

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

AERA, Washington DC  
April 11, 2016



Instructional  
Leadership  
Corps

# 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:

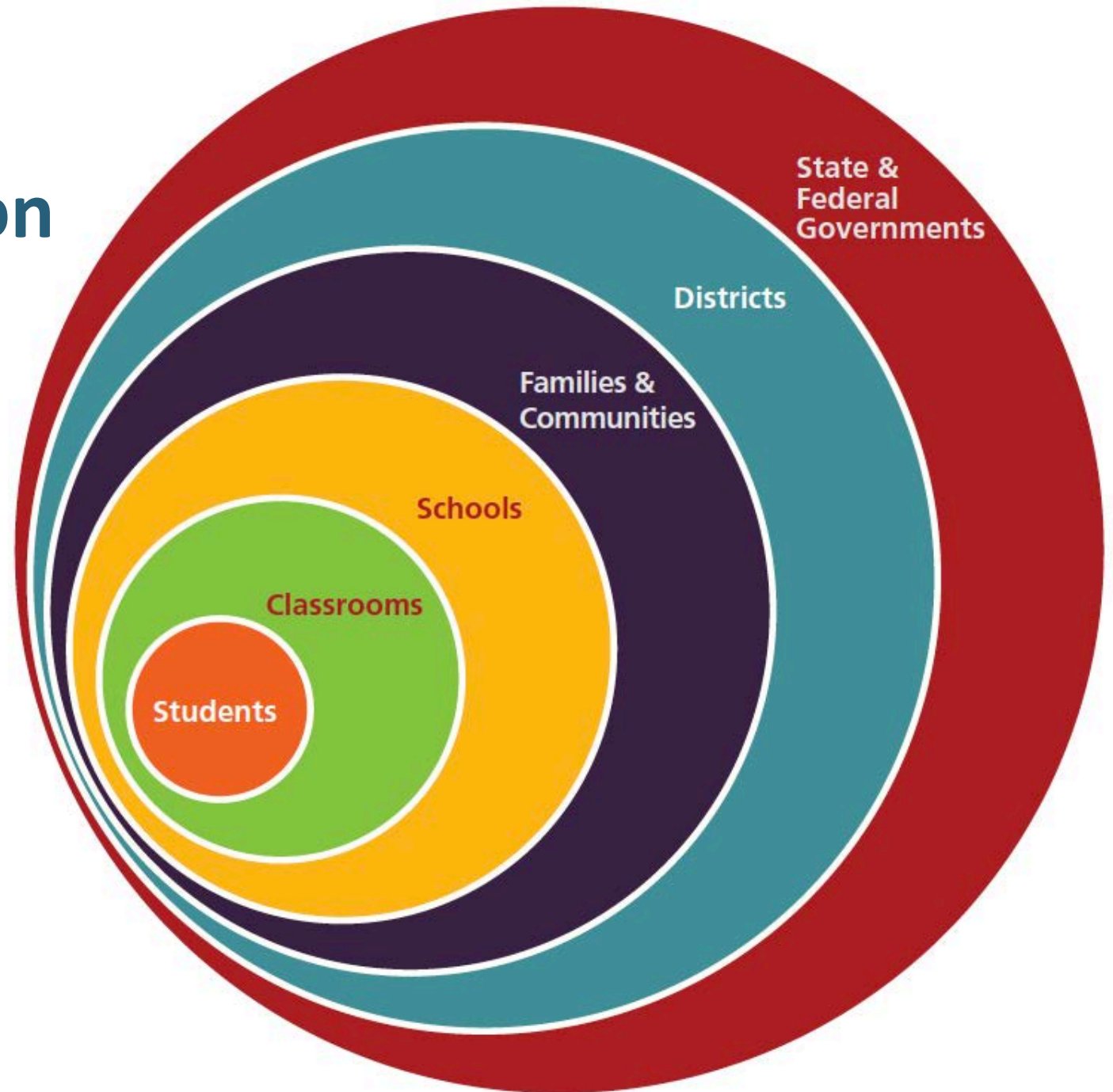


## STUART FOUNDATION

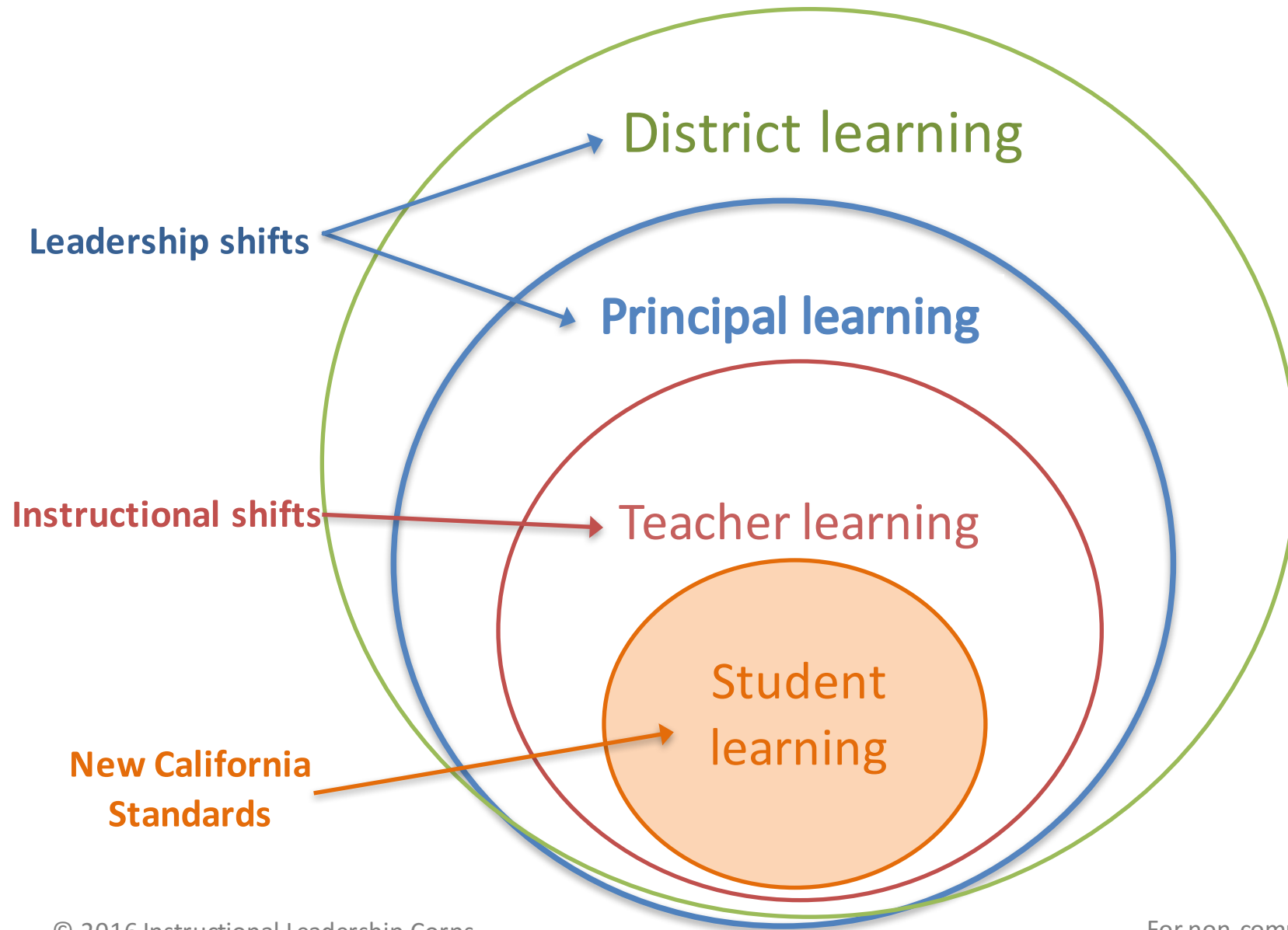
INVESTING IN CHILDREN & YOUTH TO CREATE LIFELONG IMPACT



# The Education Ecosystem

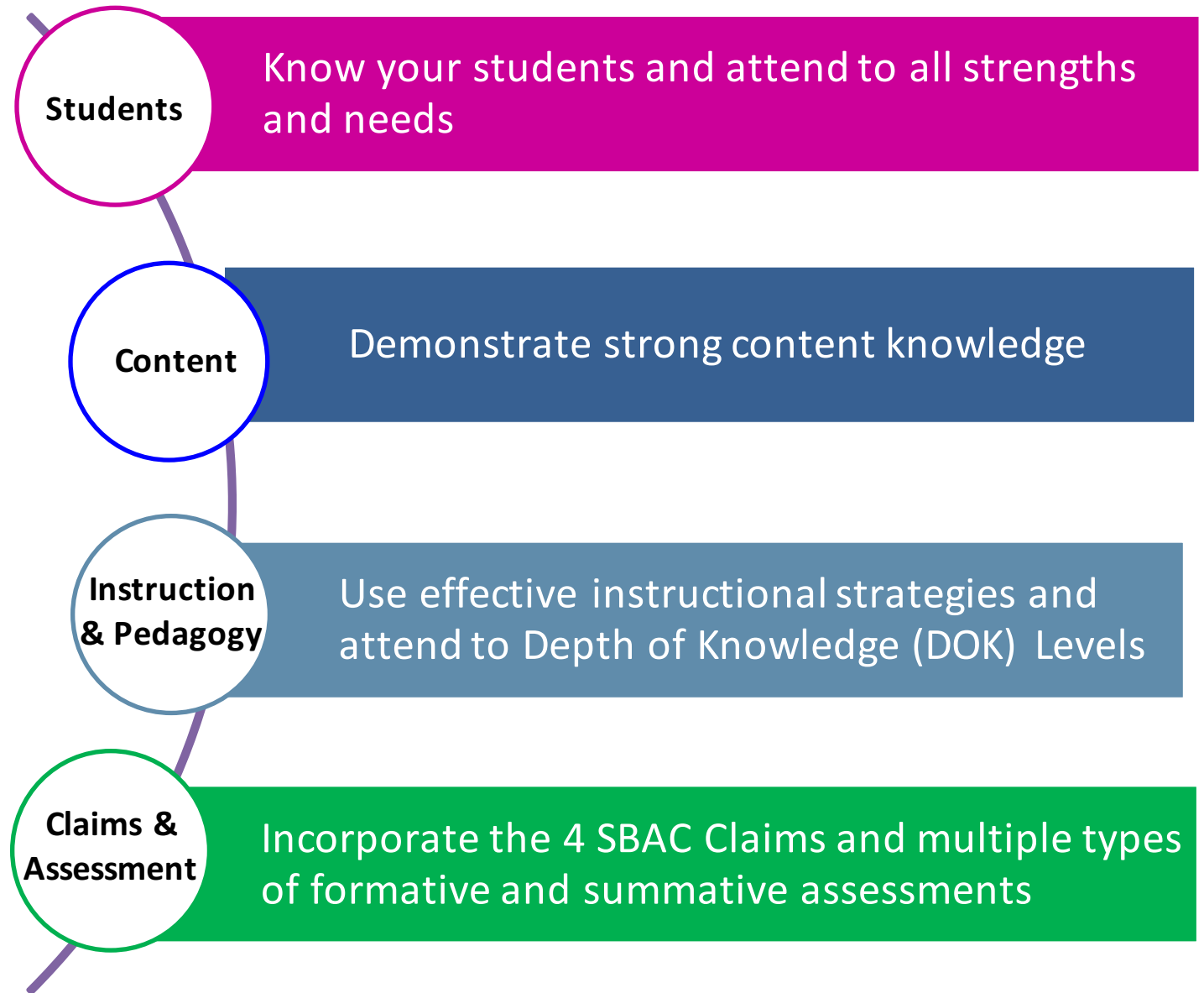


