Hawaii Change Leaders Project
Adaptive Leadership for Reinventing Education

Hawaiian Educational Council
in collaboration with

Change Leadership Group, Harvard University

Agenda

I. The Challenge & Opportunity

II. Project Overview

III. Change Leadership

IV. Perspectives from Principals

V. Questions

VI. Video

I. The Challenge & Opportunity

The Leadership Challenge

"*The quality of leadership in our schools has seldom mattered more...principals and superintendents have the job not only of managing our schools, but also of leading them through an era of profound social change that has required fundamental rethinking of what schools do and how they do it.*"

- Arthur Levine
President, Teachers College Columbia
"Educating School Leaders" March, 2005

The Opportunity

Hawaii is ready...

- Statewide system and diverse population make Hawaii a "natural lab" for systemic, scaleable change
- Public opinion and political will have made school change a top priority
- Act 51 enables principals to act as agents of school change
- Private sector commitment (e.g., HKL Castle, Roundtable, CAPE, Kamehameha Schools)
- The first places to get this right will serve as <u>national models</u>

Project Phases

- **Phase I: Design** (2005-2006)
  research and develop new leadership program

- **Phase II: Demonstration** (2006-2009)
  demonstrate effectiveness and measure results

- **Phase III: Dissemination** (2009+)

  disseminate locally and nationally

II. Project Overview

The Project Team

- **Hawaii Department of Education**
  Complex Area Superintendents, School Renewal Specialists and Principals of four complexes (21 schools) across the state

- **Hawaiian Educational Council**
  Hawaii nonprofit organization

- **Change Leadership Group**
  Harvard Graduate School of Education

- **3Point Consulting**
  Public interest research and consulting firm

- **Harold K.L. Castle Foundation**
  Private foundation and design phase funder

- **Kamehameha Schools**
  Demonstration phase funder

Participating Complexes

- Cohort I – Konawaena (South Kona) Complex

- Cohort II – Kealakehe (North Kona) Complex

- Cohort III – Kea`au Complex

- Cohort IV – Waimea Complex (Kauai)

Building Capacity for Hawaii

Project Administration

- **Robert Witt – Director**
    - Jennifer Higaki – Coordinator
    - Myrna Medeiros – Comptroller
    - Cynthia Jordan – Communications

Hawaii Faculty

- **Karen Aka – Director**
    - Art Kaneshiro
    - Kyle Shodai

Demonstration Overview

During the 3-year demonstration phase of the program, the project will:

- test and refine the curriculum, pedagogy, and performance standards

- "graduate" a cadre of change leaders

- evaluate their impact on schools and school systems

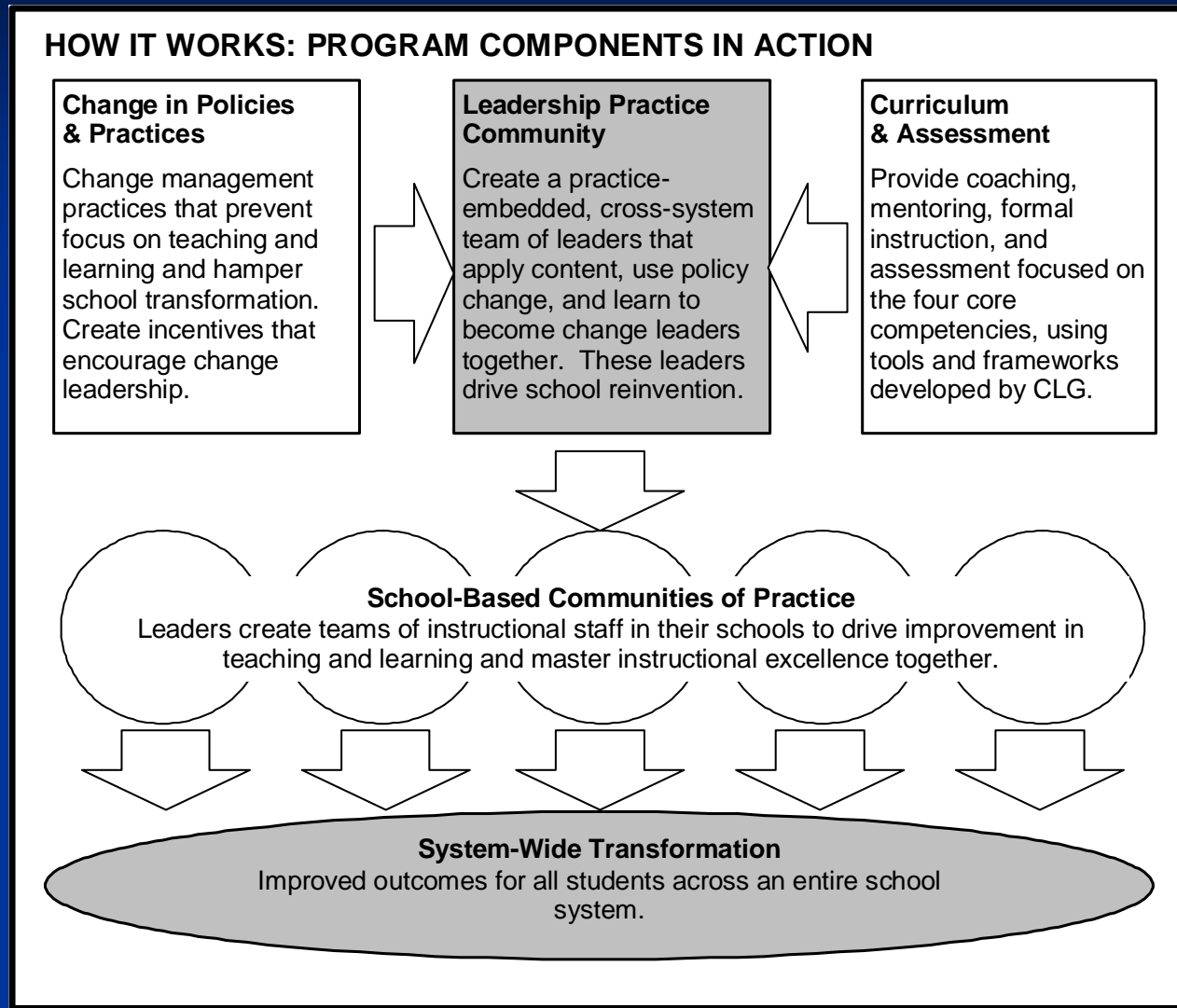- disseminate findings and encourage replication or expansion

How It Works

Process

- Recruit "cohort" of complex leaders (CAS, SRS, Principals)
- Forge cross-complex Leadership Practice Community
- Build competence in 3 areas with tools, coaching and peer support:
  1. Building and maintaining communities of practice
  2. Addressing personal change as part of organizational change
  3. Becoming an excellent instructional leader
- Principals coach teachers and form school-level communities of practice

Outcomes

- Teaching undergoes continuous improvement
- Student learning outcomes improve
- System re-aligns itself to support change leadership

How It Works:
Program Components in Action

HOW IT WORKS: PROGRAM COMPONENTS IN ACTION

Change in Policies & Practices

Change management practices that prevent focus on teaching and learning and hamper school transformation. Create incentives that encourage change leadership.

Leadership Practice Community

Create a practice-embedded, cross-system team of leaders that apply content, use policy change, and learn to become change leaders together. These leaders drive school reinvention.

Curriculum & Assessment

Provide coaching, mentoring, formal instruction, and assessment focused on the four core competencies, using tools and frameworks developed by CLG.

School-Based Communities of Practice
Leaders create teams of instructional staff in their schools to drive improvement in teaching and learning and master instructional excellence together.

System-Wide Transformation
Improved outcomes for all students across an entire school system.

