

Centers for Instructional Leadership (CILs)

What are the new Centers for Instructional Leadership (CILs)?

Centers for Instructional Leadership are both regional hubs and field offices made up of a highly trained cadre of staff designed to increase capacity for district and school leadership and teacher leaders. The primary objective of the CIL is to ensure high academic achievement for DoDEA students by developing high-impact superintendents, principals, and Instructional Support Specialists (ISSs). They will establish systems for job-embedded professional development, enhance instructional leadership capacity, create collaborative networks of support, and encourage the innovative practice and instructional shifts necessary to help every military-connected child meet our organizational learning goals.

What do the CILs do?

CILs cultivate a world-class learning organization across DoDEA by fostering skillful and knowledgeable school leaders (e.g., superintendents and principals). Broadly speaking, CILs build capacity for college and career ready standards implementation, ensure consistency and conformity of DoDEA priorities, address skill gaps for district program support staff and instructional leaders, build structures for collaboration and networking, and will soon establish leadership pathways for teacher and school leaders.

More specifically, CILs primarily work with district superintendents, principals, and teacher leaders to ensure these individuals are well equipped to lead and support their respective schools. CILs achieve this by identifying leadership gaps and needs and use school-level data and research to inform training and content development. This support system will create sustained leadership development by providing:

- Job-embedded support for teachers' learning
- Instructional leadership for supporting program implementations, leading continuous improvement, and providing feedback to teachers
- School-level capacity for continuous instructional improvement

How will CIL staff collaborate, partner, and liaise with program and district ISS staff in education?

CIL staff are practitioners who have a proven record of performance in capacity-building, in such areas as data analysis, instructional leadership, and professional learning. These staff will collaborate with subject matter experts, such as math and literacy support specialists, to inform the design of professional learning content and approaches. Support will be customized to improve instruction and raise achievement for all students.

To further illustrate, here is an example. Test score data revealed that Americas Elementary School A's student literacy scores are below the DoDEA school-wide average, and have been for three consecutive years. Using diagnostic tools to understand the environment and factors contributing to low literacy performance, CIL staff will

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work with District/HQ specialists to design and deliver professional training. The training is designed to increase their professional capacity and ability to implement strategies to address literacy comprehension and affect student test scores.

How will CILs be structured and staffed? How do they fit into the new DoDEA structure?

There are 86 full-time equivalent staff across three CIL regional hubs and respective field offices. CIL staff collaboratively inform and develop training and content materials for their districts and school leaders. Each regional hub is led by a Chief of Instructional Leadership Development (CILD). Professional Practice and Improvement Specialists work directly with the CILD and are responsible for ensuring a quality education by providing embedded professional development and coaching for district and school leaders and leadership teams. These positions will be located in both the regional CIL hub and in the field. Professional Development Specialists are located in the regional CILs and provide guidance to district and school leadership teams to develop goals that are aligned to DoDEA's missions, beliefs, and priorities.

As is the case with other DoDEA offices, under the Restructuring for Student Achievement (RSA) priority CIL functions and staff are centralized to DoDEA Headquarters through oversight by a Director of Student Excellence. For a full list of CIL positions per location, please visit the Education staffing chart on the website at http://www.dodea.edu/Restructuring/upload/Education_update_APRIL042016.pdf.

Where are CILs located?

Each region (Americas, Europe, and Pacific) has a dedicated Center for Instructional Leadership (CIL) hub. CIL regional hubs each contain 12 FTEs and are located in Peachtree City, Georgia; Sembach, Germany; and Torii Station, Okinawa. See the chart below for a breakdown of CIL regional field office staffing comprised of Professional Practice and Improvement Specialists located in the field to strategically disperse resources closer to schools.

Field CILs Americas	FTEs	Field CILs Europe	FTEs	Field CILs Pacific	FTEs
Fort Bragg	3	Feltwell	1	Humphreys	2
Fort Campbell	2	Belgium	2	Iwakuni	2
Camp Lejeune	1	Vicenza	2	Yokota	2
Quantico	1	Naples	1	Guam	1
Total	7	Grafenwoehr	1	Total	7
		Stuttgart	1		
		Total	8		

How do CILs interact with district staff and school administrators?

