



*Leadership Development for Central Office, Site, and Teacher Leaders*

# 2021–2022 PROFESSIONAL LEARNING CATALOG



*Professional Development Modules*

*Communities of Practice*



*Individualized Leadership Coaching*



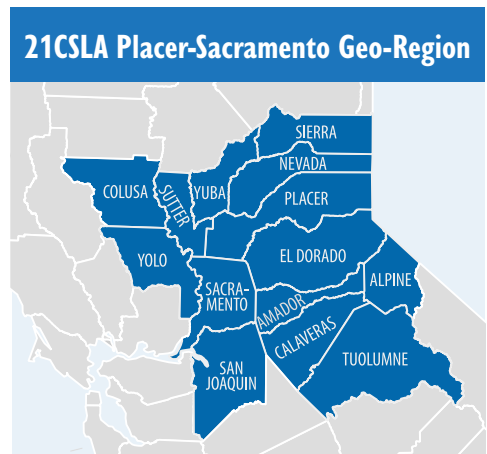
Leadership Development for Central Office, Site, and Teacher Leaders

## PROFESSIONAL LEARNING STRANDS

**SCOPE 21CSLA** (Sacramento County Office of Education 21st Century School Leadership Academy) has multiple professional learning opportunities for **Central Office, Site,** and **Teacher Leaders** in the Placer-Sacramento Geo-Region. All professional learning is offered at **NO COST**. Participants may elect to participate in one, two, or all three strands.

1. [Professional Learning Modules](#)
2. [Communities of Practice](#)
3. [Individualized Leadership Coaching](#)

*For a detailed description and schedule for each professional learning opportunity, click on the individual titles in the at-a-glance charts on the following page.*



### Participant Descriptors:

- **Teacher Leaders (TL):** Teachers who primarily work outside of the classroom to support other teachers (Instructional Coaches, TIC/TOSA, Department/Committee Chairs, Coordinators, etc.)
- **Site Leaders (SL):** Principals, Co-Administrators (Assistant/Vice Principals, Deans, Counselors, etc.)
- **Central Office Leaders (CO):** District and County Office Administrators (Superintendent, Assistant/Associate Superintendent, Directors, Coordinators, Program Specialists)

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<https://www.scoe21csla.net/index.cfm?go=Applicant.NewProgramApplication>



# PROFESSIONAL LEARNING STRANDS: AT A GLANCE

## Professional Development Modules

Fall Through Spring	
<u>Leading for Accelerated Learning (TL, SL)</u>	
Fall Modules	Spring Modules
<u>Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices (TL, SL, CO)</u>	<u>Creating and Sustaining Inclusive Schools for All with a Focus on Equity and Access for Students with Disabilities (SL, CO)</u>
<u>Leading Cultures of Collaboration and Continuous Improvement (TL, SL, CO)</u>	<u>Leading Cultures of Collaboration and Continuous Improvement (TL, SL, CO)</u>
<u>Achieving Equity &amp; Excellence: Immediate Results from the Lessons of High-Poverty, High-Success Schools (TL, SL, CO)</u>	<u>Achieving Equity &amp; Excellence: Immediate Results from the Lessons of High-Poverty, High-Success Schools (TL, SL, CO)</u>
<u>UDL for Site Leaders (TL, SL)</u>	<u>Coaching for Site Leadership (SL, CO)</u>

## Communities of Practice

Fall Through Spring	
<u>Student Behavior &amp; Equitable Discipline for Site Leaders and Co-Administrators (SL)</u>	
<u>Investigating Instruction: Supporting Effective Instructional Practices Through the Teacher Leadership Role (TL)</u>	
<u>Delving Deep: Examining Problems of Practice in Our Education Systems (TL)</u>	
<u>Equitable Leadership for Special Education: Creating and Sustaining Inclusive Schools for All (CO)</u>	
<u>Creating Systems of Equitable Learning for All: Focus on the Vice Principal Role (SL)</u>	
<u>Charter Schooling in Decade Three (TL, SL, CO)</u>	
<u>Shaping Equitable Learning Opportunities for Multilingual Students (SL, CO)</u>	
<u>Leading for Equity &amp; Continuous Improvement (SL)</u>	
Fall Communities	Spring Communities
<u>Reimagining Teacher Leadership in 2021–2022: Investigating Social Emotional Learning in Everyday Practice (TL)</u>	<u>Reimagining School Leadership for Equity in Post-Pandemic Schools (SL)</u>
<u>Leading for Equity: Developing Capacity for Central Office Leaders (CO)</u>	<u>Strengthening Leadership Diversity: Developing Leaders of Color (TL, SL, CO)</u>

