

### Strong Start Professional Development Planning Template

Use the following key questions and template to update a professional development plan for the 2020-2021 school year to include virtual continuous learning.

**District:** Richland

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| Reflection on 2019-2020                  |   |   |   |   |
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| Activity                                 | To what extent were teachers impacted?  |   | Was this activity successful?           | What were the gaps? What key improvements need to be considered?  |
| <b>Continuous Learning Opportunities</b> | Did all students across the district receive continuous learning opportunities during COVID-19 school closures? | Yes <input checked="" type="checkbox"/> | Yes <input checked="" type="checkbox"/> | During this unprecedented Spring, all department heads and school leaders developed Phase 1 and Phase 2 contingency plans. Phase plans prioritized meeting the districts basic needs from March 16-30. Department heads and school leaders rallied together to develop plans to ensure students were fed, all employees were paid, grounds were maintained, and essential personnel and duties were identified and defined. Phase 2 contingency plans were developed for the time period after March 30 with a laser focus on routine communication with all stakeholders, formalizing a plan for providing continuous learning opportunities for all students, and plans for school reopening in early May or extended closure for the remainder of the academic year. We also launched the <a href="#">Richland Resource Hub</a> as an optional home learning resource that all schools and parents could pull from aligned to tier 1 curricula resources where they existed for the curricula taught in Richland Parish Schools. After a review of Phase 1 and 2 contingency plans, to help provide consistency in serving students and families the district developed minimum continuous learning expectations to guide the development and implementation of routinized structures for providing high tech and low tech continuous learning opportunities and set clear expectations to guide leadership teams in refining school grade band specific plans to systematize weekly faculty and family communication, assignments |
|  |   | No <input type="checkbox"/>             | No <input type="checkbox"/>             |   |

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|   |  |  |  | <p>for students, opportunities for class collaboration with peers, and office hours with teachers. A clear vision of what excellent continuous learning does not currently exist and needs to be developed and aligned to our existing “house”, district framework for effective instruction, to be used district wide with adaptations made to meet school contexts. To be ready for a Strong Start in 2020 the district has identified the following improvement areas to prioritize in the Summer of 2020 in our comprehensive professional development plan:</p> <ul style="list-style-type: none"> <li>• Creating flexible district calendaring and adaptive staffing plans that includes a plan for welcoming students back in person, in a “continuous learning” format (high and low tech), or welcoming students back through staggered schedules.</li> <li>• Developing a district definition of remediation, and campus implementation</li> <li>• Developing a district framework for addressing students’ social/emotional needs, and school-based implementation including family outreach</li> <li>• Training staff on distance learning protocols and methods</li> </ul> |
| <p><b>Orientation to curriculum</b></p> | <p>Did all teachers receive orientation to curriculum?</p> | <p>Yes <input checked="" type="checkbox"/></p> | <p>Yes <input checked="" type="checkbox"/></p> | <p>All new hires received an orientation to the curriculum that is being taught in Richland Parish in the summer before school started. The district is very thorough in making sure new hires get all the training possible. Also, any teachers that need a brush up on the curriculum are welcome to go through the training again. The gap is when teachers are hired after school starts. Some teachers are picked up individually by coaches or mentor teachers, but they do not receive a full orientation that other teachers have received. To improve this situation, as teachers are hired after school starts, the same PD offered to teachers before the school year began would be available in the format of content leader office hours. Monthly office hours cross-district collaboration is gaining traction and time is focused on unit unpacking, lesson annotation, and student work analysis in EL Education for grades K-2, Louisiana Guidebooks in grades 3-12, and tier one math curriculum (i.e., Springboard, Eureka, and Agile Minds)</p>  |
|   |  | <p>No <input type="checkbox"/></p>             | <p>No <input type="checkbox"/></p>             |   |

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| <b>Content module redelivery</b>   | Did all ELA and Math teachers receive content module redelivery? | Yes <input checked="" type="checkbox"/>       | Yes <input checked="" type="checkbox"/> | <p>Richland Parish has 6 ELA and 3 Math content leaders who hold an ancillary certificate. Content leaders are utilized in two key ways to redeliver content model redelivery in ELA and Math by grade bands. First, we offer one week of content module redelivery for each content area for new teachers, existing teachers who want a refresher, or struggling teachers. We have enough content leaders to offer what we call year one and year two tracks, so every teacher has the opportunity to get all 36 modules every other year. Over the last two years all 36 hours of content leader modules have been delivered to veteran teachers. Secondly, we offered late hires content leader office hours in the month of August and September weekly to help with unit packing and lesson annotations. We were able to continue content leader office hours with two opportunities a month after school hours for teachers who need extra support with unit unpacking and lesson annotation October through April. Lead instructional coaches also utilize school level content leaders to redeliver content leader modules as trends emerge on monthly school learning walks. For example, At one school this year across content areas, students were having trouble accessing text and the struggle needed to learn was resulting in frustration in lieu of being productive. The instructional coach and ELA content leader at the school collaborated to lead the content leader close read module at the next district wide professional development day with special education, social studies, and science teachers to ensure all educators in the building were equipped with the knowledge and the skills needed to support students in accessing and making meaning of grade-level, complex text embedded in all our Tier 1 curricula.</p> |
|                                    |  | No <input type="checkbox"/>                   | No <input type="checkbox"/>             |  |
| <b>Unit and lesson preparation</b> | How frequently did teachers meet for common planning?            | Weekly <input type="checkbox"/>               | Yes <input checked="" type="checkbox"/> | <p>The non-negotiable for the district is bi-monthly PLCs. Many schools exceed that expectation with weekly and even bi-weekly co-planning that is dedicated to the following developmental cycle: unit unpacking, lesson annotation, lesson rehearsals, and both formal and informal student work analysis. PLC's are happening with consistency across the district and continue to be a strength in year two. In year one we spent a lot of time</p>  |
|                                    |  | Bi-weekly <input checked="" type="checkbox"/> | No <input type="checkbox"/>             |  |

