Policy, School Administration, & The Technical Core: The Local Infrastructure & Practice Challenge

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The Distributed Leadership Studies
http://www.distributedleadership.org

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Changing Educational Sector

- Local, state, and federal policymakers focus on instruction.

- Policy discourses and texts press for –
  - standardization
  - test-based accountability
  - monitoring and measuring individual & organizational performance using student achievement tests

(Fuhrman, Goertz, & Weinbaum, 2007; Mehta, under review; Rowan, 2006)
Changing Policy, Changing Local Practice?: The Good, the Bad, & the Ugly

• Re-classify students to shape the student testing pool (Abedi, 2004; Cullen & Reback, 2006; Robinson, 2011)

• Increase students’ caloric intake on testing days (Figlio, 2002)

• Run test prep drills (Diamond & Spillane, 2004)

• Redirect resources to math and reading (Ladd & Selli, 2002)

• ‘Bubble kids’ (Booher-Jennings, 2005)
A View from the Past

• Classroom instruction loosely coupled or decoupled from:
  • the school’s formal structure
  • policy

• School administration buffering classroom instruction from external scrutiny

(Bidwell, 1965; Meyer & Rowan, 1978; Weick, 1976)
“Everybody did absolutely their own thing as far as literacy. Some people used the Basal series ... we had different Basal series going in the building. A lot of people were going to a literature-based instruction. Nobody ever talked to each other. It was just - everybody went into their own room, closed the door and did their own thing.” (Baxter teacher)

“There may be four classes at a grade level and they did not even talk. They did not have a clue at what was going on in each other's classrooms ...” (Adams Principal)

“When I first started in 1991 [the principal] was very, very laid back, and we had a lot of creative teachers in this school, and you pretty much were able to do what you needed to do and use your creativity and kind of go with your own flow more or less.” (Kosten teacher)
Overview of Talk

a) How do school leaders respond to, and work at realigning school administration and instruction with policy and a shifting institutional environment?

b) Reframing a research agenda on school administration.

c) Refocusing and broadening development work on school administration
Framing: A Sense-Making Perspective

- **Sense-making perspective** noticing, bracketing, interpreting

- **Sense-making in practice:**
  - ‘Interactions’ – it is not simply what people “do” that matters, but how they do so “together” (Becker, 1986)
A Distributed Perspective

The Leader-Plus Aspect (who)

- Focuses on who is involved in leadership and management work
- Formally designated leaders and informal leaders

The Practice Aspect (how)

- Practice is central focus
- Practice is generated in the interactions among school staff; attention to interactions, not just actions, is necessary
- Material and abstract aspects of the situation contribute to defining practice by structuring interactions among participants

## Research Approach: Study Sites

<table>
<thead>
<tr>
<th>School</th>
<th>Student Enrollment</th>
<th>Low Income</th>
<th>Black</th>
<th>White</th>
<th>Hispanic</th>
<th>Asian</th>
<th>Limited English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>1,021</td>
<td>97%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Baxter</td>
<td>1,127</td>
<td>66%</td>
<td>7%</td>
<td>47%</td>
<td>22%</td>
<td>24%</td>
<td>38%</td>
</tr>
<tr>
<td>Kosten</td>
<td>1,569</td>
<td>73%</td>
<td>8%</td>
<td>40%</td>
<td>19%</td>
<td>34%</td>
<td>48%</td>
</tr>
<tr>
<td>Kelly</td>
<td>261</td>
<td>90%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
## Research: Data Collection

<table>
<thead>
<tr>
<th>School</th>
<th>Interviews</th>
<th>Observations of Organizational Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams</td>
<td>93</td>
<td>39</td>
</tr>
<tr>
<td>Baxter</td>
<td>48</td>
<td>25</td>
</tr>
<tr>
<td>Kosten</td>
<td>62</td>
<td>56</td>
</tr>
<tr>
<td>Kelly</td>
<td>16</td>
<td>11</td>
</tr>
</tbody>
</table>
Phase 1: in-depth school cases

Phase 2: closed coding of interviews using HyperRESEARCH (e.g., organizational routines, roles and responsibilities, policy)

Phase 3: closed coding of field-notes & meeting transcripts using NVivo (e.g., technical core, policy)

Phase 4: open and closed coding of 22 meeting transcripts from Adams School (e.g., policy, professionalism, social tactics). (Kappa ranged from 0.70 to 0.95)
## Coding Manual Example: Phase 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asserting In-Group Membership</td>
<td>Include any examples of people finding ways to join with actors or groups in order to reorder preferences and develop new collective identities from ‘inside.’</td>
<td>“…You know something? When I was in the classroom, and I’m not far removed because I can go back to the classroom any day and I don’t have a problem with it because I love it… but when I was late and wasn’t here early enough to plan my whole day was just messed up…”</td>
</tr>
</tbody>
</table>
School leaders worked at aligning their school’s formal organizational structure with government policy and with instruction by (re)designing organizational routines.

