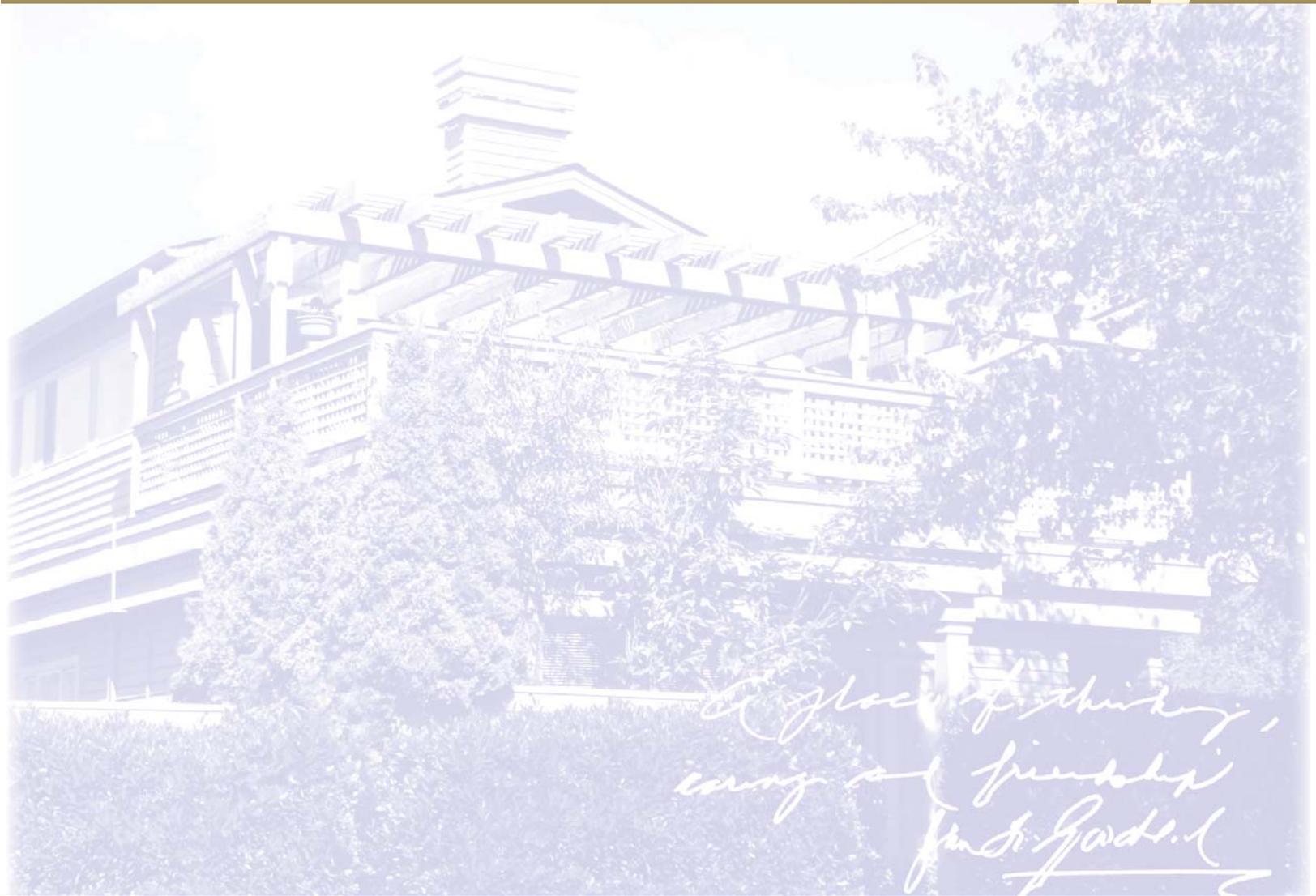


# ANNUAL REPORT 2015

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Goodlad Institute for Educational Renewal



