Supporting HQIM[1] Implementation through Job-Embedded Support

[1] High Quality Instructional Materials (HQIM)

What is Job-Embedded Support?

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What is Job-Embedded Support?

The vision for New York City Public Schools is to ensure that each student graduates on a pathway to a rewarding career and long-term economic security, equipped to be a positive force for change.

To support this vision, dramatically strengthen education, and streamline and strengthen curricular resources across the city, New York City Public Schools (NYCPS) is focusing classroom instruction in Literacy (currently K-5) and Mathematics (beginning with Algebra I) on a set of proven, research-based curricula, backed by intensive ***Job-Embedded Support provided by a vendor partner organization for educators, school leaders, and district teams***. Job-Embedded Support is similar to content-focused coaching but differs in some critical ways. Traditional coaching is typically a one-on-one relationship during which a coach helps a teacher identify and work toward professional goals of importance to the individual teacher. The Job-Embedded Support accompanying NYC Reads and NYC Solves is focused on building sustainable, school-based structures that support teachers working together to implement a shared curriculum. It is collaborative rather than individual and concentrates on moving a school community toward instructional shifts through the use of High-Quality Instructional Materials. Job-Embedded Support is one piece of the support plan, including citywide Professional Learning for educators, school leaders, and district leaders.

WHAT IS JOB-EMBEDDED SUPPORT?

Job-Embedded Support is defined as supporting groups of teachers in curriculum based cycles of development in order to internalize and operationalize the instructional shifts and utilize their high quality instructional materials (HQIM) to best meet the needs of ALL students in the classroom.

- ***Job-Embedded Support*** and development will be provided to educators of all students in elementary English Language Arts (ELA) classrooms and students in secondary mathematics classrooms, including those in Spanish bilingual programs (Transitional Bilingual Education and Dual Language), as well as, other classrooms supporting Students with Disabilities and MLs/ELLs.
- ***Job-Embedded Support*** will be provided to district(s) and schools that are part of the NYC Reads and/or NYC Solves programs to build the knowledge, skills, and structures needed to sustain effective use of both their mathematics and

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literacy (foundational skills and knowledge-building) curricula, in alignment with New York City's research-based Mathematics Shifts and Literacy Shifts.

- ***Job-Embedded Support*** requires that most of an educator's professional learning occurs during the workday in the workplace, and prioritizes team learning. Strategic development support cycles, in collaboration with district leadership, school leadership, and teacher teams, will result in successful classroom shift practices to implement the new curriculum to drive student outcomes. It is a critical element in helping NYCPS to achieve our goals.

Vision For Job-Embedded Support:

Districts and schools receiving Job-Embedded Support from vendor partners as part of the NYC Reads and NYC Solves programs will receive support focused on ensuring that sustainable knowledge, systems, structures, and skills are built, resulting in longevity and impact beyond the initial launch years. Job-Embedded Support requires deep collaboration at all levels of the system. Specifically:

- Collaboration between support providers and central office teams to increase consistency and coherence of support across districts.
- Collaboration between support providers and district leadership teams focused on operationalizing supports across schools, aligning necessities and follow-ups between district and school support, and building sustainable practices.
- Collaboration with school leadership teams focused on operationalizing supports within schools, and building school-based capacity that will allow work to sustain beyond partner engagement.
- Partnership with teams of teachers to build sustainable knowledge, skills, practices, and structures by engaging in cycles of support.

Through this multi-level, coherent, Job-Embedded Support, teachers, school leaders, district leaders, and central office leaders will build knowledge and skills in their content areas, aligned pedagogical approaches and curricular materials, and the systems and structures that will sustain those approaches and lead to lasting student impact.

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Roles and Responsibilities within Job-Embedded Support

To ensure this cohesive and impactful support is in place across NYC Reads and NYC Solves an integrated approach with clearly articulated and aligned roles and responsibilities is required. This section of the manual articulates how support providers will work with each layer of the system and how each layer's engagement contributes to ensuring NYC Reads and NYC Solves can support NYCPS in achieving its vision.

*High Quality Instructional Materials

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Teacher Collaboration and Support:

To build sustainable knowledge, skills, practices, and structures, Job-Embedded Support providers will establish strong relationships that will allow them to partner with teams of teachers (through grade-level teams, PLCs, or other school-specific structures) to design and facilitate cycles of support. All support within cycles will be in service of the required curricula in alignment with New York City's research-based Mathematics Shifts and Literacy Shifts.

The vast majority of time providers spend with teachers will involve working with teams rather than individual teachers, to maximize efficiency of Job-Embedded Support and support sustainability. 1-on-1 support will only happen in exceptional cases, such as a small school with a single grade level teacher, or opportunities to develop model classrooms with a lead teacher that can be leveraged to support other teachers within the school or district.

Teacher team support will involve balancing time to engage with teams outside the classroom and in-classroom support and follow-up to ensure teachers can connect planning and preparation to in-classroom practice. In-classroom support will primarily involve teams of teachers, will be a part of a cycle of team development, and include specific strategies (such as modeling) selected based on student and teacher needs data. In-class support should rarely focus solely on teacher-by-teacher observation and feedback cycles.

Specific supports will be selected based on the focus of the development cycle, data-driven, and focused on either strategies for **preparing to teach**, strategies for **in-class support,** or strategies for **continuous improvement**. The approach for cycles of development will vary by grade level and content area. High-level guidance and examples for "*how to approach cycles of development"* can be found here for Mathematics and here for Literacy.