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|                               |   | Monthly<br><input type="checkbox"/>     |   | <p>learning to engage in the new structures. In year two lead instructional coaches are really helping teachers put all the structures together through our focus on cycles of development in a meaningful way. This year teachers are more reflective of the actions they take and connecting to the results they are getting with students. Some schools are stronger than others, but overall, this is a strength and we are striving for more consistency.</p>  |
| <b>Ongoing vendor support</b> | Did the district use vendors to support teachers' implementation of curriculum? | Yes <input checked="" type="checkbox"/> | Yes <input checked="" type="checkbox"/> | <p>What specifically did the vendor do? Our vendor, TNTP, is working closely with our CIR schools to create and bring to life our district vision of excellence to ensure all students every day receive effective instruction by: skillfully using curriculum, having high expectations for all students and adults, and ensuring our students are demonstrating their learning at the level the standards demand. In year one we implemented systems and structures to ensure we were continually aligning and defining our three pillars at the classroom, school, and district level. We collaborated and set non-negotiables for school level collaborative time, evidence of effective planning, and began forming internal accountability systems to improve communication between district leaders and assigned school level leaders. We also implemented a formalized coaching network to be the school level innovators to ensure quality collaborative structures stuck at the school level. Despite our proactive leadership there were still breakdowns in communication and inconsistency in support leaders and teachers received across the district in between our monthly learning walk structure. In year two, we have really focused our support on building the capacity of our district leaders and distributing the workload more evenly to ensure we continue what is working more consistently across the district. This has resulted in the central team taking on more of the ownership to ensure the systems and structures are well established and the district leaders are able to maintain the quality as TNTP gradually releases responsibility to make our improvement efforts sustainable. TNTP also helped organize and plan monthly principal collaboration activities and learning sessions that puts</p> |
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|  |  |  | <p>           school leaders in the driver’s seat and creates the conditions for leaders to collaborate across the district. We have also leveraged TNTP instructional expertise in curricula and coaching to build the capacity of our middle leaders: instructional coaches, content leaders, mentor teachers, and district leadership teams to ensure all teachers are getting the support and quality actionable feedback needed to continually improve teacher practice. TNTP prepares this group to facilitate training and works with them directly to develop PLC content for the first semester. TNTP helped us establish and is building our capacity to fully own the monthly learning walk structure at each school that informs planning for coaching and PLCs. We saw tangible gains in student outcomes where we focused in year one in ELA and Math. In year two we began vision setting in what quality instruction looks like in science and meeting the needs of students with disabilities. The intentional focus on science has put the district in a better place to make informed science curricula decisions. The focus on ensuring all students have access to the four key resources, outlined in TNTP’s report <i>The Opportunity Myth</i>, is necessary to ensure our district vision for excellent instruction becomes a goal we are striving for all students. <b>During spring school closure our vendors were vital in helping us survey families, teachers, and school leaders to generate data needed to support contingency planning. We have maintained weekly virtual check-ins to develop a comprehensive professional development plan to target areas of improvement by providing professional learning for staff regardless of facility closures, including training for all teachers and leadership teams on distance learning protocols and methods.</b> </p> |
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Planning for 2020-2021 ELA

| Activity  | Key Questions  |
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| <p><b>Continuous Learning Opportunities</b></p> | <p><b>How will students across the district receive continuous learning opportunities in the event of COVID-19 school closures during the 2020-2021 academic year?</b></p> <p>Currently, educators across the country are now tasked with continuing student learning in a virtual setting. We believe that high quality instructional practices are rooted in planning and preparation no matter the delivery method, and science tells us that people learn when new knowledge is attached to a meaningful experience. Students also learn more and at faster rates when they have the opportunity to engage in grade-level texts and tasks; therefore, Richland Parish Summer Continuous Learning Academy is being piloted this summer. All students K-11 will be offered the opportunity to participate in this learning experience in <b>ELA</b>. A team of twelve <b>ELA</b> educators has been built to provide both high-tech and low-tech options for students and families. The goals of the district initiative are as follows:</p> <ul style="list-style-type: none"> <li>● Students will be prepared to enter school in August 2020 socially, emotionally, and academically ready for the upcoming school year</li> <li>● Teachers will be supported by instructional coaches to discover best practices while teaching and collaborating in a virtual setting while receiving training on distance learning protocols and methods</li> <li>● Key ideas learned from this practice will help school leadership teams to develop a virtual learning contingency plan for the 2020-2021 school year.</li> </ul> <p>Each week teachers and instructional coaches will participate in Professional Development led by TNTP. There will also be opportunities for grade band participants to collaborate and continue the cycles of development (planning, lesson rehearsals, and student work analysis) all in a virtual setting. While using Tier 1 curricula to continue new learning of content missed because of the COVID-19 school closures. Teachers will engage students in whole group and small group virtual settings. Students' social/emotional needs will also be addressed during the week. School principals, supervisors and leadership teams will meet weekly to collaborate on the key learning that will inform school contingency planning that will support flexible district calendars.</p> <p>To learn more about our plan, click <a href="#">here</a>.</p> <p>To prepare for this experience during the COVID-19 Spring school closures lead instructional coaches have learned how to apply the TNTP's virtual learning guiding principles for literacy best practices by designing a week of instruction to be delivered virtually with a low tech option anchored in a tier one curriculum. As instructional leaders, the first step in supporting teachers and students is to build our own knowledge.</p> |

