

# Leading for Learning in Early Childhood Education: a Multi-Level Challenge

Professional Association of Oregon School  
Administrators  
Portland, 10/22/19

Steve Tozer  
University of Illinois Chicago



# Chicago Public Schools

**“the worst school system in America.”**

**--U.S. Secretary of Education William Bennett,  
1987**

## Chicago Schools Lead Country in Academic Growth, Study Finds

By Sarah D. Sparks Nov. 9, 2017

2008-2014:  
96<sup>th</sup> %ile in  
growth  
among all  
districts; 6  
yrs. of  
growth for  
5 yrs.  
grades 3-8



Reardon:  
“a real and  
sustained  
pattern of  
above average  
learning rates  
and  
performance  
Improvement.”

# 2001 ILxCPS v. CPS: Reading & Math

## Grade 3

AFRICAN AMERICAN	READING				MATH			
	Female		Male		Female		Male	
	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
Free/Reduced Lunch <b>ELIGIBLE</b>	153	147	150	147	154	148	153	149
95% Confidence Interval	0.36	0.28	0.36	0.26	0.36	0.28	0.37	0.24
Combined Confidence Interval (+/-)	0.64		0.62		0.63		0.61	
Difference in Average Scale Scores	-5.36		-3.38		-5.78		-4.50	
Free/Reduced Lunch <b>NOT ELIGIBLE</b>	156	154	153	150	157	154	156	151
95% Confidence Level	0.44	0.84	0.42	0.86	0.44	0.82	0.43	0.81
Combined Confidence Interval (+/-)	1.3		1.3		1.3		1.2	
Difference in Mean Scale Scores	-2.8		-3.0		-3.3		-4.3	

LATINO	READING				MATH			
	Female		Male		Female		Male	
	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
Free/Reduced Lunch <b>ELIGIBLE</b>	154	154	153	152	157	155	159	155
95% Confidence Interval	0.58	0.47	0.58	0.47	0.57	0.45	0.60	0.46
Combined Confidence Interval (+/-)	1.06		1.05		1.02		1.06	
Difference in Mean Scale Scores	-0.20		-1.28		-2.10		-3.72	
Free/Reduced Lunch <b>NOT ELIGIBLE</b>	159	159	157	157	161	160	161	160
95% Confidence Level	0.56	1.43	0.53	1.35	0.55	1.42	0.54	1.35
Combined Confidence Interval (+/-)	1.99		1.88		1.97		1.89	
Difference in Mean Scale Scores	-0.11		-0.17		-0.69		-1.82	

WHITE	READING				MATH			
	Female		Male		Female		Male	
	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI	ILLxCHI	CHI
Free/Reduced Lunch <b>ELIGIBLE</b>	159	158	157	156	161	160	161	160
95% Confidence Interval	0.33	1.06	0.33	1.04	0.33	1.07	0.33	1.09
Combined Confidence Interval (+/-)	1.39		1.37		1.39		1.42	
Difference in Mean Scale Scores	-0.80		-1.49		-0.88		-1.74	
Free/Reduced Lunch <b>NOT ELIGIBLE</b>	167	168	165	165	169	169	170	169
95% Confidence Level	0.14	1.14	0.13	1.04	0.14	1.16	0.14	1.08
Combined Confidence Interval (+/-)	1.28		1.17		1.30		1.22	
Difference in Mean Scale Scores	0.59		-0.36		0.00		-0.73	

Pink= IL outperforms CPS  
Tan= It's a draw

- Grade 3
- Af Am, Latino, White
- Reading & Math
- Boys & Girls
- Eligible and not eligible for FRL
- CPS behind in 13 of 24 cells, ahead in none,
- So no green cells
- Next slide: Gr. 3, 5, 8, still in 2001

# 2001 ILxCPS v. CPS: Reading & Math

## Grade 3

## Grade 5

## Grade 8

AFRICAN AMERICAN	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI
95% Confidence Interval	0.36	0.28	0.36	0.26	0.36	0.28	0.37	0	0.37	0.26	0.39	0.27	0.38	0.25	0.42	0.28	0.36	0.25	0.39	0.28	0.44	0.31	0.47	0.33
Combined Confidence Interval (+/-)	0.64		0.62		0.63		0.61		0.64		0.67		0.63		0.69		0.60		0.67		0.76		0.82	
Difference in Average Scale Scores	-5.36		-3.38		-5.78		-4.50		-0.68		-0.88		-2.68		-3.28		2.35		1.73		1.00		0.75	
Free/Reduced Lunch NOT ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI
95% Confidence Level	156	154	153	150	157	154	156	1	155	155	152	151	157	155	155	152	152	154	150	150	154	154	152	150
Combined Confidence Interval (+/-)	1.3		1.3		1.3		1.2		1.3		1.3		1.4		1.3		1.0		1.1		1.4		1.4	
Difference in Mean Scale Scores	-2.8		-3.0		-3.3		-4.3		-0.5		-1.2		-2.4		-3.3		1.4		-0.5		0.7		-2.4	

LATINO	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI
95% Confidence Interval	0.58	0.47	0.58	0.47	0.57	0.45	0.60	0	0.47	0.34	0.46	0.36	0.49	0.34	0.51	0.38	0.47	0.32	0.47	0.34	0.59	0.40	0.60	0.43
Combined Confidence Interval (+/-)	1.06		1.05		1.02		1.06		0.81		0.82		0.83		0.89		0.78		0.81		0.99		1.04	
Difference in Average Scale Scores	-0.20		-1.28		-2.10		-3.72		0.24		0.12		-1.78		-2.17		1.71		2.44		-0.11		0.56	
Free/Reduced Lunch NOT ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI
95% Confidence Level	159	159	157	157	161	160	161	1	156	158	155	155	161	159	161	159	154	156	153	154	158	158	158	156
Combined Confidence Interval (+/-)	1.99		1.88		1.97		1.89		1.83		1.84		1.93		1.95		1.55		1.65		2.00		2.14	
Difference in Mean Scale Scores	-0.11		-0.17		-0.69		-1.82		1.57		0.20		-1.65		-2.24		1.88		1.17		-0.09		-1.50	

WHITE	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI
95% Confidence Interval	0.33	1.06	0.33	1.04	0.33	1.07	0.33	1	0.36	0.97	0.36	1.00	0.36	1.01	0.38	1.09	0.35	0.83	0.37	0.84	0.47	1.12	0.49	1.17
Combined Confidence Interval (+/-)	1.39		1.37		1.39		1.42		1.33		1.37		1.38		1.47		1.18		1.21		1.59		1.66	
Difference in Mean Scale Scores	-0.80		-1.49		-0.88		-1.74		0.27		-1.02		-0.41		-2.24		1.77		1.47		0.48		1.05	
Free/Reduced Lunch NOT ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI
95% Confidence Level	167	168	165	165	169	169	170	1	166	167	165	165	171	169	171	169	162	165	161	161	169	169	170	169
Combined Confidence Interval (+/-)	0.14		1.14		1.17		1.30		1.22		1.26		1.29		1.35		1.39		1.13		1.09		1.52	
Difference in Mean Scale Scores	0.59		-0.36		0.00		-0.73		1.31		0.29		-1.17		-2.15		3.08		0.74		0.31		-0.44	

Of 48 cells  
grades 3-5,  
CPS behind  
in 24,  
ahead in 1  
(green).

Of 24 cells  
in grade 8,  
CPS ahead  
in 10 cells,  
behind in  
1.