School Leader and Supervisor Collaboration and Support:

As leaders of their buildings, school leaders play a crucial role in ensuring the sustainable impact of NYC Reads and NYC Solves. As such, deeply involved school leaders are essential in the Job-Embedded Support provided to teachers to help build the systems and structures to replicate some version of that support within their buildings long term. Support providers will partner with school leadership teams during monthly District meetings and/or at the school level to:

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- Develop a strong working relationship with the school leadership teams to collaborate effectively.
- Support in developing year-long implementation plans grounded in high-quality curriculum with a lens toward sustainable structures and practices.
- Support school leaders with programming and use of school time to develop the structures needed for implementation to be successful for all involved educators.
- Support school leaders to build their understanding of what excellent curriculum-based instruction looks like for all learners, and provide feedback to teachers aligned with this understanding.
- Collaborate with school-based coaches to align supports and follow-up between vendor partner visits and build sustainable practices.
- Engage in shared learning walks that support school leadership teams and teacher teams to deepen their understanding of best practices related to the Math and/or Literacy Shifts and curricula and develop school leadership teams to do the same.
- Support the development of teacher teams to facilitate meetings focused on unpacking the curriculum, unit, lesson preparation and internalization, lesson study, data, and other relevant topics as part of the sustainability plan.
- Support school-based teams to build the knowledge, skills, systems, and structures that can continue beyond the duration of external vendor support. This includes developing school-based coaches, teacher leaders, or others in the building to facilitate and lead teacher job-embedded school support in the following years.

District Leader Collaboration and Support:

As leaders of their districts, district teams play a vital role in ensuring the sustainable impact of NYC Reads and NYC Solves. As such, deeply involved district leaders are essential in the Job-Embedded Support provided to school leaders and teachers to help build the systems and structures to replicate some version of that support within their districts long-term. Support providers will partner with district leadership teams to:

- Develop a strong working relationship with the District Superintendent and their team to refine learning objectives and allocate support across schools using data, utilizing an understanding of the district's strengths and growth areas.

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- Support developing and implementing a year-long implementation plan grounded in a high-quality curriculum with a lens toward sustainable structures and practices.
- Collaborate with District Leadership to align on the dosage of visits by the school, set expectations with schools for scheduling management, and support ensuring that the district's implementation plan is internalized and implemented at the school level.
- Collaborate with district coaches to align supports and follow-up between vendor partner visits and build sustainable practices.
- Engage in regular check-ins with the district team to review relevant data, discuss progress and trends, and collaborate on pertinent adjustments to support.

The systems, structures, and responsibilities identified in this document will ensure that NYC Reads and NYC Solves meet their intended goals, leading to lasting impact for students across the city for years.

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Reaching our Vision for Job-Embedded Support within NYC Solves: Specific Strategies and Guidance for Supporting HQIM Implementation in Mathematics

The following guidelines for Job-Embedded Support within NYC Solves are designed to support vendor partners as well as district and school leaders in understanding their roles in this crucial partnership to realize the NYCPS Vision for Mathematics Teaching and Learning.

Vendors, districts, and the Division of School Leaderships' STEM team will rely on this vision for Job-Embedded Support as our shared north star to bring alignment across our community of stakeholders as we implement.

Our shared end goal is not merely curriculum implementation or even implementation of the shifts, but rather that **Every NYCPS student receives whatever they need to develop their powerful mathematics potential and to thrive in mathematics, every day.**

We envision a mathematics learning experience where:

- **Students** are empowered to make sense of mathematics in the classroom and beyond - including developing mathematical thinking and regularly engaging in mathematical collaboration and discourse.
- **Teachers** facilitate student-centered, inquiry-based, coherent instruction in an environment that fosters belonging and high expectations.
- **Content** provides opportunities for students to engage in productive struggle with cognitively demanding mathematical concepts that are connected to one another and the world around them.

Our theory of action at NYCPS is that thoughtful implementation of shifts-aligned high-quality instructional materials is a critical component of achieving this vision.

Mathematics Job-Embedded Support is provided by vendor partners who support their partner district(s) and schools to build the knowledge, skills, and structures needed to sustain effective use of Imagine Learning's Illustrative Mathematics curriculum in alignment with New York City's Mathematics Shifts. Job-Embedded Support is one

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piece of the teacher support plan, including citywide virtual professional learning and in-person district-lead planning days.

Overview of Content for Mathematics Job-Embedded Support

The content of Job-Embedded Support for Mathematics will follow an **arc of learning** designed for specific roles (e.g., new-to-IM teachers, experienced IM teachers, and school-based supervisors of mathematics)**.** Implementing new curricula can quickly become overwhelming when trying to learn everything at once. The arc of learning for each role was created based on a needs-based assessment analysis of year 1 implementation data to ensure educators engage in cycles of support designed to gain competency with critical topics that are intentionally timed and sequenced to ensure growth in the implementation of IM. In addition, the content of each arc of learning is designed to be coherent with and in support of citywide and district professional learning offerings. Finally, this arc of learning was designed with the understanding that each school would receive two years of Job-Embedded Support while individual teachers might participate for one or two years.

Each arc of learning contains several multi-session cycles of Job-Embedded Support. The cycles of Job-Embedded Support are focused on specific topics (table 1) designed to support the implementation of *Illustrative Mathematics* and instruction aligned with the NYCPS Mathematics Shifts. Each cycle should last approximately six weeks and utilize the Job-Embedded Support options outlined in tables 2 through 6: Preparing to Teach, In-Class Support, Professional Learning, Teacher Teaming, and Supporting Math Supervisors. In some cases, there may be compelling reasons to rearrange the order of the cycles in Table 1. In these cases, options should be discussed during the Superintendent and NYCPS monthly check-ins before confirming with the school.

