



# THE ILC HANDBOOK

A resource guide for leading  
sustainable professional  
development and advancing  
instructional capacity



The Instructional Leadership Corps (ILC) is a partnership among the **California Teachers Association (CTA)**, the **Stanford Center for Opportunity Policy in Education (SCOPE)**, and the **National Board Resource Center (NBRC) at Stanford University**.

**For further information:**

**[www.cta.org/for-educators/professional-development/ilc](http://www.cta.org/for-educators/professional-development/ilc)**

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# ACKNOWLEDGMENTS

First and foremost, we must acknowledge the members of the Instructional Leadership Corps. Without them there would be nothing about which to write. They have served, and continue to serve, as inspiration to all with whom they interact. We also would be remiss not to acknowledge the funders of the project. The ILC project has been made possible in part by grants from the **S. D. Bechtel, Jr. Foundation**, the **Stuart Foundation**, the **National Education Association**, the **California Education Policy Fund (CEPF)**, and the Community Education Fund grant making strategy of **Silicon Valley Community Foundation**.

We also thank the partnering institutions, the California Teachers Association, Stanford Center for Opportunity Policy in Education, and the National Board Resource Center (the latter two housed within the Stanford Graduate School of Education). The partnering institutions provided in-kind support and served as “project central” for the project. The work of the three institutions was led by a Coordinating Team consisting of representatives from the three institutions that, over time (through retirements and the birth of children and grandchildren), included: Becky Zoglman, Justo Robles, Jane Robb, Marlene Fong, Karen Taylor, Vernon Gettone, Adam Ebrahim, and Norma Sanchez from the CTA, Linda Bauld from the NBRC, and Melissa Gilbert, Ann Jaquith, and Jon Snyder from SCOPE. The project was more than ably coordinated by Marlene Fong and Melissa Gilbert. Presidents of the CTA, past (Dean Vogel and Eric Heins) and present (E. Toby Boyd), and SCOPE Faculty Director Ira Lit provided unflagging support and encouragement. The project could not have succeeded without them. The original idea for the ILC came from Linda Darling-Hammond, who remained a staunch supporter of the project throughout.

Specific to this handbook, Jon Snyder, Karen Taylor, and Melissa Gilbert wrote the narrative text with sage counsel from members of the Coordinating Team. Lauren Torle created the graphics, layout, and formatting. SCOPE support staff Alethea Andree, Laura Garritano, and Sonya Keller ensured we had an accurate and careful cataloging of ILC resources. ILC alumna Elizabeth Stavis assisted with selecting and organizing ILC project and conference materials for this handbook. ILC Peer Support Providers, including Ma Bernadette Andres-Salgarino, Ashley Cooper, Sherry Lanza, Al Rabanera, Noni Reis, Angela Stegall, and Camie Walker, shared their ideas at various stages of this publication. Any errors or failures in the document, however, are the responsibility of the authors and not the people who freely gave of their time and wisdom to support the handbook.

Much of the content of the handbook is the work of other educators. They are cited in the text, but we thank them here for the work that they do and for their willingness to share their work with the project.

Thanks to all of you from the project, from the 137,000+ educators assisted by the project, and most especially the millions of our children who benefitted from the ILC.

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# INTRODUCTION

From its inception in 2014, the Instructional Leadership Corps (ILC) partnership's overarching goal was for each and every student to leave the K–12 system with the power to pursue a future of their own choosing. This future would not be dependent upon income, zip code, the color of one's skin, the language spoken at home, one's gender, or any other accident of birth. Further, schools and communities where this is the case would become the norm, not the anomaly.

The strategy of the ILC to achieve that goal was to bring together accomplished classroom teachers and other educational leaders from across California to develop expertise in growing



Photos (Left to Right): Summer Conference, 2019; New Teams Launch, 2017; Educator-led professional development, 2015; December Convening, 2014



Universal Design for Learning (UDL) in action

the local capacity necessary for implementing the California Standards for English/ Language Arts, Mathematics and Science. As it evolved, the project recognized that for students to attain those standards meant its work would have to address the “whole child” (not “just” the standards) and equity/educational justice. Excellence without equity is an impossibility.

The ILC supports teachers and other educational leaders to design and facilitate learning experiences for other educators in two areas: (a) improve classroom instruction via the enactment of instructional shifts; and, (b) improve the school-based learning conditions for teachers via the enactment of leadership shifts. These two areas work together to enrich and deepen the opportunities for learning that educators provide with the students and families in their care.

The ILC enacts this work, most basically, by selecting and supporting exemplary educators to provide learning opportunities with their colleagues. Those colleagues then share their learning with other colleagues through formal and informal networks among and between all the levels of the educational ecosystem. In this way, the living and breathing success of the project continues to grow in size and quality.

**“The ILC’s purposeful approach, ‘teachers teaching teachers,’ empowers teachers to lead sustainable professional development and advance instructional capacity within their districts.”**

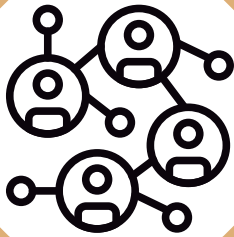
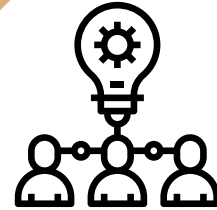
**—Lotan, Burns, & Darling-Hammond (2019)**

## PROJECT PRINCIPLES

**The project uses five principles that provide the conceptual frame and values that nourish the soil for its work:**

### **Use Capacity to Grow Capacity**

Develop the capacity of existing exemplary educators to support the development of the capacity of their colleagues

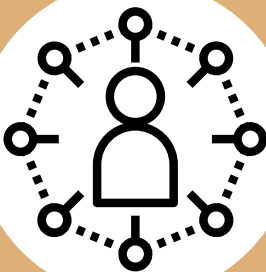
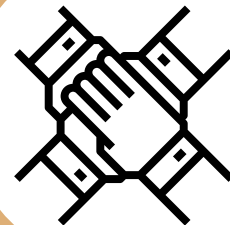


### **Cross-Role Collaboration**

Use all the roles and all the levels of the educational ecosystem to enrich the learning opportunities provided and increase the cohesion of the effort

### **Establish Institutional Partnerships**

ALL of the multiple institutional players in the educational ecosystem are critical for growing the conditions necessary for successful implementation of the new California Standards and the Next Generation Science Standards



### **Develop Knowledge and Skills**

through a recursive and continuous model of Learn, Do (practice, try out), and Assess (learn more deeply)

### **Cohere and Align with Local Initiatives and Funding Sources**

to sustain the capacities developed for the long haul





The project also established four domains for the content of the work — students, content knowledge, pedagogy, and assessment in service of student learning.

At the most basic level, the goal of the ILC is for educators to enact instructional shifts that support students' opportunities for learning the new standards — and the leadership shifts that support teachers' capacity to learn and enact those instructional shifts. Instructional and leadership shifts, however, are only tools. Unless one knows how to use a tool, the tool is of little value.

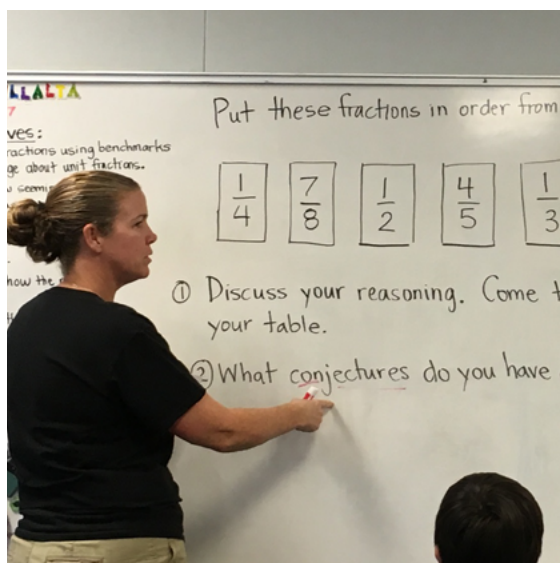
The ILC's basic assumption is that, in order to use the tools of the instructional shifts well to support student growth and development, teachers need to develop knowledge and skills in four inter-dependent areas (the Domains). As if these four areas were not challenging enough individually, it is even more challenging that teachers

must integrate and enact these four domains of knowledge and skills minute by minute in the crucible of their classrooms and help create workplace conditions that support their capacity to do so.

► **Students and Families** — It is an obvious (if oft overlooked) fact that teachers teach students. Thus, when ILC members provide professional learning opportunities with their colleagues, one of their primary foci is understanding, valuing, and using the strengths, interests, and needs of their students — the students as individuals as well as within the environments in which they grow and develop such as their families, their communities, and their cultures.

► **Content Knowledge** — While teachers teach children, they also want the children to learn something. That “something” is better learned by students when teachers deeply understand the content and the ways in which children understand, as well as partially understand and misunderstand, the content.

► **Pedagogy** — When ILC members provide learning opportunities, a second focus is to have their colleagues learn by experiencing the pedagogical approach themselves, “trying it out” in their own classrooms, and finally returning to ponder with their peers what they did, what their students did, and what they can do better next time.



ILC Member Nancy Villalta in the classroom

► **Assessment** — Often, assessment is considered part of pedagogy. The changes in the assessments accompanying the new standards meant that knowing how students will be asked to display their knowledge was important enough to add as a separate (but obviously mutually interdependent) focus for teachers’ work with their colleagues. This encompasses both formative and summative assessments including the exams that would carry considerable consequential stakes for California public school children and the districts.

With these principles and domains in place, the project selected 190 classroom teachers and other educational leaders (corps members) and provided them with learning opportunities that would help support their will and skill to enact learning opportunities grown specifically for the strengths, interests, and needs of their local schools and communities. The project explicitly sought to select corps members, and communities, that reflected all the wondrous differences that our children bring to school with them each day.

From its inception, in its selection of corps members and communities, its fundamental domain of children and families, and its emphasis on conditions to provide adequate access to opportunities for learning with all our children, the project focused on issues of inequity in our communities and schools. As the project evolved, this focus took on a broader and more activist frame that



included explicitly addressing such issues as implicit bias and structural racism.

The learning opportunities provided by the project with ILC members are minimal in terms of time — 2.5 days of a summer institute and 1.5 days of a mid-year “Learning From the Field Conference.” ILC members are accomplished educators with full time day jobs! These two state-wide events are in turn supported with regional meetings held 2–4 times through the year in each of the CTA’s four regions, as well as several “at a distance” communication platforms that changed over time. In the second phase of the project (years 4–6) the project added the role of peer support provider to its quiver of support arrows — ILC members who would assist other ILC members.

In all of the learning opportunities the project provided, it attempted to follow the very same principles and domains —

adhering to the principles and the domains we were requesting from corps members. Within these supports, it was the ILC members who assessed the strengths, interests, and needs of their local contexts, determined what and how to provide learning opportunities, and then provided the learning opportunities. There were those who doubted such capacity existed among existing educators. They were wrong.

The work itself, and the successes of the project, did not happen from “project central.” The goal of the project’s Coordinating Team (representatives from CTA, SCOPE, and NBRC) was to help create conditions so the work could be done where the work is always done. The real work, and where the needed expertise resides, happens in classrooms and schools across the country. And there were successes!

## 4 DOMAINS FOR CURRICULUM DESIGN AND INSTRUCTION



### 1. STUDENTS AND FAMILIES

Know your students and attend to all strengths



### 2. CONTENT KNOWLEDGE

Strong content knowledge



### 3. PEDAGOGY

Use of effective instructional strategies and Depth of Knowledge (DOKs)



### 4. ASSESSMENT

Incorporate the 4 SBAC claims and multiple types of formative and summative assessments

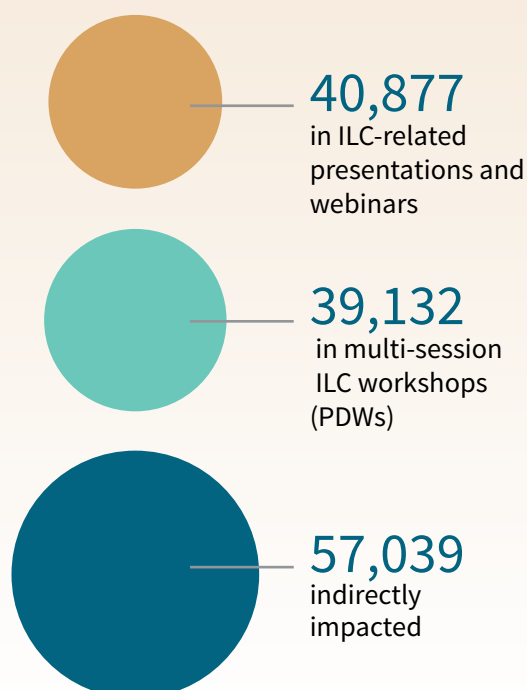
Sources: **Common Core State Standards, Smarter Balanced Assessment Consortium, National Board for Professional Teaching Standards**

# IMPACT OF THE ILC PROJECT

In its first 6 years, over 137,000 educators benefitted from ILC supported learning opportunities in three ways:

- Those who attended the “regular” ILC sessions;
- Those who attended sessions provided by ILC members “outside” of the specific confines of the ILC (ILC members rapidly became known and in demand), including webinars during the COVID-19 pandemic; and
- Those who benefitted indirectly (e.g., ILC members provide learning opportunities for mentors of beginning teachers, and then those mentors worked with the beginning teachers in their district).

