

**Education Innovation and Research Program (EIR)
Project Abstract**

Applicant Name: [REDACTED]

Project Title: Learning to Lead in Math (LTL-Math)

Type of Grant Requested: (select one) Early-Phase Mid-Phase Expansion

Absolute Priorities the Project Addresses: (select all that apply)

- Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)
- Absolute Priority 2-- Field-Initiated Innovations—General
- Absolute Priority 3-- Promoting STEM Education
- Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs
- Absolute Priority 5-- Educator Recruitment and Retention

Competitive Preference Priorities the Project Addresses: (select all that apply)

- Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners
- Competitive Preference Priority 2— Addressing the Impact of COVID–19 on Students, Educators, and Faculty

Total number of students to be served by the project: 9,472

Grade level(s) to be served by the project: K-8

Definition of high-need students: Students in low-income, high-minority schools

Brief description of project activities: LTL-Math includes three promising, evidence-based strategies that work together to support principals and math teacher leaders in strengthening schools that cultivate robust math teacher learning and instructional improvement: (1) professional development for principals to strength the school’s culture and systems that support teacher learning; (2) professional development for math teacher leaders to develop teacher teams and facilitate teacher team meetings as sites for continuous, job-embedded teacher learning; and (3) on-site group coaching sessions for both principals and math teacher leaders to strengthen their distribution of leadership through joint activities.

Summary of project objectives and expected outcomes: The project’s primary goal is to develop, implement and study LTL-Math. To accomplish this, we have four goals: (1) develop, test and refine LTL-Math in pilot district; (2) implement LTL-Math and evaluate its impact in two treatment districts; (3) examine LTL-Math under normal conditions and offer delayed treatment to control districts; and (4) disseminate findings. Expected outcomes include: principals strengthen school-based teacher learning culture and system, math teacher leaders design and facilitate teacher team meetings as sites for teacher learning, math teachers plan for and implement lessons with fidelity, and student math learning outcomes improve.

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Summary of how the project is innovative: Although there is widespread understanding of effective teacher professional development experiences, a challenge has proven to be creating and sustaining this constellation of conditions within the context of schools. There is a pressing need to develop and test interventions that will cultivate and sustain organizational and instructional conditions and structures within schools that will support and sustain teacher learning. LTL-Math includes a multi-level job-embedded professional development system that engages both principals and teachers in organizational and instructional improvement efforts producing positive school-wide impact. LTL-Math also includes group coaching sessions for both principals and math teacher leaders (from the same school) to develop their collective capacity to employ a distributed leadership approach to strengthen the school-based teacher learning system and ensure alignment across teacher learning spaces.

Other studies related to the proposed project: (1) Bradshaw, C., Pas, E., Bottiani, J., Debnam, K., Reinke, W., Herman, K., & Rosenberg, M. (2018). Promoting cultural responsiveness and student engagement through double check coaching of classroom teachers: An efficacy study. *School Psychology Review*, 47(2), 118-134. (2) Master, B., Schwartz, H., Unlu, F., Scheig, J., Mariano, L., Coe, J., Wang, E., Phillips, B., & Berglund, T. (2022). Developing school leaders: Findings from a randomized control trial study of the Executive Development Program and Paired Coaching. *Educational Evaluation and Policy Analysis*, 44(2), 257-282. <https://doi.org/10.3102/01623737211047256> (3) Schoen, R., LaVenía, M., & Tazaz, A. (2018). Effects of the first year of a three-year CGI teacher professional development program on grades 3-5 student achievement: A multisite cluster-randomized trial (Research Report No, 2018-25). Tallahassee, FL: Learning Systems Institute, Florida State University. <http://doi.org/10.33009/fsu.1562595733>

Proposed implementation sites: Bensenville (District 2), Chicago Ridge (District 127.5), Oak-Lawn Hometown (District 123), and Alsip-Hazelgreen-Oak Lawn (District 126) School Districts

Organizations partnering with this project: University of Illinois at Chicago, University of Georgia, South Cook County Intermediate Service Center, WestEd