Preparing Principals to Lead Systemic Improvement
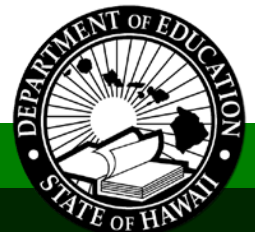
Carnegie Foundation Summit on Improvement in Education
January 13, 2018, 1:30-2:45 p.m.

Professional Development & Educational Research Institute

HawaiiPublicSchools.org

PDERI
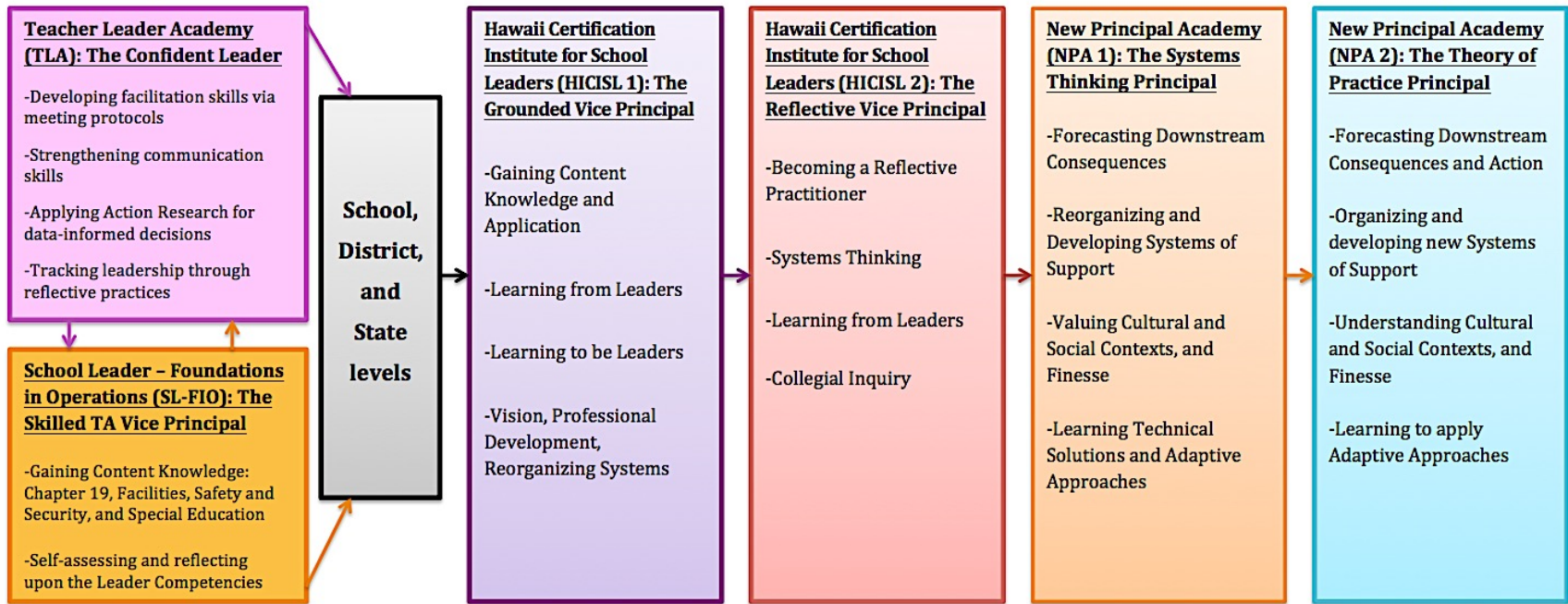
Aloha from the Hawai'i DOE

Hawaiʻi DOE and PDERI (PDERI and NPA 2 brochures)

2017-18 PDERI Academies

Vision: *Founded on the HIDOE Leader Competencies, we promote leaders who are adaptive, systems developers in order to improve student achievement*

Mission: *Provide the high quality training and successful systems of support for HIDOE leaders*

Purpose: *Train leaders to become reflective practitioners and innovative thinkers; coach leaders through new learning; and, release leaders to extend their learning*

Teacher Leader Academy (TLA): The Confident Leader

-Developing facilitation skills via meeting protocols

-Strengthening communication skills

-Applying Action Research for data-informed decisions

-Tracking leadership through reflective practices

School Leader – Foundations in Operations (SL-FIO): The Skilled TA Vice Principal

