

Goodlad Institute for Educational Renewal

Annual Report

October 2013



UNIVERSITY of WASHINGTON | BOTHELL

GOODLAD INSTITUTE FOR EDUCATIONAL RENEWAL

Note from the Director

Sometimes lost in the outside calls for school reform, internal innovation within public education remains the most important way to ensure that all the nation's children receive an education that opens doors to life's opportunities. The Goodlad Institute seeks to support this educational "intreprenurship" through funded projects, professional networking and local examples.

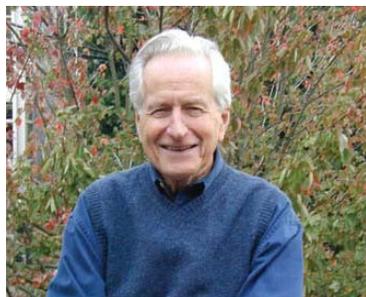
This fifth Annual Report of the Goodlad Institute describes our work and provides the annual narrative pursuant to the Memorandum of Agreement between the Institute for Educational Inquiry and the University of Washington and the Charter of the Goodlad Institute for Educational Renewal. The report describes the Institute's major activities and fundraising from October 1, 2012 through September 30, 2013.

~ Thomas Bellamy

PURPOSE

Organization and Location of the Institute

Launched in 2008, the Goodlad Institute for Educational Renewal is chartered as a University-wide program that is initially administered by UW Bothell and has been housed in the Office of the Vice Chancellor for Academic Affairs. In February 2011, the Institute relocated from its small office on the UWB campus to an 860-square foot multi-office space in Bothell. The Institute's offices are within walking distance of the campus and downtown Bothell, and provide work and meeting space for the Institute's 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.



Dr. John Goodlad

History of the Institute's Program

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 has been 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 grew out of and assumed responsibility for continuing over two decades of work by Dr. 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.

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The Goodlad Institute builds on these accomplishments and capabilities by supporting innovations in education at all levels, encouraging collaborative projects within the National Network for Educational Renewal, encouraging joint projects across the University of Washington campuses and their PK-12 partners, and supporting faculty at the UW Bothell in initiating and expanding partnerships with school districts in the state.



Mission | Vision

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.

VISION: By developing examples, ideas, leaders, and networks that highlight the public democratic purposes of education, the Goodlad Institute aims to energize a new national conversation about what high-quality education means in a democracy and how it can be achieved.

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.

Focus on Simultaneous Renewal of Educational Institutions. 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 and leadership. This is true within the education profession, because PK-12 schools, community colleges, and universities are mutually dependent. And beyond the profession, deliberations about quality schooling necessarily involve policy makers, families, and community groups as well as education professionals. The Institute's strategy, then, is to support local educational renewal in the context of local partnerships in which institutions support and challenge each other to constantly improve results for children and youth.

Collaboration with NNER Settings. The Institute makes particular effort to develop projects that advance the local work of various NNER settings while at the same time creating opportunities for the Institute to pursue its own broader mission of inquiry and advocacy. This involves, for example, seeking topic areas that are of interest to a cluster of NNER settings and other partners where Institute participation and cross-setting collaboration can add value to local efforts. Topic areas where new approaches offer opportunities for significant renewal will be of particular interest.

Emphasis on 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. Sustainable changes occur in education only when new ways of thinking become a part of the public conversation and begin to create a willingness to change established patterns. Local demonstrations provide the foundation for new ways of thinking, but these must then be translated into news stories, books, articles, presentations, and media that show others what is possible. The Institute will provide leadership for communicating the intellectual basis for a focus on democratic purposes and local renewal processes as critical elements of the effort to achieve high-quality schools. To make our communications more useful, a particular emphasis will be on external dissemination of information important to policy, public, and professional groups and partnerships with these groups.

Engagement of Faculty from the Three University of Washington Campuses. With a charter that emphasizes university-wide participation, the Institute is engaging faculty from education, arts and sciences, and other disciplines from the entire University, based on faculty interests and consistent with the mission and strategy of the Institute.

*Dr. John Goodlad, UW Bothell Chancellor Kenyon Chan, and Institute Director Tom Bellamy.
Photo courtesy of Marc Studer, UW Bothell*



PRIORITY AREAS AND PROGRAM DEVELOPMENT

Five broad areas for initial exploration and program development have structured the Institute's work. While planning and exploration continue in all five areas, program development has naturally depended on availability of funding for related grants.

1. 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. Teachers are particularly effective leaders when they are actively engaged in improving their own practice, interested in supporting colleagues as they try new approaches, and able to describe reasons for change that connect with their colleagues' professional commitments. Support for teacher leaders, then, provides an important leverage point for stimulating local school renewal and influencing the national conversation about school quality. The IEI and NNER have built strong capabilities in leadership development in over 15 years of leadership associates programs. New efforts to support teacher leadership for curriculum renewal will build on previous successes in stimulating dialog about education's public democratic missions, a history of helping leadership associates form successful learning communities, and pedagogy that links learning with daily professional practice.

During the current reporting period, the Goodlad Institute continued work on one previously funded project and submitted one new grant proposal associated with this priority topic area.

- In conjunction with her professional development programs for mathematics teachers in North Central Washington, PI Professor Robin Angotti continues to develop technology applications that assist teachers in making mathematics instruction accessible to all students. An initial gift in 2011 from the Microsoft Corporation allows her to continue her work in this area with a particular em-

phasis on using Microsoft's new Kinect system to develop alternative representations in mathematics instruction.