## PARTICIPANTS



OVER 137,000  
EDUCATORS  
SERVED

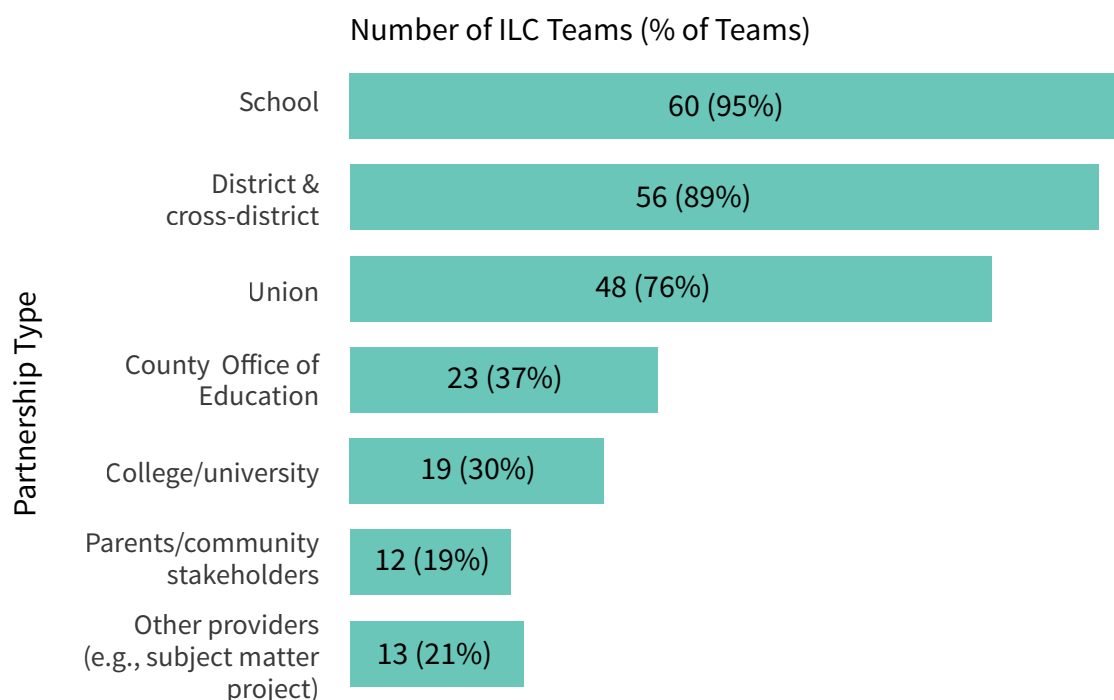
NOV. 2014–JUN. 2020

These educators included pre-service, beginning, experienced (and in between) classroom teachers as well as teachers on special assignment (serving outside the classroom), building and district administrators, and increasingly over time, families/community members (as a child’s first and likely most important educator and key allies with the teaching profession).

To offer these learning opportunities with their local colleagues, and to meet the project principle for institutional partnerships, required ILC members to locate local individuals and institutions with whom to collaborate to do so.

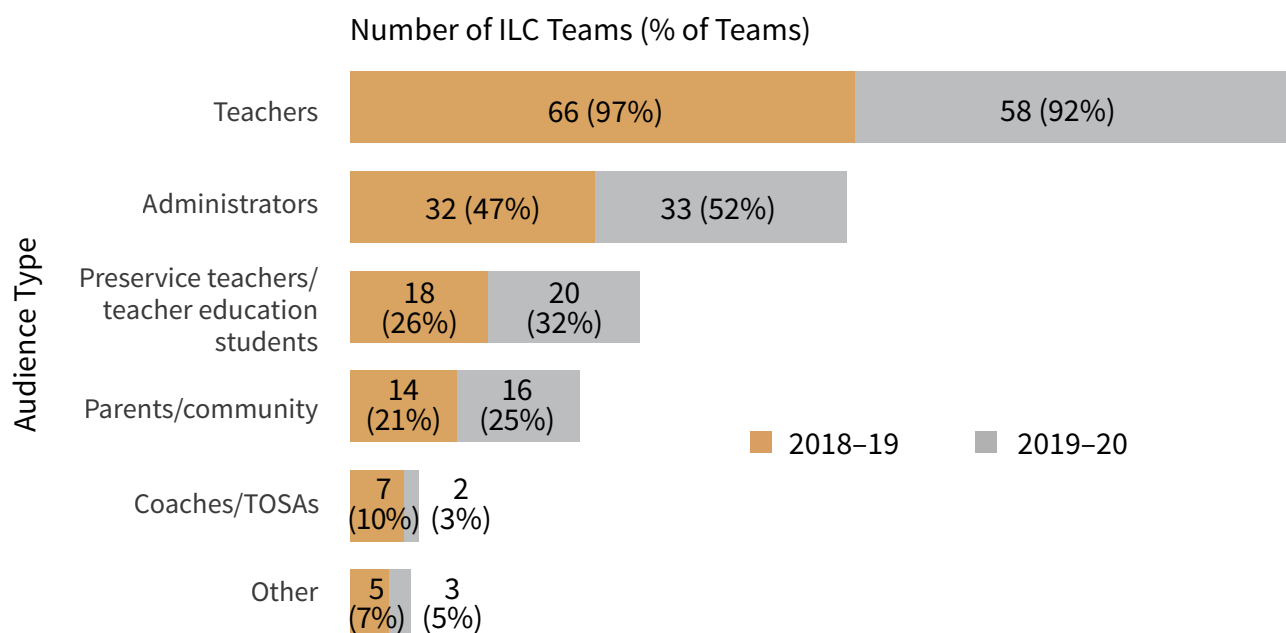
## PARTNERSHIPS WITH ILC TEAMS, 2019–20

Source: ILC 2019–20 End-of-Year Team Reports



## TARGET AUDIENCES SELECTED BY ILC TEAMS

Source: 2018–19 & 2019–20 Professional Learning Status Reports





From the beginning, the project (and the funders!) worried about what would happen next, when the external funding ended. So, the project identified “**indicators of taking root**” — things we thought needed to be in place for the work to continue after the external funding was gone. Our thinking was that, if the project supported ILC teams’ movement towards enacting these “indicators,” then the work of the project was more likely to be “taking root.”

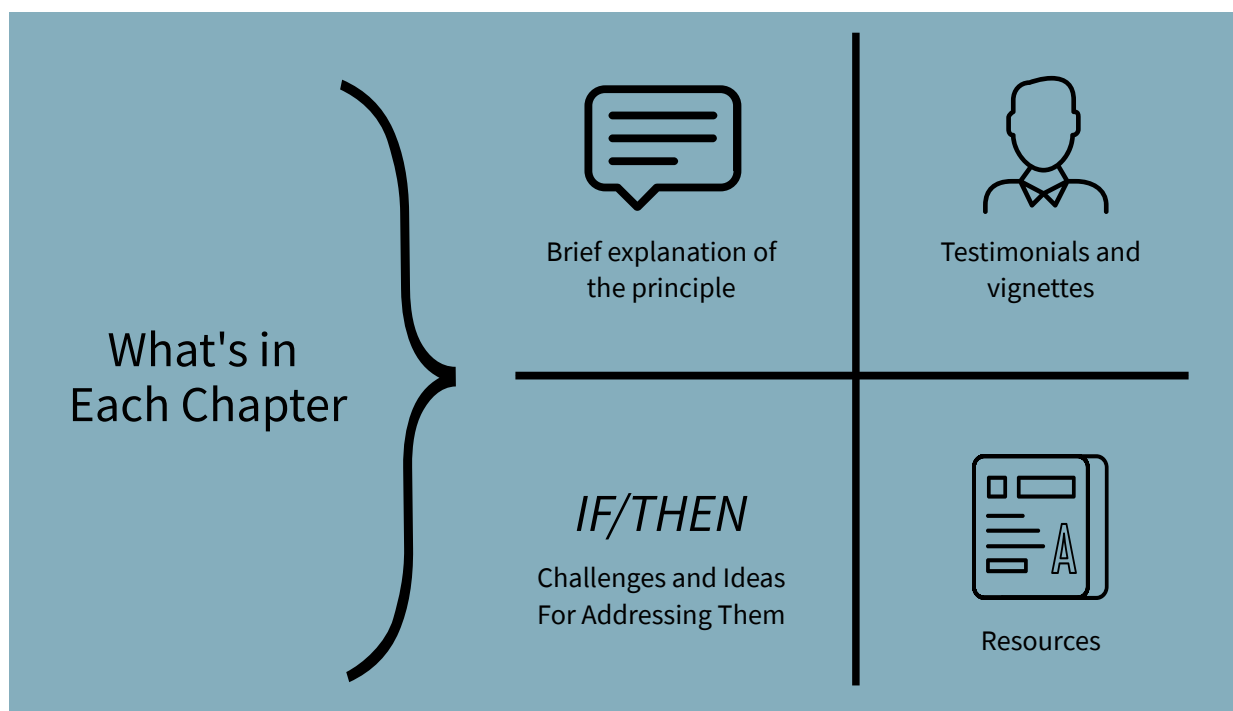
The project provided two contributions that could be embedded in “the way things are done” without additional external funding: the leadership capacities (professional capital) developed with ILC members and, equally, the principles and domains of the project. If these were embedded within existing funding and policy streams, the project’s contributions would continue to grow.

In 2019–20, ILC members reported their work taking root (and provided specific/concrete examples) in all areas of “taking root.”

## WAYS ILC WORK TOOK ROOT, 2019–20

Source: ILC 2019–20 End-of-Year Team Reports

	Continuing Teams	New Teams
Local stakeholders (e.g., district, local union, & local ILC teams) work together to meet professional learning needs of educators	83%	80%
Local community values the knowledge and expertise of teachers/practitioners in facilitating professional learning	83%	60%
Local community (e.g., union, school district, county office) increases fiscal commitment to the work	83%	70%
Local community values ongoing teaching and learning (e.g., provides additional contracted time for professional learning cycles)	70%	70%
Local community embraces and spreads ILC work (e.g., ILC member(s) support other facilitators of professional learning in the community)	70%	70%



The chapters of this “handbook” are organized around the principles of the ILC. There is one chapter for each principle. The goal is not to provide a recipe for how to implement an ILC project with fidelity. Rather, its goal is to “tell the story” of how the ILC developed, the lessons learned, and the tools we found useful in creating and sustaining the work of the ILC members.

Each chapter consists of four parts: a brief explanation of the principle; testimonials and vignettes that tell the story of the work as it played out throughout the state; challenges and suggestions for addressing them (in an If/Then format); and resources that support the enactment of the principles, domains, and values of the ILC.

The path to professional capital and enriched student learning is a long one with many unanticipated twists and turns and roots/rocks/sinkholes into which a project can fall. That is just the way it is in human growth and development. And, let’s not forget that our children, and the adults charged with helping them grow and develop, are humans. In fact, one of the challenges to educational improvement (or developing any complex set of knowledge and skills) is that we often expect we can see the end product and then get there without time, energy, effort, and missteps. That is why, in each chapter, we include a section called Challenges and Ideas for Addressing Them. This consists of ways projects may have temporarily gotten off course and ways that our ILC members helped pull each other out and back on the path.

# USE CAPACITY TO GROW CAPACITY

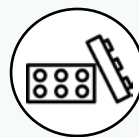
Develop the capacity of existing exemplary educators to support the development of the capacity of their colleagues



There are several approaches to school improvement. One could be called the Lego Approach. In this mechanical approach, somebody (often but not always external to the school/district) writes a set of directions for how the Lego pieces should be put together to create the desired outcome. The metaphor here could also be a watch or a bridge or any other fixed inanimate structure. The change agent's job is to provide directions for how to put the pieces together in the right way, smile with the satisfaction of a job well done, and walk away. This approach, despite the enjoyment of playing with Lego's, does not work because it ignores a basic reality of education: children and the adults who work with them are human beings, not Lego pieces, or circuits in a digital device, or girders in a bridge. All too often, the designer walks away and then wonders why the people didn't do what the design called for them to do.

Increasingly, designers of school improvement efforts are understanding that education is a living ecosystem populated by living human beings who do the work of teaching and learning. This understanding leads to a second approach to educational improvement, one that realizes that human beings need sustenance in order to grow,

### Approaches to School Improvement



#### **Lego Approach**

Ignores the basic reality of education



#### **Goldfish Bowl**

Doesn't support a sustainable ecosystem



#### **ILC Project**

Provides the right conditions for sustainability

that one can't just tell them what to do, leave, and expect growth and development. In this approach, however, the sustenance necessary for school improvement to grow and develop may continue to reside with people and resources external to the classrooms and the schools. It is as if each classroom (or each school) is a goldfish bowl with a teacher swimming around in it. The approach to change is to have someone smart from outside the goldfish bowl walk from goldfish bowl to goldfish bowl sprinkling food into the water on a regular basis. This approach fails because it ignores a second basic reality of educational improvement: in order for an ecosystem to survive (let alone thrive), the ecosystem must be able to sustain itself.

An ecosystem must, eventually, feed, sustain, grow, and nurture itself. If entirely dependent upon sustenance from outside the ecosystem, it will not survive.

The ILC project takes a third approach that recognizes that the educational ecosystem is populated, across all levels of the ecosystem, by human beings and that the humans within the ecosystem must be, and ARE, capable of sustaining the ecosystem. An apt metaphor for this approach would be a garden where, with the right combination of fertile soil, good seeds, appropriate growing conditions, and continual care, flowers bloom regularly and beautifully.



