

Goodlad Institute for Educational Renewal

Annual Report

October 2012



UNIVERSITY of WASHINGTON | BOTHELL

GOODLAD INSTITUTE FOR EDUCATIONAL RENEWAL

Director's Note

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 fourth 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, 2011 through September 30, 2012.

~ *Thomas Bellamy*

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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 new space is within walking distance of the campus and downtown Bothell, and provides work and meeting space for the Institute's personnel and graduate students. Dr. Tom Bellamy serves as the founding director of the Goodlad Institute, Kellie Holden serves as the part-time Institute Administrator, and Laraine Hong is our Grants Editor/Coordinator.

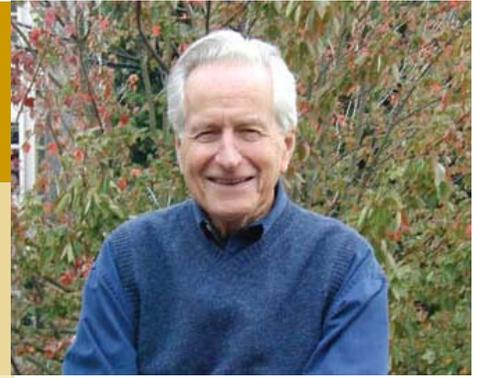
History of the Institute's Program

Although relatively new, 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 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.

The Goodlad Institute builds on these accomplishments and capabilities by supporting collaborative projects within the National Network for Educational Renewal, supporting collaborations 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.*



Dr. John Goodlad

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.

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.

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.*

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 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 two previously funded projects and submitted one new grant application associated with this priority topic area.

- The "Math 2.0: Teaching Math in a Technical World" project completed its third and final year in August 2012. The project was funded by the Washington Higher Education Coordinating Board with flow-through funds from the U.S. Department of Education. A partnership with the North Central Washington Educational Service District and Central

Washington University, this project provided professional development for teachers of mathematics in several of Washington's most rural and diverse school districts.

- 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 of \$145,000 from the Microsoft Corporation allows her to continue her work in this area with a particular emphasis on using Microsoft's new Kinect system to develop alternative representations in mathematics instruction.
- In a continuation of the Goodlad Institute's partnership with the North Central ESD, Professor Tony Smith developed and submitted an unsuccessful grant in 2012 to support teacher professional development for strengthening literacy across the middle and high school curriculum. We continue to seek opportunities to fund Professor Smith's work.

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

PRIORITY AREAS AND PROGRAM DEVELOPMENT cont.

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 collaboration that are difficult to accomplish elsewhere.

- During the year, Institute Director Bellamy has sought support from both public and private sources for the “In-School Teacher Preparation for the Principalship” (InSTPP) project. When funded, the project will develop and test a district-led principal preparation program that is fully integrated with the school-based supports for instructional coaches and other institutional leaders. The project is currently under review in the final round of the U.S. Department of Education’s Investment in Innovation Grant competition.
- A second project seeking to lead innovation in administrator preparation, the “Enhancing Capacity for Special Education Leadership” (ECSEL) project was submitted to the U.S. Department of Education’s Office of Special Education Programs in May 2012. A collaboration among five campuses of the University of Washington and Washington State University and the state’s Education Service Districts, ECSEL would provide Washington’s first preparation program specifically designed to prepare local administrators of special education. Although the federal grant was not funded, an application to support the program’s pilot cohort is currently under review by Washington’s Office of the Superintendent of Public Instruction.

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 and one new project supporting renewal in the preparation of special education teachers:

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

tary 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 this 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 initial work in engaging communities in deliberations about school renewal. The goal is to cre-

ate new structures and prepare leaders for local civic and professional collaboration for educational renewal.

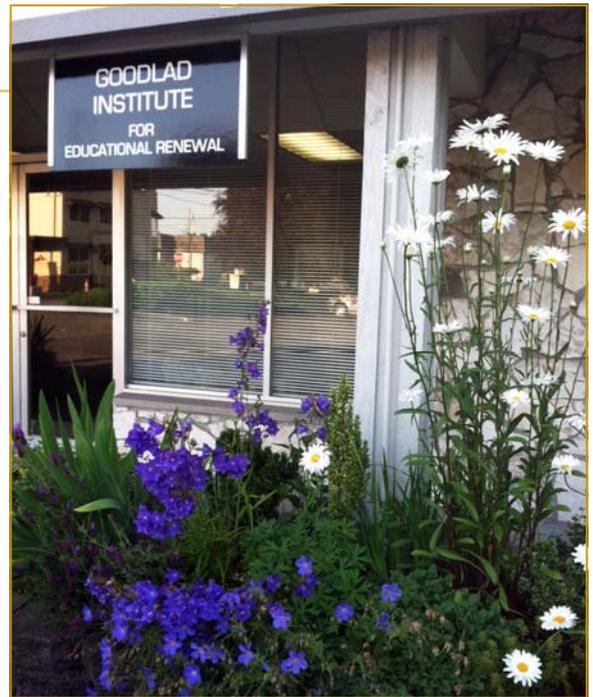
There were no new developments in the Institute's efforts to secure funding for projects related to this priority area during the current reporting period.

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 received funding for a Collaborative Research grant from the National Science Foundation for a project titled "Project STEAM: Integrating Art with Science to Build Science Identities among Girls." The project will 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. The total award for the Institute was \$275,521 over 4 years.
- With Professor Tony Smith serving as the journal editor, this is the second year of housing the *Washington State Kappan* journal in the Goodlad Institute. A total of \$30,000 was committed from various University sources to support the journal's operation during its initial two years.



*The Goodlad Institute's off-campus office.
July 2012*

GOODLAD INSTITUTE PRODUCTS

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