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|  | <p>Knowledge of designing high quality literacy instruction for virtual delivery is essential for a strong start in 2020. This experience built the team's knowledge to support the Summer Continuous Learning Academy.</p> <p>To learn more about this work see the ELA scope and sequence and weekly examples built, click <a href="#">here</a>.</p>   |
| <p><b>Content module redelivery</b><br/><i>Content Leaders provide foundational curriculum training for teachers throughout the school year.</i></p> | <p><b>Who will deliver?</b><br/>Does every CIR school have an ELA Content Leader in grade bands 3-5, 6-8, 9-12? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If not, how will the school system ensure every teacher has access to content module redelivery? <i>(Note: Teachers delivering instruction for multiple subjects should attend content module redelivery for one subject per year.)</i><br/>We are working toward the goal of ensuring all CIR schools have trained content leaders in ELA on their campus. We are making strides. We currently have six UIR/CIR or UIR-A schools identified. Three of those schools have an ELA trained content leader. Although, four of those schools have a trained math content leader. The one school who does not have any has an exceedingly small staff of eight teachers. We leveraged year three mentor seats to have two teachers mentor teacher trained because we had two yearlong resident placements to make and will target them content leaders in 2020-2021. Until that goal is reached, we will continue to leverage our network of <a href="#">lead instructional coaches</a> who have flexibility to meet the needs of all identified schools and the on-going comprehensive support we receive through our weekly check-ins and monthly learning walk visit with TNTP. We have enough trained content leaders that hold an ancillary to offer two tracks by grade band to ELA teachers, so every teacher can get all 36 modules every other year. <i>All instructional coaches piloted delivering PD in a virtual platform in the spring of 2020 and can easily take this process virtually as needed. We have started recording these virtual sessions to build a district specific support library to utilize to provide differentiated extra support to staff as needed during school-level engagement of the development cycle.</i></p> <p><b>Scheduling, Additional Considerations, and Key Improvements</b><br/>Is content module redelivery a district or school level activity? District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/></p> <p>If this is a district level activity, when will it happen?<br/>Richland Parish has 6 ELA content leaders who hold an ancillary certificate. ELA content leaders are utilized in two keyways to redeliver content model redelivery by grade bands. First, we offer a one week of ELA content module redelivery for new teachers to the profession and our district, existing teachers who want a refresher, or struggling teachers upon principal recommendation. We have enough trained ELA content leaders to offer two tracks. This gives every teacher the opportunity to get all 36 modules every other year. Over the last two years, all 36 hours of content leader modules have been delivered to veteran teachers. Secondly, we offer late hires ELA content leader office hours in the month of August and September weekly to help with unit packing and lesson annotations. We continue ELA content leader office hours with two opportunities a month after school hours for teachers who need extra support with unit unpacking and lesson</p> |



annotation October through April. In 2020-2021 we will strategically schedule office hours to align with unit unpacking. After our spring virtual professional development pilot, we are rethinking our approach to shift to a competency-based professional development model. For example, once a support video library is in place, we can shift to a “flipped classroom” hybrid professional development approach to professional learning. Staff would attend content model redelivery in person or be assigned a video to watch, school-level content leaders would support staff at their school as needed to provide individual feedback akin to the “regional talent coach” model. Content Leaders would be contracted yearly with balance of input and output measurable targets to meet for compensation and teachers would be paid stipends for their final products (i.e. INSERT EXAMPLE HERE OF SPECIFIC CONTENT LEADER MODULE AND POSSIBLE DELIVERABLE; ANNOTATED LESSON WITH DIVERSE LEARNER SUPPORT, IMPLEMENT/EVALUATE PIECE AKIN TO A MICRO). This new model has the potential of formalizing the role of a content leader in our parish and bringing prestige to the position while ensuring our staff are demonstrating their professional learning by putting it into practice.

If this is a school level activity, when will schools provide schedules?