## Individualized Leadership Coaching

Fall Through Spring
<u>Participants will receive 25 hours of individualized, job-embedded, leadership coaching around their chosen professional and organizational goals. Coaching will be delivered both in-person and virtually. Dates and times of coaching sessions are mutually determined by the coach and participant. (TL, SL, CO)</u>

## Leading for Accelerated Learning

### Facilitators:

Lisa Bowman, Coordinator, Continuous Improvement and Support, San Joaquin COE

Lisa Neugebauer, Coordinator, Continuous Improvement and Support, San Joaquin COE

Sally Glusing, Director I, Continuous Improvement and Support, San Joaquin COE

**Audience:** Site and Teacher Leaders/Instructional Coaches

**Description:** Participants will learn strategies, approaches, and mindsets for effectively designing, teaching, assessing, and leading accelerated learning in all content areas. Sessions will focus on the collaborative role teacher leaders, coaches, and site administrators play in establishing and supporting learning acceleration across their campus. Key to this leadership work are leaders' own mindsets about student assets and abilities, and how they communicate these strength-based expectations. In this session, participants will explore not just specific accelerated learning strategies, but also critical leadership beliefs that help make learning gains happen.

### Outcomes:

- Target specific programs to focus accelerated learning
- Integrate accelerated learning into existing learning plans
- Identify priority standards as well as instructional scopes and sequences
- Support learning acceleration as well as classroom “look fors”
- Recognize grade-level assignments
- Message accelerated learning to teachers, students, and parents
- Use assessments to determine learning gaps and needs

**Dates/Times:** September–May (Mondays, 3:00 p.m. – 5:00 p.m.)

September 20, 2021

October 11, 2021

November 15, 2021

January 10, 2022

March 14, 2022

April 11, 2022

May 2, 2022

**Delivery Format:** Virtual (Zoom)

## **Leading from the Inside Out: Creating and Sustaining Equitable Systems, Structures, and Practices**

### **Facilitators:**

Channa Cook-Harvey, Executive Director, District and School Support, Sacramento COE

Kristin Wright, Executive Director, Equity, Diversity, Early Intervention and Support Services, Sacramento COE

**Audience:** Central Office, Site, and Teacher Leaders

**Description:** This module invites education leaders to explore the ways in which inequity and oppression at myriad levels (personal, institutional, and societal) play out in classrooms leading to unequal outcomes for students. Participants will have an opportunity to explore outward facing questions such as: What are the specific disparities/inequities we are seeking to eliminate? How do we understand the forces behind the inequity? Who are the people most affected by the current inequity? What will equity/racial equity in our outcomes look like, and how will we know? Participants will also engage in self-reflection considering questions such as: How have I benefited from or been marginalized by the current conceptions of schooling in the United States? When have I allowed the status quo to persist? How can I facilitate courageous conversations at my school/district and create braver and safer spaces for meaningful equity work to happen in my school/district?

### **Outcomes:**

- Engage in intentional, reflective practice around beliefs, identity, and experiences
- Establish a personal commitment to equity and social justice
- Build foundational knowledge about the history and theory surrounding how race and privilege undergird American education systems
- Learn to identify and address the complexities of leading for equity
- Adopt an equity-focused leadership stance with an emphasis on addressing inequalities and inequities for marginalized groups (students with disabilities, emerging bilinguals, foster youth, and students experiencing homelessness, etc.)
- Build and practice leadership behaviors for improving equity, diversity, inclusion, and belonging in schools and districts
- Use an equity lens in examining ways to disrupt systemic inequities and to create a more inclusive and equitable vision of public education

**Dates/Times:** Fall (Wednesdays, 3:30 p.m. – 5:30 p.m.)

September 22, 2021

October 6, 2021

October 20, 2021

November 3, 2021

November 17, 2021

December 1, 2021

December 15, 2021

**Delivery Format:** Virtual (Zoom)

[Return to Course Listing](#)

