Building Site Leadership Capacity to Foster a Collaborative Culture
Focused on Improving Student Achievement

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Acronyms

AB	Assembly Bill	**LCFF**	Local Control Funding Formula
BOE	Board of Education	**LEA**	Local Educational Agency
CCEE	California Collaborative for Educational Excellence	**MTSS**	Multi-Tiered System of Supports
CDE	California Department of Education	**PELP**	Public Education Leadership Project
CSTP	CA Standards for the Teaching Profession	**PLC**	Professional Learning Community
EL	English Learner	**SBAC**	Smarter Balanced Assessment Consortium
HQI	High Quality Instruction	**SCOE**	Sacramento County Office of Education
IDEA	Individual with Disabilities Act		

Every system is perfectly designed to get the results it gets

SCUSD Core Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Desired Takeaways

- **Build leadership capacity to foster and implement collaborative cultures in order to address our five strategic priorities**

- **Our approach is based on our Problem of Practice and our Theory of Action, which are centered on delivering quality professional learning and fostering collaboration and accountability within a multi-tiered system of supports across and within our system**

- **Support and fostered accountability are needed in order to ensure our most underserved students have access to and benefit from this effort**

SCUSD Five Strategic Priorities

1. **High Quality Instruction to Meet the Needs of all Students with a Focus on Students Least Well Served**

2. **Multi-Tiered System of Supports (MTSS)**

3. **Culturally Responsive Professional Learning**

4. **Effective Talent Programs Focused on Recruitment & Retention in Service of High Quality Instruction**

5. **Network Upgrades and Centralized Workforce Processes; Including HR Enhancements in Service of High Quality Instruction**

Building Site Leadership Capacity to Foster Collaborative Culture

Why Focus on Site Leaders' Capacity to Build Collaborative Cultures?

An effective principal's impact is stronger and broader than previously thought, making it "difficult to envision" a higher return on investment in K-12 education than the cultivation of high-quality school leadership.

Grissom, Egalite, and Lindsey (2021)
How Principals Effect Students and Schools,
The Wallace Foundation Report

Collective efficacy is the **shared belief of the STAFF** of the school in their **ability to positively affect students**. Success lies in the **critical nature of collaboration** and the strength of believing that together, administrators, faculty, and students can accomplish great things. This is the power of collective efficacy.

Donohoo, Hattie, Eells
The Power of Collective Efficacy, 2018

Why Focus on Collaborative Cultures?

Collective efficacy is greater than **three times as powerful and predictive of student achievement than socioeconomic status**, double the effect of **prior achievement**, and triple the effect of **home environment and parental involvement**. It is three times more predictive of student achievement than **student motivation, concentration, persistence and engagement**.

Donohoo, Hattie, Eells
The Power of Collective Efficacy, 2018

Of these, collective efficacy is the only factor that is within our control.

Building Site Leaders' Capacity to Foster Collaboration

Through **intentional and deliberate professional learning, collaboration and practice,** we must **learn** to **explicitly and effectively:**

- Link our collective actions to student outcomes
- Determine how changes in practice impact student outcomes
- Collect and examine specific evidence of student learning
- Analyze student & site data
- Share practices
- Use assessment - formative, interim and summative - to guide instruction

Building Site Leadership Capacity

Site leadership is **shared by *all* members** of the school community, inclusive of:

- **Central Office Staff** who support our school communities
- **Site Administrators & Site Leadership Teams** who collectively lead our school communities
- **Site Staff** who directly serve students and families

We build this capacity by **empowering** administrators, teams and staff through **deliberate professional learning, collaboration and practice** to **independently examine evidence, analyze data, share practices** and **use assessment to guide instruction**

Evidence of collective impact reinforces collective practices.

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Existing Collaborative Practices

Existing collaborative leadership structures at the site level include:

- Thursday Collaborative Time
- Site Leadership Teams
- Grade Level & Department Teams
- Coordination of Services Teams (COST)
- Professional Learning Communities
- Community-based leadership teams such as School Site Council and ELAC

Variation in Implementation

Variation in the implementation of collaborative structures and practices necessary to build collective efficacy include:

- Incongruent district-wide practices, expectations and requirements for professional learning

- Stages of leadership development
- Data collection & analysis
- Collaboration practices & expectations
- Relational capacity
- Adult mindsets
- Master scheduling
- Leadership and staff turnover
- Allocation of resources

SCUSD's Approach:

Delivering quality professional learning and fostering collaboration and accountability within a multi-tiered system of supports across and within our system

Problem of Practice

We have failed to define and implement a coherent **professional learning model** focused on **high-quality tier-one instruction** within a **multi-tiered system of supports** for all students, resulting in unacceptably low achievement rates of 29% of students meeting standard in Math and 37% in ELA, and even lower among our most vulnerable students with significant racial disproportionality.

