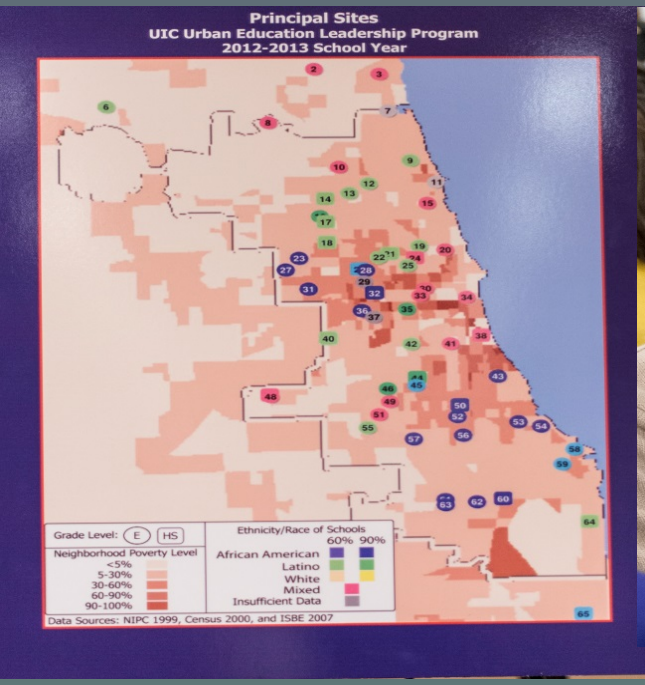
CENTER *for*
URBAN EDUCATION
LEADERSHIP



Ensuring better understanding of strategies for leading PreK-3: Twin Cities 10/30/17

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 . . .

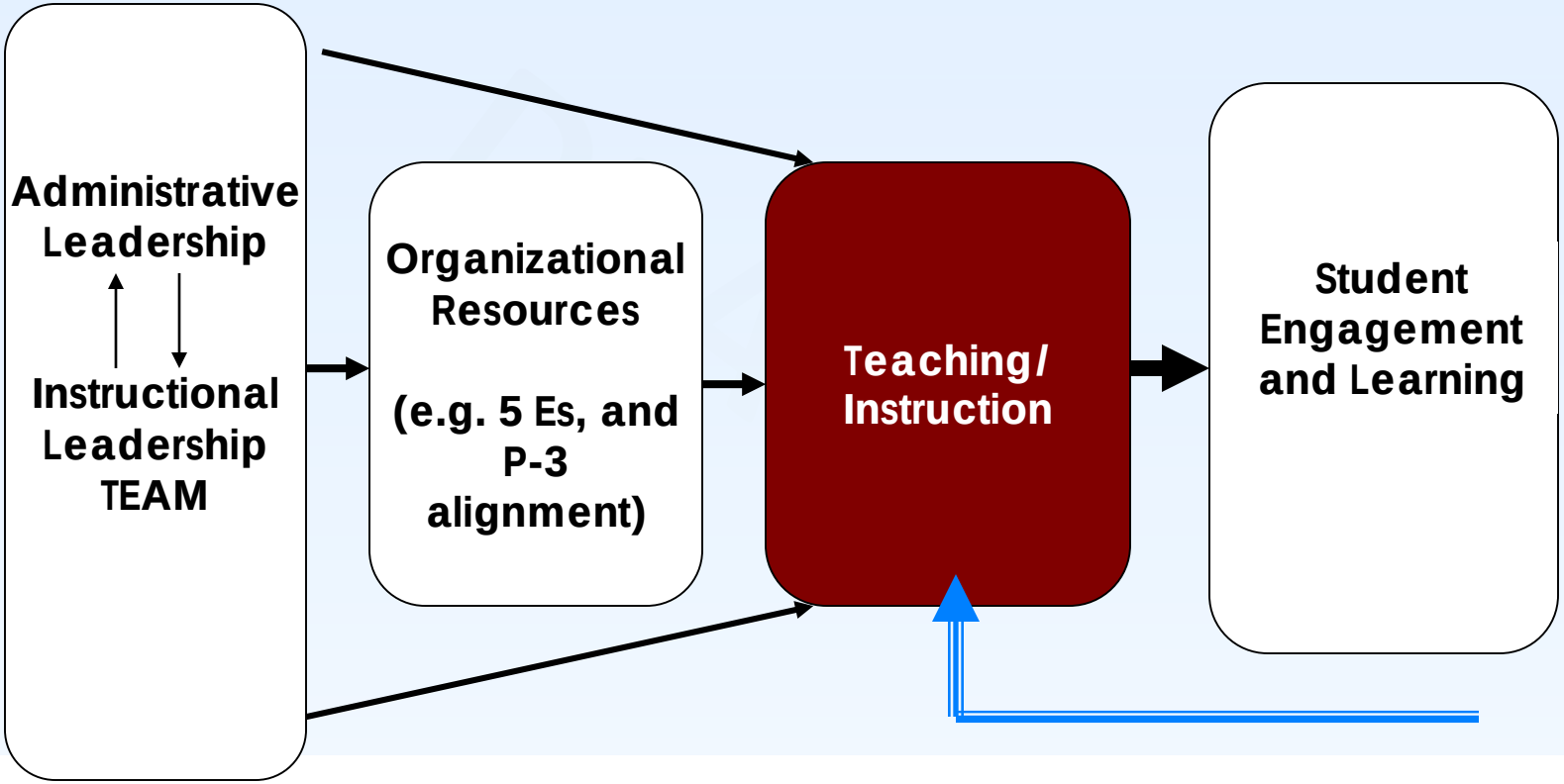
. . . is perfectly designed to obtain the results you are obtaining (Carr, 2008)

