

Sustainability in School Based Reform: A Case Study in Leadership and Learning

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The Purpose of the Study

- Examine School Based Reform Initiatives
- Sustainable Leadership (Hargreaves, 2003, 2006, 2007)
- Organizational Capacity of Professional Learning Communities (Martin-Kniep, 2004, 2008)
 - Evidence of each framework
 - Perceptions of Impact of Initiatives
 - Perceptions of Sustainability of Initiatives 7
 - Perceptions of Impact on Professional Learning Communities and Organizational Capacity

Background

- **Innovation Over Time Study** (Hargreaves and Fink, Hargreaves & Goodson)
 - Sustainability Principles
 - Sustainability Action Principles
- **Professional Learning Communities** (Martin-Kniep)
 - Dispositions of Practice are nested within the Sustainability Framework as a model for Professional Learning Communities as described and endorsed by Hargreaves.

Innovation Over Time Study

- The role of professional learning communities is described in the Hargreaves and Fink (2006) framework as a focal element of sustainable reform. The findings from the framework are grounded in a longitudinal study on innovative schools and sustainability principles over time (Hargreaves & Fink, 2006, Hargreaves, 2007). Hargreaves and Goodson (2006) report on the research findings based on interviews, observations and archival data studying perceptions and experiences related to innovation in eight high schools from the 1970's through the 1990's building a theory of sustainable change. The schools in the study where innovation was sustained over time were schools with professional learning communities.

Capacity for Professional Learning by Developing Dispositions of Practice

- Martin-Kniep's work (2008) describes dispositions of practice for individuals and organizations that she believes support an organization's capacity for professional learning and the development of capacity building professional learning communities.

Sustainable Leadership Principles

- Depth
- Endurance
- Breadth
- Diversity
- Justice
- Resourcefulness
- Conservation

Depth – Leadership that matters

Endurance – Leadership that lasts

Breadth – Leadership that spreads

Justice – Leadership does no harm to and actively improves

Diversity – Leadership promotes cohesive perspective

Resourcefulness – Leadership that develops and does not deplete material and human resources.

Conservation – Leadership honors and learns from the best of the past to create an even better future.

Foundational Principles

Depth – *Leadership that matters*

Leadership that preserves, protects, and promotes in education that is itself sustaining as an enrichment of life: the fundamental moral purpose of deep and broad learning for all in commitments to and relationships of abiding care for others.

Endurance – *Leadership that lasts*

Leadership which preserves and advances the most valuable aspects of learning and life over time, year upon year, from one leader to the next.

Breadth – *Leadership that spreads*

It sustains as well as depends on the leadership of others. In a complex world, no one leader, institution or nation can or should control everything. Sustainable leadership is distributed leadership, which is both an accurate description of how much leadership is already exercised across a classroom, school, or school system and an ambition that encompasses what leadership can, more deliberately, become.

W
Levin

Dispositions of Practice

- Commitment to Understanding
- Intellectual Perseverance
- Courage and Initiative
- Commitment to Reflection
- Commitment to Expertise
- Collegiality

- (See Definition of Terms Handout)

math + math

Focus

Open?

WK ^{no} emphasis

Statement of the Problem

- Sustainable leadership practices are often abandoned in the face of current trends of standardization and sanctions connected with external accountability measures and the dependency on formal leaders, where there is significant turnover, with little attention given to the need for structures which support collaboration and inquiry (Seashore Louis, 2006).

Younis

Research Questions

- What sustainable leadership principles are evident in each of the initiatives under investigation?
- What dispositions of practice for professional learning communities are evident in each of the initiatives under investigation?
- How do leaders perceive the impact of the initiative on instructional practice?
- How do leaders perceive the ways in which the initiative is sustainable?
- Ancillary question: What evidence of the Action Principles is there in each initiative?

what exists?