Lead instructional coaches (i.e., all have mentor teacher or content leader training, and most have both) also collaboratively partner with school level ELA content leaders to redeliver content leader modules as trends emerge on monthly school learning walks. For example, at one school this year a trend emerged across content areas during a January monthly learning walk. Students were having trouble accessing text and the struggle needed to learn was resulting in frustration in lieu of being productive. The lead instructional coach and ELA content leader at the school collaborated to lead the content leader close read module at the next district wide professional development day with special education, social studies, and science teachers to ensure all educators in the building were equipped with the knowledge and the skills needed to support students in accessing and making meaning of on-grade level complex text. This year a district-level lead instructional coach and content leader who holds an ancillary will be able to provide additional support to teachers at schools identified as CIR/UIR labels as needed if trends emerge during monthly learning walks.

How will schools decide which subjects to prioritize for teachers who teach multiple subjects?

The district has engaged in a process in the last two Springs to complete content leader learning walks in ELA. Each walk is unannounced and conducted in collaboration with a content leader and school level leadership team member. The goal of these walks is twofold. First, we take the pulse of what is happening between learning walks. Second, to provide our school leaders with a strong example of what quality curriculum aligned feedback looks like in ELA. After the visits, the content leader drafts a report to share their findings with the school principals. Feedback from district leads is incorporated to finalize findings and recommendations for improvement. The report is then shared with the principal in a formal debrief with the content leader and central support. The school leader then uses the report to collaborate with their school leadership team on next steps to meet the needs of their school utilizing the structures and resources they have available in their school’s specific context. Recommendations include right now actions and long-term professional development opportunities to support teachers. This process helps school leaders identify and prioritize teachers who need additional training. Also, teachers delivering instruction for multiple subjects will attend content module redeliver for one subject per year until they have received all 36 hours for all core content they teach. The support video library being developed, and competency-based PD pilot will strengthen our



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|   | <p>support of teachers of multiple subjects in years to come. Moving to compensation based on deliverables has the potential to reward teachers for the extra time needed to prepare high quality instruction for multiple subjects.</p>   |
| <p><b>Unit preparation</b><br/><i>Teachers must have time set aside for unit preparation.</i></p> | <p><b>Delivery, Scheduling, Additional Considerations, and Key Improvements</b></p> <p>Will unit preparation happen at the district or school level? District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/></p> <p>Do teachers have time for unit unpacking at the beginning of every unit? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If it is happening at the district level, who is facilitating?</p> <p>We kick off the first day of a new school year with district-wide cross-district collaboration utilizing ELA content leaders to facilitate unit unpacking in grade bands. We plan to utilize Richland ELA content leaders to support this process in Social Studies as well in 2020-2021. Many of our ELA teachers teach both ELA and Social Studies. We set expectations and ensure teachers come to unit unpacking have read all the texts and reviewed the requirements for the culminating writing, cold read, and extension writing tasks needed for a fruitful collaboration. For the remainder of the year, we leverage school level “cycles of development structures” to include formal assessment analysis and unit unpacking. The Richland Parish cycle of development consists of the following: unit unpacking, lesson preparation, coaching support, student work analysis, formal assessment analysis. School level PLC time is dedicated to the cycle of development with protocols and tools used to ensure consistency across the district. For teachers of multiple subjects who don’t have enough time to unpack all units they teach, Richland Parish offers two days of two hours after hours training. We call ELA content leader office hours where teachers can plug in and unpack units with the support of credentialed ELA content leaders. <i>We have the capacity to continue office hours in a virtual setting if needed. In addition to office hours, we are making plans to pilot our new competency based PD approach to help improve the number of teachers that unpack all the units they teach. We will target ELA content leaders who hold a state ancillary. ELA Content leaders identified at each school who hold a content leader ancillary would support their staff at their school in unit unpacking over the course of the 2020.2021 by meeting the following performance measures:</i></p> <ul style="list-style-type: none"> <li>● providing one-on-one feedback to ELA teachers</li> <li>● leading cycles of development during bi-monthly PLC at the school level devoted to unit un-packing</li> <li>● submitting documentation of meetings, agenda, and attendance</li> <li>● tracking, collecting, and reporting quarterly completion to their assigned district supervisor</li> </ul> <p>If progress or completion is obtained to the measurable satisfaction of the LEA, compensation will be made as follows</p> <ul style="list-style-type: none"> <li>● \$100 will be paid after beginning of the year district unit unpacking session is facilitated and documentation submitted</li> <li>● \$200 will be paid in January 2021 for leading Fall cycles of development targeting unit unpacking and documentation is submitted</li> <li>● \$200 will be paid in May 2021 for leading Spring cycles of development targeting unit unpacking and documentation is submitted</li> <li>● A possible payment of up to \$1,000 will be made based on the following metrics             <ul style="list-style-type: none"> <li>○ An additional \$500 (\$1,000 total) for content leaders who 75% of their assigned teacher cohort who unpacks 4 guidebooks</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>○ for each grade level they are assigned as the teacher of record.</li> <li>○ An additional \$500 (\$1,500 total) for content leader who 100% of their assigned teacher cohort unpacks 4 guidebooks for each grade level they are assigned as the the teacher of record</li> </ul> <p>If it is happening at the school level, who is facilitating?</p> <p>Lead Instructional coaches work closely with their manager (i.e., Talent Pipeline lead through weekly check-ins) and school leaders to coordinate, manage, oversee, and regularly lead and/or co-lead with other school level content leaders to provide professional development to ensure skillful implementation of Tier 1 curricula. The coaching manager also receives weekly support from TNTP to build their capacity to forecast and coordinate monthly responsive coaching needs that drives monthly coaches in-person and/or virtual collaborative support also created and delivered by TNTP. They are continually building a bench of talent by engaging other school level content leads or what we like to call “tall poppies” to take on ownership of pieces of the developmental cycle as the year progresses.</p> <p>If it is happening at the school level, when will schools give districts their schedules?</p> <p>Required bi-weekly PLC dates are set at the district level during the Spring the year prior. Schools are encouraged to add to as needed to meet their schools need if the required district dates are held sacred. Thursday is a guarded PLC day across the district. Every Thursday, across the district half of our schools are engaging in a formalized PLC. The district split it up and set the dates early to provide easy access for other schools to plug-in and join collaborations at other schools and ensure central support staff can attend regularly. One reason we chose to take the complete Richland Continuous Learning Academy Virtual was to ensure we are prepared to continue the learning of students and educators in the event of school closures during the 2020-2021 school year.</p> |
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Planning for 2020-2021 Math