- 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

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; 6 universities in NC; UCONN; WKU; entire principal pipeline in Chicago . . .

Sample UIC Comp Exam on Teacher Learning

- In a coherent essay, provide compelling evidence that in your work setting, you are doing the following:
- Implementing a coherent plan for cycles of inquiry in your school to address improved student learning outcomes and other school priorities,
- [P-3 literacy as one example of a school priority]
- Engaging teacher teams in data-informed cycles of inquiry, demonstrating how you are developing the capacity of those teams to succeed,
- Using cycles of inquiry to build the organizational and instructional capacity of the school,
- Attending explicitly to the planning, implementation, and assessment of **teacher learning strategies.**

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

NAESP (2014) Leading Pre-K-3 Learning Communities: Self Assessment Tool

. . . . rate the degree to which each strategy is evident in your school or in your practice as school leader.

1--Not evident in my school/practice. (BOY, MOY, EOY)

2--Somewhat evident in my school/practice. (BOY, MOY, EOY)

3--Consistently evident in my school/practice. (BOY, MOY, EOY)

4--Consistently evident, with practices that elaborate upon or exceed expectations. (BOY, MOY, EOY)

NAESP Competency 4: Use Multiple Measures To Guide Growth in Student Learning

- Build understanding throughout the learning community of the various purposes and appropriate uses of different student assessments to improve teaching and learning.
- Support teachers in using multiple forms of assessments, along with observation, portfolios and anecdotal records, to guide student learning and growth all along the Pre-K-3 continuum.
- Support open and collaborative discussions about assessment data with parents and community.
- Share information about program effectiveness among schools and other providers.

NAESP Competency 5: Build Professional Capacity Across the Learning Community

- **Build principal professional knowledge** about what is age- and developmentally-appropriate.
- **Support ongoing, job-embedded professional learning** opportunities for teachers all along the continuum.
- **Support professional learning communities** that focus on authentic work.

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

- Steve Tozer: stozer@uic.edu

  “Change Agency in Own Backyards” (2015)

http://www.bushcenter.org/publications/articles/2017/09/closing-communication-gaps-in-education.html