

# Preparing Principals to Lead Systemic Improvement

Carnegie Summit on Improvement in Education

Susan Carlile, Associate Professor

Deborah Peterson, Associate Professor

April 5, 2018 San Francisco, CA



**Portland State University**

# Presentation Overview

- PSU Background Information
- What We've Done to Date with IS
- PSU focus for IS
  1. What are we trying to accomplish?
  2. How will we know that change is an improvement?
  3. What changes can we make that will result in an improvement?



# PSU Background Information

- PSU focus on equity
  - strategic plan embeds equity in all aspects of university's work
- GSE focus on diversity and equity
- Oregon's licensure standards aligned with equity principles in all standards
- PSU leadership program focus on equity and leading culturally responsive change processes
- PSU prepares majority of licensure candidates in Oregon
- PSU exceeds state's goals for all IHE combined in preparation of diverse leaders

# What We've Done to Date

- Defined social justice
- Increased faculty capacity to teach
- Articulated why IS makes sense for our program
- Small-scale pilot
- PDSA cycles on pilot program
- Expanded pilot to other programs

# Test and measure impact of small-scale change prior to large-scale implementation

## – Year One

- Courses
- Practiced on Selves
- Personal Improvement Projects

## – Year Two

- Implement in Initial Administrative Licensure (IAL) Program in 3 cohorts in year one

## – Year Three

- Expanded focus to Continuing Admin Licensure
- Continued focus in IAL
- Pilot in Continuing Administrative Licensure Program

# Defined Social Justice

- A goal and a process (Bell, 2016)
- The dignity of each person's unique identity (Gay, 2010) is respected and enhanced.
- Each person thrives as a person, as a learner, and as a cherished member
- Create the space for hearing the voices of and including the perspectives of all members of the community in decisions (Peterson and Carlile, 2017).

# Ed Admin Program Professors Efforts to Learn About and Implement *IS*

- Professors taking courses: Carnegie Foundation, PSU
- NICs: Carnegie Foundation HEN, Oregon Consortium, UCEA HEN, iLead
- Realigning Research Courses and Projects in Principal Preparation/Licensure