# Learning and Leadership for Successful Implementation of the California Standards



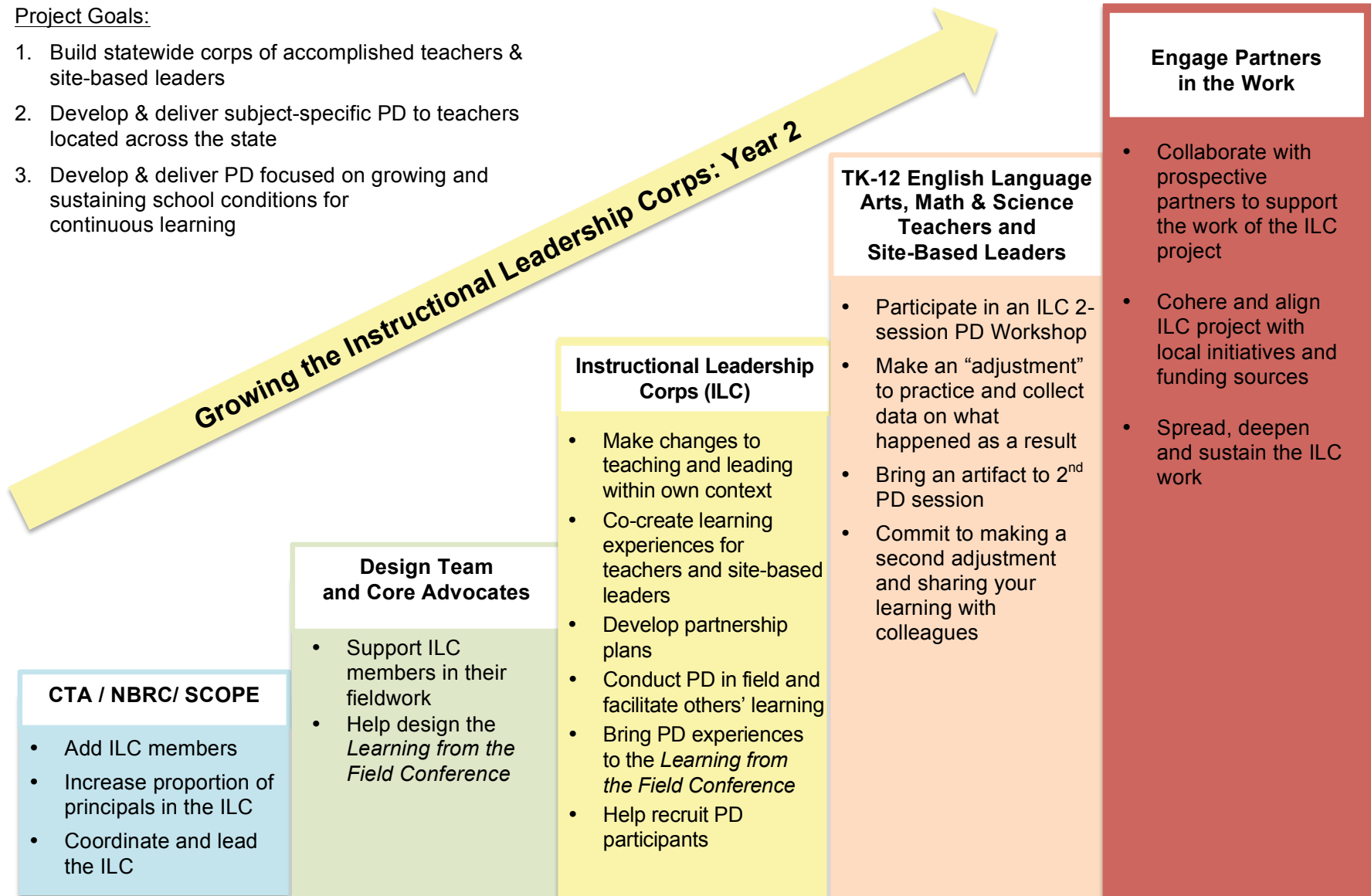
# Four Domains for Curriculum Design & Instruction