## Leading Cultures of Collaboration and Continuous Improvement

### Facilitators:

Ed Honowitz, Project Director, CA LMI

Gustavo Morales, Program Manager, CA LMI

Sid Haro, CA LMI Coach

**Audience:** Central Office, Site, and Teacher Leaders

**Description:** This module will provide foundational knowledge, tools, and capacity building to allow leaders at all levels to drive and sustain a culture of collaboration focused on student learning. Tools and insights are derived from research and the work of the CA LMI with over 170 labor-management teams across California. Participants will explore the three pillars of collaboration: trust, equity, and communication and the relationship between trust and improvement in school systems as well as work with frameworks and hands-on tools to develop clarity on decision making processes, structures for collaboration, and collaborative problem solving with a focus on equity. Sessions will include exploring the research on collaborative leadership and the connections to the California Professional Standards for Educational Leaders.

Resources will include the new CA LMI Resource Guidebook: ***Building Partnerships to Create Great Public Schools***, [https://drive.google.com/file/d/1B\\_6Ym6zy14NgoFskglS1xUHV-5M4Unhe/view](https://drive.google.com/file/d/1B_6Ym6zy14NgoFskglS1xUHV-5M4Unhe/view).

California Labor Management Initiative (CA LMI), [https://cdefoundation.org/cde\\_programs/clmi/](https://cdefoundation.org/cde_programs/clmi/)

### Outcomes:

- Understand leadership knowledge, skills, and behaviors necessary to develop cultures of collaboration and continuous improvement through application of CA LMI's collaboration concepts, frameworks, and research
- Deepen understanding of the leader's role and the connection between trust and improvement in education systems
- Reflect on school/district current state of collaboration and continuous improvement, where they would like to be, and what actions can be taken to make it a reality
- Deepen understanding of the connection between collaboration and leading high-functioning teams to create more equitable outcomes for all students
- Develop an implementation plan to apply learned knowledge

**Dates/Times:** This session will be offered in the fall and repeated in the spring.

#### Fall Dates (Tuesdays, 3:30 p.m. – 5:30 p.m.)

September 21, 2021

October 5, 2021

October 19, 2021

November 2, 2021

November 16, 2021

November 30, 2021

December 14, 2021

#### Spring Dates (Wednesdays, 3:30 p.m. – 5:30 p.m.)

February 2, 2022

February 16, 2022

March 2, 2022

March 16, 2022

March 30, 2022

April 13, 2022

April 27, 2022

**Delivery Formal:** Virtual (Zoom)

[Return to Course Listing](#)

## **Achieving Equity & Excellence: Immediate Results from the Lessons of High-Poverty, High-Success Schools**

**Facilitator:** Dr. Douglas Reeves, CEO, Creative Leadership Solutions

**Audience:** Central Office, Site, and Teacher Leaders

**Description:** Led by distinguished leadership and organizational effectiveness expert Dr. Doug Reeves and his team from Creative Leadership Solutions, this module details a proven methodology to help any school make dramatic improvements in academic performance, behavior, and attendance. Through this module, participants will develop a logical and practical plan of action that will positively impact the achievement of all students.

### **Outcomes:**

- Study high-poverty, high-success schools and the research they are founded on
- Assess five levels of educational research and establish which research to trust
- Understand how to take action for change based primarily on daily decisions that benefit students
- Discover effective teaching practices that will enable immediate success for students
- Learn about the importance of accountability to a learning system and how to implement it in their own schools
- Take practical, action-oriented steps to begin applying the work in their own settings and within their own sphere of influence

**Dates/Times:** This module will be offered in the fall and repeated in the spring.

### **Fall Dates (Tuesdays, 3:00 p.m. – 5:00 p.m.)**

September 21, 2021

October 5, 2021

October 19, 2021

November 2, 2021

November 16, 2021

November 30, 2021

December 7, 2021

### **Spring Dates (Wednesdays, 3:30 p.m. – 5:30 p.m.)**

February 2, 2022

February 16, 2022

March 2, 2022

March 16, 2022

March 30, 2022

April 13, 2022

April 27, 2022

**Delivery Format:** Virtual (Zoom)

## Universal Design for Learning (UDL) for Site Leaders

### Facilitators:

Shamryn Coyle, Director, CA Coalition for Inclusive Literacy

Becky Canham, Program Manager, CA Coalition for Inclusive Literacy

**Audience:** Site and Teacher Leaders/Instructional Coaches

**Description:** This module provides a foundational background in the principles of Universal Design for Learning (UDL) for educational leaders. New leaders will deepen their understanding of the UDL framework and guidelines to frame a more inclusive and equitable learning experience for all. Leaders will gain insight into how to support UDL implementation at the school site level and support teachers as expert learners. Leaders will have the opportunity to create a professional learning experience using the UDL guidelines.

