

Purchase Order # 240838



Mt. Diablo Unified School District
1936 Carlotta Drive
Concord, CA 94519

Amendment No. 1 to

- Independent Service Contract
- Master Contract

This Amendment is entered into between the Mt. Diablo Unified School District (MDUSD) and TNTP (CONTRACTOR). MDUSD entered into an Agreement with CONTRACTOR for professional services on April 30, 2024 and the parties agree to amend that Agreement as follows.

1. **Services:** (Check and complete ONE of the options below).

- CONTRACTOR agrees to provide the following amended services. (Provide full description of expected final results, such as services, materials, products, and/or reports; attach additional pages as necessary).

TNTP will be adding services to CSI sites

The amended services are set forth in the two Scopes of Work attached hereto.

- The scope of work is attached as Exhibit A (incorporated by reference to the extent that it is subordinate to and not inconsistent with this Agreement).
- The scope of work is unchanged.

2. **Terms:** (Check and complete ONE of the options below).

- The contract term is extended by an additional _____ (days/weeks/months), and the amended expiration date is _____, 20____.
- The contract term is unchanged.

3. **Compensation:** (Check and complete ONE of the options below. This provision may only be changed if there is also a change to the above Services OR Terms of the Contract).

- The rate is amended by an increase of decrease of \$ _____ for _____ type of service
- The contract amount is amended by an increase of decrease of \$ 376,331.00 to original contract amount.

The amended contract amount rate is now \$ 2,023,912.00

4. **Remaining Provisions:** All other provisions of the Agreement, and prior Amendment(s) if any, shall remain unchanged and in full force and effect as originally stated.

5. **Amendment History:** This contract has previously been amended as follows:

No.	Date	General Description of Reason for Amendment	Amount of Increase/Decrease
			\$
			\$
			\$

6. **Approval:** This Agreement is not effective and no payment shall be made to Contractor until it is approved. Approval requires signature by the Superintendent (or his designee).

Mt. Diablo USD
By: [Signature]
Budget Administrator/Principal

Mt. Diablo USD
By: _____
Superintendent or Designee

Contractor
By: Lin Johnson III
By: Johnson III (May 1, 2024 22:41 EDT)

Board Approval (if needed)
Docket Number: _____
Agenda Item Number

Date: 4/30/2024

Date: _____

Date: May 1, 2024

Date: _____



DATE: April 18, 2024 (revised)

TO: Jennifer Sachs, Executive Director, Educational Services, Mt. Diablo Unified School District
Christina Filios, Assistant Director, Instructional Supports, Mt. Diablo Unified School District

FROM: Annie Tran, Partner & Jamie Wallen, Director, TNTP

RE: Proposal for Support: Principal Coaching for CSI identified schools and HS Math Learning Acceleration

Thank you for reaching out for additional support and continuing to see us as trusted advisors. Transformative change takes intentional effort, and through our partnership, we have continued to build 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 with specific support to 7 identified CSI schools to increase coherence across all levels of the system to ensure alignment with efforts that impact the student experience. Your focus on providing extra support for CSI schools shows your dedication to your students.

We have had the privilege of partnering with MDUSD over the past three years to support the implementation of Learning Acceleration, in both math and ELA. 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, understand and integrate instructional coherence to include implementation of district-wide professional development, as well as supporting school leaders and teachers with building math and ELA content knowledge to implement grade-level content as well as plan and execute lessons that support ALL students.

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.

The Opportunity

Currently, Mt. Diablo Unified School District has seven (7) schools identified for receiving additional support under the state's continuous school improvement program. These schools have the opportunity to dramatically improve the student experience at their school sites that impact that the school climate, sense of belonging and equity across the district. Ultimately, this results in student outcomes that allow students the choices and opportunities to choose their path in life.

Our support

We propose to support MDUSD with direct support of the seven identified schools in two main workstreams.

- Direct leadership coaching for the school site principals – providing support in creating and executing their vision for the student experience at their sites grounded in their current reality and using a data-driven approach to progress monitor and make informed adjustments.
- Direct teacher and leader professional learning on high school instructional strategies and content development. This provides the foundation necessary for establishing a student-centered classroom and being critical consumers of instructional materials.



