



21st Century California School Leadership Academy

External Evaluation Report Cohort 2, Year 1 (2023-2024)

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California Collaborative for Educational Excellence

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Introduction



The 21st Century California School Leadership Academy (21CSLA) provides equity-focused professional learning opportunities to education leaders. RTI served as the external evaluator for the first cohort of 21CSLA programming and is now evaluating Cohort 2. Alameda Regional Academy, led by the University of California, Berkeley, Leadership Programs and serving Alameda, Contra Costa, San Francisco, San Mateo, Santa Clara, and Solano Counties.

21CSLA programming is offered at no cost to schools and districts in California that receive Title II funds. The University of California, Berkeley is home to the 21CSLA State Center (“the Center”), which supports seven regional academies (RAs) across the state. The seven RAs are listed in **Table 1**.

Table 1: Regional Academies and Regional Academy Lead Agencies

Regional Academy and Geographic Region	Lead Agency
Bay Area (Alameda)	UC Berkeley
Midstate (Tulare)	Madera County Office of Education
NorCal ELC (Shasta)	Chico State Enterprises
North Bay/North Coast (Sonoma)	Sonoma County Office of Education
Placer/Sacramento	Sacramento County Office of Education
SoCal (Riverside / San Diego)	Los Angeles Education Partnership
ValCo (Kern)	Los Angeles County Office of Education

Source: 21CSLA Center website <https://21cslacenter.berkeley.edu/regional-academies>

These RAs have the primary role to provide professional learning for education leaders, using three distinct offerings: Communities of Practice (CoPs), Localized Professional Learning (LPL), and leadership coaching. Support for RAs is a central role of the Center, as outlined in Request for Applications¹ for the second 21CSLA cohort, which runs from 2023 to 2026.²

RTI's evaluation of 21CSLA Cohort 2 focus on collaborative organizational structures, educational partner engagement, RAs' professional learning offerings, and equity-centered leadership of the Center's and RAs' work.

Below, we share the evaluation methods used in Year 1. We then describe early evidence of impacts of Cohort 2 offerings, how equity was the foundation of these offerings, and other features that characterized the offerings, as well as participants' experiences of these features. We offer a summary of connections to other initiatives that participants, RAs, and the Center had within and beyond California's Statewide System of Support (SSOS).³ Finally, we discuss recommendations and next steps for the external evaluation.

¹ 21CSLA Request for Applications located on CDE's website: <https://www.cde.ca.gov/fg/fo/r12/cslacgp23rfa.asp>

² 21CSLA Cohort 2 Guidance Document. <https://21cslacenter.berkeley.edu/publications/guidance-2024>

³ The SSOS is designed to build capacity for Local Education Agencies (LEAs) to meet students' needs, address disparities in opportunities and outcomes, and sustain improvements.

Evaluation Methods



RTI's evaluation of 21CSLA is grounded in the following four evaluation questions:

- What is the impact of 21CSLA on leaders, schools, and students?
- How is equity centered in 21CSLA's work?
- How does 21CSLA exemplify and sustain effective professional learning for leaders?
- How does 21CSLA make progress in relation to specified metrics and achieve its intended goals?⁴

The methods we used to explore these questions follow.

Qualitative data. RTI gathered information about the features and early impact of 21CSLA's Cohort 2 offerings through focus groups with Center and RA leaders as well as a review of 21CSLA documents (e.g., Center briefs and newsletters; Center and Regional Academy website content). Twenty leaders participated in hourlong RA focus groups—one focus group per RA, with two to six participants per group. In addition, 24 leaders participated in hourlong focus groups about the 21CSLA State Center's deliverables.

The RTI team coded the focus group data, transcribed by a third party. Initial codes were aligned to evaluation questions, with additional codes added based on emergent

themes within the data. The evaluation team composed an analytic memo for each code, identifying themes and representative excerpts within each set of code output. Findings from focus group data were triangulated with data from a review of documents and participant survey findings. The participant survey collected quantitative and qualitative data in open-ended responses, which were analyzed to determine the most commonly cited themes, as well as those that were salient but less frequently reported.

Quantitative data. Quantitative information comes from a pilot participant survey administered in spring 2024. The pilot survey was based on the psychometric analysis of the Cohort 1 participant survey. We adjusted the response options of program offerings, aligned participant roles to the 21CSLA Center's database elements, and reformatted questions to align with the evaluation questions. Cohort 2 participant survey includes four major domains:

- experience with the 21CSLA offerings
- perceived usefulness of the professional learning
- impact on leadership practices and self-efficacy of equity-focused leadership practices
- experience with the California SSOS

⁴ This question includes sub-questions about connections and collaborations, including "For RAs, what collaborations (SSOS and non-SSOS) occur within or external to each geographic region and for what purposes?" and "For the Center, what connections (SSOS and non-SSOS) occur, how are the connections defined, and for what purposes?"

The survey was administered to 1,951 participants who participated in 67 Year 1 (2023–2024) offerings that ended by May 2024. RTI received 660 responses (33.8% response rate). The survey data were de-duplicated and restricted to only participants who entered an email, provided their role, and selected an offering (n = 566). As a pilot administration, RTI and RAs collaborated to select offerings for administration and the administration approach. Most offerings selected were those completed between April and May, 2014. The administration approaches were either RTI administration with offering participant lists or RA facilitator administration on the last day of the offering. RTI and RA Leads sent reminders to increase the response rates.

Descriptive statistics were used to identify the most common topic areas and skills included in the 21CSLA offerings and to understand participant perception of the usefulness of the offering and their practices of leadership practices addressed by the offerings. Fixed effect regression analysis was used to examine the correlation between completion of CoP/LPL offerings or coaching experiences by controlling for participant roles and RA membership.

Overview of CoPs, LPLs, and Leadership Coaching



Table 2 provides an overview of CoPs, LPLs, and leadership coaching, describing each type of offering according to the 21CSLA Cohort 2 Guidance Document provided to RAs.⁵ The guidance emphasizes that these offerings are grounded in four principles related to (1) equity-focused goals, (2) research-based approaches to targeting goals, (3) ongoing learning opportunities, and (4) evaluation and continuous improvement related to program effectiveness. The document also aligns the design of offerings to a research base and existing professional learning standards,

and includes considerations framed as questions to guide structures, processes, content, and continuous improvement approaches for each offering area.

The participant survey gathered responses from 566 individuals who participated in a CoP or LPL or received leadership coaching. Of that sample, 281 (55%) received coaching as part of their 21CSLA. On average, respondents reported participating in 10 hours of their LPL or CoP offering and 17 hours of coaching. Fifty-six percent of participants completed their LPL or CoP offering (defined as participating in 12 or more hours) and 23% completed their coaching experience (defined as participating in 25 or more hours).

Participants predominately worked directly in schools—29% identified as teacher leaders and 28% identified as school or site leaders. District and county office leaders represented 15% and 10% participants, respectively.

In Cohort 2, CDE requested that RA leaders submit participant data to the Center to create a 21CSLA participant database. The project began in full in Quarter 2 of Year 1 and five of seven Regional Academies volunteered their participant data in Quarter 1. As of August, 2024, Regional Academies collectively reported 1,8493 registrants in CoP, LPL, and coaching offerings with 1,121 registrants attending 50% or more of the time. These registrants were participated in 132 CoPs and 160 LPLs in addition to leadership coaching.

