



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

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Yvonne Wright, Chief Academic Officer

Erin Hanson, Assistant Superintendent, Curriculum & Instruction

Instructional Assistant Superintendents

Aprille Shafto & Enrique Flores

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



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

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.



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



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.



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) De

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



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



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



Questions & Discussion