# 2012: ILxCPs Vs. CPs--Reading & Math

Grade 3

Grade 5

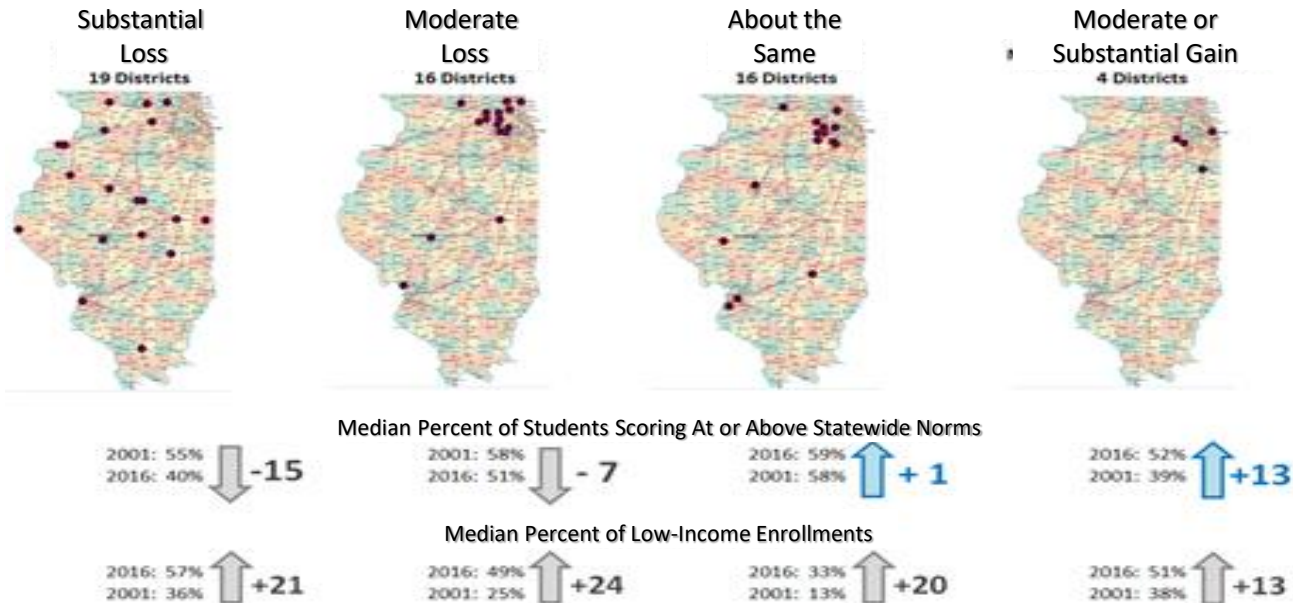
Grade 8

In 2012, of 72 cells in grades 3, 5, 8, CPs ahead in 62 cells, behind in none.

AFRICAN AMERICAN	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI		
95% Confidence Interval	0.58	0.62	0.58	0.65	0.60	0.66	0.62	0.68	0.58	0.62	0.58	0.65	0.60	0.66	0.62	0.68	0.40	0.49	0.43	0.51	0.50	0.64	0.53	0.67
Combined Confidence Interval (+/-)	1.20		1.23		1.26		1.29		1.20		1.23		1.26		1.29		0.88		0.94		1.14		1.20	
Difference in Average Scale Scores	-0.44		-0.55		2.56		1.66		-0.44		-0.55		2.56		1.66		3.83		4.71		5.14		5.56	
Free/Reduced Lunch NOT ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI		
95% Confidence Level	1.16	2.73	1.13	2.68	1.28	2.92	1.28	3.15	1.16	2.73	1.13	2.68	1.28	2.92	1.28	3.15	0.65	1.80	0.64	1.98	0.89	2.70	0.91	2.66
Combined Confidence Interval (+/-)	3.89		3.81		4.20		4.43		3.89		3.81		4.20		4.43		2.45		2.62		3.59		3.57	
Difference in Mean Scale Scores	8.53		7.60		9.24		9.42		8.53		7.60		9.24		9.42		8.69		8.76		8.84		7.77	
LATINO	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI		
95% Confidence Interval	0.47	0.62	0.48	0.61	0.50	0.65	0.52	0.67	0.47	0.62	0.48	0.61	0.50	0.65	0.52	0.67	0.40	0.49	0.43	0.51	0.50	0.64	0.53	0.67
Combined Confidence Interval (+/-)	1.09		1.09		1.16		1.19		1.09		1.09		1.16		1.19		0.88		0.94		1.14		1.20	
Difference in Average Scale Scores	0.39		0.78		1.70		1.82		0.39		0.78		1.70		1.82		4.38		3.08		5.74		4.69	
Free/Reduced Lunch NOT ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI		
95% Confidence Level	0.85	2.71	0.82	2.53	0.96	2.91	0.98	2.81	0.85	2.71	0.82	2.53	0.96	2.91	0.98	2.81	0.65	1.80	0.64	1.98	0.89	2.70	0.91	2.66
Combined Confidence Interval (+/-)	3.56		3.35		3.87		3.79		3.56		3.35		3.87		3.79		2.45		2.62		3.59		3.57	
Difference in Mean Scale Scores	7.98		7.62		5.84		9.64		7.98		7.62		5.84		9.64		8.08		9.09		9.91		10.80	
WHITE	READING				MATH				READING				MATH				READING				MATH			
	Female		Male		Female		Male		Female		Male		Female		Male		Female		Male		Female		Male	
Free/Reduced Lunch ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI		
95% Confidence Interval	0.46	2.58	0.46	2.16	0.50	2.53	0.51	2.49	0.46	2.58	0.46	2.16	0.50	2.53	0.51	2.49	0.38	1.89	0.43	1.78	0.48	2.58	0.53	2.40
Combined Confidence Interval (+/-)	3.04		2.62		3.03		3.00		3.04		2.62		3.03		3.00		2.27		2.21		3.06		2.94	
Difference in Average Scale Scores	5.41		1.86		7.63		6.14		5.41		1.86		7.63		6.14		10.46		7.11		15.52		9.61	
Free/Reduced Lunch NOT ELIGIBLE	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI	ILLXCHI	CHI		
95% Confidence Level	0.29	2.21	0.27	2.02	0.34	2.44	0.35	2.39	0.29	2.21	0.27	2.02	0.34	2.44	0.35	2.39	0.23	1.84	0.23	1.88	0.32	2.58	0.34	2.72
Combined Confidence Interval (+/-)	2.50		2.25		2.78		2.74		2.50		2.25		2.78		2.74		2.07		2.11		2.91		3.06	
Difference in Mean Scale Scores	8.64		8.92		9.73		10.23		8.64		8.92		9.73		10.23		10.49		9.26		15.07		11.46	