-Gaining Content Knowledge: Chapter 19, Facilities, Safety and Security, and Special Education

-Self-assessing and reflecting upon the Leader Competencies

School, District, and State levels

Hawaii Certification Institute for School Leaders (HICISL 1): The Grounded Vice Principal

-Gaining Content Knowledge and Application

-Learning from Leaders

-Learning to be Leaders

-Vision, Professional Development, Reorganizing Systems

Hawaii Certification Institute for School Leaders (HICISL 2): The Reflective Vice Principal

-Becoming a Reflective Practitioner

-Systems Thinking

-Learning from Leaders

-Collegial Inquiry

New Principal Academy (NPA 1): The Systems Thinking Principal

-Forecasting Downstream Consequences

-Reorganizing and Developing Systems of Support

-Valuing Cultural and Social Contexts, and Finesse

-Learning Technical Solutions and Adaptive Approaches

New Principal Academy (NPA 2): The Theory of Practice Principal

-Forecasting Downstream Consequences and Action

-Organizing and developing new Systems of Support

-Understanding Cultural and Social Contexts, and Finesse

-Learning to apply Adaptive Approaches

HIDOE Leader Competencies: Instruction and Learning Leadership, Reflection and Integrity, Communication and Relationship, Achievement Focus, Family/Community Engagement, Talent Development, Change Leadership, and Resource Leadership
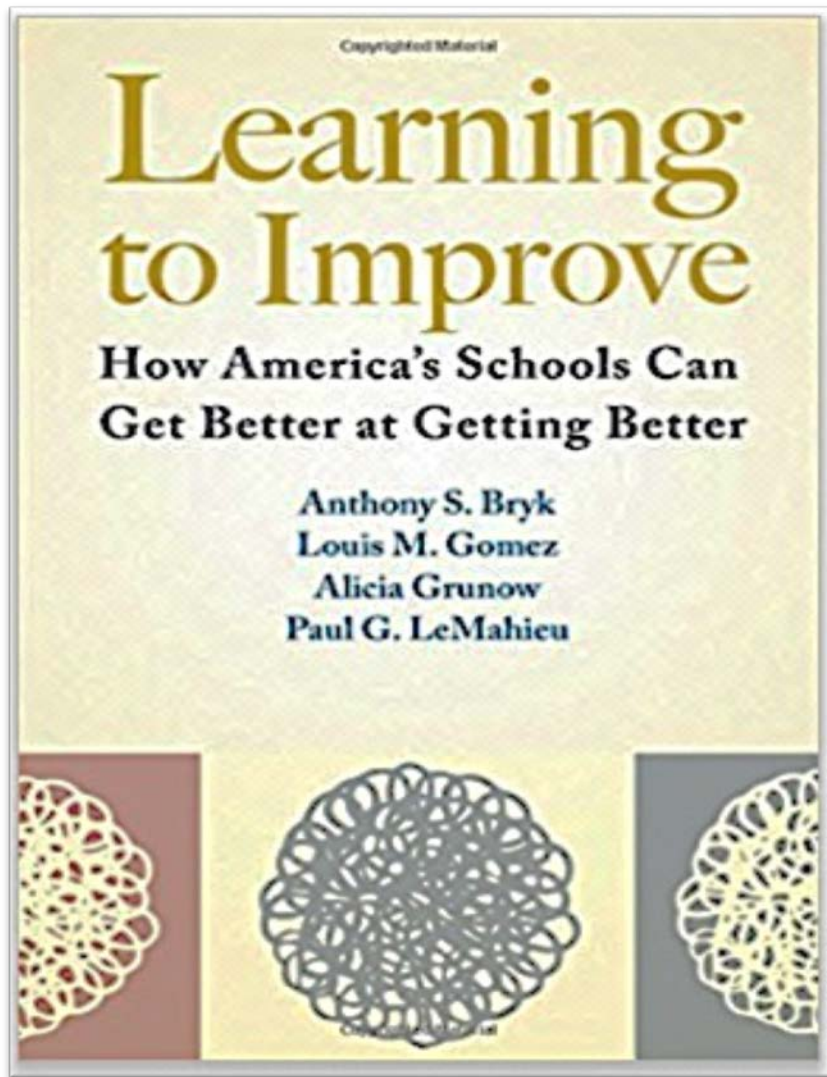
Improvement Science

1. Make the Work Problem-Specific and User-Centered

2. Focus on Variation in Performance

3. See the System that Produces the Current Outcomes

4. We Cannot Improve at Scale What We Cannot Measure

5. Use Disciplined Inquiry to Drive Improvement

6. Accelerate Learning Through Networked Communities

7. Living Improvement

Learning to Improve, Bryk, Gomez, Grunow, LeMahieu, 2015

Learning from Data and Experience

- Relationships with principals
- School leadership experiences
- Principal surveys and coding
- Many NPA Conversations

I get the philosophical, but I need more practical...day in and day out.

