Mt. Diablo Unified School District & TNTP Proposal for Partnership

May 2023

TNTP reimagine teaching

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CONTENTS

Introduction 3
Our Approach 3
Our Support/Scope of Work: 4
Workstream 1: Building District Leadership Capacity 5
Workstream 2: School Leader & Leadership Team Supports (Leader Learning Cohorts) 5
Workstream 3: School Leader and Leadership Team Group Learning Experiences 7
Sample Scope and Sequence for PLCs 8
Ongoing support in Year 3 8
Goals and Measures of Success 9
SY23-24 Assessment Systems 10
Project Budget 11
Contact Information 11
Appendix A: About TNTP 12
Appendix B: Aligning Workstreams with Coherence Framework 13
Appendix C: District Leaders Instructional Coherence Summer Series 15
Appendix D: Leadership Development Framework 18
Theory of Action 18
Appendix E: Our Work Across the Year 20

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Introduction

We have had the privilege of partnering with MDUSD over the past two years to support the implementation of Learning Acceleration, specifically in math. Over time, and because of our strong collaborative working relationship, we've become strategic partners and trusted advisors, helping leaders articulate their vision, and build talent and academic strategies to have long term, positive outcomes for students We have strategically supported the district leaders to build their content knowledge and implementation of district wide professional development, as well as supporting school leaders and teachers with building math content knowledge to implement grade level content as well as plan and execute lessons that support ALL students.

Through our partnership over the past two years, we have built a strong, trusting working relationship within the district and we are eager to continue the important work of ensuring equity for all MDUSD students. TNTP respectfully submits this proposal to continue to support MDUSD's implementation of learning acceleration as a part of their larger MTSS program and increase coherence across all into all levels of the system to ensure alignment with efforts that impact the student experience.

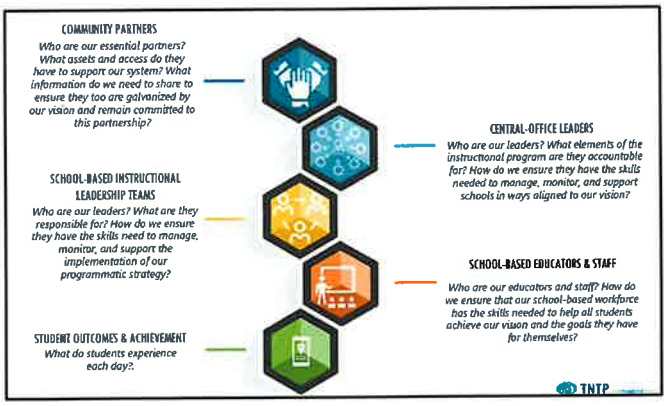
By integrating our learning acceleration work with the district's work in Parent, Family and Community Partnerships and College and Career Readiness, we see the MDUSD's vision for equity come alive for students at MDUSD.

Our Approach

TNTP has a long history of helping school districts steer their organizations toward more sustainable progress for students. When we released our national report, *The Opportunity Myth (2018)*, we found that districts making the most progress for students provided access to key resources – grade-level content, strong instruction, deep engagement, and high expectations for all students. Coming out of the COVID-19 pandemic, we saw that access alone wasn't enough and that we had to accelerate learning to make sure our students with unfinished learning had the scaffolds necessary to access the grade-level content and provided teachers with additional tools to bolster their instruction. As we continue to learn from our ongoing work in systems across the nation and external research studies, we find that the successes of learning acceleration are amplified when districts and their systems are aligned creating a coherent systema and experience for students and adults.

Coherent systems recognize that changing student outcomes at the classroom level requires focus and effort along the entire vertical spine. Not just at the teacher level.

When systems take an inventory of who they have within their systems, they can prioritize where they spend their efforts and build capacity.



In order to reap the full benefit of acceleration efforts it is necessary to implement a coherent acceleration-focused approach within all aspects of the instructional program:

- Data collection and analysis tools (including screeners and assessments)
- Core/Tier 1 curricula and instructional materials
- Student supports and intervention curricula and instructional materials
- Leadership decision points and home/school communications (including data sharing)

Therefore, to accomplish coherence at all levels of the system, we must strategically partner with and build capacity of leaders at every level using our leadership development framework. Simultaneously, we will focus on distributing leadership throughout the schools by working directly with instructional leadership teams to build professional learning communities for teachers to authentically collaborate on instruction that will fit the needs of MDUSD students and communities.

Our Support/Scope of Work:

Transformative change takes intentional effort, and coherence so leaders and teachers receive the support at the right times and pace of change. While the details of our support would be planned in collaboration with the district leadership, we see the potential work for our 2-year partnership as follows:

YEAR 1 (2023-2024)	YEAR 2 (2024-2025)
Engage	**Scale**
Building district leadership capacity and learn alongside principals around a vision for strong instruction for all. Establish and align structures for effective instructional coaching and support at the district and school site level. **Build Principal's leadership capacity.** Coach principals in learning pods around the key components of leadership development to execute on their vision for strong instruction at their sites. **Build Site-based leadership professional learning communities.** Leadership team coaching of focused group (or all?) principals, instructional leadership teams and teacher leaders around strong content knowledge, shifts, and instructional practices that will improve the student experience and outcomes in ELA and math classrooms through repeated cycles of inquiry. Between Year 1 and 2, begin the process for **high-quality instructional materials (HQIM)** adoption process/pilots/ implementation: • Math (K-8) • ELA (6-12)	Scale coaching and support to all schools and content areas to reach all students in MDUSD. Ongoing leadership coaching for district and school-based leaders to implement and refine practices in observation and feedback to teachers **consistently using data to drive towards goals and coherence**. **Ongoing support to ILT to lead professional learning communities** with teachers grounded in student work and lesson study cycles with a focus on traditionally underserved student populations.

