary work that you, your teachers, and your support staff have been doing each and every day in your schools, all in partnership with students, families, and communities.

We need to celebrate our success, as it's truly historic. At the same time, we should be humbled by the challenges ahead. As our PARCC scores indicate, more than half of our children are still not on track for college and career. We cannot accept that.

We've been thinking a great deal about how to take the next leap forward in our work at DCPS to address this inequity. As you all know, there's no silver bullet, no single answer to this question. But we're certain that *part* of the answer is a deeper commitment to helping our teachers continue to hone their craft so that every student across the city receives outstanding instruction.

As you know from our time together at Leadership Academy in November, we've been wrestling with exactly how to do this for a number of months. We've been guided by a task force of principals, APs, teachers, instructional coaches, master educators, and other staff. We've also had dozens of conversations with educators from across the district, and we've engaged with experts from around the country.

The collective wisdom of this diverse community of educators has coalesced into a new approach to professional learning at DCPS, which we're calling LEAP (**LE**arning together to **A**dvance our **P**ractice). At its core, LEAP is about creating content-specific learning communities that will engage in a cycle of lesson planning, content knowledge development, formative observations, and student work analysis – all tied to the DCPS curriculum and facilitated by a content-specific leader. For the vast majority of teachers, this will be a weekly cycle that will take place at their school. For others, it will occur once per unit in collaborative cross-school groups. The specifics depend on the teacher's subject and grade.

I'd like to highlight three important points that are most relevant to you. First, you will continue to be the unequivocal instructional leader of your school. In fact, your management of your instructional leadership team will be instrumental to the success of LEAP. Second, to facilitate the shift to LEAP, we'll be moving from generalist instructional coaches to school-based LEAP Literacy and Math Coaches. We'll also be making this shift to content specificity with elementary and middle grades APs, and with teacher leaders. Third, though the model will look different depending on the subject and grade, every teacher will have the opportunity to participate in this ongoing professional learning opportunity.

I'm incredibly excited about LEAP for many reasons, but three stand out. First, I firmly believe that it will provide the deep content-based support our teachers need to be successful in an era of increasing rigor. Second, it's a collaborative approach that recognizes the power inherent in groups of teachers working together to hone their craft. Finally, I believe in it because it was designed by educators, for educators.

Thank you again for the extraordinary work you do in service to our students and families. It is truly inspiring, and I am honored to work alongside you.

With great appreciation,

Jason Kamras
Chief of Instructional Practice

This Document

The following document details the process and policies for creating and submitting the first design phase of LEAP, the content-focused professional development model for DCPS schools in SY16-17. Additional guidance and resources will be provided throughout the design process, beginning in meetings with each cluster the week of February 15th. Individual support to schools from members of the Office of Instructional Practice will be available as necessary. For additional questions or to request support, please email leap@dc.gov.

Overview

Beginning in SY16-17, all core content teachers (those who teach math and/or ELA 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 teams at their schools. These teams will engage in a weekly cycle of lesson planning, content knowledge development, formative observations, and student work analysis – all tied to the DCPS curriculum. This cycle will be referred to as the LEAP cycle.

Each team will be led by a content leader: an assistant principal (AP), instructional coach (IC), or TLI teacher leader (TL) with expertise in the content area. While this model will look different depending on the subject and grade, every teacher will have the opportunity to participate in this ongoing professional learning opportunity.

During the budget window (February 12 through March 7), you, along with your instructional leadership team, will design LEAP Teams of teachers and content leaders. You certainly already have individuals serving in instructional leadership roles and structures in place to support teacher growth, and LEAP is designed to build on those strong pieces, not require you to change everything about how you support your teachers. Instead, this new approach presents an exciting opportunity to enhance your existing efforts through an even deeper focus on content, which the CCSS and PARCC require of all of us. LEAP will also ensure a consistent standard of content-focused support across the district, and enable DCPS to provide much more extensive and robust support as well as content-specific resources that will set all instructional leaders up to be successful in developing their teachers.

There are three **guiding principles** for designing LEAP Teams:

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 (AP, IC, or TL). 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.

Throughout this guidance document, each step of this team design process will be demonstrated with an example school scenario.

LEAP Team Design Process

The process for designing your LEAP Teams consists of three phases with distinct steps for each:

I. Organize Your Teachers into LEAP Teams
1. Review and update your teacher roster for SY16-17
2. Organize ELA and Math teachers into LEAP Teams
3. Add SPED and ESL teachers to appropriate LEAP Teams

II. Assign a Content Leader to Each LEAP Team
4. Assign content leader to each LEAP Team
5. Confirm each team is within required ratio range for weekly observation and feedback

III. Submit Your Plan and Budget for Leadership Positions
6. Submit your LEAP plan online
7. Select all necessary positions in the budget application
8. Design your school schedule to enable weekly LEAP Team meetings and determine how you will create release time for TLI teacher leader positions

> **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 (AP, IC, or TL). 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.

As you begin, keep in mind the following:

- Every teacher will participate in LEAP with subject-alike colleagues, though only core content teachers, SPED, and ESL teachers in your school will be assigned to teams through the process outlined in this guide. This means that the plan you will submit during the FY17 budget period will focus on these teachers only. ECE teachers will continue to receive support from cross-school coaches in the Office of Early Childhood Education, while teachers in specials and other subjects will primarily be supported through cross-school cohorts.
- All positions should be created within your FY17 school budget allocation.
- OIP and instructional superintendents will work together to review, provide support, and approve all school plans during the budget window. Throughout the spring and summer, you will receive guidance and support in preparing for implementation of this new approach.
- A TLI Teacher Leader is an Effective or Highly Effective teacher who serves in a hybrid role, spending half of the school day teaching students, and half of the day leading and supporting other teachers.

I. Organize Your Teachers into LEAP Teams

Guiding Principle 1: All core content teachers are on a LEAP Team at their school. SPED and ESL teachers are integral members of these content teams.

1. Review and update your teacher roster for SY16-17

First, you should review and update your teacher roster for SY16-17 (to access your current list of teachers, visit http://impactdcps.dc.gov). While you may have some outstanding questions or decisions that will not be fully resolved until the end of the budget window, list your teachers to the best of your current knowledge, including any expected vacancies.

After compiling a working list, note the **ELA, Math, SPED, and ESL teachers, including non-departmentalized elementary school teachers**. An example elementary school might have the following teachers for those content areas:

Murphy K All Subjects	**Zimmerman** K All Subjects	**Blair** 1st All Subjects	**Neal** 1st All Subjects	**Gortat** 2nd All Subjects	**Rendon** 2nd All Subjects
Nene 3rd Math	**New Teacher** 3rd ELA	**Lobaton** 4th Math	**Harper** 4th ELA	**New Teacher** 5th Math	**Wall** 5th ELA
Gonzalez K-3rd SPED	**Ramos** 3rd SPED	**Oubre** 4th-5th SPED	**Scherzer** K-2nd ESL	**New Teacher** 3rd-5th ESL	

2. Organize your ELA and Math teachers into LEAP Teams

You should place teachers on LEAP Teams with colleagues at their school who teach the same content. For instance, departmentalized ELA teachers may be placed on a content team that spans several grades (e.g., 3rd-5th ELA, 6th-8th ELA). Depending on the number of teachers teaching each grade and content, it may make sense to create 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).

Keep in mind that these LEAP Teams are groups of teachers who will work together on content-based planning and content knowledge development, so they must teach the same content. 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.

