

Goodlad Institute for
Educational Renewal

DEMOCRACY

First Annual Report
October 2009

PREFACE

The Goodlad Institute for Educational Renewal honors the remarkable half-century 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.

After conducting influential studies of public schools and the education of educators, Dr. Goodlad initiated a national effort to support educational quality and renewal. Looking beyond high test scores as quality indicators, Dr. Goodlad grounded his efforts in the essential role of education in sustaining the social and institutional underpinnings of democratic life, as reflected in a four-part mission for schools: (a) providing equal access to quality, school-based learning for the young, (b) giving students the knowledge, skills, and dispositions to become fully engaged participants in a democratic society, (c) improving teaching and learning through pedagogy that nurtures and challenges all learners; and (d) promoting responsible stewardship of schools and universities.

His ensuing pursuit of education's democratic public goals have encouraged simultaneous renewal in schools and the education of educators, supported ongoing local renewal in educational institutions, and developed a national cadre of educational leaders who share intellectual and moral perspectives on school renewal. The work has grown into a collaboration among 25 school-university partnerships, the National Network for Educational Renewal (NNER), and an independent research organization, the Institute for Educational Inquiry (IEI), which supports educational renewal through research, leadership development, and external communication.

Impact is evident in widespread local innovations that illustrate how schools and universities can serve democratic purposes. These changes, in turn, have framed new ways of thinking about schooling, including the importance of partnerships in the preparation of educators, the centrality of equitable learning opportunities as schools become more diverse, the impact of the university's general education program on teacher education, and the potential for more democratic educational institutions.

To continue this work, the Goodlad Institute for Educational Renewal will serve as a center of support, inquiry, and information regarding renewal of educational institutions, collaborating with the NNER to advance the public democratic purposes of education.

PURPOSE

This report provides the annual narrative and financial report 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. We have chosen the first of October as the date for this first and subsequent annual reports since we anticipate that much of the Institute funding will come from Federal grants, and this data coincides with the fiscal year. This initial annual report also includes a brief summary of the Institute's planning activities that occurred prior to receipt of start-up funding from the IEI.

Development and Organization of the Institute

Planning for the Goodlad Institute for Educational Renewal began soon after the IEI Board of Directors voted in December 2007 to support in principle the plan to allocate funds to the University of Washington in order to create a framework for continuation of the IEI's work associated with inquiry and professional development. Through its charter, the Institute was approved on April 8, 2008, as a University-wide program that is initially administered by UW Bothell and housed in the Office of the Vice Chancellor for Academic Affairs. Its offices are currently located in the UW2 Building with access to all the support services of the Bothell campus and the University. Dr. Tom Bellamy was appointed as the founding director of the Goodlad Institute, and Kellie Holden serves as the part-time Institute Administrator.

Planning for the Institute's Initial Program

Although it was formed in 2008, the Goodlad Institute began its work with significant capabilities and intellectual resources. It grows out of and assumes responsibility for continuing and expanding over two decades of work by the Institute for Educational Inquiry (IEI). Established and led by Dr. John Goodlad, the IEI articulated an enduring vision of the democratic mission of public education in a democracy. It then successfully pursued that agenda through an integrated strategy of coordinated local demonstrations, critical inquiry, leadership development, and professional communications. Based on the belief that educational excellence ultimately depends on ongoing local educational renewal, the IEI established the National Network for Educational Renewal (NNER) in 1986 to contribute collegial support and national visibility to the simultaneous renewal of P-12 schools and the education of educators. The NNER has since grown to include a total of 25 partnerships across North America, each connecting local P-12 schools with university colleges of education and colleges of arts and sciences. As components of a planned initial period of leadership transition and coordination and transfer of functions, the Goodlad Institute joins with the NNER as partners in sustaining and advancing the work of the IEI, jointly building on its strong infrastructure, national reputation and professional visibility.

This collaboration with the IEI and NNER provided the context for developing the initial the initial activities of the Goodlad Institute. The Institute Director held a series of discussions with Dr. Goodlad, other staff of the IEI, and educational leaders from many of the school-university partnerships in the NNER, in order to identify opportunities and needs where shared interest across NNER settings might provide a basis for significant contributions to current debates about what quality education is and how to achieve it.

Results of these conversations were elaborated in a series of open discussions of the topic areas of greatest interest during the 2009 annual meeting of the NNER. Conclusions from these meetings and conversations were then validated in discussions with the NNER Executive Board. Overall, this planning process resulted in articulation of mission and vision statements for the Institute, adoption of initial operating principles, and identification of topic areas in which funding will be pursued.

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.

Democratic societies depend on education to prepare each new generation to assume the responsibilities of citizenship and to safeguard the principles and institutions that support democratic life. Helping students achieve ambitious learning in core subjects is one part, but full participation in democratic life requires education to do much more—to balance learning across a wide range of academic subjects, ensure that all students have equitable access to learning, and support the social and emotional development that caring educators can foster. The Goodlad Institute promotes the ambitious, balanced, and equitable student learning on which our democratic society depends by supporting and studying continuous renewal in schools, the education of educators, and the communities on which both depend.