As with any adult learning, Job-Embedded Support providers must work to build trusting relationships both with individual teachers and school leaders and with the school math community as a whole. Careful attention must be paid to trust building in the first cycle, and it is the stance of NYCPS that relationships are best built through the work of learning together. Trust develops when teachers and school leaders see that their support provider is listening to them and values their work and has something to contribute to their growth.

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Table 1

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
Schools in their First Year of Implementation - Teachers	*Doing the Math: Lesson Planning* (Suggested Support Option: Table 2)	*Understanding the Mathematical Progression: Unit Planning* (Suggested Support Option: Table 2)	*Making the Math Accessible Part 1: Routines* (Suggested Support Option: Table 4)	*Synthesizing the Math: Synthesis* (Suggested Support Option: Tables 2 and 3)
Schools experienced with Implementation - Teachers	*Synthesizing the Math: Synthesis* (Suggested Support Option: Tables 2 and 3)	*Making the Math Accessible Part 2: Scaffolding* (Suggested Support Option: Table 4)	*Sustaining the Math: Sustaining Teacher-Led Collaboration* (Suggested Support Option: Table 5)	
Supervisors of Mathematics	*Sustaining the Math: Systems and Structures* (Suggested Support Option: Table 6)	*Supporting the Math: Feedback and Observations* (Suggested Support Option: Table 6)		

Descriptions of Cycles of Job-Embedded Support

Schools In Their First Year of Implementation - Teachers

- **Cycle 1**. *Doing the Math: Lesson Planning*. While Illustrative Mathematics includes detailed lesson plans, effective implementation requires that teachers dedicate significant time to preparing to teach each lesson, including doing all of the math. IM features low-floor, high-ceiling tasks that are typically richer than they appear. Teachers should be supported to engage in collaborative lesson

planning by doing the math within the lesson to identify and understand the lesson narrative and goals and design as well as to anticipate how their students might approach each activity and plan both assessing and advancing questions to support students through the lesson. Throughout the lesson planning process teachers should utilize the NYCPS Illustrative Mathematics Implementation Guidelines to support their instructional decisions and the *Illustrative Mathematics* Planning Resources. During the first few months of *IM* implementation, a teacher's focus will typically be dedicated to getting to all the parts of a lesson within a period. Job-Embedded Support providers should spend their first cycle supporting schools to develop collaborative lesson planning protocols and routines that work for the unique circumstances of the school considering team dynamics, meeting times, leadership styles, and other similar factors.

- **Cycle 2**. *Understanding the Mathematical Progression: Unit Planning.* Once teachers are comfortable making it through all the lesson components within a period, teachers should be supported to step back and look at the larger structure of the arc of learning by engaging in collaborative unit planning. Unit Planning should support the understanding of the progression and structure of an *Illustrative Mathematics* unit. Specifically, teachers should study the standards of the unit, do the math across the unit assessments and cool-downs, and describe the unit narrative across the lessons. Through the unit planning process, teachers should utilize the NYCPS pacing guidance and *Illustrative Mathematics* Planning Resources.

- **Cycle 3**. *Making the Math Accessible Part. 1: Routines.* The routines are a critical feature for engaging a classroom of diverse learners and building a community in which every child's contributions are leveraged to increase learning for all. Teachers should engage in a deep dive into instructional routines including the math language routines (MLRs). The Job-Embedded Support should focus on facilitation moves that leverage the routines to ensure all learners have access to grade-level content. Teachers should utilize the NYCPS Routines Briefs and the IM Routines Cards.

- **Cycle 4**: *Synthesizing the Math: Synthesis.* The Synthesis is the part of the lesson where the teacher helps connect student-created math ideas, language, and strategies to formal mathematics. To do this well, the teacher must have elicited and listened to student thinking, **and** have a deep enough understanding of the lesson goal and the math standard to be able to help students see the

connections between formal mathematics and their thinking. The Job-Embedded Support through this cycle should focus on how to elicit student thinking to use as the basis for synthesizing each activity and the lesson. Teachers should engage in selecting and sequencing student work for classroom discussions. In addition, teachers should practice connecting student work to the learning target of the day and producing anchor charts and other artifacts that allow students to refer back to their thinking throughout the unit. Teachers may use the NYCPS Anchor Chart Guidance as a support during this cycle.

Note: All schools within their first year of implementation will engage in Cycles 1 and 2. Job-Embedded Support providers will work with district and school leadership to determine whether teachers should engage with Cycle 3, Cycle 4, or both.

Schools Experienced with Implementation - Teachers

- **Cycle 1**: *Synthesizing the Math: Synthesis.* The Synthesis is the part of the lesson where the teacher helps connect student-created math ideas, language, and strategies to formal mathematics. To do this well, the teacher must have elicited and listened to student thinking, **and** have a deep enough understanding of the lesson goal and the math standard to be able to help students see the connections between formal mathematics and their thinking. The Job-Embedded Support through this cycle should focus on how to elicit student thinking to use as the basis for synthesizing each activity and the lesson. Teachers should engage in selecting and sequencing student work for classroom discussions. In addition, teachers should practice connecting student work to the learning target of the day and producing anchor charts and other artifacts that allow students to refer back to their thinking throughout the unit. Teachers may use the NYCPS Anchor Chart Guidance as a support during this cycle.
- **Cycle 2**: *Making the Math Accessible Part 2: Scaffolding.* Teachers should engage in a deep dive into the integrated and supplemental supports that *Illustrative Mathematics* provides to meet the needs of all learners and additional supports necessary for some learners, and how to facilitate *IM* lessons that are inclusive of all learners. While it may be tempting to engage teachers in this cycle early as support for diverse learners is one of the most common support requests teachers articulate, engaging in this cycle prematurely is not recommended. Appropriately scaffolding a lesson requires deep knowledge of both students and the curriculum. Without this understanding, it is too easy to undermine the rigor of

the lesson. Students may feel successful in completing the task, but they won't truly be learning the math.

