
Building an Equity Centered Leadership Pipeline with Intentionality

AASA NCE Session
February 19, 2021



LONG BEACH
UNIFIED SCHOOL DISTRICT

Voice from the Field: LBUSD

- Coaching Based Evaluation: Systems and Practices
- The Juncture Between Curriculum, Instruction & Professional Development and School (Principal) Supervision

Coaching Based Evaluation Practices

- Adaptive Change
- Capacity Building
- Relationship Focus
- Sustaining District Culture
- Common language of Support



“A great coach tells you what you need to hear, not what you want to hear.”

Coaching
as a Way of Being

In Long Beach, Calif., leadership development means distinct programs for aspiring central-office administrators plus principals and teachers

BY JILL A. BAKER AND KELLY D. AN

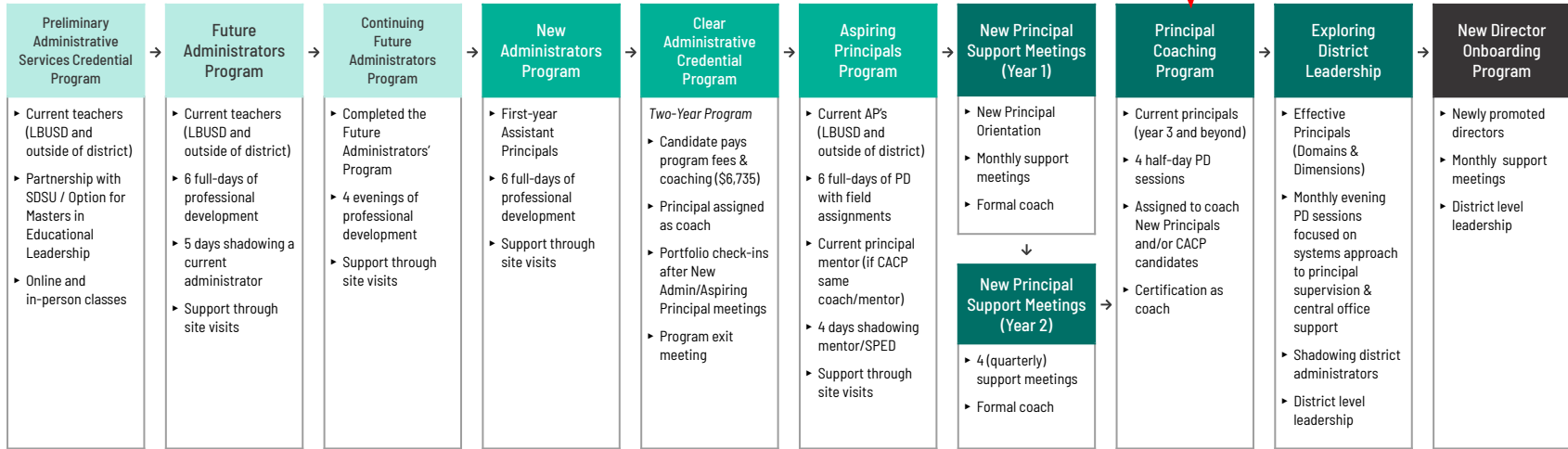
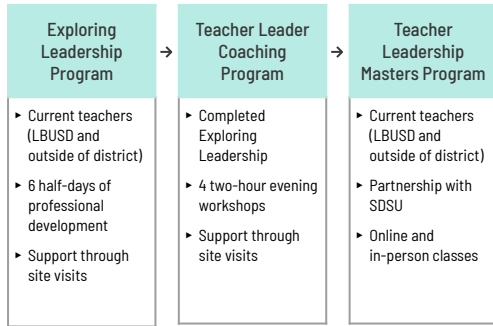
When the Long Beach Unified School District was named a finalist for the prestigious Broad Prize for Urban Education in 2003, the visiting team of site evaluators made a strong suggestion: The central office ought to consider a new approach to leadership development, one that goes beyond teacher professional development to focus specifically on cultivating aspiring and current administrators so that they could lead any school in the district.

The district's leadership followed that advice, launching a new leadership development program in 2005. The district has spent more than a decade building programs for teacher leaders, aspiring administrators, principals and, most recently, central-office leaders.