III. Change Leadership

Change Leadership Group

Change Leadership Group
Harvard Graduate School of Education
"reinventing leadership in K-12 education"

- Co-Directors Robert Kegan & Tony Wagner and Lisa Lahey, Richard Lemons, Deborah Helsing and Kati Livingston
- A knowledge and capacity-building organization focused on school and district improvement
- Funded in part by the Bill and Melinda Gates Foundation, works closely with its grantees
- 7 years experience working with districts and schools around the country
- Books: Change Leadership (2005), How the Way We Talk Can Change the Way We Work (2001)

Biographical Information

- **Robert Kegan**
  - Co-Director of the Change Leadership Group
  - Meehan Professor of Adult Learning and Professional Development at the Harvard Graduate School of Education
  - Topic of study: The possibility of continued psychological development in adulthood and its necessity if professionals are to deliver on the complex challenges inherent in 21st century work

- **Lisa Lahey**
  - Associate Director of the Change Leadership Group
  - Topic of study: Adult development within school districts, and tightly connecting individual development with district-wide goals for improved student performance

The Harvard "Change Leadership Group" (CLG) Approach

Highest value entry point for dramatically improving student learning?:

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Highest value entry point for dramatically improving student learning?:

- Continuous focus on the improvement of instruction

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Most effective means of building-up leadership capacity for instructional improvement?:

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Reaching critical mass / Going to scale?:

The Harvard "Change Leadership Group" (CLG) Approach

Highest value entry point for dramatically improving student learning?:

- Continuous focus on the improvement of instruction

Most effective means of building-up leadership capacity for instructional improvement?:

- Leadership Practice Communities (LPCs)

Reaching critical mass / Going to scale?:

- Harvard CLG developing Hawaii CLG Faculty
- 3-year Faculty support > Self-sustaining LPCs

IV. Perspectives from Principals

Encouraging Words

- "The conversations I have with teachers now are really rich, and usually result in some change in practice."

- "The Project has helped me see that the way we interact with people is based on assumptions about ourselves. If we challenge and test those assumptions, it can change our relationship with those people and makes us more effective."

- "Principals in this project are not in compliance mode, they are in learning mode."

- "In my 16 years as a principal, HCLP is the first opportunity I've had to participate in a professional learning community."

Perspectives from Principals

- **Faye Ogilvie**
  - School: Honaunau Elementary School
  - Location: Captain Cook, Big Island
  - Enrollment (2007-08): 137 students
  - Experience as principal: 8 years

- **Jason Yoshida**
  - School: Kekaha Elementary School
  - Location: Kekaha, Kauai
  - Enrollment (2007-08): 308 students
  - Experience as principal: 1 years

V. Questions

VI. Video

For More Information

- **Robert Witt, Hawaiian Educational Council**
  robert@hais.org

- **Karen Aka, Hawaii Change Leadership Project**
  karenaka@hula.net

Hawaii Change Leaders Project
Cohort List

Cohort I – South Kona (Konawaena) Complex
1. Honaunau Elementary – Faye Ogilvie, Principal
2. Hoʻokena Elementary – Lyndia Uchimura, Principal
3. Ke Kula o Ehunuikaimalino – Tim Lino, Principal
4. Konawaena Elementary – Claire Yoshida, Principal
5. Konawaena Middle – Nancy Soderberg, Principal
6. Konawaena High – Shawn Suzuki, Principal

Cohort II – North Kona (Kealakehe) Complex
1. Holualoa Elementary – Lauren O'Leary, Principal
2. Kahakai Elementary – Jessica Yamasawa, Principal
3. Kealakehe Elementary – Nancy Matsukawa, Principal
4. Kealakehe Intermediate – Don Merwin, Principal
5. Kealakehe High – Wilfred Murakami, Principal
6. Kona Community School – Robin Kreuger, Principal

Cohort III – Keaʻau Complex
1. Keaʻau Elementary – Ron Furukawa, Principal
2. Keaʻau Middle – Jamil Ahmadia, Principal
3. Keaʻau High – Ann Paulino, Principal
4. Mountain View Elementary – Sylvia Lee, Principal

Cohort IV – Waimea Complex
1. Eleele Elementary – Liela Nitta, Principal
2. Kalaheo Elementary – Erik Burkman, Principal
3. Kekaha Elementary – Jason Yoshida, Principal
4. Waimea Canyon Middle – Glenda Miyazaki, Principal
5. Waimea High – Larry Kaliloa, Principal

These 21 schools serve roughly 10,600 students total*.