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Ongoing Year 3 Support:

Based on ongoing progress monitoring and results achieved so far, we see potential for ongoing year 3 support to include:

- **Instructional Coherence. Refine systems and structures** to distribute leadership across the district and school-based leadership around a strong instructional vision for all contents, K-12.
- **Evolve how data is used** to propel teacher development and student learning
- **Organize teachers** to direct their own development to improve student learning.
- **Customize learning and supports** for traditionally underserved students' populations including current MTSS structures

We envision this support happening in three workstreams – each workstream targeting one level of the system while working in coherence together on the same instructional priorities grounded in the district's vision. We see many layers of overlap with the district's vision of wraparound support for schools (MTSS structures) and CCEE's framework for coherence. See Appendix B.

Workstream 1: Building District Leadership Capacity

Individualized goal-setting support: Integrating district and school priorities and using initial check- in and self-assessment data, TNTP Coaches would focus on building relationships, establishing partnership goals, and co-creating customized goals and aligned coaching plans for district leaders.

1. **Instructional Coherence - Summer Series Bootcamp (2 Days, July):** The professional learning series Instructional Coherence: Unlocking Opportunity and Acceleration is focused on supporting systems- and school-leadership teams and educators develop their understanding of the concepts of Instructional Coherence and Learning Acceleration, the connections between the two, and how to support them from their seat in the system. For a sample schedule of sessions for the Summer Series, see Appendix C.
2. **Longer term strategic planning:** TNTP Coaches can work with district leadership to use the initial executive coaching cycle to drive long-term planning. This work could include mapping district leader long-term development goals, creating community engagement plans, codifying cycles of school leader observation and feedback, aligning district instructional priorities, or creating and revising district coaching frameworks, for example.
3. **Cycles of Feedback:** TNTP Coaches would build in mechanisms for feedback from the district leader and other key district stakeholders, to ensure the partnership is on track to meet the project goals and adjusting to meet leader and district needs in real time.

What this looks like in action:

- Weekly district leadership capacity building meetings around instructional coherence, data-driven decision making based on the district's instructional vision and priorities.
- Literacy/ELA Leadership deep dive into ELA-all leaders engage in Literacy/ELA (once per month whole staff PD)
- Learning Walks (quarterly, scheduled with MDUSD leadership)

Workstream 2: School Leader & Leadership Team Supports (Leader Learning Cohorts)

School leaders and leadership teams are critical players in successful school improvement efforts. TNTP will focus on building principal and site-based leadership team's ability to be the instructionally focused leaders needed for their school improvement efforts. While this work will be customized to the needs of the school, the typical leader support will include some combination of the following:

1. Summer Leadership Institute (2 full days, July 2023)

TNTP proposes to work with MDUSD Principals in a Summer Leadership Institute to develop systems and structures that empower leaders to focus intensely on instruction during the school year. Through this partnership, in July 2023, we will guide leaders to:

- Complete a process for setting their school's mission and vision.
- Engage in intentional planning for the systems and structures that are essential to supporting instruction and fulfilling the mission and vision.
- Select tools that align with their instructional vision including evaluation tools and feedback protocols.
- Articulate how each system supports International Baccalaureate instructional priorities.

This will lead to desired outcomes including:

- All school leaders will be able to articulate the mission and vision for their school.
- School leaders will be able to describe the coaching structures they use as well as how and when each teacher receives coaching support.
- School leaders will have evaluation and feedback tools that are personalized to their school and align with their instructional goals.
- All leaders will understand how they are instructional leaders and what their role is in supporting academic achievement.
- Leaders will ensure strong design and implementation for teacher support and coaching for 23-24.

2. Leader Learning Cohorts (LLCs), Leaning into Learning

Leadership development is critical to the success of districts and schools. TNTP and MDUSD leadership would partner to create professional learning cohorts for principals to lean into their learning for the year. It is critical that these leader learning cohorts are tailored to meet the needs of each leader while creating consistent structures for ongoing learning and development (see more details on our Leadership Development Framework in Appendix D). While we would collaborate on the exact topics and structures for building and leading these cohorts, a few sample topics and structures would include:

a. Integrating district and school priorities and using initial check- in and self-assessment data, TNTP Coaches would strategically place school leaders in Learning Cohorts to focus specifically on just-in-time support for school leaders.
b. Initial sessions will focus on building relationships, establishing partnership goals, and co-creating customized learning sessions, goals and aligned coaching plans for school leaders. Assist and support the principal and leadership team develop or refine an instructional vision for their campus and implement practices and instructional structures to support the vision through co-planning with the leadership team.
    i. Synchronous, tailored professional development in learning cohorts: TNTP can collaboratively design a scope and sequence for district leader professional learning sessions, or individual sessions, aligned to MDUSD priorities. TNTP can build and facilitate these sessions organizing district staff into strategic learning cohorts. Sessions could focus on group consultancies and problems of practice, using district data and community-specific scenarios.
    ii. Asynchronous professional development: Based on customized coaching plans, district leaders could participate in virtual, asynchronous professional learning content and/or learning sessions. TNTP has significant pre-existing leadership development professional

development content that a MDUSD leader could engage with to help them reach their development goals. Topics could include "Authentic Leadership", "Equity-Driven Leadership", Building Relationships", "Living the Learning: ELA & Math", "Communicating as a Leader", "Dismantling the School to Prison Pipeline", "Community and Family Engagement", "Observation and Feedback Cycles", "Vision & Systems", "All Means All", and "Serving Multilingual Learners".