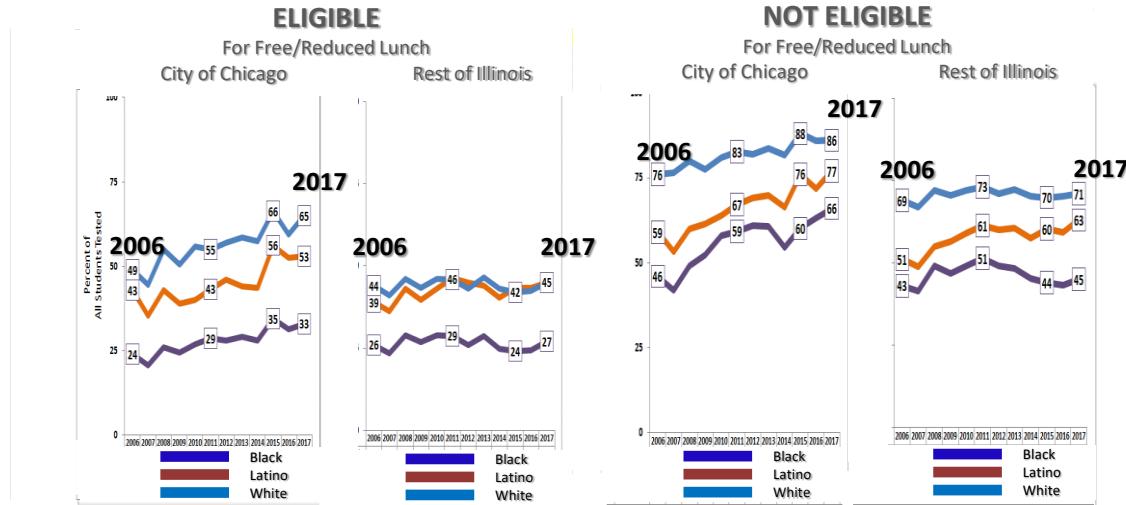
# 15-year Changes in Composite Math Attainment

## 55 Largest Illinois Districts



# 4th Grade Reading Grew in All Chicago Sub-Groups, But Flat or Declining in the Rest of Illinois

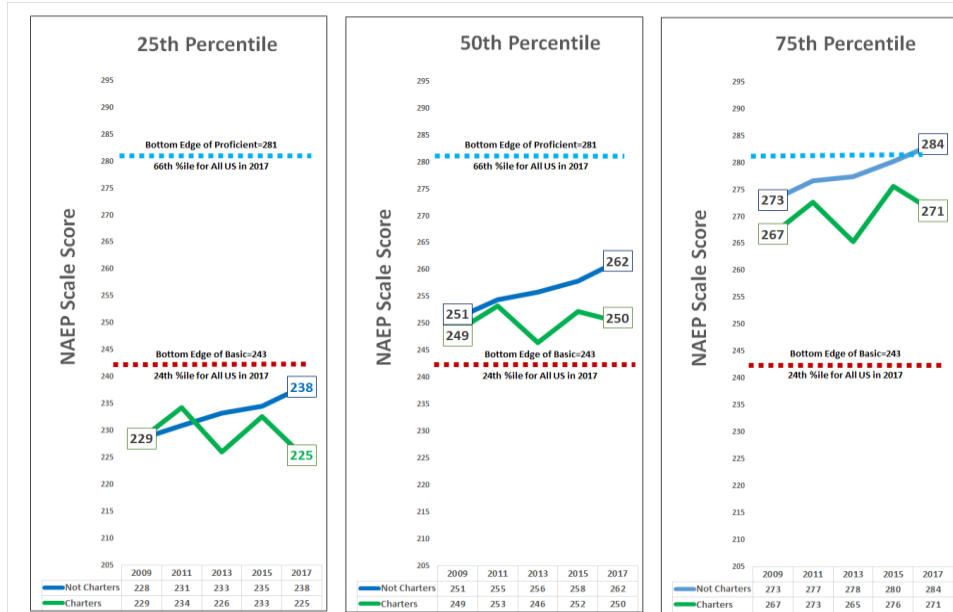
Percent of Non-ELL Fourth Graders Scoring At or Above State of Illinois ISAT/PARCC Medians for  
**READING/ELA: 2006 to 2017**





# 8<sup>th</sup> Grade NAEP Reading in Chicago: 2009 through 2017

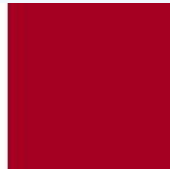
## Average Scale Scores at the 25<sup>th</sup>, 50<sup>th</sup> and 75<sup>th</sup> Percentile of Charter and Non-Charter Scoring Distributions



**“Increases in math and reading achievement often double and quadruple the gains seen elsewhere.”**

Chicago's gains also stand out in comparison to the state and the nation. A study by the Center for Urban Education Leadership at the University of Illinois at Chicago found that from 2001 to 2015, student growth in Chicago exceeded growth elsewhere in the state among all racial subgroups. On the National Assessment of Educational Progress . . . Chicago's trajectory has defied the declines reported in many other cities as well as the stagnating progress of the nation as a whole.

**--Crain's Chicago Business 6/15/16**



## Huffington Post, 3/29/17

- If we as a nation are serious about wanting to improve our schools, we should be studying how Chicago has made such progress.
- Chicago has worked to improve the recruitment, preparation, and support of principals. They have helped lift a city.
- Nowhere else have **university professors and public school educators worked so closely** to such good effect.

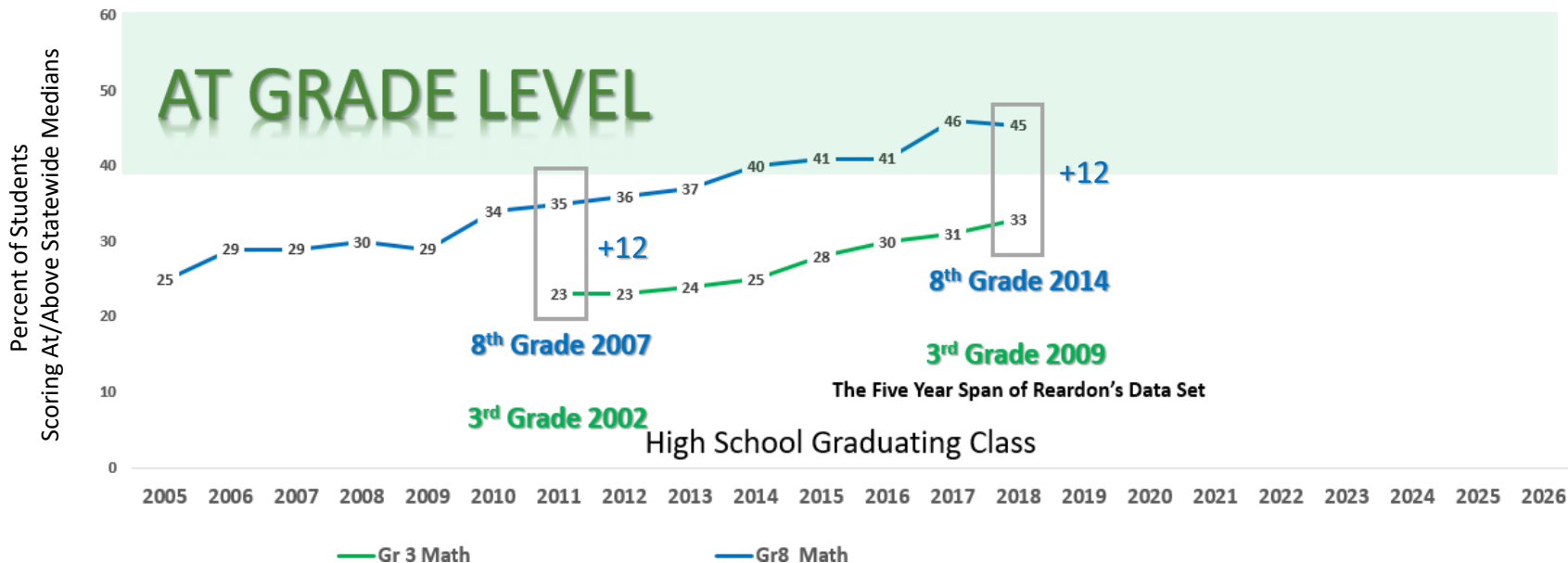
## Want to Fix Schools? Go to the Principal's Office: New York Times March 10, 2017

There is no better place to see the difference that principals can make than Chicago.