Table 2: Characteristics of LPLs, CoPs, and Coaching

RA Offering Type	Select Characteristics from 21CSLA Guidance Document for Cohort 2
CoP	Small, sustained, and role-like professional learning cohorts whose goals are grounded in leadership for equity, ⁶ continuous improvement, and digitally mediated learning in addition to prioritized special topic activities for California.
LPL	Professional learning offered in diverse forms and informed by regional needs and local input. Also reflective of prioritized special topic activities for California.
Coaching	Individualized coaching built on relational trust, centered on equity-related problems, leveraging continuous improvement principles. Aligned to the California Professional Standards for Education Leaders.

Source: 21CSLA Guidance Document (2024)

⁵ 21CSLA Guidance Document (2024). <https://21cslacenter.berkeley.edu/publications/guidance-2024>

⁶ In the Guidance Document, the 21CSLA Center defines leadership for equity as “transform[ing] education to improve access, opportunity, and inclusion for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive,” (p. 5).

Evaluation Question: *What Is the Impact of 21CSLA on Leaders, Schools, and Students?*

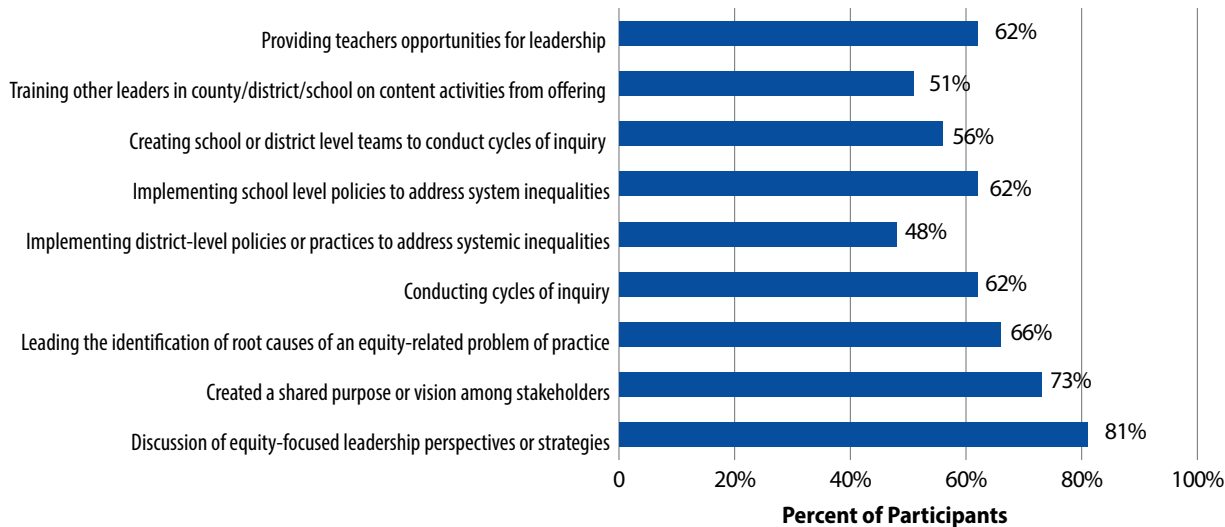


The purpose of this question for Year 1 was to collect and describe early evidence of the perceived impacts of 21CSLA on leaders as well as hoped-for and anticipated impacts for schools and students.

In the survey, participants were asked about adjusting their leadership practices in nine domains. Sixty-five percent of survey respondents reported adjusting at least one of these

leadership practices as a result of participating in 21CSLA and 16% reported adjusting all nine leadership practices. As shown in **Figure 1**, more than half of respondents indicated adjusting their practice in all nine domains except implementing district-level policies or practices to address systemic inequalities as a result of 21CSLA. The area that 21CSLA impacted the most is adjusting discussion of equity-focused leadership perspectives or strategies (81%).

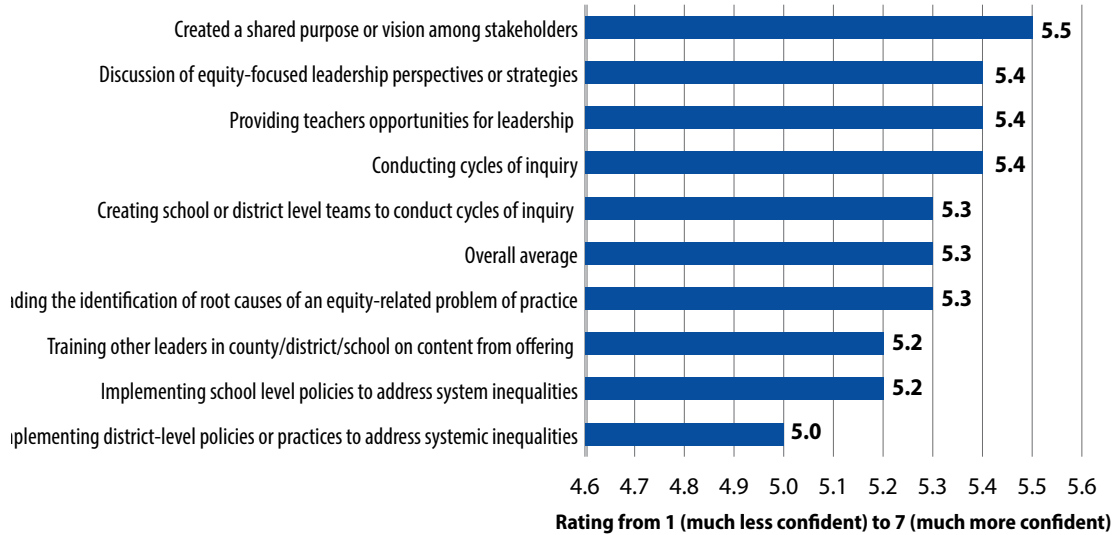
Figure 1: Participant-Reported Adjustments to Leadership Practices After Involvement in 21CSLA Offerings



Participants were also asked to rate their current confidence implementing specific leadership practices compared to their confidence doing so at the beginning of their 21CSLA experience. As shown in **Figure 2**, participants rated their confidence level at 5 points or greater on a 7-point scale (1 = much less confident; 4 = no change to confidence;

7 = much more confident) with an average of 5.3⁷. They were most confident creating a shared purpose of vision among stakeholders (5.5) and least confident implementing district-level policies or practices to address systemic inequalities (5.0)⁸.

Figure 2: Participant-Reported Adjustments to Leadership Practices After Involvement in 21CSLA Offerings



For LPLs, CoPs, and leadership coaching participants, a full dose of 21CSLA (i.e. at least 12 hours of offerings or an estimated 25 hours of leadership coaching) seemed to have an impact on participants’ confidence adjusting their leadership practices. LPL and CoP participants who completed their offering by attending at least 12 hours of the offering reported feeling .23 (se = .11, t = 2.06, p < .05) more confident than their peers who did not complete their offering. Coaching participants who completed their experience by receiving at least 25 hours of coaching .27 (se = .16, t = 1.67, p = .10).⁹ These findings signal the importance of full completion of RA offerings or coaching to bolster participants’ confidence adjusting their leadership practices.

