

Rising Tide

Collective Leadership
to Lift All Schools

MAY 2018



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A special thank you to the more than a thousand Los Angeles Public School teachers whose opinions, expertise, and inputs shaped this work.



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Dear Families, Current and Future Teachers, and Supporters of Our Students,

School leaders, such as principals, face an overwhelming array of challenges on any given day, as they navigate tight budgets, interpret and implement policies, select curricula, provide teachers with instructional support, and seek to identify ways to best meet students' needs. Their success, unsurprisingly, often hinges on their ability to tap into teachers' and families' insights and expertise and work in partnership to tackle these challenges.

A collaborative approach to school leadership can cultivate buy-in across a school community, serve as a catalyst for positive change, and raise the tides for our schools. Great school leaders can inspire, motivate, and foster a sense of community with teachers, families, and students. Research shows that there is a strong relationship between increased teacher leadership and higher student achievement.¹ Furthermore, shared leadership at a school site builds staff commitment to school improvement efforts and contributes to staff satisfaction.²

The advantages of a healthy school climate and distributed school leadership are clear, but the path to achieve these traits for success has often proven elusive. As teachers from across Los Angeles, with nearly 177 years of collective experience, we are uniquely positioned to identify the critical steps that school leaders can take to make these goals a reality. First, school leaders should ensure that students are growing not just academically, but also socially and emotionally. A focus on social-emotional learning and restorative justice practices is key to educating students who are happy, healthy, and prepared to learn. Second, teachers should receive targeted instructional support, and school leaders should tap into and leverage the expertise already in their buildings through hybrid leadership roles that allow teachers to stay in the classroom while also supporting their colleagues' professional growth. Third, school leaders must work to strengthen the school community by increasing family and community engagement opportunities. When administrators, teachers, and families work hand in hand, they can create a seamless environment in which students thrive.

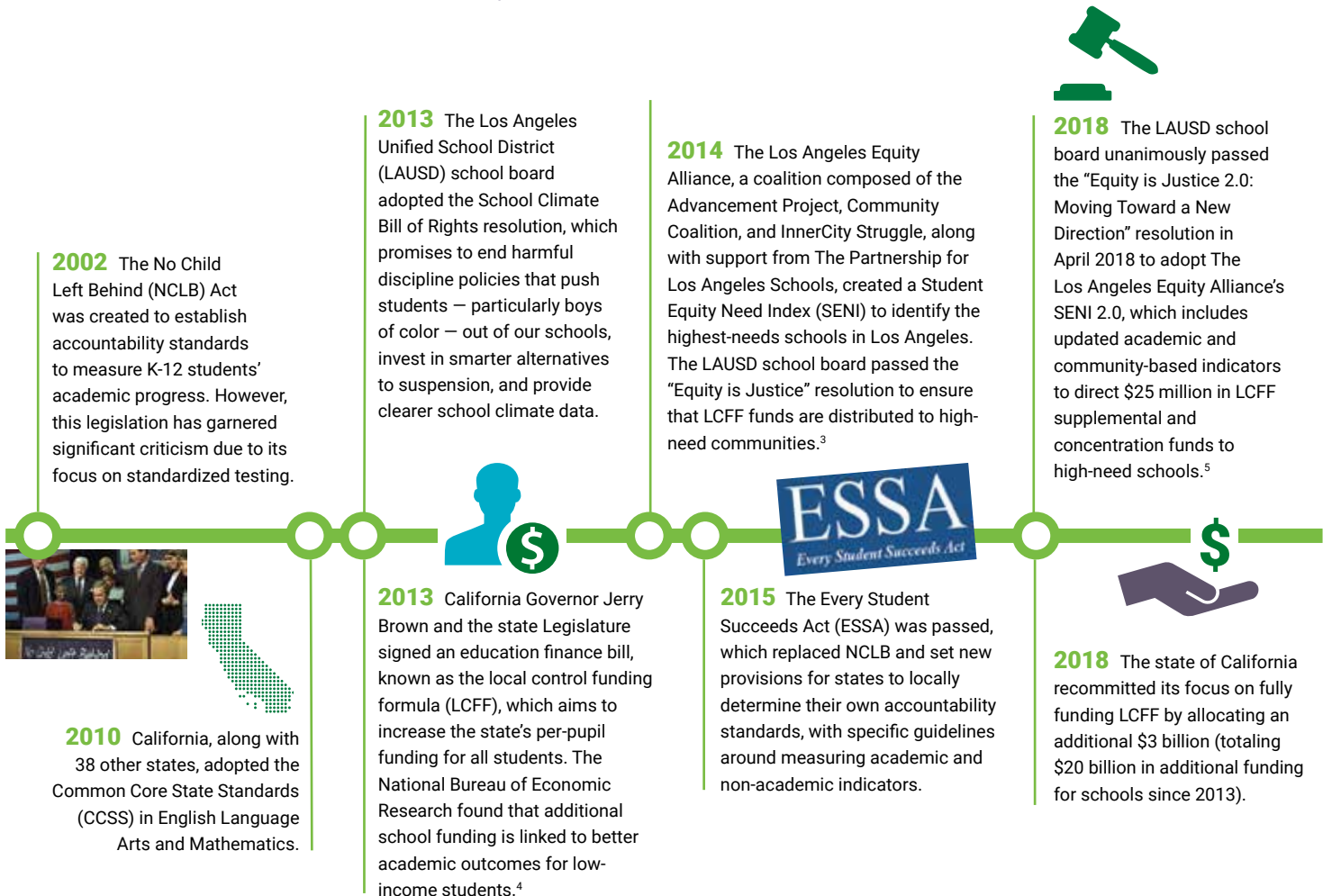
We hope that this paper, and in particular our recommendations, will serve as a road map for district and union leaders. These policy shifts require the district and union to develop and execute a strategy for closing gaps in achievement and college readiness, improving school climate, and maintaining a focus on equity for our most vulnerable students—English Learners, foster youth, and students in poverty. Only then will the tide rise for our schools and lift the performance of teachers and students across the district.