c. **Develop leader to use data to make instructional decisions** through collecting and analyze data, including the analysis of student work using the Instructional Practice Guides (IPGs) or the Danielson Framework to better understand how the work students are doing is aligned to the demands of the standards.
d. **Individual virtual and/or in-person coaching sessions and check-ins**: Calendared between weekly, bi-weekly, or monthly to help ensure that a district leaders' individual growth is supported and adapted for in real time, coaching plans would include coaching session topics and goals, with clear check-in agendas and pre- work.
e. **Learning Walks:** Conducted side-by-side with a TNTP Coach, learning walks focus on observations and trends in and across district classrooms, designed to further build instructional expertise of school leaders and connect theory to the classroom experience. Learning walks would use standardized observation protocols and rubrics, including debriefs and reflections.
f. **Support and coaching** on strategic prioritization, building, and maintaining a positive an inclusive school culture and stakeholder/community engagement.

What this looks like in action:

- Literacy/ELA Leadership deep dive into ELA-all leaders engage in Literacy/ELA (once per month whole leadership staff PD)
- Leadership Learning Cohorts professional learning and capacity building (once per month, in cohorts)
- Learning Walks with Cohorts (quarterly, scheduled with MDUSD leadership)

Workstream 3: School Leader and Leadership Team Group Learning Experiences

Instructional leadership teams (including teacher leaders) play a critical role in implementing a shared vision for strong instruction. During this workstream, in collaboration with district and site-based leaders, TNTP will design a professional learning series to support deep internalization of content standards, critical shifts and instructional strategies in **Math**. This work includes:

1. **Summer ILT Intensive (3 Full Days, August)** - guide ILT members in grade level specific deep dives into content standards and specific instructional strategies to facilitate meaningful mathematical discourse, centered around promoting standards for mathematical practice and increasing access to specific standards for the range of learners.
2. **Professional Learning Communities -** TNTP trains and supports ILT members to establish and run professional learning communities for staff in math. Professional learning communities include opportunities to learn and plan for best practices, review of student work and using data to drive future instructional decisions.
3. **Quarterly PLC Leadership Sessions** - TNTP delivers ongoing professional learning to ILT members on best practices, navigating challenges and motivating and influencing team members.

Synchronous, tailored professional development for School Leaders and their Leadership Teams. TNTP can collaboratively design a scope and sequence for professional learning sessions aligned to MDUSD priorities in Math. TNTP can build and facilitate these sessions organizing based on school needs and focus.

What this looks like in Action:

- Leaders and Teacher Leaders continued deep dive into Math professional learning (once per month)

- Monthly check-ins with ILTs for PLC planning and strategy
- Learning Walks with ILT (quarterly, coinciding with Principal learning walks)

Sample Scope and Sequence for PLCs

Timeframe	Focus	TNTP Supports
Summer 2023 3 Day Intensive	• Best practices for promoting discourse and culturally responsive teaching practices. • Planning for and implementing standard aligned instruction, while scaffolding for the range of learners. • Observation and feedback about implementation of co-planned lessons • Implementing consistent collaboration and PLC processes.	• Design, facilitate, and collect data from PD sessions. • Provide coaching support and feedback for individual teachers. • Support school leaders in crafting actionable, IPG aligned, feedback.
Summer 2023 PD day(s) before school starts/September	• Launch PLC structures in schools, with collaborative planning sessions for first unit of instruction, focused on: o Grade level standards o Anticipating misconceptions o Planning scaffolds o Fostering academic discourse o Common formative assessments.	• Create materials and structures for PLC's. • Targeted direct support school leaders and leadership team in facilitating PLC launch. • Differentiated planning support for school leaders and leadership teams as they prep to facilitate PLC launch.
2023-2024 School Year Quarterly	• PLC leadership sessions based on priorities of MDUSD, Teacher and Leader Feedback, and data analysis. • Sessions tailored to development needs around facilitation skills, collaboration best practices, content, and building buy in in the PLC process	• Design, facilitate, and collect data from PD sessions. • Collaborate with district leaders to determine focus and how they can support.
2023-2024 School Year Monthly	• PLC facilitation support, based on feedback from leaders and need based on data. • Learning walks with leaders (and teacher leaders) to gather data and practice crafting and delivering feedback using all core actions of the IPG	• Attend, facilitate, and/or co-facilitate targeted PLC meetings (based on data). • Co-facilitate learning walks • Provide feedback to leaders about observation and feedback processes

See Appendix E for how all three workstreams will work together across the year.

Ongoing support in Year 3

In the subsequent years, we will build upon learnings and outcomes from our work during the April 2023 – June 2025 period to determine the specific scope and sequence, in partnership with MDUSD, focusing on a gradual release from intensive supports to train leadership and teachers as described to a sustainable model. Below are some objectives we might consider focusing on based on outcomes from Year 1 and Year 2:

- Setting individualized leadership development goals and benchmarking instruction at school.
- Side by side work to develop leaders and teachers based on prioritized areas.
- Conducting instructional walkthroughs and norming feedback as an ILT.

- Supporting with various instructional structures (professional development sessions, PLCs, grade level meetings, etc).
- Supporting with instructional priorities for the 2024-2025 and 2025-2026 school year.
- Designing a year-long teacher professional learning scope and sequence aligned to school-wide goals.

Goals and Measures of Success

TNTP succeeds when MDUSD and its students succeeds. We believe in holding ourselves and the leadership teams we work with to high standards, and as such will develop a set of metrics and goals that will help us to monitor progress throughout the course of this work and understand the impact of these efforts on leaders and students.