In non-departmentalized elementary grades, there are several approaches a school might take:
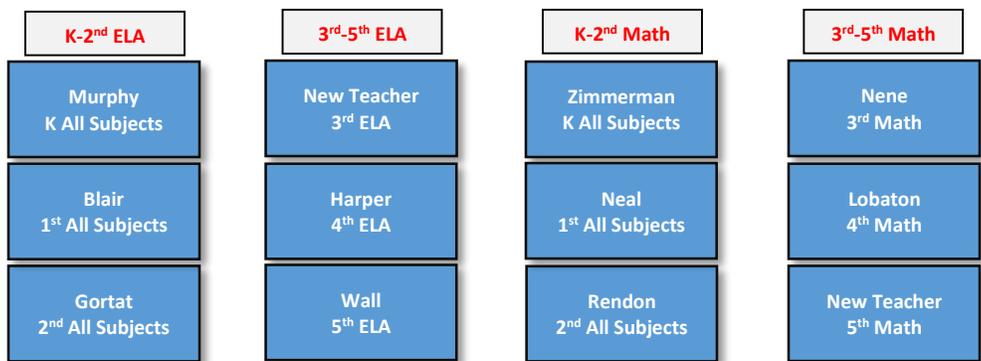- If a school has at least two teachers each in all or most of their non-departmentalized grades, it could make sense for the principal to assign at least one teacher at each grade level to an ELA LEAP Team and at least one teacher to a Math LEAP Team.
  - If a school has three teachers in 1st grade, 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 subject area (creating, for instance, a K-5th ELA team), or could create their own content team (e.g., K-2nd).
  - 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.

- In some cases (for example, if a grade level has mostly novice or struggling teachers, and the principal feels they need to build foundational skills in both ELA and math at the same time), a school may decide to have teachers in non-departmentalized grades meet all together as a team, alternating between content areas on a weekly or unit-by-unit basis.
  - For instance, all three K teachers might meet together, or both 1st grade teachers might meet with both 2nd grade teachers in a 1st-2nd team, alternating between subjects.
  - This approach does enable all teachers to receive direct planning support in both subjects, though it makes it more difficult for teachers to develop deep expertise in content-based planning and pedagogical practices.

Kindergarten teachers merit a bit of additional consideration, as they often follow the DCPS expectations and units for K-5 and teach to the Common Core Standards for K, but also should be employing early childhood best practices and have always been evaluated under IMPACT's adapted rubric for Early Childhood Education. As a result, some schools will decide to include K 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 K teacher is following an early childhood curriculum like Tools of the Mind and not using the DCPS units. This decision is ultimately up to the discretion of you and your leadership team.

We do encourage you 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. The District is presently convening a Kindergarten Task Force to further clarify expectations, content, and support structures for Kindergarten that will be rolled out in SY17-18. Until then, your leadership team and you should decide how best to facilitate such cross-team collaboration.

The LEAP Teams at Example Elementary might be organized in the following way:

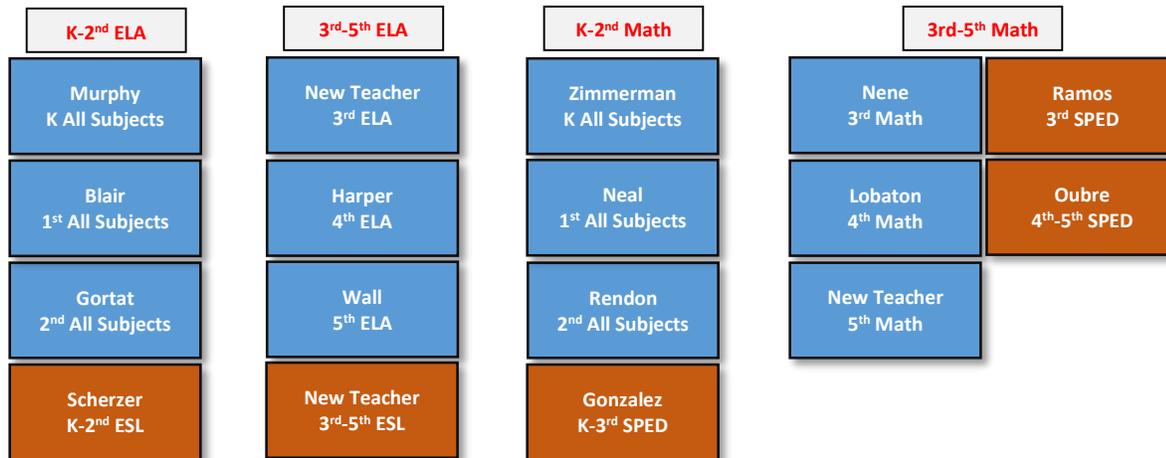| K-2nd ELA	3rd-5th ELA	K-2nd Math	3rd-5th Math
Murphy K All Subjects	New Teacher 3rd ELA	Zimmerman K All Subjects	Nene 3rd Math
Blair 1st All Subjects	Harper 4th ELA	Neal 1st All Subjects	Lobaton 4th Math
Gortat 2nd All Subjects	Wall 5th ELA	Rendon 2nd All Subjects	New Teacher 5th Math

Here, the principal of Example Elementary has chosen the approach of having her non-departmentalized teachers (grades K-2nd) focus on specific subjects LEAP Teams. Murphy, Blair, and Gortat will focus on ELA in a vertical team, while Zimmerman, Neal, and Rendon will focus on Math in a similar vertical team. 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. Please note that in this model, the K-2nd teachers will need a designated time each week (likely during common planning time) to meet with their grade-level partner to share and discuss their plans. Third through fifth grade teachers are already departmentalized and so are easily organized into 3rd-5th ELA or 3rd-5th Math teams.

3. Add SPED and ESL teachers to appropriate content teams
You should add SPED and ESL teachers to LEAP Teams based on teacher grade band and content focus, to foster collaboration with content-alike colleagues. As these teachers often work across grade levels, you may place these teachers onto LEAP Teams as you think best, but they should be consistent members of a single team, rather than switching from team to team. All SPED inclusion teachers should be part of these content planning groups, as should 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), could be included 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.

Example Elementary might be organized in the following way:

K-2nd ELA	3rd-5th ELA	K-2nd Math	3rd-5th Math	
Murphy K All Subjects	New Teacher 3rd ELA	Zimmerman K All Subjects	Nene 3rd Math	Ramos 3rd SPED
Blair 1st All Subjects	Harper 4th ELA	Neal 1st All Subjects	Lobaton 4th Math	Oubre 4th-5th SPED
Gortat 2nd All Subjects	Wall 5th ELA	Rendon 2nd All Subjects	New Teacher 5th Math	
Scherzer K-2nd ESL	New Teacher 3rd-5th ESL	Gonzalez K-3rd SPED		

The principal has chosen to place both ESL teachers on the ELA LEAP Teams (as it aligns to their grade-level assignment) and her school's three SPED teachers on the Math LEAP Teams. Note that Gonzalez teaches K-3rd SPED and is on the K-2nd Math team, as that most closely aligns with his grade-level focus. Other schools might decide to assign SPED and ESL teachers to content teams in a different manner; you have significant flexibility as long as SPED and ESL teachers are included on LEAP Teams.