## 4 Domains



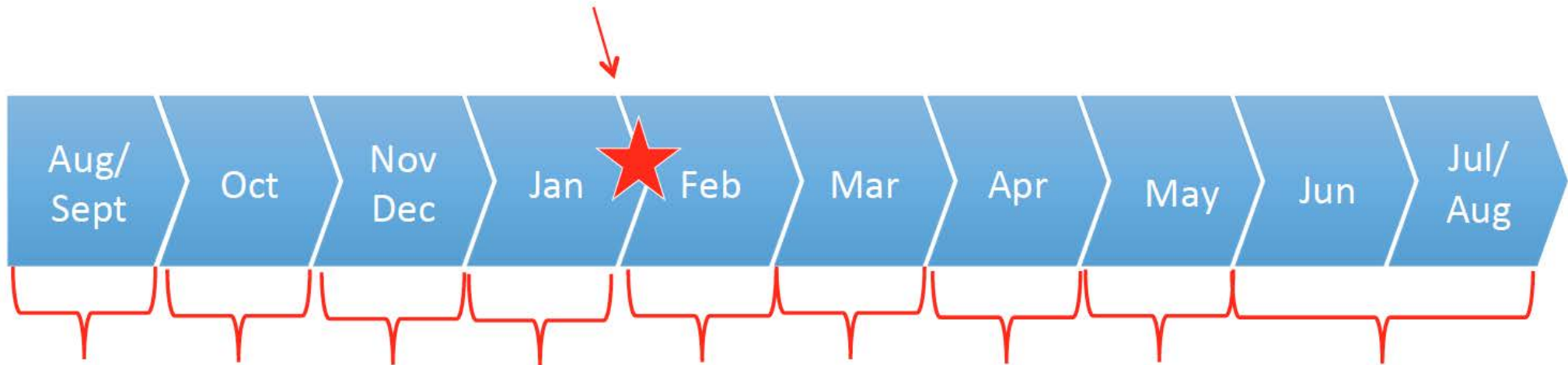
Project Goals:

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



# Instructional Leadership Corps Timeline: Year 2

Learning from the Field  
Conference  
*Jan 22 – 23, 2016*



1. Continue growing ILC partnerships with educational organizations
2. Provide Professional Development Workshops (PDWs) in local educational communities across California