In addition to setting specific metrics to determine the overall success of the program, the most important measures will be those set in collaboration with the leadership team. As part of their chosen focus area and theory for how they will support teacher and student learning on their campus, school leaders will work with their leadership coach and others involved in their project to set specific family and community engagement goals as well as metrics aligned to the impact they are hoping to have on students.

Based on this scope, a few sample metrics could include:

LEVEL	SAMPLE METRIC

Student outcomes and experiences	• Increase percentage of students scoring level 3 or higher on SBAC
	• Growth of students on interim benchmark assessments (see Appendix C for more details)
	• Student surveys:
	  ○ Increase in percentage of students who indicate they feel ownership over their learning
	  ○ Increase in percentage of students who indicate they feel engaged in classroom instruction
	  ○ Increase in percentage of students who indicate they have at least one adult they feel they can trust and affirms their identity

Teacher outcomes and experiences	• Increase in teacher instructional skill as measured by a common rubric (i.e. IPG)
	• Increase in teacher content knowledge and ability to provide appropriate scaffolds for students to access grade-level content (as measured by student work and formative assessments)
	• Teacher surveys:
	  ○ Increase in percentage of teachers who indicate their teaching has improved as a result of the coaching and support they've received
	  ○ Increase in percentage of teachers who indicate they feel they have the right tools and supports to support students in their classes

School Leader outcomes and experiences	• Increase in school leader instructional coaching as measured by a common rubric (i.e. Aguilar's Coaching for Equity)
	• Increase in number of teacher goals met as a result of direct coaching and feedback from the school leader
	• School leader surveys:
	  ○ Increase in percentage of school leaders who indicate they are comfortable observing and providing feedback to teachers
	  ○ Increase in percentage of school leaders who indicate they are comfortable providing critical feedback to teachers

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SY23-24 Assessment Systems

During the Winter/Spring of 2023, a cohort of teachers convened to revise the math scope and sequence standards and aligned a set of benchmark assessments to those standards. This promoted stronger alignment between what was being taught in the classroom with what students were asked to demonstrate proficiency on. As a result, for grades 4+, instead of IABs and FIABs, students will take three benchmarks a year across the district.

Below is a chart of how we'll use district-wide formal short-term assessments to measure student progress on grade-level standards as well as growth.

GRADE-LEVEL BANDS	ASSESSMENT	FREQUENCY*	MEASURES	SAMPLE GOAL(S)**:
TK-K	ESGI	4x a year #1: 8/11 - 9/18 #2: 10/20 - 11/11 #3: 2/1 - 2/27 #4: 5/1 - 6/2	ELA and Math Progress monitoring towards grade-level standards	#1 – baseline #2 – 50% (at or above standard) #3 – 75% #4 - 90% of students demonstrate mastery of TK/K standards
Grades 1-3	iReady	3x a year #1: 8/11 - 9/18 #2: 12/1 - 12/21 #3: 3/23 - 4/21	ELA and Math Adaptive test to measure growth from beginning of year to end of year	#1 – baseline #2 – 60% students meet their growth goal/sample goal #3 – 90% of students meet their growth goal
Grades 4+	Benchmark Assessments	3x a year #1: 10/1 - 10/20 #2: 1/11 - 1/31	Summative assessment to measure grade-level standards proficiency that was taught in that trimester	#1 – 60% average proficiency #2 – 75% average proficiency #3 – 80% average proficiency

**calendar dates are added here based on last year's assessment schedule and subject to change for SY23-24*

***goals will be co-created with the district based on past performance and set towards ambitious growth and absolute mastery goals.*

In addition to the formal district-wide assessments used, we also will be looking at formative common assessments across grade-levels to support creating just in time scaffolds for students and our student work analysis structures. This could look like:

GRADE-LEVEL BANDS	ASSESSMENT	FREQUENCY*	MEASURES	SAMPLE GOAL(S):
TK-8th grade	Performance Task (common formative assessments by grade-level)	Every month based, task is selected based on the standards scope and sequence map	Student proficiency on major cluster being worked on	80% proficiency

Sample PLC Lesson Study Structure: Teachers will meet in PLCs twice a month to review student work and plan for upcoming anchor lessons based on the data/feedback they've received.

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Project Budget

The total costs for the services and supports described above for Mt. Diablo Unified School District from **June 2023-June 2025 is $1,647,581.** Costs include dedicated staff described below, and travel and program expenses.

- Partner – oversee the relationship and work.
- Leadership Coach/Director – ELA focus, support principal and district leadership coaching
- Director – project manage and support principal/ILT coaching and support
- Senior Managers – content specific expertise to provide input on instructional strategies
- Analyst – synthesize collected data into trends to drive decision making and progress monitoring

TNTP PROJECT BUDGET		Cost
Program Staff		$1,198,626
Program Expenses		$448,955
TOTAL	**$**	**1,647,581**

Contact Information

TNTP is thrilled to continue our partnership with Mt. Diablo for this extended partnership. For questions or further discussion, please reach out to Annie Tran, Partner, at annie.tran@tntp.org.

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Appendix A: About TNTP

TNTP believes our nation's public schools can offer all children an excellent education. TNTP works at every level of the system, partnering with schools, communities, school districts, state departments of education, and charter school networks. Since 1997, TNTP has supported more than 550 school systems nationwide, reaching almost 31 million students in 43 states, Washington, D.C., and Puerto Rico. As a result of our work, nearly 300,000 students have increased access to strong instruction, more than 57,000 students have increased access to educators with high expectations, and 60,000 students have increased access to diverse educators—indicators that we know are vital to ensuring that students have equitable opportunities to succeed in school. In the past three years alone, we have developed over 26,000 teachers and over 3,400 leaders.