*Based on the enrollment numbers given for each school by the Department of Education's "Official Enrollment Count 2006-07," which can be found at the DOE website.

The Hawai`i Change Leaders Project
Adaptive Leadership for Reinventing Education

A Project of:

The Hawaiian Educational Council
in collaboration with
The Change Leadership Group at Harvard University

April 2006

Executive Summary

The Need

In 1983, the landmark study *A Nation At Risk* reported on a "rising tide of mediocrity" in American schools that threatened "our very future as a Nation." Twenty years of reform efforts followed, including experiments with charter schools, community-based governance, new management techniques and national standards, to name just a few. Yet, two decades of work has produced disappointing results. Basic student competencies have improved minimally or declined, and recent research suggests that our high school graduates are ill prepared for work, citizenship and higher education. We also have a persistent achievement gap that burdens groups of students long marginalized by our school system.

An emerging body of evidence suggests three reasons why reforms have yielded limited progress: (1) they failed to focus on teaching and learning, tinkering with finance, governance, and other areas, but missing the core business of schools; (2) they underestimated the extent to which schools, as organizations, are resistant to change; and, (3) they did not equip Principals, as school leaders, to drive the process of school transformation. On this last point, the evidence is particularly strong: Educational administration programs across the country range from "inadequate to poor" according to a 2005 study by the Teachers College at Columbia University.

The Response

For the past year, the Change Leadership Group at Harvard University (CLG) has worked with school and complex area leaders from South Kona and the nonprofit Hawaiian Educational Council (HEC) to develop a revolutionary new program that tackles the three-part challenge described above. The result is the *Hawai'i Change Leaders Project* (HCLP) – a practice-embedded leadership development program that empowers Principals as drivers of change, building their competence in areas that are key to teaching, learning, and school transformation. At the heart of this new program are four innovative elements:

1. Content focused on the core competencies of change leadership. The program builds leadership capacity in four areas given short shrift by other leadership programs: (1) *Instructional Leadership* – the ability to work with teachers to change classroom practice and improve learning; (2) *Community Leadership* – the ability to work with community members (e.g., parents, leaders, community programs) to support student learning; (3) *Confronting Immunities to Change* – the ability to identify and overcome individual and organizational resistance to change, (4) *Communities of Practice* – the ability to create learning teams within and between schools to support continuous improvement.
2. Practice-embedded delivery through leadership practice communities. Instead of being delivered through off-site seminars, workshops and other conventional forms of 'professional development', these essential competencies are mastered through on-site application, team-based reflection and learning, and coaching by program faculty. Principals and other school leaders form *Leadership Practice Communities* – teams that develop new skills and knowledge together, observe each others' practice, and collectively build their change leadership capacity with guidance from CLG and the

Project's Hawai'i Faculty. The leaders, in turn, create action-learning teams at their schools to drive improvements in teaching and learning.

3. A "merit badge" approach to assessing demonstrated mastery. Participants are assessed using a process modeled after the National Board Certification for teachers, requiring *demonstrated* mastery of core competencies based upon a "portfolio" of their best work. Leadership portfolios include videotapes of teacher and community meetings, 360-degree evaluations of leadership performance, and peer observation.