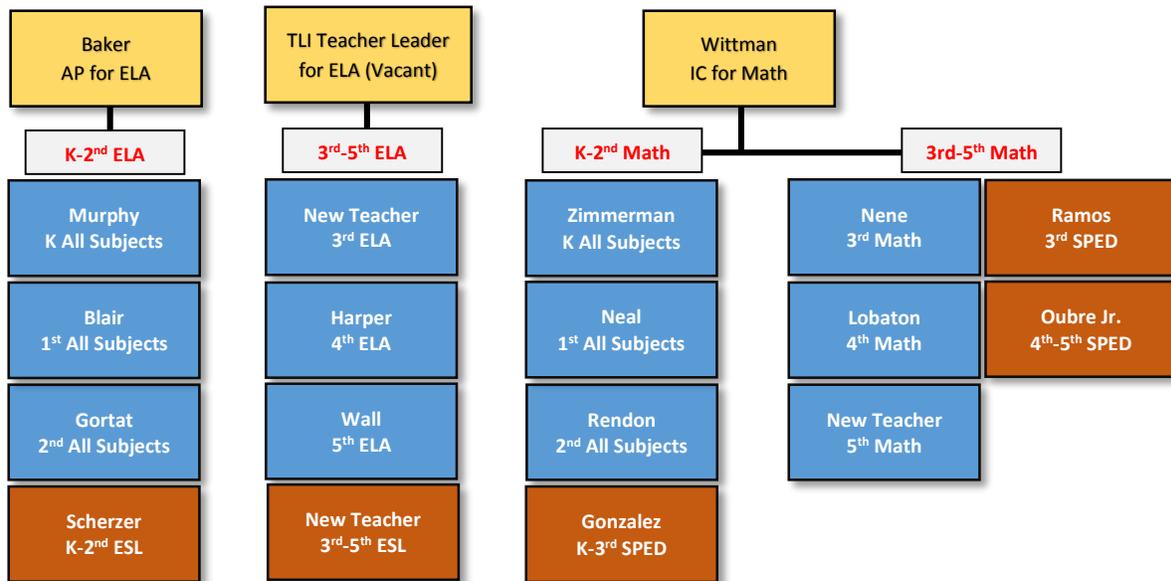## II. Assign an Instructional Leader to Each LEAP PD Cycle Team

> **Guiding Principle 2: All LEAP Teams are led by a content leader (AP, IC, or TL). Together, teams focus on lesson and unit planning, content knowledge development, and student work & data analysis.**

4. Assign content leader to relevant LEAP Team
Next, you should assign LEAP Team leaders by considering the instructional leaders (AP, IC, or TL) in your building and their areas of content expertise. For members of your leadership team with clear areas of expertise, assign them to lead a content-aligned LEAP Team. If you do not have a leader with relevant expertise, choose the leader you think is best equipped to meet the needs of the teachers on the team, or create a new content leader position. Content-leaders will be responsible for working with a team on all aspects of LEAP – weekly planning, content development, and weekly observation and feedback. Note that TLI teacher leaders should spend at least 50% of the school day teaching students, with up to 50% of their time released for the LEAP Team leadership responsibilities, depending on the number of teachers on their team.

There is significant flexibility for you to define your own role as the principal in this structure. As the instructional leader of the building, it is your responsibility to set the vision for the school and to make key instructional decisions, as well as to manage and support the members of your leadership team. You might decide to lead one of the content teams yourself – perhaps a smaller one, given the number of other demands on a principal's time. Or, rather than being the direct leader of a single team, you might instead work across all teams by supporting your APs, coaches, and teacher leaders who are leading the teams. If you choose this model, you would be developing them on their adult leadership skills, conducting co-observations to norm on expectations, joining their team meetings as appropriate, etc.

Example Elementary might assign their instructional leaders in the following way – for the K-2nd ELA team, Assistant Principal Baker; for the 3rd-5th ELA team, a new TLI teacher leader; and for both Math teams, Instructional Coach Wittman:

Baker AP for ELA	TLI Teacher Leader for ELA (Vacant)	Wittman IC for Math	
K-2nd ELA	**3rd-5th ELA**	**K-2nd Math**	**3rd-5th Math**
Murphy K All Subjects	New Teacher 3rd ELA	Zimmerman K All Subjects	Nene 3rd Math / Ramos 3rd SPED
Blair 1st All Subjects	Harper 4th ELA	Neal 1st All Subjects	Lobaton 4th Math / Oubre Jr. 4th-5th SPED
Gortat 2nd All Subjects	Wall 5th ELA	Rendon 2nd All Subjects	New Teacher 5th Math
Scherzer K-2nd ESL	New Teacher 3rd-5th ESL	Gonzalez K-3rd SPED	

Based on effective models, there are three other TLI teacher leader roles that you may create:

- TLI Teacher Leader for ECE
- TLI Teacher Leader for SPED
- TLI Teacher Leader for Culture

These teachers are similar to TLI teacher leaders for core content areas in that they have release time, conduct observations and provide feedback, and support with planning and analysis of student work. For additional information about these roles, please reference the *Release Time Guide* included as an appendix to this document.

Guiding Principle 3: Core content teachers receive regular observation and feedback from their content leader as a part of LEAP.

5. Confirm each team is within required ratio range for weekly observation and feedback

As one of their core responsibilities, LEAP Team leaders will be conducting weekly observations and providing feedback to each of the core content teachers on the LEAP Teams they led.

Based on research on best practices of highly effective observation and feedback models in DCPS and nationwide, and by analyzing the staffing models and instructional leadership ratios across DCPS, the following chart represents the required ratios for observation and feedback. In other words, these ratios (in the shaded column) represent the maximum number of teachers to whom each leader can be assigned to provide weekly observation and feedback.

Role	% Time Dedicated to Teacher Support	Caseload Range for Weekly Observation and Feedback
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.

If you find that a particular leader is assigned to observe more teachers than the required ratio, you may need to revise their team structure. TLI teacher leader roles should be designed to allow them to work directly with teachers for part of the day. To allow sufficient time for adult leadership work, teacher leaders should generally be released from 50% of their teacher duties.

When checking your ratios, you should first ensure you have enough capacity to provide weekly observation and feedback to your core content teachers: ELA, math, and non-departmentalized elementary teachers. SPED and ESL teachers would, of course, also benefit from regular observation and feedback, and so you should consider how you could provide such feedback given your instructional leadership capacity. For example, an instructional leader could work with two co-teachers, allowing the leader to provide feedback to a general education and SPED teacher simultaneously.

At Example Elementary, three instructional leaders are providing weekly observation and feedback for the teachers on their LEAP Teams. The table below demonstrates how the principal of this school might check the ratios of the observation and feedback caseload for each leader.

Instructional Leader	Role	Teachers on Caseload	Total Number of Teachers	Caseload Meets Ratio?
Baker	AP for ELA	Murphy, Blair, Gortat	3	Yes
Vacant TL	TLI Teacher Leader for ELA	Harper, Wall, New Teacher	3	Yes
Wittman	Instructional Coach for Math	Zimmerman, Neal, Rendon, Nene, Lobaton, New Teacher	6	Yes

III. Submit Your Plan and Design New Leadership Positions

6. Submit your LEAP plan online

Once you have discussed your LEAP Team design with your school community and made final decisions, you should submit your design plan online, via the online tool, available following cluster meetings on February 17 and 18.

Your school plan should be submitted no later than **Wednesday, February 24 at 5:00 PM**. After your plan is submitted, the Office of Instructional Practice and instructional superintendents will review it to ensure your plan adheres to the guiding principles, and all teams are within the required teacher to leader ratios. You and your instructional leadership team will have the opportunity to revise your model if necessary before the budget submission deadline of Monday, March 7.