| Activity                          | Key Questions  |
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| Continuous Learning Opportunities | <p><b>How will students across the district receive continuous learning opportunities in the event of COVID-19 school closures during the 2020-2021 academic year?</b></p> <p>Currently, educators across the country are now tasked with continuing student learning in a virtual setting. We believe that high quality instructional practices are rooted in planning and preparation no matter the delivery method, and science tells us that people learn when new knowledge is attached to a meaningful experience. Students also learn more and at faster rates when they have the opportunity to engage in grade-level texts and tasks; therefore, Richland Parish Summer Continuous Learning Academy is being piloted this summer. All students K-11</p> |

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|  | <p>will be offered the opportunity to participate in this learning experience in <b>Math</b>. A team of twelve <b>Math</b> educators has been built to provide both high-tech and low-tech options for students and families. The goals of the district initiative are as follows:</p> <ul style="list-style-type: none"> <li>• Students will be prepared to enter school in August 2020 socially, emotionally, and academically ready for the upcoming school year</li> <li>• Teachers will be supported by instructional coaches to discover best practices while teaching and collaborating in a virtual setting while receiving training on distance learning protocols and methods</li> <li>• Key ideas learned from this practice will help school leadership teams to develop a virtual learning contingency plan for the 2020-2021 school year.</li> </ul> <p>Each week teachers and instructional coaches will participate in Professional Development led by TNTP. There will also be opportunities for grade band participants to collaborate and continue the cycles of development (planning, lesson rehearsals, and student work analysis) all in a virtual setting. While using Tier 1 curricula to continue new learning of content missed because of the COVID-19 school closures. Teachers will engage students in whole group and small group virtual settings. Students' social/emotional needs will also be addressed during the week. School principals, supervisors and leadership teams will meet weekly to collaborate on the key learning that will inform school contingency planning that will support flexible district calendars.</p> <p>To learn more about our plan, click <a href="#">here</a>.</p> <p>On May 26, TNTP will engage the academy team in a session titled, "Consideration for Math Virtual Instruction". We will repeat the process we did with ELA to try-out designing weeks of virtual math instruction with equitable low tech options. Because of time constraints, TNTP is developing our Math scope and sequence for the Summer Academy.</p> |
| <p><b>Content module redelivery</b><br/><i>Content Leaders provide foundational curriculum training for teachers throughout the school year.</i></p> | <p><b>Who will deliver?</b><br/>Does every CIR school have a Math Content Leader in grade bands K-5, 6-9? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If not, how will the school system ensure every teacher has access to content module redelivery? <i>(Note: Teachers delivering instruction for multiple subjects should attend content module redelivery for one subject per year.)</i><br/>We are working toward the goal of ensuring all CIR schools have trained content leaders in math on their campus. We are making strides. We currently have six UIR/CIR or UIR-A schools identified. Four of those schools have a math trained content leader. Although, three of those schools have a trained ELA content leader. The one school who doesn't have any has a very small staff of eight teachers. We leveraged year three mentor seats to have two teacher mentor teachers trained because we had two year long resident placements to make and will target them for as content leaders next year. Until that goal is reached, we will continue to leverage our network of <a href="#">lead instructional coaches</a> who have flexibility to meet the needs of all identified schools and the on-going comprehensive support we receive through our weekly check-ins and monthly learning walk visit with TNTP. We have enough trained math content leaders that hold an</p>  |

ancillary to offer two tracks by grade band to math teachers, so every teacher has the opportunity to get all 36 modules every other year. All instructional coaches piloted delivering PD in a virtual platform in the spring of 2020 and can easily take this process virtually as needed. We have started recording these virtual sessions to build a district specific support library to utilize to provide differentiated extra support to staff as needed during school-level engagement of the development cycle. For a math example, click [here](#).

**Scheduling, Additional Considerations, and Key Improvements**

Is content module redelivery a district or school level activity? District X School X

If this is a district level activity, when will it happen?