School leaders designed these organizational routines, in both form and function, to promote standardization, accountability, & monitoring of instruction.
Organizational Routines

- **Organizational Routines**: “repetitive, recognizable patterns of interdependent actions carried out by multiple actors” (Feldman & Pentland, 2003)

- **Ostensive Aspect**: ideal form – general idea or script of the routine

- **Performative Aspect**: routine in practice in particular places, at particular times

- Concerns about the organizational routine construct – rigid, mundane, mindless, explicitly stored (Cohen, 2007)
The Five Week Assessment

• “We were just kind of casually saying that for the majority of teachers they all work very hard, but some of them get very low results when it comes to these achievement tests … So this [Five Week Assessment] was a way to find out ‘Are they learning?’” (Literacy Coordinator, 10/23/00)

• “The [standardized] tests … didn’t give us much information about what we could do to improve our scores because we received the results well after we could do anything about it. We thought that a more frequent assessment … would tell us where the children were” (Literacy Coordinator, 5/15/00)

• The Five Week Assessment enabled teachers to see “assessment as a tool for letting them know what they need to work on in the classroom. That was the goal.” (Principal Williams)
Step 1. Literacy Committee Identifies Needs & New Directions

Step 2. Literacy Coordinator Plans Five Week Assessment Schedule

Step 3. Literacy Coordinator Develops Assessments

Step 4. Literacy Coordinator and Assistant Copy and Distribute Assessments to Teachers

Step 5. Teachers Administer & Return Assessments to Literacy Coordinator

Step 6. Literacy Coordinator and Assistant Score Assessments

Step 7. Literacy Coordinator and Assistant Compile and Analyze Scores

Step 8. Literacy Coordinator Shares Scores with Administrators and Teachers & Plan Future Assessments

Five Week Assessment: Ostensive Aspect
The Five Week Assessment

“We’re still doing the Five Week Assessment, once that assessment is completed and graded and has been graphed and given back to the teachers, then we come back together with the teachers, with the grade levels and talk about the progress that was made. This last, well the 15th week results were not as well as we expected. … So we had a meeting with every grade level and we just talked about the results of the test” (Principal Robinson, 2002)
## Organizational Routines at Adams School

<table>
<thead>
<tr>
<th>Routine</th>
<th>Functions</th>
<th>Tools</th>
<th>People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five Week Assessment</td>
<td>- Formative evaluation</td>
<td>- Standardized Tests</td>
<td>- Language Arts Coordinator</td>
</tr>
<tr>
<td></td>
<td>- Teacher Accountability</td>
<td>- Standards</td>
<td>- Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>- Monitor Instruction</td>
<td>- Student Assessments</td>
<td>- Principal</td>
</tr>
<tr>
<td></td>
<td>- Teacher Development</td>
<td></td>
<td>- Teachers</td>
</tr>
<tr>
<td>Breakfast Club</td>
<td>- Teacher Development</td>
<td>- Research Articles</td>
<td>- Language Arts Coordinator</td>
</tr>
<tr>
<td></td>
<td>- Build Professional Community</td>
<td></td>
<td>- Principal</td>
</tr>
<tr>
<td>School Improvement Planning (SIP)</td>
<td>- Identify Instructional Priorities &amp; Resources</td>
<td>- Previous Year SIP</td>
<td>- Administration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- District Guidelines</td>
<td>- Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Test Score Data</td>
<td>- Language Arts Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Teachers (approved LSC)</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>- Teacher Development</td>
<td>- School Protocol, District</td>
<td>- Principal</td>
</tr>
<tr>
<td></td>
<td>- Monitor Instruction</td>
<td>Protocol, District Protocol</td>
<td>- Assistant Principal</td>
</tr>
<tr>
<td></td>
<td>- Accountability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Real Men Read</td>
<td>- Student Motivation and Support</td>
<td>- Books</td>
<td>- Language Arts Co-ord.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assistant Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Principal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Community Members</td>
</tr>
</tbody>
</table>
Designing Organizational Routines