In solidarity,

The 2018 E4E-Los Angeles Teacher Policy
and Advocacy Team on School Leadership

A SEA OF CHANGE IN SCHOOL POLICY

Over the past two decades, there have been seismic education policy changes happening locally and federally. These seismic policy changes have happened because opportunity gaps have historically persisted for marginalized students. Below is a timeline outlining some of these major shifts.



Despite these paradigm shifts in education policy, we have not seen drastic changes in how schools are designed and led. We still have opportunity gaps across the country, with school climate improvements lagging and far too few students graduating who are college and career ready. We believe that we need to make seismic shifts that will raise the tides for all our schools and, ultimately, accelerate the path toward graduation, college, and great careers.

At the core of this policy brief is a notion that cultivating the promise, belief, and talent of our teachers and their students is paramount to any success in California's education reform movement. After all, our shifts in policy will be only as great as the shifts we make in our hearts, minds, and practices.

“One day, we will live in a world where despite race, socioeconomic status, or background, all students will have access to an equitable education. We will achieve this by developing a deep understanding of how oppressive systems have led to systematic racism and poverty within our communities.”

— Ashley Miller, Special Education, Crenshaw High School, Los Angeles Unified

The Problem

School leaders should work together with teachers in a distributed leadership model to make the changes that will allow students to thrive.

School leaders are overwhelmed by the broad number of challenges and the complexity of their work. As a result, schools have not had a chance to fully integrate and implement reforms intended to boost student outcomes. Teachers are yearning to be engaged with leadership opportunities at the school site level to support the overall success of their students. However, there are limited pathways to address three critical areas that may fall short: socio-emotional support, instructional support, and family engagement.⁶

The three foundational needs of our students are to 1) feel safe and welcomed on campus; 2) feel challenged and supported in the classroom; and 3) receive support and resources at home. These are the areas that school leaders can prioritize to truly close the gaps in academic and social well-being. School leaders should work together with teachers in a distributed leadership model to make the changes that will allow students to thrive.

We have students who are facing significant trauma in their lives that affects how they perform academically. Because the hearts and minds of our students matter, we want to pursue socio-emotional support and restorative justice practices to reach and teach the whole child. Through the passage of the 2013 School Climate Bill of Rights (SCBR), Los Angeles Unified is committed to the vision and practice of restorative justice across high-need schools. Unfortunately, a gap still exists in terms of the implementation of this practice and the integration of socio-emotional learning support for students.

We know that creating safe and welcoming environments for our students can lead to a higher likelihood of students accessing and learning content in their classrooms. We also recognize that race and class are inextricably linked, and our most vulnerable students suffer as a result of the lack of adequate instructional supports in our schools. At the moment, there is a lack of consistent and effective support for instructional leaders across the district, and our students are suffering as a result. Many high-need schools in the district do not have a full-time academic coach who can support the instructional practices at schools.

As teachers, we recognize that this work cannot be done alone, and we want to establish pathways for families and communities to support the academic and social well-being of our students. Families are one of the greatest influencers of a child's achievement. The district has recently increased its investment in Parent Centers across the majority of campuses; however, there is a lack of school-based roles to ensure that families and surrounding communities are truly engaged. The data is clear that family engagement matters for student achievement. And, most important, the families in our schools clearly want to be involved.

Summary of Recommendations



FOCUS AREA #1

Invest in restorative justice and socio-emotional learning practices in order for our students to feel safe and welcomed on campus.