Source: **A New Lens** (ILC, 2017)

What happens “outside” the actual physical location where the work takes place certainly influences what happens inside that location. Ultimately, however, it is not possible to scale quality solely from the outside in. In the realm of education, a purely “trickle down” theory of change is a form of magical thinking. This is because the outside can’t do the work. Presidents and Generals do not fight the wars. Executives do not make the sales. Legislators, district superintendents, researchers, and foundations do not educate our children. Even further, only children do the actual learning of desired content, so what goes on inside the heads, bodies, and hearts of the students on the inside of classrooms that are inside of schools is where the ultimate work (and value) of education resides. In addition, the needed expertise to scale quality exists on the inside, not the outside. It is exemplary teachers who know how to teach, exemplary school and district leaders who know how to lead. If I had a research question (How do I ask a question that can be addressed empirically? What kinds of data would help me address that question?), I would go to a researcher. But if I had a “how to teach” question, I would go to a teacher! Our position does NOT denigrate anyone or any role. Educators, families, researchers, policy makers, community organizers, the business community—we all have value and important roles to play for us to meet our goals for our children.

**“...the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching.”**

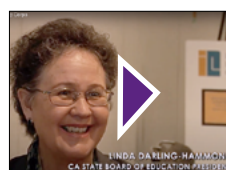
—**John Hattie** (2015, p.2)

**“I’ve become convinced in the practical success of teachers teaching other teachers.”**

—Todd Lile, Superintendent

**“Kudos to ILC for empowering teachers to teach teachers. We walked out both inspired and motivated to attempt to replicate what we saw and experienced.”**

—Wendy Engel,  
Teacher Participant



**An overview of this principle and how the ILC tries to further the principle »**

## HOW TO CREATE THE CONDITIONS FOR LEARNING

**The day-to-day quality of learning and teaching that occurs — within a classroom, within a grade level or department, and within a school — depends upon the *instructional capacity* that exists and is used in that place.**

### **What is instructional capacity? How do schools get it?**

Instructional capacity is comprised of four types of instructional resources and, importantly, the ability to use these resources to strengthen teaching and learning. The four types of instructional resources are:

- knowledge (e.g., of content and students);
- tools and methods (e.g., curriculum, texts, assessments);
- relationships among educators characterized by trust, mutual respect, and recognition of expertise;
- organizational structures that support and enable developing and using instructional resources (Jaquith, 2017, p. 15).

### **In most schools, instructional capacity is often latent.**

Ann Jaquith (2017) argues that many instructional resources reside in our classrooms, teaching teams, and schools. Many instructional resources that exist in our schools, however, are unrecognized as instructional resources (e.g., the relationship between two teachers who talk about their instruction with each other). Therefore, they are overlooked and underutilized and do not contribute to the instructional capacity our schools need and could use to strengthen the quality of learning opportunities we provide to our students, teachers and principals.

By noticing the array of instructional resources that exist in our schools and creating the conditions in which these resources get used purposefully, we can grow the instructional capacity in our classrooms, schools, and districts and thereby improve the quality of the learning opportunities that teachers provide for their students and that principals, school coaches, and teachers provide for one another.

The Instructional Leadership Corps is an engine for identifying and activating latent instructional capacity in a school, district, and/or community. In so doing, the ILC contributes to increasing the opportunities for ongoing learning and continuous improvement.

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Source: Jaquith, A. (2017). **How to Create the Conditions for Learning: Continuous Improvement in Classrooms, Schools, and Districts**. Cambridge, MA: Harvard Education Press.

The project knew that an essential, if historically under-developed, component of conditions that support the education of all of our children is that the schools acknowledge, understand, respect, and work with the wondrous differences that our children bring with them into school each day. One way to think about this is that if, as is the case, each child is different, then to treat each child equally demands treating each child differently. An important conceptual frame that addresses these issues is culturally relevant pedagogy.

## THE 5 ELEMENTS OF CULTURALLY RELEVANT PEDAGOGY

### Sociopolitical context of education

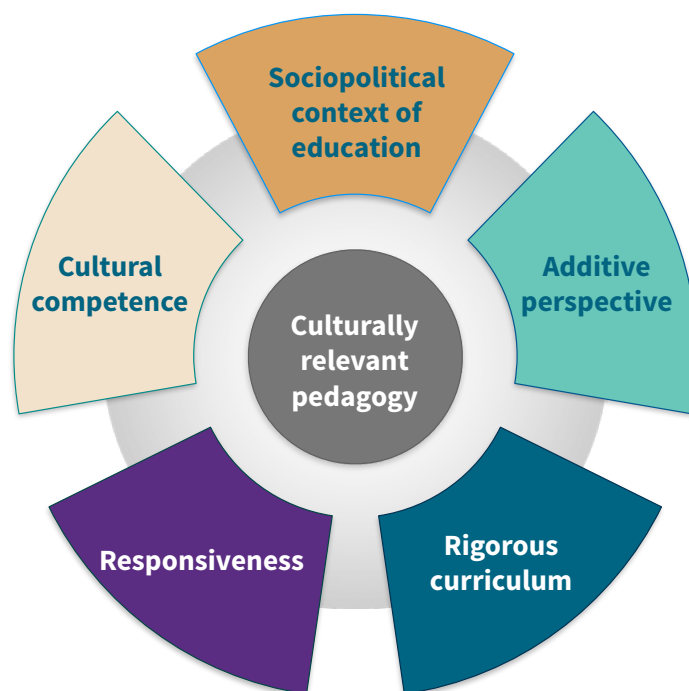
This refers to the contemporary ideologies, regulations, policies, traditions, practices, laws, and events that define American education. **For more information see »**

### Cultural competence

The competency one develops around understanding and appreciating the diversity of our colleagues, our school communities, students, and families.

### Additive perspective

An approach used by educators to support students who come from other countries and non-dominant cultures, to help them find ways to connect, appreciate, highlight, and share positive memories from their home country/cultures. This process helps students embrace their new culture while maintaining pride in their heritage and country/culture of origin. This is the opposite of assimilation. **For more information see »**



### Responsiveness

The ability and quality in which an educator responds to and relates to the cultures of their students and other educators.

### Rigorous curriculum

Access to adequate opportunities for learning the requisite knowledge and skills for college, career, and life readiness upon completion of high school.

Source: **ILC Tools for Practice** presentation, “**Culturally Sustaining Pedagogy**”, developed by Noni Reis, San Jose State University

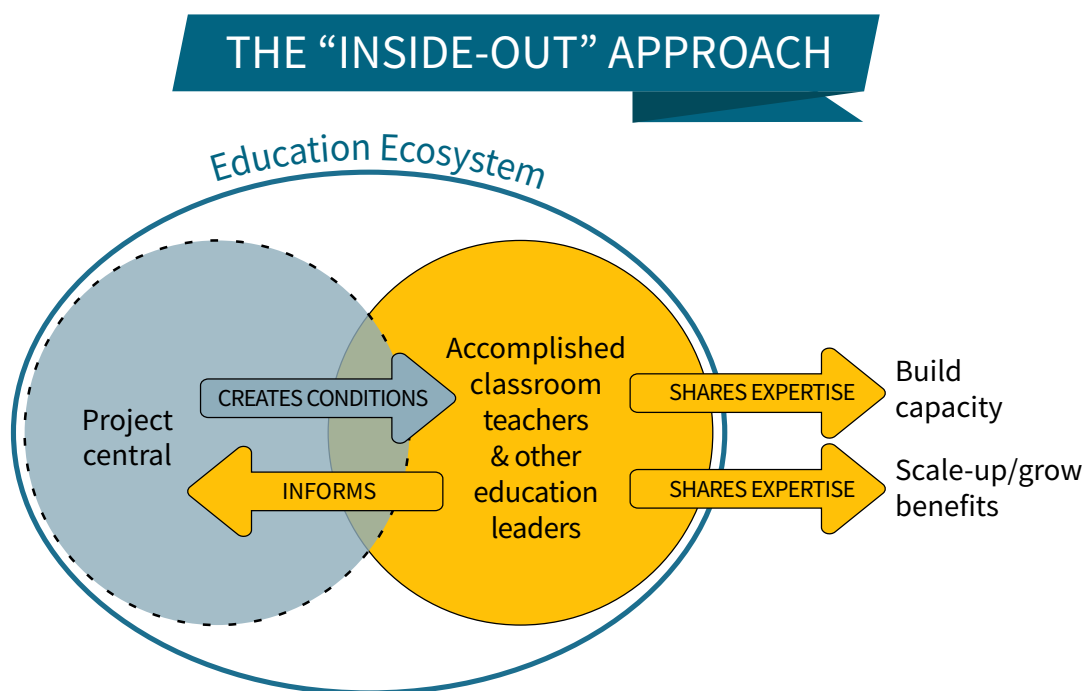


**“There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations. There is also a role for the system: to provide the support, time and resources for this to happen. Putting all three of these (teachers, leaders, system) together gets at the heart of collaborative expertise.” —John Hattie (2015, p.2)**

The function from the outside-in (including “project central”) was to help create the conditions that make it so that people on the inside can succeed because of, not in spite of, the outside. Our focus for inside-out — and the bulk of our budget — was to locate and use the expertise that resides “inside” the system to inform the outside AND to expand (scale-up/grow) the reach of the benefits.

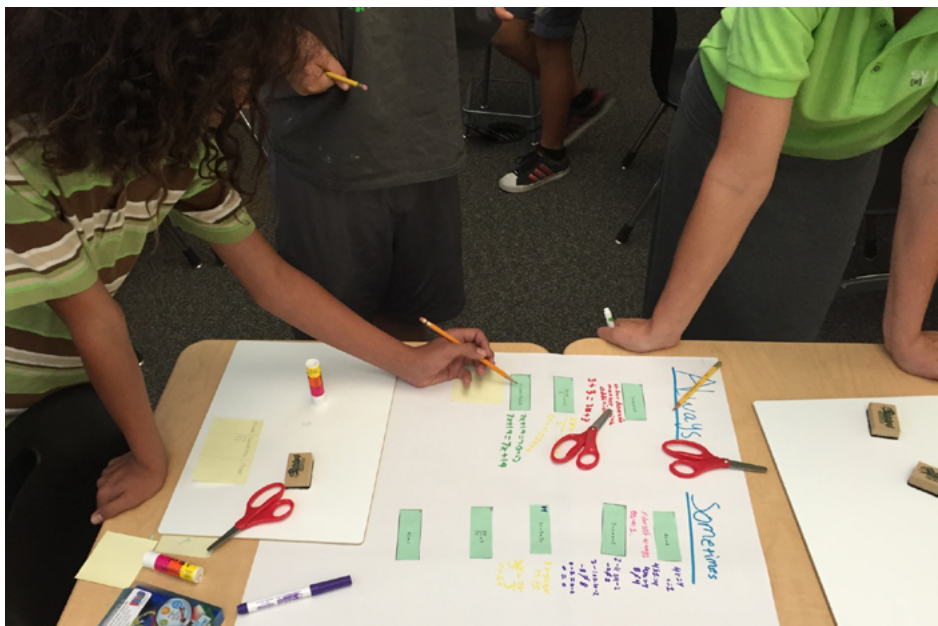
The ILC began this initially by recognizing the existing complementary capacities of

the three institutional partners. Then it moved that recognition to ILC members — including current accomplished classroom teachers AND other educational leaders (such as teachers on special assignment, principals, central office personnel, and other administrative positions). The assumption of capacity existing within the system proved accurate. The project had nearly 600 highly qualified applicants without any real “marketing” in year one and nearly 400 applicants for 80 additional slots in year two.



© Instructional Leadership Corps





Middle school students reasoning about equations with one solution, infinitely many solutions, and no solutions, while doing this **task** »

The experienced educator may well ask here, “What is exactly new about this?” This principle springs from a long and valued “alternative tradition” in education. The difference is that, as content knowledge grows, and children and the worlds in which they develop evolve, so too must our integration of knowledge and skills about children, subject matter, pedagogy, and assessment as we work with children and families in our communities. What is old isn’t old, but rather new again as it is re-created each and every day in the profession that makes all other professions possible.



ILC member Diana Estrada shares her experience in **Voices from the Field** »



Listen to ILC members on **BAM! Radio**

- Elizabeth Iwaszewicz »
- Brian Guerrero »



Al Rabanera talks about the impact of ILC on his teaching »

## IN THE NEWS

### ILC's Impact

Photos and text by **Len Feldman**

ILC recently held its annual convening in Sacramento for stakeholders. We asked a few participants about the impact of its work on the profession.



**SUZANNE NAKASHIMA**

third-grade teacher, Lincrest Elementary, Yuba City Teachers Association

"ILC opens the doors for district teachers to present to other district teachers. It's an important step for districts to understand that teachers can do high-quality professional development. ILC gives us high-level, excellent training. It expands our horizons. We're trying to get more teachers involved."



**BRENDA FRANCIS**

curriculum specialist, Stockton Unified School District, Stockton Teachers Association

"ILC is important because it features teachers building up teachers. Teachers are knowledgeable. We're uniquely qualified in our craft. What better support system to have in place than teachers teaching teachers? By doing that, we're empowering students and getting them ready for the future."



**MARY BRACKEN**

Guerneville School Teachers Association (retired), LGBTQ+ adviser for CTA's Region I Service Center Council

"There is an amazing amount of expertise that is already on every school staff. ILC helps us capitalize on it. It helps teachers to help other teachers and help them realize they can do anything."



**ANGELICA MIKLOS**

teacher, Russell Ranch Elementary, Folsom Cordova Education Association president

"There is great value in teachers teaching teachers. Teachers are dialed into teachers' needs. It's not top-down. We're teaching each other, and as trainers we're learning from participants as well. All of this helps build our skills and knowledge and make each professional development effort stronger."