RA Leadership Perspectives

In focus groups, RA and Center leaders spoke about outcomes participants shared as feedback after attending 21CSLA offerings. These included that RAs’ offerings helped leaders avoid burnout and stay in their roles and supported them in making equity-based decisions and systems changes. RA Leads also reported that offerings (1) led to teachers facilitating CoPs and Professional Learning Communities in their schools; (2) potentially led to districts exiting Differentiated Assistance; and (3) influenced changes to a site’s Advanced Placement course assignment process. Data from one RA’s coaching participants reportedly indicated that a very large majority of participants reported positive impacts from the offering after just half a year. RA

⁷ The overall average confidence ranking as a composite of all of the practices was 5.31 out of 7, with a standard deviation of .94. The Cronbach’s alpha of the scale is .84, indicating the reliability of this scale.

⁸ District leaders represented 15% of the respondents.

⁹ This finding is significant at the .10 level (p = 0.096) with a standard error of 0.16 and t-score of 1.67. The estimates include controls for participant roles and fixed effects for Regional Academies.

Leads relayed that a superintendent told RA staff, “If I [had] not had the coach that you provided me with, I probably would have not stayed in my job,” while a principal who was considering whether they were in the right career stated, “I don’t think I’d still be a principal if I wasn’t involved in this.”

“ One teacher noticed a positive change in how students perceived them, with students actively engaging in learning and improved classroom management. The teacher has better tools to engage and calm students.... [and helped] retain students and prevent behavioral issues.” (RA Lead)

Center leaders discussed the impact of their work and the RAs’ work on educators and systems. Both Center and RA leaders also spoke of what one focus group participant called a “symbiotic” relationship in which the Center and RAs learned from one another. The Center reported that RAs used approaches and tools in their offerings that the Center had modeled for them, including improvement science through an equity lens and hybrid formats for offerings based on digitally mediated learning modeled by the Center. Center leaders also commented that RAs and offering facilitators reported a “deepening level of comfort around facilitating equity-related conversations and topics” as a result of Center support.

“ [Participants reported on] concrete strategies to address equity in their schools as instructional leaders. . . helped them think about questions to ask their teachers and things to look for when visiting classrooms, [and] it helped them understand how to discern inequitable conditions in disciplinary instruction.” (21CSLA Center staff)

Participant Perspectives

In open-ended survey responses, participants reflected on how they had adjusted their leadership practices, plans they had for adjusting their practices, and impacts they hoped to have on their organization, staff, and students as a result of their participation in 21CSLA. This corroborates findings from the rest of the survey, where 65% of participants indicated that they had adjusted at least one leadership practice as a result of their 21CSLA experience.

In reflecting on **how they had adjusted their practices**, participants most frequently wrote about how they had shared learnings back with their teams; engaged in equity-focused discussions and work with educators at their sites; and made plans to change or actually changed school practices and policies. Common examples of planning and implementing changes included crafting shared missions and visions for change and systematizing cycles of inquiry/ other data cycles within schools and other sites. Participants reported that they had facilitated trainings in their sites, started affinity groups or professional learning communities, and provided teachers and paraprofessionals with new leadership opportunities in meetings. They changed hiring practices and conducted systemic equity reviews. One participant shared about their significant learning and growth as a result of coaching:

“Through coaching, I realized that the root of the problem was not with my team but with my own leadership style. I was not communicating expectations clearly, and I was hesitant to delegate significant responsibilities, fearing that tasks would not be completed to my standards. This not only overloaded my schedule but also stifled my team’s opportunity to grow and take ownership. I learned to trust my team with more significant responsibilities. I provided them with the necessary resources and support but allowed them the autonomy to approach tasks in their own way. This not only empowered them but also helped me manage my time better.”

“ Because of this CoP, I have begun to address inequities within student groups in a more intentional way. I typically would not address such inequities directly with districts, but now the conversations are changing since if we want to have true change and improvement, we have to disrupt the current system. This is something I was hesitant to do prior to this CoP.” (RA offering participant)

Participants also shared **future plans to adjust their leadership practices** in many of the same ways—for example, by sharing learnings with colleagues at their sites; developing shared visions; focusing on equity during professional learning opportunities and in conversations with teams; offering teachers leadership opportunities; using cycles of inquiry, including root cause analyses; and

changing recruitment, retention, and other practices by embedding learnings and tools into their systems and structures. One participant reported, "I would like to utilize the tools we created as a grade level to a greater extent next year in the classroom (learning maps and proficiency scales for proficiency-based education)."

It is worth noting, however, that multiple participants commented that they were limited in terms of time or capacity within their roles to create desired changes. For example, one school administrator reported, "I have lots of plans and ideas...but work at a place that has been working in survival mode, with little to no leadership. They want my skills of bringing structure and organization, but they resist change," while another said, "My role is limited in my ability to affect that type of change in a system."

Participants described **impacts they hoped to have on system and school leaders and teachers** as a result of participating in 21CSLA. Most commonly, they noted that they hoped to create cultures of reflection and collaboration among staff; foster equity-centered conversations, practices, and systems change in their sites; engage their sites in cycles of inquiry; and strengthen leadership opportunities for teachers and other staff. Many participants also spoke about wanting to strengthen collective- and self-efficacy among the adults in their sites and to ensure they had asset-based, growth mindsets. One respondent described wanting to "create a culture of reflection and curiosity to why systems are not working for us to create positive change for students," while another wrote about "allowing teachers more voice and leadership in the process of fixing systems."

“ Administrators are always looking for better student outcomes. With a change in adult behaviors we can start to make progress in system work for better outcomes for our students.” (RA offering participant)

Participants expected that their students would benefit from what the participants learned through 21CSLA.

The most commonly mentioned outcomes for students included increased academic achievement (including a reduction in disparities in student achievement); being treated equitably and being a part of schools that reduced gaps in equity and resources; and an increased sense of belonging within more inclusive environments. Participants expected that students would feel empowered, engaged, able to make choices to drive their learning, and confident. Several participants also expressed that students would learn about and further develop their executive functioning skills. Respondents hoped to see an increase in schools valuing students from diverse backgrounds and honoring their families, cultures, languages, and funds of knowledge. Some respondents commented that they hoped to see reduced disproportionality in discipline, appropriate interventions tailored to students' needs by skilled staff, and the recruitment and retention of teachers and school leaders who share racial and ethnic backgrounds with students.

“ I plan to use student vs teacher ethnicity to drive hiring practices as much as I can, and I look at staffing more through an equity lens now and how students will react to each teacher we onboard.” (RA offering participant)

Evaluation Question: *How Is Equity Centered in 21CSLA's Work?*



This evaluation question addresses how RAs and the 21CSLA Center prioritizes equity. The 21CSLA Center published the following statement as a “guidepost” to equity leadership: “Leaders for equity transform education to improve access, opportunity, and inclusion for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive.” (2024, p. 5).

RAs reported that leadership for equity was central in each offering, and the Center provided examples of how it weaved a focus on equity leadership throughout its work. We discuss this effective feature of professional learning first because it was foundational to RAs’ offerings (see Appendix B for others). Participants also reflected on equity-related features of offerings in survey responses; we have included themes from their responses in this section.

RAs’ Centralization of Equity

For RAs, elements of equity included:

- explicitly naming equity and focusing on specific populations of students;
- using equity-centered frameworks and tools; and
- emphasizing equity in building communities of leaders and staffing the offerings.

Equity was thus woven throughout content focused on specific groups and systemic problems and embedded in the structures that grounded RAs’ offerings.