1. The district should invest in targeted support for social-emotional learning (SEL) programs with integrated restorative justice practices. The district should prioritize which schools need SEL programs, as measured by the district's student equity-based index.
2. The district and union should give school leaders the flexibility to develop school climate leadership roles for teachers. Additionally, schools should develop school climate action plans as a way to develop a vision and means for measuring results.



FOCUS AREA #2

Ensure equitable access to high-quality instructional coaches in order for our students to feel challenged and supported in the classroom.

3. The district and union should give school leaders the flexibility to create school-based instructional support roles with possible leadership time away from the classroom (e.g., hybrid coaching roles), while providing compensation and planning time. The district should prioritize which schools need instructional support roles, as measured by the district's student equity-based index.⁷
4. The district should invest in high-quality training for instructional leaders (e.g., school leaders, instructional coaches, etc.) to provide data-driven and individualized coaching to teachers in high-need schools, as measured by the district's student equity-based index.⁸



FOCUS AREA #3

Increase family and community engagement opportunities in order for our students to receive support and resources at home.

5. The district and union should create the option of new school role categories, such as family and community liaison roles, as measured by annual needs assessments and implementation rubrics.

Invest in restorative justice and socio-emotional learning practices in order for our students to feel safe and welcomed on campus



RECOMMENDATION ONE

Students need to receive social-emotional learning (SEL) so that they can manage their behaviors and emotions, make smart and healthy choices, while also helping them develop peer relationships. The district should invest in targeted support for SEL programs with integrated restorative justice practices. The district should prioritize which schools need SEL programs as measured by the district's student equity-based index.

What this could look like

- The district should give leaders in schools the flexibility to implement SEL programs that match the need of the school's student population.
- School leaders, especially in schools that have been prioritized for additional equity-based dollars through the "Equity is Justice 2.0" board resolution, should receive high-quality training and resources that offer a menu of SEL program options.
- The district should give schools that have been prioritized for additional equity-based dollars through the "Equity is Justice 2.0" board resolution the option to invest dollars in an SEL Implementation Team & Schoolwide Plan.



“This starts with the student. If we can get our students to gain ownership regarding their environment and community, that would be fundamental. We can utilize restorative justice and socio-emotional learning to capture all of our students.”

— Colleen Ancrile, English, Francis Polytechnic Senior High School, Los Angeles Unified

Rationale

Based on our experience, we know that restorative justice and SEL practices help students build community and develop peer-to-peer relationships. An effective school leader needs to make sure that teachers feel prepared to address socio-emotional needs. Research also shows that blended programs that incorporate SEL and restorative justice practices lead to decreased absenteeism and suspension rates, which can result in increased class time for students who may be at risk for dropping out or failing classes.⁹ Leaders are essential to creating the conditions to build teachers' social and emotional competencies. Teachers are more likely to develop these skills when leadership both prioritizes and models these competencies.¹⁰ For example, teachers at 24th Street Elementary implemented an SEL program and applied restorative justice practices. This program led to a decrease in suspension by 14 percentage points and an increase in staff satisfaction with how discipline was handled by eight percentage points in the 2015–16 academic year. As a district, we must continue to increase restorative practices in schools and invest in social-emotional learning for all students, teachers, and school leaders. Research shows that SEL programs have a positive effect on academic achievement for students,¹¹ and effective, districtwide implementation can lead to improved school climate outcomes.

Considerations

To launch an initiative within a large urban school district, research shows that pilot programs coupled with strategic long-term planning areas are key to creating sustainable policy changes.¹² Currently, the district has established a Social Emotional Learning program, in which a total of 76 schools were chosen to create an SEL implementation team and schoolwide plan.¹³ The SEL program should be scaled across the district without losing its core feature of providing high-quality training and resources for all teachers. While it's still too early to evaluate the outcomes of this year's SEL program, the district should consider providing the opportunity for schools identified in the district's student equity-based index and beyond to participate in this program. One of the promising components of this program is that an SEL facilitator is assigned to a number of schools to help school teams use data to create, implement, and evaluate the schoolwide SEL plans. To ensure a strong level of accountability, the schoolwide SEL plan should tailor its focus to one of the four recommended SEL competencies: 1) growth mindset, 2) self-efficacy, 3) self-management, or 4) social awareness.¹⁴

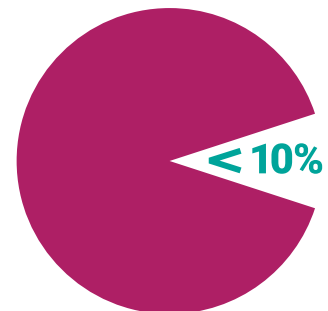
Campus Case Study

Ms. Fernandez's school qualifies for additional funding to create a schoolwide SEL implementation team. Administrators and teachers alike receive coaching to help integrate socio-emotional learning programs, such as Second Step, and restorative justice practices into their daily instruction. Students in Ms. Fernandez's class now learn skills like self-regulation and empathy. To measure the impact of this strategy on her students, Ms. Fernandez is monitoring how attendance, participation, and behavior are improving. She is also working directly with the district-assigned SEL facilitator to ensure that the district tracks this progress based on the School Experience Survey (SES).