### Outcomes:

- Deepen understanding of Universal Design for Learning (UDL)
- Develop knowledge of UDL implementation
- Build skills in leading UDL implementation to create equitable learning opportunities for all
- Develop capacity to design professional learning utilizing UDL

**Dates/Times:** Fall 2021 (Thursdays, 3:30 p.m. – 6:30 p.m.)

September 23, 2021

October 7, 2021

October 21, 2021

November 4, 2021

**Delivery Format:** Virtual (Zoom)



## Creating and Sustaining Inclusive Schools for All with a Focus on Equity and Access for Students with Disabilities

### Facilitators:

Kevin Schaefer, Director of Program Support, El Dorado COE

Kristin Wright, Executive Director, Equity, Diversity, Early Intervention and Support Services, Sacramento COE

**Audience:** Site and Central Office Leaders

**Description:** This module explores special education as a support and service for students with IEPs within an inclusive school model. Topics include: What are the key tenets of an inclusive school model? What does it look like/feel like? What might an equity-focused education look like for students with disabilities across the range of support needs (mild to extensive) within a general education classroom? What role does Universal Design for Learning (UDL) play in creating an equity-based, inclusive school and classrooms? How might you work toward a more inclusive school site when you have existing special day classes on your campus/in your district? How can a robust Tier 1–3 academic program for all students create the landscape for supporting and including each and every student in a school? What are some best practices in prevention, intervention, and identification that can help to prevent disproportionality for students with disabilities across race and federal disability categories? How can a well-crafted school master schedule support students and staff in meeting the needs of all students? How can site and central office administrators model, support, and promote inclusivity for the full range of neuro-diversities and support needs?

### Outcomes:

- Adopt an inclusive mindset and specific actions that will promote improved outcomes for students with diverse needs and students with IEPs
- Learn how Universal Design for Learning is key in building a strong special education program
- Understand how to build supports and accommodate for students with disabilities within inclusive academic/behavioral school model
- Learn how disproportionality within Special Education can occur and what site and central office administrators can do to address the root causes
- Understand how the federal Individuals with Disabilities Education Act (IDEA) applies to students in schools and classrooms and how administrators can support special and general education teams in meeting the letter and spirit of the law
- Understand and support the professional learning needs of both general and special education teachers to promote evidence-based instructional strategies within an inclusive school environment.
- Learn how a well-crafted, intentional master schedule can meet the needs of both students and staff and lead to improved outcomes and collaboration

**Dates/Times:** Spring 2022 (Tuesdays, 3:30 p.m. – 5:30 p.m.)

February 1, 2022                      February 15, 2022

March 1, 2022                              March 15, 2022

March 29, 2022                          April 12, 2022

April 26, 2022

**Delivery Format:** Virtual (Zoom)

[Return to Course Listing](#)

## Coaching for Site Leadership

**Facilitator:** Dr. Jessica Miller, Coordinator, Leadership and Learning Collaborative, Placer COE

**Audience:** Site and Central Office Leaders

**Description:** This coaching module will prepare site-based leaders to learn how coaching can be used as a tool to interrupt inequities in their schools to ensure every student can succeed. Participants will explore concepts such as educational equity, intersectionality, and oppression, in addition to growing their skills in interrupting inequity and oppression. Participants will also learn how to talk about race and create safe spaces for the adults they lead to support their learning and growth.