We know change and change management happens over time and therefore we see this work unfolding over two years. The first year is to establish the foundation and habits necessary to implement change and the second year to establish a network or cadre of leaders to support implementation at multiple levels. Below is an overview of how we see the work over the next two years:

Scope of Work Overview

Workstream	Summer 2024	Year 1 (SY24-25)
Workstream 1: Principal Coaching for CSI Identified Schools	Phase 1 June School Leader Intensive	Phase 2 Create a vision for the student, staff and family experience at the school Create a plan to operationalize the vision and priorities SY24-25 and August/September 2025: Implement ongoing data driven cycles of inquiry to progress monitor and adjust plans as necessary June 2025: School Leader intensive for new school leaders/Asst. Principals in Year 2
Workstream 2a: High School Learning Acceleration at two (2) identified high schools	August/September: School Leader and department lead school year kick-off	Full design and facilitation of professional learning direct to teacher with 2 identified High Schools in CSI Facilitation of PLCs incorporating professional learning topics Summer 2025: School Leader intensive for new school leaders in Year 2
Workstream 2b: Curriculum Adoption and Implementation Consultation		Curriculum Pilots w/ Summer 2025 Adoption

Workstream 1: Principal Coaching for CSI Identified Schools

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 leader support will focus on 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.



This support will be accomplished in three phases outlined below:

Phase 1: Data Deep Dive (May-June 2024)

Gathering our current reality – It is important to know where we are to currently in order to plan the priorities and strategies to get to the end of our school-year vision. The following data collection plan focuses on gathering input from the school community and hear from their lived experiences along with traditional quantitative data.

During the Spring 2024, we will support schools to administer and collect key survey/focus group data, assessment data and additional economic and social mobility measures including but not limited to:

- Caregiver survey (at least 80% response rate)
- Student survey (at least 95% response rate)
- Staff survey (100% response rate)
- iReady assessment data (broken down by student groups)
- SBAC data/IAB data (broken down by student groups)
- Attendance/Chronic Absenteeism (broken down by student groups)
- Suspension/Expulsion rates

We will work with the district to find efficiencies in collecting this data to eliminate redundant surveys and questions to each group.

Data Deep-Dive to Create a Vision/Priorities

June/Early Summer 2024: Two-Day Principal Leadership Institutes

Once the data is collected and analyzed, we will gather the principals and district leadership to do a data deep dive to create a school vision for the student experience and to inform strategic priorities for the SY24-25. We will also use this time for change management strategies and how to invest in others in a shared vision. We would work with the district leadership on a finalized scope for the principal leadership institute and adjust based on the data collected, but a starting point for how we spend that time is shown below:

Day 1: Data Deep Dive

Activity	Time	Outcome/Deliverable
<i>Pre-work:</i> Complete school data sheet with data collected in the spring	Spring 2024	Compiled qualitative and quantitative data to create a school academic culture profile
Vision Setting: What would you want to be true if you had families, students, teachers and instructional leaders on your site finish the sentence – My school is... Families: Students: Teachers: Instructional Leaders:	1 hour	School Vision for the student experience for each school site.