Data Snapshot

Research shows that investing in districtwide SEL supports will build social and emotional competencies.¹⁵



Less than one out of ten LAUSD schools have Socio-Emotional Learning programs in place.¹⁶



FOCUS AREA #1

RECOMMENDATION TWO

The district and union should give school leaders the flexibility to develop school climate leadership roles for teachers. Additionally, schools should develop school climate action plans as a way to develop a vision and means for measuring results.

What this could look like

- The district and union should give school leaders the flexibility to create hybrid leadership roles that focus on restorative justice practices, socio-emotional learning, or positive behavior intervention and support.
- The district should encourage school leaders to implement school climate action plans within their annual Single Plans for Student Achievement (SPSAs).
- The union should complement the district's existing restorative justice and SEL training program by using a portion of its professional development dollars to provide additional training and support to restorative justice coordinators. This could improve consistency of implementation.
- The union's Professional Development Advisory Committee (PDAC) should focus on providing additional training and support to restorative justice coordinators.

Rationale

Historically, restorative justice practices have been linked to a more positive school climate and students feeling more respected by their teachers.¹⁷ Furthermore, restorative justice has been shown to lower suspension and expulsion rates, reduce fights and altercations, and improve relationships at the school site level across LAUSD.¹⁸ We recognize that each school has its own unique school climate needs, so the specific leadership roles should be determined by the school leaders or school site council. For example, some schools may need additional support implementing restorative justice practices, while others may need specific support with SEL programming. The 2014 E4E-Los Angeles Teacher Policy Team on School Climate found that 65 percent of 340 teachers polled view school-based action plans as an important lever to implement restorative justice practices.¹⁹ If the school climate action plan is not embedded within the school's accountability plan, then a school may not receive its designated LCFF dollars. Within the accountability plan, school leaders should outline specific goals and responsibilities of the school climate leadership roles for teachers.

Considerations

School leaders should consider working with their school site councils to develop their school climate action plans. As part of the school board’s “Equity is Justice 2.0” resolution to direct more dollars toward our highest-need schools, school leaders should consider creating school climate leadership roles that work directly with Restorative Justice Coordinators in order to improve student outcomes.²⁰

The Schoolwide Positive Behavior Intervention Support (SWPBIS) Task Force in LAUSD is a working group of educators, parents, and youth advocates who oversee the district’s plan for creating safer, more welcoming, and inclusive school climates. This task force reviews everything from data on attendance to safety and incident reports and effective training. The SWPBIS Task Force could be sharing its recommendations broadly with schools by providing guidance and support for school leaders to develop effective school climate action plans that connect to the overarching goals of the districtwide framework for positive behavior interventions.²¹ If there is consistent alignment with the school climate leadership roles and the school climate action plans, then we can maintain a high level of accountability.

“Students should have the opportunity to achieve their goals regardless of social status. We need an educational system that ceases to prioritize student deficits and builds on their assets.”

— Angel Acosta, Special Education, Manual Arts High School

Campus Case Study

Mr. Chavez teaches high school science and serves as a school climate leader to support the Restorative Justice Coordinator in implementing his school’s action plan. When he’s not teaching, he conducts trainings for teachers and staff on how to integrate Schoolwide Positive Behavior Intervention within daily practices. One way he is measuring the impact of his efforts is through post-training survey data.



Ensure equitable access to high-quality instructional coaches in order for our students to feel challenged and supported in the classroom



RECOMMENDATION THREE

The district and union should give school leaders the flexibility to create school-based instructional support roles with possible leadership time away from the classroom (e.g., hybrid coaching roles). These roles should also come with additional compensation and planning time. The district should prioritize which schools need instructional support roles based on a districtwide student need index, which provides additional dollars for our highest-needs schools.

What this could look like

- The district should give school leaders the flexibility to create hybrid leadership roles that focus on instructional coaching and personalized support for teachers.
- Teachers who receive below-standard evaluations should be provided support from school-based staff members who specialize in instructional coaching.
- The instructional support roles should focus on conducting peer observations, delivering feedback, and engaging in professional development with colleagues.²²
- The instructional support roles should be evaluated by principals and the teachers they support to ensure that they are meeting the needs of students and teachers.