7. Select all positions in the budget application in your LEAP Team plan

You can select positions in the FY17 budget application based on the selections you make in the LEAP Team design process, provided those positions can be created within your allocated school budget. Positions will appear in the budget application as they appear in the FY17 Budget Guidance (http://www.dcpsschoolbudgetguide.com/).

For additional support on how to use the FY17 Budget Application, please contact Brenton Higgins (brenton.higgins@dc.gov) or Annie Meyer (annie.meyer@dc.gov) of the School Funding team.

General Education Teachers								
Title	Type	Average Cost	Required FTE	Additional FTE	Petitioned FTE	CY FTE	FY FTE	FY17 Cost
Teacher - Kindergarten	ET-15	$93,804		2 ⊕ ⊖		2	2	$187,608
Teacher - 1st Grade	ET-15	$93,804		1 ⊕ ⊖		0	1	$93,804
Teacher - 2nd				⊕				

8. Design your school schedule to enable weekly LEAP Team meetings and determine how you will create release time for TLI teacher leader positions

All LEAP Teams must meet on a weekly basis for a minimum of 90 minutes per week, preferably in a single block. 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 planning blocks. The *LEAP Scheduling Guide*, included on page 15 of this document, includes an array of options for creating common planning time, derived from dozens of conversations with DCPS school leaders.

TLI teacher leader roles under the LEAP model require release time (i.e., time during which the teacher is released from teaching to coach and lead other teachers on their LEAP Teams) and therefore, will require additional role design.

The *Release Time Guide* is included at the end of this document, and provides details, exemplars, and next steps to support principals who choose to create TLI teacher leader roles as a part of their LEAP Team design.

Release time refers to specific periods of the day when teacher leaders are released from their typical teaching load to perform a leadership role. Schools budgeting for teacher leaders should plan to allocate 50% of TL time to leading and supporting other teachers. After studying TLI teacher leader roles over the past three years of implementation, DCPS school leaders have found the following models to be most effective:

- **Interventionist** – Teacher leaders work as interventionist teachers for a specific content area, with a reduced teaching load.
- **Shared Classrooms** – Two teacher leaders share a classroom of students, each teaching for 50% of the day. When one teacher is teaching, the other teaching is leading, and vice versa.

- **Reduced Course Load** – Teacher leaders secure release time by teaching a reduced load of classes.
- **Shared Coverage** – One shared coverage teacher provides the release time for two teachers across the length of a school day. While teacher leader A is teaching, teacher leader B has release time. The coverage teacher provides coverage for teacher B. When teacher leader B is teaching, teacher leader A's release time is provided by the same shared coverage teacher.

While you do not need to submit your school schedule with LEAP Team meetings and plan for creating TLI teacher leader release time at this point in the process, these will be critical steps in setting your plan up to be successful next year, so they are important to keep in mind as you make decisions about your LEAP Teams and content leaders.

Review and Submit Your LEAP PD Design Model

To review, the process for designing your LEAP Teams consists of three phases with distinct steps for each:

I. **Organize Your Teachers into LEAP Teams**
1. Review and update your teacher roster for SY16-17
2. Organize ELA and Math teachers into LEAP Teams
3. Add SPED and ESL teachers to appropriate LEAP Teams

II. **Assign a Content Leader to Each LEAP Team**
4. Assign content leader to each LEAP Team
5. Confirm each team is within required ratio range for weekly observation and feedback

III. **Submit Your Plan and Budget for Leadership Positions**
6. Submit your LEAP plan online
7. Select all necessary positions in the budget application
8. Design your school schedule to enable weekly LEAP Team meetings and determine how you will create release time for TLI teacher leader positions

> **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 (AP, IC, or TL). 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.

Timeline

Below is a timeline of the key steps during the budget window for designing and submitting your LEAP Team plan.

- **Wednesday, February 17 and Thursday, February 18** – Cluster meetings with Office of Instructional Practice (OIP) kick off the LEAP Team design process for SY16-17.
- **Friday, February 19 through Tuesday, February 23** – All schools are working towards the budget-sensitive pieces of their LEAP Team designs, consulting with their instructional superintendent and OIP as necessary.
- **Wednesday, February 24, 5 PM** – All schools submit the budget-sensitive section of their design plan to the OIP and their instructional superintendent for internal review via the online tool.
- **Thursday, February 25**– OIP will being to reach out to identified APs, ICs, and TLs to schedule content screens for selection into their roles.
- **Tuesday, March 1** – Instructional superintendents and OIP complete review of school designs and provide feedback to schools needing additional support.
- **Friday, March 4** – Schools have finalized their model based on feedback from their instructional superintendent and OIP, as necessary.
- **Monday, March 7** – FY17 school budget window closes. All schools have submitted their budgets and LEAP Team designs.

Next Steps

In the coming weeks and months, the Office of Instructional Practice will reach out with next steps, and will provide additional details and support for effectively implementing your model, summer training, and hiring for new leaders.

Frequently Asked Questions

General

- **Which teachers at my school must be on a LEAP Team?**
  At elementary schools, all ELA, Math, and non-departmentalized teachers must be on a LEAP Team. SPED and ESL teachers will be a part of those teams for their weekly meetings, and may receive weekly observation and feedback if content leaders have adequate capacity.

  Middle schools will follow the same model as elementary schools – all ELA and Math teachers must be on a LEAP Team, as well as SPED and ESL teachers. Though Science and Social Studies teachers will not be on a school-based LEAP Team, they will meet on a monthly basis in content-based cohorts across the district to participate in unit planning meetings and content seminars, and may continue to conduct their existing department meetings at their school.

  At high schools all ELA, Math, Science, and Social Studies teachers will be organized in LEAP Teams, and as with elementary and middle schools, these teams will include SPED and ESL teachers as appropriate. Other teachers will meet on a monthly basis in content-based cohorts across the district to participate in unit planning meetings and content seminars, and may continue to conduct their existing department meetings at their school.

- **My school is a dual-language school. How do I include language acquisition teachers who provide instruction in Literacy and Math in my LEAP model?**
  These teachers should be included on ELA and Math LEAP Teams based on their specific content focus. If an ESL teacher at your dual-language school teaches all subjects, you may place them on a LEAP Team at your discretion.

- **How will my teachers who aren't considered core-content (Early Childhood Education (ECE), Art, Health & PE, etc.) be included as a part of LEAP?**
  Specials teachers (e.g., Art, Music) will receive monthly content-development through district-wide networks, led by Content-Specific District Course Chairs. ECE teachers will continue to receive support from the district's team of ECE coaches. Additionally, you may elect to create additional content-specific teams for these teachers at your school based on your available instructional leadership capacity.

- **My school has more leaders than is required to lead our LEAP Teams. Am I required to do specific things with those leaders as a part of LEAP?**
  No. If your LEAP Teams meet the requirements of content-specific leaders and required ratios of teachers to leaders, you may design other instructional leader roles at your school as you see fit.

- **My school does not have enough leaders to lead our LEAP Teams. What should I do next?**
  In collaboration with your instructional superintendent and your current leadership team, develop the best possible plan given your school budget. For additional support, contact the Office of Instructional Practice at leap@dc.gov.

- **Who should be part of my school's LEAP design team?**
  You may choose who is included on your LEAP design team. Consider including members of your Academic Leadership Team (ALT) and other leaders at your school.

