CCEE Analysis of 21st Century CSLA & EWIG Stakeholder Input
October 31, 2019

CCEE and CDE convened four webinar sessions, one in-person stakeholder session, and distributed two separate surveys statewide to engage stakeholders on 21CSLA and EWIG from September 16 through October 30, 2019. The completed stakeholder engagement survey data includes:

- 21CSLA survey responses: 746 (548 including 198 webinar attendees)
    - 42% are teachers, instructional leads, school site principals
    - 18% had previously participated in the CSLA
    - 56% are responding as a potential participant
- EWIG survey responses: 782 (632 including 150 webinar attendees)
    - 46% are teachers or paraprofessionals
    - 73% are responding as a potential participant

High Level Summary of CSLA Qualitative and Quantitative Feedback:

1. The structure of 21CSLA professional learning should be created to support learning by site and district-based **TEAMS**. These teams should include district administrators, site principals and assistant principals, and teacher leaders. The structure should also include pathways to support the development of non-traditional school leadership teams consisting of parents/families and community members.

2. Professional learning should be **RELEVANT** and **JOB-EMBEDDED** and include a focus on using authentic student data, resolving real-world problems faced by the leaders participating in the program, and providing site-based support such as coaching or mentoring.

3. Content for 21CSLA should support **IMPLEMENTATION** of existing core programs such as UDL, MTSS and the EL Roadmap.

High Level Summary of EWIG Qualitative and Quantitative Feedback:

1. Relative to a measure of **READINESS** and understanding where schools and educators are starting from, tailor the professional learning to reflect site-based needs and engage teachers and paraprofessionals in the implementation of content specific strategies.

2. In addition to collaborative learning, provide **SITE-BASED COACHING** and **HYBRID PROFESSIONAL LEARNING** opportunities that introduce smaller chunks of content over longer periods of time.

3. In order to develop **ADAPTIVE** and **RESPONSIVE** professional learning opportunities and structures, feedback from participants is considered in the ongoing improvement and refinement of the program. Coordinate and collaborate with system of support and contribute to the scalability of locally defined resources statewide and at depth (not one size fits all).

21CSLA

Responses identify the following **critical areas** be addressed in Year One of the CSLA professional learning opportunities:

1. Positive school climate, including SEL, restorative practices, other behavior programs, and wraparound supports for students
2. Using data to make instructional decisions
3. Inclusive practices, including UDL, and implementation of MTSS
4. Strategies to address student opportunity, access and performance gaps
5. Implementing effective language acquisition for ELs

The **structural components** of 21CSLA that achieved the highest agreement are the following:

- Opportunities for building school leadership would be best delivered by trainers/coaches who understand local context
- The greatest need is implementing stronger instructional strategies
- The greatest need is implementing stronger school climate/behavior management strategies

The strongest **barriers** for 21CSLA identified in the responses is that there are not enough professional learning opportunities for school leaders or time available for school leaders to attend/access professional learning opportunities and the cost is too great to attend.

EWIG

Specific to EWIG, responses identify the following **critical areas** be addressed in Year One of the professional learning opportunities:

Computer Science:

1. **Offering real-world, engaging, meaningful, and personally relevant activities for students that focus on problem-solving, critical thinking, and creativity while emphasizing the ethical impacts of computing**
2. **Addressing opportunity gaps in computer science**
3. Including multiple professional learning opportunities that focus on students with disabilities, females, and underrepresented minorities
4. Delivering relevant pedagogical practices for computer science and differentiated by subject area

SEL and Positive School Climate:

1. **Promoting student academic, social and emotional learning, physical well-being, and college, career, and civic life readiness**
2. **Committing to equity to ensure SEL skills and receive an assets-based (e.g., every learner is valuable and has strengths and potential) educational experience**
3. Adopting a systems approach to whole child development
4. Ensuring healing informed practices to counter the institutional and structural biases and related traumas that often drive inequitable outcomes for students
5. Focusing on relationship-centered learning environments

EL Roadmap:

1. **Structuring an inclusive and affirming school climate**
2. Aligning systems and increasing articulation within and across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities

3. Professional learning opportunities for the implementation of the EL Roadmap should include early educators

When stakeholders were asked to rank order the provisions required to support professional learning opportunities on the EL Roadmap Policy Implementation, the majority of responses identified "Implementing instructional practices that effectively develop academic content knowledge, discipline-specific practices, academic language, integrated and designated English language development, and bilingual and biliterate proficiency" as a top priority.

Special Education:
1. **Structuring an inclusive and affirming school climate**
2. Professional learning opportunities to support students with disabilities should include early education teachers and paraprofessionals
3. Committing to equity to support students with disabilities and provide an educational experience that is assets-based (e.g., every learner is valuable and has strengths and potential)

When stakeholders were asked to rank order the provisions required in to support special-education related professional development, the majority of responses identified "Inclusive practices for general education and special education settings, including a universal design for learning to help educators teach all pupils regardless of ability and teaching models that support these practices, including co-teaching" as a top priority.

The **structural components** of EWIG that achieved the highest agreement are the opportunities for professional learning that would be:
- Grounded in approaches that are culturally responsive
- Delivered by trainers/coaches who can focus on improvement in addition to specific content areas
- Made available to school administrators and district personnel to support implementation at the school site

The strongest **barriers** for EWIG identified in the responses is that there is not enough time available for school leaders to attend/access professional learning opportunities, the travel distance to professional learning sites and the cost of attending/accessing professional learning opportunities are too great.