The city's teenagers now enroll in college at a rate only slightly below that in the rest of the country. Younger children have made big gains in [reading and math](#), larger than in every other major city except Washington.

# Chicago Has Been Making “An Extra Year of Progress” from 3<sup>rd</sup> to 8<sup>th</sup> Grade since at Least 2002 . . .

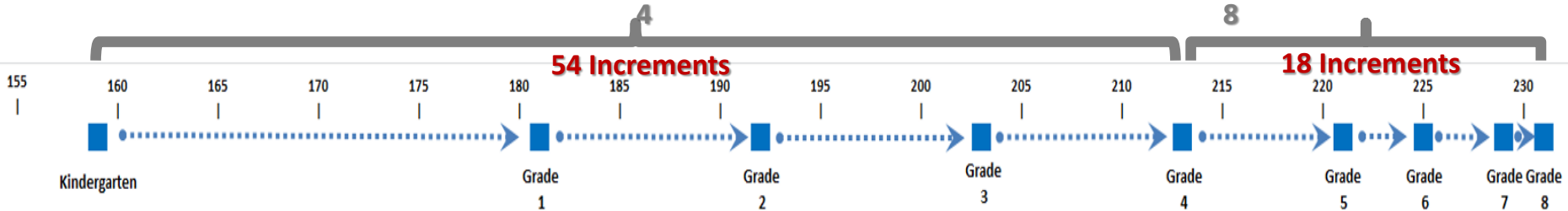
. . . But All New Value-Added Came Before the End of Grade 3



# New Learning\* Required to Meet National Growth Norms on the NWEA MAP

Typical New Learning in the 4 Years from End of Kindergarten to End of Grade

End of Gr 4 to End of Gr



In most American schools, new learning slows down dramatically in the middle school years from Grade 5 through Grade 8.

From the end of Grade 7 to the end of Grade 8, new math learning in a typical American schools is less than a standard error; the same is true for new learning in reading and writing.

**\*Shown in NWEA “RIT” scores for math**

## Today's purposes

- Using Chicago as a departure point, seek to learn from its successes while recognizing CPS challenges ahead
- Engage Oregon educators in thinking about early learning as a leadership challenge with specific problems of practice in organization and instruction
- Explore what we know about effective school leadership that leads organizational and instructional improvement for early learning in “high-need” schools (and what does “high need” mean?)

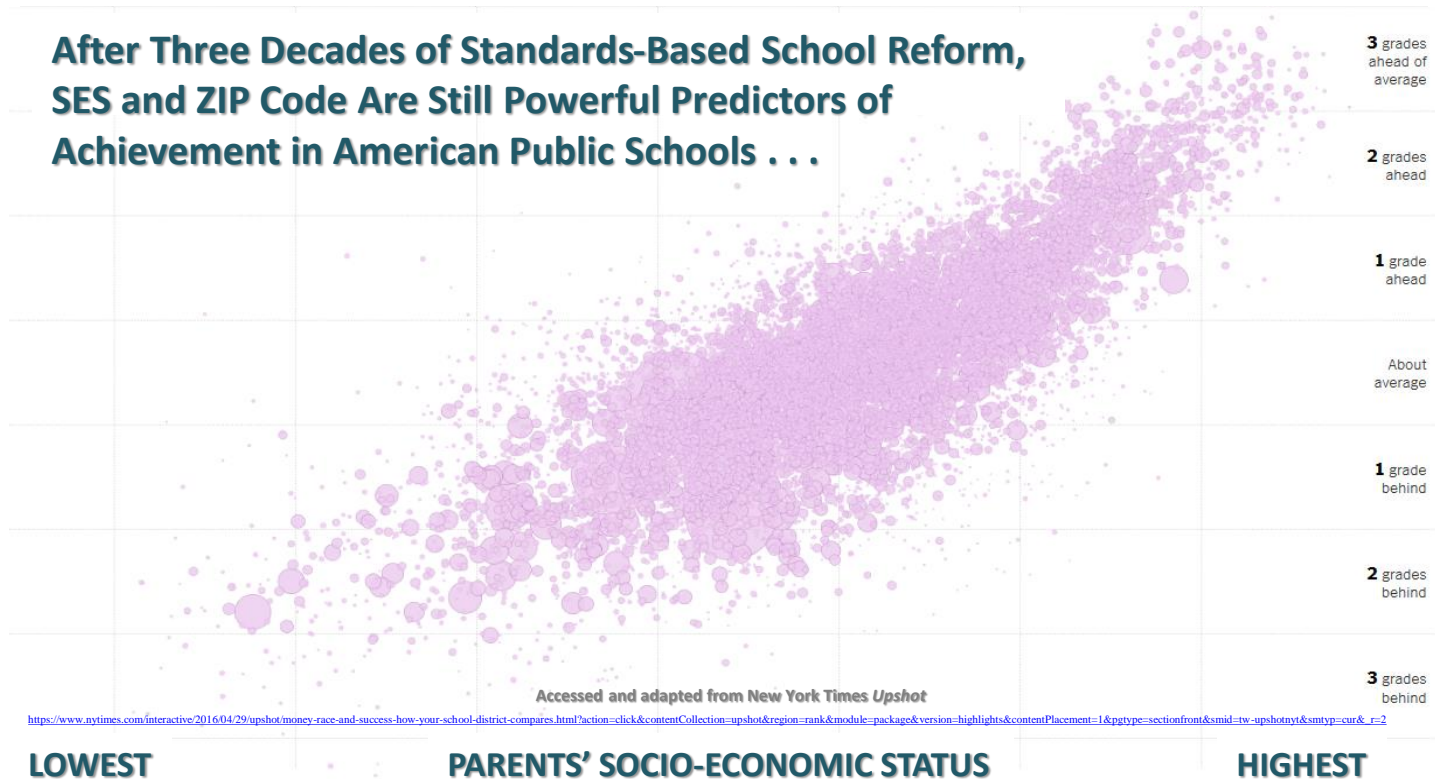
## A Central Problem of Practice

- Socio-economic influences have systemically greater impact on student learning than in-school influences
- Some schools & districts show much greater success with in-school influences than others
- **We are not learning from those outliers at scale**