Observation and Feedback

- **What if my school cannot meet the recommended ratios for one or more of our LEAP Teams?**
  While organizing your LEAP Teams such that their instructional leaders can provide their teachers with regular observation and feedback is strongly recommended, in very rare cases, adherence to the ratios may not be possible. If you design a team that is above the recommended ratio, you can request an exception to the required ratios to your instructional superintendent via email. Please include leap@dc.gov on your request.

- **Can other teachers (besides those who teach ELA and Math) receive regular observation and feedback?**
  Yes. If your instructional leaders have additional capacity after all required teachers are on their observation and feedback caseload, you may assign additional teachers to content-leader observation and feedback caseloads.

- **Can weekly LEAP observations double as IMPACT observations?**
  No. LEAP observations should be aligned to the weekly content development and planning focus, and are not meant to be used in as a formal part of the IMPACT system. Additional guidance about the structures and protocols for LEAP observation and feedback will be provided to school leaders in the coming weeks and months.

Budget

- **Will I receive any additional funding to create new LEAP Content Leaders?**
  No. All new leadership positions must be funded within existing school budgets. The Office of Instructional Practice will be available throughout the FY17 budget season to support you with all budgetary aspects of the LEAP Team design process.

- **Can I purchase TLI Teacher Leaders for my school even though I am not currently a TLI school?**
  Yes.

- **My school prioritizes instructional coaches over assistant principals to provide coaching for teachers. Can I continue to do so under LEAP?**
  At elementary and middle schools, you may select whichever leadership positions (either AP, IC, or TL) align best with your school vision, as long as all ELA and Math teachers are a part of a LEAP Team and all LEAP Teams are within the required teachers to leader ratio for weekly observation and feedback.

  At high schools, only APs or TLI Department Chairs are eligible to lead the content departments: Math, ELA, Science, and Social Studies. If your budget permits, you may also have a Math Coach or Literacy Coach to conduct observation and feedback cycles with your teachers.

For additional questions, please email leap@dc.gov.

LEAP Team Meeting Scheduling Guidance

As described in Step 8 above, all LEAP Teams must meet on a weekly basis for a minimum of 90 minutes per week, preferably in a single block. 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 planning blocks.

The menu below lays out scheduling options to make a longer block of collaborative planning possible or to make the most of planning periods so they can begin and end on time. These ideas were generated through conversations with dozens of DCPS principals, assistant principals, and instructional coaches currently responsible for schedule creation at their schools. You might choose to use one of these options, or decide to use more than one of them in combination. With all of these options, be aware that schedule variations may be challenging for some students. Consider how to create rituals to make the alternate day schedules clear and comfortable.

Menu of Possibilities to Consider for Creating Common LEAP Team Meeting in Elementary Schools

Option	Considerations	Schools
Stack or stretch specials	Can be combined with MWF/TTh schedules that may also give students more meaningful specials experiences; that is, students having a particular special course 2 or 3 times per week may increase learning, improve relationships with the specials teacher and reduce classroom management concerns. Schools recommend stretching a single special rather than having 2 different specials back-to-back to minimize transitions. To minimize schedule variations, have specials start at the same time each day for students, with the "extension" added at the end of the period.	Turner Tyler Savoy
Plan specials adjacent to student lunch and/or recess and/or morning collaborative	Lunch just prior to or after planning may minimize planning time lost for personal needs and/or create opportunities for peer observations.	Bunker Hill Plummer
Have some teachers facilitate clubs while others plan	Could alternate humanities / STEM club days, with literacy teachers leading clubs during Math LEAP Team meetings and vice versa.	
Utilize computer lab time and/or a guidance counselor to create additional specials	Other school staff members could supervise a larger group of students while homeroom teachers are participating in LEAP Team meetings.	Ross Bruce Monroe
"Buddy reading" 1 or 2 days / week, where upper-grade students read with younger grade students	The "hosting" teacher could be supported by City Year volunteers or aides while the partner teacher is in a LEAP Team meeting.	

Intervention only 4 days/week, or ELA interventions and math interventions on alternate days	Literacy teachers could lead interventions during math LEAP Team meetings and vice versa, possibly supported by volunteers and/or aides.	
Use partners like Fillmore Arts Center	Consider budget and supervision requirements, even with partners.	Ross Marie Reed
Shift morning collaborative time to a block after school 1 day per week	This approach requires finding other times for IEP and similar meetings with families.	Turner

*Schools may currently be using these models for extended planning time, but not necessarily subject-specific planning time.

[Link to examples from schools using the models above.](#)

Tips to Make the Schedule Planning Process Smoother:
1. Start with departmentalized grades, then move to non-departmentalized grades where there tends to be more scheduling flexibility.
2. Start with subjects supported by a teacher leader to fit common planning and the teacher's class load, since APs or coaches have more flexible schedules.
3. Create a baseline/regular school day schedule with all your "must haves" first, before considering common planning time. Then create an alternate schedule on the common planning day, manipulating the schedule to create blocks of time when teachers could have common planning time.

Release Time Guide

Introduction
Release Time Overview
Release time refers to specific periods of the day when teachers are released from their typical teaching load to perform a leadership role. As TLI Teacher Leaders (TLs), these teachers are still working with students for a significant portion of the day, but they also leverage their expertise to support their colleagues, further impacting student achievement across their entire school.

Schools should plan to allocate 50% release time for TLI Teacher Leaders who will serve as leaders of LEAP Teams. This will ensure they have sufficient time to lead a core content team, and provide observation and feedback to three to four teachers. After studying numerous models employed by schools in the TLI program, teacher leaders with 50% release time have been able to impact substantially more teachers and students than their colleagues with only 25% or 33% release time (while maintaining all of their normal teacher obligations). If a teacher has less than 50% release time, she will be able to achieve substantially less as a teacher leader—perhaps only providing coaching support to one or two teachers rather than three or four, a drastic reduction in the number of students affected.

There are three TLI teacher leader roles who are not focused on core content support and are not a LEAP Team leader: TLI Teacher Leader for SPED, TLI Teacher Leader for ECE, or TLI Teacher Leader for Culture. If a TLI teacher leader is focused on just one aspect of a leadership role—leading a team, coaching one teacher, or implementing a school-wide initiative—25% or 33% release time may be sufficient. In conjunction with formal teacher leader roles, informal teacher leader roles (without release time) are integral to the success of a school, and we encourage principals to utilize informal roles, such as grade level chairs or family engagement leads.

Key Principles for Release Time Success
When planning for teacher leaders to have release time, principals are encouraged to keep the following guidance in mind. This guidance is based on extensive study of successful lessons learned from three years of implementation of the TLI program, and on best practices from the most successful TLI schools. Both the planning and implementation stages of this process are incredibly important, and we encourage you to follow this guidance throughout them.