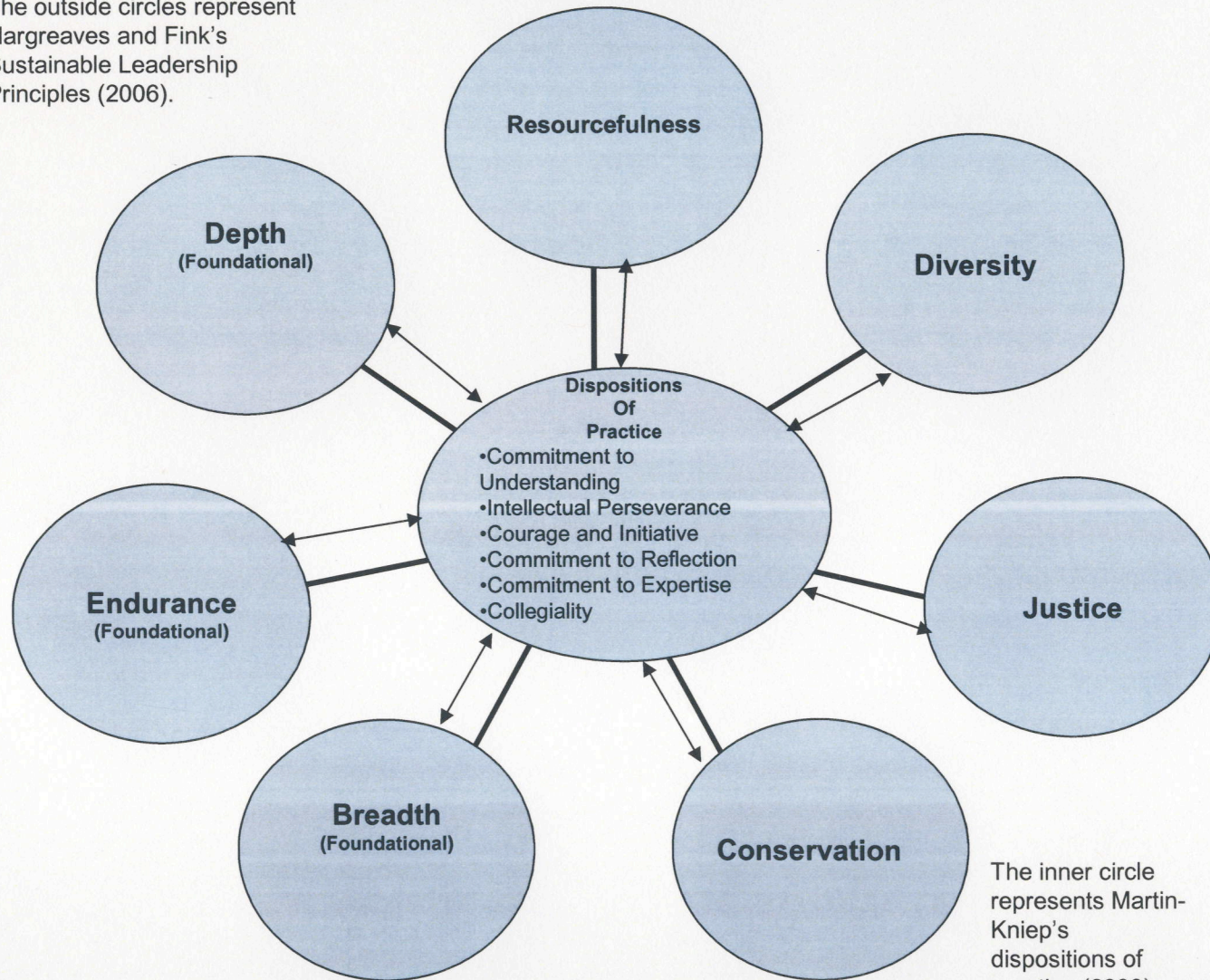
→ Harfmanns
correspondence

Significance of the Study

- The study of sustainable leadership and dispositions of practice through the analysis of contextualized initiatives may allow the leaders in the study and others to determine ways in which they are using available energy and resources toward improving learning for all students.

Conceptual Rationale

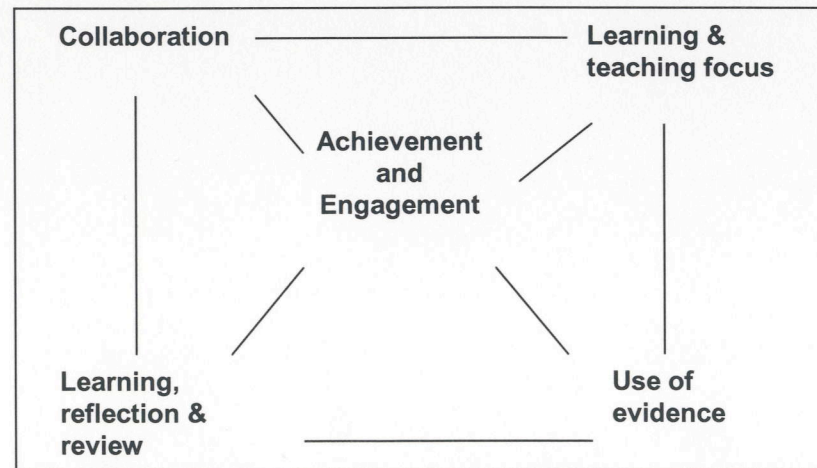
The outside circles represent Hargreaves and Fink's Sustainable Leadership Principles (2006).