- **Cycle 3**: *Sustaining the Math: Sustaining Teacher-led Collaboration.* At this point in the Job-Embedded Support, providers should be focusing on long-term, independent sustainability for the teaching community at the school. Teachers should be supported in developing the structures and systems necessary to sustain teacher collaboration focused on the implementation of *Illustrative Mathematics*. Topics could include collaborative planning protocols, doing mathematics together, and using student data to inform instruction.

Supervisors of Mathematics

- **Cycle 1**: *Sustaining the Math: Systems and Structures*. Supervisors of Mathematics should be supported with Job-Embedded Supports that focus on how to lead HQIM implementation, including but not limited to helping teachers understand the need for changes and the shifts in their responsibilities, creating structures that support teacher collaboration and shared planning, and continuous improvement systems to support the implementation.
- **Cycle 2**. *Supporting the Math: Feedback and Observations.* The Job-Embedded Support for Supervisors of Mathematics should focus on how to use Danielson's FFT, the NYCPS Algebra Implementation Tool, K-8 NYCPS Mathematics Shifts Implementation Tool and the *Illustrative Mathematics Reflection Tool* to provide meaningful feedback to teachers as they implement HQIM.

Specific Strategies for Collaboration and Support

District teams, school-based mathematics supervisors, and Job-Embedded Support providers will work collaboratively to schedule Job-Embedded Support in several multi-session cycles of Job-Embedded Support throughout the school year.

Job-Embedded Support providers will also need to establish strong relationships that allow them to partner with teams of teachers (through math teams, grade-level teams, PLCs, or other school-specific structures) to design and facilitate each cycle of support to build sustainable knowledge, skills, practices, and structures within each school community and district.

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The type of support provided should be chosen to meet the needs of the school community based on the cycle of Job-Embedded Support, school-level data, and utilize one or more of the following support options: **preparing to teach**, **in-class support, professional learning, teacher teaming and/or supporting math supervisors (**see tables below).

Support Options Menu

Table 2

Preparing to Teach	
What does support look like?	• Includes reading *Illustrative Mathematics* resources including unit overviews and lesson plans, guidance for Students with Disabilities and Multilingual Learners, and “doing the math” • Use of a shared planning template • Use of a protocol that can be replicated

What is Job-Embedded Support?

Preparing to Teach	
How would you support teachers?	**During this time, collaboratively with teachers, you should:** ● Look at student data which might include: state, local, curriculum assessment data, student work, observational notes, and IEPs ● Identify and unpack key understandings for students to successfully meet the goal and learning progressions. ● Identify which activities are essential to help students meet learning goals ● Identify resources within *Illustrative Mathematics* that provide access for all students (e.g., MLRs, UDL supports, Adaptation Packs) ● Engage in “doing the math” together **At the end of the Lesson/Unit Planning session, you should:** ● Reflect on the use of the shared planning template and protocol ● Plan for the next steps including having all participants commit to ○ Referring back to planning notes ○ Trying out their plan before the coach returns and recording reflections on how the lesson went
When would you engage in this type of support?	**Planning support would take place when teachers need help:** ● Internalizing a unit and/or lesson as a process to understand the key skills, standards, and progression of learning ● Understanding how instructional resources can be used within a lesson to support students ● Developing a culture of collaborative planning

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Table 3

In-Class Support	

What does support look like?	• Includes planning, teaching, and debriefing
	• Teaching might include:
	  ○ JES Provider models a full lesson
	  ○ JES Provider models a partial lesson
	  ○ JES Provider and teacher facilitate the lesson together
	  ○ Teacher facilitates while JES Provider and colleagues observe
	• Planning, teaching, and debriefs are grounded in the NYCPS Algebra Implementation Tool and K-8 NYCPS Mathematics Shifts Implementation Tool

How would you support teachers?	**Before engaging in any in-class work, teachers should go through a 45-minute Planning Session. During this time, activities should include:** • Collaboratively unpacking the learning goals • Identifying which activities and routines students will engage with and planning facilitation moves to support student engagement • Anticipating student strategies • Setting expectations for viewing the lesson and how to use the “look for” tool **Once you have completed the planning session, you should use a classroom to facilitate the lesson or part of the lesson you have planned. During this time, activities should include:** • Using a shared “Look For” tool that focuses observer's attention on teacher moves **At the end of the Full Coaching Cycle, activities should include:** • Debriefing with participants by grounding all feedback in the “Look For” tool • Planning for next steps including having all participants implement the teaching moves that were the focus of the cycle

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In-Class Support	
When would you engage in this type of support?	● Focus for Job-Embedded Support is on what the teacher is doing during instruction ● JES Provider models a full lesson ○ Used when teachers need support with ■ Lesson pacing ■ Synthesis ○ Includes multiple teachers ● JES Provider models a partial lesson ○ Teachers need support with ■ one part of the lesson ■ one teacher move ■ one routine ○ Can include one teacher or multiple teachers ● JES Provider and teacher facilitate the lesson together ○ Used after JES Provider has modeled ○ Used when teacher needs support with in-the-moment decision making ○ Used in one-on-one relationships ○ Teachers need in the moment support to refine practice and extend ○ JES Provider should not work with students unless the teacher can observe ● Teacher facilitates while the JES Provider and colleagues observe. Used when: ○ An articulated focus for the observation has been predetermined between the teacher who is facilitating, teachers who will be observing, and coach ○ JES Provider is supporting a lead teacher or AP of math in sustaining the work after the coach leaves ○ JES Provider may conduct brief (10-20 minute) observations of teachers to see how the work is progressing, but this would not be included as part of a full Job-Embedded Support cycle