Summer  
Regional ILC  
Conferences

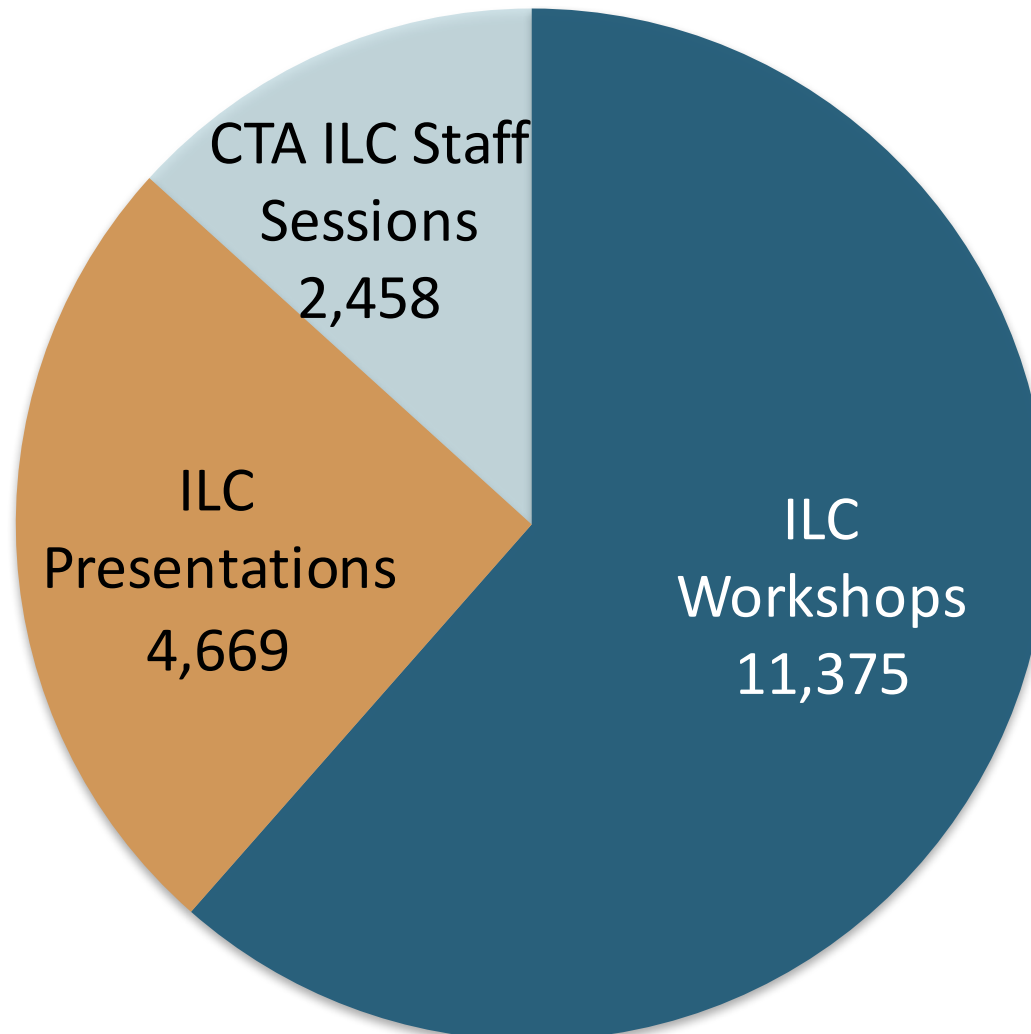
# Public Scholarship

- 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:
  - Professional capital: Hargreaves & Fullan, 2012
  - Ecosystemic educational change and professional development: Iran-Nehad & Pearson, 1999; Dewey, 1910; Little, 1994; McLaughlin & Obernman 1996
  - Teaching and student learning: Bransford, Brown, & Cocking 2002; Darling-Hammond & Bransford, 2005; Hopkins, 2004; Snyder & Lit, 2010

# ILC Teachers: Progress Toward ILC Project Goals as of June, 2015

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

# Number of Educators Served As of March 15, 2016



# 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)

# Educators Learning With and From Educators

“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.”