The inner circle represents Martin-Kniep's dispositions of practice (2008).

Professional Learning Communities

Hargreaves model of professional learning communities



APA Science

Methods

- Qualitative research techniques.
- Focus group with all of the leaders in the study.
 - Broad questions about sustainable leadership and professional learning communities
- Interviews with leaders
- Focus group & interview recorded for transcription, coding, and analysis.
- Archival data such as information from the district websites, published information regarding the initiatives, background regarding the district and related school improvement plans, and other demographic information will be collected.

n=7

Analysis

- The use of inductive analysis against the conceptual framework will allow the research method to discover if any evidence of either or both frameworks.
- Further the analysis may provide data to inform the framework in the study or its potential uses in the field or questions for future research.

Analysis + Study

Limitations

- Single Interviews from each school
- Archival Limits
- Generalizability of Case Study

REVIEW OF THE LITERATURE

- **Change Process**
 - (Dewey, Schön, Schein)
- **School Reform Initiatives**
 - (Hopkins, Fullan, Heifetz, Elmore)
- **Sustainability**
 - (Hargreaves, Fink, Goodson, Spillane, Gronn, Senge)
- **Professional Learning Communities**
 - (Bandura, Hord, Newman & Whelage, Newman & King, York-Barr, Martin-Kniep, Leithwood)

Initiatives

	Data Driven	External Training	Internal Training	Site-Based Decisions	Formal Initiative Evaluation	Student Achievement Focused	Discourse about Instruction	Collaborative Lesson/Unit Design
Lesson Study	X	X	X	X	X	X	X	X
Literacy Collaborative	X	X	X		X	X	X	X
Math Coaches	X	X	X		X	X	X	
TC Reading Writing Project	X	X	X		X	X	X	X
Student Portfolio	X	X	X	X	X	X	X	X
Collaborative Supervision	X		X	X		X	X	
Smaller Learning Communities	X	X	X	X	X	X	X	X



Settings & Subjects

Leader	Role	Initiative	Length of Training	Years in School	Type of School
1	Department Coordinator	Lesson Study			Middle School
2	Principal	Literacy Collaborative			Elementary
3	Assistant Superintendent	Reading Writing Project			Elementary
4	Principal	Math Coaches			Elementary
5	Teacher Leader	Smaller Learning Communities			High School
6	Principal	Student Portfolios			Elementary
7	Principal/ Assistant Superintendent	Collaborative Supervision			Special Act School

Data Analysis Procedures

- Patterns, Themes, & Discrepancies
- Data Base
- Each Framework
- Commonalities, Differences, & Unique Features

Focus Group Protocol

- Broad Questions
- Purpose of the group
 - Leadership
 - School Reform
 - Student Learning

Interview Protocol

- Sustainable Leadership and Principles
- Sustainable Leadership Actions
- Professional Learning Communities
- Perception of Impact on Instruction
- Perception of Sustainability

(see interview protocol handout)

Interview Questions and Research Questions

Research Question 1 Sustainable Leadership	Research Question 2 Dispositions of PLC	Research Question 3 Perceived Impact on Instruction	Research Question 4 Perception of Sustainability	Ancillary Question Evidence of Action Principles
1., 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.1a, 5.2, 6.1, 6.2, 7.1, 7.1a, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4	9, 10, 11, 12, 13, 13.1, 14, 14.1, 15, 15.1, 16, 16.1	2.2, 3.2, 3.3, 6.1, 7.2, 7.21, 7.4, 8.1, 8.2, 8.4, A.1, A.2, A.3, A.4, A.5, 9, 10, 11, 12, 13, 13.1, 14, 14.1, 15, 15.1, 16, 16.1	1, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.1a, 5.2, 6.1, 6.2, 7.1, 7.1a, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4	A, A.1, A.2, A.3, A.4, A.5

Sustainable Leadership and Dispositions of Practice

based on Hargreaves recommendation

- Aspires to Sustainable Leadership and does not Practice Dispositions

- Aspires to Sustainable Leadership and Practices Dispositions

- Does not aspire to Sustainable Leadership and does not Practice Dispositions

- Does not aspire to Sustainable Leadership and Practices Dispositions

“From the standpoint of sustainability, the heart of the purpose ought to be learning – something that is itself sustaining – and not just any learning, but learning that matters, spreads, and lasts a lifetime” (Hargreaves and Fink, 2006).