“When I first started teaching, it felt like I struggled with everything. Classroom management was a challenge for me and lesson planning took me far too long. Effective coaching and strong leadership played a huge part in my growth.”

— Talin Darkjian, Nueva Esperanza Charter Academy

Rationale

Based on our experience, we know that instructional coaches who target the specific needs and gaps of teachers have a large impact on the satisfaction and long-term performance of other teachers. Research shows that teachers who are paired with an effective instructional coach are more likely to improve student outcomes.²³ Furthermore, school leaders who establish a formal and defined structure of teacher leadership roles, such as instructional coaches, may impact the retention and satisfaction of those effective teachers who are promoted and leveraged as coaches.²⁴ The New Teacher Center found that schools with greater levels of teacher leadership also had greater levels of student achievement.²⁵ For example, John H. Francis Polytechnic High in the San Fernando Valley created a hybrid teacher-leader role that designs professional development, creates unique instructional supports, and aligns curriculum across grade levels and subjects.²⁶ Teachers at Poly High are able to address the unique needs of students with these hybrid leadership roles. In the 2014–15 academic year, Poly High saw a 20 percent increase in graduates who passed all courses required for UC and CSU admission.²⁷ The flexibility and autonomy of hybrid leadership roles could encourage excellent teachers to stay in the classroom, while also improving student outcomes. The 2013 E4E-Los Angeles Teacher Policy Team on meaningful leadership pathways for teachers found that 91 percent of 310 teachers polled viewed mentor roles as an important lever to retain great teachers and drive student achievement.²⁸

Considerations

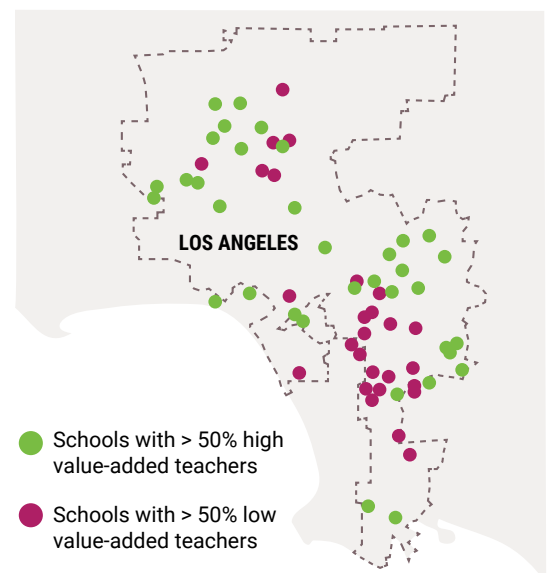
In April 2018, the LAUSD school board adopted the Student Equity Need Index 2.0 (SENI 2.0), which focuses on directing \$25 million in LCFF funds to the district's highest-need schools.²⁹ The school board's "Equity is Justice 2.0" resolution will be directing additional dollars to our highest-need schools, and those dollars can be used to fund additional instructional support for students, providing the perfect opportunity to create hybrid coaching roles. And as with any school-based position, we recommend that instructional coaches be held accountable for the academic growth and achievement of students. Such roles should be outlined in the school's Single Plan for Student Achievement (SPSA), which should explicitly state how the school will hold the coach to a high level of accountability.

Campus Case Study

Ms. Williams serves as a hybrid teacher-leader at her elementary school. Her goal is to ensure that all teachers at her school improve their instructional craft with targeted support and feedback. Ms. Williams might work with a teacher to create a professional growth plan and might observe the teacher's classroom in order to provide feedback and suggestions. She spends the majority of her day supporting other teachers, but still teaches a portion of her second grade class with a co-teacher. The impact of her role is being measured according to a range of student assessments and surveys for the teachers she coaches.

Data Snapshot

The majority of our least experienced and effective teachers are located in low-socioeconomic neighborhoods, which are often our communities of color.³⁰



FOCUS AREA #2



RECOMMENDATION FOUR

The district should invest in high-quality training for instructional leaders (e.g., school leaders and instructional coaches) to provide data-driven and individualized coaching to teachers in high-need schools as measured by a districtwide student need index.

What this could look like

- The district should provide consistent coach-the-coach development programs to share research-based strategies to school leaders and instructional coaches at the school site.
- School leaders and instructional coaches, especially in high-need schools, should receive high-quality immersive training and resources to be effective academic coaches to train teachers in their specific disciplines.



“Schools need the flexibility to utilize existing instructional leaders at their school sites to improve the instructional practices of all teachers. If I can get an adult to shift their practice, I can help all of their students.”