**BERNADETTE SALGARINO**

mathematics coordinator, Santa Clara County Office of Education

"ILC lets us collaborate, advocate and empower. In Santa Clara, we've collaborated with business people [and] industry to make impactful changes, and secured their support to help our students be successful inside and outside of the classroom. ILC empowers teachers to be the leaders of our own school sites."

© Len Feldman, *CA Educator* (Oct. 2016)



**ILC debuts at LUSD**

Professional development courses were developed and implemented based on LUSD teachers' needs. [Read »](#)



**Vouching for peer-to-peer training**

The Union president, teachers and board members talk about the need for teacher-led training in Burbank. [Read »](#)



**ILC reaches out**

ILC members from rural districts are providing professional development in areas where it is difficult to get. [Read »](#)




Larry Ferlazzo's *Classroom Q & A* blog featuring ILC affiliates: [Elizabeth Iwaszewicz](#) | [Brian Guerrero](#) | [Melissa Gilbert](#)




# CHALLENGES AND IDEAS

## For Addressing Them

### GETTING STARTED

IF...	THEN...
<b>Teachers don't know your professional development session exists.</b>	<p>Market yourself through school and district email.</p> <p> <b>"Sign up for a PDW" Form</b></p>
<b>Veteran teachers feel like they don't need to participate in the PD.</b>	<p>Identify influencers and work to establish trust in those relationships. Start with volunteers.</p> <p>Then use word of mouth to widen the circle of participants.</p>
<b>The district is not providing official PD time.</b>	<p>Check if principals will allocate some of their faculty meeting times to professional development. You might also try scheduling after school or Saturdays.</p> <p>Work with the local association to see if they would sponsor PD time for teachers.</p>
<b>Teachers would like some form of compensation.</b>	<p>Approach principals or district leadership for a variety of sources of compensation:</p> <ul style="list-style-type: none"><li>• Hourly pay</li><li>• Continuing education units</li><li>• Some refreshments</li></ul>

## KEEPING MOMENTUM

IF...	THEN...
<b>Teachers don't commit to two PDW sessions.</b>	<p>Have both session dates and times on the original sign up. Teachers who make a commitment beforehand are more likely to come for the series.</p> <p>Alternately, try having the second session be a digital hangout. For example:</p> <p>  </p> <p>Ask teachers what they would like to learn about for a second session and design the PD around their needs.</p>
<b>Teachers don't bring an artifact to the follow-up session.</b>	<p>Send out a reminder email.</p> <p>Give teachers options on what an artifact might look like and what format they might bring to share in the follow-up PD.</p> <p>Invite teachers to take pictures of their artifact rather than bring it.</p>
<b>Teachers are tired of filling in the same feedback survey.</b>	<p>Change the feedback method. Consider eliciting feedback orally and scripting, or creating an online form or having small group discussions where one person from each group shares out. Other options could include making a <b>Flipgrid</b> video about the experience as a reflection tool.</p>
<b>Teachers begin to think of you as part of "administration" or the "other."</b>	<p>Focus on communication with teachers. Market yourself as a collaborative colleague and resource. Share how this fits with CTA's vision of teacher leadership and organizing around educator-led professional development.</p> <p>See an example of how one team built a relationship with their association: <b>Video»</b> (watch from 0:00–4:40 min.)   <b>PPT»</b></p> <p>Work with your local association to sponsor teacher-led professional development. Check out this tool to help: <b>Navigating District Context Graphic Organizer</b></p>

# CHAPTER 1 RESOURCES

## Use Capacity to Grow Capacity

### SUGGESTED READING



British Columbia Teachers' Federation (2019). **Social Justice Lens: A Teaching Resource Guide.**



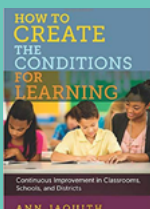
Ladson-Billings, G. (2013). **The Dreamkeepers: Successful Teachers of African American Children** (2nd ed.). San Francisco: Jossey-Bass.



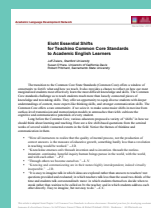
Hattie, J. (2015). **What Works Best in Education: The Politics of Collaborative Expertise.** London: Pearson.



McGatha, M. & Bay-Williams, J.M. (2013). **Making Shifts Towards Proficiency.** *Teaching Children Mathematics*, 20(3), p.162–170



Jaquith, A. (2017). **How to Create the Conditions for Learning: Continuous Improvement in Classrooms, Schools, and Districts.** Cambridge, MA: Harvard Education Press.



Zwiers, J., O'Hara, S., & Pritchard, R. (2014). **Common Core Standards in Diverse Classrooms: Essential Practices for Developing Academic Language and Disciplinary Literacy.** Portland, ME: Stenhouse.



Jaquith, A. (Oct. 2013). **Instructional Capacity: How to Build it Right.** *Educational Leadership*, 71(2), p.56–61.

#### ILC IN THE NEWS



**“ILC aims to transform California’s teaching”**

**“Initiative aims to have teachers lead common-core PD in California”**



## HELPFUL TOOLS



### Tools for Practice (ILC) —

The folders of free resources from selected ILC professional development workshops contain editable slide decks with presenter notes, personalizable handouts, and informational videos to support educators' use of the materials in their own community. [View](#)



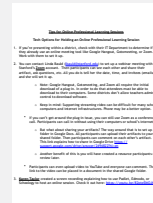
**Exploring the Do's and Don'ts for Effective Teacher Professional Development** (Maria Laws) — [Slides](#) | [Video](#)



**Math 5x8 Card** (Strategic Education Research Partnership collaboration) — [Website](#) | [PDF](#)



**How to Create the Conditions for Learning in Your ILC Project** (Ann Jaquith) — [Slides Part 1](#) | [Slides Part 2](#) | [Instructional Resources Worksheet](#)

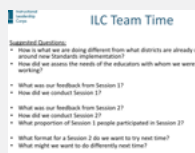


**Tips for Online Professional Learning (ILC)** — Technology options for holding an online professional learning session and documenting it. [View](#)



**Connecting the Dots: The Six Influences of Collaborative Leadership** (Vernon Gettone) — [Slides](#) | [Overview](#)

## TEAM SLIDES FOR PLANNING



**Questions for Team Reflection**  
(See slides 22–25)



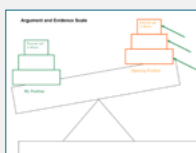
**The “How” of the Second Session of a PDW**  
(See slides 2–13)



**Team Time: Conversation Tool**  
(See slides 5–8)

# SAMPLE PROFESSIONAL DEVELOPMENT WORKSHOPS (PDWs)

Listed below are several sample professional development workshops (PDWs) conducted by and for ILC members.



**ELA/ELD Example Experience of PDW Session** (Jeff Zwiers) —  
[Resources](#) | [Video](#)



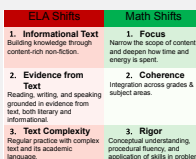
**Facilitating Meaningful Instructional Conversations** (Gail Bassett & Claudine Phillips) —  
[Slides](#) | [Handouts](#) | [Video](#)



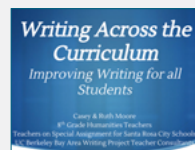
**Sunday Science Session** (Jean Lythcott) —  
[Handouts](#) | [Video](#) | [Talk Science Primer](#) (Michaels & O'Connor, 2012)



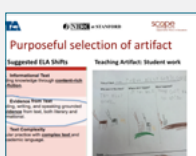
**Language as Evidence: Improving Students' Argumentation Skills with Formative Assessment** (Rebecca Bergey & Sarah Rutherford-Quach) —  
[Slides](#) | [Handouts](#) | [Video](#)



**Math Number Talk** (Melissa Gilbert) — [Slides](#)



**Writing Across the Curriculum: Improving Writing for All Students** (Casey Moore & Ruth Moore) —  
[Slides](#) | [Handouts](#)



**Learning from Artifacts** (Ann Jaquith) — [Slides](#) | [Handouts](#) | [Video](#) [19:05–34:00 min.]



**Developing a Student-Centered Classroom** (Norma Sanchez) —  
[Slides](#) | [Handouts](#) | [Video](#)



**How to Create a Science-Focused PDW** (Camie Walker) — [Slides](#)

# WORKSHEETS

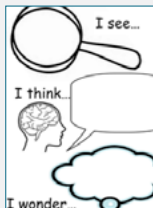
Listed below are tools used by the project to help participants understand and enact the project principles.

**How to Create the Conditions for Learning in Your ILC Project** (Ann Jaquith)

**Reflective Conversation around Artifact Sharing (ILC)**

**Instructional Thinking: Considering the 4 Domains (ILC)**

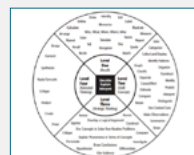
**Evidence of Student Understanding Routine (SCOPE)**



**See, Think, Wonder (Project Zero Thinking Routine)**

**Say, Mean, Matter Protocol and Worksheet (CTA)**

**Form for Signing up for a PDW (ILC)**



**Depth of Knowledge Levels** (Webb et al., Wisconsin Center of Educational Research)



# PROTOCOLS FOR PROFESSIONAL DEVELOPMENT

Listed below are protocols developed by other organizations and initiatives that ILC members found useful.



**School Reform Initiative Protocol List**



**National School Reform Faculty**



**Harvard Graduate School of Education Protocols for Discussion**



**Expeditionary Learning: Protocols and Resources**



Learning from the Field Conference, 2016

# CROSS-ROLE COLLABORATION

Enrich the learning opportunities of ILC members and the learning opportunities they provide with their colleagues



As the well-known but still timely African Proverb notes, “It takes a village to raise a child.” There are many different roles in the village of public education: our students, their families, teachers, custodians, cooks, principals, school boards, Superintendents and other central office personnel, state agencies, and divisions of state government.

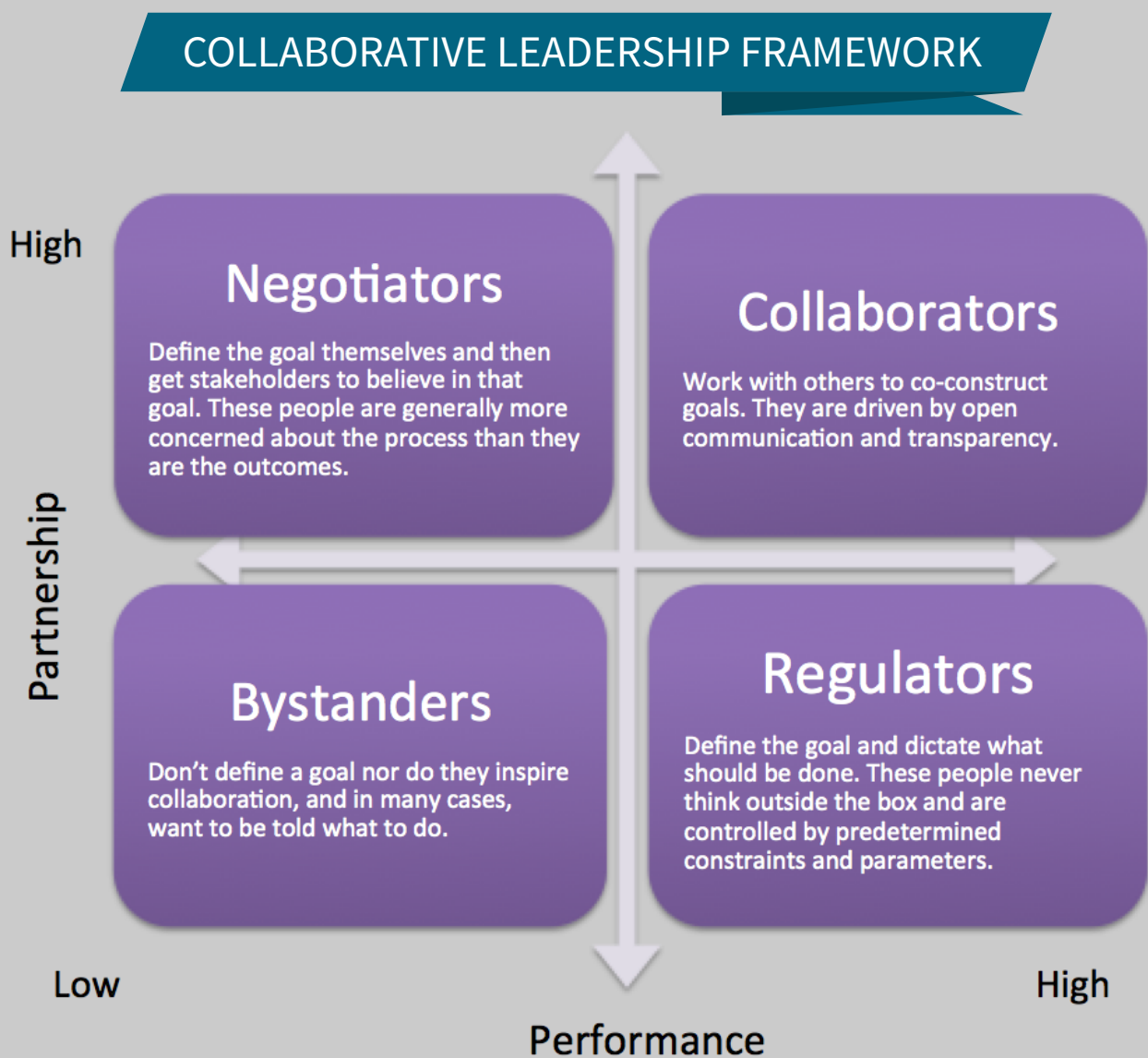
All these roles are essential and they are all in the same boat: the boat of supporting the growth and development of each and every one of our children. Just because we are all “in the same boat” does not, unfortunately, mean we are always rowing in the same direction. A boat load of well-meaning rowers, all rowing in different directions at different cadences makes for limited, if any, progress towards the commonly desired destination. We end up with the famous cartoon of the dysfunctional swing designed by committee. In order for the boat to progress towards its destination, folks have to row together. This doesn’t

always happen. If, however, children are to receive the educational opportunities they deserve and that the well-being of our democracy requires, it must happen.