<p>Dig into your data:</p> <ul style="list-style-type: none"> - Trends analysis by school, grade-level, teacher tenure, student subgroups - Identify and analyze wins (where does the data show we've met/close to meeting our vision) <ul style="list-style-type: none"> o What are the student outcomes/actions that support this? o What are the teacher actions/mindsets that support this? o What are the leader actions/mindsets that support this? - Identify and analyze misses (where does the data show we're not meeting/close to meeting our vision) <ul style="list-style-type: none"> o What are the student outcomes/actions that support this? o What are the teacher actions/mindsets that support this? o What are the leader actions/mindsets that support this? 	1.5 hrs	Detailed analysis of the data identifying root causes and specific actions taken (not taken) that lead to those outcomes.
<p>Action Planning: Prioritizing</p> <p>Based on trends, wins and misses – what are some high-leverage priorities that would move the misses → wins. Group them in 4 broader outcomes:</p> <ul style="list-style-type: none"> - Student outcomes - Teacher outcomes - Leader outcomes - School culture outcomes 	1 hr	4 clear, high-leverage priorities related students, teachers, leaders and school culture.
<p>Action Planning: Operationalizing</p> <p>What systems and structures need to be in place to make this work?</p> <p><i>Largely dependent on the prioritized outcomes developed but a few systems and structures that need to be established and communicated with teachers ahead of time are:</i></p> <ul style="list-style-type: none"> - Whole School PD time (not meeting, PD where teachers are engaging in learning and practice) - PLC time by grade-level for instructional collaboration and student work analysis - Observation/Feedback cycles and 1:1 coaching meetings - Assessments: identified common assessments, calendared assessment windows, results analysis structures - High quality instructional materials - What else....? 	1.5 hrs	Systems and structures outlined that enable the school vision to come alive
<p>Action Planning: Progress Monitoring</p> <p>What are the systems and structures you will use to monitor progress in between data cycles? Creating calendars and blocking of the time now will put you one step closer to executing on those action items you come up with in the cycles.</p>	1 hr	Year-long calendar that shows the data cycles, which data will be collected and reviewed when, schedules for observation, etc.



*Note: Digging into Data through Action Planning: Progress Monitoring are repeated steps in the data cycle each month with School Leaders.

Day 2: Investing Others in a Shared Vision

Activity	Time	Outcome/Deliverable
Story of your why (cohort builder)	1 hr	Build connection with each other and to your why
Kotter’s Change Management/Switch Change Management Frameworks	45 mins	Edit action plans to incorporate change management strategies
Investing Others In a Shared Vision Creating their School Vision Slide Deck	2 hrs	Draft School Vision deck ready to deliver to teachers/key stakeholders
Practice Deliver your draft vision to peers for feedback	1 hr	Receive actionable feedback from peers based on success criteria from shared vision domain
Celebrations	1 hr	Celebrate successes over the last 2 days.

Phase 2: Principal Coaching through Data Driven Inquiry Cycles (August 2024-September 2025)

Each School Leader will receive ongoing support to follow through on their strategic priorities and action plans through consistent touchpoints and coaching with a TNT leadership coach:

Activity	Frequency	Purpose	Outcome/Deliverable
Site walkthroughs with individual principals & 1:1 coaching and action planning	Every 4-6 weeks	Conduct site walkthroughs, norm on ratings and feedback for teachers Create next cycle action plan with concrete leader actions.	4-6 week action plan to address campus and teacher needs based on the data collected. Professional Development and coaching conversations arcs planned for the next high-level next steps
Virtual 1:1 coaching/	Monthly (up to 2x a month as needed)	Progress monitoring on action plan	Progress monitor on the 4-6 week action plan using weekly walkthrough data principal brings to the check ins
CSI Leadership Cohort Meeting	Quarterly	Cohort collaboration on how strategic plans/action plans are	Shared bank of tools and resources from peers doing the work.



	going – present problems of practice, group learning	
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Workstream 2a: HS Math Learning Acceleration (August 2024 - September 2025)

In addition to coaching and supporting the two (2) high school principals in continuous school improvement, we propose to directly support the teachers and instructional leads at the two high schools through two main pathways focused on 1) building a repertoire of math instructional strategies¹ and 2) direct implementation planning with grade-level peers allowing for cross-campus collaboration. An overview of the activities are listed below:

Activities	Who/How	Timeline/Frequency	Outcome/Deliverable
Professional Learning on concrete strategies and learnings to implement in the classroom	Whole Group and by Math content teachers depending on topic of PD	Monthly – half day professional learning (AM) and half day PLC facilitation (PM) with cross campus grade-level sites	Teachers build a toolbox of strategies using Building Thinking Classrooms Strategies + Standards internalization to implement in classrooms
Grade-level professional learning communities for cross-campus collaboration	Content alike across the two campuses		Opportunities for Lesson study/Student Work Analysis to integrate instructional strategies into upcoming lessons based on student data.