Root Causes

We have not yet prioritized developing and implementing a strategic plan through district labor/operational fluctuations/challenges.

We have not yet established a district-wide instructional vision.

We don't yet value, prioritize and protect meaningful professional learning.

We do not yet have a complete PL system of support anchored in an instructional vision that focuses on HQI.

Theory of Action

Purpose: Define and implement a coherent professional learning model focused on high quality tier one instruction within a multi-tiered system of supports.

If we…
1) Update our **Graduate Profile**, including TK-12th grade learning progressions, and center in our system as the driver for improvement

2) Define **High Quality Instruction**

3) Design an **Adult Profile** that describes the adult mindsets and actions needed to ensure all students have access to and benefit from High Quality Instruction, and

4) Develop and implement a district-wide, multi-year **Professional Learning Model** that empowers the adults in our system to deliver and measure the effectiveness of High Quality Instruction and supports within a Multi-Tiered System of Supports

Then…
Leaders and educators will have the structure, capacity and support to implement and monitor the effectiveness of instructional practices within our MTSS structure.

2022-23 Professional Learning Focus Areas

- **Strategic Priority 1: High Quality Tier One Instruction**
  - Build Leadership Capacity >> Learning Intentions & Success Criteria

- **Strategic Priority 2: MTSS Implementation**
  - Cohort 3 >> Common Language, Common Understanding
  - Cohorts 1-3 >> Site Leadership Teams & Data-Based Problem Solving
  - PLCs >> Learning for Alignment & Improvement

- **Strategic Priority 3: Culturally Responsive Professional Learning**
  - Build Site Leadership Capacity >> Site Agreements
  - Epoch Education >> Compassionate Dialogue
  - Epoch Education >> Implicit Bias

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2022-23 Professional Learning Structures

- **Central Office**
  - PL & Support with External Partners – PELP, Carnegie, CCEE, SCOE, CORE, Solution Tree, Epoch Education

- **Site Leaders**
  - Bi-Monthly Instructional Leadership PL with Academic Office
  - Bi-Monthly Operational Leadership PL with Central Office Depts
  - Monthly MTSS Implementation PL (Cohort 3)
  - Twice Monthly New Administrator PL
  - Instructional Assistant Superintendent Coaching & Support
  - Training Specialist Coaching & Support

- **Site Staff**
  - Site-Based PL with Site Admin & Site Leadership Teams
  - Centralized PL with Central Office Departments
  - Site-Based Requests for Training Specialist Support & Coaching

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Professional Learning (PL) Work in Progress

Update Graduate Profile → **Develop Adult Profile**

Define High Quality Instruction February-March 2023 → **Design Multi-Year PL Model & Plan April-May 2023** → **Implement Year One PL Plan June-August 2023**

Conducted and analyzed research on HQI and aligned with the CSTPs

Define HQI as a tiered instructional framework

Design PL Model that supports the professional learning needs of all adults in our system

Develop scope & sequence of for three-year PL Plan

Provide Site & Dept Leaders with 2023-24 PL Plan, including scope & sequence, structures, and expectations (by June)

Implement Plan!

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2023-24 Professional Learning Focus Areas

- **Strategic Priority 1: High Quality Tier One Instruction**
  - Instructional Practices >> *Identifying & Defining Essential Standards*

- **Strategic Priority 2: MTSS Implementation**
  - Cohorts 1-3 >> *Effective Leadership, Implementation & Measurement*
  - PLCs >> *Learning for Alignment & Improvement*

- **Strategic Priority 3: Culturally Responsive Professional Learning**
  - Collaborative Cultures >> *Building Collective Efficacy through Evidence of Student Learning*
  - Culture & Climate >> *Anti-Bias, Anti-Racist, Trauma-Responsive Practices*

Support & Fostered Accountability

Why Support & Fostered Accountability?

"Those who hope to lead must begin by acknowledging that no one person will have the energy, expertise, and influence to lead a complex change process until it becomes anchored in the organization's culture without first gaining the support of key staff members."

Dufour, Dufour, et al.
Learning by Doing, 2016

How do we support and foster accountability?

- **Goal & Role Clarity**
  Everyone in our system - from the boardroom to the classroom to the living room - needs to own this work and understand their role

- **Information**
  Data to determine student needs and measure our collective impact on student outcomes

- **Resources**
  Investment in professional learning and high leverage, evidence-based instructional practices

Questions & Discussion