We have inspired policy change through acclaimed studies such as The Mirage (2015), The Irreplaceables (2012), and The Widget Effect (2009). Our latest report, The Opportunity Myth (2018), followed nearly 4,000 students in five diverse school systems to learn more about their experiences in school. Our report Accelerate Don't Remediate (2021), in collaboration with Zearn, provides evidence for learning acceleration versus remediation to address learning loss during the pandemic.

With over 700 full-time staff, TNTP maintains a flexible staffing model that allows us to allocate staff to projects based on local staff skillset and area of expertise. This staffing model has proven to be cost effective as it allows a deep pool of TNTP specialists to support projects when and where they are most needed to achieve project goals. In addition to direct support from the TNTP Leadership Coaches, all projects receive support, indirectly or directly, from our National Support and Specialist Teams. This support includes experts in technology integration, content development experts, and general communications support.

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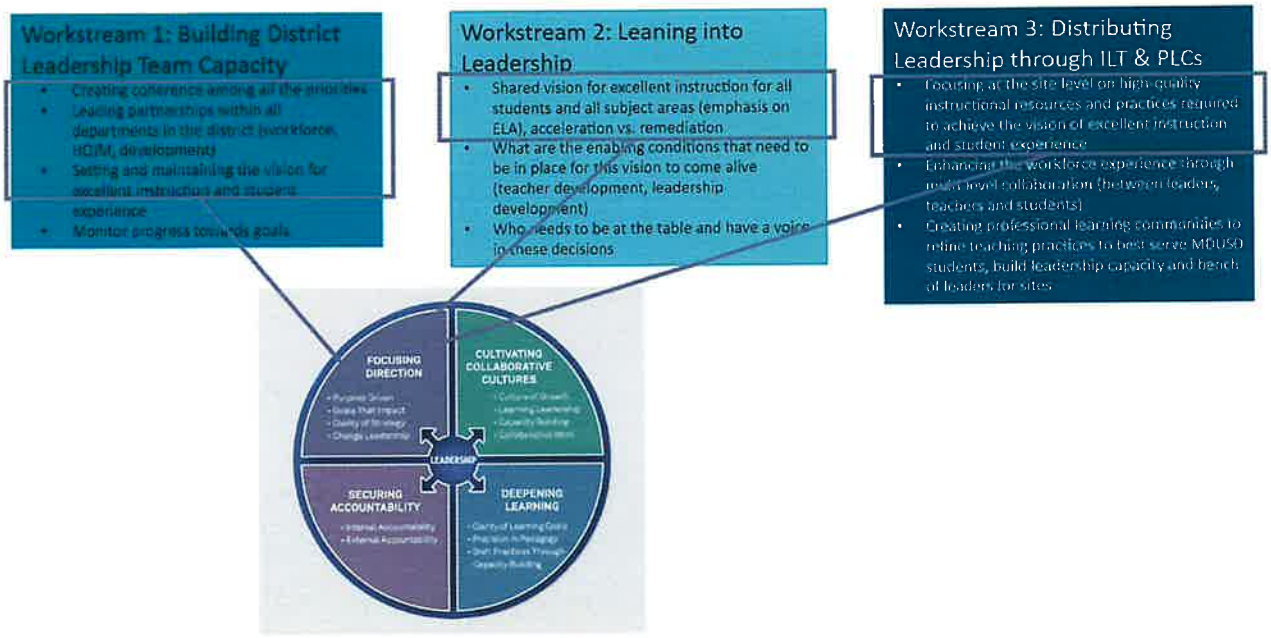
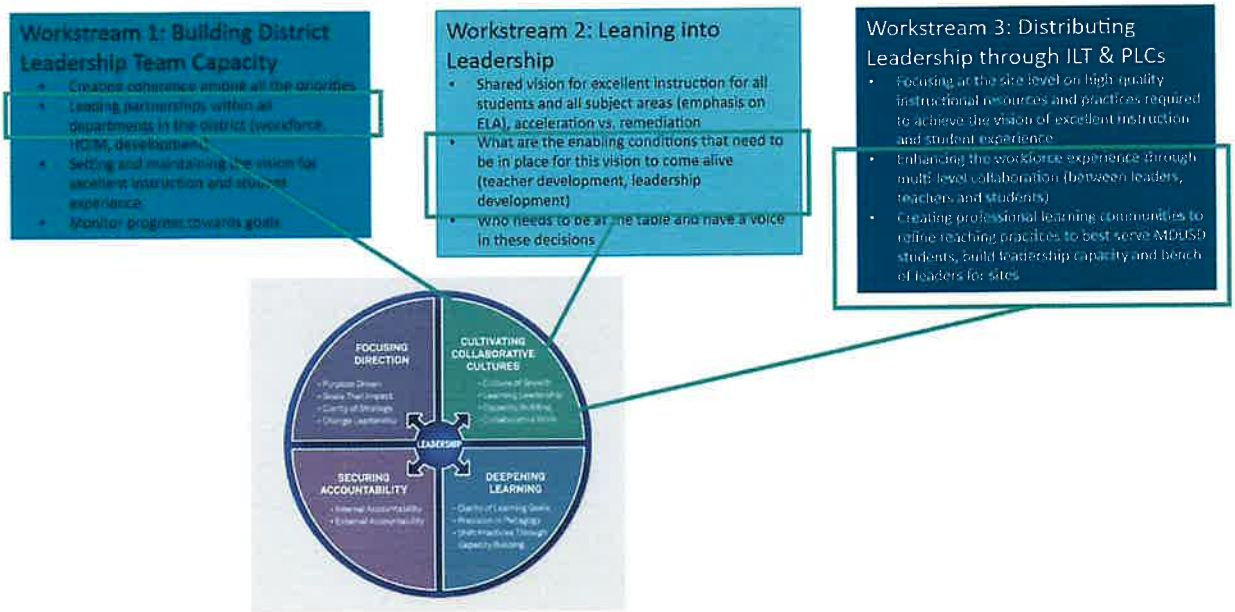
Appendix B: Aligning Workstreams with Coherence Framework

When we envisioned our partnership this year, we were intent on aligning our workstreams with frameworks around coherence to ensure that our efforts are aligned and pushing on the right levers at the right times. Below, you'll see how we see pieces of each workstream support each component of Fullan's Coherence Framework.