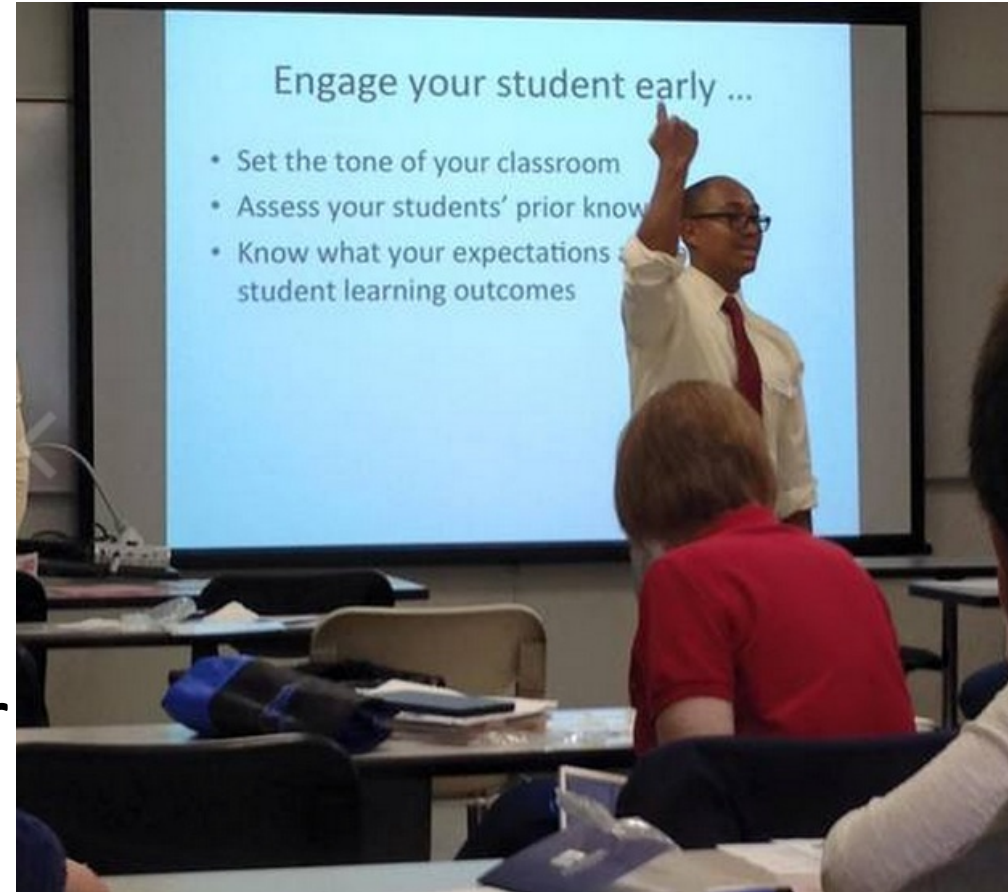
(ILC member)

# Participating Educators' Ratings of ILC Workshops

Item <i>Rating scales from low (1) to high (5)</i>	Average (n= 5785)
This workshop session was valuable.	4.35
This workshop session gave me information and tools that I can use to make instructional or leadership shifts.	4.34
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?	4.36

# Strengths, Interests, and Needs of the Students

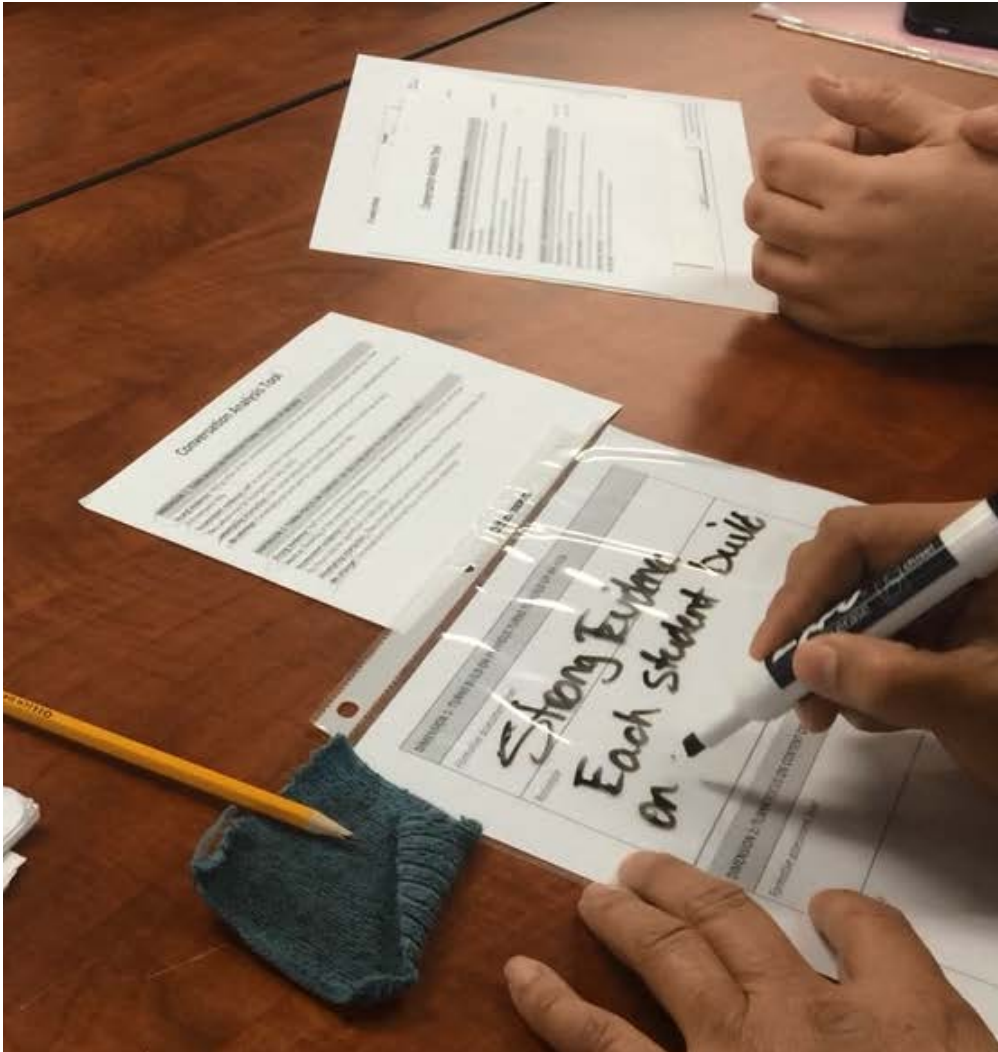
“That ALL students are able to participate in academic discussions if given the opportunity. I realized that all students are learning academic language. I learned the importance of persistence and respect for the starting point of the strategy.” (ILC PDW attendee)