Richland Parish has 5 Math content leaders who hold an ancillary certificate. Math content leaders are utilized in two key ways to redeliver content model redelivery by grade bands. First, we offer one week of content module redelivery for new teachers to the profession and our district, existing teachers who want a refresher, or struggling teachers upon principal recommendation. We have enough trained math content leaders to offer two tracks. This gives every teacher the opportunity to get all 36 modules every other year. Over the last two years, all 36 hours of content leader modules have been delivered to veteran teachers. Secondly, we offer late hires math content leader office hours in the month of August and September weekly to help with unit packing and lesson annotations. We will continue math content leader office hours with two opportunities a month after school hours for teachers who need extra support with unit unpacking and lesson annotation October through April. In 2020-2021 we will strategically schedule office hours to align with unit unpacking. After our spring virtual professional development pilot, we are rethinking our approach to shift to a competency-based professional development model. For example, once a support video library is in place, we can shift to a “flipped classroom” hybrid professional development approach to professional learning. Staff would attend content model redelivery in person or be assigned a video to watch, school-level content leaders would support staff at their school as needed to provide individual feedback akin to the “regional talent coach” model. Content Leaders would be contracted yearly with balance of input and output measurable targets to meet for compensation and teachers would be paid stipends for their final products (i.e. INSERT EXAMPLE HERE OF SPECIFIC CONTENT LEADER MODULE AND POSSIBLE DELIVERABLE; ANNOTATED LESSON WITH DIVERSE LEARNER SUPPORT, IMPLEMENT/EVALUATE PIECE AKIN TO A MICRO). This new model has the potential of formalizing the role of a content leader in our parish and bringing prestige to the position while ensuring our staff are demonstrating their professional learning by putting it into practice.

If this is a school level activity, when will schools provide schedules?

Lead instructional coaches (i.e., all have mentor teacher or content leader training and most have both) also collaboratively partner with school level math content leaders to redeliver content leader modules as trends emerge on monthly school learning walks. For example, a trend that emerged in learning walks this year with elementary math teachers in September was a focus on teaching strategies in the curriculum without considering the standard. This was resulting in students struggling to master specific strategies resulting in

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|  | <p>unnecessary frustration for students and teachers. The lead instructional coach and math content leader at the school collaborated to lead module 2, session 2 to help teachers understand vertical alignment and hone in on exactly what standards are or are not calling students to do in demonstrating their learning. They collaborated with their school leadership team to utilize the next PLC with math teachers at that school to engage them in exploring coherence using that specific content leader module session to meet an identified school-level need.</p> <p>How will schools decide which subjects to prioritize for teachers who teach multiple subjects?<br/>       The district has engaged in a process in the last two Springs to complete content leader learning walks in ELA, which is detailed in the section above. We are piloting this process with one elementary school with on-site math content leader. The goal is to have a lead instructional coach with the flexibility in their schedule to duplicate this process in math in 2020-2021 to help school leaders identify teachers who need additional training. Also, teachers delivering instruction for multiple subjects will attend content module redeliver for one subject per year until all they have received all 36 hours for all core content areas they teach. <i>The support video library being developed, and competency-based PD pilot will strengthen our support of teachers of multiple subjects in years to come. Moving to compensation based on deliverables has the potential to reward teachers for the extra time needed to prepare high quality instruction for multiple subjects.</i></p>   |
| <p><b>Unit preparation</b><br/> <i>Teachers must have time set aside for unit preparation.</i></p> | <p><b>Delivery, Scheduling, Additional Considerations, and Key Improvements</b></p> <p>Will unit preparation happen at the district or school level? District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/></p> <p>Do teachers have time for unit unpacking at the beginning of every unit? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If it is happening at the district level, who is facilitating?<br/>       We kick off the first day of a new school year with district-wide cross-district collaboration utilizing math content leaders to facilitate unit unpacking in grade bands. We set expectations and ensure teachers come to unit unpacking have worked all the exit tickets and assessments to ensure a fruitful collaboration. For the remainder of the year, we leverage school level cycles of development to include formal assessment analysis and unit unpacking. The Richland Parish cycle of development consists of the following: unit unpacking, lesson preparation, coaching support, student work analysis, formal assessment analysis. School level PLCs time is dedicated to the cycles of development with protocols and tools used to ensure consistency across the district. For teachers of multiple grades who don't have enough time to unpack all units they teach, Richland Parish offers two days of two hours after hours training. We call math content leader office hours where teachers can plug in and unpack units with the support of credentialed content leaders. <i>We have the capacity to continue office hours in a virtual setting if needed. In addition to office hours, we are making plans to pilot our new competency based PD approach to help improve the number of teachers that unpack all the units they teach. We will target <b>Math</b> content leaders who hold a state ancillary. <b>Math</b> Content leaders identified at each school who hold a content leader ancillary would support their staff at their school in unit unpacking over the course of the 2020.2021 by meeting the following performance measures:</i></p> <ul style="list-style-type: none"> <li>• providing one-on-one feedback to <b>Math</b> teachers</li> </ul> |

- leading cycles of development during bi-monthly PLC at the school level devoted to unit un-packing
- submitting documentation of meetings, agenda, and attendance
- tracking, collecting, and reporting quarterly completion to their assigned district supervisor

If progress or completion is obtained to the measurable satisfaction of the LEA, compensation will be made as follows

- \$100 will be paid after beginning of the year district unit unpacking session is facilitated and documentation submitted
- \$200 will be paid in January 2021 for leading Fall cycles of development targeting unit unpacking and documentation is submitted
- \$200 will be paid in May 2021 for leading Spring cycles of development targeting unit unpacking and documentation is submitted
- A possible payment of up to \$1,000 will be made based on the following metrics
  - An additional \$500 (\$1,000 total) for content leaders who 75% of their assigned teacher cohort who unpack all modules for each grade level they are assigned as the teacher of record.
  - An additional \$500 (\$1,500 total) for content leader who 100% of their assigned teacher cohort unpacks all models for each grade level they are assigned as the the teacher of record

If it is happening at the school level, who is facilitating?

