

## Project Overview

The **21st Century California School Leadership Academy (21CSLA)** supports professional learning free of charge to local educational agencies. The purpose of this project is to provide robust, multi-year professional learning opportunities that support leadership development and build the capacity of central office, site, and teacher leaders. The 21CSLA fosters Sacramento County Office of Education's (SCOE) ongoing commitment to equitable outcomes for all students by building and reinforcing instructional leadership and systems capacity to create cultures and practices focused on continuous improvement.

The **Sacramento County Office of Education (SCOE 21CSLA)** is the lead for the Placer-Sacramento Region 21CSLA (one of the seven Geographic Lead Regions in the state).

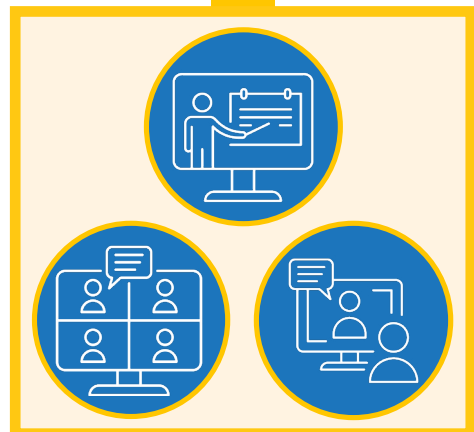
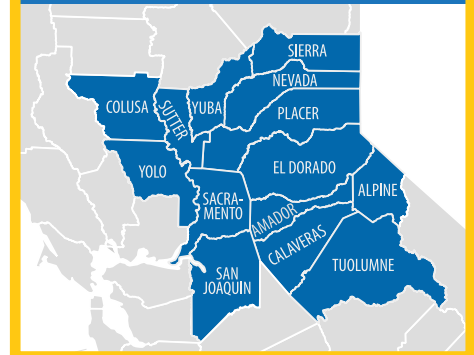
**SCOE 21CSLA** professional development opportunities include three major strands:

1. Professional learning modules designed to complement and support district and site initiatives
2. Communities of practice in which participants share problems of practice within a framework guided by continuous improvement principles
3. Individualized, differentiated, job-embedded leadership coaching

## Background

The California School Leadership Academy (CSLA) was first authorized by the state in 1983 and was operated by the California Department of Education until the program was discontinued due to budget cuts in 2002. In 2019, the state Legislature re-authorized 21CSLA and released funding for educational institutions and agencies to submit proposals to operate the statewide center and seven regional academies.

Counties in the Placer-Sacramento Region



Based on its capacity for and history of developing educational leadership in the region, SCOPE was selected as the lead agency for the Placer-Sacramento Region of 21CSLA. SCOPE is uniquely positioned to provide strong evidence-based professional learning, support, and coaching to provide leadership in transforming schools. SCOPE's leadership across the Capital Region is evidenced by its engagement in projects such as the English Learner Coordinator Network for Region 3, the SCOPE School of Education commitment to providing teacher and administrator credentialing programs for the region, and the co-leadership SCOPE has provided as a Geographic Lead in the Statewide System of Support.



Guidance for the Regional Academies is provided through the 21CSLA State Center at University of California, Berkeley. The 21CSLA Center, with direct involvement from the faculty and school leadership education programs, as well as support from the California Subject Matter Project (CSMP), is responsible for structuring collaborative partnerships among the CDE, the California Collaborative for Educational Excellence (CCEE), the State Board of Education, and the seven 21CSLA Regional Academies. These partnerships will provide quality, equity centered professional learning for educational leaders of schools and districts in California that receive Title II funds.

## Goals

The SCOPE 21CSLA goals include:

- Engage in leadership development for continuous improvement.
- Advance leadership knowledge, skills, and actions.
- Build systems capacity to create cultures and practices focused on equitable outcomes.
- Provide multi-tiered professional learning aligned to local needs.



## Project Summary

The SCOPE Regional Academy (SCOPE 21CSLA) divided the fourteen counties within the Placer-Sacramento Geographic Region into five subregions to facilitate the project and address the learning/leadership needs within a diverse geographical region. SCOPE 21CSLA has created the following Belief Statement to guide their work:

*We believe that all students deserve high-quality schools that lead to fair, just, and equitable outcomes. Investing in school leadership is essential to transforming school systems and leaders' capacity to lead for equity and improved achievement for all students.*

Given the unprecedented challenges faced by our nation’s schools and leaders, we are presented with opportunities to create change and transform our schools and school systems. In response to the current situation, all information and related activities for each of the three strands described below will be presented in a virtual format. The CPSEL (California Professional Standards for Education Leaders) and the QPLS (Quality Professional Learning Standards) guide content development, delivery, and evaluation of CSLA professional development. This summary focuses on the initial implementation phase through June 2021.

Participants have the option to engage in ongoing professional development through multi-year participation in 21CSLA. The program is reconfigured each year to remain flexible, aligned to local needs, and provide choices for participants. Participation in the SCOPE 21CSLA is open to:

- Teacher leaders, primarily serving outside of the classroom, who support classroom teachers;
- Site leaders including principals and co-administrators (assistant/vice/associate principals, deans, coordinators, counselors, etc.); and
- Central office leaders including superintendents, assistant/associate superintendents (classified and certificated), principal-superintendents, directors, coordinators, etc.

The three strands of SCOPE 21CSLA professional development available between January–June 2021 include:

1. Professional Learning Modules (a minimum of twelve hours of professional learning)

- Leading in the New Normal
- Developing and Extending Cultures of Collaboration and Continuous Improvement
- Equitable Leadership for English Learners
- Culminating Session: Reflection and Planning Next Steps



2. Communities of Practice (CoP): Cohorts will meet monthly for two-hour virtual, facilitated sessions in job-alike groups. Two separate Communities of Practice will be developed for each of the following groups for a total of six CoPs:

- Central Office Leaders
- Site Leaders
- Teacher Leaders



3. Leadership Coaching (available in Sacramento County only for Year 1):

Participants will receive 25 hours of job-embedded, goal-oriented, confidential coaching focused on equity centered problems of practice.



## Key Dates

- **November 9, 2020:** Recruitment materials/applications distributed across the region through Lead County Offices of Education
- **November 9–December 11, 2020:** Enrollment/application period
- **January 11, 2021:** Program start

## Evaluation

Program effectiveness will be evaluated using information and data from the following sources:

### 1. Internal Evaluation

SCOE 21CSLA Local Program Evaluation developed by the SCOE C-SAPA team will include:

- Participant profiles (from applications)
- Participant reflection and surveys related to the effectiveness of coaching, professional learning opportunities, and Communities of Practice
- Evidence of participant growth and change as reflected in pre/post surveys (5 Key Practices)
- Continuous improvement cycles in Communities of Practice and Leadership Coaching strands

The 21CSLA Advisory Committee will provide regular analysis and review of program evaluation data. Additionally, an annual Placer-Sacramento Geographic Region Needs Assessment will be conducted to inform ongoing work.

### 2. External Evaluation

The SCOE 21CSLA will participate in an external evaluation conducted by the Center to assess progress of SCOE's Regional Academy, determine support needed for on-going work of Regional Academies, and to gain understanding of expertise across the region.



## For More Information

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