Principals need a Matrix...some place to file my documents that are important for me

One the biggest challenges I faced as an NPA was just organizing myself...there's too much stuff to manage all the time.

NPAs need more thoughts about what we have to do at the school...what I have to do to plan when I go back?

I need to understand the struggles...we don't need coaching sometimes because we've already thought about and been living the problem.

NPAs should have more voice in organizing the program.

In Vivo Coding: NPA Year 1 Feedback, 1-27-17	Results
[4] "operational skills"	12
[1] "Financial information"	7
[7] "investigations, hiring/personnel, union contracts"	4
[14] "policies/procedures"	1
[23] "SPED processes and best practices"	2
[6] "reflections are important but if more...school level discussions...could be touched upon"	11
[28] "network with colleagues"	2
[18] "Maybe the content of the assignments should be re-visited."	7
[15] "Too much emphasis on things like philosophy"	3
[17] "use of quizzes on abstract information does not show a candidate's ability to lead"	1
[16] "meet at different schools to experience other campuses"	8
[12] "mentor"	7
[10] "school improvement project"	6
[19] "Group scenarios"	6
[21] "Transitioning from thinking and operating like a VP to that of a principal"	6
[22] "hearing about experiences from a VP point of view"	4
[30] "CISL year 1 and 2 should both be about preparation & support for the role of VP"	1
[3] "building leaders/talents"	4
[5] "two week boot camp"	3
[13] "cross-training"	3
[20] "Oral Assessment"	3
[2] "Systems approach"	2
[9] "Guest presenters/speakers"	2
[11] "Communication, Decision Making"	2
[24] "feedback strategies, curriculum knowledge and conversations for all levels k-12"	2
[29] "CISL participants experience a longer on-the-job training"	2
[8] "components"	1
[25] "All of it has been awesome and helpful...I can use the things I learn immediately"	1
[26] "Cognitive Coaching types of trainings"	1
[27] "shadowing of the superintendent for the few days could be done in year 2"	1

Improvement Science...at the school level

1. Make the Work Problem-Specific and User-Centered

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Learning to Improve, Bryk, Gomez, Grunow, LeMahieu, 2015

1. Learn about the problem, system, and contexts

2. Focus on an AIMS goal

3. Generate a "Theory of Practice"

4. Plan, Do, Study, Act

NPA Year 2, Theory of Practice, 2017

Talking Paper (handout)

- Beyond collecting data,…it's a visual map that defines systems and contexts

- Beyond an AIMS Goal…it's iterative, relevant, current, engaging, and aligned

- Beyond filling colored boxes…it's digging deep into the ***Three Improvement Questions***

- Beyond a PDSA rotation…it's a constantly turning process that operationalizes continuous improvement

Improvement Science: Talking Paper
The overall goal is to develop the necessary know-how for a reform idea ultimately to spread faster and more effectively.
(Bryk, Gomez, Grunow, LeMahieu, Learning to Improve, 2015)

Learn about the problem, system, and contexts

A purposeful study to explore, research, and analyze multiple data sources and contexts
(Tools: root cause analysis, fishbone diagram, and maps for systems, journeys, and processes)

Focus on a AIMS Goal

- What will be improved? (clear, operational, definitions)
- How much? (measureable, specific, numerical goals)
- By when? (timeframe)
- For what/whom? (population/setting or system/process)

- Iterative
- In consultation with relevant expertise
- Informed by current practice
- Engages the community
- Strategically aligned

Generate a Theory of Practice

Three Improvement Questions:
1. What are we trying to specifically accomplish?
2. What changes might we introduce and why?
3. How will we know that a change is an improvement?

AIMS Goal
- Iterative
- Consultative
- Informed
- Engages
- Strategic

Primary (What)
- High leverage points
- Within span of control

Secondary (Where)
- Specific area in the system
- Protocols, practices, etc.