While we would collaborate closely with the high schools and math lead in the district to align on dates, frequency and topics, a sample schedule of how we see both learning and implementation could look like over the course of the school year 1 is shown here:

Sample Scope of PD and PLCs for SY24-25

Month	Whole Group	PLC Topics
September	BTC Kick off (VNPS, Task Selection, VRG) Vision setting and mindset work Intro to 5 Practices Intro Student Work Analysis	Plan a common non-curricular task
October	BTC continued Focus on Task Selection Intro Curricular Tasks Assessing and Advancing Questions	Plan a common curricular task

¹ [Building Better PL: How to Strengthen Teacher Learning](#)



November	Refining BTC Refining Assessing and Advancing Questions to scaffold up to standards Focus on Student Work Analysis	Plan a common curricular task with a focus on questioning to scaffold up Meet and focus on how instructional strategies impacted student learning
December	Stepback: Celebrations and Reflections	
January	Focus on Practices 3-5 (Selecting & Sequencing, Connecting Responses, Summarizing the Learning) Focus on scaffolds	Plan a common curricular task with a focus on selecting and sequencing Meet and focus on how instructional strategies impacted student learning
February	Refining Practices 3-5 Focus on summarizing the learning Focus on student work	Plan a common curricular task with a focus on how you will use the summary of the lesson to stamp the learning goal OR introduce a new strategy. Meet and focus on how instructional strategies impacted student learning
March	Refining Practices 3-5 Focus on summarizing the learning Focus on student work	Plan a common curricular task with a focus on how you will use the summary of the lesson to stamp the learning goal OR introduce a new strategy. Meet and focus on how instructional strategies impacted student learning.
April	Reflections and Planning for Adoption	
May	Planning and soft launching the implementation process with key stakeholders	

Workstream 2b: Math Curriculum Adoption Consultation (August 2024-September 2025)

A key foundation to our learning acceleration work is access and use of high-quality instructional materials for teachers to access and implement in their classrooms for students to access grade-level content everyday. The professional development offered in Workstream 2 on instructional strategies positions teachers and leaders to be critical consumers of any new potential curriculum nominated for adoption. This is based on 1) any recommended curriculum will be rated “green” in EdReports which guarantees standards alignment to all math contents and 2) provide teachers and leaders the nuance to test each curriculum for its alignment and viability in executing the district’s math instructional vision.

We propose to work with the district to ensure alignment between the professional learning on instructional strategies alongside light-touch support with the adoption process as follows:



- Provide initial (short list) of HQIM that is rated “green” on Ed Reports & has indicated that they would provide updated materials if they were released post-adoption
 - o Provide suggestions for “asks” from vendors to demo curricula
- Provide sample schedule for review committees, piloting timelines, and rubrics to rate potential new curricula after piloting
 - o Facilitate session on using the rubrics to rate each curriculum
- Co-create sessions to engage various stakeholders and get their input on adoption process and content of the curriculum
- Complement PD sessions (Workstream 2) with complementary curriculum pilot committee sessions to cross-walk the instructional strategies to the curriculum pilots to measure ease of adoption



Budget

The cost for the scope of work listed above occurring between June 2024 – September 2025 is. A breakdown for each stream and year is listed below.

Workstreams	Cost
<p>W1. Principal Leadership Coaching</p> <p>Year 1: Principal coaching for seven (7) leaders at the identified CSI schools to include:</p> <ul style="list-style-type: none"> - Summer intensive (June) - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle 	<p>Program Staff: \$132,535 Program Expenses: \$24,095 Total*: \$156,630</p>
<p>W2. High School Math Learning Acceleration & Curriculum Pilot/Adoption</p> <p>Year 1: Math Learning Acceleration support for two (2) high schools identified as CSI schools to include:</p> <ul style="list-style-type: none"> - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed - Provide consultation and support around curriculum piloting structures and sessions. 	<p>Program Staff: \$204,215 Program Expenses: \$15,486 Total*: \$219,701</p>
Year 1 Costs*:	\$376,331

**Year 1 costs are subsidized due to increased efficiencies with travel and staffing on our current Learning Acceleration contract with MDUSD's Elementary and Middle Schools through SY24-25.*