Naming equity and specific populations of students and educators as a focus

RA Leads reported that RAs’ offerings explicitly named equity as a focus and built leaders’ understandings of how equity is defined and how to dismantle inequitable systems. One RA Lead underscored participants’ interest in offerings that were clearly equity-focused, reporting that offerings without this focus were less well attended. Another stated, “There really isn’t an area of challenge or an area of need for leaders nowadays that does not have an equity component at its root.”

Some RA offerings focused on specific subpopulations of students to foster equity. One RA Lead reported that 21CSLA’s equity statement on students who are “systemically marginalized and historically underserved” was the foundation for their offerings. Another RA offering focused on a subset of students (from Native American/Latinx backgrounds) and how to change practices to support these students and provide culturally responsive education. Another had a CoP for librarians and led an inquiry process around the experiences of Black male students in libraries. Yet another RA Lead pointed out that while their offerings

emphasized racial equity, they also focused on inclusion for students with disabilities, gender equity, and supports for chronically absent students and English learners.

“We never shy away from using the word equity. In a region that can be more rural, there have been some challenges with, with, um, naming equity and addressing equity, and there still are. Yet, in everything we do, equity is, equity is there.” (RA Lead)

Using equity-centered frameworks and tools. Equity-centered frameworks and tools helped RAs ensure their work was grounded in research, based on equity principles, and was systemic and actionable. Resources focused specifically on equity-centered coaching and, more generally, on professional learning opportunities. One RA discussed creating a project overview for every offering that specified the equity objectives of the professional learning opportunity. Offerings also emphasized participant action plans that asked them to identify an equity problem of practice and create a detailed plan to bring about systems change that would foster equity. One RA Lead reported that they worked to make the content of offerings easy to understand and implement quickly in educational settings, so that changes to facilitate equity could happen right away.

Emphasizing equity in building communities of leaders and staffing the offerings. RAs also approached community building and staffing through an equity lens. In CoPs, RAs brought together educators who are often overlooked, including librarians and educators who teach in rural areas, who in turn explored how to support students from marginalized groups. One RA offered affinity groups for leaders (e.g., leaders who are Latinx, Black, or Asian American and Pacific Islander [AAPI]). Affinity groups had “a very specific focus about uplifting, amplifying, empowering those leaders.” Coaching offerings often focused on courageous conversation and equity; as one RA Lead put it, “We specifically hire leadership coaches that are equity champions.” An RA Lead also spoke of prioritizing the equity-related knowledge and capabilities of LPL and CoP facilitators.

“Offerings that are very equity forward have greater participation and greater sustained attendance.” (RA Lead)

The Center’s Centralization of Equity

Center leaders discussed the equity focus woven throughout their work—from supports for RA offerings and leader development to public products. The Center’s mission statement and other guidance supported teams to embed equity in their professional learning opportunities. Center Leaders emphasized that bringing an equity lens to various forms of professional learning structures and content—from LPLs and retreats to continuous improvement—was unique. “It’s not that a lot of the work is new, it’s new in the way we do it.” Center leaders modeled equity-led processes, and RAs took what they learned and adapted it when implementing in their local contexts.

The Center shared with RAs and modeled examples of digitally mediated formats that supported equity-related content, including “how students were using podcasting to amplify youth voice, civic and community engagement.” The Center’s public-facing deliverables also centered equity: for instance, briefs, research-practice webinars, and podcasts focused on topics such as equity-driven leadership in rural education, centering equity in school leadership CoPs, and the importance of teacher diversity and educating for a diverse democracy.

“The UTK team modules have provided a very purposefully-crafted model for equity-centered professional learning, including a Leaders for Equity framework, a facilitation guide for facilitation for equity, which includes things like the 21CSLA Way. . . ensuring that facilitators across the state are holding the same equity frame when they present these modules to leaders.” (21CSLA Center staff)

Participant Perspectives

Participants in 21CSLA offerings responded to survey questions about the **equity content and structure** of their offerings. More than three-quarters of surveyed participants reported that their coaching experience or RA offering included equity-focused leadership content (75.5%), instructional content (83.4%), and/or critical reflection (88.5%). On a 7-point scale (1 = not at all useful and 7 = extremely useful), participants ranked equity-focused leadership content as 5.75 (SD = 1.34), equity-focused instructional content as 5.1 (SD = 1.16), and equity-focused critical reflection as 5.96 (SD = 1.19). Eighty-nine percent of respondents reported that the structure of their 21CSLA experience was intentional about recruiting equity-focused leadership participants.

Participants also responded to an open-ended survey question about the most useful equity content. Although a few responded that more equity-focused content would have been helpful, the most common responses were that the instructional content and opportunities for critical reflection were most useful. Respondents stated

that instructional content “helped me to differentiate my lessons”; “the equity-focused features helped our team to define our problem of practice to be more equity centered”; and “critical reflection, made me a better teacher.” Participants appreciated being able to focus attention on supporting equitable learning and school environments for all students, and topics including Universal Design for Learning and recruiting and retaining teachers of color. Many respondents commented that they valued discussions with fellow participants about equity-related content and support from mentors/coaches around equity-related issues.



Equity-focused content and critical reflection: we all need to look at our own biases and confront them—and then be able to help our leaders that we coach with this as well. It is about everything we do from budget decisions, personnel and how goals and decisions are made.” (RA offering participant)

Evaluation Question: *How Does 21CSLA Exemplify and Sustain Effective Professional Learning for Leaders?*



The purpose of this question in the first year of Cohort 2 is to understand how the offerings exemplify features of effective professional learning. In Years 2 and 3, the purpose of the question is to understand adherence to effective professional learning features, how the features may be differentiated among offerings, contextual adaptations, and structures and processes that are present for scale and sustainability. In focus groups, RA Leads described the effective features of professional learning that they executed particularly well in their offerings.

These nine features, informed by our external evaluation of Cohort 1¹⁰ were: (a) tailored support for participant needs; (b) useful leadership content; (c) collaboration; (d) opportunities for practice during the professional learning; (e) individualized feedback; (f) continuous improvement; (g) timing and cadence that facilitate access and participation; (h) formats that facilitate participant engagement (including digitally mediated learning practices); and (i) the centralization of equity (featured above).

Definitions of each feature are provided in **Appendix A**. Participants also reflected on most of these features in survey responses. Below we pair data from RA Leads and participants in descriptions of themes that emerged related to these features.

Tailored Supports

RA Leads frequently cited tailored supports as a key feature of LPLs, CoPs, and coaching. Offerings were differentiated and adapted according to participants' needs, interests, and contexts. They also varied by region and county; focused on subgroups (English learners; indigenous students; students with Individualized Education Plans) of particular interest to participants in particular contexts; and/or allowed individuals to focus on a problem of practice or case study specific to their context. In surveys, participants were asked an open-ended question about the most useful part of their 21CSLA experience. One of the most common responses centered on coaching supports tailored to address specific problems of practice, situations, and school contexts.

Tools, data, and processes that RAs used to tailor offerings included evaluation data from past years; feedback forms and informal conversations; agenda setting at the beginning of offerings; input from an advisory group; and a process of matching coaches with coaching participants based on indicators that helped to ensure matches were aligned. RAs had connections with experts who helped them provide tailored offerings featuring specific content reflecting their expertise. One RA spoke about the importance of ensuring that they were flexible in their approach to offerings such as LPLs, given the fact that participants' needs were context-specific and often changed.