UNIVERSITY *of* WASHINGTON | BOTHELL

GOODLAD INSTITUTE FOR EDUCATIONAL RENEWAL

# welcome

## *A message from the director*

Now in our ninth year at the University of Washington, the Goodlad Institute for Educational Renewal continues the collaborative work of promoting innovation in schools and the preparation of educators. The Institute focuses on renewal from within school communities as the best hope for ensuring that each of the nation's young people receives an education that opens doors to life's opportunities. As we pursue existing and new opportunities, the Institute seeks ideas, partners, and projects with potential for strengthening democratic community and equity in schooling. This report covers the period October 1, 2014 through September 30, 2015.

Tom Bellamy



## who we are

Launched in 2008, the Goodlad Institute for Educational Renewal is chartered as a University-wide program and administered by UW Bothell within the Office of the Vice Chancellor for Academic Affairs. The Institute is located on the UW Bothell campus in Husky Hall and provides work and meeting space for the Institute's principal investigators, project personnel, and graduate students. Dr. Tom Bellamy serves as the founding director of the Goodlad Institute and Kellie Holden serves as the part-time Institute Administrator.

The Goodlad Institute for Educational Renewal honors the remarkable seventy-year career of John Goodlad and structures a collaborative framework within which his work can continue. Perhaps best known for celebrating the central importance of education in a social and political democracy, Dr. Goodlad was equally concerned with practical implementation, showing how actual school practices fall short of democratic ideals and then recommending how those gaps might be bridged.

The Goodlad Institute has grown out of over two decades of work by Dr. John Goodlad's Institute for Educational Inquiry (IEI). The IEI articulated an enduring vision of the mission of public education in a democracy and successfully pursued that agenda through an integrated strategy of coordinated local demonstrations, critical inquiry, leadership development, and professional communications.

Looking back on our first year without John Goodlad's personal guidance, all of us associated with the Institute acknowledge his powerful continuing influence on our work. John freely shared wisdom gained from the coming and going of a myriad of school reform movements, numerous changes in educator preparation, and continually shifting public policy. By holding firmly to his own clear and optimistic vision of schools, in a just and democratic society, John regularly inspired the work and lives of many generations of teachers, administrators, academics, and policymakers—ourselves included. We miss him greatly—as a colleague, advisor, and friend.



## our mission

The Goodlad Institute for Educational Renewal exists to promote the public democratic purposes of education by supporting and studying processes for continuous renewal in public schools, universities, and their communities.

## our vision

By developing examples, ideas, leaders, and networks that highlight the public democratic purposes of education, the Goodlad Institute aims to advance understanding of what high-quality education means in a democracy and how it can be achieved.

## our operating principles

### *Leading by Example*

The core of the Institute's strategy is a belief in the power of positive examples to spread ideas and shape strategy. Big ideas first must be translated into daily action, and tested in the rush of practice and the crosscurrents of local priorities. Once imbued with the credibility of positive results, they can then be brought to the national conversation.

### *Collaboration for Simultaneous Renewal*

The local examples of excellence at the center of the Institute's strategy seldom develop in isolation and are rarely sustained without corresponding changes in other parts of the education system. Consequently, the Institute's work reflects a belief that powerful local examples involve boundary-spanning partnerships that simultaneously support and challenge each entity to improve results for children and youth. This is true within the education profession, because PK-12 schools, community colleges, and universities are mutually dependent. The Institute makes particular effort to engage partners on all three UW campuses and in other universities, and to continue advancing the collaborative work initiated by John Goodlad with the National Network for Educational Renewal (NNER).

### *Communication and Dissemination*

In order to create a conducive national context for pursuing the public democratic purposes of education, the Institute emphasizes dissemination of information that supports, informs, and encourages collaboration among professional, policy, and local civic leadership for school renewal. Local demonstrations provide the foundation for new ways of thinking, but these must then be translated into news stories, books, articles, presentations, and other media that test and extend new possibilities.

