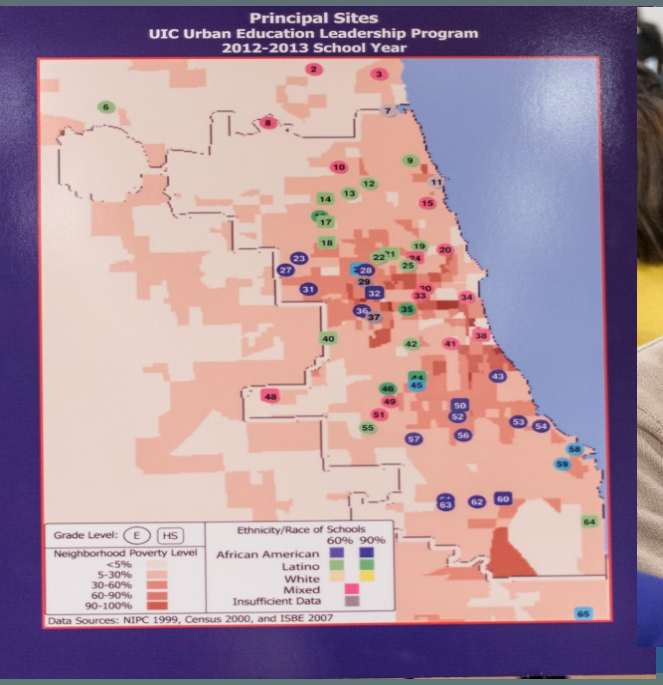
CENTER *for*
URBAN EDUCATION
LEADERSHIP



Ensuring better understanding of strategies for leading PreK-3: Twin Cities 2/28/17

UIC COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT CHICAGO

Leadership and Learning Outcomes

- "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school" (Leithwood, et al., 2004) (K-12)
- "Six years later we are even more confident about that claim" (Louis, et al. 2010)
- **The limitations of such thinking: Bryk et al. 2010**

The PK-3/Leadership Nexus

- **Growth of PreK in elementary schools and importance of quality ECE for later learning**
  - **Carson School Principal in Chicago: " I could not have done it without the PreK program" (NAESP 2015)**
  - **Quality instruction, quality integration from 3 to 3rd requires quality school leadership, CBO leadership**
- **P-3 education and ed org leadership as key levers**
  - **Yet too often in separate conversations**
  - **The need for intentional cross-sector work (Kauerz & Collins; NAESP)**

Early Learning and Quality Instruction: What's a District Leader to Do?

- PreK-3 education and school leadership as key levers
- Growth of Pre-K in and out of elementary schools and importance of quality ECE for later learning
- Quality PreK-3 as an organizational property of the school—instruction, integration, adult learning
- Developing/supporting school principals who "get it": challenges at multiple levels of principal development
- Multiple frameworks available for strategy formation

Your system, any system . . .

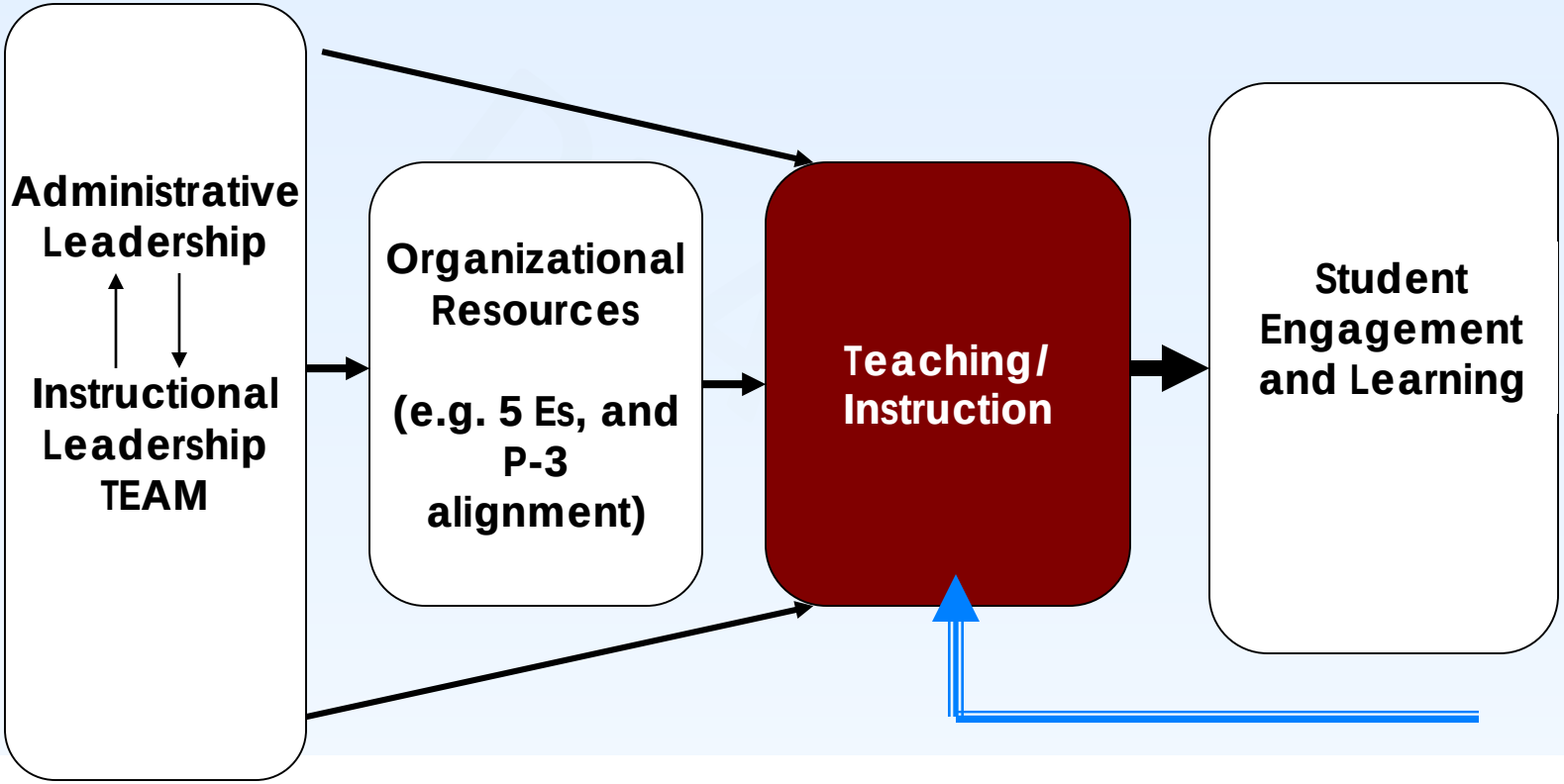
. . . is perfectly designed to obtain the results you are obtaining (Carr, 2008)