In order to align with TNTP's fiscal years, we are outlining the cost and deliverables by date:

Service Period	Deliverables	Invoice Date	Invoice Amount
5/1-5/31/2024	<ul style="list-style-type: none"> - Prepping for summer intensive - Data gathering 	5/20/2024	\$10,070.60
6/1-6/30/2024	<ul style="list-style-type: none"> - Summer Intensive 	6/20/2024	\$10,070.60



7/1-7/31/2024	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses 	7/20/2024	\$10,070.60
8/1-8/31/2024	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed - Provide consultation and support around curriculum piloting structures and sessions. 	8/20/2024	\$10,070.60
9/1-9/30/2024	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed - Provide consultation and support around curriculum piloting structures and sessions. 	9/20/2024	\$10,070.60
10/1-10/31/2024	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed - Provide consultation and support around curriculum piloting structures and sessions. 	10/20/2024	\$27,164.83



<p>11/1-11/30/2024</p>	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	<p>11/20/2024</p>	<p>\$27,164.83</p>
<p>12/1-12/31/2024</p>	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	<p>12/20/2024</p>	<p>\$27,164.83</p>
<p>1/1-1/31/2025</p>	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	<p>1/20/2025</p>	<p>\$27,164.83</p>
<p>2/1-2/28/2025</p>	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses 	<p>2/20/2025</p>	<p>\$27,164.83</p>



	<ul style="list-style-type: none"> - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>		
3/1=3/31/2025	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	3/20/2025	\$27,164.83
4/1-4/30/2025	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	4/20/2025	\$27,164.83
5/1-5/31/2025	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	5/20/2025	\$27,164.83
6/1-6/30/2025	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle 	6/20/2025	\$27,164.83

	<ul style="list-style-type: none"> - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>		
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8/1-8/31/2025	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed <p>Provide consultation and support around curriculum piloting structures and sessions.</p>	8/20/2025	\$27,164.83
9/1-9/30/2025	<ul style="list-style-type: none"> - Individual site visits with 1:1 coaching every 4-6 weeks - Up to bi-monthly virtual coaching sessions to progress monitor cycle - Design and facilitation of monthly in-person professional learning for high school math teachers around instructional strategies in support of curriculum piloting - Design and facilitation of monthly in-person professional learning communities (PLCs) for grade-level bands across campuses - Bi-monthly (2x per month) check ins with math leads at each campus to build capacity around instructional strategies and progress monitor and adjust scope and support as needed 	9/20/2025	\$27,164.87



	Provide consultation and support around curriculum piloting structures and sessions.		
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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.

Mt. Diablo Unified School District & TNTP Proposal for Partnership

May 2023



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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.

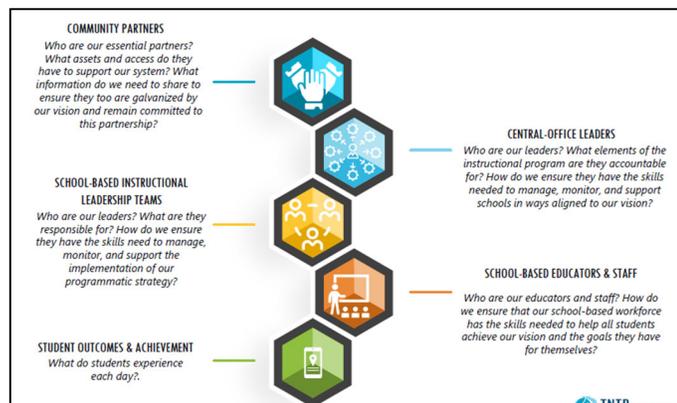
By integrating our learning acceleration work with the district’s work in Parent, Family and Community Partnerships and College and Career Readiness, we see the MDUSD’s vision for equity come alive for students at MDUSD.

