

Examples of Collaborations to Implement ILC Professional Development Workshops (PDWs)

1. Cordelia Regional Resource Center (RRC) and Martinez Unified School District: ILC members began their partnership with the help of CTA's Cordelia RRC. The RRC helped reserve the training room, set up technical materials, photocopy, and even purchase dinner for the participants of the PDWs. In Year 2, the ILC members are building upon their collaboration by working with the district to deliver future PDWs in the district.
2. Fullerton Elementary Teachers Association and Fullerton School District: This collaborative partnership began when the ILC members gained the support and trust of their district and union with PDWs and more. PDW topics included opportunities for district teachers to learn about technology in the classroom, CCSS, STEM, and the CDE's Digital Library. In Year 1, the district also provided substitute teachers and snacks during PDWs and opportunities for the ILC members to present to a group of staff development leaders within the district. The district and union will provide a whole new level of Year 2 support!
3. Inglewood Teachers Association and Inglewood Unified School District: A multi-disciplinary, K-12 ILC team started providing PDWs across grade levels focused on the new California Standards and NGSS implementation. Feeder schools were invited to attend the PDWs in cluster areas. The union and the district began this collaboration last Spring focusing on the Depth of Knowledge Levels and plan to provide more PDWs this school year.
4. Monterey County: This team collaborates with the Monterey County Office of Education, the local unions, and the CTA Central Coast Regional Resource Center to offer county-wide PDWs for educators from the 26 Monterey County school districts focused on new ELA and Math Standards implementation. In Year 2, the team is also working to expand opportunities by possibly offering PDWs in Santa Cruz and San Benito counties.
5. Santa Rosa City Schools: An innovative, creative partnership among teachers, principals and district personnel was pioneered last year by a cross-role ILC team in a series of leadership PDWs held at both the district and county levels that promoted cross-role reflection and conversations. These, in turn, promoted new ways of thinking about leadership and the potential shifts and partnerships that could lead to growth for all. Positive response resulted in four longer PDWs scheduled at the county level this year.
6. Washington Unified School District: ILC Members are partnering with the district, various departments, union, and school sites to integrate technology in professional learning to model effective instructional technology use for student learning. Our vision is to build a culture focused more on student creation of learning rather than consumption to support the new Standards. Using the ILC model, the Technology department is piloting cohort-based professional development on thoughtfully and strategically using technology in the classroom to support 21st century learning.