In education, the term commonly used for rowing together is to collaborate. To collaborate across the multiple essential roles in the community of public education is an essential principle of the Instructional Leadership Corps. In public education (and in most every other human endeavor) cross-role collaboration does not often occur, and is always difficult. The ILC project recognized this as a process outcome that had to be increasingly realized if the project was to meet its goals. Thus, by design from its inception, the majority of members were working as teachers in classrooms. In addition, corps members also included instructional coaches, principals, district and county office of education personnel, as well as faculty from institutions of higher education.

## SIX INFLUENCES OF COLLABORATIVE LEADERS

One of the ways that the ILC thought about cross-role collaboration was based upon the work of Peter Dewitt (2016). He suggests that cross-role collaboration means bringing stakeholders — students, families, teachers, administrators, support personnel — together to keep the focus on the growth and development of students. Each stakeholder in the community of public education has a constellation of strengths, interests, and needs. Leadership for collaboration is about bringing those individuals together to make certain all the roles are rowing in the same direction — what brought them into the boat in the first place — our children.



© DeWitt, P. (2016). **Collaborative Leadership: Six influences That Matter Most**. Thousand Oaks, CA: Corwin Publishers.

Collaborative leadership is about bringing teachers together to discuss the evidence they have and figuring out ways to make a stronger impact on student learning so that students can become assessment-capable learners. DeWitt offers a different approach to leadership that recognizes everyone's brain is required for complex change — not just the brain of the “leader.” In other words, ILC teams, that may include teachers, coaches, principals, and district administrators, must help districts create an educational learning community grounded in trust and responsibility, rather than testing and compliance with bureaucratic regulations.

**“Through the support of our leadership and the success of the ILC process, the district has committed to an ELD rollout in the ‘17–‘18 school year that will develop capacity in supporting ELD students in all site administrators, teachers, bilingual and instructional aides, and district leadership.”**

—ILC Team Reflection

**“The opportunity to bring together teachers and administration to train was in itself a shift...To design [a] process to heal and build relationships amongst teachers and with admin is definitely a highlight.”**

—ILC Peer Support Provider

## PEER SUPPORT PROVIDERS



**One role the ILC created was Peer Support Providers (PSPs). PSPs help their teams to:**

- Connect with local stakeholders and resources
- Get their questions answered quickly
- Plan professional learning sessions
- Strategize ways to sustain ILC work in local communities
- Submit ILC Project documentation
- Troubleshoot problems/challenges

**[View the Peer Support Provider Packet »](#)**



## IN THE NEWS



**“Seeing teachers embrace and implement these changes for the good of their students is my biggest reward.”**

—Noni Reis,  
ILC Member

### California’s Instructional Leadership Corps

“One of the leading members of the ILC is **Senorina (Noni) Reis**... Reis’ involvement with ILC includes working with teachers in the local regions and with CalTeach interns...She created a series of ILC lessons designed to help teachers implement the new standards...which she presented at CTA’s Summer Institute in August” —**NEA Today** (Apr. 2019, mid-page)



### Thinking Systemically and Growing Successful Partnerships »

(11–13:10 min.\*)

Brian Guerrero & Ruth Moore discuss reasons to form a partnership; with whom you might form one; identifying strengths and challenges on your team; and being alert to the history of a particular context.



**“[ILC] has given me a chance to make a difference in my own professional life, through lasting partnerships.”**

—Tricia Hyun,  
ILC Member

### Collaboration Works on Common Core

Fullerton SD teacher Tricia Hyun writes about her experiences at a Fall convening and about collaborative partnerships. “The trusting relationships we have built are centered around a strong vision for student success and have instilled and cultivated the need to spend the extra hours—time—to collaborate, share, build and grow.” —**Education California** (Dec. 2015, p. 3)



### Everything Old Is New Again: Enacting Instructional and Leadership Shifts »

“Professional development must be created collaboratively with teachers and administrators and delivered by teachers as well.”

— Jon Snyder, **Education Week** (Jan. 2016).

\*Suggested clip for viewing

# CHALLENGES AND IDEAS

## For Addressing Them


### COORDINATING WITH OTHERS

IF...	THEN...
<b>It's difficult to find time to meet with collaborating teacher leaders to plan.</b>	<p>Market yourself through school and district email.</p> <p>Try virtual meetings so there's no travel time involved. For example,</p> <p> BlueJeans  Google  zoom</p> <p>Use collaborative software so you can develop ideas even when working independently.</p> <p>Come to meetings with draft ideas ready so you can jump right in.</p> <p>Use a scheduler like <b>Doodle</b> to find common planning times.</p> <p>Do large-scale planning over the summer, when there's more flexibility. Use planning time during the year for logistics and fine-tuning.</p>
<b>You don't have a collaborator with expertise in a specific area that you need.</b>	<p>Refer to <b>the list of ILC Expertise</b> that includes region, district or other organization, grade expertise, subject area expertise, and email addresses.</p> <p>Ask your association president if there are other teachers who are experts in their field who might be interested in joining you.</p>
<b>Members on the ILC team change.</b>	<p>Support new members with an orientation to the history and purpose of your ILC team. Be clear about communication and other expectations.</p>

## MANAGING DIVERSE GOALS

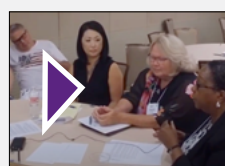
IF...	THEN...
<b>Articulation between elementary and secondary is challenging.</b>	Include representation from both groups in a PDW (as planners, participants, presenters, and leaders).

## WORKING WITH A TEAM

IF...	THEN...
<b>Certain members aren't fulfilling their responsibilities in a timely fashion.</b>	<p>Create an explicit timeline with projects, responsibilities, and due dates.</p> <p>Before the end of the meeting, go over each commitment that has been agreed upon and list who has committed to getting that task done.</p>
<b>Communication is difficult.</b>	<p>Establish agreed-upon modes of communication:</p> <ul style="list-style-type: none"> <li>• Face to face</li> <li>• Online video meetings</li> <li>• Email</li> <li>• Text</li> </ul>
<b>You want to maximize your collaboration.</b>	<p>Take time to establish:</p> <ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• Individual commitment</li> <li>• Time</li> <li>• Understanding how to collaborate and communicate</li> <li>• Supportive administrators</li> <li>• Freedom to explore</li> </ul> <div>  <b>Collaboration article</b> </div>



**ILC Members  
Collaborating Together »**

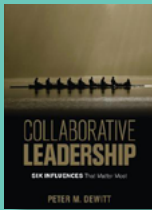


**Practices to Build  
Sustainability »**  
(26:40–27:50 min.)

# CHAPTER 2 RESOURCES

## Cross-Role Collaboration

### SUGGESTED READING



DeWitt, P. (2016). **Collaborative Leadership: Six influences That Matter Most**. Thousand Oaks, CA: Corwin Publishers.



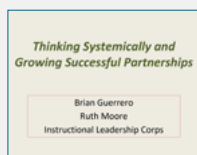
Welborn, B. (2012, March). **Six Keys to Successful Collaboration**. *Education Week*.



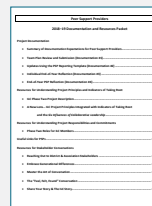
Participants in a professional development session in Santa Barbara (left); the same group in a virtual session (top)



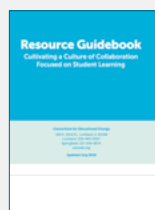
# HELPFUL TOOLS



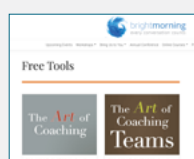
**Thinking Systemically and Growing Successful Partnerships** (Brian Guerrero & Ruth Moore) —  
**Slides | Handouts | Video**



**Peer Support Provider Packet** (ILC Project)—Resources for project documentation; understanding project principles and responsibilities; PSPs; and stakeholder conversations.



**Consortium for Educational Change (CEC)** — Materials from their resource guidebook, **“Cultivating a Culture of Collaboration Focused on Student Learning.”** See:



**Brightmorningteam.com** (Bright Morning Consulting/Elena Aguilar) — Supports coaches, leaders and teachers to develop healthy communities. See:



**Developing Norms**



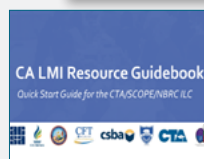
**Stages of Team Development**



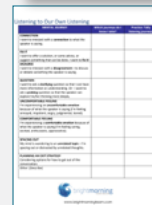
**Effective Team Management**



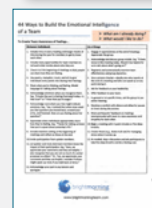
**Stages of Team Development Checklist**



**Quick Start Guide** (Adam Ebrahim) — a quick start guide to the Labor Management Initiative guidebook

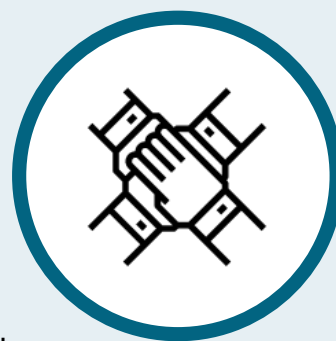


**Listening to Our Own Listening**



**44 Ways to Build the Emotional Intelligence of a Team**

# ESTABLISH INSTITUTIONAL PARTNERSHIPS



Critical for growing the conditions for successful implementation of the California Standards/NGSS

Just as there are multiple roles in the public education community, so too are there multiple levels within the ILC project. And, as with roles, the meeting of our educational goals is enhanced when the levels of the community (also known as a “system”) communicate towards cohesion. It is the same “we’re all in the same boat and it would be a good idea to row together” notion as in Principle Two.

The chart (*next page*) shows one way that the project looked at, and tried to work within, the multiple levels of the educational ecosystem. The circles are relatively self-explanatory. The influences outside the triangle are important influencers on what occurs within the triangle, even if not “inside” the educational ecosystem.

Public education is funded primarily through public tax dollars, therefore the public (including non-parents of school-aged children) and the media (that influences the public) are an important influence on public education in a demo-

cratic society. They are the “public” in public schools. Just as it is a civic responsibility to support the growth and development of our children, so is it a civic responsibility to participate in the democratic governance of the institutions (including, but not solely, our schools) that support that growth and development. Related businesses and institutions would include organizations that provide services/needed resources to schools. That is, they provide “stuff” that is needed for the schools to fulfill their roles. These include such businesses as curriculum and testing providers as well as, for instance, institutions of higher education that educate and prepare the adults who will end up working in schools. Professional organizations are institutions that support the growth and development of the adults who work in the schools but live between, within, and without the ecosystem. Examples here would include such organizations as the National Council on the Teaching of English (and the other content areas), educator associations like the California Teachers Association, and non-profit organizations (housed outside the school

## THE EDUCATIONAL ECOSYSTEM



© Instructional Leadership Corps

district) that provide services to educators (in California, for instance, these would include the Subject Matter Projects).

The take-away here is that, even though the ILC began where teaching and learning begins, in the crucible of the classroom with teachers and children, it needed to also work, communicate, and cohere as well as possible with the other levels of the system and the multiple institutions within those other levels of the

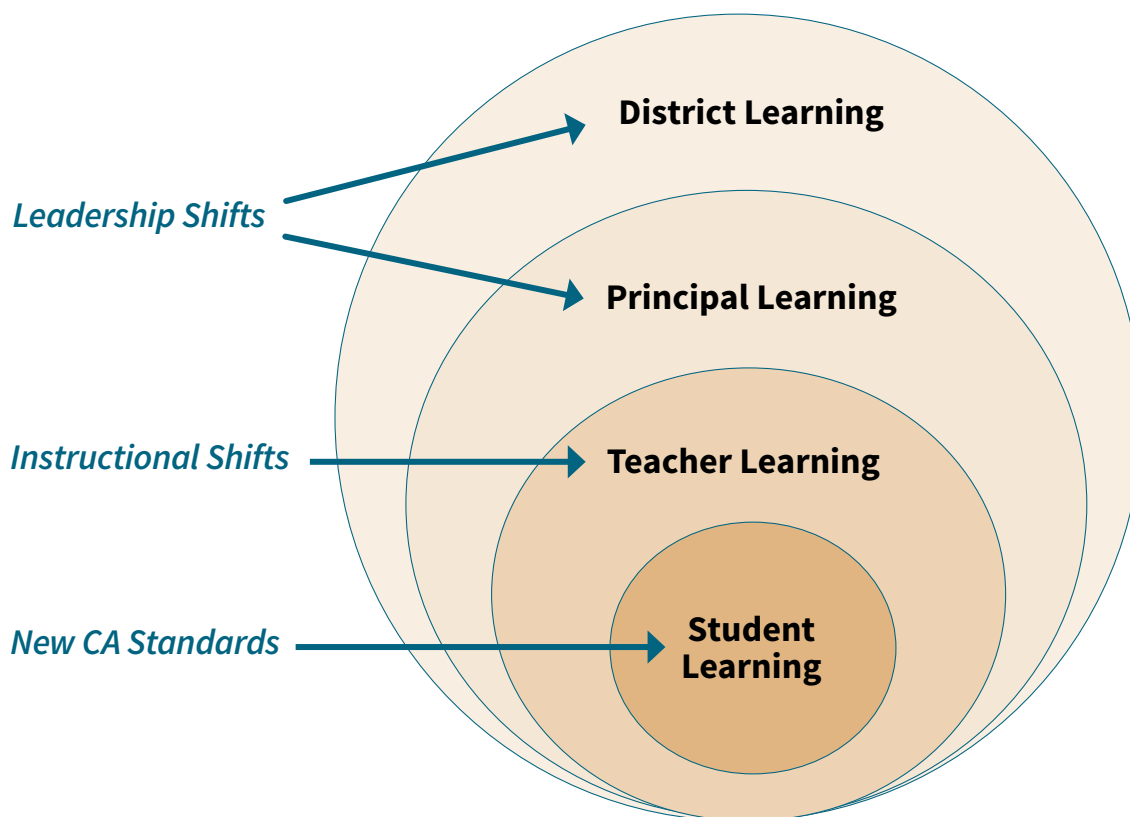
system. It needed to form partnerships far and wide. The project began as an unlikely partnership between a private institution of higher education (Stanford), the California Teachers Association (CTA), and the National Board Resource Center (an affiliate, housed at Stanford, of a national non-profit based in Washington DC). Without that partnership, it is doubtful the project could have been funded, let alone succeeded as much as it has. Partnership certainly does not come easily, but the way to have what

we want is to share what we have. Thus, partnership, while perhaps the most difficult way, is the only way that works.