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LONG BEACH UNIFIED SCHOOL DISTRICT

EQUITY LEADERSHIP & TALENT DEVELOPMENT PIPELINE PROGRAMS



TEACHER LEADER

ASSISTANT PRINCIPAL

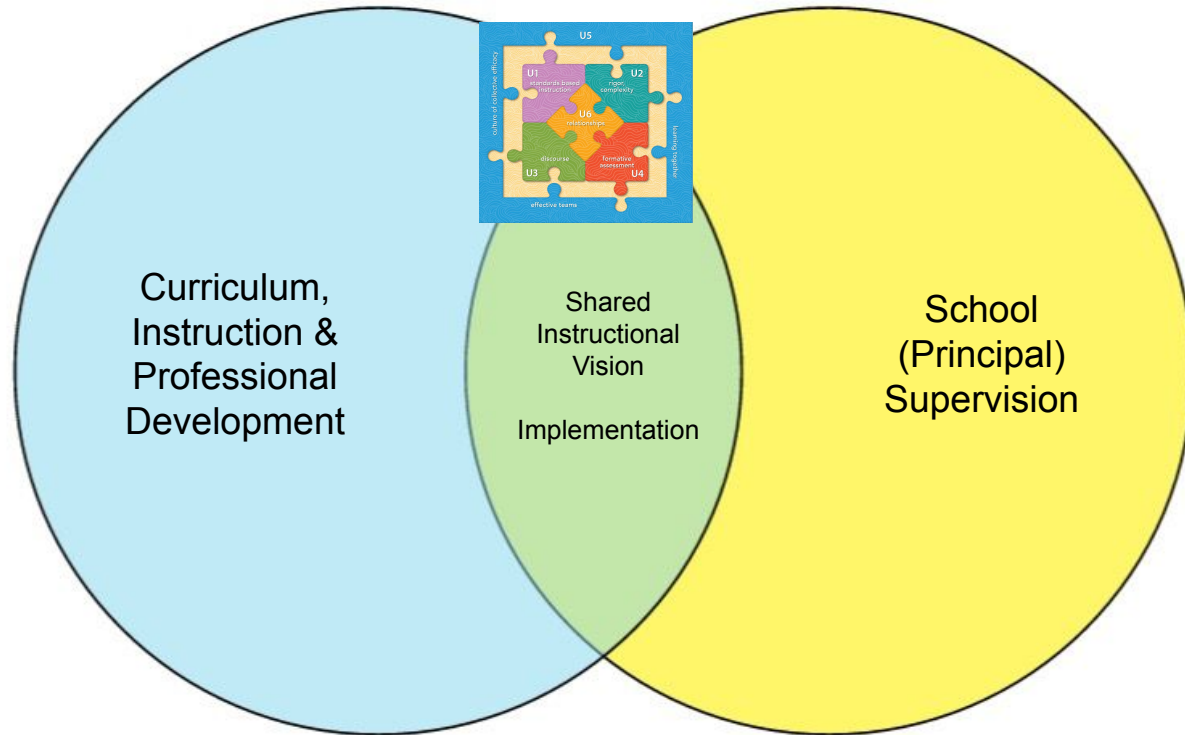
PRINCIPAL

ASSISTANT SUPERINTENDENT

Coaching Based Evaluation Practices

	Effective	Developing	Unsatisfactory	Performance Indicators
Professionalism, Disposition and Ethics	PDE1: Leaders follow the district Code of Ethics and model behaviors that demonstrate professionalism, integrity, and equity.			
	Consistently models and communicates expectations for professional behavior that reflects the district's Code of Ethics, integrity, and equity in all situations. Consistently models cultural competency skills indicative of inclusivity, equity, respect, and appreciation to all students, staff, parents and community members. Consistently examines personal biases publicly to address the diverse assets and needs of students, staff, and community members to promote equitable practices. Consistently reflects professional appearance, dress and decorum in all situations.	Generally serves as a role model and communicates expectations for professional behavior that reflects the district's Code of Ethics, integrity, and equity. Inconsistently demonstrates cultural competency skills indicative of inclusivity, equity, respect, and appreciation; and/or inconsistently examines personal biases in order to promote equitable practices. Inconsistently maintains a professional appearance and/or decorum in all situations.	Violates, even once, the district Code of Ethics and/or the legal and policy requirements for the relationship between leaders and employees. Fails to demonstrate cultural competency skills and/or to examine personal biases to promote equitable practices. Permits or engages in inappropriate contact or racist practices with students. Has difficulty maintaining a professional decorum, and/or may not maintain a professional appearance.	<ul style="list-style-type: none"> Works within professional and ethical guidelines to improve learning for all students and to meet school, district, and state requirements. Models professional behavior and cultural competency to all stakeholders. Promotes a belief in the ability of each student and adult to achieve. Maintains a professional appearance and demeanor.
	PDE2: Leaders develop a climate of trust, establish respectful relationships, and make decisions grounded in equity and access.			
	Consistently seeks and values input from a variety of stakeholders and acts with cultural competence and responsiveness in interactions and decision-making. Maintains a high level of visibility and is considered accessible by others. Maintains confidentiality and ensures that others do the same. Consistently affirms the contributions of others and communicates appreciation of effort. Deals with sensitive subjects with dignity and self-control, defusing confrontational situations with emotional intelligence, empathy, cultural competence, and respect.	Sometimes seeks and values input from stakeholders and/or acts with cultural competence and responsiveness as part of the decision-making process. Is visible and mostly considered accessible by others. Maintains confidentiality, but may not ensure that all staff members do the same. Inconsistently affirms the contributions of others and communicates appreciation of effort. Sometimes demonstrates a lack of sensitivity when dealing with emotionally charged issues.	Does not utilize the input of all stakeholders and/or does not act with cultural competence as part of the decision-making process. Is not visible and/or accessible. Fails to maintain confidentiality. Consistently misses the opportunity to affirm the contributions and appreciation of others. Loses temper, demonstrates emotional instability, and/or refuses to deal with sensitive subjects or issues.	<ul style="list-style-type: none"> Is visible, approachable and listens to the concerns of students, teachers, and other stakeholders. Seeks and makes use of diverse perspectives in decision-making. Openly values the diversity of members of the community and actively seeks to learn about the identities and communities of students. Creates a culture of respect and appreciation for all stakeholders.
	PDE3: Leaders work as change agents, motivating and inspiring others and taking personal responsibility for change and growth.			