### Outcomes:

- To support the vision, climate, and culture of instructional coaching and support from leadership
- Deepen understanding of observation and how to use feedback to enhance student learning
- Understand the importance of coaching for professional development
- Learn how coaching is an integral part of creating equitable learning environments for all students

**Dates/Times:** Spring 2022 (Thursdays, 3:30 p.m. – 6:30 p.m.)

February 3, 2022

February 17, 2022

March 3, 2022

March 17, 2022

March 31, 2022

April 28, 2022

**Delivery Format:** Virtual (Zoom)

## Student Behavior and Equitable Discipline for Site Leaders and Co-Administrators

**Facilitator:** Jared Hungerford, Director of Curriculum and Instruction/Adult Education Coordinator, Calaveras COE

**Audience:** Principals and Co-Administrators (Assistant Principals/Vice Principals/Deans)

**Description:** This Community of Practice will provide site administrators with the opportunity to learn together through investigating equitable best practices in behavior management and discipline measures. Participants will engage in an exchange of personal experiences as well as an investigation of research-based strategies to develop an improvement plan to address an area of need related to student behavior and discipline.

### **Outcomes:**

- Develop an understanding of the need for more equitable discipline practices
- Discuss and share best practices
- Develop an improvement plan to improve student outcomes through more effective and equitable behavior interventions

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## **Investigating Instruction: Supporting Effective Instructional Practices Through the Teacher Leadership Role**

**Facilitator:** Sally Glusing, Director, Continuous Improvement and Support, San Joaquin County COE

**Audience:** Teacher Leaders

**Description:** In this Community of Practice, teacher leaders will collectively focus on instructional practices that support all students' active engagement in learning. How to support and partner with classroom colleagues as they integrate instructional shifts will be a key component. Through session activities, collaborative discussions, and individual learning-by-doing inquiry projects, participating teacher leaders will create action plans designed to support future instructional improvement efforts.

**Outcomes:**

- Build capacity to support strengths-based instructional improvement within their individual contexts
- Engage regularly as a supportive community
- Learn about and use continuous improvement mindsets and methodologies to support positive instructional change efforts

**Number and Length of Sessions:** Six (6), two-hour sessions (September–March, no January meeting)

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Delving Deep: Examining Problems of Practice in Our Education Systems

### Facilitator(s):

Anne Zeman, Assistant Superintendent, Twin Rivers USD (retired)

Tammy Patten, Director, School of Education, Sacramento COE

**Audience:** Teacher Leaders

**Description:** In this Community of Practice, participants will identify a problem of practice pertinent to them and have the opportunity to engage with other colleagues in collaborative dialogue that will inform their thinking and lead to a deeper understanding of the causes of challenges in our education system. By the end of the series, participants will devise action plans that can be implemented and will result in change at their school sites.

### Outcomes:

- Identify a problem of practice in their own setting
- Using Root Cause Analysis and corresponding tools (empathy interviews, survey data analysis, etc.), participants will move beyond surface-level causes that may mask deeper factors contributing to the problem.

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitators will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## **Equitable Leadership for Special Education: Creating and Sustaining Inclusive Schools for All**

**Facilitator:** Anne Rigali, Director, Special Education/SELPA, Elk Grove USD

**Audience:** Central Office Leaders

**Description:** This Community of Practice will explore special education as a support and service for students with IEPs within an inclusive school model. Leaders will come together to investigate leading for inclusion within the special education setting. Through session activities, reading and discussions, and action-based inquiry, leaders will explore their own leadership from their unique perspective and develop action plans for building their own leadership capacity to lead an equity-focused education for students with disabilities across the range of support needs.

### **Outcomes:**

- Explore the unique phenomenon of what it means to lead for inclusion in the special education setting from the Central Office context
- Develop a professional community focused on improving professional practice and capacity to lead for equity and continuous improvement
- Create and implement action plans based on inquiry investigations

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Creating Systems of Equitable Learning for All: Focus on the Vice Principal Role

### Facilitators:

Jackie White, Assistant Superintendent, Court and Community Schools, CTE, and Adult Re-Entry, Sacramento COE

Lisa Alcala, Principal, E.L. Hickey Jr./Sr. High School & North Area Community School, Sacramento COE

**Audience:** Site Co-Administrators (Vice Principals, Assistant Principals, Deans, etc.)

**Description:** This Community of Practice will explore the role of vice principals and their unique impact on outcomes for students, especially those who are most marginalized. Through exploration of regional data, student perspectives, Ed Code, mentoring relationships, mental health and wellness, and high-quality instruction, participants will work in teams to refine their practice, build leadership capacity, and identify strategies and actions to implement learning in their own practice and learn from the community.