- **Adams School**: Breakfast Club, Grade level meetings, Teacher Talk, Teacher Leaders, Five-Week Assessment, Literacy Committee, and Mathematics Committee

- **Baxter School**: Cycle Meetings, Leadership Team Meetings, Literacy Committee, Math/Science Committee

- **Kosten School**: Report Card Review, Grade Book Review, Lesson Plan Review, Faculty Meetings, Grade Level Meetings

- **Kelly School**: Skill Chart Review, Professional Development
Designed vs. Lived Organization

**Designed**
- formal positions, organizational routines as represented in formal documents and accounts

**Lived**
- organization as experienced in day-to-day life of organizational members
School leaders created organizational routines with which and within which they worked at recoupling policy and instruction.

Policy featured both indirectly and directly in the performance of organizational routines as:

- School staff performed locally designed routines that more or less mirrored external policy in form and function
- Staff negotiated with policy in making key decisions for instruction in performance of organizational routines
## Organizational Routine by Topic, by Grade

<table>
<thead>
<tr>
<th>Topic</th>
<th>Adams</th>
<th>Baxter</th>
<th>Kosten</th>
<th>Kelly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>72%</td>
<td>67%</td>
<td>80%</td>
<td>73%</td>
</tr>
<tr>
<td>Instruction</td>
<td>100</td>
<td>88</td>
<td>93</td>
<td>82</td>
</tr>
<tr>
<td>Instruction &amp; Policy</td>
<td>72</td>
<td>67</td>
<td>73</td>
<td>73</td>
</tr>
<tr>
<td>Language Arts</td>
<td>62</td>
<td>62</td>
<td>24</td>
<td>46</td>
</tr>
<tr>
<td>Math</td>
<td>36</td>
<td>10</td>
<td>17</td>
<td>36</td>
</tr>
<tr>
<td>Science</td>
<td>17</td>
<td>10</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>
First I would like to say congratulations to grade levels—all grade levels made some improvements from the Five Week Assessments to the Ten Week Assessment which is a reflection of your time and commitment to getting students to learn … Third through fifth [grade students need to work on their] abilities to write descriptive words … Probably lacking in vocabulary, ability to pick out details from the story. [Grade Level Meeting]

They [students] did a good job identifying the problem and solution of the story … Which leads me to middle school. Problem and solution didn’t always match … this is truly a concern … Little trouble determining the important information in the story. Questions most missed were vocabulary questions … I have a packet with lessons on teaching vocabulary. I’ll pass it around and if you want me to make you a copy, put your name on the green sticky note [Literacy Committee Meeting, Field Notes, 11/06/00]
Five Week Assessment: Performative Aspect

It [the Five Week Assessment] is first of all so Miss Richards, Miss Andrews and Miss Wilmington can see how the school is doing in general. That’s one of the purposes. And we get an idea of how we’re gonna do on our [state] standardized test. But the main point of the assessments are for teachers; that’s what they’re really for. They’re for you, so you can see what is happening in your classroom and you can see where the students seem to be struggling and you can think about what you need to do and discuss what you need to do to help them. [Grade Level Meeting, 11/01/02]
But what happens with that Five Week Assessment, it helps me to find out exactly what skills in what area I need to work a little harder; focus on a little more. … it gives me a lot of feedback on exactly where the students are the weakest . . . it may be that specific skill [was a challenge] for the school as a whole. And then we target in on that. And then there’s improvement. So those assessments are wonderful … and essential to the students’ progress. [Adams Teacher, 2002]
Ms. Sally then switched the topic of discussion to a *uniformed spelling program* for the grade. She raised the point that it was important for the grade "to be following a sequence for instruction for phonics." Ms. Jill also wants to bring in one of her own favorite books into the curriculum which she claims has a "consistent format which is the most important because the students are missing a range of words. … Ms. Dalia then raised the point that she would be concerned that the grade would not be following the standards of the Illinois State in reference to the [Jill’s] book. [Grade Level Meeting at Baxter, 10/28/99]

Ms. Jones [mathematics teacher leader] remarks, “I don’t too much worry about this one [kind of] question. But now if it’s four or five questions [about the same content on the state test] I target in on that and I make sure my kids know that…” [Annual Kick-off Faculty Meeting at Adams, 8/31/01]
Transforming the formal structure by implementing new organizational routines met with resistance from staff and the ongoing maintenance of these routines required school leaders to appeal to formal authority and to use various persuasion tactics to get teacher cooperation.
Pushback in Practice: The Kosten Case

Mrs. Koh began “Kosten is a good school. The former administration did a good job, but we can’t take it for granted. Society is changing.” She continued, “We are putting those preventative resources in place. Why should we wait for a disaster?” Then she told the teachers, “You’ve got to have higher expectations, … a teacher quickly interjected, “But our scores are going up.” Mrs. Koh responded, “But our students are changing, and we want to insure that everyone is going up.” But then another teacher responded with a different interpretation: “We’re getting more and more kids now with problems at home. There’s no discipline in the household, and I can model things here, but if they don’t get it at home…” (Fieldnotes).