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Table 4

Professional Learning	
What does support look like?	• Builds on *Illustrative Mathematics* professional learning provided to teachers, grounded in the *IM* curriculum, and aligned to the NYCPS Shifts in Mathematics • Grade-wide or school-wide in-person professional learning on a teacher move, element of the lesson structure, or mathematics content using *Illustrative Mathematics* Resources • Includes district mathematics leaders as co-planners, co-facilitators and/or participants (Superintendent team members, principals and/or APs) to build capacity in the district • Multi-school or district-wide in-person professional learning should be reserved for inter-visitations
How would you support teachers?	**Professional learning provided as part of Job-Embedded Support should include:** • Time to do *Illustrative Mathematics* problems together • Time to role play, practice, or rehearse teacher moves • Bridge to Practice activities for teachers to implement learnings • Follow-up support by JES Provider, district team members, or school-based supervisors
When would you engage in this type of support?	**Professional learning provided as part of Job-Embedded Support should focus on a specific high-leverage need, identified as part of the Job-Embedded Support, and should build capacity at the school or district level. Given that, professional learning should occur only after:** • A needs assessment based on the Implementation Tool and other school or district data sources has been conducted • School and/or district leaders have been involved in co-planning or reviewing professional learning materials

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Table 5

Sustaining Teacher-led Collaboration	

What does support look like?	• JES Provider works with a team of teachers to establish a culture of collaboration and learning that can be sustained after the coaching has ended
	• Teacher teamwork is protocol-based
	• Protocols may focus on:
	  ○ Lesson or Unit Planning
	  ○ Exploring *Illustrative Mathematics* Resources
	  ○ Looking at Student Work
	  ○ Teacher Moves such as implementing Routines, creating and using Anchor Charts, eliciting and using student thinking.

How would you support teachers?	• Identifying protocols for use in teacher team meetings • Supporting teacher teams to refine and reflect on these protocols • Providing support to one or more teachers in the facilitating of the protocols • Supporting the teacher team to reflect on the process • Working with school administration to ensure school systems and structures support regular teacher teamwork
When would you engage in this type of support?	• Intended primarily as a support for continuing users of *IM* • Most teachers in the school have an understanding of the *IM* lesson structure, how to plan a lesson and unit, and are generally on track with pacing • School administrators have identified a need for establishing a sustainable professional learning community

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Table 6

Supporting Math Supervisors	
What does support look like?	Includes structures to support the supervisor to lead the implementation of *Illustrative Mathematics* at their school by • Supporting teachers to implement the Shifts in Mathematics using *IM* • Providing high-quality feedback to support implementation and move teacher practice aligned to Danielson's Framework for Teaching and the Illustrative Mathematics Reflection Tool[2] • Looking at data such as student work, assessments, and implementation tool data to inform professional learning cycles

How would you support Administrators?	• Support administrators to develop, revise, and/or refine their mathematics instructional priority based on *IM* implementation data
	• Review pacing expectations, key unit understandings, and classroom noticings from Job-Embedded Support sessions
	• Engage in walkthroughs throughout the year as a way to
	  ○ Develop a deeper understanding of the NYCPS Shifts in Mathematics
	  ○ Plan for in-house professional learning
	  ○ Develop high-quality feedback
	  ○ Monitor implementation
	• Work with the supervisor of mathematics to leverage their strengths to lead the implementation work by facilitating teacher teams, leading professional learning, mentoring lead teachers, co-planning, or other similar activities

When would you engage in this type of support?	• All supervisors of mathematics (Principal and/or AP) will receive 12 hours of Job-Embedded Support spread out across the year to be scheduled according to the needs of the school • This support is in addition to regular debriefs to apprise the math supervisor of the work the JES Provider is doing with teachers that take place at the end of every visit

[2] Please note that a middle school math implementation tool is currently in development.

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Reaching our Vision for Job-Embedded Support within NYC Reads: Specific Strategies and Guidance for Supporting HQIM Implementation in Literacy

The following guidelines for Job-Embedded Support within NYC Reads are designed to support vendor partners as well as district and school leaders in understanding their roles in this crucial partnership to realize the implementation of NYCPS Literacy Shifts in classrooms across the city.

Vendors, districts, and the Division of School Leaderships' Literacy Collaborative team will rely on this vision for Job-Embedded Support as our shared north star to bring alignment across our community of stakeholders as we implement.

NYC READS is our commitment to getting literacy right the first time and providing our students with the keys to be able to unlock the kind of future they have imagined for themselves. We are committed to shifting our approach and curricula as a means to provide access to 100% of our student population. Our theory of action at NYCPS is that thoughtful implementation of shifts-aligned high-quality instructional materials is a critical component of achieving this vision

Job-Embedded Support is provided by vendor partners who support their partner district(s) and schools to build the knowledge, skills, and structures needed to sustain effective use of adopted curricula in alignment with NYCPS Literacy Shifts.
Job-Embedded Support is one piece of the teacher support plan, including citywide virtual professional learning and in-person district-lead planning days.