### Outcomes:

- Utilize data to understand the equity gap
- Value the importance of student voice and implementing it in school culture
- Effectively use alternative means of correction
- Understand the impact of exclusionary practices on marginalized student populations
- Recognize the impact of trauma and mental health on student behavior
- Realize the impact of adult protective relationships on student behavior
- Coach your school team for improved student outcomes

**Number and Length of Sessions:** Eight (8), two-hour sessions

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Charter Schooling in Decade Three

**Facilitator:** Ting L. Sun, Ph.D., Co-Founder, Natomas Charter Schools, Member, State Board of Education

**Audience:** Charter school leaders, including board members, administrators, and lead teachers

**Description:** Today's charter school leaders are facing a different set of challenges than those of the past. This Community of Practice will bring together charter school leaders to identify and seek solutions to current issues facing their schools. How do we honor the spirit of innovation through chartering established 30 years ago, while navigating through an increasingly burdensome environment? We will find answers to this question together.

**Outcomes:**

- Create and develop current practices (instructional and operational) that align with each participating charter school's unique mission
- Develop a professional community focused on improving professional practice and capacity to lead for equity and continuous improvement within the charter school context and setting

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)



## Shaping Equitable Learning Opportunities for Multilingual Students

**Facilitator:** Heather Schlaman, Program Specialist for English Learner Services and Assessment, Yolo COE and Lecturer in Teacher Education, San Jose State University

**Audience:** Central Office and Site Leaders

**Description:** School leaders play a critical role in creating structures and practices that shape the learning experiences of multilingual students, particularly those designated as English Learners. Designed for site- and district-level administrators, this Community of Practice will focus on the development of structures and practices to provide equitable learning opportunities and improve academic outcomes for students designated as English Learners. Participating leaders will identify a problem of practice in their local context and develop a plan of action, gathering and analyzing data along the way to address challenges and assess effectiveness. The group will meet monthly to share experiences, learn together, and support one another in navigating the organizational factors at play in designing and sustaining equitable systems for multilingual learners.

### Outcomes:

- Develop a professional community focused on building and expanding opportunities for multilingual learners to improve learning and advance equity
- Explore various understandings of language learning and deepen knowledge of pedagogical approaches that build on multilingual students' cultural and linguistic resources
- Create and implement action plans based on identified areas of need related to multilingual learners

**Number and Length of Sessions:** Six (6), two-hour sessions, October–May

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Leading for Equity and Continuous Improvement

### Facilitators:

Gianfranco Tornatore, Ed.D, Director of Continuous Improvement and LCAP, San Juan USD

Marty Martinez, Ed.D., Director, School of Education, Sacramento COE

**Audience:** Site Leaders

**Description:** In this Community of Practice, site leaders will learn how to lead for equity and continuous improvement within the unique context of the school principalship. Through session activities, reading and discussions, and site-based inquiry projects, participants will develop action plans and site-specific recommendations for creating more equity-centered school communities.

### Outcomes:

- Develop a professional community focused on improving professional practice and capacity to lead for equity and continuous improvement
- Identify a problem of practice in their own setting
- Use continuous improvement principles to support site leaders with planning, implementing, analyzing, and adjusting their problem of practice

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitators will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Reimagining Teacher Leadership in 2021–2022: Investigating Social Emotional Learning in Everyday Practice

**Facilitator:** Aki Murata, educator, researcher, professional development facilitator, and author of *Reopening Better Schools: How COVID-19 Can Help Improve Education*

**Audience:** Teacher Leaders

**Description:** In this Community of Practice, teacher leaders will come together for a deep investigation of how Social Emotional Learning (SEL) plays a role in post-pandemic classrooms. Through session activities, reading and discussions, and site-based inquiry projects, participants will develop action plans and site-specific recommendations for supporting social-emotional safety in future schools.