Koh tells them the school needs to do something to improve reading, because their scores are down “1.3” on the IOWA tests. In contrast, the reading scores at the other neighborhood school are at 70, “I have to go over there.” Teacher—“I’ll go with you,” and “They must be teaching to the test” because the two schools are “servicing the same population” (Field notes).
# Authority and Persuasion

<table>
<thead>
<tr>
<th>Tactic</th>
<th>% routines code found in</th>
<th>Total # of code uses</th>
<th>Average code use per routine</th>
<th>% of overall coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aligning</td>
<td>86% (19)</td>
<td>280</td>
<td>12.7</td>
<td>57%</td>
</tr>
<tr>
<td>Other Oriented</td>
<td>64% (14)</td>
<td>199</td>
<td>9.1</td>
<td>40.4%</td>
</tr>
<tr>
<td>Authority</td>
<td>82% (18)</td>
<td>195</td>
<td>8.9</td>
<td>39.6%</td>
</tr>
<tr>
<td>Brokering</td>
<td>73% (16)</td>
<td>154</td>
<td>7.0</td>
<td>31.3%</td>
</tr>
<tr>
<td>Agenda Setting</td>
<td>86% (19)</td>
<td>145</td>
<td>6.6</td>
<td>29.5%</td>
</tr>
<tr>
<td>Asserting In-group</td>
<td>68% (15)</td>
<td>92</td>
<td>4.2</td>
<td>18.7%</td>
</tr>
</tbody>
</table>
Organizations are made up of interdependent components that are more or less responsive to, and more or less distinctive from, each other (Bidwell, 1965; Meyer & Rowan, 1977; Weick, 1976; Orton & Weick, 1990).

Coupling as a process rather than a static feature of [school] organizations (Orton & Weick, 1990; Hallett & Ventresca, 2006)
Reframing Research on School Administration
Instrument Development and Study Operations

• Instrument Development & Validation
  • School Staff Social Network Questionnaire

• Logs of Practice
  • Experience Sampling Method (ESM) Log
  • End of Day (EOD) Log
  • Leadership Daily Practice (LDP) Log

• Constructs, Study Operations, & Measures
Data Collection

- Experienced Sampling Methodology (ESM) Principal Log
  - School principals beeped at random intervals
  - Completed brief survey on PDA when beeped
  - Questions - e.g., Where? What? Who?
  - Six-day period - Spring 2005
  - 42 of 52 principals provide data for multiple days
  - Response rate for 42 = 68%
  - Total number of observations = 2066

- End of Day Log (EOD) Validity:
  - ESM Log
  - Shadow data for five school principals
  - Percent agreement between ESM & Shadow Data ranged from 73% -100%

# Two Studies of School Staff Social Networks

<table>
<thead>
<tr>
<th><strong>“Cloverville” Study</strong></th>
<th><strong>NebraskaMATH Study</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>One urban, midsized district in the southeastern United States</td>
<td>Four districts in Nebraska</td>
</tr>
<tr>
<td>30 participating K-6 schools</td>
<td>2007 &amp; 2008: Ten middle schools in one district</td>
</tr>
<tr>
<td>Survey responses collected in Spring ‘05 and ’07</td>
<td>2010, 2011 &amp; 2013: 82 K-6 schools in four districts</td>
</tr>
<tr>
<td>Principal Questionnaire (PQ) and School Staff Questionnaire (SSQ)</td>
<td>School Staff Questionnaire (SSQ)</td>
</tr>
</tbody>
</table>
Two Studies of School Staff Social Networks

<table>
<thead>
<tr>
<th>“Cloverville” Study</th>
<th>NebraskaMATH study</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005: 89% response rate (1,210)</td>
<td>2010: 89% response rate,</td>
</tr>
<tr>
<td>elementary school staff, ranging</td>
<td>elementary school staff, ranging</td>
</tr>
<tr>
<td>from 66% to 100%.</td>
<td>from 82% to 100%.</td>
</tr>
<tr>
<td>2007: 83% response (1,194)</td>
<td>2011: 95% response rate,</td>
</tr>
<tr>
<td>elementary school staff, ranging</td>
<td>elementary school staff ranging</td>
</tr>
<tr>
<td>from 63% to 100%.</td>
<td>from 93% to 100%.</td>
</tr>
</tbody>
</table>
Social Network Instrument

School Staff Survey

During THIS SCHOOL YEAR, to whom have you turned for advice or information about teaching Mathematics? Please write full first and last names, and give a brief description of that person’s role or position. You do not need to fill all the spaces.

