



---

## *Instructional Leadership Corps Project Description*

---

The purpose of the California Teachers Association (CTA), Stanford Center for Opportunity Policy in Education (SCOPE), and National Board Resource Center (NBRC) partnership to develop an **Instructional Leadership Corps** (ILC) is to bring teachers and site-based leaders together to develop expertise to grow the local capacity necessary for improving instruction such as:

- Knowledge of the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) and new assessments,
- Expertise in the instructional shifts that are required to ensure that all students demonstrate mastery of these new standards and assessments, and
- Development of site-based leadership practices that support teacher and student learning.

This project is also about reclaiming the role and the responsibility of professional educators in the definition, design and development of learning opportunities for each other and for the children and families in their care. The message and the example it sets for the role of the profession in improving the profession and the services we provide our children are important in themselves.

The ILC will function as a capacity development entity to grow the ability of local educators to enrich instruction in their schools, improve adult learning conditions in schools and districts, and create professional learning experiences for other educators in order to increase local capacity for better teaching. Our project has five outcomes:

- Grow a statewide corps of accomplished teachers and site-based leaders who will serve as instructional leadership consultants, provide expertise in subject area instructional shifts, and support the design and implementation of school-based structures and processes needed to grow a culture of professional learning and coherent instructional improvement;
- Develop and deliver subject-specific professional development to teachers located across the state in Math, English/Language Arts and Science;
- Develop and deliver professional development focused on growing and sustaining school conditions for continuous learning to principals, their district supervisors, and school leadership teams that include teachers, to grow workplace conditions where all teachers within a school or district can learn how to connect instruction to the performance-based deeper learning expectations of the CCSS and NGSS;
- Communicate, coordinate, and align with regional (e.g., County Offices of Education, the four regional offices of the CTA) and statewide (e.g., California Department of Education, California Commission on Teacher Credentialing) efforts to support an infrastructure to sustain continuous instructional capacity development over time;

- In years two and three, create multi-component, digital learning modules of subject-specific, grade-level instructional sequences aligned to particular CCSS or NGSS standards, and the critical role for site leaders in supporting continuous learning in and from the use of these modules;

The ILC will be comprised of some of the State's most accomplished teachers and instructional leaders. Open to all interested applicants, the partners will recruit from exemplary teachers with established leadership skills including National Board Certified Teachers, CTA Teacher Leadership Cohort members, NEA Teacher Ambassadors, NEA Master Teachers for Better Lessons, and SCALE/WestEd Assessment Literacy experts. These exemplary teachers and site-based leaders will be leading the creation, delivery, and dissemination of professional learning experiences and materials in local schools and districts.

Our project consists of four clusters of activities, detailed below:

### **Activity Cluster One: Recruit and Prepare the Instructional Leadership Corps**

Initially, the project will identify 160 teachers and 24 site-based leaders across the state to become ILC members who meet selection criteria and represent the diversity of the workforce across California. In October 2014, we will convene an ILC Launch introducing the initial 184 ILC members to the project as they prepare for their leadership roles. Goals for the Launch will include:

- Develop a deeper understanding of the CCSS/NGSS, the new assessments, and the necessary instructional shifts that each requires;
- Form regionally-based teams of ILC teachers and site-based leaders;
- Collect model CCSS/NGSS instructional sequences and curriculum units in Math, ELA and Science;
- Develop the lesson plans for the two-day professional development workshops to be conducted for teachers and for site-based leaders in their local communities.

### **Activity Cluster Two: Move the Work of the ILC into Local Schools and Communities**

Following the Launch event, pairs of Instructional Leader Corps members will provide regional professional development (PD) workshops locally to either groups of teachers focused on instructional shifts or to groups of principals, principal supervisors, and other site-based leaders focused on building school conditions conducive to instructional improvement. Each PD workshop will have two sessions. Ideally these two sessions will occur within a two-week period to provide enough time for participants to try out an instructional shift or leadership shift in their classroom or school. Our commitment to the funders is for ILC teacher pairs to facilitate two workshops to serve a total of 100 teacher participants and for ILC site-based leader pairs to facilitate two or three workshops to serve a total of 75 site-based leader participants. We appreciate that this goal may not be practical or feasible for all ILC members. However, it is important that our professional development workshops reach the projected number of teachers and site-based leaders.