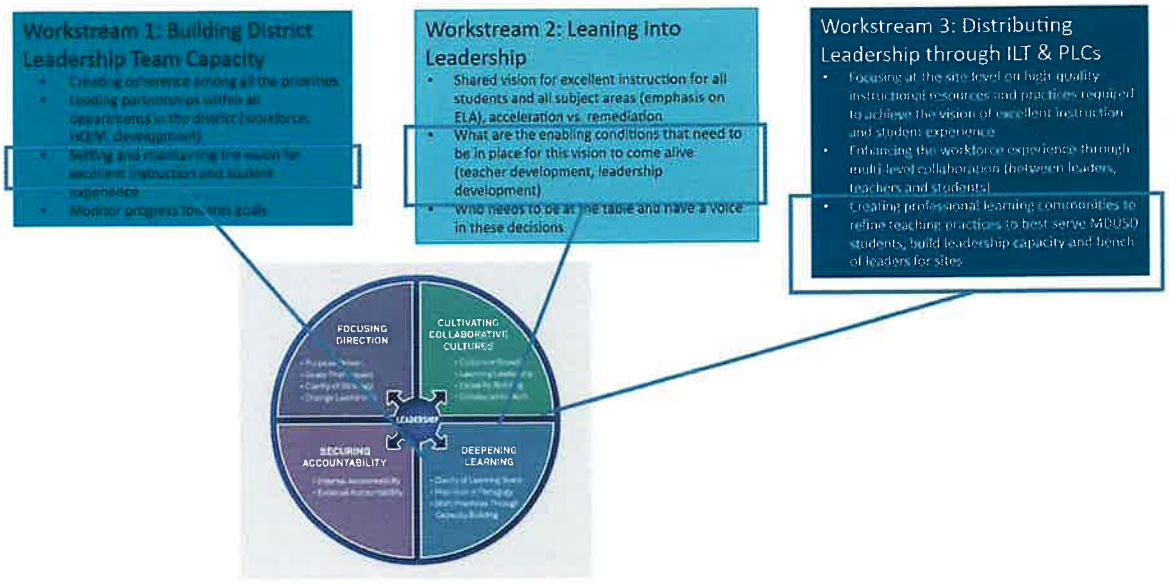
Focusing Direction:



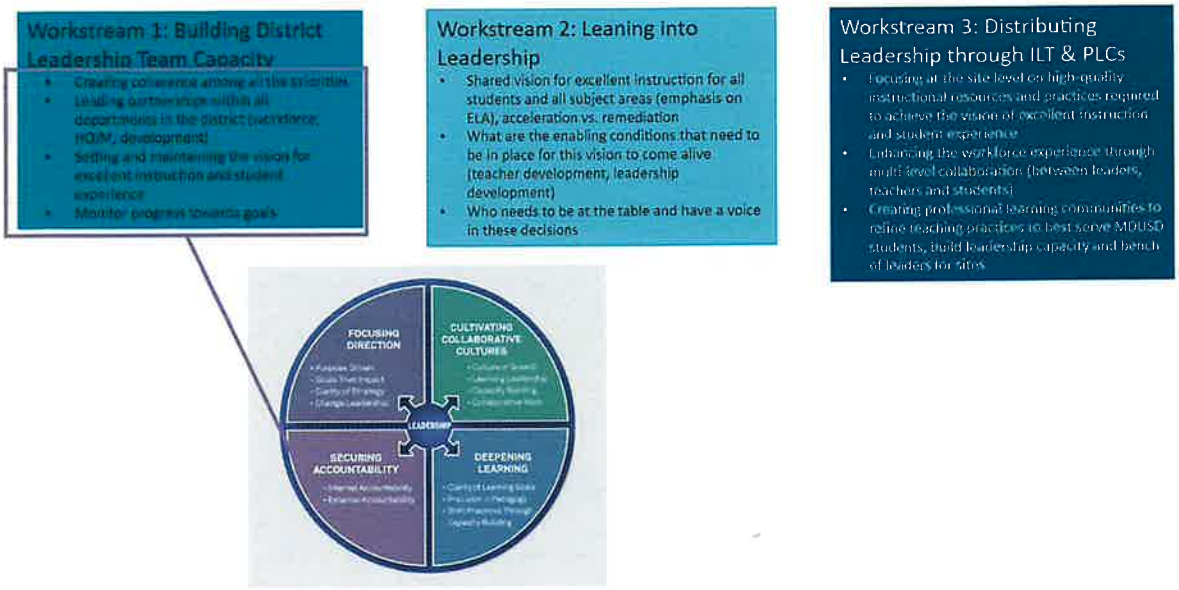
Cultivating Collaborative Cultures:



Deepening Learning:



Securing Accountability:



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Appendix C: District Leaders Instructional Coherence Summer Series

Overview

The professional learning series Instructional Coherence: Unlocking Opportunity and Acceleration is focused on supporting systems- and school- leadership teams and educators develop their understanding of the concepts of Instructional Coherence and Learning Acceleration, the connections between the two, and how to support them from their seat in the system. The objectives of the learning series are to:

· Develop a shared vision for instructional coherence and learning acceleration across stakeholders.