### **Outcomes:**

- Develop a deeper understanding of the role(s) SEL plays in post-pandemic classrooms
- Create action plans based on individual inquiry investigations
- Develop a professional community focused on improving professional practice

**Number and Length of Sessions:** Five (5) Saturdays, 2.5-hour sessions

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Leading for Equity: Developing Capacity for Central Office Leaders

**Facilitator:** Dr. Steve Winlock, Executive Director, School of Education, Sacramento COE

**Audience:** Central Office Leaders

**Description:** In this Community of Practice, Central Office leaders will come together to explore leading for equity within the unique context of Central Office leadership. Through session activities, reading and discussions, and site-based inquiry projects, participants will develop action plans and site-specific recommendations for creating more equity-centered school communities.

**Outcomes:**

- Develop a professional community focused on improving professional practice and capacity to lead for equity and continuous improvement
- Identify a problem of practice in their own setting
- Use continuous improvement principles to explore their problem of practice and implement action plans related to their own goals for improvement

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitator will contact participants mid-September to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Reimagining School Leadership for Equity in Post-Pandemic Schools

**Facilitator:** Aki Murata, educator, researcher, professional development facilitator, and author of *Reopening Better Schools: How COVID-19 Can Help Improve Education*

**Audience:** Site Leaders

**Description:** In this Community of Practice, site leaders will come together for a deep investigation of how leading for equity plays a role in the post-pandemic schools. Through session activities, reading and discussions, and site-based inquiry projects, participants will develop action plans and site-specific recommendations for creating equity-centered school communities.

### Outcomes:

- Develop a professional community focused on improving professional practice and capacity to lead for equity and continuous improvement
- Reimagine what leading for equity means/looks like in post-pandemic schools
- Develop practical, site-based action plans based on improving outcomes for students in their unique context

**Number and Length of Sessions:** Five (5) Saturdays, 2.5-hour sessions

**Dates/Times:** The facilitator will contact participants mid-December to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Strengthening Leadership Diversity: Developing Leaders of Color

**Facilitator:** Dr. Steve Winlock, Executive Director, School of Education, Sacramento COE

**Audience:** Teacher, Site, and Central Office Leaders

**Description:** Recent social movements have moved many of us in education to deepen our work toward racial justice. It has become clear that the needs of leaders of color, a tremendously under-represented group of leaders in California's public schools, should be supported. In this Community of Practice, leaders will come together to investigate leading for equity as a leader of color. Through session activities, reading and discussions, and action-based inquiry, leaders will explore their own leadership from their unique perspective and develop action plans for building their leadership capacity to lead for equity and improved outcomes for all students.

**Outcomes:**

- Explore the unique phenomenon of what it means to lead for equity as a leader of color
- Develop a professional community focused on improving professional practice and capacity to lead for equity and continuous improvement
- Create and implement action plans based on inquiry investigations

**Number and Length of Sessions:** Six (6), two-hour sessions

**Dates/Times:** The facilitator will contact participants mid-December to establish meeting dates and times that work for the Community.

**Delivery Method:** Virtual (Zoom)

## Individualized Leadership Coaching

Research shows coaching for school leaders is critical to their growth and mindset, acquisition of new skills and behaviors, and increased capacity to support positive and equitable outcomes for all students.

**Audience:** Central Office, Site, and Teacher Leaders (Central Office and Site leaders must possess a Clear Administrative Services Credential)

**Description:** SCOE 21CSLA's Leadership Coaching program is designed to support teacher, site and Central Office leaders to reach their highest potential. Participants are partnered with high-quality, experienced, and trained coaches who support education leaders through a collaborative trust-based, non-evaluative relationship; shared culture of inquiry and continuous improvement; identification and alignment of strengths, resources, and time; and focus on the self-identified needs and goals that support all students. SCOE 21CSLA coaches help leaders to clarify, develop, and act on professional and organizational goals by providing ongoing dialogue, feedback, and reflection. The coaching becomes a catalyst for developing a leader's capacity, skills, knowledge, behaviors, and confidence.

### Outcomes:

- Build capacity to achieve professional and organizational goals that promote equitable outcomes for all students
- Enhance one's ability to cultivate a culture of reflection and continuous improvement
- Collaborate and solve problems creatively with an experienced thought partner
- Meet challenges and opportunities efficiently and effectively

**Dates/Times:** Dates and times of coaching sessions are mutually determined by the coach and participant.

**Program Delivery:** Participants will receive 25 hours of individualized, job-embedded, leadership coaching. Coaching will be delivered both in person and virtually.