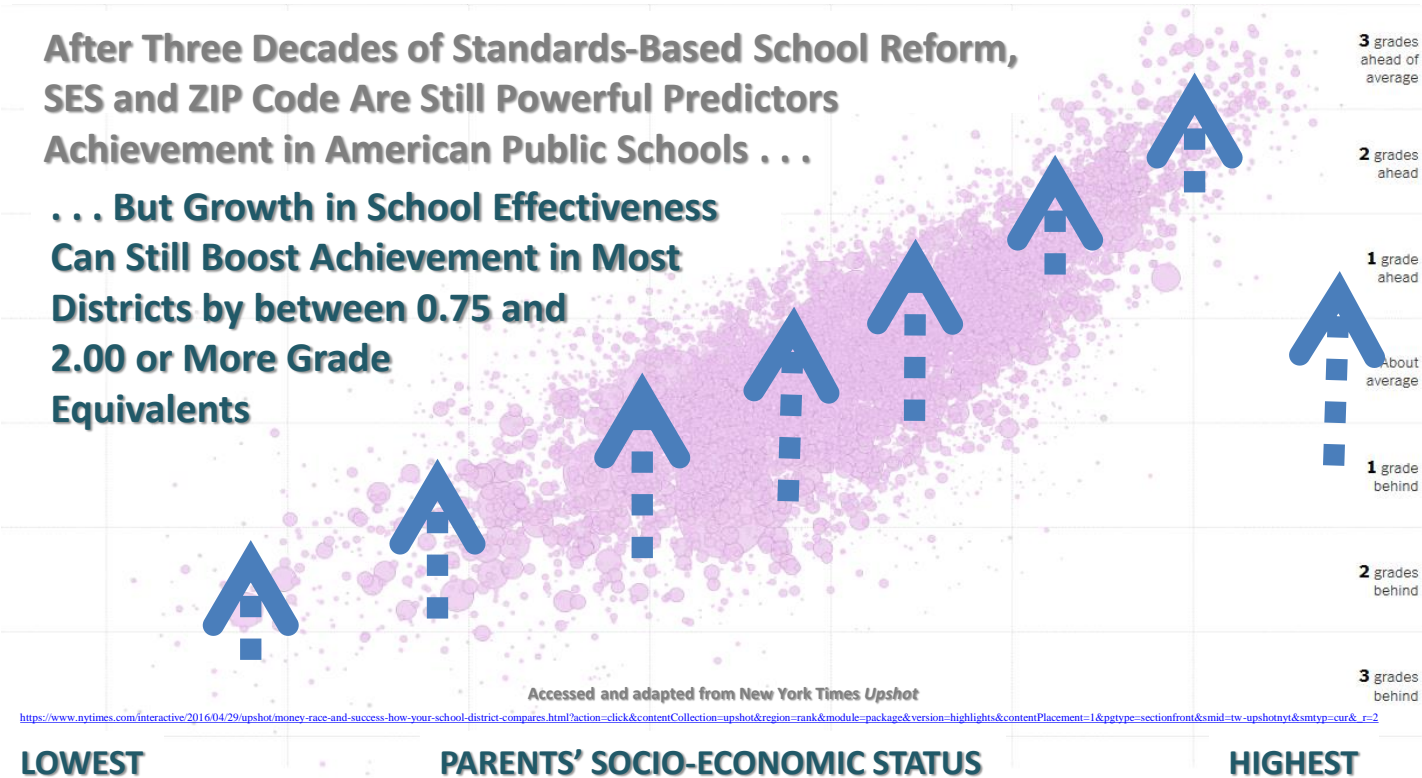


## After Three Decades of Standards-Based School Reform, SES and ZIP Code Are Still Powerful Predictors of Achievement in American Public Schools . . .



# After Three Decades of Standards-Based School Reform, SES and ZIP Code Are Still Powerful Predictors Achievement in American Public Schools . . .

## . . . But Growth in School Effectiveness Can Still Boost Achievement in Most Districts by between 0.75 and 2.00 or More Grade Equivalents



Accessed and adapted from New York Times *Upshot*

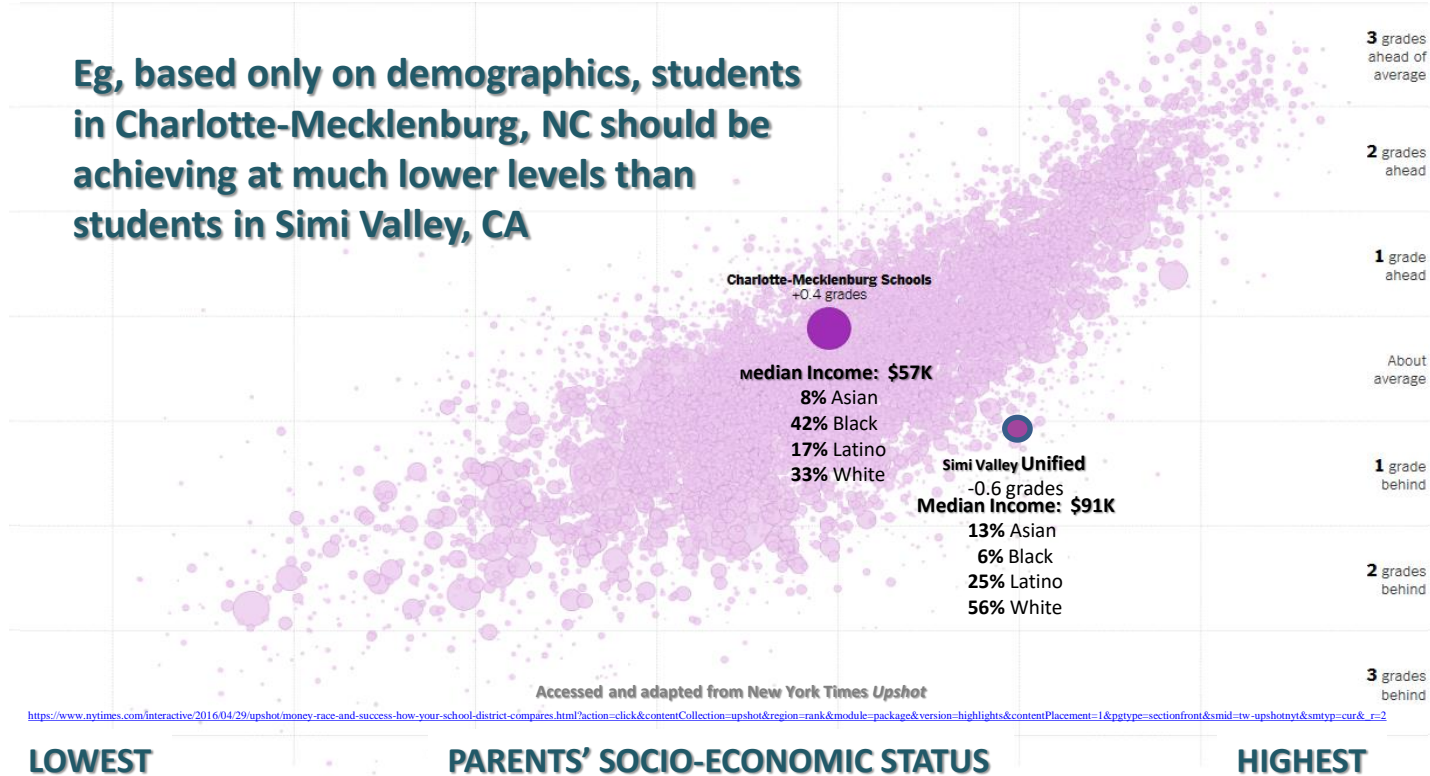
[https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?action=click&contentCollection=upshot&region=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront&smid=tw-upshotnyt&smtype=cur&\\_r=2](https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?action=click&contentCollection=upshot&region=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront&smid=tw-upshotnyt&smtype=cur&_r=2)

