Teachers, School Leaders, and Public Scholars Developing an Ecosystems Approach to Growing Educator Capacity

AERA, Washington DC
April 11, 2016
Presenters

• Eric Heins, President of the California Teachers Association (CTA)
• Jon Snyder, Executive Director of the Stanford Center for Opportunity Policy in Education (SCOPE)
• Tammie Adams, Elementary Literacy Specialist, Oakland Unified School District and Instructional Leadership Corps Member
We would like to thank our funders:
The Education Ecosystem
Learning and Leadership for Successful Implementation of the California Standards

- Leadership shifts
- Instructional shifts
- New California Standards

District learning → Principal learning → Teacher learning → Student learning

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Four Domains for Curriculum Design & Instruction

1. **Students**
   - Know your students and attend to all strengths and needs

2. **Content**
   - Demonstrate strong content knowledge

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

4. **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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Project Goals:
1. Build statewide corps of accomplished teachers & site-based leaders
2. Develop & deliver subject-specific PD to teachers located across the state
3. Develop & deliver PD focused on growing and sustaining school conditions for continuous learning

Engage Partners in the Work
- Collaborate with prospective partners to support the work of the ILC project
- Cohere and align ILC project with local initiatives and funding sources
- Spread, deepen and sustain the ILC work

Instructional Leadership Corps (ILC)
- Make changes to teaching and leading within own context
- Co-create learning experiences for teachers and site-based leaders
- Develop partnership plans
- Conduct PD in field and facilitate others’ learning
- Commit to making a second adjustment and sharing your learning with colleagues

TK-12 English Language Arts, Math & Science Teachers and Site-Based Leaders
- Participate in an ILC 2-session PD Workshop
- Make an “adjustment” to practice and collect data on what happened as a result
- Bring an artifact to 2nd PD session
- Help recruit PD participants

Design Team and Core Advocates
- Support ILC members in their fieldwork
- Help design the Learning from the Field Conference
- Bring PD experiences to the Learning from the Field Conference
- Help recruit PD participants

CTA / NBRC/ SCOPE
- Add ILC members
- Increase proportion of principals in the ILC
- Coordinate and lead the ILC
1. Continue growing ILC partnerships with educational organizations
2. Provide Professional Development Workshops (PDWs) in local educational communities across California

Learning from the Field Conference
Jan 22 – 23, 2016
Public Scholarship

• The project enacts a public scholarship frame of learning from practice for research (knowledge mobilization rather than knowledge translation)

• The project also draws on several more traditional research bases:
  – Ecosystemic educational change and professional development: Iran-Nehad & Pearson, 1999; Dewey, 1910; Little, 1994; McLaughlin & Obernman 1996
## ILC Teachers: Progress Toward ILC Project Goals as of June, 2015

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all (1)</th>
<th>To a small extent (2)</th>
<th>No change (3)</th>
<th>Somewhat (4)</th>
<th>To a great extent (5)</th>
<th>Too soon to tell</th>
<th>Total Responses</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Build local capacity to improve student learning</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>32</td>
<td>57</td>
<td>9</td>
<td>107</td>
<td>4.40</td>
</tr>
<tr>
<td>Create new opportunities for practicing educators to learn from each other</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>30</td>
<td>67</td>
<td>4</td>
<td>107</td>
<td>4.57</td>
</tr>
<tr>
<td>Grow a statewide corps of accomplished educators who serve as instructional leadership consultants in their local communities</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>29</td>
<td>57</td>
<td>17</td>
<td>107</td>
<td>4.58</td>
</tr>
<tr>
<td>Design and deliver subject-specific professional development to teachers located across the state that supports the implementation of the new California Standards and NGSS</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>19</td>
<td>67</td>
<td>11</td>
<td>107</td>
<td>4.51</td>
</tr>
</tbody>
</table>
Number of Educators Served
As of March 15, 2016

- ILC Workshops: 11,375
- ILC Presentations: 4,669
- CTA ILC Staff Sessions: 2,458
Strengths, Interests, and Needs of the Students

“What was extremely rewarding for me was seeing students who typically don’t speak, speak! Those students finally had a chance to interact meaningfully with texts and share their ideas as experts. We worked hard to level the playing field... for that lesson and it was incredibly satisfying to hear from students who the teachers told me typically do not contribute ideas.” (ILC member)
“Teachers from three different schools came together and collaborated. Not talking at teachers but talking with teachers and learning together.”

(ILC member)
New Standards and Assessments

“It was an ‘ah ha’ moment when teachers in our PDW realized that a math task could address many math practices simultaneously... One of the things I found most rewarding... is that every teacher in our PDW went back to their classroom and tried a math task and came back to our third PDW with student evidence and teaching insight to the value of a math task.” (ILC member)
Partnerships Among the Roles and Levels That Share Responsibility for Our Children

“The opportunity to bring together teachers and administration to train was in itself a shift. To design processes to heal and build relationships among teachers with administration was definitely a highlight. To introduce the idea/concept of professional capital was a huge highlight.”

(ILC member)
## Participating Educators' Ratings of ILC Workshops

<table>
<thead>
<tr>
<th>Item</th>
<th>Average (n= 5785)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This workshop session was valuable.</td>
<td>4.35</td>
</tr>
<tr>
<td>This workshop session gave me information and tools that I can use to make instructional or leadership shifts.</td>
<td>4.34</td>
</tr>
<tr>
<td>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?</td>
<td>4.36</td>
</tr>
</tbody>
</table>
“That ALL students are able to participate in academic discussions if given the opportunity. I realized that all students are learning academic language. I learned the importance of persistence and respect for the starting point of the strategy.” (ILC PDW attendee)
“Learning a strategy to implement an ELA shift in my classroom the next day made me try it out. Knowing that I was expected to bring student work to follow-up made me feel accountable so I did the lesson. Having the presenter at school where I could ask for help made my try at the shift more successful. Getting the document that showed how the shift applied to standards at my grade/content level helped me plan how to apply the shift without needing to do lots of finding on my own. This was the most useful PD I have had in years.” (ILC PDW attendee)
New Standards and Assessments

“I...learned many strategies involving reading, writing, and listening, speaking that will help my students understand, analyze, and synthesize multiple texts...Best professional development I’ve seen in this district for YEARS!”

(ILC PDW attendee)
Partnerships Among the Roles and Levels That Share Responsibility for Our Children

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

(ILC PDW attendee)
Learning and Leadership for Successful Implementation of the California Standards
The Education Ecosystem
Dilemmas

- Heavy lift for ILC members
- Balancing breadth and depth
- Engaging principals
- Balancing responsive-emergent with proactive
Tammie’s Experience

• Getting Started
• Instructional Shift for English Language Arts
• Teachers Teaching Teachers
• Reflection Experience for Teachers (ILC PDW Session 2)
• Growing as an Instructional Leader: Providing PD for Secondary and Continuation Teachers
Sustained, collaborative partnerships among and between stakeholders within and across levels of the educational system are essential to improving outcomes for our children.
Discussion Questions

• What ideas for growing educator capacity does this session raise for you?
• What are some challenges to the development of teaching becoming public scholarship?
• What are the elements and challenges associated with a successful union-university-district/school partnership?
For Additional Information

tta.org/ilc
edpolicy.stanford.edu/ilc
nbrc.stanford.edu