Lead Instructional coaches work closely with their manager (i.e., Talent Pipeline lead through weekly check-ins) and school leaders to coordinate, manage, oversee, and regularly lead and/or co-lead with other school level math content leaders to provide professional development to ensure skillful implementation of Tier 1 curricula. The coaching manager also receives weekly support from TNTP to build their capacity to forecast and coordinate monthly responsive coaching needs that drives monthly coaches in-person **and/or virtual** collaborative support also created and delivered by TNTP. The are continually building a bench of talent by engaging other school level content leads or what we like to call “tall poppies” to take on ownership of pieces of the developmental cycle as the year progresses.

If it is happening at the school level, when will schools give districts their schedules?

Required bi-weekly PLC dates are set at the district level during the Spring the year prior. Schools are encouraged to add to as needed to meet their schools need as long as they required district dates are held sacred. Thursday is a guarded PLC day across the district. Every Thursday, across the district half of our schools are engaging in formalized PLCs. The district split it up and set the dates early to provide easy access for other schools to plug-in and join collaborations at other schools and ensure central support staff can attend regularly. **One reason we chose to take the complete Richland Continuous Learning Academy Virtual was to ensure we are prepared to continue the learning of students and educators in the event of school closures during the 2020-2021 school year.**



Planning for 2020-2021 Science

| Activity  | Key Questions   |
|---|---|
| <p><b>Continuous Learning Opportunities</b></p>   | <p><b>How will students across the district receive continuous learning opportunities in the event of COVID-19 school closures during the 2020-2021 academic year?</b></p> <p>The plan is to take key learnings from summer learning academy to inform a scaled back-to-school district-wide professional development for all core subject teachers, including science, to be trained in distance learning methods and protocols to ensure all teachers are equipped to implement school contingency plans if district flexible calendars need to be implemented during the 2020-2021 school year. Coaches and teachers of the summer academy will collaborate with instructional coaches to lead back-to-school professional development sessions. We will leverage our TNTP partners to codify summer academy learning to design session material aligned to our district framework for effective instruction and support leadership teams in finalizing school level plans to ensure each teacher is prepared to pivot to virtual continuous learning as needed to meet students needs. The district is also prioritizing filling a district-level technology instructional coach position to ensure all teachers have the capacity to deliver instruction in a virtual setting and all school leadership teams have the capacity to manage new websites, collect needed data, and fully utilize the Google Suite educational resources.</p> |
| <p><b>Content module redelivery</b><br/>Content Leaders provide foundational curriculum training for teachers throughout the school year.</p> | <p><b>Who will deliver?</b><br/>Will the school system request Science Content Leaders for every CIR school? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If not, how will the school system ensure every teacher has access to content module redelivery? <i>(Note: Teachers delivering instruction for multiple subjects should attend content module redelivery for one subject per year.)</i> Click or tap here to enter text.</p> <p><b>Scheduling, Additional Considerations, and Key Improvements</b><br/>Is this a district or school level activity? District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/></p> <p>If this is a district level activity, when will it happen?<br/>School leadership teams will attend summer training to build on last year’s guidance to define skillful curricula use in science clearly as follows:</p> <ul style="list-style-type: none"> <li>• Students are working with Tier 1 curriculum or materials aligned to the Louisiana Student Standards for Science, using the LDOE sample scope and sequence as a guide to anchor units for, OpenSciEd, Amplify, or Inquiry Hub/ New vision High School Curriculum.</li> <li>• Students are engaged in “figuring out” versus “learning about”. Units and lesson sequences are driven by phenomenon or problems that students work to explain or solve.</li> </ul>                      |



- There is evidence of 3-D learning in the lesson: students apply content knowledge (Disciplinary Core Ideas); investigate, evaluate and reason scientifically (Science and Engineering Practices) and connect ideas across disciplines (Cross-Cutting Concepts). This will be looked for in the day’s learning performance objective that will describe what students will do or questions they will answer, rather than what students will learn.
- Tasks and activities are explicitly connected to students’ prior experiences and learning.  
 This training can easily be delivered via Google Meet.

Richland Parish is anticipating training 6 science content leaders this year to support all CIR/UIR-A schools identified. Science content leaders will be utilized to redeliver content model redelivery by grade bands once they are fully trained either in person or virtual. First, we offer one week of content module redelivery for new teachers to the profession and our district, existing teachers who want a refresher, or struggling teachers upon principal recommendation. For science we are anticipating starting this model in the Summer of 2021 once training has been completed for all science content leaders. We hope to have enough science content leaders trained and credentialed to offer two tracks moving forward like we do for ELA/Math. This gives every teacher the opportunity to get all 36 modules every other year. This structure would allow for us to train all science teachers over the next two years across the district.