Further, although much learning happens outside school, democracies depend on educational institutions at all levels to ensure that the needed student learning occurs. But like other institutions in a democratic society, schools are subject to constant remaking through advocacy from many different groups and action at each level of government. And, as is inevitable in a diverse society, one group's improvement is often another's crisis; school quality is never "fixed" once and for all by any program or policy. Sustaining school excellence requires continuous renewal in both professional work, as new challenges are addressed with innovative approaches, and civic processes, as competing interests are negotiated and balanced within the public missions of educational institutions.

VISION

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

Because educational institutions are constantly shaped through democratic processes, sustaining ambitious and equitable learning requires simultaneous action by many groups who influence what happens in schools—policy makers, professional organizations, businesses that market products and services to schools, local communities that provide tax support, universities that prepare teachers, families who choose schools and advocate for priorities, and individual educators who make hundreds of daily decisions that affect student learning. Widespread change occurs only when compelling new ideas enter the public conversation and find expression in each group's actions. Successfully promoting the public democratic purposes of education, then, means contributing to and changing the public conversation about education in ways that influence many different groups.

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 that form the core 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 will make particular effort to develop projects that advance the local work of various NNER settings while at the same time offering opportunities for the Institute to pursue its broader mission of inquiry and advocacy. This will involve, 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 promote a supportive national context for pursuing the public democratic purposes of education, the Institute will emphasize 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 shape 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. A particular focus will be external dissemination of information that is useable by policy, public, and professional groups and partnerships with these groups to make our communications more useful.

Engagement of Faculty from all Three Campuses of the University of Washington. With a charter that emphasizes university-wide participation, the Institute will engage 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.



Emeritus Professor John Goodlad, UW Bothell Chancellor Kenyon Chan, and Institute Director Tom Bellamy celebrate the launch of the Goodlad Institute for Educational Renewal. Photo courtesy of Marc Studer, UWB.

PRIORITY AREAS AND PROGRAM DEVELOPMENT

Five broad areas for initial exploration and program development were identified through the planning process outlined above. While initial exploration was launched in all areas during the Institute's initial year, actual program development has naturally depended on availability of funding for related grants. As described below, funding opportunities—and our success in obtaining funding—have resulted in more rapid progress in some areas than others.

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 supporting 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.

Through October 1, 2009, the Goodlad Institute has submitted five grant projects associated with this priority topic area. While each project responds to grant opportunities that focus on subject matter content, each project also provides opportunities to support the development of teacher leaders within the framework of the Institute's mission of advancing education in a democratic society.

- The “Arts of Democracy” project, which was submitted to the National Endowment for the Humanities in October 2008, was designed to support and study leadership development for teachers of American History. A special focus included using leading American art images to enrich instruction. Submitted by the Goodlad Institute, the project included the Brigham Young University partnership, the Miami University of Ohio partnership, and the University of Wyoming partnership as collaborators and sites for the proposed teacher leadership programs. This project did not receive funding.
- The “Math 2.0: Teaching Math in a Technical World” project, which was submitted by the Institute to the Washington Higher Education Coordinating Board. A partnership with the North Central Washington Educational Service District and Central Washington University, this project provides professional development for teachers of mathematics in several of Washington's most rural and diverse school districts. This three-year project was funded at \$660,220.

- The “History Associates Program” was submitted by the Brigham Young University partnership in partnership with the Illinois State University partnership, the Goodlad Institute, and the NNER to provide leadership associates programs for teachers of American History in the Peoria (Illinois), Nebo (Utah), Wasatch (Utah), and Provo (Utah) school districts. This project did not receive funding.
- The “Teacher Institute in Mathematics Leadership” was submitted by the Goodlad Institute to the National Science Foundation in partnership with the University of Colorado at Denver, Rutgers University, and the Bellingham, Washington, school district. The project is designed to provide professional development programs in three settings for teachers of mathematics who serve as coaches and mentors to other teachers. A funding decision is still pending for this application.
- The “Different Drumbeats: Art, Principled Dissent, and Democratic Practice” project was submitted to the National Endowment for the Humanities by the Goodlad Institute. A follow up to the earlier “Arts of Democracy” application, this effort responded to a request for projects that serve a single region. It would support teachers of history in the Puget Sound area as they use visual art images to help explore the importance of principled dissent in the American democracy. A funding decision is still pending for this application.

2. *Preparing and Supporting School Principals.* Working at the confluence 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 who have limited English proficiency, live in poverty, or experience disabilities, create learning challenges at the same time that public policies and district practices hold administrators accountable for immediate results on state tests. 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 have 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 helps consider 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 collaboration that are difficult to accomplish elsewhere.

Through October 1, 2009, the Institute’s work related to this priority topic has included:

- Administration of the final year of the “Leaders for Teacher Preparing Schools” project, beginning with the formal approval of the Goodlad Institute charter on April 1, 2008. The project, which supports current and prospective principals of partner schools, is a partnership between the Institute and public school districts in Bullock County, Georgia; Newark, New Jersey; Dayton, Ohio; Fremont County, Wyoming; and Commerce City, Colorado. The budget for the final project period was \$347,910 .

