UNITING OUR MEMBERS AND THE NATION

Empowering leaders, educating students, strengthening communities

Educators Educating Educators: Member Engagement and Advocacy

Ed DeLaVega
ILC Peer Support Provider
California
NEA Leadership Competency: Leading Our Profession

• NEA Leadership Competency progression level(s).
  – Level 2: Mobilizing & Power Building

• NEA Leadership Competency themes
  – Advocacy for meaningful development
  – Identifies and promotes members expertise
  – Forges alliances
NEA Strategic Goal and NEA Organizational Priority

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

• NEA Organizational Priority
  – Early Career Educators
  – My School, My Voice
Table Talk/Share Out: Professional Learning Supports

• How would you characterize your district’s professional learning supports for teachers?
  – Do your teachers watch other teachers teach?
  – Do your teachers collaboratively analyze student work or engage in lesson study?
  – Do your teachers have autonomy to choose their PD?
What do teachers say they need?

Professional Learning Supports

- Job-embedded, peer-sourced, context-specific
- Observe & learn from peers modeling practices
- Autonomy to choose activities relevant to their own classroom context and needs
- Vertically aligned instructional materials

WestEd Survey: Learning About the Implementation of the California Standards
Although teachers appreciate autonomy, they also value the expertise of their peers, and frequently turn to peers for advice/guidance on instructional materials & practices.

WestEd Survey: Learning About the Implementation of the California Standards
The Education Ecosystem
Learning and Leadership for Successful Implementation of the California Standards
Grant Funders 2014-2017

S. D. Bechtel, Jr. Foundation
Stephen Bechtel Fund

CEPF
California Education Policy Fund

Stuart Foundation
Investing in Children & Youth to Create Lifelong Impact

Silicon Valley Community Foundation

NEA
National Education Association

CTA

Scope
Stanford Center for Opportunity Policy in Education

NBRC
National Board Resource Center at Stanford University
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

Professional Learning Opportunity

Continuous Cycle of Learning

Reflect on how it went

Try it out in your setting
Know your students and attend to all strengths and needs

Demonstrate strong content knowledge

Use effective instructional strategies and attend to Depth of Knowledge (DOK) Levels

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
What are the Indicators of Taking Root?

The local community...

- Works together to meet learning needs of educators
- Embraces and spreads the ILC work
- Values knowledge and expertise of practitioners
- Supports ILC members to deepen their knowledge and skills
- Increases fiscal commitment to the work
## Educators Served Oct. 2014 – June 2017

<table>
<thead>
<tr>
<th>Type of Session</th>
<th>Total Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multi-Session Workshops</td>
<td>28,562</td>
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<tr>
<td>ILC-Related Presentations</td>
<td>23,515</td>
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<tr>
<td>Indirectly Impacted</td>
<td>25,616</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>77,693</strong></td>
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### Participants’ Ratings of ILC Workshops

<table>
<thead>
<tr>
<th>Item Rating</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This workshop session was valuable</strong></td>
<td>4.37</td>
</tr>
<tr>
<td><strong>This workshop session gave me information and tools that I can use to support the implementation of the new California standards/NGSS in CA public schools</strong></td>
<td>4.36</td>
</tr>
<tr>
<td><strong>As a result of an ILC professional learning opportunity, I have enacted an instructional or leadership shift that will support the implementation of the new California Standards/NGSS in CA public schools.</strong></td>
<td>4.38</td>
</tr>
</tbody>
</table>
Collaboration and Leadership

https://youtu.be/KkTrEgZcDQk

www.cta.org/ilc
Phase Two: July 2017

Growing and deepening our efforts towards sustainability throughout California public schools

Sustain the ILC work into the future

Helping the ILC work take root in our communities across the state
Title II of 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.
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
Recent ILC in the News

• An ILC member was named to the Board of Directors, Council for the Accreditation of Educator Preparation.
• 5 ILC members were recipients of CTA’s IFT (Institute for Teaching) Grants.
• 20 ILC members are participating in county office Collaboration Committee or Communities of Practice in Math or Science.
• An ILC administrator was appointed superintendent of his district.
Focus of Project in Phase Two

Phase Two proposes to grow the root system and sprout new roots by:

• **Deepening** investments in educational entities that have demonstrated significant success or the potential for significant success in ILC Project Principles taking root

• Developing a **system of support** for ILC members that includes Peer Support Providers from the cohort of Phase One ILC members

• **Expanding** into several rural or geographically isolated sites that the ILC currently is not serving and where educators are under-served by other providers
Additional Focus of the Six Influences of Collaborative Leadership

- Instructional Leadership
- Collective Teacher Efficacy
- Assessment-capable Learning
- Professional Development
- Feedback
- Family Engagement
Member Engagement

• Professional Learning (PL) opportunities sponsored by our locals is a member benefit
• Our members 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 organizing project waiting to happen in your local
Opportunities for Member Engagement

- Teacher Shortage and Teacher Recruitment
- Substitutes
- Pre-Service Teacher
- Beginning Teacher Support (BTSA)
- Peer Assistance (PAR)
- Parent Education
- Administrative Leadership
- Instructional Alignment
- Assessment
- LCAP Plans
How Can the ILC Conserve District 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
June 2020: ILC work sustained and embedded throughout California
Session Outcomes

How can the content from this session be used in your current position/role?
Closing

- Please complete the evaluation for this breakout session by using the **NEA Summit Mobile APP**!
- Visit the Leadership Development Resources website at **www.nea.org/leadershipdevelopment**