- Our current system of public school inequity has to be disrupted if we are to produce different results
- **School leader development & P-3 are key system components that can disrupt current outcomes**
- (Could not have presented this material 10 years ago; it wasn't there, in school leadership or PK-3)

Leadership and Learning Outcomes (implicit theory of impact)

- Bryk, Sebring, et al (2010) *Organizing Schools for Improvement* (5 Essential Supports)
- **School Leadership** (“and pick 2”)
- **Parent Community School Ties**
- **Professional Capacity**
- **Student-Centered Learning Climate**
- **Instructional Guidance**

Within-school Improvement of Student Learning (explicit theory of impact)



Cosner, 2014; CCSR, 2006

Challenge: PreK-3 Leadership at scale requires change agency at key leverage points

Leadership ==> Org Capacity ==> Instructional Capacity ==>PreK-12 Student Learning

- Quality PreK as an organizational property of the school—instruction, integration, assessment, adult learning
- Developing/supporting school principals who "get it": pushing down vs. pushing up (at scale: 100,000 principals)
- IHEs, districts, and state policy: turning ECE teachers into leaders AND turning leaders into Early Childhood Educators
- Cross-sector resources: IHEs, Districts, States, funders . . .

Implications for state systemic approach

Kauerz & Coffman (2014): Framework (Cycle) (also 8 NAESP policy recs--raising leadership expectations at every step)

- **Cross sector work (governance, strategy, funding)**
- **Administrator Effectiveness (licensure, support for P-3)**
- **Teacher Effectiveness (supporting adult learning in schools)**
- **Instructional Tools (state role in standards, assessments)**
- **Learning Environments (achieved only via adult learning)**
- **Data-Driven Improvement (creating local & state systems)**
- **Family Engagement (yet another of the 5 essential supports)**
- **Continuity and Pathways (multiple ECE paths to success)**

Leadership Challenge to School Districts

NAESP: Leading PreK-3 Learning Communities--

- Embrace the Pre-K-3 Early Learning Continuum
- Ensure Developmentally Appropriate Teaching
- Provide Personalized Learning Environments
- Use Multiple Measures of Assessment of Learning Growth
- Build Professional Capacity Across the Learning Community
- Make Schools a Hub of PK-3 Learning for Families and Communities (Adult learning for staff and stakeholders)

WHY DISTRICTS? PRINCIPAL PREPARATION PROGRAMS ARE NOT SET UP TO PREPARE SUCH PRINCIPALS (AT LEAST NOT YET)