The original thinking of the project and the way the levels of the system were to cohere is captured in the graphic below. If, we reasoned, the different levels and roles of the educational ecosystem learned cohesive “content” in cross-role groupings, then the “system” would cohere for the benefit of our students. This proved

to be only partially accurate. First of all, for logistical reasons, sometimes our ILC teams were not able to partner successfully with their school or with their district, or even their local association. In these cases, rather than be limited by the initial thinking of the project, our ILC members would not take no for an answer and established other partnerships (people to row in the boat with them). Secondly, our initial thinking excluded essential levels (and players and roles) in the educational

## LEARNING & LEADERSHIP FOR SUCCESSFUL IMPLEMENTATION OF CA STANDARDS



© Instructional Leadership Corps

ecosystem (families as well as levels of the system “higher” than the district). Here, too, our ILC members, and particularly the CTA, were able to reach out and use existing relationships/partnerships to grow and develop even stronger, more cohesive, partnerships. Thus, while maintaining the principle of keeping the project grounded in the knowledge, and the reality, of where the essential work occurs (classrooms), the project used those levels as starting points to spread into other levels (roles and institutions) of the ecosystem.

In the past several years, ILC teams have established partnerships with, as originally conceived, schools, but also with:

- Districts and across districts
- Union
- County Offices of Education
- Parents/community stakeholders
- Pre-service and induction programs
- Other providers (e.g., subject matter project, universities)

## THEORY OF CHANGE

A theory of change is an explanation of a body of work that begins with the current state of affairs and then explains how each step grows from the previous step and continues to grow into the next step until the ultimate outcomes of the work/project are achieved. It is an explanation of what one proposes to do and how it will work to meet one’s goals. When done well, it is an exercise that returns untold benefits as the project/work moves forward by

providing a road map and possible ways to assess progress as one moves ahead. Also, when done well, it provides that all-important function of stopping and looking at a map and realizing you weren’t where you thought you were at all, or at least aren’t anywhere near where you want to be — thus allowing for the kinds of in-course adjustments so necessary for success in ANY endeavor.

**“You have to build relationships horizontally with colleagues and vertically with people with positional authority in order for your work to have measurable impact.”**

—ILC Teacher Member

**“We created connections between OCDOE, local unions, Orange Service Center, Ocean’s Institute, CTA IFT, and CTA ILC....The need to promote how CTA assists teachers’ pedagogy is strong.”**

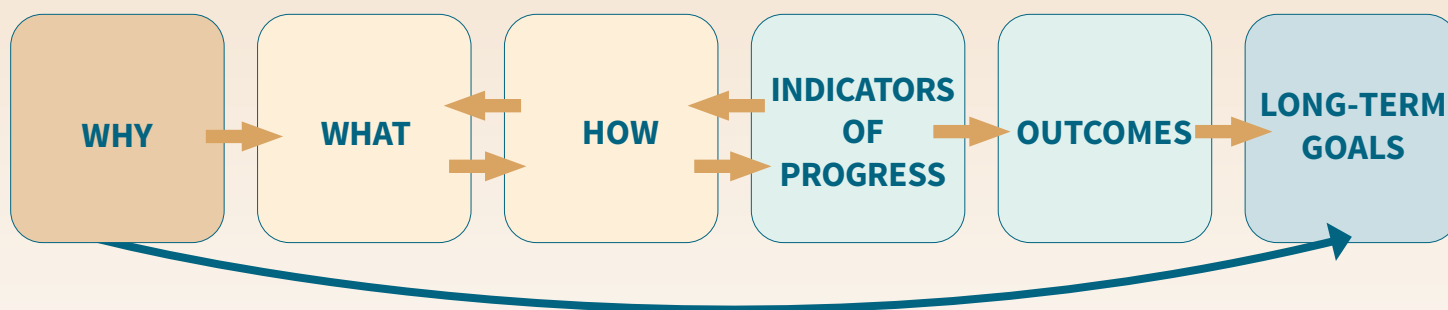
—ILC Team Reflection



### Check this Out

**Developing Your Network by Partnering With Higher Education — [Slides](#) | [Video](#) | [Handout](#)**

# THEORY OF CHANGE



## WHY

- Inequitable access to high-quality resources/ professional learning (PL) opportunities for supporting California students' success with the more rigorous new standards and assessments
- Significant changes needed in leadership and instructional practices to implement these new standards and assessments

## WHAT

- PL sessions for and by public school educators focused on instructional & leadership shifts needed for students to meet the expectations of these new standards and assessments
- Use existing capacity to grow capacity

## HOW

- Develop authentic partnerships (e.g., CTA, NBRC, SCOPE)
- Create conditions and structures for improving educational opportunities for under-served students in real time (e.g., cross-role collaboration to plan and provide PL; recursive & continuous PL model)
- Leverage work done (e.g., thinking protocols, school conditions map)

## INDICATORS OF PROGRESS

- ILC teams' internal relationships and external relationships with partners, fiscal commitment, and other evidence of support from local community
- ILC project collaborations with and involvement in ongoing educational improvement efforts (e.g., CCSESA Communities of Practice)
- Impact on ILC members and the educators they serve (e.g., reports on PL sessions, PL attendees' ratings and comments)

## OUTCOMES

- Self-reported changes in instructional & leadership practices
- ILC-related educators moving into leadership positions that support students' meeting the new standards
- Changes in ILC members' perceptions of self-efficacy and leadership capacity

## LONG-TERM GOALS

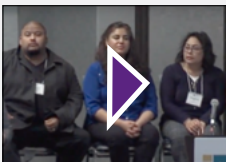
- Advance high-quality, equitable education systems in California, the United States, and internationally
- High levels of college and career readiness for students regardless of income or zip code
- Educators observed engaging in practices consistent with instructional & leadership shifts

# CHALLENGES AND IDEAS

## For Addressing Them

### FINDING PARTNERS


IF...	THEN...
<b>You're not sure where to start in pursuing a local partnership.</b>	<p>Look for partners who are interested in supporting and who benefit from local districts:</p> <ul style="list-style-type: none"><li>• Local or University teacher credentialing programs</li><li>• Local Union</li><li>• Subject Matter Projects and Organizations</li></ul> <p>Find out the strengths, interests, and needs of potential partners. Show them how the ILC work can help support their priorities.</p>
<b>The local association isn't fully on board.</b>	<p>Share how the ILC both empowers teachers and can help connect teachers with the union. Give credit publicly for any support the union provides.</p>



#### Using your ILC Work to Address the Teacher Shortage and Support Teacher Retention »


Teachers from Montebello Unified and LA Unified share how they work with BTSA programs and University programs to support new teachers. View at 28 min. for a discussion about cross-district partnerships and how ILC members can leverage each other's expertise to both bring PD to their districts and to work in other districts. At 33 min., they discuss how to connect with teacher education programs and induction programs.


## COMMUNICATING WITH ADMINISTRATION

IF...	THEN...
<b>Local schools or organizations don't understand the power and purpose of the ILC.</b>	<p>Share project <b>information</b> with them, including the ILC <b>brochure</b>, introductory <b>video</b>, or web sites (e.g., <a href="http://www.cta.org/ilc">www.cta.org/ilc</a> ).</p> <p>Invite them to watch or participate in the launch experiences for administrators.</p> <p>Connect them to a partner school or district where the ILC work has successfully taken root.</p> <p>Watch a <b>video</b> that discusses such challenges and see how connecting ILC with the superintendent, principal, and other districts helped.</p>
<b>District administration isn't open to the idea of teacher-led PD.</b>	<p>Grow interest from the ground up. Start with individual school sites with principals who support the work.</p> <p>Approach administration with a prepared presentation so they see the quality of your work.</p> <p>Talk to your association leadership to find out how the association can support teacher-led PD. Perhaps the union can sponsor PD as a membership engagement activity.</p>
<b>Schools and districts are reluctant to give up finite PD time.</b>	<p>Come to meetings with your presentation prepared so stakeholders can see the quality and value.</p> <p>Show how this work meets their goals better and cheaper.</p>
<b>Competing topics and initiatives are prioritized for PD.</b>	<div>  <b>ILC Collaborators</b> </div>
<b>It feels stressful and overwhelming to approach district leadership.</b>	<p>Look for a trusted partner to help.</p> <p>Practice your pitch out loud beforehand.</p>



## UNION-DISTRICT STRIFE

IF...	THEN...
The district and union disagree about priorities.	<p>Refer to the <b>Consortium for Educational Change (CEC) Resource Guidebook</b>.</p> <p>Encourage district and union participation in the <b>California Labor Management Initiative</b>.</p>
There's low trust between teachers and administration.	<p>Use common goals to help grow trust.</p> <p>Find something to agree on.</p> <div>  <b>ILC Taking Root</b> </div>



**Collaborating with the Instructional Leadership Corps »**

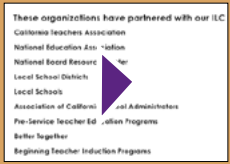
Impacting students cannot be done in isolation. In this video, school, district, and association leaders share their reasons for collaborating with the ILC.



LAUSD professional development, 2020



Summer Conference, 2019



**How the ILC Partners with Other Organizations »**

One of the most important features of the ILC's work is forming partnerships among local organizations and school districts within the community.

# CHAPTER 3 RESOURCES

## Establish Institutional Partnerships

### HELPFUL TOOLS



**Tips for Establishing Partnerships (ILC/CTA)** — How to reach out, grow relationships, follow up, and share the ILC story.



**California Labor Management Initiative (CA LMI)** — Seeks to engage school system unions and management as collaborative partners.  
**Website | Quick Start Guide** (Adam Ebrahim)



**Open-to-Learning Conversation Protocol** (Viviane M. J. Robinson) — Key components of effective communication.



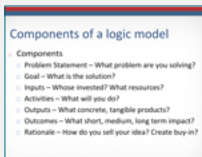
**Successful Partnerships (ILC)** — Descriptions of four partnerships discussed at ILC roundtables.



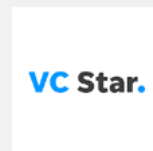
**Increasing Your Personal Influence Handout** (KNP Communications) — How to have a problem solving conversation.



**Developing Your Network by Partnering With Higher Education** (Al Rabanera) —  
**Slides | Video | Handout**



**Developing Your Logic Model** (Teach to Lead) — A resource that ILC members used to develop and assess/support their progress towards enacting their plan.  
**Slides | Logic Model Template | Video** (Al Rabanera & Anita Benitas, watch at 19 min.)



**Partnership Between Districts to Help Foster Future Teachers** (VC Star, Nov. 2017)

# DEVELOP KNOWLEDGE AND SKILLS

Through a Recursive and Continuous  
Approach of Learn, Do, Assess

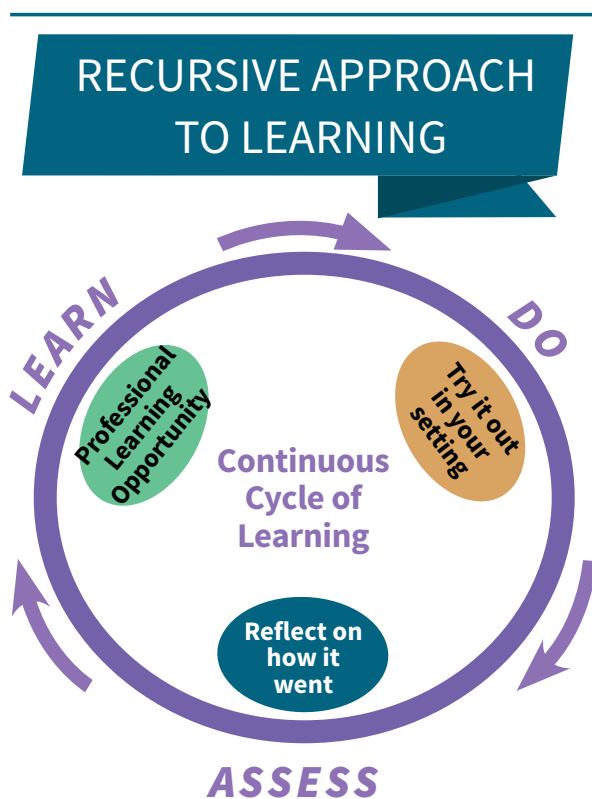


It takes time for crops to grow, flowers to bloom, babies to walk, and human beings of all ages to learn. That is why, when one scratches the surface of almost any teacher lament, one runs into the issue of time. There is never enough time for students to learn, for teachers to teach, for our young people to practice what they are learning, for educators to hone their craft and enrich their expertise. For far too long, and still far too often, the time needed for educators to hone their craft and enrich their expertise, so absolutely essential to the well-being of our students, is ignored and left to what is commonly referred to as “spray and pray” professional development.