4. Changes in local policy and management practice to support change leadership. The Project advocates for changes in local policy and management practice that enable newly minted "change leaders" to effectively apply their skills and knowledge. For example, HCLP works to eliminate job requirements that distract Principals from a focus on teaching and learning, and attempts to create pay incentives tied to mastery of change leadership.
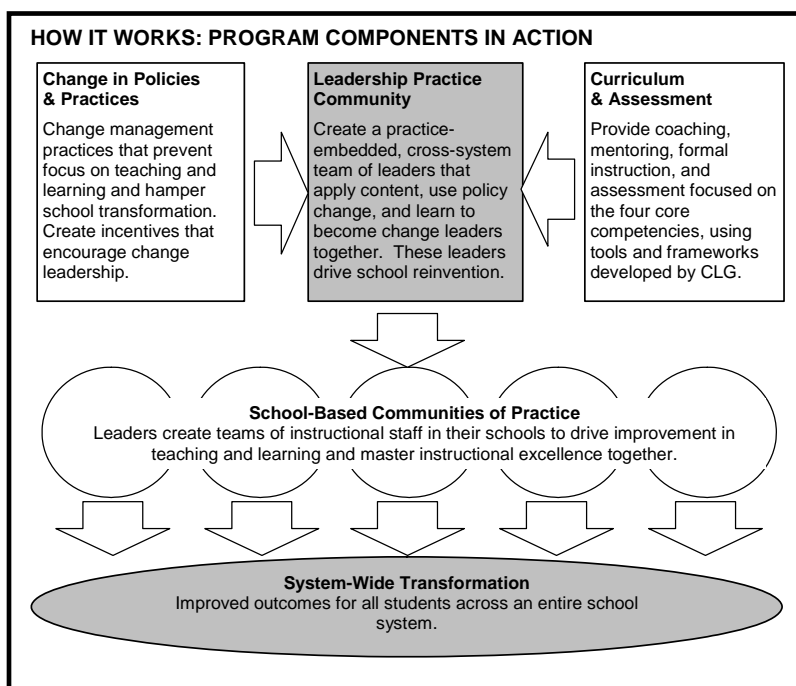
The Demonstration

HCLP will be deployed in four school *complexes* (a high school and its feeder schools) across the state of Hawai'i to demonstrate and evaluate its effectiveness. Hawai'i is, in many ways, an ideal test site for the Project because the diversity of its students and faculty ensure that results will be relevant in a variety of contexts. Hawai'i is also a useful model because its single, statewide school district allows for easy expansion of the program and a test of the program's scalability. Deployment in complexes will take place in six steps:

1. Identify Complex for Deployment. The Project Team (HEC, CLG and the Hawai'i Faculty), with guidance from the DOE, will identify four appropriate school complexes in which to deploy the Program. Complexes will be selected if they have a diverse student body, with a significant portion of Native Hawaiians, and student achievement that is lacking in some respect.

2. Establish Readiness for Participation. Upon selection, school leaders from the target complexes will be approached by the Project Team and engaged in dialogue to gauge their interest and readiness. The school leaders will be introduced to the Project's core concepts, and, if willing, will travel to CLG in Cambridge, MA for a 3-day orientation.

3. Form a Leadership Practice Community. Once participating leaders have been oriented, the Project Team will help complex leaders form a Leadership Practice Community (LPC) – a team of leaders that learns to master change leadership together, on the job. Each LPC will include Principals, teacher leaders, and key central office staff from a school complex.

4. Provide LPC with Coaching and Assessment. The Project Team will provide on-site instruction and coaching to the LPC in the four content areas: instructional leadership, community leadership, overturning immunities to change, and creating/sustaining communities of practice. Portfolios will be used to assess demonstrated mastery rather than traditional test-based assessments.

5. Form School-Based Communities of Practice. Participating school leaders will create Communities of Practice (COPs) in their schools to drive improvement in teaching and learning at the school level. Each COP will include teachers, department heads, and other instructional staff who learn, on the job, to master instructional improvement, just as school leaders used their LPC to master change leadership.

6. <u>Change State & Local Policies to Support Change Leaders.</u> Concurrent with coaching, the Project Team will work to remove local policy barriers and create policy incentives to support change leadership (e.g., advocating for bonuses tied to mastery of change leadership and removing job requirements that distract Principals from improving teaching and learning).

The program will actively operate in a complex for three years, incubating teams of change leaders during that period. Thereafter, complex-based LPCs and school based COPs will continue to operate on their own (without assistance from the Project) as vehicles for continual learning and improvement.

In the first two years of deployment in a complex, an independent evaluation team – led by a qualified Principal Investigator – will evaluate changes in school culture and practice. After the third year, the independent evaluator will conduct a more comprehensive evaluation that examines quantitative changes in student outcomes (including absenteeism, graduation rates, and standardized test results, among other outcomes). Art Levine, President of Teachers' College, Columbia University and author of the most definitive, nationwide evaluation of school leadership programs in the U.S., is the leading candidate for Principal Investigator.