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
<p>Building district leadership capacity and learn alongside principals around a vision for strong instruction for all.</p> <p>Establish and align structures for effective instructional coaching and support at the district and school site level.</p> <p>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.</p> <p>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.</p> <p>Between Year 1 and 2, begin the process for high-quality instructional materials (HQIM) adoption process/pilots/ implementation:</p> <ul style="list-style-type: none"> • Math (K-8) • ELA (6-12) 	<p>Scale coaching and support to all schools and content areas to reach all students in MDUSD.</p> <p>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.</p> <p>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.</p>

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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Launch PLC structures in schools, with collaborative planning sessions for first unit of instruction, focused on: <ul style="list-style-type: none"> ○ Grade level standards ○ Anticipating misconceptions ○ Planning scaffolds ○ Fostering academic discourse ○ Common formative assessments. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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

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-8 th 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.

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.

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.

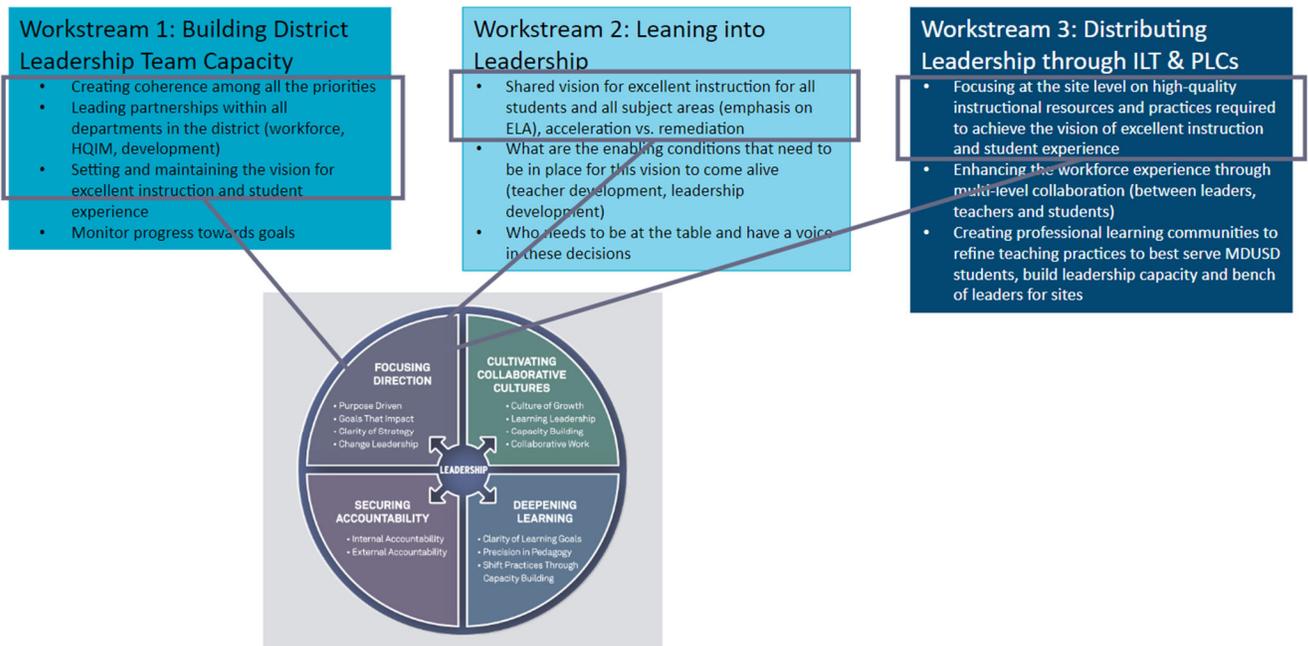
We have inspired policy change through acclaimed studies such as *The Mirage* (2015), *The Irreplaceables* (2012), and *The Widget Effect* (2009). Our latest report, *The Opportunity Myth* (2018), followed nearly 4,000 students in five diverse school systems to learn more about their experiences in school. 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.