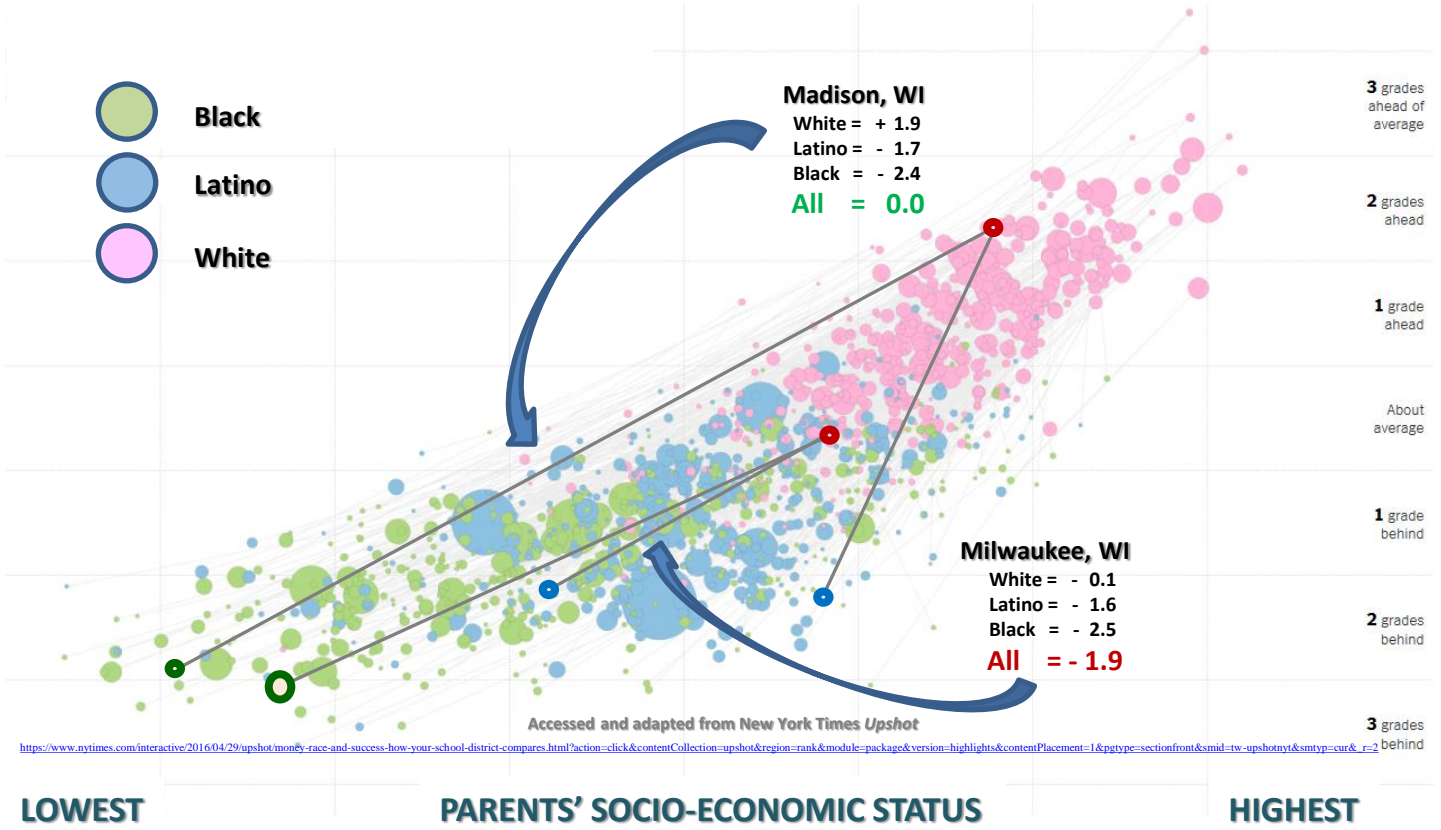
LOWEST

PARENTS' SOCIO-ECONOMIC STATUS

HIGHEST

**Eg, based only on demographics, students in Charlotte-Mecklenburg, NC should be achieving at much lower levels than students in Simi Valley, CA**





## What Happened in Chicago?

Research ongoing (alternative explanations?), BUT:

- Chicago's 23-year investment in school leaders
- Theory/research on how principals improve schools
- Principals prepared and developed as P-12 leaders
- Sustained evidence that schools led by residency-based leadership programs are improving faster than system as a whole across range of metrics