· Identify the elements of this vision that are within the locus of control of each group of stakeholders.

· Build the knowledge and skills necessary for each stakeholder group to be able to support instructional coherence and learning acceleration within their locus of control, leveraging the system's existing resources.

Because of the nature of both Instructional Coherence and Learning Acceleration, this learning series includes tracks of learning intended for systems- and school- leaders, as well as educators. The sessions will have the greatest impact when facilitated across the vertical spine of support in a system but can be provided to individual stakeholder groups based on a system's unique needs.

State and District Leadership Teams

The state and district level leadership teams learning series supports these teams to define instructional coherence and their role in supporting it, understand the level of coherence in their existing system, and develop a plan for improving coherence in service of accelerated learning and improved student outcomes.

#	SESSION TOPIC	LEARNING OBJECTIVES	SESSION ACTIVITIES
1	Instructional Coherence: What it is, why it matters, and why right now	Reflect on our individual learning stories and consider how we can leverage the power in our journey to better support our system. Define instructional coherence. Explain why instructional coherence is critical to accelerating instruction, improving student outcomes, and building a system that centers on the student experience and supports students on a path to economic and social mobility. Reflect on your community and identify the components or conditions of instructional coherence that are in our locus of control as leaders.	Participants will articulate what instructional coherence is, and why it is important. Participants will reflect on the current state by identifying the assets of their community and what they need to individually and collectively prioritize to establishing or maintaining instructional coherence.

2	Unlocking Instructional Coherence: Rethinking accelerated learning.	Explain the connection between learning acceleration and instructional coherence, and the research that supports these concepts. Understand the impacts of incoherent instruction on learning acceleration at the classroom level in literacy and math and particularly for students furthest from opportunity. Reflect on the instructional beliefs, policies, and practices that must be learned and unlearned, to achieve accelerated instruction and coherence.	Participants will be able to articulate how instructional coherence is an extension of learning acceleration- students having access to grade-level work with educators who have the skill and mindset to help them access it. Participants will be able to identify what coherent accelerated instruction looks like at the classroom level for students and teachers. Participants will dig deep to identify their own misconceptions or new learnings around learning acceleration and coherence and discuss how to cultivate strong mindsets in service of accelerated learning.
3	Understanding the Instructional Coherence within your system	Analyze a range of existing data focusing on metrics central to understand the student experience and sociocultural context of the community being served and interrogate our current systems, practices, policies and resource flows to ensure we are centering on students furthest from opportunity in their system. Understand how to implement the coherence self-assessment to gauge the current state of instructional coherence within a system.	Participants will examine their data to understand their system's community and current state of instructional coherence.

4	Planning for Instructional Coherence	Examine a current problem of practice related to instructional coherence in the system. Identify the highest leverage structures, systems, and practices to put in place to address the identified problem of practice. Identify opportunities and structures for collaboration across departments, content areas, grade levels, or service providers to address the problem of practice.	Participants will develop a plan to address their identified instructional coherence problem of practice at scale and understand their role in addressing these problems of practice

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Appendix D: Leadership Development Framework

To transform schools and provide an equitable education for an increasingly diverse student population, leadership must move beyond what the principal alone can accomplish. Effective schools are led by a principal who builds and shares leadership, so the collective power of the team actively disrupts oppressive systems, policies, structures, and practices that create or perpetuate disparities in education for systematically marginalized students. This process isn't always linear, and individual principals will have different development trajectories; however, our goal in developing school leaders remains to improve their instructional leadership practices—holistically and responsively, through the four domains described in the framework, so that all students develop strong learning mindsets, and experience deep engagement and long-term transformative learning.

TNTP BELIEVES

1. **Leadership development is most effective when we take an integrated approach that acknowledges and is responsive to the identities, mindsets, and assets that a leader brings to the work.**
2. **School transformation does not sit solely with the principal; it requires a collective and collaborative effort among the entire team.**
3. **"Equity" and "strong instruction" are not distinct leadership skills; they are woven into all four domains.**
4. **Principals consistently engage in a process of inquiry to understand the state of the system and the impact of their leadership on this system.**

Theory of Action

The theory of action articulates the relationship between TNTP's work in developing effective school leaders, the four key domains of effective principalship, and the impact of collaborative leadership on key stakeholders, including teachers, staff, community stakeholders, families, and students. While this framework is primarily intended for our work with school leaders, the vision and aspects of the framework could be applied to leaders at all levels of school systems.

If we work with and develop leaders at all levels of the system through flexible leadership coaching models...

Then principals will be positioned to demonstrate four key domains of effective school leadership...

Then we will see positive changes in school-level conditions...

As a result, all students develop strong learning mindsets.

If TNTP develops leaders at all levels of the system through flexible leadership coaching models that are (1) responsive to the unique needs of our partners and consider the sociocultural context of the community, state, and educational landscape at-large; and (2) situate school improvement as an outcome of collective efforts of every member of the team, **then principals** will be positioned to demonstrate four key domains of effective school leadership:

1. **Unified Vision.** Engage in an inclusive process with the entire school community (particularly those systematically marginalized or lacking power in educational processes) to develop a vision of collective responsibility for the educational success of each student, regardless of background.
2. **Designing for Equity.** Acknowledge that most schools do not serve all students well and design the school to both disrupt that inequity and be responsive to the complex and evolving needs of the community.
3. **Teaching and Learning.** Steward a strong instructional culture and team rooted in a sense of shared responsibility for realizing the school's vision for a thriving student experience.
4. **Reflective and Empathetic Practice.** Model a committed practice to both growing knowledge and fostering personal development and wellbeing in service of leadership for school transformation.