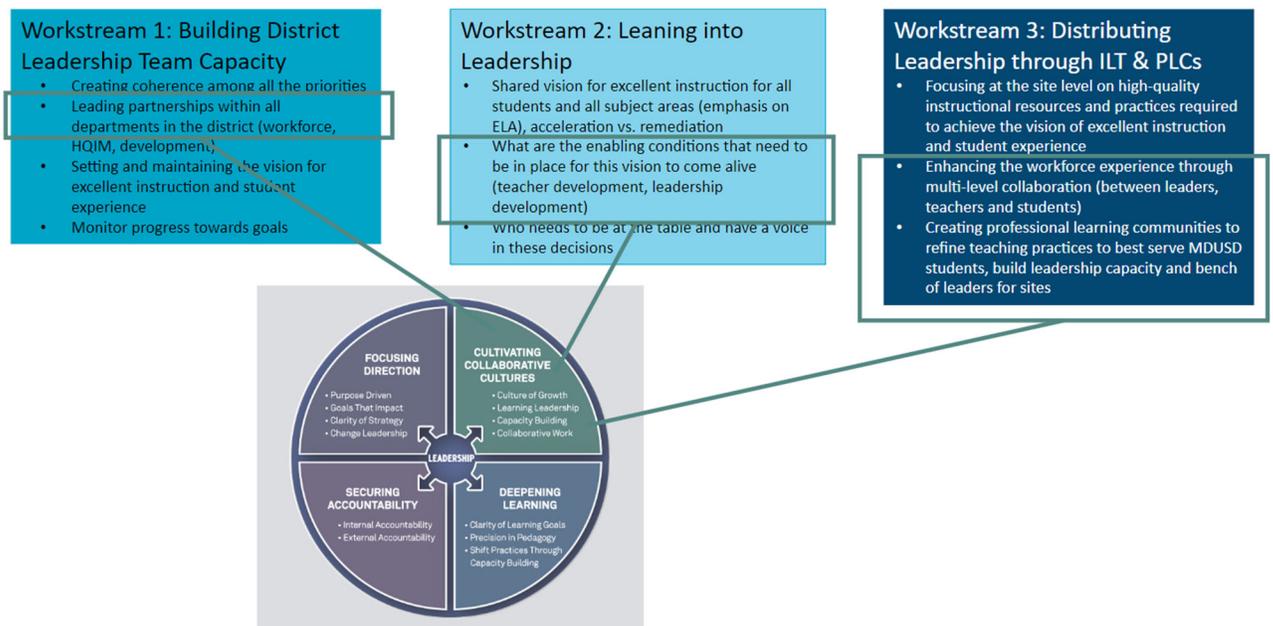
Appendix B: Aligning Workstreams with Coherence Framework

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:

- Workstream 1: Building District Leadership Team Capacity**
- Creating coherence among all the priorities
 - Leading partnerships within all departments in the district (workforce, HQIM, development)
 - Setting and maintaining the vision for excellent instruction and student experience
 - Monitor progress towards goals

- Workstream 2: Leaning into Leadership**
- Shared vision for excellent instruction for all students and all subject areas (emphasis on ELA), acceleration vs. remediation
 - What are the enabling conditions that need to be in place for this vision to come alive (teacher development, leadership development)
 - Who needs to be at the table and have a voice in these decisions

- Workstream 3: Distributing Leadership through ILT & PLCs**
- Focusing at the site level on high-quality instructional resources and practices required to achieve the vision of excellent instruction and student experience
 - Enhancing the workforce experience through multi-level collaboration (between leaders, teachers and students)
 - Creating professional learning communities to refine teaching practices to best serve MDUSD students, build leadership capacity and bench of leaders for sites



Securing Accountability:

- Workstream 1: Building District Leadership Team Capacity**
- Creating coherence among all the priorities
 - Leading partnerships within all departments in the district (workforce, HQIM, development)
 - Setting and maintaining the vision for excellent instruction and student experience
 - Monitor progress towards goals

- Workstream 2: Leaning into Leadership**
- Shared vision for excellent instruction for all students and all subject areas (emphasis on ELA), acceleration vs. remediation
 - What are the enabling conditions that need to be in place for this vision to come alive (teacher development, leadership development)
 - Who needs to be at the table and have a voice in these decisions