1) Winter and Early Spring: While Creating Your Plan for Release Time
- **Organize TLI Teacher Leader roles and the associated release time models around school needs, not individuals.** When designing release time models, it is important to think about your school's most pressing needs (for example, literacy or a school-wide behavior model) rather than elevating talented teachers you just want to have in leadership roles. Of course, we encourage you to nominate your talented teachers for leadership roles, but strongly advise against creating a role that you wouldn't fill if the teacher you had in mind for it were to leave.
- **Ensure that any teachers you hire to provide "coverage" for your TLI Teacher Leader(s) are effective as well.** Your teacher leader will undoubtedly be one of the strongest teachers in your building, and it is important that her students do not suffer academically as a result of her or him having release time. It is imperative that the teacher you hire to either cover the teacher leader's classroom during her release time is a strong teacher as well. If you hire a novice teacher, the teacher leader might not feel comfortable taking adequate release time, and will be unable to fulfill her leadership duties.
- **Finalize your school schedule early.** Clearly carve out the 50% release time for teacher leaders before implementing your model.
- **Keep your budget and schedule handy when you're designing your TLI Teacher Leader roles.** In order to ensure maximum collaboration between teacher leaders and the teachers you want them to support, make sure release time matches with what you want the teacher leader to observe. For instance, if you want your Math

teacher leader to be able to observe a struggling Math teacher in action, ensure the teacher leader's release time matches up with the Math teacher's classroom time. Current TLI principals recommend determining when a teacher leader will not be teaching, and then planning for coverage from there.

- **Ensure your TLI Teacher Leader(s) still have regular planning time that is separate from release time.** In order for teacher leaders to be able to fulfill their duties as classroom teachers, they need to have release time that is held sacred, and separate from their regular planning time.

2) Summer: When Planning for the Upcoming Year

- **Ensure collaboration between TLI Teacher Leaders and coverage teachers.** Provide time for any teachers who will be working together through the release time model (i.e. teachers sharing a classroom or a teacher providing coverage while a teacher leader is coaching a colleague) to plan for how they will share responsibilities for their class throughout the year.
- **Develop a clear vision for what is happening during release time.** In conjunction with your leadership team, outline the goals of teacher leaders' release time, which teachers they would ideally work with, your school's implementation plan, how you will keep release time sacred, etc. The Teacher Leadership team in the Office of Instructional Practice is available to provide individualized support to schools implementing new TLI Teacher Leader positions.
- **Design a contingency plan for when there are teacher absences or irregular school schedules.** Even when other teachers are absent, it will be important to protect the release time of TLI Teacher Leaders. If their release time is interrupted, this will undermine their ability to effectively support the teachers and teams. It can be helpful to design a contingency plan for how release time will occur when teachers are absent or your daily school schedule changes.

3) Fall and Ongoing: Once the School Year Begins

- **Protect the release time of your TLI Teacher Leaders.** Allow teacher leaders to dedicate their release time to planning and preparation for coaching, team meetings, facilitating professional development, rather than asking them to cover classes for absent teachers or oversee lunch or recess duty, etc. We certainly recognize that there are situations in a school when an "all hands on deck" approach is necessary and when teacher leaders won't be able to take their release time. However, whenever possible it is important to protect teacher leaders' release time, and we recommend that principals have a strong contingency plan in place for when school days don't go as planned.

Release Time Models

On the subsequent seven pages of this document, you can find more detailed explanations of the four most successful release time models in addition to a sample schedule to accompany each model. These are the four models that have been implemented most successfully in DCPS schools, and school teams are strongly encouraged to use one (or more) of these four models. If your school would like to discuss the feasibility of an alternative release time model, please email leap@dc.gov.

Model I – Interventionist

Morning (Small group instruction)
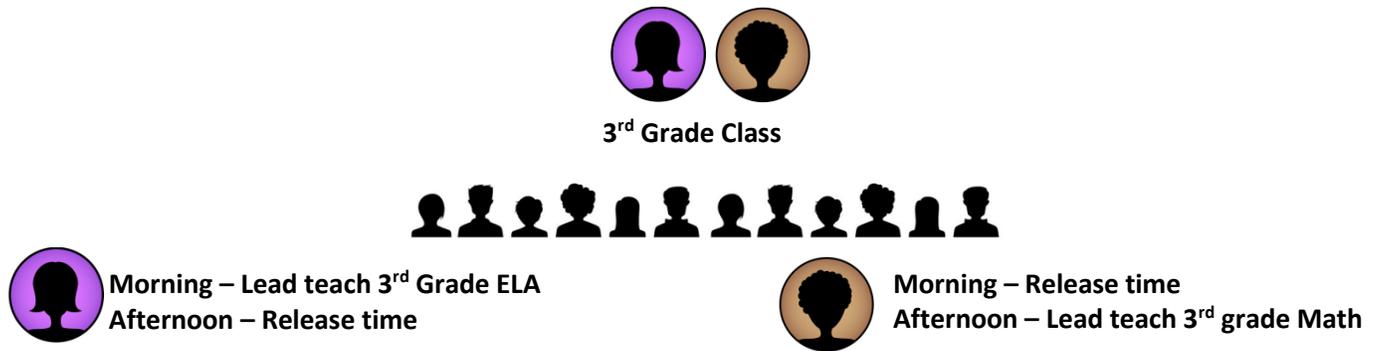
Afternoon

Release Time
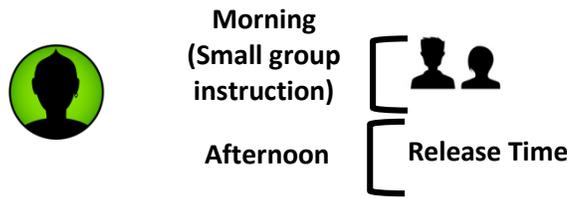
How it Works: Teacher leaders specialize in a particular content area, and serve as interventionist teachers for that content area. In this model, the interventionist performs the duties of a normal interventionist but at a reduced load, allowing for teacher leader duties in the remaining time.

Benefits	Considerations
• **Flexible schedule** – ability to modify schedule as needed throughout year • **Less coverage required** – removes the need to find coverage for an entire class of students during release time • **Specialized support** – highly-skilled teachers provide support to students with high levels of need	• **Plan carefully** to make sure all students receive necessary intervention supports

Interventionist Sample Schedule SY15-16

Model II – Shared Classrooms

3rd Grade Class

Morning – Lead teach 3rd Grade ELA
Afternoon – Release time

Morning – Release time
**Afternoon – Lead teach 3rd grade Math**

How it Works: Two teacher leaders share a classroom of students. Each teacher teaches for approximately 50% of the day. When Teacher Leader A is lead teaching, Teacher Leader B has release time. When Teacher Leader B has release time, Teacher Leader A is lead teaching.

Benefits	Considerations
High-quality release time coverage – with two teacher leaders, coverage is seamless and release time is quality instructional time • **Simplifies release time schedule** – the need for coverage is contained to one classroom • **Concentration of highly-skilled teachers** – could be used as intervention for specific group of students	• **Communication is key when sharing a classroom**– this model works best when the teachers sharing the classroom discuss routines and procedures before the school year begins, and continue to monitor through constant communication