# Educators Learning With and From Educators

“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)

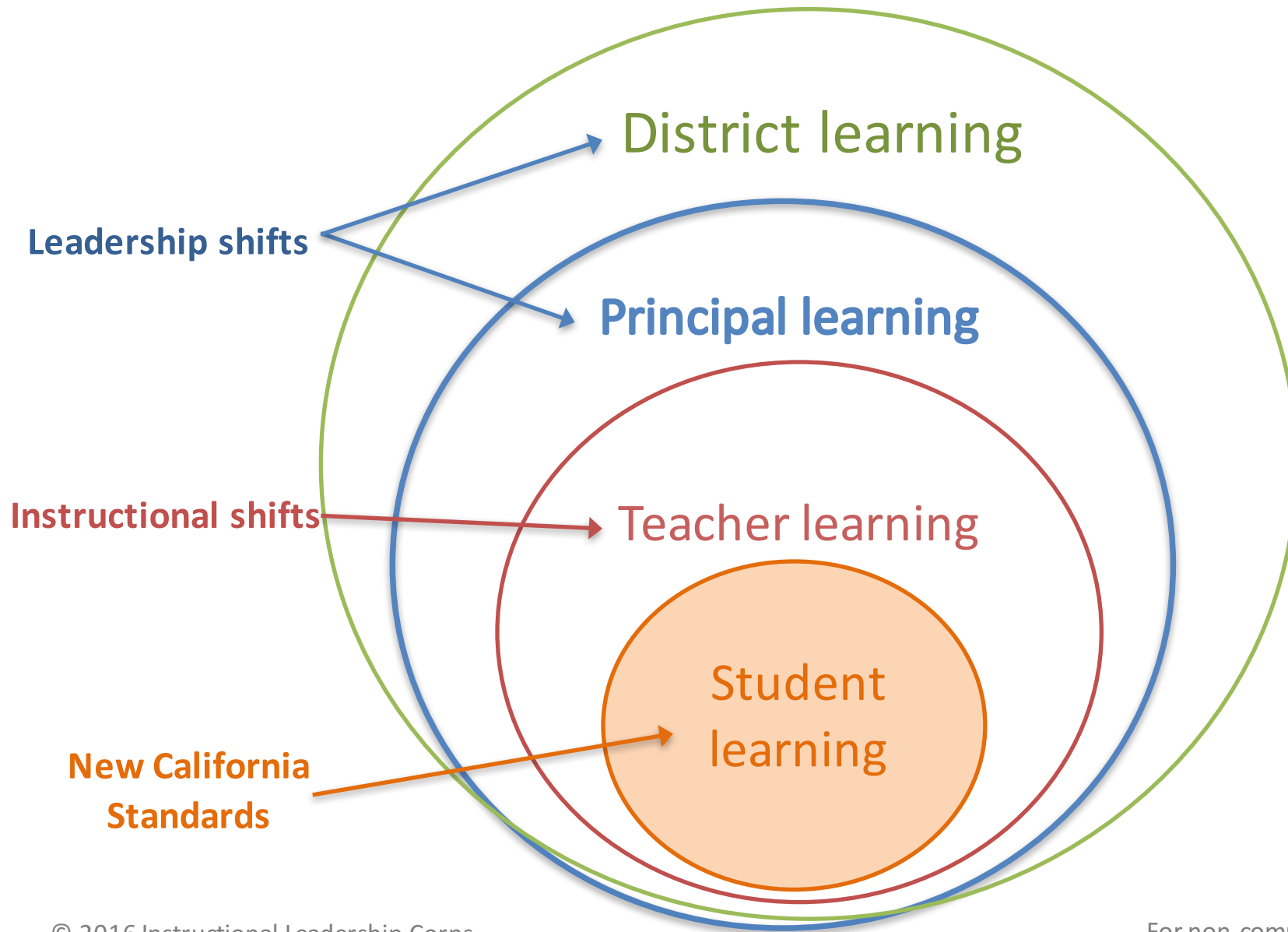
# Partnerships Among the Roles and Levels That Share Responsibility for Our Children