The following guidance for Job-Embedded Support within NYC Reads should support vendor partners, district, and school leaders in understanding the role each has to play in this crucial partnership.

Specific Strategies for Teacher Collaboration and Support

Specific strategies for teacher collaboration and support should be selected from the list below based on the focus of a given development cycle, data-driven, and focused on strategies for **preparing to teach**, **in-class support,** or **continuous improvement**.

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Preparing to Teach: These strategies will support teachers with the process of preparing for instruction that supports all learners including MLLs/ELs and Students with Disabilities. They will be implemented through sustainable structures and protocols with teams of teachers. Support providers should work with school leaders to develop a timeline wherein responsibility for leading these preparation meetings shifts from the provider to the school-based team over the year.

Strategies:

- Unpacking and understanding the components of the curriculum (in alignment with the Literacy Shifts in New York City and the New York State Next Generation Learning Standards)
- Unit/Module unpacking and preparation
- Lesson and unit planning, preparation, and internalization
- Collaborative planning and preparation for Lesson study
- Professional learning sessions

In-Class Support: In-classroom support strategies will primarily involve teams of teachers, should be part of a cycle of team development, and specific strategies (such as modeling) will be selected based on teacher and student needs data. In-class support should rarely focus solely on teacher-by-teacher observation and feedback cycles.

Strategies:

- Modeling of lessons in all settings relevant within a school may include, but is not limited to Bilingual (Dual Language or TBE), Integrated ENL, ICT, Nest, and other special class settings.
    - Modeling is regularly used as a strategic support to help teams of teachers build deep expertise in the new curriculum.
    - The type and extent of modeling will be determined based on data, and school leader and teacher feedback on needs.
    - Modeling includes both partial and complete lessons.
    - Vendor staff should be prepared to engage in modeling with the Foundational Skills and Knowledge Building curricula.

    - Modeling takes place within a cycle of development, with groups of teachers, and includes a pre-meeting to determine the learning focus, as well as, a debrief to solidify key takeaways and next steps.
    - Modeling may also involve developing and utilizing school-based lab sites to serve as ongoing models of strong implementation.
    - Modeling may be a part of lesson study cycles of observing and reflecting on implementation collaboratively with colleagues.
- Side-by-side coaching:
    - Provider co-plans a lesson or portion of a lesson with a team of teachers and they jointly identify a focus area for the side-by-side coaching based on what the team of teachers most needs support with.
    - During the lesson, the teacher teaches and the provider provides support through in-the-moment modeling or cueing during specific moments of the lesson related to the focus area. Other teachers on the team join to observe the side-by-side coaching.
    - Afterward, the provider and the teacher team debrief the side-by-side coaching to identify what the group learned from the experience and align on action steps they will take from that learning experience.

Continuous Improvement: Coaching cycles should also include opportunities for educators to reflect on key learnings, the impact of their instructional practices, and student outcomes to engage in continuous cycles of improvement.

Strategies:

- Provider collaborates with teachers to identify high-leverage next steps to continue honing practice between visits. These next steps can include specific tasks for teachers, teacher leaders, coaches, and school administration to continue engaging in learning and growth as a school community.
- Provider facilitates reflection on student work in structured protocol to engage educators in reflecting on the impact of their practice on student learning. These protocols should be grounded in student learning and identify the next steps to improve instruction.
- After key curriculum-based or school or district-wide assessments, the provider can guide teachers through an exploration of student data to reflect on the implementation of the curriculum and the next steps for instruction.

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- If educators engage in Lesson Studies, the provider will facilitate a reflection on key learnings from Lesson Study and group action steps to continue to build on skill in implementation.

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Guidance for Progressive Cycles of Support:

Cycles of support may vary in length based on a variety of factors (focus, available days, etc). However, regardless of cycle length, every cycle should contain:

Data-driven priorities: Every cycle should include data-driven focus areas. Data sources may include:

- Implementation tool data as well as informal data from walkthroughs
- Screener data
- Data from curriculum-based assessments

Types of Priorities:

- ***Instructional Priorities:*** All cycles should have *instructional priorities* for foundational skills and knowledge building (though, based on data, they do not need to be given equal attention in each cycle).
- ***Implementation Priorities:*** In the earlier stages of this work, cycles should also have implementation priorities (focus areas from the NYCPS ELA implementation tool.
- ***Sustainability Priorities:*** Finally, cycles should have sustainability priorities to ensure the work continues to be on track to build knowledge, skills, structures, and systems that allow impact to continue beyond the duration of direct support.

See below for examples of priorities within each of these key areas:

Sample priorities:

- Cycle ***instructional priorities:***
  - *Foundational skills instructional priority:* In this cycle, we are focused on teacher use of decodable texts in support of foundational skills.
  - *Knowledge-building instructional priority*: In this cycle, we are focused on utilizing the effective use of explicit instruction as a strategy for modeling vocabulary and comprehension skills.
- Cycle ***implementation priority:***

        - Sound walls are present and utilized; classroom libraries (or portions of classroom libraries) are arranged by genre/theme/topic.

    - Cycle ***sustainability priority:***

        - (Phase 1 example): We are focused on using a rotating structure for the facilitation of grade-level meetings such that teacher teams are beginning to gain experience self-guiding their planning protocols.

        - (Phase 2 example): We are focused on ensuring that systems and structures are in place to allow for grade-level teams to meet regularly for planning purposes.

As districts and schools progress through the stages of implementation, areas of focus should also progress through these stages. However, ultimately, data should always be utilized first to identify the unique needs of individual districts and schools and ensure supports are customized to meet those needs.

