

NC Joint Legislative Education Oversight Committee

February 6, 2018

Why We Do What We Do

The research is clear. Teachers have the greatest in-school impact on student learning. And we know that **we have very effective teachers in every school**. These teacher leaders deserve the opportunity to learn how **to work with adults** and to teach colleagues how to improve their practice so that they can affect student achievement beyond their own classrooms to classrooms across their schools, districts and the state.

What We Do

Focus

- Powerful Adult and Student Learning

Process

- Teacher and Principal Leadership Initiatives

Tools

- Improvement Science

Outcomes

- Improvement

Our Focus

Improving Student Learning and Student Achievement

- We develop cohorts of principals and teacher leaders within and across schools and school districts, bringing a deep focus on student learning and achievement.

Our Process

- **Teacher and Principal Leadership Initiatives**
Teachers learn how to look for evidence of active student learning in each other's classrooms and make instructional decisions based on that evidence. Principals grow their skills to understand the difference between teachers teaching and students learning, and how to support their teachers in making sound instructional decisions so that every student is learning at a high level.

Our Tools

Improvement Science

- We teach principals and teachers to use improvement science to articulate their theories and assumptions, determine the effectiveness of change ideas and measure impact over time as they work to solve a common problem.

Our Outcomes

Improvement in Student Achievement

- We establish networks so principals and teachers can share their positive and lasting impact on student learning within and across their schools based on the problems they identified to solve in their classrooms and schools.

Evidence of Impact

Some Examples

- Improved individual teacher's classroom performance, e.g., ***more students passing a course***
- Improved on-grade-level performance within a school, e.g., ***more students making it out of 9th grade***
- Improved selected students' performance on state assessments, e.g., ***increased student scores on state math assessments***

A teacher's perspective

“However, two years ago, everything changed. I began working with Schools that Lead, and for the first time in my career, I understood what it meant to advance powerful student learning. After joining the Teacher Leadership Initiative (TLI), I began to learn how to engage my colleagues in Student Learning Reflection cycles. We would go into each other's classrooms, collect meaningful student data for each other, and engage in reflective practice. We focused on what was meaningful to us, what we were curious about, and what we wanted to change in our classrooms. I also learned how to use improvement science in my classroom. After identifying a problem that I wanted to change, I went through the cycle of a Plan, Do, Study, Act (PDSA); this a structured format to test a new idea, analyze the data, and make an action plan based on my learning. For the first time, I realized that data is powerful. **For the first time, I realized that I was powerful.**”

Brandy Cooper
6th grade math teacher
Milford Central Academy
TLI, Cohort 2

A principal's perspective