¹⁰ See the Cohort 1 final evaluation here: <https://ccee-ca.org/wp-content/uploads/2023/06/21CSLA-Final-Evaluation-Report-2023.pdf>

“ My coach tailored his coaching specifically to my work at the district. . . His targeted guidance directly impacted my effectiveness, making it the best professional development experience I've had.” (RA offering participant)

Useful Leadership Content

Connected to tailored supports, RA Leads frequently cited useful leadership content as central to their offerings. Content was responsive to participants' feedback around topics they wanted to explore in detail—namely, topics that were relevant to leaders' contexts, especially equity issues they observed in those contexts. RA Leads reported that the content of offerings was not just theoretical—it focused on real-world application and solving actual problems of practice. RA Leads described useful thought partnerships focused on relevant content that occurred between participants in LPLs and CoPs as well as between participants and coaches. Describing principals taking part in a CoP, an RA Lead said that after sharing problems of practice with the network of colleagues taking part in the offering, “Each one of them has gotten. . . a couple of dozen good ideas that might move their problem forward.”

Survey respondents corroborated the centrality of useful leadership content in their offerings. Over 96% respondents reported that their offering included leadership content relevant to their role and nearly 90% identified that the offering included professional development or training techniques that they could use with their staff. On a 7-point scale (1 = not at all useful and 7 = extremely useful), participants rated leadership content relevant to their role as 6.12 (SD = 1.04) and professional development or training techniques that they can use with the staff in their organization as 6.04 (SD = 1.08).

Some participants in RA offerings noted in survey responses that books and take-home resources such as handouts were the most useful parts of their 21CSLA experience—for example, “the resources are extremely practical and I am sharing with gen[eral] ed[ucation staff] and ed specialists.” Others stated that they most valued useful leadership content about recruitment strategies, artificial intelligence in education, and PLCs, as well as other content that was highly

relevant and immediately actionable in their sites. In-person school and classroom experiences, such as school site visits, demonstration lessons, and observations, were most useful for some respondents.

“ We did a nice job [in LPLs] of narrowing in on topics and offerings that were. . . high interest, high need, something that the people can—the leaders could—take and apply, you know, if not immediately. . . with some runway and. . . integrate into their, their day to day.” (RA Lead)

Leveraging expert facilitators helped to ensure that the content of offerings was useful to leaders. In the words of one RA Lead, “So much of this work requires. . . specific expertise, and so you bring in the experts to do that.” They noted, “[Participants'] time is valuable, right? So, we have an obligation to them to make sure that we are doing everything we can, pushing and pulling on every lever, to make sure that. . . the experience is the best it can be for them.” RAs also ensured that the content of offerings was useful to leaders by hiring coaches and other facilitators with years of experience in similar roles and who were “well-versed on all of these issues that California is facing” and understood how to bring about change and navigate challenges as school system leaders.

Collaboration

As mentioned above, offerings (especially LPLs and CoPs) gave participants opportunities to collaborate with colleagues. RAs frequently spoke about collaboration as something their offerings did well. According to RA Leads, CoPs brought educators together and helped them share with one another and feel less isolated (e.g., librarians, rural educators). RA Leads emphasized that helping participants connect is vital to them staying in the field, as they see they are not alone in working to make a difference for students. Offerings built trust among participants and offered them a space in which they could be vulnerable, share their problems of practice, problem-solve and craft action plans with input from colleagues, and develop new skills to facilitate systems change in community with other education professionals. One RA Lead said that whenever

they attended a particular CoP, they heard participants say, "We never get to do this. We never get to talk to each other like this."

“ Touching base on the funds of knowledge was such a powerful thing. Learning about everyone else's schools and their community school practices was amazing. Really exchanging knowledge and experience and ways we can continue to grow and improve in education. . . This two-part PD [professional development] has been the best I've attended.” (RA offering participant)

Survey data from participants in RA offerings confirmed how much they valued these unique opportunities for collaboration. Seventy-eight percent of participants indicated that they had the opportunity to work with colleagues from their organization on a problem of practice and 81% reported having the opportunity to collaborate with colleagues from another organization. On a 7-point scale where 1 was not at all useful and 7 was extremely useful, participants rated the opportunity to collaborate with peers from another organization as 5.86 (SD = 1.34) and the opportunity to work with colleagues from their organization as 6.02 (SD=1.14).

One of the most common responses to an open-ended question about the most useful part of participants' 21CSLA experiences was about opportunities to connect with and learn from peers. In the words of one respondent, "The modules were very valuable in working with our colleagues both within our school district and other districts to share and collaborate and continue to improve our skills and leadership knowledge."

Two RAs also mentioned collaboration as a feature of coaching, including one RA who brought coaching participants together for orientation. The RA reported that participants appreciated being with others who were interested in being coached for equity leadership.

Opportunities for Practice

RA Leads sometimes spoke about *opportunities for practice* in the context of other features of offerings, including useful leadership content, the centralization of equity, and continuous improvement. They did not frequently name opportunities for practice as a key feature on its own; however, those who specifically called opportunities for practice out as central to their offerings gave examples from CoPs and LPLs, including providing "rehearsal space" and time to develop action plans or otherwise plan for changes participants might make in their sites. In the words of one RA Lead, "There's always some type of component where they're practicing, developing, refining their thinking. So, it's very much based on practical application." Another RA Lead stated:

“ We are actually rehearsing, someone who is clearly, speaking in microaggressions. In shared sisterhood as women, we are really advocating for ourselves. There's a rehearsal space of how we would do that.”

An RA Lead noted that offerings decreased burden on leaders by giving them built-in time to plan and practice within the professional learning opportunities. Examples of opportunities for practice included participants rehearsing how to deescalate a situation with a student or how to advocate for oneself in a conversation marked by microaggressions. Some participants in RA offerings commented in surveys that they found the opportunities to practice leadership skills to be the most useful part of their 21CSLA experience. Eighty-three percent of participants indicated that they had the opportunity to practice leadership skills in their offering and rated these opportunities as 5.78 (SD = 1.28) on a 7-point scale (1 = not at all useful and 7 = extremely useful).

Individualized Feedback

RA Leads spoke about *individualized feedback* as a feature of coaching. Coaches learned about participants' contexts (and had sometimes been in role-alike positions before), and worked with participants on specific equity-related goals and problems of practice and action plans. Coaches had "difficult and courageous conversations" with coaching participants, offered them chances to practice conversations with others, provided feedback on participant recollections of how they had handled situations at their sites, observed team meetings at participants' sites, and provided specific feedback on how leaders should support staff to foster equitable environments of learning for students. Many survey respondents reported that the feedback they received in trusting, honest relationships with coaches was very useful.

“ [A coach provided] focused feedforward rather than general feedback. This personalized approach was far more beneficial than the broad and often diluted content of [another professional learning opportunity], which tends to be too generic to address the unique challenges I face in my role.” (RA offering participant)

For one RA, feedback was key to more than just coaching: “Through these communities of practice and through the coaching, they're continually getting feedback and reinforcement. We have really good feedback loops. So, feedback to participants is really strong.” For them, feedback was also bidirectional—feedback *from* participants helped shape their offerings. This RA noted, “Feedback to us on how we shape the professional learning is really strong. So, those feedback loops, um, whether in individualized or not, are, are a real strength for this program as well.”