- A new National Science Foundation project, "Badges for college credit (BCC)," supports the Goodlad Institute to work with several community partners including the Future of Flight Foundation, the Pacific Science Center's Mercer Slough Environmental Education Center, and the Seattle Aquarium. PI Assistant 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 begins October 1, 2013 with a total budget of \$1.47 million.

2. Preparing and Supporting School Principals. 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 on state tests. School-choice models intensify pressures for principals to focus on external marketing while they are also expected to spend more time directly engaged with teaching and learning in their schools. A rush of recommendations for reform and replacement of principal preparation programs has followed, highlighting the critical role that principals play in any effort to improve school quality. The NNER and Goodlad Institute can bring an important and largely missing perspective to this cacophony of reform proposals. Our commitment to the public democratic purposes of education encourages changes in a comprehensive way that balances immediate test scores with other public education missions. Our long history of school-university partnerships opens possibilities for investigation and

PRIORITY AREAS AND PROGRAM DEVELOPMENT cont.

Preparing and Supporting School Principals. (*continued from previous page*) collaboration that are difficult to accomplish elsewhere.

- 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 second year funding of \$116,560 to continue and enhance the ECSEL program during the 2013-2014 academic year.
- The Institute’s application for federal funding for the ECSEL program was also successful this year. A collaboration among five campuses of the University of Washington and Washington State University and the state’s Education Service Districts, ECSEL will 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 a part of a national partnership project to provide assistance to states, districts, and universities to improve preparation of special education professionals. “Collaboration for Educator Development, Accountability, and Reform” is led by the University of Florida with a subaward to the Institute of \$22,500 during each year of the five-year project. The Goodlad Institute will assist in identifying useful practices and policies for preparation of school leaders who support all students’ learning.
- A continuing partnership between the Goodlad Institute and the Highline School District focuses on developing district-based leadership pathways from accomplished teaching to the Principalship. The partnership sought funding for this work

through the U.S. Department of Education’s School Leadership Program for the “Whole School Leadership” project in its spring 2013 competition. While the proposal was not funded, the collaborative work continues.

3. 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 in both PK-12 schools and university programs. Partnerships are so central to the preparation of new teachers that high-quality teacher education depends on university faculty who can work across P-12 and university boundaries, stimulating changes in each institution with the knowledge and challenges of the other. University teacher education faculty members assume roles such as student-teaching supervisor, director of the teacher education program, teacher of a school-based methods course or practicum, leader of a teacher action-research project, or researcher on a critical question related to teacher education or PK-12 learning. In each case, renewal in PK-12 and higher education is supported when the teacher educator can work effectively in the cultures of both schools and universities, modeling and fostering an inquiry stance that supports continuous improvement. Fulfilling these roles successfully requires skills and knowledge not often emphasized in education doctoral programs. The Goodlad Institute will focus on program renewal efforts that help current and prospective faculty develop “hybrid competencies” that cross boundaries among specializations within the university and between the cultures of universities and P-12 schools.

During the current reporting period, the Institute’s work related to this priority topic has included two continuing projects supporting renewal in the preparation of special education teachers:

- “Project RTI: Restructuring, Transforming, Implementing a Dual-Track RTI Teacher Preparation Program” completed the third of its five years in the University of Wash-

ington Tacoma's Education Program. Funded by the U.S. Department of Education's Office of Special Education Programs, the project supports faculty and program development associated with a new dual-certification program in elementary and special education. The Institute supports 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.

- Another special education program improvement project, funded in 2011 and continuing in its third year, was awarded to Montclair State University's project, "Restructuring Preservice 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.

4. 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 efforts do have their place in governance of public education, schooling is also a very local endeavor that must constantly adjust to the aspirations and priorities of students and their families and communities, while still accommodating local differences. 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. Local conflicts about educational goals often undermine school renewal, as priorities shift with new board members or administrators. The Institute will

build on the long-standing school-university partnerships of the IEI and NNER and their work in engaging communities in deliberations about school renewal. The goal is to create new structures and prepare leaders for local civic and professional collaboration for educational renewal.

During the current reporting period, the Institute's work related to this priority topic included:

- Professor Tony Smith, working in partnership with Paragon Education Network, has received support for his "Washington Student Oral Histories Project." While this initial support provided funding for some important startup activities, Dr. Smith continues to seek sponsors to carry out the activities required to systematically document and analyze in-depth student perspectives on the pathways to school disengagement and dropping out. During this reporting period, Dr. Smith and his PEN colleagues have established a web site and published four formal reports.

5. 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. While all NNER partnerships are deeply engaged in local educational renewal efforts, the Goodlad Institute seeks to support this work with related inquiry into the most relevant strategies and processes.

During the current reporting period, the Institute's work related to this priority topic included:

Dr. Carrie Tzou continues her second year on a NSF Collaborative Research grant for a four-year project titled "Project STEAM: Integrating Art with Science to Build Science Identities among Girls." The project aims to inspire art-interested girls to enter STEM careers.

Supporting Renewal in P-12 Schools
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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.

- A proposal to the National Science Foundation's Discovery Research K-12 program titled "Using citizen science to teach ecology and understand the connection between human action and compounds in local waters," submitted by Carrie Tzou, was not funded. This project aims to connect citizen science with place-based, culturally-relevant K-12 science instruction. Dr. Tzou will resubmit the proposal in the 2013 competition based on positive feedback and strong encouragement from the project reviewers.
- With Professor Tony Smith serving as the journal editor, this is the third year of housing the *Washington State Kappan* journal in the Goodlad Institute. Funding was committed from various University sources to support the journal's operation during its initial years. ♦



GOODLAD INSTITUTE PRODUCTS

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