The visual below is intended to show an example of a full development cycle. Following the visual is a more detailed narrative example.

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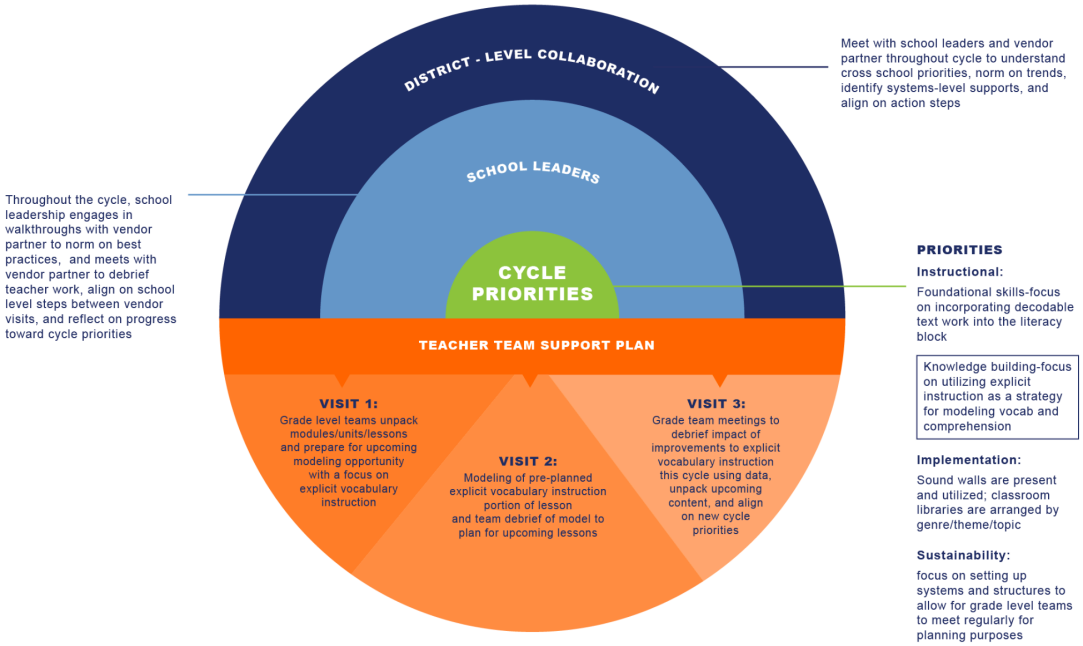
Sample Development Cycle



*For the purpose of this visual, sample is for one priority. However, it is expected that multiple priorities will be addressed during cycles.

- **Cross-System Collaboration Steps:** Every cycle should include a strategic support plan that identifies how each level of the system will support progress toward the cycle priorities, specific support strategies that will be used, and operational steps required to support meeting the goals of the cycle.

- ***Sample Cross-system Collaboration Steps:***

    - **District-Level Collaboration:** During this cycle, the Job-Embedded Support provider will meet with the district leadership team at least two times. The first time, we will share the cycle priorities across our schools, discuss trends, identify systems-level supports that might be needed to allow for progress toward priorities and align on action steps. A second touchpoint will be identified during which the district team and Job-Embedded Support team will check in on progress and adjust plans as needed.

    - **School Level Collaboration:** During this cycle, the school leadership team and Job-Embedded Support provider will engage in side-by-side work and frequent debriefs to both discuss progress toward priorities and identify opportunities for school-based staff to practice stepping in to lead on prioritized components of support.

- **Teacher Team Support Plan:** Each cycle should include a clear plan for how the support provider will utilize support strategies with teams of teachers to progress toward focus area priorities. This plan should also include how school or district-based leadership team members will be involved in/supporting this plan.

- ***Sample Teacher Team Support Plan:*** **Note that this sample assumes 3 on-site days in a cycle and can and should be adjusted to reflect the actual number of on-site days in a given cycle which may vary depending on several factors (time of year, phase 1 vs. phase 2 etc.).*

    - ***Visit 1:***

        - Meetings with grade-level teams:

            - K-2 grade level team focus: foundational skills cycle priority and planning for an upcoming modeling opportunity. The session includes module/unit/lesson unpacking and planning with a protocol.

            - 3-5 grade level team focus: knowledge building priority and planning for an upcoming modeling opportunity. The session includes module/unit/lesson unpacking and planning with a protocol.

        - Classroom walkthroughs with school leadership teams and/or present members of the district team to the norm on and deepen understanding of practices related to literacy instructional shifts and curriculum best practices and align on school-level next steps between provider visits.

        - Meeting with the school leadership team to discuss and confirm cycle priorities (identified at the end of the previous cycle or before the start of the school year if first cycle of the year) and cycle plan including school and/or district-owned support steps that will take place between provider visits.