Changes (How)
- Interventions
- Tests, prototypes, and experiments

Plan, Do, Study, Act

What are the PDSA norms for changes to occur?
- Transparency, trust, and the safety to take risks
- Language needs to be invitational and compelling
- Pre-forgiven to fail fast to learn fast

What changes are we going to measure?
- Innovations that occur
- New ideas from Driver Diagram Changes
- Timely and actionable results

Where do we measure the changes?
- Embedded in daily workflow
- Validation of social and cultural contexts

How do we measure the changes?
- Noting dynamics, interactions, and interdependencies
- Track new innovations from changes that emerge

PLAN Make theory overt
- What's your change?
- What's your prediction?
- Plan to practice/test?

DO
- Execute practicing
- Collect data, documents, and observations

ACT
- Next steps: adapt, adopt, and/or abandon

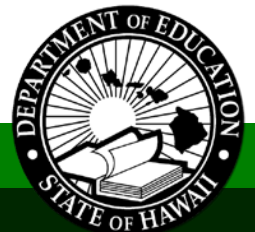STUDY Reveal gaps in understandings
- Compare results to your prediction
- What did you learn?

New Principal Academy, Year 2

The Three Improvement Questions

- **What are we trying to specifically accomplish?**

- What changes might we introduce and why?

- How will we know that a change is an improvement?

NPA 2 Team Visitations

NPA 2 Team Visitations

Bridge Builders Team Coach Meredith	Fantastic Five Team Coach Gwen	Team Caffeine Team Coach Carm	Flip It Team Coach Vernon	NPA 2 Crew Team Coach Faith
Principal Wes Leeward District 9/8/17 Coach Teri	Principal James Windward District 9/15/17 Coach Leila	Principal Chad Central District 9/15/17 Coach Steve	Principal Joseph Honolulu District 9/15/17 Coach Elden	Principal Blaine Central District 9/15/17 Coach Steve
Principal Christine Central District 10/23/17 Coach Elden	Principal Kasey Hawaii District 10/23/17 Coach Steve	Principal Gregg Hawaii District 10/23/17 Coach Elden	Principal Timothy Maui District 10/23/17 Coach Teri	Principal James Central District 10/23/17 Coach Leila
Principal David Hawaii District 11/20/17 Coach Steve	Principal Shannon Maui District 11/20/17 Coach Leila	Principal Jackie Leeward District 11/30/17 Coach Elden	Principal William Honolulu District 11/20/17 Coach Elden	Principal Mavis Honolulu District 11/20/17 Coach Teri
Principal Albert Central District 1/12/18 Coach Elden	Principal Alisa Central District 1/19/18 Coach Steve	Principal Glen Central District 1/18/18 Coach Leila	Principal Daniel Maui District 1/19/18 Coach Elden	Principal Wilma Hawaii District 1/19/18 Coach Leila
Principal Mark Hawaii District 2/13/18 Coach Elden	Principal Marilyn Kauai District 3/2/18 Coach Elden	Principal Taharaa Kauai District 2/8/18 Coach Leila	Principal Kaipo Central District 2/9/18 Coach Steve	Principal Chris Maui District 2/9/18 Coach Elden
Culminating NPA 2 Pu'uhale Elementary April 9, 2017	Culminating NPA 2 Pu'uhale Elementary April 9, 2017	Culminating NPA 2 Pu'uhale Elementary April 9, 2017	Culminating NPA 2 Pu'uhale Elementary April 9, 2017	Culminating NPA 2 Pu'uhale Elementary April 9, 2017

New Principal Academy, Year 2

The Three Improvement Questions

- What are we trying to specifically accomplish?

- What changes might we introduce and why?

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NPA 2 Professional Learning Teams