- Submission of the “Authentic Pathways to Principal Leadership” project to the Stuart Foundation. This application proposed to develop new school leaders through a consortium of six school districts and the University of Washington Bothell. A particular focus was integrating district support for teacher instructional leadership with the university’s principal preparation. This project was not funded.

3. *Renewing the Education of Teacher Educators.* This priority topic area focuses on doctoral preparation 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 function in such roles 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 both PK-12 and higher education is supported when the teacher educator is able to work effectively in the cultures of both schools and universities, modeling and fostering an inquiry stance that supports continuous improvement. Fulfilling these roles effectively requires skills and knowledge not often emphasized in education doctoral programs. The Goodlad Institute will focus on program renewal efforts that help prospective faculty develop “hybrid competencies” that cross boundaries among specializations within the university and between the cultures of universities and P-12 schools.

While planning is underway for related grant projects, no applications were submitted in this topic area during the Institute’s first year.

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 drive educational reform through policies and funding. While these 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 and accommodate local differences in those priorities. When reform efforts ignore or try to overpower these local priorities and differences, implementation is, at best, marginal, 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 get collective attention directed to 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’s work will build on the long standing school-university partnerships of the IEI and NNER and their initial work in engaging communities in deliberations about school renewal. The goal is to create new structures and leaders for local civic and professional collaboration for educational renewal.

Planning is underway for related grant projects, but no applications were submitted in this topic area during the Institute’s first year.

5. *Supporting Renewal in P-12 schools.* Public policies that emphasize achievement in core academic subjects for all children combine with high levels of childhood poverty, limited English proficiency, and disabilities to create challenging

contexts for school renewal. And, when educators and their publics are committed to the broader purposes of education in a democracy, the process of continuing renewal are even more difficult. While all NNER partnerships are deeply engaged in local educational renewal efforts, the Goodlad Institute will seek to support this work with related inquiry into strategies and processes for educational renewal.

During its initial year, the Goodlad Institute submitted one application in this topic area. The “High Reliability Learning” project was submitted to the U. S. Department of Education’s Institute of Education Sciences and is awaiting review.

GOODLAD INSTITUTE PRODUCTS

Several professional products were developed and disseminated in conjunction with development of the Institute’s program. These included:

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.

Nessan, T., & Bellamy, T. (2008). Instructional coaching as a leadership development pathway. *Washington State Kappan*, 2(1), 14-17.

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.

Bellamy, T. (2008). The crowd in the principal's office: Strengthening a collaborative profession for contentious times. In R. Papa, C. M. Achilles & Alford, B. (Eds.), *Leadership on the frontlines: Changes in preparation and practice*. The 2008 Yearbook of the National Council of Professors of Educational Administration (p. 29-48). Lancaster, PA: Pro-Active Publications.

Bellamy, T. (2009). Renewing professional education for special educators: Challenges and future directions. Invited Keynote Address to the Annual Meeting of the U. S. Office of Special Education Program’s Personnel Preparation Project Directors Conference. Washington, D. C., July 20, 2009. Text of this presentation is published electronically at <https://www.osep-meeting.org/archives.aspx>

Bellamy, T. (2008). Teacher instructional leadership is principal preparation. Paper presented at the annual meeting of the University Council for Educational Administration, October 30, 2008, in Orlando, Florida.

FINANCIAL REPORT

The Institute for Educational Inquiry provided initial funding for the Goodlad Institute for Educational Renewal through a Memorandum of Agreement with the University of Washington. The Memorandum provided for an allocation of \$500,000 to be provided to the University to support the Institute's operation, with the condition that these funds would be allocated only when they have been matched (on a 1:2 ration) by funds raised from other sources to support the Institute's work. This portion of the report details the Institute funding that was received from other sources during the first year.

Funding from Grants

Funding from two grant projects provided support for the Institute's work during the first year. These are:

- The final period of the Leaders for Teacher Preparing Schools project (April 1, 2008-September 30, 2009). The budget was \$347,910. Of this amount, \$257,453 was for direct costs associated with the Institute's work, and \$90,457 for university indirect costs.
- The Math 2.0: Teaching Math in a Technical World project was funded with a total budget of \$660,220. The approved direct cost budget for the Institute (less indirect costs and sub-awards to grant partners) is \$290,978.

Funding from the University

University of Washington support for the Goodlad Institute during its first year included:

- Support for the Institute Director, including a release from one course (at replacement cost of \$7,542) and support for a co-instructor for three additional courses (\$8,475).
- Returned indirect costs associated with the Institute's administration of the Leadership for Teacher-Preparing Schools project (\$13,458).

Other Funding for the Institute

The Leadership for Teacher-Preparing Schools project earned \$15,543 in "project-related income" that has been assigned to the Goodlad Institute for future work related to the goals of that project.

Total Fundraising

The total funding raised by the Institute to support its activities (excluding indirect costs retained by the University and subcontracts) during its first year was \$593,449.

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