TNTP reimagine teaching

Appendix E: Our Work Across the Year

MONTH		WORKSTREAM 1: DISTRICT LEADERSHIP	WORKSTREAM 2: SCHOOL LEADERSHIP	WORKSTREAM 3: TEACHER LEADERSHIP (PLCS)
July	Week 1			
	Week 2	Weekly check in with District Leadership Team: - Set goals and milestones based on theory of action - Progress Monitoring structures and cadence		
	Week 3	Instructional Coherence Summer Institute (2 Days)	Leadership Learning Cohorts Launch (2 Days): - Establish shared vision for instructional leadership - Create systems and structures to enable conditions for successful implementation of vision	
	Week 4	Weekly check in with District Leadership Team: - Finalize goals and milestones based on theory of action - Finalize progress Monitoring structures and cadence		ILT Intensive (3 Days): - Creating a vision for collaborative structures - Digging into key structures for increasing discourse in classrooms
August	Week 1	Weekly check in with District Leadership Team: - Review visions created by LLCs and ILTs - Supports and enabling conditions required from District	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	
	Week 2	Weekly check in with District Leadership Team: - Preview PLC launch with district for feedback - Find areas of overlap with district-wide initiatives		
	Week 3	Weekly check in with District Leadership Team		ILT PL: Planning for PLC Launch at School Sites
	Week 4	Quarter 1 Learning Walks: Learning walks across school leaders, ILTs and district leaders		
September	Week 1	Weekly check in with District Leadership Team:		

		- Data Review from Q1 Walkthrough – adjust priorities as needed		
	Week 2	Weekly check in with District Leadership Team	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT Problem of Practice: - Lesson internalization - Student work analysis
	Week 3	Weekly check in with District Leadership Team: - Review Coherence with LLC and ILT cohorts - Review district-wide fall data (see assessment calendar)		
	Week 4	Weekly check in with District Leadership Team	LLC Cohort Walkthroughs – TBD with each cohort LLC (all) PL for ELA Learning Acceleration	
October	Week 1	Weekly check in with District Leadership Team - Review data from ILT problem of practice (performance tasks) - Review data from LLC cohort walkthrough		
	Week 2	Weekly check in with District Leadership Team - Action plan how to bring data back to principal teams	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT Problem of Practice: - Lesson internalization - Student work analysis
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Weekly check in with District Leadership Team	LLC Cohort Walkthroughs – TBD with each cohort LLC (all) PL for ELA Learning Acceleration	
November	Week 1	Weekly check in with District Leadership Team - Review data from ILT problem of practice (performance tasks) - Review data from LLC cohort walkthrough		
	Week 2	Weekly check in with District Leadership Team - Action plan how to bring data back to principal teams	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT PL based on ILT feedback and problem of practices
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Quarter 2 Learning Walks Learning walks across school leaders, ILTs and district leaders		

December	Week 1	Weekly check in with District Leadership Team - Data Review from Q2 Walkthrough – adjust priorities as needed		
	Week 2	Weekly check in with District Leadership Team	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT Problem of Practice: - Lesson internalization - Student work analysis
	Week 3	Winter Break		
	Week 4			
January	Week 1	Weekly check in with District Leadership Team		
	Week 2	Weekly check in with District Leadership Team	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT Problem of Practice: - Lesson internalization - Student work analysis
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Weekly check in with District Leadership Team	LLC Cohort Walkthroughs – TBD with each cohort LLC (all) PL for ELA Learning Acceleration	
February	Week 1	Weekly check in with District Leadership Team - Review data from ILT problem of practice (performance tasks) Review data from LLC cohort walkthrough		
	Week 2	Weekly check in with District Leadership Team - Action plan how to bring data back to principal teams	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT PL based on ILT feedback and problem of practices
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Quarter 3 Learning Walks Learning walks across school leaders, ILTs and district leaders		
March	Week 1	Weekly check in with District Leadership Team - Data Review from Q3 Walkthrough – adjust priorities as needed		
	Week 2	Weekly check in with District Leadership Team	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT Problem of Practice: - Lesson internalization - Student work analysis
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Weekly check in with District	LLC Cohort Walkthroughs –	

		Leadership Team	TBD with each cohort LLC (all) PL for ELA Learning Acceleration	
April	Week 1	Weekly check in with District Leadership Team - Review data from ILT problem of practice (performance tasks) Review data from LLC cohort walkthrough		
	Week 2	Weekly check in with District Leadership Team - Action plan how to bring data back to principal teams	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT Problem of Practice: - Lesson internalization - Student work analysis
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Weekly check in with District Leadership Team	LLC Cohort Walkthroughs – TBD with each cohort LLC (all) PL for ELA Learning Acceleration	
May	Week 1	Weekly check in with District Leadership Team - Review data from ILT problem of practice (performance tasks) Review data from LLC cohort walkthrough		
	Week 2	Weekly check in with District Leadership Team - Action plan how to bring data back to principal teams	LLC Meeting (cohorts) – professional learning based on self-identified priorities of cohort	ILT PL based on ILT feedback and problem of practices
	Week 3	Weekly check in with District Leadership Team		
	Week 4	Quarter 4 Learning Walks Learning walks across school leaders, ILTs and district leaders		
June	Week 1	Weekly check in with District Leadership Team: - Data Review from Q4 Walkthrough – adjust priorities as needed	LLC Meeting (cohorts) – reflection and goal-setting for next year	ILT PL – reflection and goal setting
	Week 2			
	Week 3			
	Week 4			

	In-person, in months with Quarterly Walkthroughs, the visits will be combined
	Virtual cohort meetings, will be scheduled at a regular cadence with each LLC
	Virtual District Meetings, at times could be subsets of the district/TNTP team based on topics