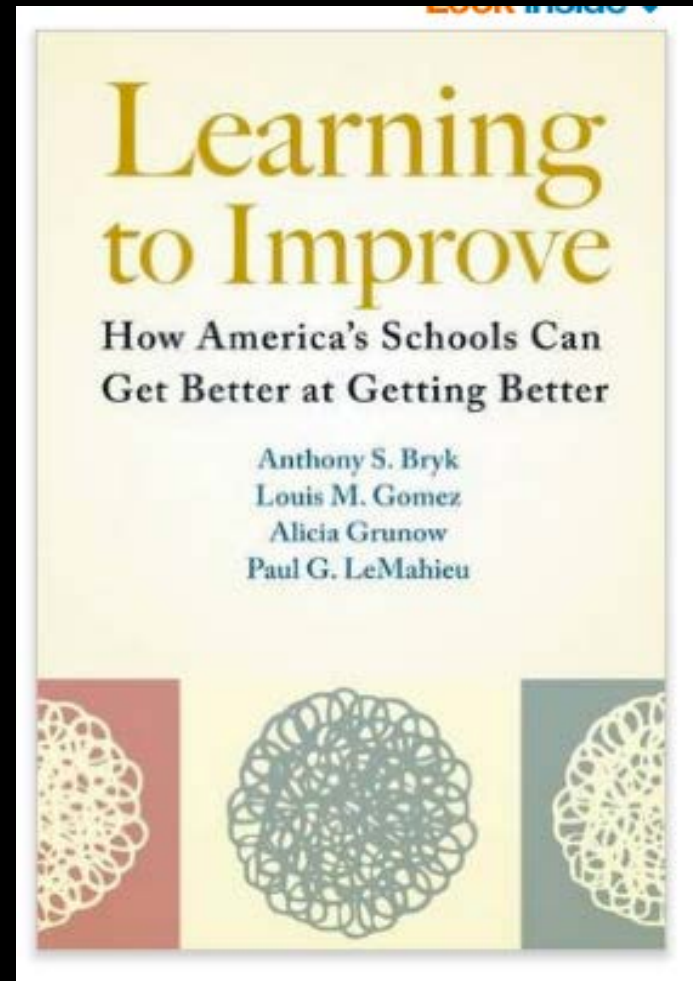


Sherril B. Gelmon, B.Sc., M.H. Sc., Dr. P.H.  
Professor of Public Health, PSU

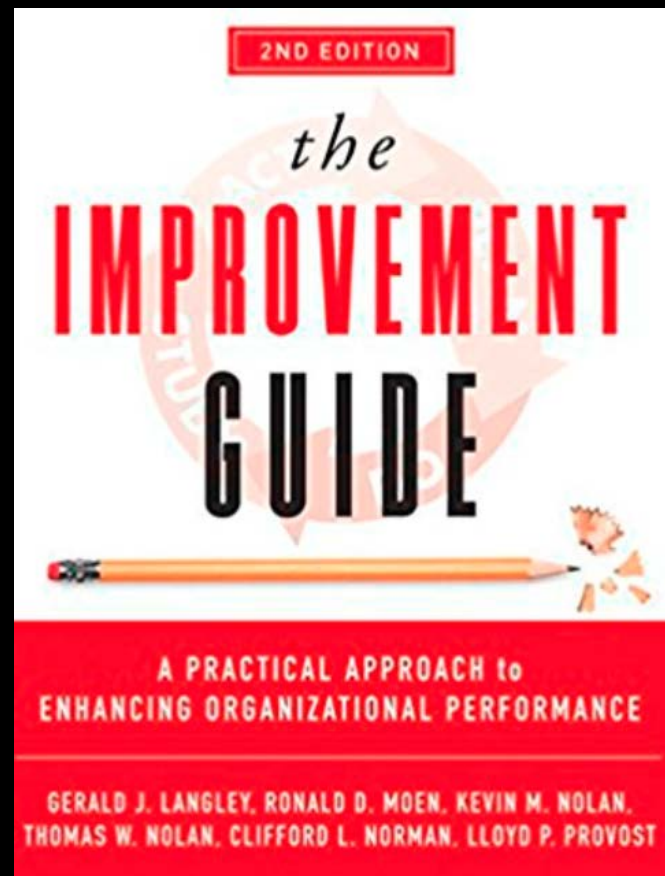
Teaches theory and practice of health management  
with emphasis on continuous improvement



# Key Resource



# Key Resource



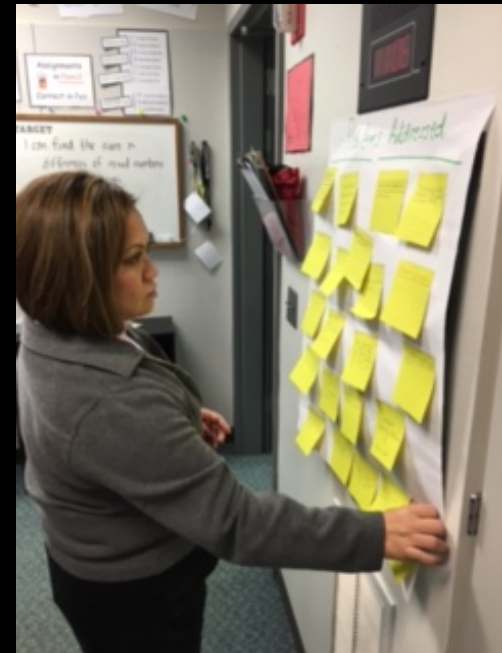
# Features of *IS* that Resonate with Us

- Early testing of change idea
- Including voices of those impacted by change
- Working with those closest to the problem
- Connections to social justice
  - expands on democratic principles of equity
  - ecological, democratic processes

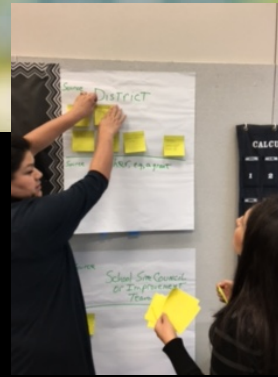


# IS builds on work of others

- Dewey (1990)
- Freire (1993)
- Barth (1990)
- Fullan (2013)
- Bryk et al. (2015)



- Dewey (1990)
  - Education should further democratic ideals
  - Meaning making (constructivism) by those closest to learning serves that aim
- Freire (1993)
  - Freedom obtained through contextualized, action-oriented and collaborative actions
  - Actions enhance the humanity of individuals and community



- Barth (1990)
  - Shared leadership
  - Utilize teachers' and principals' idealism, vision, and energy to improve schools from within
- Fullan (2013)
  - “Learning as we go” a key component of “change knowledge”
- Bryk et al. (2015)
  - Not “top down” and not mandated
  - Rather, organic, democratic, ecological approach
  - Short cycles of improvement tests and measured for impact in a context

# What are we Trying to Accomplish?

- Align with CPED equity focus
- Align with Oregon principal preparation standards
- AIM Statement
  - By completion of IAL program at PSU, graduates will be able to effectively lead a culturally responsive change process to reduce educational disparities in the intern's practicum location as measured by locally identified or state performance expectations

| CPED PRINCIPLE   | IMPROVEMENT SCIENCE CONCEPT   |
|--|---|
| <ul style="list-style-type: none"> <li>● <b>#1 Equity, Ethics, Social Justice focus on complex problems of practice</b></li> </ul> | <ul style="list-style-type: none"> <li>● Social justice focus implies process of involving those impacted, which IS does</li> <li>● Recognizes complexity of context</li> </ul> |
| <ul style="list-style-type: none"> <li>● <b>Principle #3: collaborate and communicate with diverse communities</b></li> </ul>      | <ul style="list-style-type: none"> <li>● Includes stakeholders with diverse perspectives, roles, experiences</li> </ul>   |
| <ul style="list-style-type: none"> <li>● <b>Field-based learning to analyze problem of practice</b></li> </ul>                     | <ul style="list-style-type: none"> <li>● Test the change concept in context</li> </ul>  |
| <ul style="list-style-type: none"> <li>● <b>Meaningful solutions”</b><br/><br/>(Peterson and Carlile, 2017)</li> </ul>             | <ul style="list-style-type: none"> <li>● Meaningful measurements to see if the change results in an improvement</li> </ul>  |