HOW IT WORKS: PROGRAM COMPONENTS IN ACTION

Change in Policies & Practices

Change management practices that prevent focus on teaching and learning and hamper school transformation. Create incentives that encourage change leadership.

Leadership Practice Community

Create a practice-embedded, cross-system team of leaders that apply content, use policy change, and learn to become change leaders together. These leaders drive school reinvention.

Curriculum & Assessment

Provide coaching, mentoring, formal instruction, and assessment focused on the four core competencies, using tools and frameworks developed by CLG.

School-Based Communities of Practice
Leaders create teams of instructional staff in their schools to drive improvement in teaching and learning and master instructional excellence together.

System-Wide Transformation
Improved outcomes for all students across an entire school system.

The Results

By the end of the Demonstration, the Project will have been tested in four complexes, representing 20 schools and 10,000 students – roughly 6 percent of the state's total public school enrollment. The success of the Project will be defined by *significant improvement in educational outcomes* for students in complexes where the program has been deployed for three years. All students, including those who have historically lagged in educational achievement, must experience significant gains for the project to be judged a success.

The strategy for taking HCLP to scale beyond the demonstration does <u>not</u> rely upon continuous expansion or ongoing funding. Rather, once effectiveness is demonstrated, the methods, pedagogy, and curriculum of the Project will be exported to existing leadership training programs, including the State-funded Principals' Leadership Academy. Both the State Superintendent of Schools and the Leadership Academy's Director view this project as the research and development that could define Hawai'i's school leadership development in the future and, given the dire need for change leaders in schools nationwide and the participation of

the nationally-recognized collaborators like CLG, we believe that the project has potential to influence leadership preparation across the country.

The Investment

CLG and HEC will share responsibility for tasks in the first years of the Demonstration. Hawai'i faculty will be recruited and trained in subsequent years, and CLG's involvement will gradually diminish as this local capacity is built. Costs decline over the course of the Project due to initial, non-recurring investments, and as local leaders are trained to assume the role initially played by CLG. The annual cost of HCLP ranges from approximately $860,000 in Year 1 of the Demonstration, decreasing to $640,000 by Year 4. The cost of deploying the Project in a single complex is approximately $300,000 per year for three years.

Senate Committee on Education
Informational Briefing
School Leadership

Department of Education

January 11, 2008

Background Material

As Department of Education
Shareholders

We believe...

All students can and want to learn.

All students deserve an excellent public education.

We value...

Public education.

Continuous improvement and excellence.

A safe and caring learning environment.

Civic responsibility in a democratic society.

We give our students, families and community hope for a better future.

SY 2008-2011 Strategic Plan

Superintendent's Annual Report

Annual Financial Report

http://doe.k12.hi.us/standards/strategicplan.htm

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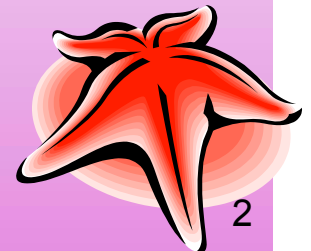
Mission of Public Education/ Department of Education:

To prepare:

- *A literate citizenry for a democratic society*
- *A skilled workforce for tomorrow*

Hawaii's Best Choice!

Think of the "System" as a Starfish

State Offices

Complex Areas

KIDS!