☐ I have not sought advice from anyone.

Name
Jim Spillane
James Pustejovsky
Virginia Pitts
Cindy Sigal

Role
principal
6th grade teacher
math coordinator
roommate - also a teacher
School Staff Social Network Questionnaire: Validity Work

- SSSNQ picks up subject specific interactions
- Under-report unsolicited advice & formal interactions
- Observations of others (as distinct from verbal exchanges) may be under-reported.

School Staff Social Network Questionnaire

Randomization

M/R -> math name generator -> math name interpreter -> RWLA name generator

R/M -> RWLA name generator -> math name generator -> math name interpreter

School Staff

Social Network Questionnaire
### Average Number of Alters Listed by Subject and Treatment Group

<table>
<thead>
<tr>
<th>Subject area</th>
<th>R/M (n = 126)</th>
<th>M/R (n = 138)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>RWLA</td>
<td>3.2</td>
<td>1.9</td>
<td>1.3*</td>
</tr>
<tr>
<td>Math</td>
<td>1.5</td>
<td>1.7</td>
<td>-0.2</td>
</tr>
<tr>
<td>Total</td>
<td>4.7</td>
<td>3.6</td>
<td>1.1*</td>
</tr>
</tbody>
</table>

Central Actors

Color corresponds to staff role

- Red: Reading/Writing/Language Arts
- Green: Math
- Blue: Science
- Orange: Social Studies
- Yellow: Special Education
- Cyan: 6th Grade
- Pink: Special Subjects
- Gray: Administration
Central Actors

Color corresponds to staff role

- Red: Reading/Writing/Language Arts
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M² Math Coordinator
Study Operations

- $M^2$ Math teachers

- $M^2$ Math teacher/coordinator

- Self-contained teacher

- Math teacher
On average, schools had

- 12.6 formal leaders (range 6 to 19)
- 3.3 full-time formal leaders (range 1 to 8).

Variation in instructional ties directed toward full or part-time leaders:

- 17% to 86% of all ties for mathematics
- 19.7% to 100% of all ties for language arts (LA)

Formal leaders (full-time or part-time):

- Significantly higher betweenness than teachers in LA (.020, .011; p < .001) and in mathematics (.021, .009; p < .001).

Part-time leaders had significantly higher betweenness scores in mathematics than full-time leaders (.024, .011; p < .001).
Network Selection Modeling: Multilevel p2

The level 1 model is:

\[
\log \left( \frac{p[\text{advice}_{ij} = 1]}{1 - p[\text{advice}_{ij} = 1]} \right) = \alpha_j + \beta_i + \delta_1 \text{(Prior relationship)}_{ij} + \delta_2 \text{(Same race)}_{ij} + \delta_3 \text{(Same gender)}_{ij} + \delta_4 \text{(Common grade taught)}_{ij} + \delta_5 \text{(Difference in professional development)}_{ij} + \delta_6 \text{(Reciprocity: advice}_{ji} )
\]
The level 2 model is:

Level 2a ($j$: provider effect)
\[ \alpha_j = \gamma_0^{(\alpha)} + \gamma_1^{(\alpha)} \text{New teachers}_j \]
\[ + \gamma_2^{(\alpha)} \text{Multiple-grade teachers}_j \]
\[ + \gamma_3^{(\alpha)} \text{Formally designated leaders}_j + u_{0j} . \]

Level 2b ($i$: seeker effect)
\[ \beta_i = \gamma_0^{(\beta)} + \gamma_1^{(\beta)} \text{life/career stage}_i \]
\[ + \gamma_2^{(\beta)} \text{Professional development}_i + v_{0i} . \]
Formal Organizational Structure & Advice & Information Seeking Behavior

• Prior tie strongly associated with having a current tie.