# priority areas and program development

## *Supporting Teacher Leadership for Curriculum Renewal*

Curriculum and instruction are at the forefront of many current concerns – how to broaden the school curriculum beyond the narrow focus of state tests, how to increase achievement in mathematics and science, how to make learning more equitable, and so on. While such renewal involves simultaneous change in many different organizations and cultures that affect schooling, actual implementation depends most centrally on teachers changing their daily practices.

### **current work in this priority area**

- A National Science Foundation project, “Badges for College Credit (BCC),” seeks to bridge informal and formal learning opportunities in partnership with the Future of Flight Foundation, the Pacific Science Center’s Mercer Slough Environmental Education Center, and the Seattle Aquarium. PI Associate Professor Carrie Tzou leads the effort to develop college credit pathways for high school students who engage substantially in the work of these informal science institutions. The four-year project began October 1, 2013, with a total budget of \$1.47 million.



## *Preparing and Supporting School Leaders*

Working at the nexus of community demographics, local expectations for schools, professional priorities, and public policy requirements, principals have experienced perhaps the most rapid changes among education professionals. An increasing number of children with limited English proficiency live in poverty or experience disabilities; they create learning challenges at the same time that public policies and district practices hold administrators accountable for immediate results. Each new proposal for reform simply underscores anew the critical role that principals play in any effort to improve school quality.

### **current work in this priority area**

- A statewide program to lead innovation in administrator preparation, the “Enhancing Capacity for Special Education Leadership” (ECSEL) project was funded through the WA State Office of the Superintendent of Public Instruction (OSPI) as a one-year pilot program. Initial funding of \$171,000 launched the program with a cohort of 10 candidates. OSPI has approved continued funding for the ECSEL program for the past three years, providing enhanced supports for aspiring and new administrators of local special education programs. The OSPI ECSEL project is now funded at \$100,000 per year.
- With initial support from OSPI, a collaboration among five campuses of the University of Washington and Washington State University and the state’s Education Service Districts, ECSEL was awarded funding to continue and expand Washington’s first preparation program specifically designed to prepare local administrators of special education. This grant from the U. S. Department of Education provides \$1.25 million over five years beginning January 1, 2014.

- The Goodlad Institute is one part of a national partnership project to provide assistance to states, districts, and universities to improve educator preparation. “Collaboration for Educator Development, Accountability, and Reform” is led by the University of Florida with a sub-award to the Institute of \$22,500 during each year of the five-year project. The Goodlad Institute provides assistance in identifying useful practices and policies for preparation of school leaders who support all students’ learning.

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## *Renewing the Education of Teacher Educators*

This priority area focuses on preparation and support of teacher educators who are skilled contributors to inquiry and practice. Partnerships are so central to the preparation of new teachers that high-quality teacher education depends on university faculty who can work across PK-12 and university boundaries, stimulating changes in each institution with the knowledge and challenges of the other. Renewal in PK-12 and higher education is supported when teacher educators can work effectively in the cultures of both schools and universities, modeling and fostering an inquiry stance that supports continuous improvement.

### **current work in this priority area**

- “Project RTI: Restructuring, Transforming, Implementing a Dual-Track RTI Teacher Preparation Program” was completed this year University of Washington Tacoma’s Education Program. Funded by the U. S. Department of Education’s Office of Special Education Programs, the project supported faculty and program development associated with a new dual-certification program in elementary and special education. The Goodlad Institute supported the UW Tacoma faculty in program design, with particular focus on the development of partner

schools that serve as the context for clinical experiences in the new program. The redesigned program was particularly effective in sustaining partnerships with high-need, high-performing schools and in placing newly prepared, dual-certified teachers in similar schools.

- A special education program improvement effort, now beginning its fifth and final year, was awarded to Montclair State University’s project, “Restructuring Pre-service Preparation for Innovative Special Education.” The grant supports the development of a secondary-level dual-certification program linking special education with certification in mathematics and science. A sub-award allows the Goodlad Institute to coordinate annual “critical friend” visits that engage faculties from across the NNER in cross-setting program reviews.