Shared Classroom Sample Schedule SY15-16
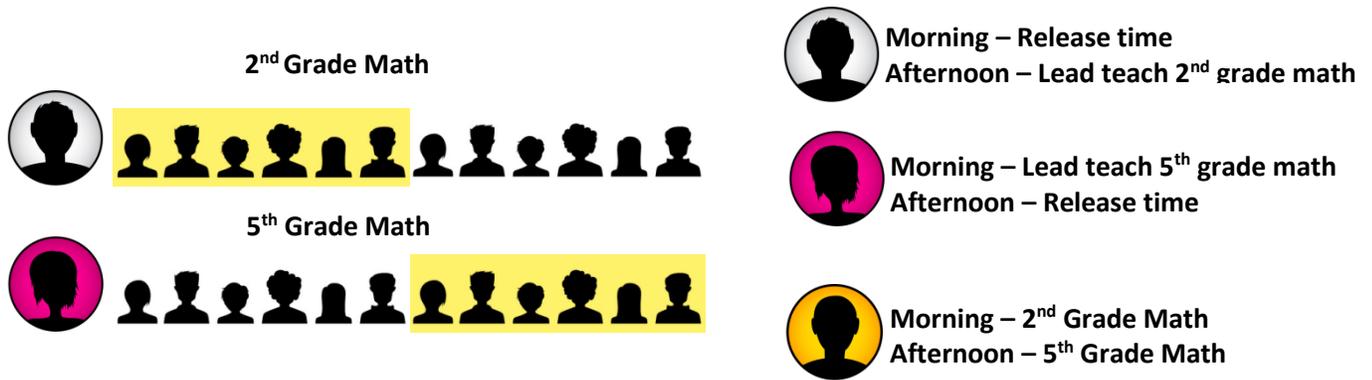
Model III – Reduced Course Load
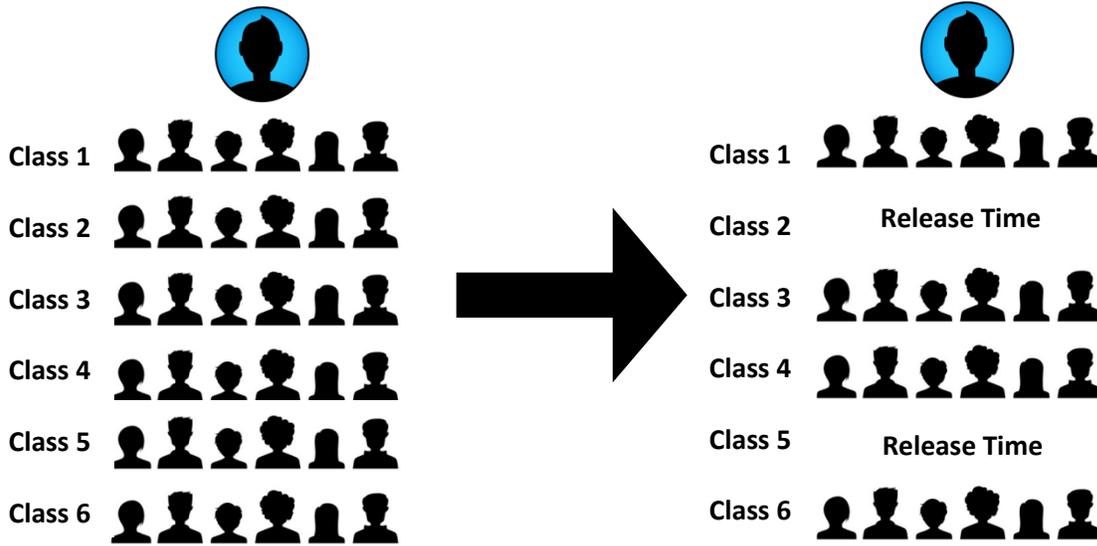
How it Works: Teacher leaders secure release time by teaching a reduced load of classes. This model works best at the secondary level or in a block schedule model. Reduced course loads for teacher leaders are achievable through a variety of approaches such as: reducing the number of sections of a particular course, increasing sizes of certain sections, hiring an additional FTE for a 0.5 need (e.g. school needs 1.5 FTE 8th grade math teachers but hires 2, enabling the second teacher to have 0.5 release time).

Benefits	Considerations
• **Allows for creative scheduling options**	• **Potentially larger classes** • **Potentially fewer sections of courses available** • **Complicated schedule with A days / B days**

Reduced Course Load Sample Schedule SY15-16

Model IV – Shared Coverage

2nd Grade Math

Morning – Release time
Afternoon – Lead teach 2nd grade math

5th Grade Math

Morning – Lead teach 5th grade math
Afternoon – Release time

Morning – 2nd Grade Math
Afternoon – 5th Grade Math

How it Works: In this model, one shared coverage teacher provides the release time for two teachers across the length of a school day. While teacher leader A is teaching, teacher leader B has release time. The coverage teacher provides coverage for teacher B. When teacher leader B is teaching, teacher leader A's release time is provided by the same shared coverage teacher. The coverage teacher does not have a homeroom of their own but instead is responsible for instruction across different grade levels and possible content areas.

Benefits	Considerations
• **Potential for coaching relationship** between TL and shared coverage teacher	• **Requires coverage teacher to be proficient** in multiple grade levels / content areas as well as in classroom management

Shared Coverage Sample Schedule SY15-16

On the subsequent three pages, you will find sample schedules currently used in DCPS schools with teacher leaders during the 2015-2016 school year. One sample schedule is provided per release time model. If you have questions about the schedules or would like see more examples, please email leap@dc.gov.

Interventionist Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:40	Planning	Tuesday PDs	Lead SPED CLC	Plan with Teacher A	Whole Staff Training
8:45 - 9:00	TEACH – Morning Intervention Block				
9:00 - 9:15	Small group observations, rotating teachers A-C				
9:15 - 9:30	TEACH Intervention 9:15-10:00	TEACH Intervention 9:15-10:00	TEACH Intervention 9:15-10:00	TEACH Intervention 9:15-10:30	TEACH Intervention 9:15-9:45
9:30 - 9:45					
9:45 - 10:00					TEACH Reading Instruction 9:45-11:15
10:00 - -11:15	TEACH Reading Push-In 10:00-11:15	Coaching/ Planning Prep/ Open for Meetings	Coaching/ Planning Prep/ Open for Meetings	Teacher A Math Obs. 10:30-11:15	
11:15 - 12:00	Lunch				
12:00 - 12:45	Weekly Personal Classroom Planning and Prep	TEACH Push-In 12:00-1:40	TEACH Intervention 12:00-12:45	Debrief/Plan with Teacher C	Coaching/ Planning Prep/ Open for Meetings
12:45 - - 1:45	12:50-1:45 Debrief/Planning with Teacher B		TEACH - Push-In 12:45-1:40	Check-in with Teacher A (bi-weekly) 12:50-1:35	
1:45 - 2:30	Planning 1:40-2:25 2nd Grade PLC	Planning 1:40-2:25 with 2nd Grade	Planning 1:40-2:25 2nd grade whole team	Fundations Planning with Teacher A 1:40-2:25	
2:30 - 2:45	Tuesday PD Prep & SpEd Collab Prep	TEACH Push-In Science/Social Studies 2:25-3:15	TEACH Push-In Science/Social Studies 2:25-3:15	2:30-3:15 Personal Planning for Instruction	2:30-3:15 TLI/Coach Meeting
2:45 - 3:00					
3:00 - 3:15					

Shared Classroom Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:10-8:40	Planning	Planning	CLC- HTT	TL 1 – Lead CLC: 5 Practices TL2 – Lead CLC: Rigorous Reading	Planning
8:45-9:15	TL 1 -Teach TL 2 - Release	TL 2 - Teach TL 1 - Release	TL 2 - Teach TL 1 - Release	TL 2 - Teach Ponce Release	TL 1 - Teach TL 2 - Release
9:15-9:45					
9:45-10:15					
10:15-10:45					10:45-11:30 TL 1 leads 1st grade Planning meeting
10:45-11:15					
11:15-11:30			TL 1 - Teach TL 2 - Release		
11:30-12:10	TL 2 - Teach TL 1- Release	TL 1 - Teach TL 2 - Release		Ponce Teach TL 2 - release	TL 2 - Teach TL 1 - Release
12:10-12:30					
12:35-1:00	Lunch				
1:00-1:45	TLs 1+2 - Planning	TLs 1+2 - Data Meeting	TLs 1+2 - Planning	TLs 1+2 - Planning	TLs 1+2 - Planning
1:45-2:40	TL 2 - Teach TL 1 - Release	TL 1 - Teach TL 2 - Release	TL 1 - Teach TL 2 - Release	TL 1 - Teach TL 2 - Release	TL 2 - Teach TL 1 - Release
2:40-3:00			2:15- TL 2 – attend 5th grade data meeting		
3:00-3:30	RTI TLs 1+2 - Teach				
Past 3:30				TLs 1+2 - attend ALT 4:30-6	