# NPA 2 Professional Learning Teams

Host / School/ Date	What have you learned?	Theory of Practice: Driver Diagram
Principal James Windward District 9/15/17 Template, Agenda, Notes: • Revised Presentation • Theory of Practice template • Visitation Agenda • Theory of Practice: 7/7/17 Notes • Form 440	**Goal: K-6 teachers create a STEM unit of study** -Tech Teacher works with teachers on Units of Study and offering additional support (Coding Hour) -Principal clear barriers -Teacher collaborate to draft new unit of study aligned to standards and curriculum -NGSS: PD and lesson planning (3-6), partnership with WDO RTs -Incorporate STEM (w/o Tech Teacher)...teachers need to become comfortable	**SMART Goal (Aim Statement):** K-6 teachers will develop a STEM Unit of Study that aligns with grade level standards and curriculum by the end of the 2017-18 school year. **Primary Driver (What):** • Improve the comfort level of teachers to teach STEM units of study. • Use technology to extend student learning and schema via collaborating; recording their learning; and, using technology to connect with resources. **Secondary Driver (Where):** • Grade level articulation meetings with Technology Coordinator and leadership. • Teaching STEM units of study in classroom settings and Makery **Change (How):** • Technology coordination planning with grade levels to plan (together, and to develop units of study that are aligned to curriculum and standards. • Hands on experiences with technology for teachers and staff • Connecting work to NGSS standards and future STEM projects • Students use technology to further their knowledge and understanding of grade level standards and curriculum. • Connect with other people and resources beyond the school. • Students use technology to demonstrate their knowledge (i.e. slide decks, Lego Robotics). • Students create products with technology to express their knowledge..other than traditional assignments

New Principal Academy, Year 2

The Three Improvement Questions

- What are we trying to specifically accomplish?

- What changes might we introduce and why?

- How will we know that a change is an improvement?
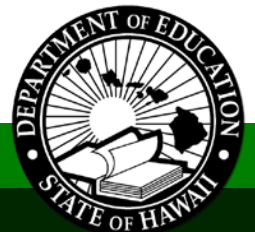
Tracking Change and Improvement (handout)

New Principals Academy Year 2, Improvement Science *"Theory of Practice"*

AIMS Goal	Primary Drivers	Secondary Drivers	Change Ideas (interventions, tests, protocols, experiments)

NPA 2 Principals will document improvements to their Theory of Practice: Change Ideas through implementation and collegial conversations during the 2017-18 school year.	Implement Improvement Science protocols for principals to develop their Theory of Practice	Training, 7/7/17: Calibrating a Theory of Practice among NPA 2 Principals
		
		Five (5) pre-scheduled school visitations founded by principals' Theories of Practice
			Change Idea 1: Facilitate PD for NPA 2
			July -Connect practitioners' language: less technical, more "sticky rice"
			  -More reflection and incorporate "I-do, we-do, you-do"
			Sept -"Finesse" mindsets
			  -"Nemawahshi" mindsets, paradigms, institutionalized dispositions
			Oct -Guide coaches to take reins, not anarchy (coaches are critical partners)
			Nov -Provide training on drilling down topics (like a dissertation)
			Dec -Arranging NPA 2 grouping is circumvented by NPA 1 friendships
			  -Grouping NPAs is counterproductive if NPAs dig deep into vast contexts
			  -Transition from SMART to AIMS…need iterative, consult, practices
			Jan -Rethinking NPA 2 Culminating Event: Reflections and new changes
			Feb -Host Principal shares theory, journey, and research at Culminating Event
			  -Transition from Grounded Theory to Case Study: Decision-Making
			Mar -Update July 2018 Theory of Practice training by focuing on local context
			  -Adjust Driver Diagram to include AIMS, Primary and Changes
			Apr -
			
			Change Idea 2: Draft procedures for principals and coaches
			July -Develop Google link beyond hardcopies (purposeful 24/7 PLC)
			  -Include "Why" within Driver Diagram for reflection
			Aug -Start with SMART goal, then How, Where, What (together)
			Sept -Help principals to work on more exact theories via coaches
			  -Systematize (tracking) improvement
			  -Teach to whole with QuickTime video
			Oct -Per feedback, adjust agenda for principals to "talk story"
			  -Differentiated conversations with coaches
			Nov - Importance of pre-planning principal teams based on purpose (overt)
			  -Scheduled time for principals to revise theories during visits
			Dec -Add more NPA discussions about host's direction, practices, new ideas
			  -Adjust agendas toward change ideas versus primary drivers
			Jan -Talking about understanding measurement…move toward stories
			  -Laser point Theory of Practice, AIMS and Changes…but when?
			Feb -Seeking input from NPA 2 principals for revised procedures
			  -Changing Drivers into Leading (versus Lagging) indicators
			Mar -Implement preassigned NPA 2 teams versus self selection
			  -Coaches help to draft new coaching expectations
			Apr -

What have we learned for SY 2018-19

- Improvement Science reestablishes Mindsets

- Plan for iterative changes, not comprehensive plans

- Always start from contexts

- Too much specificity prevents thinking beyond organizational paradigms

- Measure complexity (learning, leadership, aloha) via "tracking" innovations as they arise

Appreciations and Thoughts