	Consistently reflects on biases and beliefs and develops cultural competency to grow as a leader for equity. Encourages open dialogue and alternate points of view, constructively addresses hard-to-discuss topics and dissent in order to improve the quality of decision-making. Establishes high expectations for all adults and students, regardless of identity or background, and consistently inspires and motivates others to do their best. Readily acknowledges personal and organizational failures and engages in professional learning to improve and grow. Consistently demonstrates the willingness to participate in professional opportunities as a coach, mentor, presenter, and/or researcher.	Reflects on biases and beliefs and has begun to develop cultural competency, but does not consistently lead for equity. Tolerates alternate points of view, but does not leverage it for change, or may avoid difficult conversations or dissent. Inconsistently establishes high expectations for others. Acknowledges personal and organizational failures only when confronted by evidence. Demonstrates willingness to participate in professional opportunities for growth, but may not always follow through on those commitments.	Does not reflect on biases or develop cultural competency, and/or does not lead with equity in mind. Suppresses alternate points of view, or becomes vindictive when challenged, using positional power in place of relational power. Fosters a climate of mistrust and intolerance for dissent. Expectations for others are based on identity or background. Is defensive and/or resistant to the acknowledgement of error. Does not mentor others in a positive manner and/or reluctantly participates in or contributes to professional growth opportunities.	<ul style="list-style-type: none"> Pays close attention to which voices are not being heard and invites them to express their perspectives. Establishes high expectations for adults and students, regardless of identity or background. Contributes to and supports the development of the profession through service as an instructor, mentor, coach, presenter and/or researcher.
Distinguished: In addition to working at an Effective level in Professionalism, Disposition and Ethics, a principal's school may have significant positive results on surveys, or an ability to solve most problems at the site level without district intervention. The principal may, for example, demonstrate innovation in creating a culture for change; or demonstrate impact beyond the site by sharing strategies with colleagues or taking on duties assigned by district level staff.				

The Juncture Between Curriculum & Instruction and School Supervision



Voice from the Field: LBUSD Systems

- K-12 Implementation Steering
- Monthly Joint Collaboration
- Collaborative Inquiry Visits
- Instructional Leadership Teams

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Understandings Continuum 2018

Since the transition to the Common Core Standards, the LBUSD Understandings have been used to describe effective classroom practices and elements of pedagogy desired across all LBUSD classrooms. The Understandings Continuum is a tool that helps further define these Understandings. While it is not a tool that captures every classroom practice in an LBUSD teacher's toolkit, it is an overarching vision of what we want classroom instruction to look like across our schools.

In their first iteration, the Understandings were presented in an evidence guide format, engaging teachers and leaders in the process of describing both continuing and new methodologies for helping students to meet the standards. As LBUSD teachers' and leaders' knowledge of high quality classroom practices and pedagogy increased, there was a need for the Understandings to evolve. The current Understandings reflect knowledge that is worth understanding: enduring, at the heart of instruction, cause reflection and promote engagement for all who interact with learning and teaching.

The 2018 Understandings Continuum is intended to provide teachers and leaders with a resource for planning high quality instruction, helping them to integrate key teacher practices as part of daily instruction, build collective efficacy, promote caring relationships with students and to inspire reflection throughout the instructional process. Specifically, it provides a starting point and outlines a progression of the implementation of these key practices. This Continuum was developed with teachers and leaders, for teachers and leaders.