Continuous Improvement

Continuous improvement was not one of the most frequently mentioned features of offerings, but RA Leads did offer examples of CoPs, LPLs, and coaching that centered a continuous improvement approach. CoPs offered opportunities for leaders to examine root causes and analyze data from their own contexts, make action plans

around problems of practice, gather input on strategies to use, and reflect on results. Coaching also focused on helping leaders to continuously improve their practices—especially those that would foster equity—through one-on-one support. LPLs engaged participants in “learning more about how to apply continuous improvement” and in “making real-time change” at their sites. Examples of resources that RAs used in continuous improvement efforts included improvement science frameworks, tools to help participants engage in inquiry, and consultancy protocols.

“ [CoPs are] always centered around continuous improvement, an idea of, ‘What are we . . . trying to get better at? What are we trying to change the outcome of?’” (RA Lead)

Ninety-four percent of RA offering participants indicated in the survey that their offering included the opportunity to learn continuous improvement skills. On the 7-point usefulness scale (1 = not at all useful to 7 = extremely useful), they rated these opportunities as 6.01 (SD = 1.09) for improving leadership practices in their role. In the open-ended survey responses, some participants commented that the focus on continuous improvement was the most useful part of their 21CSLA experience. For example, one participant reported that “learning how to thoughtfully conduct root cause analysis and pursue continuous cycles of improvement was invaluable to me this year as we scaled up our intervention efforts at the high school.”

Timing and Cadence

Although RA Leads spoke infrequently about *timing and cadence* of offerings that facilitated access and participation, this feature aligned with themes of flexibility and tailoring that came up throughout focus group sessions. In describing their CoPs and LPLs, RA Leads described the importance of being flexible and adjusting in response to participants' needs and challenges. One RA Lead described effective within-session timing and structure as one of their strengths. They also spoke about the sustained duration of offerings: “These are continuous; a team commits to 10 months of work with us each year.” Another Lead described looking at participation patterns and challenges and adjusting an offering to a 2-day intensive based on participant feedback.



Changing the cadence and, and the timing of the CoPs had the desired impact of freeing people up and making this more accessible to them." (RA Lead)

Eighty-nine percent of participants indicated in the survey that their offering included enough time to gain leadership skills in the sessions and found the time gaining leadership skills to be useful, giving a 5.88 (SD = 1.18) rating on the 7-point usefulness scale. Despite this, some respondents offered recommendations around improving scheduling processes and the timing and cadence of offerings. Some expressed that the timing of offerings did not work well for their schedules, although one participant noted, "Having the flexibility to make it work for me/us was very helpful. We had a 1-hour phone call every week, which was very conducive to both relationship building and to address district priorities over time."

Formats that Facilitate Participant Engagement

RA Leads spoke less frequently about the formats of their offerings that facilitated participant engagement, including digitally mediated learning practices; however, some described how virtual formats of offerings facilitated connections across geographies, and how RAs shifted not only timing and cadence but also format (in person vs. hybrid vs. virtual) in response to participant needs. For example, one RA Lead noted that school leaders sometimes had difficulty leaving their buildings and pivoting away from in-person meetings increased engagement. Another RA noted that participants were "awesome at this digitally mediated learning and doing these through Zoom. But we also offer some great tools like a digital toolbox and a resource guide." Another RA offering participant stated, "I appreciated the multiple formats our team was able to use, both virtual, email and in-person opportunities."

Participants who responded to the survey appreciated the format of the offerings. Ninety-four percent of participants indicated that their offering was conducted in a format that was conducive to their learning. These participants further responded that they found this format to be very useful, rating it 6.13 points out of seven on the usefulness scale (SD = 1.04).

Evaluation Question: *How Does 21CSLA Make Progress in Relation to Specified Metrics and Achieve Its Intended Goals?*



The purpose of this question was to identify overall progress on RA and Center deliverables. For Year 1, we asked questions about five of the eight areas of work required by funders. The areas are collaborative organizational structures, educational partner engagement, CoPs, LPL, and leadership coaching. Educational partner engagement includes RA and Center connections within and beyond the SSOS, which is summarized in this

Overall Progress

As collected by the Center and reported by RAs, RAs implemented 132 CoPs, 160 LPLs, and as well as leadership coaching¹¹. RAs included continuous improvement approaches in their offerings, attended Center retreats and both Center and SSOS meetings, implemented digital learning practices within the offerings, and used feedback from advisors and input from participants to design and improve offerings. Some RAs reported using criteria to match leadership coaches with participant characteristics and needs, participating in intervisitation opportunities, and sharing 21CSLA resources at conferences or other forums.

¹¹ The total number of offerings were from the 21CSLA Center's list of offerings populated by the RAs and included CoPs, LPLs, Universal Transitional Kindergarten (UTK), and Inquiry Now. UTK and Inquiry Now were classified as either CoPs or LPLs.

In the participant survey, 281 (55%) of offering recipients indicated that they received coaching as part of their 21CSLA. On average, respondents reported participating 10 hours of their LPL or CoP offering and 17 hours of coaching. Fifty-six percent of participants completed their LPL or CoP offering (defined as participating in 12 or more hours) and 23% completed their coaching experience (defined as participating in 25 or more hours).

Center leaders reported making progress on all Center deliverables and meeting all related goals in 2023–2024. They noted this as a great accomplishment, given that the Center worked with “a growing number of constituents. Because we had more center staff to coordinate, more Regional Academy staff, a larger constituency in which to work” than in past years. An RA Lead who was new to their role noted that the Center’s support was helpful to them:

“ I think that particularly for somebody who is relatively new to the work, I just think knowing that that support is there, knowing that, that there are, there are resources available to sort of bridge the gap created by learning curve, I think is incredibly helpful.” (RA Lead)

We also offer examples of the Center's progress on deliverables in **Appendix B**.

Below, we summarize connections that the Center and RAs had with initiatives within and beyond the SSOS, as understanding these connections is central to tracking 21CSLA's progress in relation to specified metrics and intended goals.

Connections Within and Beyond the SSOS

RA and State Center leaders discussed their connections within and beyond the SSOS.

Within the SSOS, RAs collaborated with one another, the Center, and other initiatives within the SSOS, Geographic Lead Agencies (Geo Leads), County Offices of Education (COEs), and the California Department of Education (CDE). The most often cited collaborations were between RA Leads with **COEs and the districts they served**. For example, RAs advised COEs on local needs, partnered with a COE's Early Learning Team to support a literacy conference, leveraged COE recommendations for expert facilitators to lead RA offerings, offered a CoP based on community schools thanks to a county office of education with a leadership role in that area, and served 30 leaders from one district in a coaching offering. RAs partnered with a **Geo Lead** to serve on district Differentiated Assistance teams in the region and to support assistant superintendents. Other RAs stated that they were still in the process of building these connections or that they looked forward to more fruitful connections in the future.

Beyond the SSOS, RA Leads partnered with **institutions of higher education** focused on topics such as national board certification, problems of practice in schools, and K-12 instruction. In a focus group, one RA Lead discussed intentions for future collaborations with local universities on addressing teacher shortages. **Other external organizations** such as the California History-Social Science Project, The Liber Institute, and San Francisco Coalition of Small Schools provided expertise or programming related to ethnic studies, culturally responsive teaching, and equity-based inquiry. RAs also worked with **individual consultants** focused on areas like coaching and supports for superintendents. One RA Lead remarked on leveraging consultants with expertise in local issues:

“ People who are in the districts, currently doing the work . . . they know what's happening in the area, on the floor, and they know their communities and their regions very, very well.”