CIL teams partner with Headquarters, districts, and schools to support systemic approaches that will accelerate student achievement, creating a two-way dialogue between districts and CIL staff. CIL staff primarily work with district staff and school leaders to identify learning needs, data, timelines, strategies and interventions. CIL staff

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will also work with school leaders to guide continuous improvement planning and local professional learning activities.

CIL leadership and staff across all CIL locations in the Americas, Europe, and Pacific will collaborate and share best practices and strategies for success, enabling DoDEA to maximize resources and ensure a common approach across our schools.

For example, what would happen if the Europe CIL is asked by a District Superintendent to build the capacity of middle and high school principals to lead AVID implementations? A CIL Professional Development Specialist, working in collaboration with the Headquarters and regional AVID Specialists, would review the implementation data, identifying several key factors to address. The professional development would be co-designed and delivered to the middle and high school principals within the district, and follow-up support would be provided by the Regional AVID coordinator.

As a school level employee, what can I expect from the CILs?

Ultimately, CILs provide support to districts and school leaders who in turn support teachers to ensure schools and teachers have the capacity to help their students succeed. The main priority of the CILs is to develop highly effective superintendents, principals, and ISSs that promote the success and achievement of all students.

If I'm a teacher, how can the CIL help me in my job and my career?

ISSs at the district level will continue to provide professional development and support for teachers. Teachers involved in leading improvement efforts or programs at the school level may be involved in professional development provided by CIL staff. In the coming years, additional initiatives will be added to the role of the CIL, to include providing leadership development opportunities for teacher leaders.

Where can I learn more about employment opportunities within a CIL?

CIL position descriptions are available through the DoDEA Human Resources webpage at <http://www.dodea.edu/Offices/HR/employment/vacancies.cfm>. These positions can also be accessed directly through www.USAJobs.gov. Type in the keyword: DoDEA.

What is the timeline for CIL implementation?

CILs will be operational at the beginning of the 2016-17 school year. As of May 2016, DoDEA hired all three Directors of Student Excellence (Americas' Director is currently in an acting capacity) whose responsibilities also include CIL oversight. DoDEA has also selected the Chief of Instructional Leadership Development in all three regions. Additional CIL hiring will continue throughout the summer and early fall.

In fall 2016 CILs will deliver the first annual professional learning plan detailing CIL strategy and activities for the year ahead. Additionally, CIL staff will receive professional training through a blended learning model, including in-person and virtual training components. This will build capacity and resources of CIL staff to provide them with the tools they need to define terms and deliver consistent training across the entire DoDEA system. This will kick-off a five year planning endeavor to ensure CILs are responsive to DoDEA's short and long term training needs.

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CIL leadership will also develop a new collaborative model to ensure that all three CIL hubs share a common approach, exchange key ideas, and utilize a mutual platform for information-sharing.

What are we doing to make sure the regional CIL hubs aren't just an extension of Headquarters?

While the focus of CILs will not address the day-to-day workings of school or district business, they will remain informed of curricular and program developments. The Director of Student Excellence (DSE) administratively manages the actions of the CIL and will provide oversight to district leadership. Districts will instead work with the Forward Integrated Support Teams (FISTs) within their district and at the regional office to resolve day-to-day operational issues such as staffing.

Who will typically contact a CIL? And who will a CIL primarily contact?

In collaboration with HQ, CIL, and district leadership, DoDEA is developing a communications protocol to help regional, district, and school leadership and staff understand how best to access CIL personnel and resources. This will be available by fall of 2016.

What will be the main outcomes of the CILs?

1. Target and transform instructional leadership practices of principals, assistant principals, community superintendents, and district ISSs
2. Target and transform instructional practices at all levels within the district in a way that is tangible to all students, teachers, and families
3. Emphasize performance more than processes to determine whether activities are improving teaching and learning, and making a difference for students
4. Implement a robust, differentiated, embedded professional development component which includes leadership capacity building
5. Facilitate the alignment and coherence of activities to help maximize effort and resources, and focus the district/school on key priorities
6. Support the implementation of large-scale initiatives
7. Provide ongoing support and continuous improvement
8. Ensure consistency and fidelity of reform initiatives being implemented