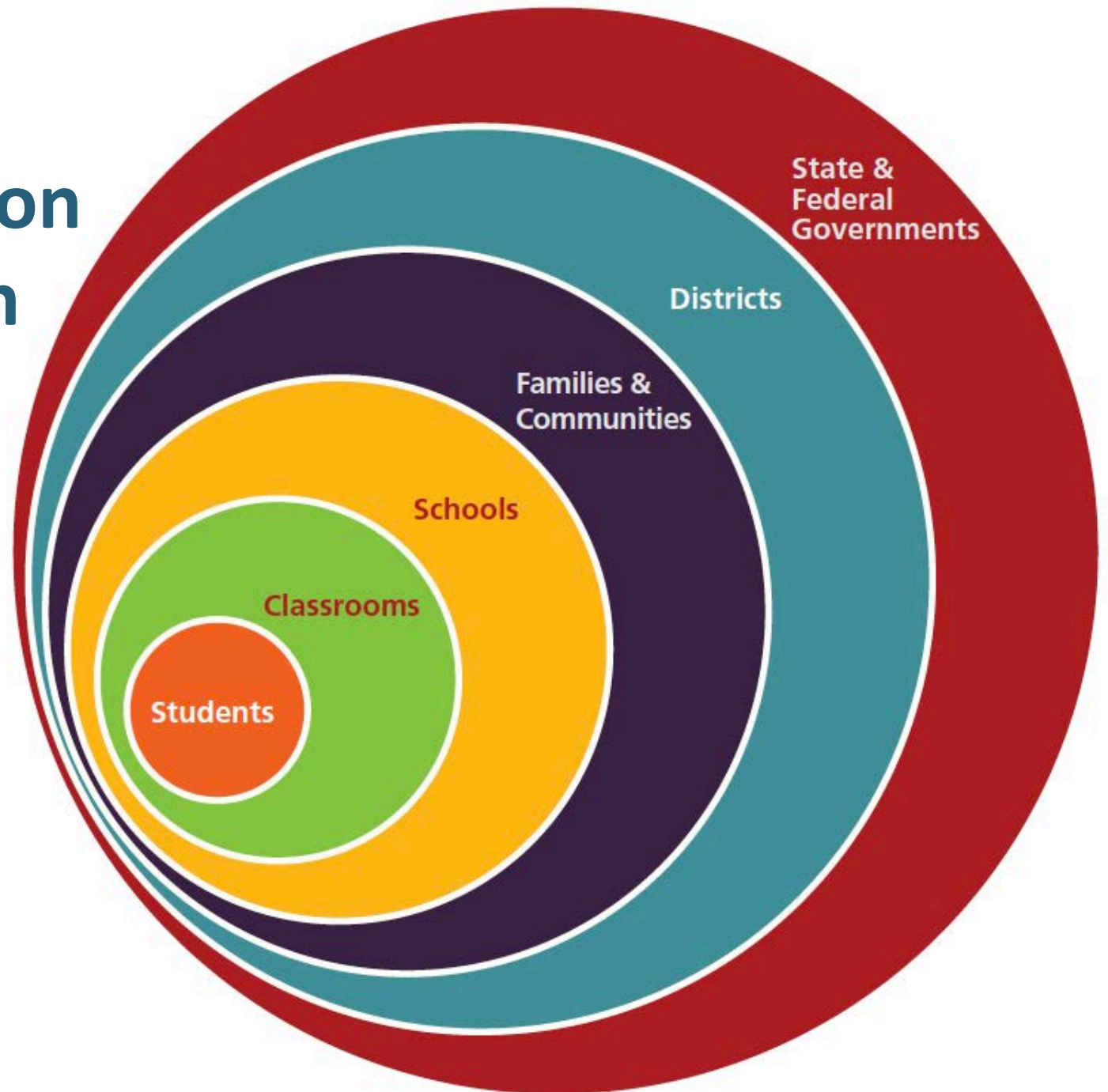
“It is groundbreaking to have administrators and teachers working together to implement the CCSS effectively.”

(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

# Pro/Con Activity

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

[cta.org/ilc](http://cta.org/ilc)

[edpolicy.stanford.edu/ilc](http://edpolicy.stanford.edu/ilc)

[nbrc.stanford.edu](http://nbrc.stanford.edu)



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