Science content leaders will also be utilized to create a district-wide scope and sequence by grade level during the summer of 2020 aligned to Tier 1 curriculum adopted. They will also be used to facilitate unit unpacking and share implementation strategies and routines to ensure skillful science curricula use during district-wide professional development until they are fully trained to start delivering science content leader modules in the office hour structure identified above. The existing monthly office hours structure will also be expanded to include science support by science content leaders across the district akin to what we do in ELA/Math with unit unpacking.

If this is a school level activity, when will schools provide schedules?

Lead instructional coaches will collaboratively partner with school level Science content leaders to redeliver content leader modules as trends emerge on monthly school learning walks or coaching challenges (i.e., see below for details). The coaching manager also receives weekly support from TNTP to build their capacity to forecast and coordinate monthly responsive coaching needs that drives monthly coaches in-person collaborative support also created and delivered by TNTP.

How will schools decide which subjects to prioritize for teachers who teach multiple subjects?

The district has engaged in weekly coaching challenges this year. The challenges will be continued in 2020-2021 to target Science. In a weekly coaching challenge the lead instruction coaches will complete one co-observation of one science teacher weekly with their principal or assistant principal. The lead instructional coach engages the school leader with the following pre work prior to the observation: they identify where they should be on the scope and sequence, practice accessing curriculum being taught, and refresh themselves with the science walk-through tool they received training on in the previous summer that clearly defines skillful curriculum use in science. During the observation they have the following specific look fors as evidence of implementation: anchor phenomena visual anchor in the room, clear connections with knowledge

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|  | <p>being build toward anchor phenomena by teachers (i.e., in lesson annotations or ask them), ask at least one student what they are learning today and what phenomena they are trying to figure out, and driving question boards and/or class model charts. Each week instructional coaches are tasked to share their key learning at their check in and identify where the teacher observed is on the scope and sequence. These challenges will keep off in October happening weekly rotating between principal and assistant principal with the lead instructional coach. We will take off the month of December and then pick back up January-March. This process helps build school leaders and instructional coaches knowledge and muscle memory to fluently use tools while continually refining/aligning on a clear vision of excellent science instruction. It also will help identify and prioritize teachers who need additional training. Also, teachers delivering instruction for multiple subjects will attend content module redeliver for one subject per year until all they have received all 36 hours for all core content areas they teach.</p>  |
| <p><b>Unit preparation</b><br/> <i>Teachers must have time set aside for unit preparation.</i></p> | <p><b>Delivery, Scheduling, Additional Considerations, and Key Improvements</b></p> <p>Will unit preparation happen at the district or school level? District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/></p> <p>Do teachers have time for unit unpacking at the beginning of every unit? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>If it is happening at the district level, who is facilitating?<br/>         We intend to fully utilize the professional development options from the vendors we get approval to purchase Tier 1 science curriculum from.</p> <p>In addition, we kick off the first day of a new school year with district-wide cross-district collaboration utilizing science content leaders to facilitate unit unpacking in grade bands. For the remainder of the year, we leverage school level “cycles of development structures” to include formal assessment analysis and unit unpacking. The Richland Parish cycle of development consists of the following: unit unpacking, lesson preparation, coaching support, student work analysis, formal assessment analysis. School level PLCs time is dedicated to the cycles of development with protocols and tools used to ensure consistency across the district. For teachers of multiple grades who don’t have enough time to unpack all units they teach, Richland offers two days of two hours after hours training we call content leader office hours where teachers can plug in and unpack units with the support of teachers receiving science content leader training.</p> <p>If it is happening at the school level, who is facilitating?<br/>         Lead Instructional coaches work closely with their manager (i.e., Talent Pipeline lead through weekly check-ins) and school leaders to coordinate, manage, oversee, and regularly lead and/or co-lead with other school level content leaders to provide professional development to ensure skillful implementation of Tier 1 curricula. The coaching manager also receives weekly support from TNTP to build their capacity to forecast and coordinate monthly responsive coaching needs that drives monthly coaches in-person collaborative support also created and delivered by TNTP. They are continually building a bench of talent by engaging other school level content leads or what we like to call “tall poppies” to take on ownership of pieces of the developmental cycle as the year progresses. Lead instructional coaches reapply for their position yearly. Depending on the district priorities for the upcoming school year some coaches split their time between a school and the district. This year we are recruiting a lead instructional coach to help support science work across the district as an extra layer of support for a successful adoption. The lead</p> |

instructional coach for this roll will also be trained as a science content leader. Due to COVID-19 district priorities have shifted to utilize the district coaches to ensure teachers are supported in distance learning protocols and methods.

If it is happening at the school level, when will schools give districts their schedules?

Required bi-weekly PLC dates are set at the district level during the Spring the year prior. Schools are encouraged to add to as needed to meet their schools need as long as they required district dates are held sacred. Thursday is a guarded PLC day across the district. Every Thursday, across the district half of our schools are engaging in formalized PLCs. The district split it up and set the dates early to provide easy access for other schools to plug-in and join collaborations at other schools and ensure central support staff can attend regularly. This structure can also be leveraged to maximize the science content leaders being trained.