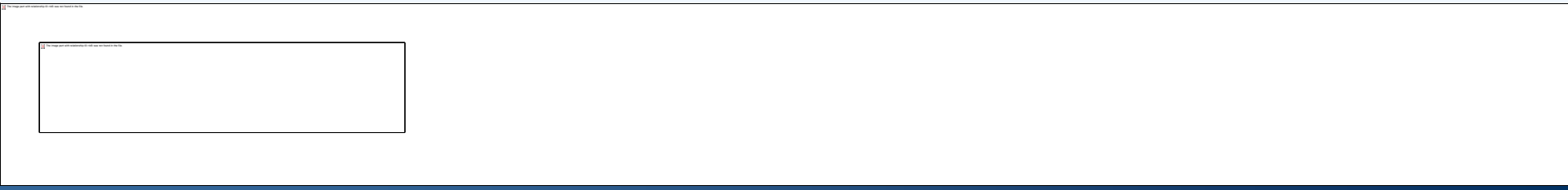
Implications for DISTRICT LEADERS

- "Good leaders don't build followers; they build leaders."
- True for principals as it is true for district leaders;
  - Transformative principals need to build strong teacher leadership for P-K continuum in each school
  - Effective district leadership needs to build strong principals systemically
- Current PK-3 disjunctures and misalignments must be addressed at both the building and the district level, "from the inside out": providing necessary supports for high quality aligned instruction, which requires high-quality leadership

What would it look like to prepare such principals? UIC example*:

- University/District Partnership: pre-service/inservice
- High selectivity for all program admissions
- Full-year paid residency leading to P-12 principal licensure
- Three years of post-residency coaching in leadership roles
- Ed.D. program structure to support 4 – 5 years of leadership development (EXTERNAL FUNDING to build the model)

*See also UT Knoxville, Denver U., NYC Leadership Academy, Gwinnett County, entire principal pipeline in Chicago: potential for "Networked Improvement Communities" (Byrk, Gomez)



But what if you are already leading schools?

- **Theory and practice**: professional standards and research on how principals improve student learning in schools.
- **Instructional leadership**: creating systems and structures for teacher learning
- **Transformational leadership**: "reculturing" a school through teacher leadership
- **Cycles of Inquiry:** creating teacher teams and data systems
- **Adult learning** as the purpose of all of the above, including leaders as intentional and systemic about <u>their</u> learning

A Short Bookshelf of Resources for Leadership In P-3 Education (First, the Science)

- **Allen, L. & Kelly, B.** eds. (2015) *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Committee on the Science of Children Birth to Age 8—Board on Children, Youth, and Families. Institute of Medicine and National Research Council. Washington, DC: National Academies Press. (www.nap.edu)
- **Anderson A., Anderson, J., Hare & McTavish** (2016) *Language, Learning and Culture in Early Childhood.* NY: Routledge.
- **Shonkoff, J. P. & Phillips, D. A.** eds. (2010) *From Neurons to Neighborhoods: The Science of Early Childhood Development.* Board on Children, Youth, and Families, National Research Council and Institute of Medicine. Washington, DC: National Academies Press.

A Short Bookshelf (Policy and Practice)

- Goffin, S. (2013) *Early Childhood Education for a New Era: Leading for our Profession*. NY: TC Press.
- Heckman, James J. (2013) *Giving Kids a Fair Chance (A Strategy that Works).* Cambridge: Boston Review.
- Kauerz, K & Coffman, J. (2013) *Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches*. Seattle, WA: College of Education, UW.
- Ritchie, S., & Gutmann, L. (2014) *First School: Transforming Prek-3rd Grade for African American, Latino, and Low-Income Children*. New York: Teachers College Press.
- Teale, W., Walski, M. et al. (2015) *Early Childhood Literacy: Policy for the Coming Decade*. Chicago: UIC Research on Urban Education Policy Initiative Brief. http://ruepi.uic.edu/early-childhood-literacy-policy-for-the-coming-decade/
- Zaslaw, M., Martinez-Beck, et al., eds (2011) *Quality Measurement in Early Childhood Settings*. Baltimore: Paul H Brookes Publishing.

A Short Bookshelf (Organization and Leadership as Foundations for Learning)

- **Bryk, A. S., Sebring, P. B., Allensworth**, E., Luppescu, S., & Easton, J. Q. (2010). *Organizing Schools for Improvement: Lessons from Chicago.* Chicago, IL: The University of Chicago Press.
- **Bryk, A., Gomez, L**. et al. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.
- **Kostelnik, M. J. & Grady, M. L.** (2009) *Getting It Right from the Start: The Principal's Guide to Early Childhood Education.* Thousand Oaks, CA: Corwin Press and NAESP.
- ***Leading PreK-3 Learning Communities:*** *Competencies for Effective Principal Practice* (2014) Alexandria, VA: National Association of Elementary School Principals.

Four Sources for Leadership Learning

- **Bryk, A., Gomez, L**. et al. (2015). *Learning to Improve: How America's Schools can Get Better at Getting Better*.
- **Donaldson, G**. (2008): *How Leaders Learn: Cultivating Capacities for School Improvement*
- **Ericcson, A.** (2016) *Peak: Secrets from the New Science of Expertise*
- **Wiliam, D.** (2016) *Leading for Teacher Learning*

Questions and Comments

- “Change Agency in Own Backyards” (2015)
- Steve Tozer: stozer@uic.edu