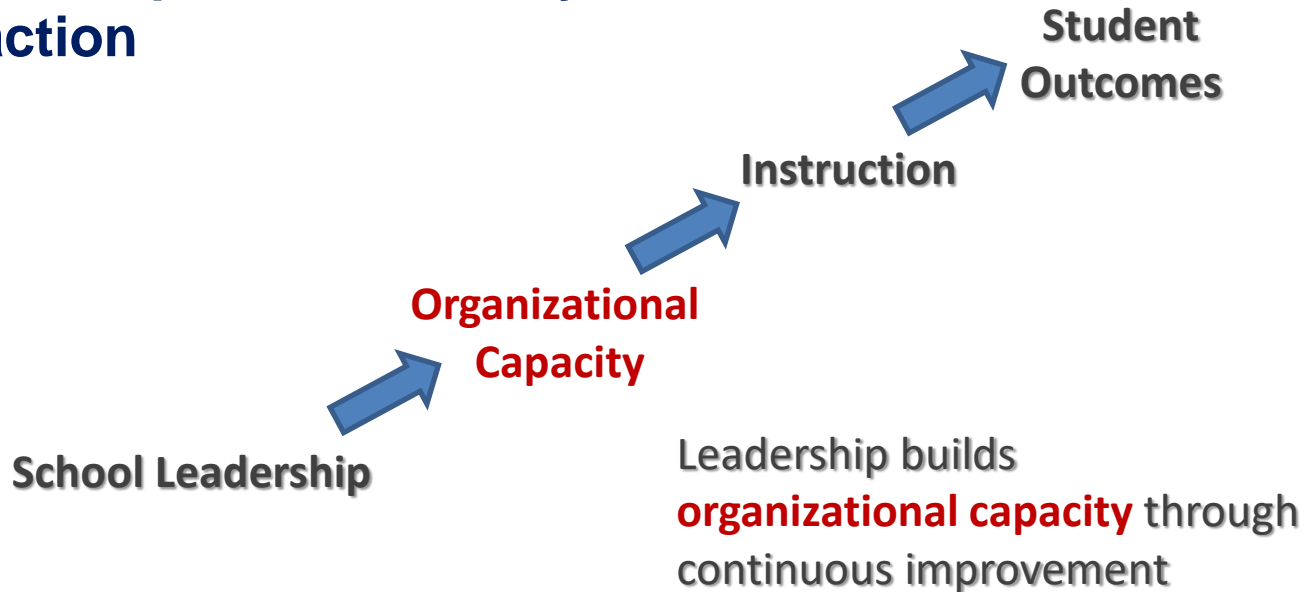


## “The School is the Unit of Change”

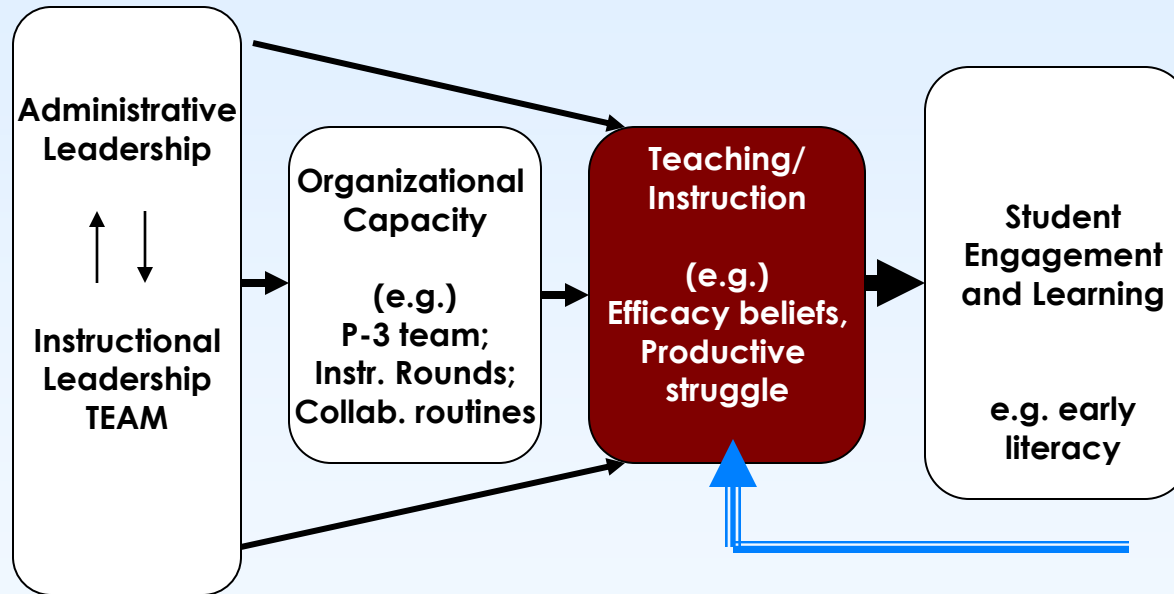
- “& the principal is the leader of that change” — CPS 2000
- 1996: New state law for CPS Principal Eligibility leads to “CPS Principal Competencies” (2005-- common language established)
- 2001-2002: CPS partnerships with UIC, New Leaders lead to over 300 new principals



# Chicago's 23-year investment in school leadership: shared theory of action



# Within-school Improvement of Student Learning (explicit theory of impact)





# What is School Organizational Capacity?

- Bryk, Sebring, et al (2010) *Organizing Schools for Improvement* (assessed yearly in every Illinois school)
- **School Leadership**
- **Professional Capacity**
- **Parent Community School Ties**
- **Student Centered Learning Climate**
- **Instructional Guidance**

## What Do Transformative Leaders Do?

- Leithwood: Lead vision, people and systems
- Not just instructional leaders, but **organizational change agents**
- How do we get such leaders for early childhood ed?
  - Next-generation preparation programs
  - Next generation principal development strategies
  - Leveraging TEACHER LEADERSHIP throughout



## **Your System . . . Any System . . . Is Perfectly Designed to Produce The Results You're Getting**

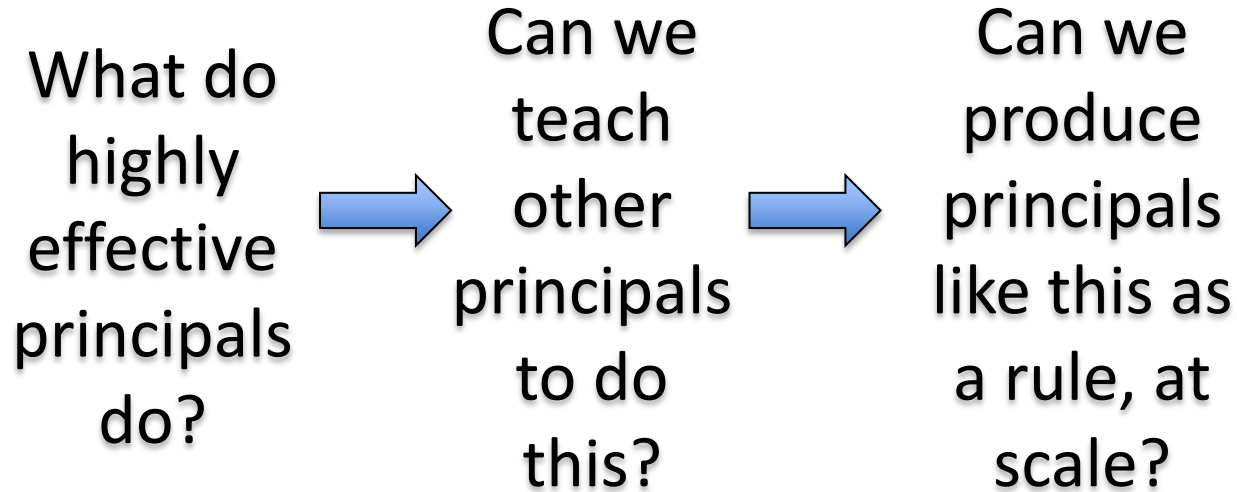
- Our current system of principal development reproduces educational inequity (look at the data)
- Our current systems of educational research fail to disrupt educational inequity at scale
- These results will continue until we disrupt the system of how we prepare and develop principals and other leaders for ECE
- Neither higher ed nor school districts alone can do it

## **Characteristics of Next-Generation Principal Prep/Development Programs**

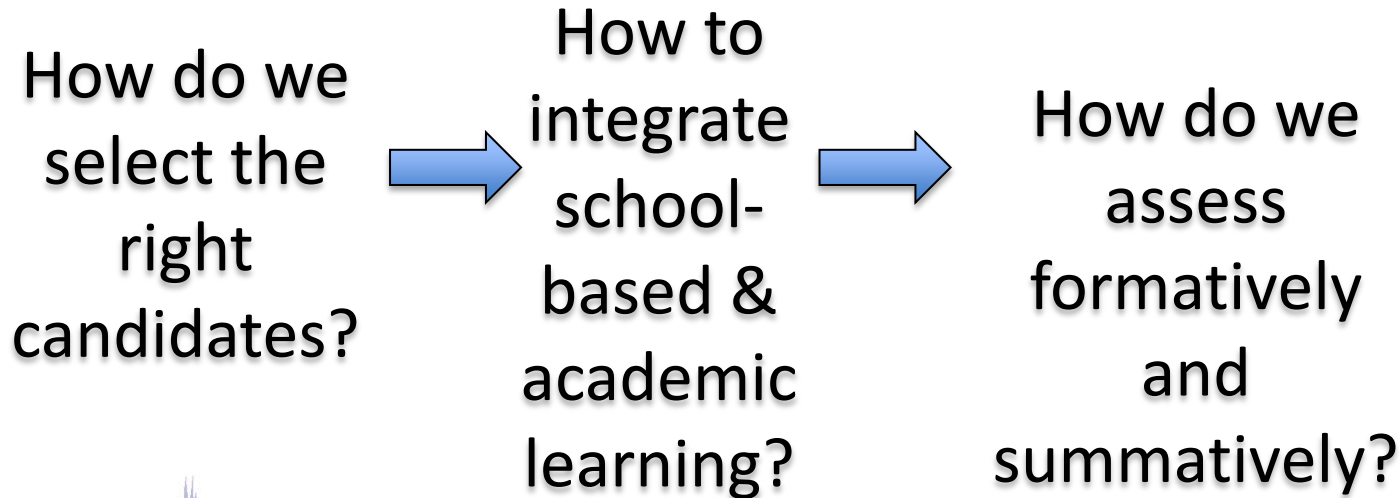
- Results-oriented focus on principal impact on schools
- Partnerships with districts that invest resources
- Highly selective admissions to structured cohorts
- Full time, intensively coached, site-based learning (residencies, internships)
- Integration of academic and practical learning
- Structured post-licensure support to accelerate early-career development and success
- (All of these established 100 years ago in medical ed)



## Vision: Inquiry into practice



**Central Problem of Practice: What would it take to produce transformative principals at scale? Subproblems include:**



## Starting points at UIC, 2002: Four organizing principles

Primary outcomes:  
PreK-12 student as  
“the Client”

Partnership with  
Chicago Public  
Schools

Continuous  
improvement for  
school leadership

Data on progress  
and performance



## Four core design elements

Selective admissions: who will “deliver”?