• Formal leaders more likely to provide advice or information (positive provider effect of formal leader position, 1.28)

• Teachers in the same grade were more likely to receive or provide advice or information (positive dyadic effect of same grade 3.02)

• Teachers more likely to receive advice about a subject from teachers who reported more PD in that subject (negative dyadic effect of difference in PD of -0.35).

• Teachers who reported more PD in a subject were more likely to receive advice and information in that subject (positive receiver effect of PD, 0.88)

Formal Math Teacher Leader

2010: No Math Leader

2011: Full-Time Math Coach
“[Emily] really wasn’t our facilitator [last year] though, she was, she was my co-worker, just a third grade teacher. I mean I knew she had a wealth of knowledge, I just wasn’t in [her classroom] at the time when she was teaching math. But um, now that she’s moved into this math facilitator position, that’s different…She’s been trained in it. And, she’s gone to school for it and she’s a great coach, she knows a lot about math and I just trust her that she has a lot of, a wealth of knowledge on it … She’s the go-to person.”

[Angie, Special Education teacher]
Informal Math Teacher Leader (Marked by Specialized Training)

2010: No Math Leader

2011: Primarily Math Participant
Training Serves as a Marker of Experience

Paula: Why would you say you talk to John?

Karen (1<sup>st</sup> grade): Because he’s a second grade teacher....He’s kind of become kind of a math person to see because he’s taken this extra training that nobody else in the building has done, and I know that he’s interested in math so, he’s just one that I’ve gone to that I know focuses very heavily on, I like his beliefs and the way that he has his room set up and the way that he carries himself.
A Task

- Imagine you are introducing a new program to teach reading across the curriculum/disciplines in Pink Hamlet and Fern Hill High Schools. Examine the curriculum advice networks in the two high schools.

  - What patterns do you notice that might be relevant to your program implementation efforts?

  - Identify two differences between the two schools that you would consider in your implementation efforts.

  - How would your implementation efforts differ from Pink Hamlet compared with Fern Hill High School?
School Leadership & Management Development
Development

• System and organizational [infra]structure
  ▪ designing infrastructures to support instruction and its improvement
  ▪ preparing school leaders to diagnosis and design

• School administrative practice and the resources that enable it
  ▪ Getting at the the micro processes of administration – school administrative practice –while not losing sight of macro structures

• Beyond the school principal to other formal leaders (full- and part-time)
Diagnosis and Design

**Diagnosis** = identify nature or cause of something

**Design** = shaping objects to purposes
Role of Research in Development

- Providing *regular* and *structured* feedback to research sites on our research findings
  - Engage study participants in diagnostic and design work, using their own data
  - Challenges – human subject protection, research design

- Modules for Developing School Administrative Practice
  - A Distributed Perspective – leadership teams, a focus on practice
  - Research findings inform module design
  - Diagnostic and Design Activities developed around cases
  - Translating theoretical and conceptual frames for practitioner use
Developing Leadership Through Organizational Routine Design and Redesign

• Developing leadership & management practice by redesigning organizational routine.
  • developing practice in situ
  • developing teams of leaders rather than individuals
  • anchored in teaching and learning

• Developing leadership and management by designing new organizational routines
  • ‘Kernel’ Organizational Routines

‘Kernel’ Organizational Routines

• Propagate and seed new forms of school practice

• Key characteristics:
  • focused on teaching and student learning
  • anchored in both designed/intended curriculum and enacted curriculum
  • build common understanding among school staff
  • build trust among staff members
  • enable mutual access to knowledge among staff and build routes for new knowledge to enter the school
  • facilitate tailoring of the routine by school staff to local circumstances thereby open to transformation over time
Tentative Summary

• School leaders transformed their formal organizational structure by (re)designing organizational routines that embedded ‘logics’ - standardization, accountability, monitoring

• In practice, these routine were not purely symbolic, as involved decision-making about substantive technical matters, selectively coupling the technical core with administrative practice and policy

• School leaders worked at getting teacher cooperation by appealing to formal/positional authority and by using various social tactics to persuade teachers
Ongoing Work

- **Learning Leadership Study**: Randomized trial involving the Learning Walk® Organizational Routine to study whether and how administrative practice is changed through implementation of an organizational routine.
  
  http://www.learningleadershipstudy.org

- **Principal Policy and Practice Study**: Longitudinal study of two cohorts of new principals over their first two years on the job.
  
  http://www.principalpolicyresearch.org

- Engaging schools and school districts in diagnosing administrative practice and in designing and redesigning their organizational routines.
  
  http://www.distributedleadership.org
Publications and Presentations available online: www.distributedleadership.org