## State Standard Examples

- Candidates who complete the program are educational leaders who have the knowledge, ability and cultural competence to improve learning and improvement to assure the success of all students by....
  - instructional leadership, inclusive practice, socio political context, ethical leadership, effective management, visionary leadership standards



## What Changes We Tested

- Revise practicum
- Revise curriculum
- Taught IS over 3 terms, tied to state standards
- Adding *IS* curriculum to Continuing
- Expanded *IS* team to include Local Education Agency as partner

# How Will We Know the Change is an Improvement?

1. Candidates have the skills and disposition to effectively lead change within a specific context
2. Appointment to Positions as Leaders

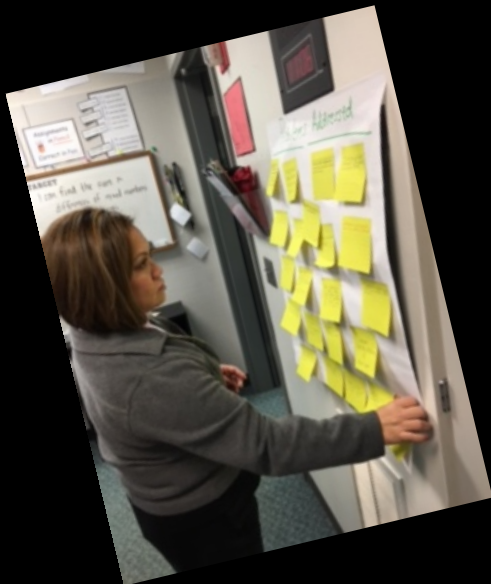
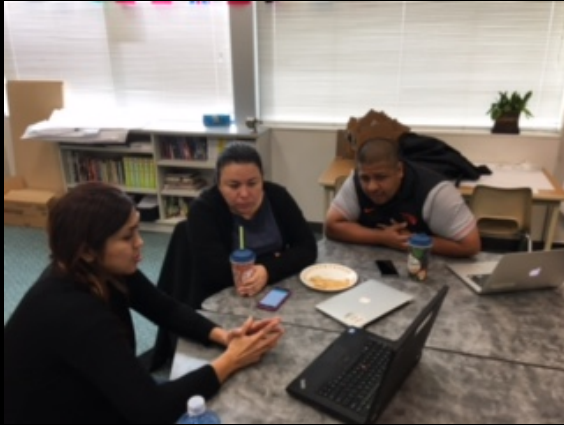
# Data

- Effectively lead culturally responsive change
  - 98% reached goal
- Job placement in administrative jobs
  - Cohort placement rates varied from 50% to 94% in jobs with increasing school leadership responsibility

# What we Learned from Data

1. IS gives candidates the skills and disposition to effectively lead change within a specific context
  - Sample *IS* projects
    - Increasing student engagement
    - Increasing success of English Learners
    - Reducing theft among students
    - Increasing Latino community engagement
    - Increasing student connectedness to school
    - Developing Dual Language program
2. Appointment to Positions as Leaders
3. CAL program did not provide access to IS curriculum
4. IAL graduates/CAL students wanted access to IS curriculum
5. Currently testing IS curriculum with CAL students
  1. Empathy data revealed practicum wasn't relevant or context-driven
  2. Students wanted IS training
  3. School district practitioners are highly regarded co-trainers
  4. Students wanted increased rigor

# Synthesizing Key Ideas



# References

- Barth, R. (1990). *Improving schools from within*. San Francisco, CA: Jossey-Bass Publishers.
- Bryk, A., Gomez, L., Grunow, Al, & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Publishing Group.
- Dewey J 1990 school and society and the child and the curriculum)Dewey, J. (1990). *The school and society and the child and the curriculum*. Chicago, IL: The University of Chicago Press. (Original work published 1956).
- Freire P 1998 Pedagogy of the Oppressed)Freire, P. (1993). *Pedagogy of the oppressed*. New York, NY: The Continuum International Publishing Group.
- Fullan, M. (2013). *Stratosphere: Integrating technology, pedagogy, and change knowledge*. Toronto, Canada: Pearson Canada, Inc.
- Peterson, D. & Carlile, S. (2017). *Improvement Science: Increasing Student Voice through Improvement Science*. Presentation at the University Council of Education Administration Annual Convention. Denver, CO.
- Zambo, D. & Peterson, D. (2017). *Professional Development Series: Improvement Science*. June Convening.