21CSLA Center leaders described many connections **within the SSOS**, including strategic partnerships they had with resource leads within the system. Center staff attended monthly SSOS meetings and brought what they learned from leaders of other SSOS initiatives into their own offerings and supports (e.g., weaving inclusive practices into UTK work).

The Center shared its work through **presentations, papers, and resources** throughout the year. One such presentation was to the Community School State Transformational Assistance Center “to support them in understanding the models for how we do our work as a way to help them think about how to do their work.” Center leaders also presented to the California County Superintendents; UPK leads; and at multiple statewide conferences. The Center also noted its great working relationship with the newsletter contact at **California Collaborative for Educational Excellence (CCEE)** to whom they sent 21CSLA updates monthly.

RA offering participants also shared their experiences reaching out to SSOS Lead Agencies (e.g., Geo Leads). In the survey, participants noted familiarity with 21CSLA and SOSS resources; however, very few indicated that they had utilized these resources. In open-ended survey responses, RA offering participants commented that SSOS representatives were communicative and knowledgeable. The most common participant responses were about reaching out to initiatives related to Multi-Tiered Systems of Support and Positive Behavioral Interventions and Supports (PBIS), and to Geo Leads. As one respondent reported, “We are working with our regional Geo Lead to create a UPK-UTK network of support for all implementers of UPK for our region of California.” Some participants also commented about reaching out to SELPAs and Special Education Resource Leads.

“ Our Geo Lead is always communicative and available. She is knowledgeable and organized for Differentiated Assistance Support.” (RA offering participant)

“ [We] worked with Geo Leads as issues come up and love having statewide leads on issues that give us all a hub to reach out to.” (RA offering participant)

Recommendations and Next Steps



In this section, we discuss recommendations drawn from participant, Center leader, and RA leader feedback, as well as next steps for the external evaluation in the coming years.

Recommendations from Participants and Center and RA Leads

- 1. Address participant time challenges to help improve attendance.** Center and RA leaders committed to continuing to find ways to maximize attendance for the ever-busy educational leaders who participate in their offerings and to continue to tailor offerings to participants' needs. Center and RA leaders spoke about how the competition for participants' time impacted their attendance, and described continuous improvement efforts to address these issues. Leaders from the Center and RAs expressed their recommendation to continue gathering data and feedback from participants to support and . or advocate for conditions that allow for full attendance in 21CSLA offerings.
- 2. Consider varied offering structures.** RAs conducted needs assessments and tailored offerings to participant needs, including varied structures. However, many respondents offered recommendations improving

offering structures, including that they would like more sessions of offerings and/or time in offerings; opportunities to give more input in around the timing of offerings; and more opportunities to meet in person. One remarked, "An in-person meeting once during the year would be great, so we can have the opportunity to meet and engage in further conversations with our coaching colleagues." Other feedback noted that it would be helpful to have invitations to district/school teams to participate in an offering; a larger group of participants in an offering and better attendance; more coaches who are actively in leadership roles; and more role-alike and/or local mentors.

- 3. Integrate implementation support within offerings.** Offerings included opportunities to practice in participant settings, and leadership coaching provided direct implementation support. However, some participants wished for more clarity or support around how to implement changes in their sites. A respondent expressed a need for "support systems for the teacher leaders to work with external coaches and partners to improve our understanding [of content/expectations from district or site administrators], so we can best represent such methods elsewhere to our colleagues."

The Center and RAs can consider ways to support and / or advocate for implementation assistance in participants' work settings.

- 4. Continue to improve offering content and materials, especially with stakeholder and participant feedback.** Offerings included useful leadership content for participants. However, some survey respondents made specific suggestions for improving offering content and materials. These included having more explicit equity-focused content (including on implicit biases); outlines or curricula for offerings; opportunities for individuals to complete action plans related to their problems of practice; alignment between tasks and examples shared in an offering and forms participants complete; and more explicit guidance and strategies for leaders rather than a less-directed inquiry process that did not provide concrete, tested strategies that leaders could use.

Next Steps for the External Evaluation

In the following years of RTI's evaluation, we will:

- 1. Review evaluation data from Year 1 to determine a sampling strategy for case exemplars of 21CSLA offerings.** In this report (Evaluation Question 1), RTI described the impact of 21CSLA offerings on participant knowledge and actions, and how these actions influenced or were expected to influence school and teacher change for ultimate student growth. To further examine the impact of 21CSLA programming on schools and students, we will construct comparison groups using either non-participants or offering dosage-related metrics.
- 2. Collect data on how the Center and RAs differentiate and adapt their offerings to meet the needs of participants and address unique contextual issues.** In this report (Evaluation Questions 2 and 3), RTI focused on the alignment of the offerings with nine elements of statewide leadership professional learning evidenced by 21CSLA in Cohort 1 and aligned to professional development research. RTI will focus on differentiation and uniqueness in Year 2 and move into exploring the scaling and sustainability of 21CSLA offerings.
- 3. Continue to track the Center and RAs' progress toward deliverables.** In this report (Evaluation Question 4), RTI addressed compliance to deliverables and summarized engagement with organizations within and beyond the SSOS. In future years, RTI will delve more deeply into how the Center conducts RA check-ins and analyzes needs assessment data from RAs.
- 4. Work with RAs to administer the survey during the last meeting in an offering.** RAs worked with RTI to tailor survey administration procedures, with some selecting RTI administration with offering participant lists and others selecting administration via RA offering facilitators on the last day of the offering. To achieve a high response rate, RTI will work with RAs to select the best administration approach from the pilot and collaborate with RAs for administration during offering completion.

Appendix A: Effective Features of Professional Learning

We provided RA Leads with an optional pre-focus group personal reflection activity. We explained that the [external evaluation of Cohort 1](#) led us to understand that CoPs, LPLs, and coaching offerings were characterized by the effective features of professional learning listed below. We asked them to think about the top five elements each of their types of offerings did well. We reshared the list below during the focus group as a starting point for a discussion about effective features of CoPs, LPLs, and coaching.

Features of Effective Professional Learning for 21CSLA Offerings

- 1. Formats that facilitate participant engagement (including digitally mediated learning practices).** Formats that facilitate access to and engagement in offerings. Includes digitally mediated learning through hybrid and/or virtual offerings; digital tools and resources to enhance leaders' critical digital literacy and help them support the use of educational technology in schools.
- 2. Timing and cadence** that facilitate access and participation; offerings are of sustained duration.
- 3. Collaboration.** Opportunities to work with peers to address issues that arise in leaders' day-to-day work. Collaborations facilitate learning from others and their unique knowledge sets and skills. Leaders collaborate around shared topics of interest.
- 4. Useful leadership content.** Content that is relevant and helpful to leaders, focused on the "what" and "how" of issues that leaders confront in their practice.
- 5. Centralization of equity.** A focus on helping leaders "transform education to improve access, opportunity, and inclusion, for students and adults, especially those who are systemically marginalized and historically underserved, so that they can thrive" (21CSLA, 2023, p. 5). Leaders gain tools and skills to analyze their own mindsets, disrupt systems of racism and oppression, and establish asset-based systems. Learning opportunities engage leaders in critical reflection and inquiry, are inclusive and inclusion-focused, and center transformation and systems change. Equity is reflected in the structures, staffing, leadership makeup, and content of offerings.
- 6. Continuous improvement.** Leaders diagnose problems (including by analyzing data and focusing on root causes). They set goals and implement strategies to meet them, including evidence-based practices. They determine whether change occurred after implementing strategies. They repeat cycles of analysis, improvement-focused action, and reflection.
- 7. Opportunities for practice during professional learning.** Leaders actively practice new skills during professional learning sessions. Participants practice change ideas and make improvements in real time during the course of offerings.
- 8. Tailored support for participant needs.** Offerings are designed to address specific needs of participants. Needs are identified through data analysis and needs assessments. Content and tools help leaders address needs and challenges in their unique contexts.
- 9. Individualized feedback (may include coaching).** Participants receive individualized feedback on their work from a coach and/or peers. Feedback might relate to participants' leadership practices or their plans to meet goals. Feedback helps leaders self-assess, focus on equity, and problem-solve to make improvements in their sites.