Board of Education

Schools

Community
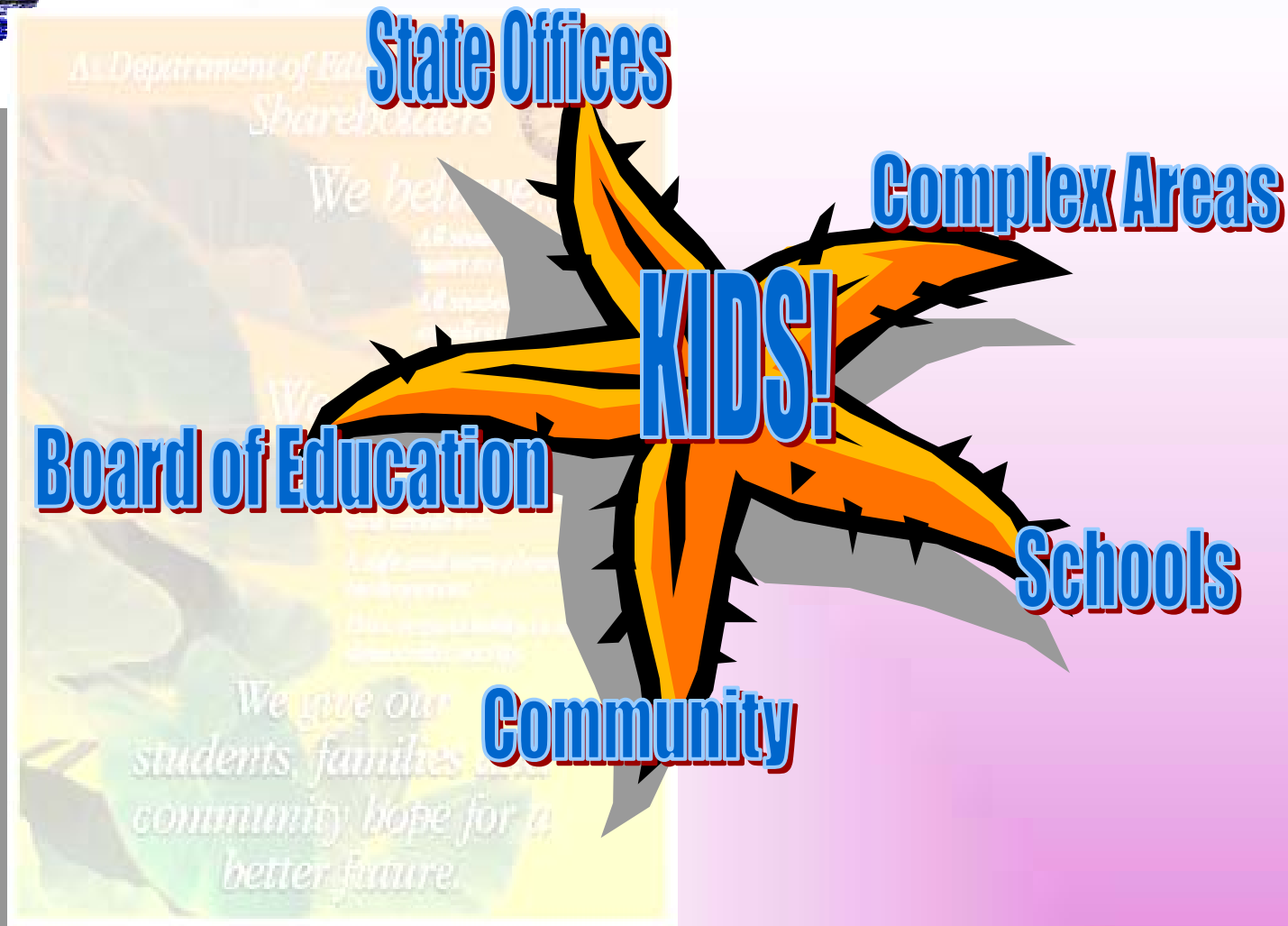
Raising the Bar!!

Basics

All basic literacy skills

Standards Based Education

- **Standards**
- **Assessments**
- **Benchmarks**

Literacy

Highly Qualified Teachers

Transformation

Early Childhood Education

Online Learning Expansion

Highly Qualified / Effective Teachers

Career Pathways

Common Curriculum

Specialty / Signature Schools

American Diploma Project

21st Century Skills

Global Awareness

Economic/ Financial literacy

Civic Literacy

Critical Thinking

Career/ College Ready

Alignment   Increased Rigor Relevance   Achievement
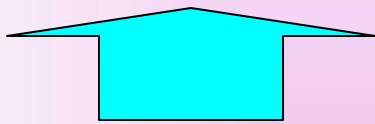
Increasing Student Achievement
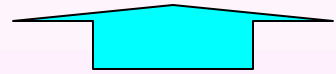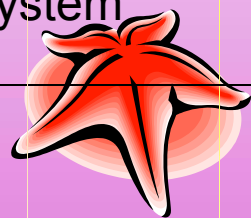
Pathways to School Leadership

Vision

School leaders who understand school and classroom practices that raise student achievement and who know how to work with faculty and the school community to implement continuous school improvement.