What the Continuum is...

- ◆ a planning and reflection tool
- ◆ a tool for use across content areas
- ◆ a source for informing feedback and professional development
- ◆ a tool to engage students in thinking about themselves as learners (as age appropriate)

What the Continuum is not...

- ◆ a checklist
- ◆ an exhaustive list of effective instructional practice
- ◆ a tool for evaluating each Understanding in isolation
- ◆ an evaluation document

Acknowledgments: Building upon prior versions, the 2018 LBUSD Understandings Continuum was developed under the direction and leadership of Dr. Jill Baker, Deputy Superintendent of Schools and Pamela Seli, Assistant Superintendent - Office of Curriculum, Instruction & Professional Development. Development teams included staff from the Office of Curriculum, Instruction and Professional Development, the Deputy Superintendent's Office, Office of the Assistant Superintendent - Elementary Schools, Middle & K-8 Schools, High Schools and Research who were instrumental in ensuring that the Continuum reflects our commitment to continuous improvement anchored in research and the incorporation of the voices of our teachers, leaders and students.

Voice from the Field: LBUSD



Collaborative Inquiry Visit Protocol – 2019/2020



The purpose of the Collaborative Inquiry Visit is to allow a school team to reflect upon its collective effort and to engage colleagues (internal/external) in offering their insights about the school's continuous improvement efforts. Each school will customize the CIV by considering the specific aspects of their overall work that will be the focus of the visit and aligning the Look Fors to the respective theory of action.

Whole Group Briefing

The school team (principal, teachers, support staff) will provide a context for the CIV by sharing the action plan that captures the school's theory of action in the area that will be the focus of the visit. Through this effort, the school team will highlight their site data and professional development efforts. CIV participants will develop an understanding of the site's work and understand the Look Fors for the classroom visits.

Classroom Visits

All CIV participants will engage in classroom visits, collecting data and examples that reinforce the school's theory of action and Look Fors. Participants are encouraged to take notes, collect images and talk to students in order to summarize their observations in the CIV Debriefing.

Whole Group Debriefing

The school team will facilitate a debriefing with all participants that allows them to understand and affirm the site's continuous improvement efforts. Guiding questions that may be used to facilitate the debriefing include:

- What did participants see in classrooms that supports the school's theory of action?
 - Content Delivery (e.g. What?, standard/s, unit alignment, task, learning progressions)
 - Teaching Practices (e.g. Why?, How?, lesson design, pedagogy)
 - Student Actions (e.g. How?, degrees of engagement, quality of learning opportunities)
- What can the participating team reinforce relative to the Host School Team's curiosity?
- What resources (materials, personnel, research etc.) might be helpful to this school?
- What barriers that were voiced today, if addressed, might allow the school to accelerate its efforts?

Principal Debriefing

Principals and/or principal supervisors will engage in further de-briefing of the CIV or collaborating on next steps for the host site or their respective sites.

K-12 Instructional Steering (Small Group)

January 8, 2020, 8:00-11:30, Via Zoom

Meeting Focus Areas:

Virtual Learning, Assessment System, English Learners, Support for Special Populations

Time/Lead	Agenda Items/Objectives	Next Steps, etc.
8:00 Brian, Chris, Jay	Principal Supervisor Equity & SEL Work <i>Share</i> frameworks that are guiding their work. Revised principal evaluation domains and dimensions SEL Presentation to Principals Self-Management CIT Presentation Equity Taxonomy	
8:30 Pam, Rochelle	Equity Training Development <i>Preview</i> frameworks that are guiding OCIPD's work (3 pillars and examples) and the most recent iteration of the first training Equity Learning Series: Part 1	
9:30	Equity Next Steps <i>Determine</i> process to create the common definition of culturally relevant and responsive classrooms. (2 teachers from each level)	
9:45	Break	
10:15 Erin, Jen, Amy, Claudia	Social-Emotional Learning <i>Share</i> goals and plans for SEL PD and get feedback. SEL Goals and Year 1 Priorities SEL Professional Development 2020-2021	
11:00 Kristi	Professional Development/Coherence Training Plan <i>Revisit</i> plan and make adjustments as needed.	
11:00 Chris, Kristi	Assessment <i>Update</i> on the plans for recreating our assessment system .	
11:15-11:30	Next Meeting <i>Plan</i> future items and determine who needs to attend and prep.	
Future Meeting Agenda Items		
Next Meeting	Supporting English Learners-Designing New Systems	



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