The ILC approach deals with time in several ways. Principle one helps assure that the time available is used well by using the capacity of exemplary educators in the ecosystem to develop the capacity of the rest of us in the ecosystem. Principles two and three help assure that the roles

of educators and levels within the ecosystem create the systems that use the time available well. It takes all the roles and all the levels within the educational ecosystem to create the conditions most fertile for growth and development — and time is an absolutely essential condition.

Principle four — Develop Knowledge and Skills Through a Recursive and Continuous Approach of Learn, Do, Assess — places time into the very marrow of the learning opportunities provided by ILC members. It does so by establishing that ILC-sponsored learning opportunities consist of at least two sessions with time between them. In session one, in community with fellow educators, participants learn something new, something they can “try out” in their work setting. After trying it out (practicing what they are learning), the second session focuses on sharing what they learned as they tried it out. This recursive approach to learning is represented graphically (*next page*).



© Instructional Leadership Corps

While it may seem simple and obvious, it is such a drastic departure from how teachers are usually provided learning opportunities that enacting this principle turned out to be one of the project's gnarliest challenges, but also one of its greatest contributions. In addition, as with all the principles, locating other organizations and initiatives that were attempting to enact this principle provided ripe opportunities for growing relationships and partnerships.

Like the corps members, the project itself practiced a recursive approach to learning. Perhaps the most telling example is the evolution of the project's

approach to issues of inequity. Several years into the project, after learning and doing, we had reason to congratulate ourselves. We were doing well. The number of educators being supported by corps members was increasing and the content standards were increasingly being "covered." But when we honestly assessed our efforts, we knew we were not doing "good enough." Our children and the adults who enact instruction with them daily needed more, deserved more. When we assessed, we understood that:

**The term "culturally sustaining" requires that our pedagogies be more than responsible of or relevant to the cultural experiences and practices of young people — it requires that they support young people in sustaining the cultural and linguistic competence of their communities while simultaneously offering access to dominant cultural competence.**  
—Django Paris, qtd. in Noni Reis (2019)

This is complex and challenging work, requiring as much social and emotional support as traditional academic support. But from the beginning, in the middle, today, and into the future, the work of the ILC was designed to include everyone and that meant taking on structural racism and our own ways of being and knowing in the world.

To support ILC corps members better and, in turn, the students and educators they

assisted, the ILC focused multiple in-person and online sessions on social-emotional learning and, crucially, on social justice and educational equity. ILC members, in turn, created Tools for Practice that the project could share with each other and with other interested educators.

Just as our children, and their educators, continue to grow and develop, so does the project. There is much to do, so much profane pain within our communities, created and supported by systems in which we live. The recursive process of meeting the goals of the project has only just begun.

## SOCIAL JUSTICE AND SOCIAL-EMOTIONAL LEARNING: TOOLS FOR PRACTICE



### SOCIAL JUSTICE & EQUITY

#### **Culturally Sustaining Pedagogy**

Series of professional learning sessions for grades TK–12 educators introducing Culturally Sustaining Pedagogy and the five elements of Culturally Relevant Pedagogy.

#### **Ethnic Studies and Culturally Relevant Pedagogy**

Series of professional learning sessions for grades TK–12 educators introducing Ethnic Studies concepts and curriculum, including the relationship to Culturally Relevant Pedagogy.

#### **Teachers KNOW Their Students**

Series of professional learning sessions for grades TK–12 educators that uses knowledge of students to uncover implicit bias and develop plans to reach all students.



### SOCIAL- EMOTIONAL LEARNING

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#### **Understanding Anger**

Series of professional learning sessions for grades TK–12 educators on do's and don'ts to de-escalate anger in the classroom and foster deeper connections with students.

#### **Strength-Based Education**

Series of professional learning sessions for grades TK–12 educators to learn about and implement strength-based education in their classrooms and workplaces.





*One of the things I found most rewarding... is that every teacher in our professional development workshop (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

**“[Staff development] is ongoing so we really have had a chance to go back and kind of reflect, 'okay this is what worked on that lesson. This is what didn't work on that lesson'...Because it's an ongoing relationship, it really helps to improve teaching...”**

—ILC Teacher Participant




*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. —ILC PD Attendee*



# CHALLENGES AND IDEAS

## For Addressing Them

### IMPLEMENTATION

IF...	THEN...
<b>Few teachers are following through with “next steps” or classroom implementation.</b>	<p>Follow up! Depending on context, try:</p> <ul style="list-style-type: none"> <li>• In-person check in</li> <li>• Email reminder</li> <li>• Follow-up tip</li> </ul>
<b>It’s hard to get teachers to come to another PD—it’s seen as extra.</b>	<p>Ask the district or school to allocate official PD time, such as early release day.</p> <p>Focus on new teachers who need additional support. Check if your new teacher support program can work your PD into their program.</p> <p>Alternatively, try applying to be a presenter at a conference like the <b>CTA Good Teaching Conference</b>.</p>
<b>It’s difficult to find time for teachers to meet for multiple PD sessions.</b>	<p>Try virtual meetings so there’s no travel time involved. For example:</p> <div>    </div> <p>Include collaborative documents, such as <b>Google Docs</b>, so people can share ideas on their own time.</p>
<b>You're not sure how to design a two-part PDW.</b>	<p>Check out some of the <b>Tools for Practice</b> to use as templates or models. Topics include K–12 Content, Academic Language, Parent Education, Leadership and Partnerships, and Social and Emotional Learning.</p>

## GROWING PRESENTER EXPERTISE

IF...	THEN...
<b>You're struggling to find additional PD topics.</b>	Check out some of the <b>Tools for Practice</b> to use as templates or models.
<b>It's hard to grow your own expertise to stay one step ahead of your PD participants.</b>	Consider attending conferences like the <b>CTA Good Teaching Conference</b> , or checking out county workshops.  Refer to <b>the list of ILC Expertise</b> that includes region, district or other organization, grade expertise, subject area expertise, and email addresses.
<b>Creating a long-term PD plan feels overwhelming.</b>	Backwards/Forward map your plan — mapping from where you are to where you want to be simultaneously.  Enlist the help of others — district TOSAs, teacher leaders, curriculum specialists, etc.



### ILC Members Collaborating Together »

The benefits of ILC member collaboration for students and colleagues.



**Check this Out**  
**Growing: Instructional Leadership Corps »**  
*—California Educator, p. 52–58.*



### LPI Case Studies of ILC Team Projects; Cross-Case Analysis »

The Learning Policy Institute (LPI) conducted case studies of several ILC teams. Read about the **lessons learned**, download the **report, brief**, and **cross-case analysis**. Check out **“Impact on Teaching, Learning”** in *California Educator* (p.57).



### Educator-Led PD led by Madera Teachers Association »

(07:20–12:30 min.)

Learn how a Common Core Steering Committee organized and designed the professional learning opportunities for teachers, from creating a catalogue of conferences to creating a professional development day.

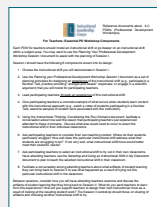
# CHAPTER 4 RESOURCES

## Develop Knowledge and Skills

### HELPFUL TOOLS



**Tools for Practice (ILC)** — The folders of free resources from selected ILC professional development workshops contain editable slide decks with presenter notes, personalizable handouts, and informational videos to support educators' use of the materials in their own community.



**Essential PD Workshop Components (ILC)** — Handout includes:

- Essential PD Workshop Components for Teachers and Site-Based Leaders
- Planning Your Professional Development Workshop Session I
- Selecting and Using an Instructional Shift in My Classroom
- Instructional Thinking: Considering the Four Domains
- Four Domains for Curriculum Design and Instruction



**Training Libraries (ILC)** — Access archived ILC conference session materials and recordings by topic area:



**Mathematics Training Library**



**Literacy and Language Development Training Library**



**Assessment Literacy Training Library**



**Next Generation Science Training Library**



**Social-Emotional Learning/Equity and Access for all Students Training Library**

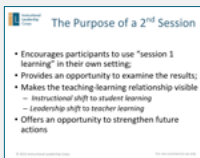
## HELPFUL TOOLS – CONTINUED



**Checklist for Facilitating Meetings and PD** (Brightmorningteam.com) — A 2-page checklist that's helpful when planning.



**Navigating District Context Graphic Organizer** (ILC) — PDW worksheet for identifying contacts, rationale, messaging, scheduling, and logistics.



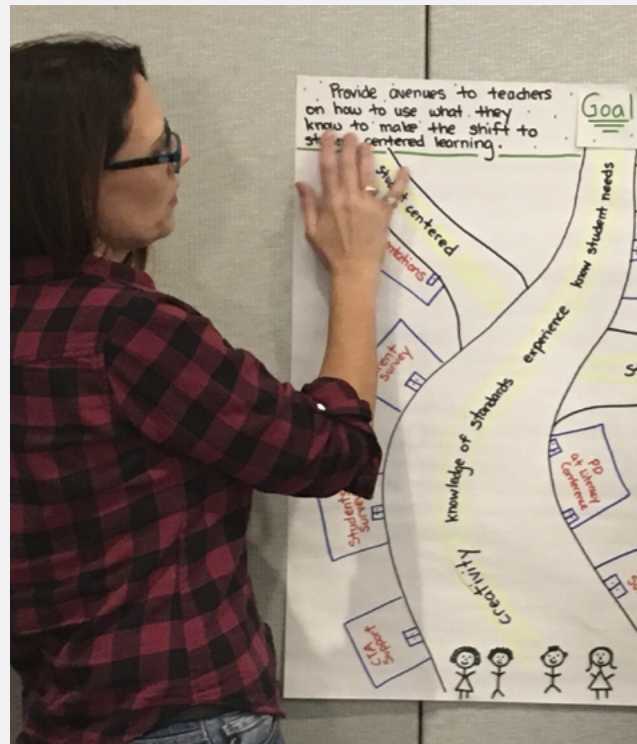
**ILC Team Slides for Planning: The “How” of the Second Session of a PDW** (See slides 2–13) — This set of reflective questions helped ILC team members think about how their follow-up professional learning session(s) could be organized, including possible activities that could deepen participants’ learning opportunities.



Lotan, R. A., Burns, D., & Darling-Hammond, L. (2019). **The Instructional Leadership Corps: Entrusting professional learning in the hands of the profession.** Palo Alto, CA: Learning Policy Institute.



Lotan, R. A., & Burns, D. (2019). **The Instructional Leadership Corps: Teachers leading sustainable professional learning in their communities.** Palo Alto, CA: Learning Policy Institute.



Sustaining Work in the Field Conference, 2018

# COHERE AND ALIGN WITH LOCAL INITIATIVES AND FUNDING SOURCES



To Use and Sustain the Capacities  
Developed for the Long Haul

There is an oft-told tale in educational improvement efforts that goes something like this. Someone has an idea. Often a pretty good one. People and funders gather around the idea and decide to invest time and effort and expertise into enacting this idea. The initial enactment (often called a pilot) selects a location that is most likely to succeed: one that has accomplished teachers committed to the initiative and a school/district setting that is, at least in a small, controlled setting, willing to establish the fertile conditions where the idea (through the work of the people) can grow and flourish. The initiative is launched with high expectations. It takes a lot of work, and a lot more time than anyone imagined for the adults to learn and enact new knowledge and skills, and then it takes time for the

students to adjust to the changes and for them to learn and display new knowledge and skills. Still, the idea often, with non-fatal mutations, exhibits positive outcomes for students. But, after this amount of time and investment (even with positive outcomes for students), one of two things happen. The initial funding and enthusiasm disappears. Funders move on to new ideas, areas of funding or subscribe to the strategy that their job is to seed good ideas, not to sustain them forever. Mostly because no funder, no matter how wealthy, has the resources to pay for public education. Not to mention, as a public good, the funding of public education is a social responsibility of our communities, states, and federal governments. Or, a second possible ending to the educational change story,

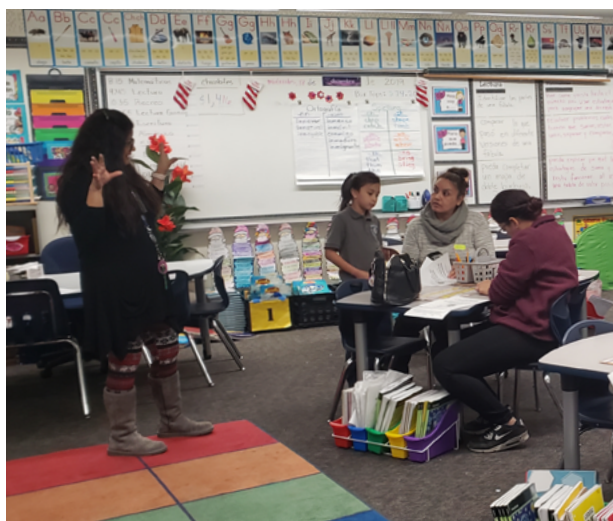


the plan is for the initial people and the institutions “most likely to succeed” (who had many resources, much enthusiasm, and sufficient time to grow and develop) to do the same with the next “wave” of participants and institutions WITHOUT the same, let alone sufficient, resources, enthusiasm, or time. Either way, the benefits of the work end up in the trash bin of educational improvement efforts that fail to take root — no matter the possible benefit to our students.