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## *Supporting Renewal in P-12 Schools*

Public policies that emphasize achievement in core academic subjects for all children are juxtaposed with high levels of childhood poverty, limited English proficiency, and disabilities, which creates a challenging context for school renewal. And the process of continuing renewal becomes even more difficult when educators and their publics are committed to the broader purposes of education in a democracy.

### **current work in this priority area**

- Dr. Carrie Tzou continues her third year on a National Science Foundation collaborative research grant for the four-year “Project STEAM: Integrating Art with Science to Build Science Identities among Girls.” The project aims to inspire art-interested girls to enter STEM careers through a series of activities and the overall approach will help build “science identities” among art-interested girls who are normally under-represented in STEM careers. This grant provides \$275,521 over four years beginning September 1, 2012.

# priority areas and program development

- Dr. Carrie Tzou received funding from the National Science Foundation AISL Program for her project, “Backpacks for Science Learning: Leveraging family expertise to transform homework as boundary objects across learning contexts.” The project aims to create a model for connecting family learning and classroom science instruction around the Next Generation Science Standards at scale. She aspires to contribute knowledge, curriculum materials, and a model of connecting home and school science instruction to ongoing efforts in the field of science education, family learning, and support of the NGSS. This grant provides \$2.47 million over three years beginning September 15, 2015.
- With Professor Tony Smith serving as the journal editor, this is the fourth year of housing the *Washington State Kappan* journal in the Goodlad Institute.

## *Promoting Civic-Professional Collaboration for School Renewal*

In broad terms, the need for local civic-professional collaboration for school renewal arises from the limitations of external efforts to impel educational reform through policies and funding. While external governance has its place, public schooling is also a very local endeavor that must constantly adjust to the aspirations and priorities of students and their families and communities. When reform efforts ignore or try to overpower local priorities and differences, implementation is, at best, tenuous, and often lasts only until the next issue or group takes the spotlight. But with so many competing local needs, it is often difficult to focus collective attention on young people’s learning, much less to reach agreement on what is needed and to take action toward improvement.

While the Institute does not currently house related projects, this priority underlies and motivates much of our work in the Institute and in our system of collaborating faculties. Collective leadership is an emphasis of the training UW Bothell provides for preparing principals and local special education administrators that grow out of the Institute’s work.

## OpenSTEM Research

We are pleased to announce the combination of several projects in the Institute to form the OpenSTEM Research group. With an emphasis on learning beyond the school setting, these projects affirm fundamental goals of the Institute while creating a visible focus for work that broadens the access to STEM learning.

Led by Dr. Carrie Tzou, OpenSTEM Research is committed to expanding opportunities for all students to engage with STEM learning environments across the settings and time points of their lives, including schools, libraries, other community settings, and from K-12 through workforce development. The group conducts research on supporting STEM-linked identities in young people by studying the design of learning environments that connect everyday activities and cultural and linguistic community resources with technology-enhanced STEM learning. In collaboration with partner organizations, the group also designs curriculum resources and conducts professional development for STEM teachers and informal practitioners.

## Goodlad Institute project sponsors

- Institute for Educational Inquiry
- U. S. Department of Education
- National Science Foundation
- University of Alaska Fairbanks
- National Endowment for the Arts
- Northshore School District
- University of Washington Tacoma
- Montclair State University
- University of Florida
- Washington Office of the State Superintendent of Public Instruction
- Washington Higher Education Coordinating Board

# selected goodlad institute products

Bellamy, T., Nordengren, C., Portin, B., & Hopkins, P. (2013). *What internship experiences support principal-candidate learning?* Paper presented at the University Council on Educational Administration Annual Conference, Indianapolis, Indiana, November 9, 2013.