In Session I, teacher participants will experience an instructional shift, and they will also identify, develop and commit to an instructional shift to enact in their classroom before Session II occurs. In Session II, teacher participants will bring back their experiences and artifacts of practice from trying out this instructional shift in their classrooms (e.g., a task, student work sample, a video clip of instruction). Session II will provide time and a structure for participants to collectively examine the artifacts they bring: to look for evidence of student learning; to consider the manner in which the instructional shift was enacted and its effects on students, and to allow time for participants to ponder together about next steps teachers and students might take.

In the PD workshop for site-based leaders, Session I will provide participants an experience with a Smarter Balanced Assessment task item and/or an example of an instructional shift along with student

work products. Participants will consider the conditions that are needed to support teachers to be able to enact instruction that coheres with the CCSS/NGSS and facilitate student learning; they will also identify, develop and commit to trying out an instructional leadership shift in their workplace (e.g., at a staff or grade-level team meeting). In Session II, site-based leaders will return with their experiences and artifacts from trying out this instructional leadership move (e.g., the activity they designed, teacher work samples and/or feedback, a video clip of the experience), as well as bring a teacher with them to Session II who experienced the instructional leadership shift. As with the workshop for teachers, Session II will provide site-based leaders with time and a structure to consider their instructional leadership moves and their effects through conversation with colleagues. Participants will be supported to consider further leadership moves that can continue to grow supportive conditions for teacher learning and leadership.

On February 27-28, 2015, after facilitating the first PD workshop comprised of two sessions, but before delivering the second PD workshop, the Instructional Leadership Corps members will re-convene for a *Learning from the Field Conference*. At this first *Learning from the Field Conference*, ILC members will share successes and challenges in their work, learn from each other's experiences, and plan for leading regional summer institutes for school-based instructional leadership teams comprised of teachers, principals and other site-based leaders.

In March – May 2015, ILC members will repeat the regional professional development workshops following the same process described above. The second local professional development offerings, however, are likely to be improved based upon the experience of having conducted the first workshop as well as receiving feedback and support from other ILC members and project staff at the February *Learning from the Field Conference*.

### **Activity Cluster Three: Growing Regional Capacity**

Regional capacity building efforts center on two activities: 1) providing regional summer institutes for school-based instructional leadership teams and 2) creating multi-component, digital learning modules of subject-specific, grade-level instructional sequences, including the critical role that site leaders play in supporting continuous learning from the use of the modules. Development of these modules will begin in years 2 and 3 as will the identification of demonstration schools in each region to host site visits by staff in neighboring schools and districts.

To inform key regional and district leaders about this project's goals and opportunities for learning, we will hold an ILC Convening in the San Francisco Bay Area on December 1, 2014. Your district's superintendent and CTA president will be invited to attend this event.

In Summer 2015 and 2016, ILC members will hold regional summer Institutes to extend the work into more schools, with participating school instructional leadership teams then working with teachers at their own sites. ILC members will design and develop the institute goals, structure and content at the *Learning from the Field Conference* in Winter 2015 and 2016.

### **Activity Cluster Four: Communicate, Coordinate, and Align with Regional and Statewide Capacity Building Efforts**

Sustaining the regional capacity building work following the life of this project will depend upon three factors: 1) the quality of the work of the project (the capacity of the ILC); 2) the willingness of local districts to continue to support professional development using the capacity generated by this project with their locally controlled funds; and, 3) continuing support from regional (e.g., County Offices of Education) and/or state organizations (e.g., State Department of Education). We will include representatives from these various groups in the ongoing work and activities of the ILC in order to increase their understanding of this project and the roles that the ILC can play in the evolution of state policy initiatives and district responses to those initiatives.