— Gene Dean, English Language Arts, Theodore Roosevelt High School, Los Angeles Unified

Rationale

Instructional coaching has been widely embraced in education as a tool for supporting and advancing teachers. However, though coaching is widely used, there are few certifications or other education programs that prepare instructional leaders to be effective coaches for teachers.³¹ The district needs to invest in building a school's capacity to coach and train others, which could potentially improve the efficacy of more teachers on that campus. For example, if a young teacher is struggling to meet specific aspects of the LAUSD Teaching and Learning Framework,³² then he or she could turn to a school-based instructional coach for targeted support. Our highest-need schools often require additional layers of academic coaching for school leaders and instructional coaches to be effective in growing teacher practice. This recommendation would translate to more effective instructional practices for teachers. Research shows that students in low socioeconomic communities often have teachers with fewer years of classroom experience. Since these students also experience learning gaps when compared to their more affluent peers, supporting teachers with individualized coaches may reduce some of these gaps.

Considerations

There is a clear need for coaching at the school site level, and high-need schools could receive supplemental training for school leaders to improve how they coach and develop teachers. The district currently provides a coaching program for National Board Certified Teachers (NBCTs) to strengthen their coaching skills to improve student outcomes at their school sites. Similar to the NBCT coaching program, the district should consider providing multi-tiered trainings that provide the skills and resources for school leaders to be effective coaches.³³ In addition, the district's Local Education Agency (LEA) Corrective Action Plan "identifies coaching as a critical component of a multi-tiered approach to teaching and learning."³⁴ As defined by the LEA, instructional coaches are needed to ensure that students receive the proper academic supports and resources to improve academic outcomes. This conclusion is supported by research, which shows that multi-level coaching provides teachers with the skills that they need to be more effective at teaching their students.³⁵

Campus Case Study

Mr. Jones serves as the principal at a high-need middle school. He is currently in the third year of his administrative role, and is learning how to improve his approach to coaching a few teachers in their first and second years in the classroom. He meets with an experienced academic coach from the district at least once a month to implement research-based strategies and applies these best practices to help coach his newer teaching staff. Given the novelty of this strategy, he is measuring the impact of his coaching on the practice and retention rates for these newer teachers as well as their student performance data.



Increase family and community engagement opportunities in order for our students to receive support and resources at home



RECOMMENDATION FIVE

The district and union should create the option of new school role categories, such as family and community liaison roles, as measured by annual needs assessments and implementation rubrics.

What this could look like

- School leaders should have the opportunity to create hybrid leadership roles for teachers that focus on building relationships with families and community partners to improve communication and increase student achievement.
- The district should give principals in high-need schools more budget autonomy and staffing flexibility to develop family and community liaison roles to engage in community outreach, facilitate parent workshops, and build partnerships with families.³⁶
- The union should provide additional training and support to United Teachers Los Angeles (UTLA) chapter parent action liaisons (CPALs) to conduct consistent programs with families to address the school’s plan for family and community engagement.
- The family and community engagement role should focus on meeting key goals to improve student achievement, and their impact will be measured through metrics established at the school level.

“Schools should be a place where community members, parents, and educators work as partners rather than adversaries, and develop a relational culture based on interpersonal trust that combats a culture of isolation and inequality.”

— Veronica Vega, Coach, Dr. Julian Nava Learning Academy

Rationale

As educators, we know that schools that offer family and community engagement opportunities are more likely to improve the overall school climate, which helps students and parents be more engaged in academics. Research shows that when teachers and parents develop strong communication and relationships, student outcomes improve.³⁷ The district is required to assist schools in planning and implementing parent involvement to improve student achievement and school performance,³⁸ and a family liaison position could serve as an effective option for schools. When parents partner with schools, student achievement increases.³⁹ Having a dedicated family liaison position as part of a strong school leadership means that there will be parents involved in setting goals and objectives for students, planning on how to reach these goals, and understanding and identifying the resources available to activate these plans. Furthermore, there is union support for increased parent voices in our schools. The 2017–18 UTLA plan proposes to “[i]ncrease parent and educator decision making by giving local school leadership councils control over how funds are used at schools.”⁴⁰ The 2016 E4E-Los Angeles Teacher Policy Team on Common Core for Unique Student Populations found that 79 percent of 366 teachers polled thought it was important or very important for districts or charter networks to train family liaisons to support the families of unique student populations and improve their partnerships with teachers and administrators.⁴¹

Considerations

The district and union already support out-of-classroom positions, such as family liaisons and Parent Centers. Most schools already have working Parent Centers that can be used for meetings and trainings. Furthermore, UTLA’s CPAL program aims to have one UTLA member at every site leading the work of building relationships between parents and educators.⁴² School-based family liaisons know the vision and goals for their school sites, which means parents can engage with these teacher leaders to meet the needs of their children. For example, a school in East Los Angeles created a “Family Action Team” with family, staff, and community leaders to develop workshops and school events.⁴³ This inclusive practice could be more frequent and efficient across the district with a dedicated family liaison across school sites. The family liaison should play a critical role in developing the school’s plan for family and community engagement, and providing training to school-based staff to meet the community-based needs of their students. The school board’s “Equity is Justice 2.0” resolution will direct additional dollars to our highest-need schools,⁴⁴ and those dollars can be used to fund additional family and community engagement roles.