Bellamy, T., & Portin, B. (2011). Toward district-operated, academically supported principal preparation: The leadership pathways design. Paper presented at the University Council on Educational Administration Annual Conference, Pittsburgh, Pennsylvania, November 19, 2011.

Bellamy, T. (2011). High Reliability & Leadership for Educational Change. *Noteworthy Perspectives: High Reliability Organizations in Education* (p. 24-35). Denver, CO: Mid-continent Research for Education and Learning (McREL).

Bellamy, T., & Goodlad, J. (2008, April). Continuity and change in pursuit of a democratic public mission for our schools. *Phi Delta Kappan*, 89(8), 565-570.

Bier, M., Foster, A., Bellamy, T., & Clark, R. (2008). Professional development school principals: Challenges, experiences, and craft knowledge. *School-University Partnerships*, 2(2), 77-89.

Feldman, B., Smith, A. T., & Waxman, B. (2014). *"I'm no good in math:" Student perspectives on math struggles and dropping out of school* (Report No. 2). Retrieved from <http://www.wsohp.org/project-reports--updates.html>

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Lorton, J., Bellamy, T., Reese, A., & Carlson, J. (2013). Understanding schools as high reliability organizations: An exploratory examination of teacher and school leader perceptions of success. *Journal of School Leadership*,

23(6), 1047-1082.

Smith, A. T. (2014, March). *Washington Student Oral Histories Project: Pathways to dropping out and the influence of mathematics as a factor*. Gear Up Regional Professional Development Session, Wenatchee, WA.

Smith, A. T., Feldman, D., & Waxman, B. (2013, December). *Youth perspectives on dropping out of School: Pathways and off-ramps*. Paper presented at the annual meeting of the Washington Educational Research Association, Seatac, WA.

Smith, A. T., Feldman, D., & Waxman, B. (2013, December). *Disconnected youth: Perspectives on literacy and learning*. Paper presented at the annual meeting of the Literacy Research Association, Dallas, TX.

Smith, A. T. (2013, August 26). Disconnected youth, disengaged readers [Web log post]. Retrieved from <http://www.wsohp.org/wsohp-project-blog.html>.

Smith, A. T., & Waxman, B. (2013, June). How do we keep our students in School? Listening to and learning from disconnected youth. Paper presented at 'Closing the Opportunity Gap,' a conference hosted by the Center for Strong Schools, University of Washington Tacoma, Tacoma, WA.

Smith, A. T., & Feldman, D. (2013, June). Pathways to dropping out: The Washington Student Oral Histories Project. Research and report presented to the Washington State School Directors' Association, Olympia, WA.

Tzou, C., Conner, L., Guthrie, M., & Pompea, S. (March 2014). *Colors of Nature: Connecting evolutionary biology, optical science, and arts education to promote STEM-related identity work in middle school girls*. C. Tzou (organizer), STEAM: Incorporating art in STEM education to promote identity formation and engagement in scientific practices. Paper presented at the annual meeting of the National Association for Research in Science Teaching (NARST), Pittsburgh, PA.

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## **institute staff, PIs, and affiliates**

**Institute Director:** Tom Bellamy  
**Institute Administrator:** Kellie Holden  
**Office Assistant:** Amy Pitt

### ***ECSEL Program***

**Sr Lecturer/Coordinator:** Wendy Iwaszuk  
**Internship Supervisor:** Sue Dedrick

### ***OpenSTEM Research***

**Principal Investigator:** Dr. Carrie Tzou  
**Co-PI, Research Faculty:** Theresa Horstman  
**Research Faculty:** Blakely Tsurusaki (Project STEAM)  
**Research Scientist:** Gavin Tierney (Badges for College Credit)  
**Research Scientist:** Elizabeth Starks (Robotics Backpacks)  
**Research Coordinator:** Nancy Price

### ***Affiliate Principal Investigators:***

Tony Smith, Associate Professor, School of Educational Studies  
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