Reduced Course Load Sample Schedule

Times	A Day	B Day
8:00-8:30	Morning Planning	Morning Planning
8:45-9:55	(1) DC History	(2) DC History
10:00-11:10	(3) AP US History	(4) AP US History
11:15-12:00	(5) SGA	(5) SGA
12:00-12:45	Lunch	Lunch
12:50-2:00	(7) DC History	(6) TLI Planning
2:05-3:15	(9) Academy Planning	(8) Academy Planning

Shared Coverage Sample Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:40		TL 1 - CPT Data Meeting		TL 2 - CPT Meeting TL 1 - CPT Meeting	
9:00-9:45	TL 2 - Planning TL 1 Support Teacher A (9-10:50)	TL 2 - Planning TL 1 Support Teacher A/C (9-10:50)	TL 2 – Planning TL 1 Support Teacher B/D(9-10:50)	TL 2 - Alternate weeks of Grade 3/5 planning and grade 4 planning TL 1 Coaching Teacher A/C	TL 2 Planning TL 1 Coaching Teacher B/D
9:45-12:00	TL 2 - Grade 5 Homeroom Math Instruction TL 1 - Planning (10:50 -11:30)	TL 2 - Grade 5 Homeroom Math Instruction TL 1 - Weekly Childhood Education IC Meeting	TL 2 - Grade 5 Homeroom Math Instruction TL 1 - planning/debrief teacher A/C (10:50 -11:30)	TL 2 - Grade 5 Homeroom Math Instruction TL 1- Planning/Debrief teacher B/D(10:50 -11:30)	TL 2 - Grade 5 Homeroom Math Instruction TL 1 - Mini-PD (10:50 -11:30)
12:00 - 1:00	Lunch				
1:00-3:15	TL 2 - Alternate 3rd grade and 4/5th grade weeks coaching/small groups TL 1 - Planning (1:15-2:00) TL 1 class instruction (2-3:30)	TL 2 - coaching/small groups TL 1 - Planning (1:15- 2:00) TL 1 class instruction (2-3:30)	TL 2 - Planning TL 1 - Planning (1:15- 2:00), class instruction (2-3:30)	TL 2 coaching 3rd grade teacher TL 1 team lesson Planning (1:15-2:00), class instruction (2-3:30)	TL 2 coaching 3rd grade teacher TL 1 team Planning (1:15-2:00), class instruction (2-3:30)

LEAP Content Lead Content Assessment FAQ

The following document details the process for completing the content assessment for LEAP Content Leads for the 2016-2017 school year. Additional guidance and resources will be provided as they are available. For additional questions, please email OIP@dc.gov.

Introduction

Beginning next school year, **all core content teachers will be part of a content-specific team at their school.** These teams will engage in a weekly PD cycle comprised of data-driven planning meetings, content-focused development, and regular observation and feedback. Each team will be led **by a LEAP Content Lead who is an instructional leader (assistant principal, instructional coach, or TLI teacher leader) who has demonstrated content expertise in the related subject.**

One of the responsibilities of the Office of Instructional Practice is to provide training, development, and support to LEAP Content Leads in their implementation of the PD cycles. We know that in order to provide transformative support and feedback to teachers, our instructional leaders must be provided with the necessary tools and resources to effectively lead professional development that will ultimately enhance teacher practice.

In order for LEAP Content Leads to be successful in their roles, it is important that they have a high level of content expertise. To that end, we will be **conducting content assessments of all proposed LEAP Content Leads** to begin to determine how to differentiate and prioritize our support. The assessment will focus on content-specific pedagogical expertise.

The process for completing the content assessment for LEAP Content Leads along with answers to frequently asked questions are outlined below:

Content Assessment Process for LEAP Content Leads (Assistant Principals, Instructional Coaches, TLI Teacher Leaders)

Content Lead Identification	Scheduling Content Assessments	Notification of Status
Principal will identify potential LEAP Content Leads for the 2016-2017 school year by submitting their design plan to the Office of Instructional Practice by February 24, 2016.	Members of the Office of Instructional Practice will reach out to potential LEAP Content Leads to schedule 60-minute content assessments via phone.	Potential LEAP Content Leads and school leaders will be notified of their performance on the content assessment by March 31, 2016.

Frequently Asked Questions

- **Who will need to complete the content assessment?**
  All current assistant principals, instructional coaches, and TLI teacher leaders must demonstrate proficiency in the specific content area in order to be placed in the role of a LEAP Content Lead.

- **What are the LEAP Content Lead positions that principals can select?**
  Principals must select the following roles:

  Elementary, Education Campus, and Middle School LEAP Content Leads (APs, ICs, and TLI TLs)
  - Literacy (APs, ICs, and TLI TLs)
  - Math (APs, ICs, and TLI TLs)
  - ECE **(TLI TLs only)** - *optional, not required*

High School LEAP Content Leads
- o Literacy (APs, ICs, and TLI Dept. Chairs)
- o Math (APs, ICs, and TLI Dept. Chairs)
- o Science (APs and TLI Dept. Chairs only)
- o Social Studies (APs and TLI Dept. Chairs only)

- **When will content assessments take place?**
  Content assessments will take place between February 29, 2016 and March 30, 2016. Current APs, ICs, and TLI TLs who complete the content assessment will be notified of their performance on the assessment by March 31, 2016.

- **What will the content assessment assess?**
  The content assessment will focus on content-specific pedagogical expertise. There are 2 components of the assessment.

  Part I: Performance Task (Video and Assessment Review) - *Estimated time: 2 hours*
  Proposed Content Leads will:
  - o Review a video of instruction, respond to content-specific instructional questions, and offer recommendations for improvement of the teacher's practice
  - o Review a PARCC or ANet assessment item with student work samples, analyze student responses, and make recommendations for re-teaching key skills

  Part II: Phone Assessment - *Estimated time: 1 hour*
  Proposed Content Leads will:
  - o Share their responses to questions from the performance task
  - o Respond to questions that assess their general content and pedagogical knowledge of the specified content area

- **Who developed the content assessments and who will conduct them?**
  Members of the Office and Teaching and Learning and the Office of Instructional Practice worked in collaboration to develop the content assessments. Reviewers will include content specialists from OTL, Senior Instructional Coaches, Senior Master Educators, and senior instructional members of OIP and OTL.

- **What happens if a proposed LEAP Content Lead does not demonstrate proficiency on the content assessment?**
  In the event that a proposed LEAP Content Lead demonstrates significant gaps in their understanding of the specified content area based on the content assessment, the proposed LEAP Content Lead, school leader, and Instructional Superintendent will meet to determine if the individual can be placed in the role.

- **Who should I reach out to if I have additional questions regarding content assessments?**
  For questions regarding the content assessment process, please email OIP@dc.gov.