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- ***Visit 2:***
    - Quick check-ins with grade-level teams to remind them of the modeling focus identified in the previous visit (maybe 5-minute pop-ins to classrooms).
    - Modeling of a lesson (full grade team + school or district leaders present join).
    - Meetings with grade-level teams to debrief the model and plan for upcoming lessons utilizing lessons learned from the model. Identify focus areas for side-by-side coaching next visit based on teacher and provider identification of needs.
    - Meeting with the school leadership team and/or district leadership present to debrief the model, debrief steps taken between visits, discuss progress toward cycle priorities, and identify next steps (i.e. next visit, a teacher leader may lead the grade level meeting or support or lead side by side coaching or modeling).
- ***Visit 3:***
    - Morning instructional walkthroughs with the school leadership team and/or district staff present. Support providers may engage in some rapid side-by-side coaching during these walk-throughs to model or cue in an area that has been of focus with grade teams this cycle.
    - Meeting with the school leadership team and/or district staff present to debrief walkthroughs and discuss plans for grade team meetings including aligning on roles and responsibilities if a member of the school team is taking on a role in facilitating the meeting.
    - Grade-level meetings focused on:
        - Debriefing trends from walkthroughs and reflecting on progress since the start of the cycle across priority areas
        - Review of available student-level data (i.e.if a recent curriculum-embedded assessment was given and data is available)

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- Align on priorities for the next cycle- including what priorities may continue from the previous cycle and where new priorities will be added
- Engage in a unit/module/lesson unpacking or planning protocol focused on new priority areas of focus for the next cycle
- Identify roles and responsibilities for the upcoming cycle if school-based leaders (i.e. school leaders, teacher leads, coaches, teachers) will be taking on new roles in support.

What is Job-Embedded Support?

Operations & Logistics for Job-Embedded Support Vendor Partners

Overview

In order to provide schools and districts with the best support, vendor partners need clear guidance, tools, processes for working with NYCPS. The following sections outline the information and processes needed to ensure that partners are able to access classrooms to provide support, document that support accurately, and submit invoices for reimbursement for that support.

Accessing Classrooms to Provide Support: PETS Clearance

Purpose: Ensure all vendor staff are able to access NYCPS classrooms.

Timeline: Ensure all vendor staff have received PETS clearance by Aug 16, 2024. You can expect the entire process below to take approximately **three weeks to complete**.

Contact Point: Please contact PETSAdminSupport@schools.nyc.gov for general/technical assistance. Please raise any other questions in your TNTP check-ins.

Resources:

- PETS User Guide
- PETS FAQ

Vendors Are Responsible For:

1. Vendor manager emails PETSAdminSupport@schools.nyc.gov to request a profile, including:
    - DOE vendor ID or Federal Tax ID number
    - The contract number(s) you are providing services under (philanthropically funded vendors can say “NYC Reads/Solves”
    - The name of the central NYCDOE office that is overseeing this work effort (Division of School Leadership)
    - Brief summary of the program/services being provided:

      We are supporting the NYC Reads/Solves initiative through provision of Job-Embedded Support services for educators.

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2. Once you have received your profile, go to https://apps.schools.nyc/pets/Login.aspx and enter the User ID and password provided to you by the NYCDOE.
3. Follow the instructions in the PETS User Guide to add employees to your roster. **Returning vendors**, please follow the instructions to update any current employee information
4. After being added to the roster, your employees will receive a nomination email with instructions for registering and completing online forms. They are responsible for scheduling a fingerprinting appointment.
5. Once cleared, individuals will be listed as "Active" and "Eligible". **Only individuals "Active" and "Eligible" on a roster may begin to work with NYCDOE students.**

Tracking Support in Classrooms: Job-Embedded Support Tracker

Purpose: Log visits (frequency, reach, and scope) and coaching cycle data to understand and learn from vendor supports.

Timeline: Ensure all vendor staff are trained on logging visits by Aug 16, 2024. Visits should be entered the same day as they are conducted.

Contact Point: Please contact caitlin.deschenes-desmond@tntp.org if you have any questions about or experience any issue with the Job-Embedded Support Tracker.

Resources:

- Job-Embedded Support Tracker

Vendors Are Responsible For:

1. Ensuring coaches log each visit in the Job-Embedded Support Tracker
2. Following up with coaches on a weekly basis to confirm/correct tracker entries
3. Submitting coaching cycle goals and strategies in the coaching cycle log
4. Ensuring each school receives the minimum number of visits

Receiving Reimbursement for Classroom Supports: Invoicing

Purpose: Ensure vendor partners submit documentation that allows for quick and accurate processing of invoices.

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Timeline: Finalize internal systems for collecting & tracking invoice documentation by Aug 30, 2024

Resources:

- Agenda Example
- Attendance Sheet Example
- Agenda Attendance Sheet Example

Vendors Are Responsible For:

- ☐ Ensuring there is a system in place to collect **attendance sheets** and **agendas** for each of the visits conducted by coaches.
- ☐ Submitting the following **by the last day of each month:**
    - ☐ **Invoice**, including:
        - ☐ Invoice number
        - ☐ PO number
        - ☐ Date
        - ☐ Services provided over the past month
        - ☐ Amount due
    - ☐ **Attendance Sheet**, including:
        - ☐ Date
        - ☐ Start & end time
        - ☐ Location
        - ☐ Participant names
    - ☐ **Agenda(s)**, including:
        - ☐ Date
        - ☐ Start & end time
        - ☐ Event location
        - ☐ Event topic
        - ☐ Event overview

Please note that attendance and agendas may be combined, as in the Agenda Attendance Sheet Example as long as all relevant information is included.

What is Job-Embedded Support?

Aligning with the Vision for Job-Embedded Supports: Vendor Performance Framework

Purpose: Ensure vendor partners receive regular feedback on their performance in alignment with the vision for Job-Embedded Supports.

Timeline: Vendor summaries will be issued at the mid- and end-point of the 2024-25 school year.

Resources:

- Literacy PL Vendor Performance Framework
- Algebra Coaching Partner Performance Framework

Please note that we will be incorporating feedback to potentially update the vendor performance frameworks for the upcoming school year.

Vendors Are Responsible For:

1. Reviewing and internalizing the vendor performance framework
2. Discussing summaries with TNTP in monthly check-ins
3. Using data in the performance summaries to inform/refine supports