Campus Case Study

Ms. Garcia serves as the family and community liaison at her school. She is focused on improving the school-to-home partnership with families by hosting community-centric events, such as college and career fairs, A–G completion workshops, and digital literacy nights. Her goal is to make families feel included and supported in all their interactions with the school. To measure the impact of this new role, Ms. Garcia and her administrator are monitoring how parent participation in her workshops is affecting student attendance, student grades, and A–G enrollment and completion.

Data Snapshot

The family engagement expenditure in the LAUSD 2017–18 budget accounts for less than one percent of the district’s \$7 billion budget.⁴⁵

<1%



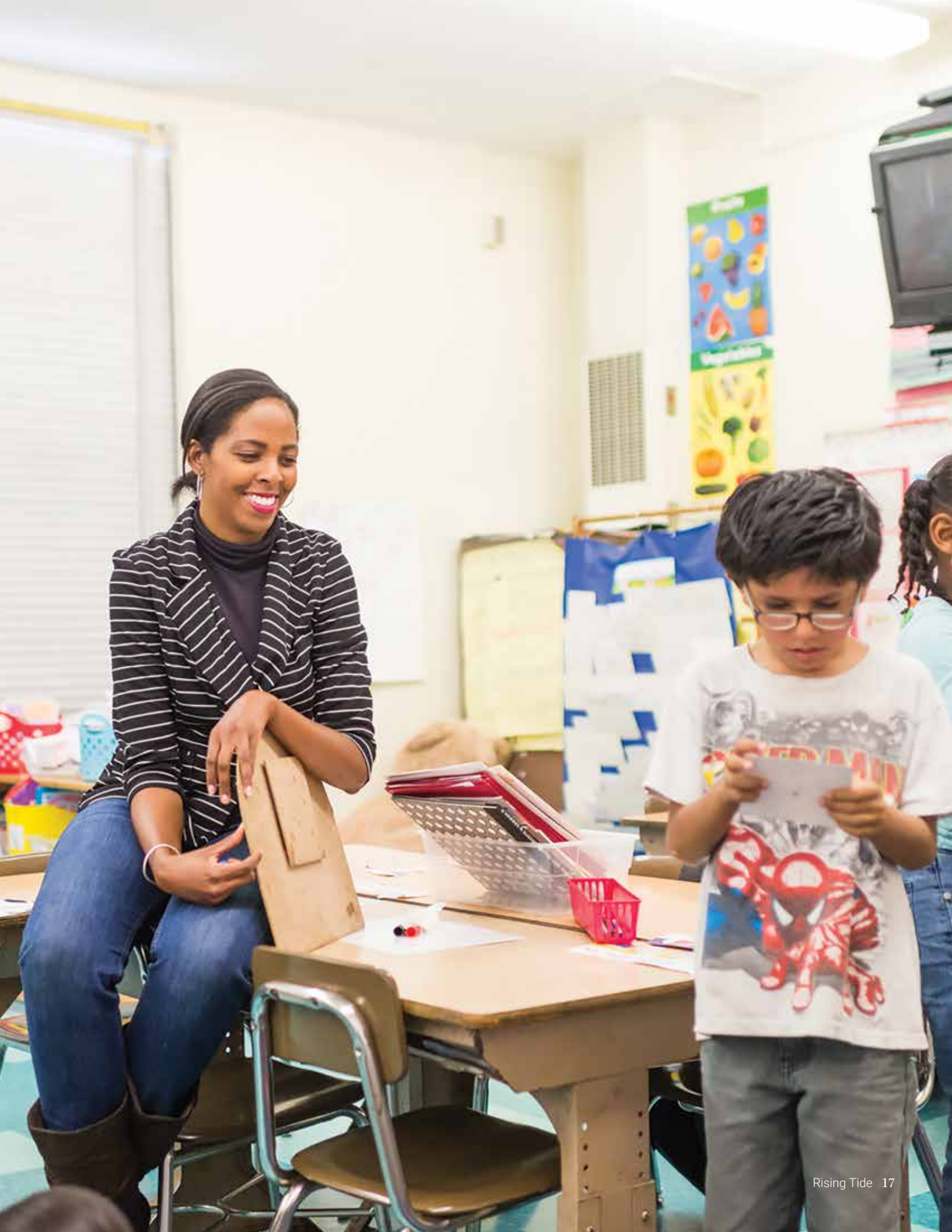
Conclusion

California is leading the nation in many ways. We are piloting new ways to target dollars toward our most underserved students; to offer culturally responsive, college-ready, and career-ready instruction; and to empower our families as advocates for their children. But we need more than noble policy ideas. Our district and union need a realistic road map, sustained commitment, and focused investment to change hearts, minds, and practices in our schools.