- Workstream 3: Distributing Leadership through ILT & PLCs**
- Focusing at the site level on high-quality instructional resources and practices required to achieve the vision of excellent instruction and student experience
 - Enhancing the workforce experience through multi-level collaboration (between leaders, teachers and students)
 - Creating professional learning communities to refine teaching practices to best serve MDUSD students, build leadership capacity and bench of leaders for sites



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	<p>Reflect on our individual learning stories and consider how we can leverage the power in our journey to better support our system.</p> <p>Define instructional coherence.</p> <p>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.</p> <p>Reflect on your community and identify the components or conditions of instructional coherence that are in our locus of control as leaders.</p>	<p>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.</p>

2	<p>Unlocking Instructional Coherence: Rethinking accelerated learning.</p>	<p>Explain the connection between learning acceleration and instructional coherence, and the research that supports these concepts.</p> <p>Understand the impacts of incoherent instruction on learning acceleration at the classroom level in literacy and math and particularly for students furthest from opportunity.</p> <p>Reflect on the instructional beliefs, policies, and practices that must be learned and unlearned, to achieve accelerated instruction and coherence.</p>	<p>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.</p> <p>Participants will be able to identify what coherent accelerated instruction looks like at the classroom level for students and teachers.</p> <p>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.</p>
3	<p>Understanding the Instructional Coherence within your system</p>	<p>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.</p> <p>Understand how to implement the coherence self-assessment to gauge the current state of instructional coherence within a system.</p>	<p>Participants will examine their data to understand their system's community and current state of instructional coherence.</p>

4	<p>Planning for Instructional Coherence</p>	<p>Examine a current problem of practice related to instructional coherence in the system.</p> <p>Identify the highest leverage structures, systems, and practices to put in place to address the identified problem of practice.</p> <p>Identify opportunities and structures for collaboration across departments, content areas, grade levels, or service providers to address the problem of practice.</p>	<p>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</p>
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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.

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: <ul style="list-style-type: none"> - 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): <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Finalize goals and milestones based on theory of action - Finalize progress Monitoring structures and cadence 		ILT Intensive (3 Days): <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - Lesson internalization - Student work analysis
	Week 3	Weekly check in with District Leadership Team: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Review data from ILT problem of practice (performance tasks) - Review data from LLC cohort walkthrough 		
	Week 2	Weekly check in with District Leadership Team <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Review data from ILT problem of practice (performance tasks) - Review data from LLC cohort walkthrough 		
	Week 2	Weekly check in with District Leadership Team <ul style="list-style-type: none"> - 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

Support Structures, additional information:

- LLC Meetings – bi-weekly, 1 hour per cohort
- LLC Cohort Walkthroughs – 3-hour walkthrough per cohort (i.e. one site) each visit, 7-10 sites **over 4-5 days, sites rotate monthly**
- Teacher Leadership/ILT Cohorts and PL – Instructional leader from each site (principal or VP) and 1-2 lead teachers (one upper and lower EL)
 - o Over 3 days – example with each cohort consisting of 10 sites
 - Day 1: Cohort 1 - AM walkthroughs, afternoon PL/ problem of practice
 - Day 2: Cohort 2 - AM walkthroughs, afternoon PL/ problem of practice
 - Day 3: Cohort 3 - AM walkthroughs, afternoon PL/ problem of practice
 - o Problem of practice: 90 min-120 mins monthly check-ins with at least 45 minutes of reviewing a new strategy and 45 minutes of a problem of practice.
 - o ILT PL (Professional Learning): specific professional learning sessions with all ILT based on feedback and trends in PoP, with a focus on increasing student discourse and implementation of SMPs.
 - o Principals join when they can, primary goal is to work with teacher leaders in creating sustainable professional learning communities within their sites.
- Quarterly Learning Walks:
 - o Who: Districts, School Leaders and ILT members
 - o What: conduct cross-cohort learning walks using the IPG for math, observe PLCs at sites, provide collaborative problem of practice opportunities. Collect progress monitoring data (can include MTSS data as well)

Staffing:

- Partner
- 2 Directors (one each for Workstream 2 and 3 with content and school leadership coaching expertise)
- 2 Senior Managers (one each for Workstream 2 and 3 with content expertise)
- Analyst for assembling data and reports on progress