



Year 3 Project Description

The California Teachers Association (CTA), the Stanford Center for Opportunity Policy in Education (SCOPE), and the National Board Resource Center (NBRC) received a grant to support an **Instructional Leadership Corps (ILC)** of accomplished classroom teachers, site leaders, administrators and higher education professionals. The ILC provides professional development to assist California public school educators in the implementation of the California Standards for English Language Arts/English Language Development and Mathematics and the Next Generation Science Standards (NGSS).

ILC Project Principles

- **Use capacity to grow capacity** – thus the project develops the capacity of existing exemplary educators to support the development of the capacity of their colleagues;
- **Engage in cross-role collaboration** to enrich the learning opportunities of the ILC members as well as the learning opportunities they provide with their colleagues;
- **Establish institutional partnerships** (e.g., CTA, local schools and districts, NBRC, SCOPE), which are critical for growing the conditions necessary for successful implementation of the California Standards and the Next Generation Science Standards;
- Develop knowledge and skills through a recursive and continuous approach of **Learn, Do** (practice, try out), **Assess** (Learn more deeply);
- **Cohere and align with local initiatives and funding sources** in order to use and sustain the capacities developed for the long haul.

Taking Root

In Year 3, we will continue to deepen the connections of ILC work to local efforts for instructional improvement because doing so increases the likelihood of sustaining the ILC work into the future. We will focus on continuing to deepen, sustain and spread ILC work with the goal of helping this work to **take root** in communities across California.

Indicators that ILC work is taking root

1. Local community (e.g., school district, county office) increases **fiscal commitment** to the work
2. Local **stakeholders** (e.g., district & local union) **work together** to meet professional learning needs of educators
3. Local community **embraces** and **spreads** the ILC work (e.g., ILC member(s) support other facilitators of professional learning in the community)
4. Local community **values ongoing teaching and learning** (e.g., provides additional contracted time for professional learning cycles)
5. Local community **values the knowledge and expertise** of teachers/practitioners in facilitating professional learning
6. ILC members deepen their own **professional knowledge and skills** (e.g., evidence of shifts in their own professional practice or development of collaborative partnerships/relationships)



Opportunities for Learning for ILC Members

The project provides opportunities for ILC members to learn and grow as professionals. In 2016–17 such opportunities may include participating in:

- A series of regional meetings and on-line professional learning experiences to support ILC members' learning in and from the work during the school year;
- The development of ILC project videos that will include insights from practice and tools for practice;
- Other complementary professional development efforts in California such as the *Performance Assessment Resource Bank*, *Digital Library*, and *Digital Chalkboard*.

Instructional Leadership Corps Positions for 2016–17

We intend to **maintain the current size** of the ILC (284 California public school educators) for 2016-17. We added new ILC members in May 2016 to fill openings that became available. Our intention is that the ILC continue to reflect the diversity of California educators in terms of ethnicity, gender, grade levels, subject areas, geographic regions, and school district type.

Commitment: This project involves a minimum of **three district release days** in the 2016–17 school year. In Year 3, ILC members must be able to:

- 1) **Develop a plan** to facilitate professional learning that adheres to ILC Project principles
- 2) **Work in partnership** with at least one other ILC member to implement the plan for California public school educators
- 3) **Provide consistent documentation of practice-based evidence** that one or more indicators of the team's ILC work is taking root
- 4) **Attend one 2016 Summer Regional ILC Conference** with your ILC team (Two choices: Los Angeles, June 16–18; San Jose, July 16–18)
- 5) **Attend the 2017 Learning From the Field Conference** (Irvine, February 10–11)

Each ILC member receives a **\$2,000** stipend for Year 3 upon fulfillment of commitments. ILC *Teacher* participants must be **members of the CTA** or its affiliates and currently be teaching in a California public school.

Please contact Melissa Gilbert (mgilbert@stanford.edu) or Marlene Fong (mfong@cta.org) with questions.