Appendix B: Examples of 21CSLA Center Progress on Deliverables

Work Areas and Deliverables within Each Area	Examples of Progress Toward Deliverables Area
Area 1: Collaborative Organizational [structures]: Create ongoing meeting, work group, communication, and data structures that facilitate the collaborative and inclusive work of the project. The Center will:	
1. Regularly utilize multi-modal communications to collaborate with RA Leads, educational partners, and external stakeholders, including CDE, SBE [the State Board of Education], and CCEE.	Communication channels between 21CSLA, CCEE, CDE, SBE; RA collaboration through 21CSLA Learning Hub; 21CSLA social media, website, podcasts.
2. Coordinate and facilitate weekly collective meetings on key topics, including Leadership Coaching, Program Development, UTK, and Research/Continuous Improvement.	Leadership Coaching, Program Development, UTK, and Research/Continuous Improvement meetings once per month for each topic, offering “consistency and connection throughout the year” and “space to listen and respond to collect the needs of the RAs,” (Center leader).
3. Host bi-annual hybrid Collective retreats that foster the 21CSLA community, embed relevant research, and create collaborative activities for shared continuous improvement efforts.	Collective retreats in fall 2023 and spring 2024 attended by all RAs. Digitally mediated, focused on research-based readings. RAs are taking on responsibility for “different aspects of the presentation of the retreats,” (Center leader).
4. Hold individual Regional Academy Check-In meetings at least once annually to adjust and enhance Center programming and service to the regions.	Individual RA check-ins that occur more than once a year, aimed at understanding RA needs and then tailoring supports for them. Have resulted in supports for CoPs; resources about ethical AI.
5. Develop and support the implementation of a statewide database to synthesize LPL, coaching, and CoP attendance reports from each RA to share with state partners.	Pilot of database informing improvements to reporting processes. Identification of need for greater support for RAs, provision of individualized support. Submission of data through the Learning Hub.
6. Provide operational support for cross-RA collaboration via locally hosted intervisitation opportunities.	Center support (technical and logistical) for RA intervisitation in February, focused on coaching.
Area 2: Educational Partner Engagement: Connect, engage, and partner with TK–12 leaders, external organizations, and the Statewide System of Support (SSOS) to support inclusive educational partner input and engagement. The Center will:	
1. Collect, review, and analyze trends from the Regional Academies’ needs assessment summaries to inform the larger work of 21CSLA.	Center check-ins with RAs used as a vehicle to collect information from RAs’ needs assessments.
2. Convene a bi-annual advisory council consisting of a group of state-level leaders who represent active educational leadership oriented professional and policy organizations.	Two advisory council meetings and three separate leadership board meetings that include scholars; a “foundation for what is making 21CSLA work really well in terms of the partnerships and the access that these partners have to the field,” (Center leader).
3. Contribute to and participate in all SSOS meetings and other SSOS-hosted activities, including submitting newsletter items to CCEE and collaborating with other SSOS project leads.	Center participation in monthly SSOS meetings and monthly submissions to CCEE newsletter. Center collaboration with SSOS Leads, including System Improvement Leads.

Work Areas and Deliverables within Each Area	Examples of Progress Toward Deliverables Area
<p>4. Strategically submit papers, workshops, panel discussions, and other presentations to local, state, and national educational leadership conferences with a focus on equity to generate exposure and access to 21CSLA.</p>	<p>Submissions of “papers, resources, and presentations to practitioner focused organizations and events. For example, ACSA, the Association California School Administrators. And affinity spaces like CALSA, CASA, CAPL, their conferences as well as their websites and resource hubs on their websites,” (Center leader). (See “Center Connections” subsection above.)</p>
<p>Area 6: Communities of Practice: Facilitate small, sustained, and role-alike professional learning cohorts grounded in leadership for equity, continuous improvement, and digitally mediated learning in addition to the state-prioritized special topic activities.</p>	
<p>Area 7: Localized Professional Learning: Provide a variety of forms of professional learning informed by regional needs and local input in addition to the state-prioritized special topic activities.</p>	
<p>1. Offer digitally mediated professional learning design ideas and tools to support the development of RA CoP/LPL offerings.</p>	<p>Revamped digitally mediated learning spaces. A dedicated digitally mediated learning coordinator who is “extremely supportive and helpful to both the internal Center staff as well as to the RAs,” who demonstrates techniques (e.g., hybrid meeting tips) and tools to RAs (Center leader).</p>
<p>2. (Area 6). Facilitate CoPs for the 21CSLA Collective in areas such as Coaching and UTK trainers</p> <p>(Area 7). Purposefully demonstrate and embed research-based approaches to powerful learning experiences design principles in Center-led events and activities.</p>	<p>(Area 6). CoPs for UTK trainers where they can “engage in collaborative practice, sharing...resources that they might need to further their own facilitation of the modules,” (Center leader).</p> <p>(Area 7). 21CSLA guide on facilitation for equity that helps “ensur[e] that facilitators across the state are holding the same equity frame when they present [UTK] modules to leaders,” (Center leader).</p>
<p>3. When requested, serve as a thought partner to RA Leads for ideating CoP/L</p>	<p>Thought partnership through 21CSLA-RA check-ins, collective meetings, intervisitation meetups, and Inquiry Now.</p>
<p>Area 8: Leadership Coaching: Provide individualized coaching that is built on relational trust, aligned to the CPSEL [California Professional Standards for Education Leaders], focused on equity-centered problems of practice using continuous improvement principles. The Center Will:</p>	
<p>1. Facilitate Coaching Collectives and professional learning opportunities that support RA Leads’ coaching knowledge, skills, and dispositions as well as best practices for program design.</p>	<p>Coaching collectives focused on supports for best practices; text-based discussions; problems of practice; program structures; RAs learnings from coaching; sharing of coaching-focused resources among Ras.</p>
<p>2. Further define and develop tools and resources that support leadership coaching for advancing equity and continuous improvement.</p>	<p>Development of tools and resources related to program support; professional learning support (evidence base related to coaching); peer observation through video; bank of questions RAs can use in feedback forms. Feedback and input given on all tools and resources.</p>
<p>3. Conduct coaching check-ins with each RA through observations, the collection of coaching artifacts, and ongoing conversations with regional coaches and local leaders.</p>	<p>Coaching check-ins, including visits to coaching offerings, with intentions to do more in-person visits in the future.</p>
<p>4. Offer customized support to RAs on an as-needed basis and by request.</p>	<p>Customized, one-on-one support to help new staff learn the ropes. Supports in check-ins and collective meetings.</p>

Source: 21CSLA Center website <https://21cslacenter.berkeley.edu/>