3 years of leadership coaching

1-Year residency: partnership core

Practitioner inquiry in capstone study





## Commitment to more disciplined improvement: 2012-present

Program redesign  
and continuous  
improvement

Research and  
measurement  
capacity

Collaboration of  
faculty, coaches,  
district partner

Carnegie Foundation  
as network partner



**UIC program completers  
placed as school leaders  
since 2003**

**94% (UIC Principals & APs)**

**77% (UIC Principals)**

**15% (Illinois avg.)**



## Continuous Improvement/Encouraging results

- Improved school performance on CPS indicators
- 110 current CPS leaders at school & district level are UIC program grads: CEO, Principal Supervisors, Chiefs of ECE and Language & Culture, Principals, APs.
- National recognition: Council of Great City Schools, UCEA, Bush Institute, PBS, U.S. News, etc.

## Is the Chicago example useful?

First, how many effective schools would you have to see to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background.

(Ron Edmonds, 1979)



## 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 about their 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.<sup>[L]</sup><sub>[SEP]</sub>
- **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.



## The Key Leadership Challenge

- **Learning to build organizational capacity for continuous improvement of instruction in every P-3 classroom**
- **Forman, Stosich, Bocala (2017) *The Internal Coherence Framework*.**
- **Bryk, Gomez, et al (2015) *Learning to Improve: How America's Schools Can Get Better at Getting Better* Harvard**

# Next edge for improvement: Leadership of high-churn urban schools

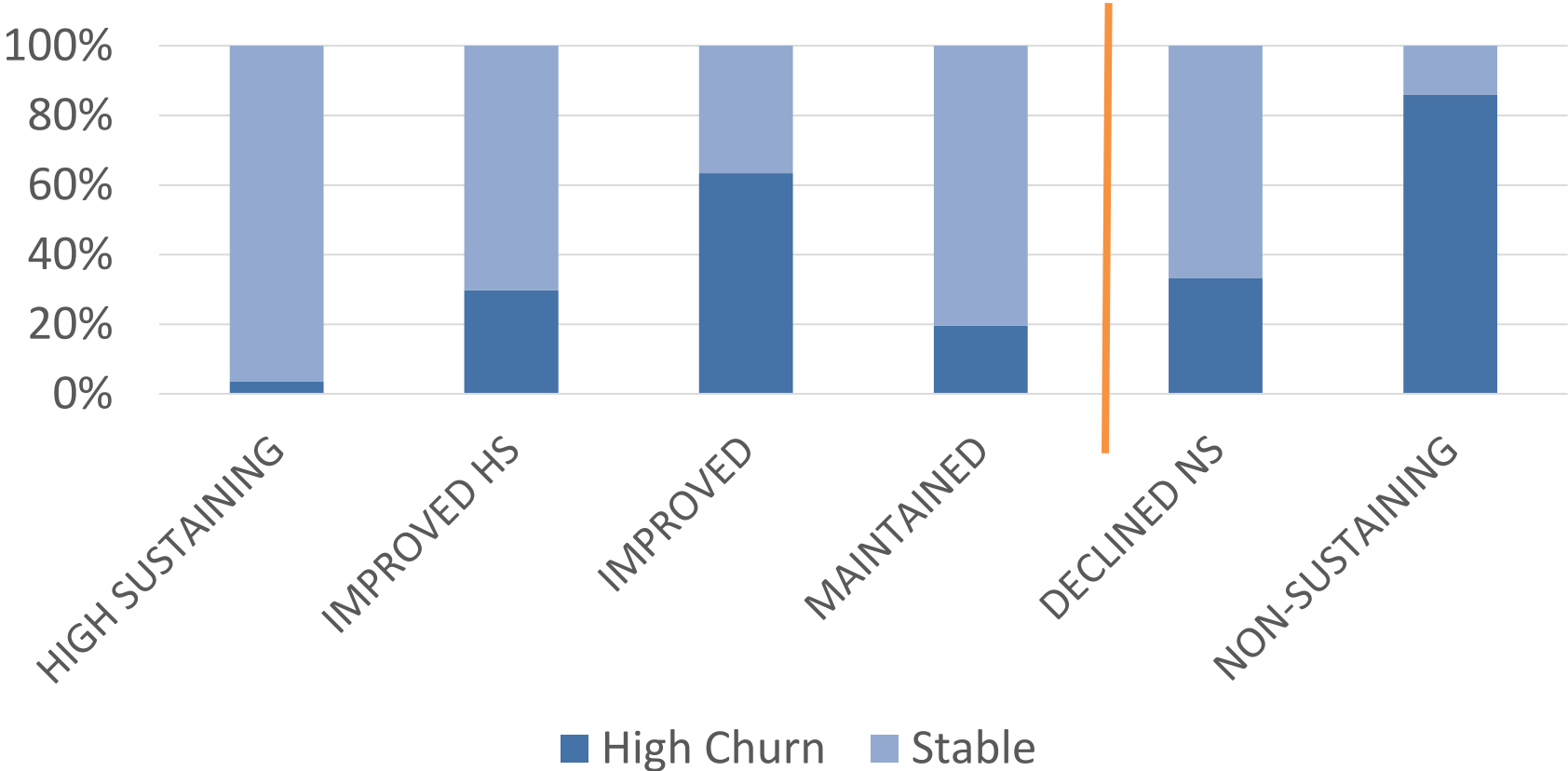


## Factors in Educational Experience

INDICATORS	STABLE (median)	DIFFERENCE	HIGH CHURN (median)
Mobility	7%	3.4 times	24%
Chronic Truancy	15%	2.7 times	41%
Homeless Students	2%*	5 times	10%



# 5-YR ACCOUNTABILITY CHANGES



# High-Churn Schools as the Highest Need Schools

Where do we start? Lessons from Chicago include:

Early Childhood Education leadership

- Building organizational and instructional capacity
- Focus on literacy and mathematics learning
- Leadership learning for:
  - Early childhood education
  - Adult learning through teacher leadership
  - Cycles of inquiry and continuous improvement

# A Short Bookshelf of Resources for Early Childhood Leaders (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](http://www.nap.edu))
- **Ericsson, A.** (2016) *Peak: Secrets from the New Science of Expertise*. Houghton Mifflin.
- **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.

## 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: 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.
- **Dewey, J.** (1936) *Experience and Education*. Kappa Delta Pi.
- **Takanishi, R.** (2016). *First Things First! Creating the New American Primary School*. New York: Teachers College Press.
- **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, Gomez, et al (2015)** *Learning to Improve (again)*. Harvard.
- **Donaldson, G.** (2008) *How Leaders Learn: Cultivating Capacities for School Improvement*
- **Forman, Stosich, Bocala** (2017) *The Internal Coherence Framework*.
- **William, D.** (2016) *Leading for Teacher Learning*





**Steve Tozer**

**UIC Center for Urban Education Leadership  
Dr. Shelby Cosner, Director**

**[urbanedleadership.org](http://urbanedleadership.org)**

**[stozer@uic.edu](mailto:stozer@uic.edu)**



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