Unite, Inspire, Lead
Our Students, Our Union, Our Future

GPS Grant Presentation: System Change and Improving Instruction: Empowered Educators for Successful Students

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Instructional Leadership Corps (ILC)
Indicate the NEA Strategic Goal and NEA Organizational Priority your session addresses:

• NEA Strategic Goal
  – Example: Strategic Goal 1: Strong Affiliates for Educator Voice and Empowerment
  – Example: Strategic Goal 2: Empowered Educators for Successful Students

• NEA Organizational Priority
  – Example: Early Career Educators
  – Example: Every Student Succeeds Act (ESSA)
  – Example: Institutional Racism/Racial Justice in Education
NEA Leadership Competency Addressed: Leading Our Profession

• NEA Leadership Competency Progression level(s):
  – Level 1: Foundational
  – Level 2: Mobilizing & Power Building

• NEA Leadership Competency Themes:
  – Educators leading the profession
  – Educators teaching educators
  – Capacity building to empower educators
The Education Ecosystem
Learning and Leadership for Successful Implementation of the California Standards

- District Learning
  - Leadership Shifts
  - Instructional Shifts
- Principal Learning
- Educator Learning
- Student Learning

New California Standards
ILC Video

- https://youtu.be/LULTWZAvk3I
Partnerships Among Educators Who Share Responsibilities for Our Students

“It is groundbreaking to have administrators and teachers working together to implement the CCSS effectively”.

(ILC PDW attendee)
Two Years of ILC Accomplishments

<table>
<thead>
<tr>
<th>PDW</th>
<th>Total Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Session PDWs</td>
<td>20,768</td>
</tr>
<tr>
<td>One Session PDW Presentations, Indirect PDWs</td>
<td>27,857</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48,625</strong></td>
</tr>
</tbody>
</table>
### Participating Educators' Ratings of ILC Workshops

<table>
<thead>
<tr>
<th>Item</th>
<th>Average (n= 5785)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This workshop session was valuable.</strong></td>
<td>4.35</td>
</tr>
<tr>
<td><strong>This workshop session gave me information and tools that I can use to make instructional or leadership shifts.</strong></td>
<td>4.34</td>
</tr>
<tr>
<td><strong>As a result of this workshop session, how likely are you to enact an instructional or leadership shift that will support your students’ or teachers’ ability to meet the CCSS/NGSS?</strong></td>
<td>4.36</td>
</tr>
</tbody>
</table>
Building Educator Capacity

• ILC members have collaborated with their union and district to build partnerships to support the project
• ILC members have become leaders in their local, state, or national unions
• Over 165 ILC members report receiving awards, promotions in their school or district,
• 23 ILC teachers moved into site-based or district level leadership positions
• Many have pursued National Board Certification, other credentials, or graduate degrees
ILC Principles

• Use capacity to grow capacity
• Engage in cross-role collaboration
• Establish institutional partners
• Develop knowledge and skills through recursive and continuous approach
• Cohere and align with local funding sources and initiatives
Recursive Approach to Learning

Continuous Cycle of Learning

Learn

Professional Learning Opportunity

Do

Try it out in your setting

Assess

Reflect on how it went
Four Domains for Curriculum Design & Instruction

Students
- Know your students and attend to all strengths and needs

Content
- Demonstrate strong content knowledge

Instruction & Pedagogy
- Use effective instructional strategies and attend to Depth of Knowledge (DOK) Levels

Claims & Assessment
- Incorporate the 4 SBAC Claims and multiple types of formative and summative assessments

Sources: Common Core State Standards, Smarter Balanced Assessment Consortium, National Board for Professional Teaching Standards

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Year 3: Taking Root

Deepen the connections of ILC work to local efforts for instructional improvement

Help the ILC work take root in our communities across the state

Sustain the ILC work into the future
Indicators of Taking Root

The local community (union, district, stakeholders):

• Works together to meet professional learning needs of educators
• Embraces and spread the ILC work
• Values teaching and learning
• Values knowledge and expertise of teachers and practitioners
• Supports ILC members in deepening their own knowledge and skills
• Increases fiscal commitment to the work
Definition of Professional Learning
The Every Student Succeeds Act (ESSA) defines professional development activities:

– are “an integral part of school and local education agency strategies for providing educators...with the knowledge and skills necessary to enable students to succeed in the core academic subjects and to meet challenging State academic standards”

– are “sustained (not a stand-alone), intensive, collaborative, job-embedded, data-driven, classroom focused”
Professional Learning as a Benefit for All

• Professional Learning (PL) opportunities co-sponsored by the union and the district are a mutual benefit

• Educators want to learn from each other on the implementation of the Common Core Standards and assessments

• PL has the greatest potential for strengthening and refining the day-to-day performance of educators

• PL leads to effective teaching practices, supportive leadership, and improved student results

• The ILC project is an educator-led project ready to serve your community
Educational Trends for ILC
Partnership and Collaboration

• Teacher Shortage and Teacher Recruitment
• Substitutes
• Pre-Service Teachers
• Beginning Teacher Support (BTSA)
• Peer Assistance (PAR)
• Parent Education
• Administrative Leadership
• Instructional Alignment
• Assessment
• LCFF and LCAP Goals
8 State Priorities

- Expelled Youth (COE Only)
- Basic Services
- Implementation of State Standards
- Course Access
- Foster Youth (COE Only)
- Pupil Achievement
- Other Pupil Outcomes
- Parent Involvement
- Pupil Engagement
- School Climate
How Can the ILC Conserve Your Resources?

- Minimize consultant fees
- Less travel costs
- Greater stakeholder buy-in
- First-hand knowledge of local context
- Develop internal vs external expertise
- Grow and invest in local capacity
- Leverage and build professional capital and relationships within the community
## ILC Commitments

### ILC Project

- **Summer Conferences**
  - Release day for new ILC members
  - Housing and travel expenses
- **Learning from the Field**
  - Housing and travel expenses
- **PDWs**
- **Regional Support Meetings**
  - Release day, if needed
  - Travel expenses

### Union/District Partnership

- **Summer Conferences**
  - Release day for continuing ILC members, if needed
- **Learning from the Field**
  - Release day for ILC members if needed
- **PDWs**
  - Release day, if needed for preparation and delivery
  - Mileage
  - Optional snacks or meals
- **Regional Support Meetings**
Roundtable Conversations

- East Side Alliance and Santa Clara County Office of Education (SCCOE)
- Stockton Teachers Association and Stockton Unified School District
- Washington Education Association and Washington Unified School District
- Yuba City Teachers Association and Yuba City Unified School District
Project Resources & Opportunities

1. How might the resources and learning opportunities from this project help your organization meet its goals for implementing the new California Standards and NGSS?

2. Specifically, what steps can your organization take to use these resources and opportunities? What can the project do to help you take these steps?
The Education Ecosystem
We would like to thank our Funders.

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For Additional Information

cta.org/ilc
edpolicy.stanford.edu/ilc
nbrc.stanford.edu
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Train members to provide educator-led PD to build the capacity of your local or state to empower educators to take charge of their own PD needs
  – Collaborate with other stakeholder groups to support educator-led efforts
  – Set up ways in which your local or state could support pre-service educators and new teachers
  – Apply for an NEA grant to build your local or state’s capacity to grow your own educator-led PD
Closing Activity

• Please complete the evaluation for this breakout session!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment