



# SEA Partners PLC

Sharing Year 4 Plans

**Please complete by Tuesday, Oct. 8th**

**Please add bullets that answer the relative questions below on your designated slide:**

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- What are your state's overarching goals in Year 4 of ECPI?
- What strategies are being implemented?
- What TA supports are in place?
- How is the state partnering with the ECPI district in this work (e.g., roles involved, describe collaboration)?
- What are some promising practices in your Year 4 work?
- Which part of the work would you like support/thought partnership on to scale and sustain your planned efforts in your state?



# California

- **Goals:** 1) Integrate parent/family and student feedback into the ways that the district enacts its leadership standards. 2) Support all leaders' professional development in creating teacher PLCs and rigor walks 3) FUSD will review and align the hiring process to the adopted leadership standards, incorporating performance tasks and authentic skills.
- **Strategies:** 1) Parent/family engagement survey reflects improvements in responses to questions regarding perceptions of leaders. 2) Train leaders in rigor walk protocols and analyze results 3) Meet with the HR Hiring team to monitor the progress and report out on the work to the DPT and other educational partners.
- **TA Supports:**
- **State Partnering:** 21CSLA supports
- **Promising Practices:** Equity Walks and Rigor Walks
- **Scaling and Sustaining:** 21CSLA



## District of Columbia

**Goal: The George Washington University (GWU) and Howard University (HU) will continue to pilot the redesigned and aligned graduate programs with the inaugural DCPS cohorts in order to incorporate improved processes and outcomes in the broader preparation programs.**

Support University partners and DCPS cohort members with in professional development/learning opportunities focused on culturally responsive school and anti-racist leadership practices.

**Goal: DCPS will provide targeted support and professional development in equity-centered leadership to support the ongoing learning, growth, and impact of current school leaders.**

Support DCPS, through technical assistance providers, by facilitating targeted cross-sector equity-centered professional learning workshops to school leaders.



# North Carolina

- Goals
  - Select a principal licensure assessment that is portfolio-based and incorporates issues of equity.
  - Revise NC principal standards and evaluation process to incorporate equity-centered practices for principals.
  - Support partner district in their efforts to incorporate equity-centered practices into their principal evaluation in advance of the formal State-level policy.
- Strategies
  - State-wide task force to adopt assessment and revise standards/evaluation process
  - Training and piloting of new assessment/standards/evaluation process.
- TA - Consultant (CCSSO) to assist with project management.



# Ohio

## Goals

1. To conduct a landscape analysis of the principalship in Ohio using both quantitative and qualitative data. While looking at the state data, Columbus City Schools data will be pulled out and identified as a subsection of the whole.
2. HR Dashboard and Tracking Systems – CCS will be a thought partner with the DEW in developing an HR Dashboard which will be useful to all districts in looking at their own data.
3. Central Office – Support adapting the Central Office Inclusive Instructional Leadership professional learning to meet the needs of CCS.



## Oregon

- **Goals:** Adopt PSEL Standards and develop statewide training and workshops to socialize and refine standards-aligned professional development
- **Strategies:** Regional, network-ed PD offerings and workshops
- **TA Supports:** TBD / In development
- **Partnering:** Unclear - transitions! (I'm new!)
- **Promising Practices:** Unclear - transitions! (I'm new!)
- **Support & Thought Partnership:** Navigating transitions and the multi-agency landscape