

**Development Grant Project Title:** Chicago Common Core Collaborative

**Absolute Priority Addressed:** 2—Implementing Internationally Benchmarked College- and Career-ready Standards and Assessments

**Competitive Preference Priority:** Supporting Novice Applicants

**Project description and activities:** This project will

- 1) **Co-create and customize enabling conditions** so that content-focused teacher teams can collaboratively learn, analyze data, co-plan, and practice standards-based instruction through cycles of professional learnings;
- 2) **Train Principals and Teacher Leaders *together*** to implement systemic Cycles of Professional Learning focused on standards-based instruction;
- 3) **Create a city-wide and national learning community** to share best practices, tools, and resources aligned to standards-based learning and to problem solve with other Teacher Leaders in person and online;
- 4) **Measure the impact of shared leadership on achieving results with students in Common Core State Standards;** and
- 5) Provide a gradual-release framework that **builds district and school capacity to self-manage** this innovative program. After two years of intensive summer support and school-year coaching, schools will have the tools they need to continue this process under their own power with the support of Leading Educators’ resources as needed.

**Project objectives, and expected outcomes:** 1) Increase the Common Core State Standards-aligned instructional capacity of teacher teams in their school; 2) Increase student math achievement; 3) Increase student reading/language arts achievement; 4) Increase participating teachers’ pedagogical content knowledge; and 5) By the end of the project, at least 75% of Teacher Leaders will still be working in a Chicago Common Core Collaborative school.

**Total target number of students to be served:** 21,600 by Project Year 4

**Special project features:** RAND Corporation has been conducting a rigorous, multi-year evaluation of Leading Educators’ impact on the development of teacher leadership, student achievement, and teacher retention and will serve as the independent, third-party evaluator on this i3 project as well. This continued relationship will deepen the body of data on Teacher Leadership, further connecting the positive impact and effects on student achievement. Evaluation will gather student achievement data and compare it to a school’s baseline (pre-project implementation) data as well as to control group data to determine the degree of impact on student learning.

**Project Partners:** North Chicago Community Unit School District 187 and KIPP Chicago Public Schools. Leading Educators is also currently in conversations with decision makers at Schools That Can, Oak Park Schools, and the Noble Network of Charter Schools to include them in this project.