As a team of educators, we straddled the worlds of policy making and teaching. At night, we gathered at Educators for Excellence-Los Angeles to think big by analyzing research and proposing policy recommendations. During the day, we got realistic by implementing new teaching and leading strategies in our classrooms and schools. It was this melding of policy and practice that influenced the ideas in this paper.

Our hope is that you, the reader, join us by turning noble policy ideas into concrete and sustained shifts and results for the teachers, students, and families we proudly serve. Only when we do the work of making sure policy shifts lead to shifts in hearts, minds, and practices will we begin to raise the tides for our schools and close the opportunity and achievement gap in our state. Just as a rising tide lifts all boats, improving collective school leadership can lift the performance of teachers and students.





Methodology

Identifying E4E’s Policy Focus

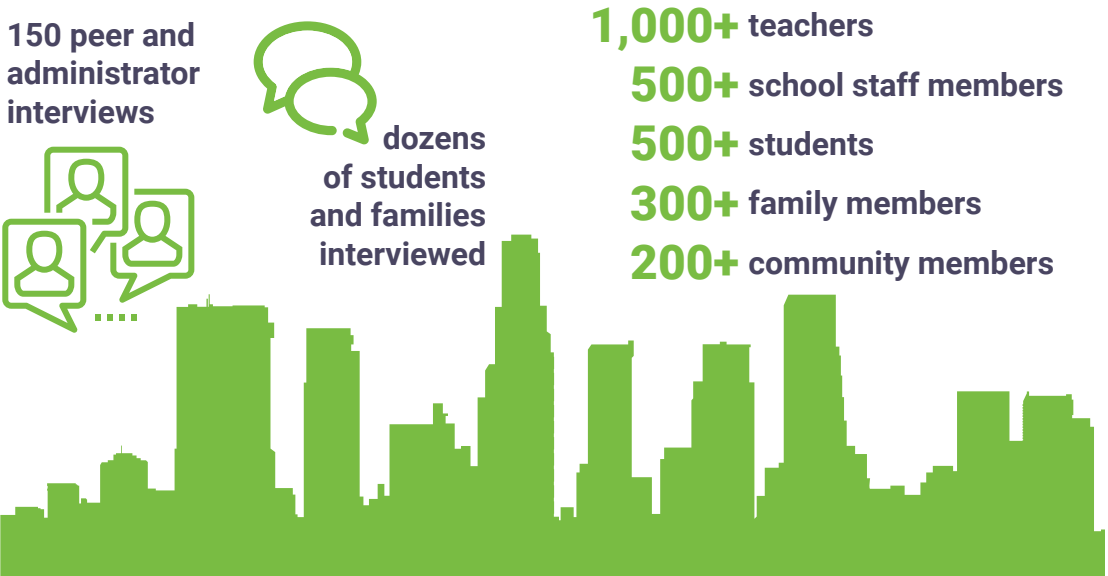
Educators for Excellence-Los Angeles held focus groups with teachers who serve our district schools and polled over 750 teachers across the LAUSD to find out what policies and issues were top of mind for them. Of those teachers, 89 percent called out School Leadership policies as either important or absolutely important and thus a topic that needs more teacher voice.

Reviewing Research and Crafting Recommendations

For six weeks, our Teacher Policy and Advocacy Team met to review research on different national attempts to improving school leadership practices, as well as local strategies being proposed or piloted by LA Unified, Partnership for Los Angeles Schools, and The Center for Powerful Public Schools. Additionally, we hosted conversations with leaders from the Partnership for Los Angeles Schools, The Center for Powerful Public Schools, UCLA Center X, and other local and national experts.

Conducting Local Research and Gathering Feedback

We conducted over 150 peer and administrator interviews and interviewed dozens of students and families to gather critical stakeholder feedback. The focus group data pushed our Teacher Policy and Advocacy Team to revise and rework policy recommendations to meet key needs and concerns among our peers and stakeholders. This paper also reflects the voices of 1,000+ teachers, 500+ school staff members, 500+ students, 300+ family members, and 200+ community members who were polled by previous E4E Teacher Policy Teams.



Endnotes

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While research shows that classroom teachers are the single most important in-school factor in improving student achievement, their diverse voices are consistently left out of education policy decisions. For far too long, teachers have been treated as subjects of change rather than as agents of change.

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