Thus, the ILC embraced the fifth principle as essential from the beginning and, hopefully, well into the future following the initial funding for the project. The project had an important short-term goal — to increase the quality and the quantity of professional development for educators. The project also had an important long-term goal. It was never the goal of

the project to become another acronym in the alphabet soup of educational organizations. We never wanted a suite of offices at a prestigious address. In fact, our goal was to put ourselves out of business. Our long-term goals were to embed the values (principles) of the ILC into the very marrow of the culture of our educational ecosystem and to develop the leadership capacity of our ILC members to continue the steady work of better educating our children each and every day for the long haul.

We knew grant funding rarely, if ever, lasts forever. Our funders have been extraordinarily generous, flexible, and supportive of the project. A private foundation, or even a constellation of foundations, have neither the fiscal resources (nor the responsibility) to provide professional development for all the educators in all the districts in all the schools in California



Bilingual ILC-led workshops serving San Jacinto and Hemet USD families, 2019

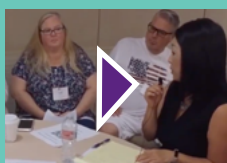


— year after year after year. Thus, from the beginning, aligned with the principles of collaboration and partnership, our ILC teams sought out local initiatives and funding sources. Each local team was charged with locating, establishing, and creating relationships with “something” going on in their locale into which they could, over time, embed the principles of the project and that their own leadership could help sustain.

Our initial thinking was that this would be school-based and district-funded. That is, the funding streams (partners) would be from the district into the schools. We discovered that there were other possible solutions that involved much more cre-

ativity and resourcefulness. If ILC teams could not find a district-based partner, they went elsewhere until they found another one. The district level still remains the most popular partner, but local initiatives and funding streams with whom teams have partnered include:

- District and cross-district coalitions;
- Individual schools;
- The union;
- County Offices of Education;
- Pre-service and induction programs;
- Parents and community groups;
- Other providers (e.g., such as subject-matter projects, subject matter organizations).



### **Practices to Build Sustainability »**

Chino Valley School District representatives discuss their Teaching and Learning Task Force, which is currently focused on improving teacher-teacher collaboration and student-student collaboration. In addition, the Board President shares that the way to engage the School Board is both to explain how an initiative will help students and to have support from parents.



### **Madera Teachers Association »**

(2:20–7:20 min.)

Using a memorandum of understanding to document commitment and funds from the district to support teacher-driven professional development.



### **Check this Out**

**Madera Teachers Discover Formula For Successfully Bargaining Professional Development »**

—*California Educator*, p. 34–35

We came to call this coherence and alignment with local initiatives and funding sources “taking root.” As we tried to support, and keep track of, the local initiatives and funding sources of our ILC teams, we found it useful to develop “indicators of taking root.”

We used these both to help us think about what was needed to take root as well as to assess and understand the ways in which the principles were taking root and were being nurtured by the professional capital of the ILC members.



## INDICATORS OF TAKING ROOT

### THE LOCAL COMMUNITY:

- Esteems the knowledge and expertise of educators in facilitating professional learning;
- Values ongoing teaching and learning (e.g., provides additional contracted time for professional learning cycles);
- Increases fiscal commitment to the work;
- Embraces and spreads ILC work (e.g., ILC member(s) support other facilitators of professional learning in the community);
- Works together to meet professional learning needs of learning needs of educators;
- Supports instructional leaders to deepen their knowledge and skills.

## IN THE SPOTLIGHT



—Amanda Wade,  
ILC Member

### MADERA TEACHERS DISCOVER FORMULA FOR SUCCESSFULLY BARGAINING PROFESSIONAL DEVELOPMENT

A *California Educator* article describes how Madera Teachers Union located funding for professional development, such as a Professional Development Academy for 210 educators that addressed virtually every academic discipline in the K–12 school curriculum. Here's the formula:

*Prop. 30 passing + Local Control Funding Formula (LCFF) + Local Control Accountability Plan (LCAP) + CTA Strategic Plan + Common Core State Standards + Instructional Leadership Corps = Madera Professional Development Academy*

—**Read more** (see p. 34–35)



—Gabriela Gonzalez,  
ILC Member

### COMMON CORE CAFÉ

The Common Core Café is a successful teacher-initiated and led project in Montebello Unified School District. Its purpose is "to ensure that all educators that participate in the professional learning sessions will learn how to plan for students to achieve the expectations of the Smarter Balanced assessments; learn ways to incorporate the four Smarter Balanced Claims in lesson plans; are able to engage in productive work conversations about the CCSS instructional shifts; and be able to implement highly effective instructional strategies into their lessons, units of study, and create authentic performance assessments." Gabriela Gonzalez, a teacher leader, in partnership with the Instructional Leadership Corps (ILC) and the Montebello Teachers Association (MTA), designed the project.

—Common Core Cafe's **Project Summary**



#### Check this Out

Professional development resources at  
[commoncorecafe.blogspot.com](http://commoncorecafe.blogspot.com) »

# CHALLENGES AND IDEAS

## For Addressing Them

### FUNDING

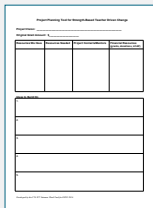
IF...	THEN...
<b>There's limited funding for rooms and space.</b>	Work out of your local union office.  Collaborate with student groups or local universities, which may then provide access to space for free or limited costs.
<b>The district isn't sure they should pay teachers to participate in the PD.</b>	Share feedback from teachers with the district so there's transparency about what is valuable.  Use existing funds (PD days, faculty meetings, PLCs, etc.).
<b>The District isn't certain the ILC will align with district goals and initiatives.</b>	Ask the district what their needs and priorities are.  Show how the ILC process can support goals in the LCAP.  Share <b>ILC Voices From the Field</b> , our audio web page.
<b>The union can't provide much funding support.</b>	Start small. Ask for funds for snacks or breakfast.  Work with the union to place funding for ILC work into the union budget for the following year.  Apply for grants (see "Other Sources of Funding" on the next two pages).



# CHAPTER 5 RESOURCES

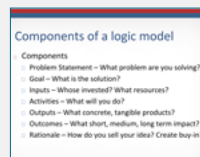
## Cohere and Align with Local Initiatives And Funding Sources

### HELPFUL TOOLS

A project planning template with a header section for project details and a main table with columns for project phases and a final column for notes or outcomes.

#### **Institute for Teaching (IFT) Project Planning Template**

(IFT) — A tool teams used to support the planning of the project in their local communities.

A diagram titled 'Components of a logic model' showing a flow from 'Problem Statement' to 'Goal', 'Inputs', 'Activities', 'Outputs', 'Outcomes', and 'Rationale'.

#### **Developing Your Logic Model** (Teach to Lead) —

A resource that ILC members used to develop and assess/support their progress towards enacting, their plan.

**Slides | Logic Model Template | Video** (Al Rabanera & Anita Benitas, watch at 19 min.)

A table titled 'Indicators of Taking Root' with columns for 'Local community' and 'Partnership (school/region)'. It lists six indicators: 1. Increased local commitment to ILC work, 2. Teams together to meet learning needs of students, 3. Increased and spread ILC work, 4. Values ongoing learning and learning, 5. Values knowledge and expertise of practitioners, 6. Supports individual teachers to develop their knowledge and skills.

#### **Indicators of Taking Root Template** (ILC) — Template for describing "taking root" indicators

### OTHER SOURCES OF FUNDING



**National Education Association (NEA)  
Grants and Awards** — Opportunities  
for educators, students, schools, and  
communities include:

- **Greater Public Schools Grants**
- **Learning and Leadership Grants**
- **Student Success Grants**
- **NEA Partner Funding**



## OTHER SOURCES OF FUNDING



**CTA Institute for Teaching (IFT) Grants**



**California County Superintendents  
Educational Services Association (CCSESA)**



**California Mathematics Project**



**California Science Project**

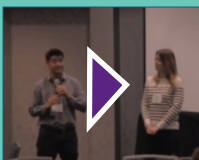


**California Writing Project**



## LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

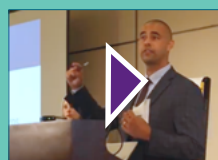
“The LCAP is a tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes”—**CA Department of Education**



### **Aligning ILC Work With the LCAP »**

(34:30–38:40 min.)

ILC teachers describe how they created Saturday STEAM sessions to replace Saturday school, which recouped \$30,000–\$40,000 in ADA funds for the school. The team shares how you need to address some of the eight priority areas to get funded.



### **How to Talk the LCAP »**

(13:55–18:20 min.)

What's in the LCAP? Learn about ILC work in the LCAP process, and how to use the dashboard to determine areas of need the ILC can support. (Adam Ebrahim, Angelica Miklos, Ma Bernadette Andres-Salgarino) — **Video | Slides**



# ADDITIONAL RESOURCES

## General Tools for Planning and Monitoring

### HELPFUL TOOLS

These are tools that the project used to support individual and team planning and monitoring of their efforts. They are models, not molds. That is, they are flexible and should be shaped into whatever supports the work of the teams.



#### Sustainability Framework Through Equity – Planning With the End in Mind

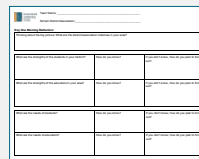
This tool organizes time into six-week chunks with project-wide events noted. It was used to help forward and backward map the project. *Who will do what, when, with whom, and, importantly, how does all that nurture the taking root of the project principles?*

ALSO  
SEE



#### Example of a Completed Sustainability Framework

This example was provided to assist teams as they thought through the equity dilemmas in their local communities and how their ILC team might support efforts to address at least one of these dilemmas in 2019–20.



#### Strengths and Needs Reflection Worksheet

This is a tool we used in person to help focus teams (and others interested in supporting the work of the ILC) on using the strengths and interests of their communities to meet the needs of the community. We found it useful in moving people beyond what they knew coming in to working/planning what they could do with others that might be more useful to their community.



#### Learning Policy Institute (LPI) Case Studies and Cross-Case Analysis

LPI undertook a **case study analysis** of four ILC projects from across the state, and a **cross-case analysis** that had five key findings.

## HELPFUL TOOLS – CONTINUED

### ILC Team Plan Template

This is another planning and monitoring tool similar to the sustainability framework (above). It too asks teams to think through who will do what, when, with whom, for whom. We continually revised the forms as the project progressed. We include both a **blank form** and a **sample completed form** with annotations that we used as a teaching tool.

### Individual End-of-Year Reflection

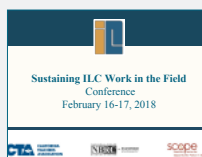
This is the tool we asked each individual ILC member regardless of role (team member or PSP) to complete each year. It helped us (and them) remember/keep track of the work they had accomplished in the previous 12 months and, probably more importantly, was designed to help ILC team members and “project central” take a moment to think about, assess, and consider ways to improve our work together, as well as information for funders.

### Developing a Lens Tool

We used this in person to help teams focus on an actionable “activity.” There are often so many good ideas it is difficult to narrow them down to something that is focused enough to be actionable in a particular community. It helps to deal with the challenging reality that a journey to the moon begins with the first step.

### End-of-Year Team Report

This is the tool we asked ILC teams to complete each year, as a team. Teams found it useful to come together as a team to remember their accomplishments and to think about, assess, and consider ways to improve their work. It also provided information for “project central” to share with funders and other relevant stakeholders, especially those in levels further removed from the classroom.



### Structured Reflection for Determining ILC Team's Focus

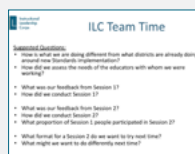
The slides from an opening session of an ILC statewide conference provide a structured way to brainstorm the needs a team's ILC work might fulfill.

## HELPFUL TOOLS – CONTINUED



### Materials for a Convening with Stakeholders

These materials include an **invitation**, **agenda**, **descriptions** of the ILC team roundtables, and **presentation slides** from a convening. The slides cover the purpose of the ILC, as well as the five project principles, the multi-year trajectory of the project, and the indicators of work Taking Root. Ending slides are about how the ILC might fit into a particular school district's context.



### Team Slides for Planning:

#### Questions for Team Reflection (See slides 22-25)

This planning tool was used at a mid-year conference to support teams as they reflected on their current professional learning efforts and considered possible changes they might want to make to deepen impact.

#### The “How” of the Second Session of a PDW (See slides 2–13)

This set of reflective questions helped ILC team members think about how their follow-up professional learning session(s) could be organized, including possible activities that could deepen participants' learning opportunities.

#### Team Time: Conversation Tool (See slides 5–8)

Includes a conversation tool to clarify the team's thinking about their overall project goal and the needs of the learners in their community.

### Initial ILC Application and Rubric



From its inception, a hallmark of the ILC Project has been the careful selection of teams of experienced educators for the project that represent the diversity of California public school students, for example diversity in geographic regions of the state, districts representing urban, suburban, and rural areas, a mix of grade levels and subject areas, as well as inclusion of DLLs, special education students, and socio-economic status. These are the **application** and **rubric** the project used for its initial selection of corps members. As the project evolved over the years, the application and criteria/rubric changed slightly to match the particular focus and resources available. The core of the tools, however, did not change.