Mission

Quality professional learning that meets the developmental needs of all leaders to improve student performance, school quality and system quality.

Pathways to School Leadership

Teacher Leaders	Vice Principals	Principals	Superintendent
•Teacher Leader Academy	•Aspiring Administrator Program •Administrator Certification for Excellence •Temporarily Assigned VP Support •VP Academy	•New Principals Academy •Hawaii Principals Academy	•Induction Program •Superintendents Academy

Teacher Leader Academy

- Provide training and support for teacher leaders at the school, district, and/or state level.
- Create a pool of highly qualified candidates for school administration.

Year	# Served	State Level	District Level	School Level	Accepted/ Applied to ACE
2006-07	55	0	2	53	9/12
2007-08	85	3	9	73	?/15
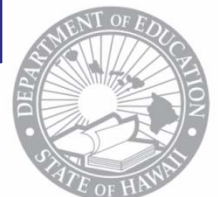
Professional Learning Cycle

- Recruitment: February/March

- Summer Institute: July

- Workshops: August - March

- Learning Fair: April

- Post Academy: coaching, workshops

Curriculum

- Understanding the role of teacher leaders in school improvement
- Supporting professional practice (teaching) in a standards based system
- Using data to plan, implement, and evaluate school improvement programs
- Understanding change and the change process
- Using effective communication (e.g. one-to-one coaching, group facilitation)

TLA Program Expenditures

Teacher Leader Academy 2007-08	Costs
Personnel	$80,000
Consultants	$24,000
Operating Expenditures (i.e. subs, stipends, training materials, travel, etc.)	$158,430
Total	**$262,430**

Administrator Certification for Excellence (ACE) Program

Prepare novice administrators to become effective school leaders.

Year	Applied	Selected	Completed	VP	Principal	Other
2004-05	51	48	40	35	2	3
2005-06	52	46	38	37		1
2006-07	66	53	47	43		4
2007-08	65	43	38	38		
2008-09*	58					

* Applicants

Professional Learning Cycle

Two year cycle

- Screening: Sept – Dec

- Leadership Institute:

    Pre-session in April

    Institute in June

    Post-session in July

- First year workshops (once a month)

- Second year seminars (once a month)

Mentoring

- Mentoring (year 1)

  Site mentoring by principal

  Monthly visits by program mentor (retired principals, complex area superintendents)

  Quarterly visits by program managers

- Mentoring (year 2)

  Site mentoring by principal

  Quarterly visits by program mentor

  Semester visits by program managers

Certification Tracks

Program	ACE Regular	ACE – I (TA-VP Alt)	ACE – II (TA-VP Alt – VP Cert only)	ACE-III (External)
Screening	State level screening	Assignment as TA-VP by principal; CAS approval	Assignment as TA-VP by principal; CAS approval	DOE Application/ Interview
Eligibility	Four yrs. teaching; tenured in DOE	Three yrs. teaching; tenured in DOE	Three yrs. teaching; tenured in DOE	Three yrs. teaching; two years of licensed admin. experience or M.Ed Admin.

Curriculum

| 1st Year ACE Workshops 2008-08	2nd Year ACE Seminars 2007-08
Data Analysis/AcFin Plan	Leaders Influencing Teaching and Learning
CSSS/504/Chap 19	Crafting Your Influence, Pt 1
Confidentiality, Student Records/ FERPA, SpEd	Supporting Teacher Growth Through Observation
Employee Discipline	Supporting Teacher Growth Through Conferencing
EEO Compliance, Civil Rights Law, Crucial Conversation	Writing an Observation Report
Transfer Period, Teacher Reclass, SpEd, Chap 19	Standards-Based Classroom: Supporting Teacher Growth
Social Styles	Understanding and Creating a Learning Environment for Students and Teachers
Student Welfare, Travel, Trans, Rights, Facilities Management, Chap 19	Teacher Evaluation and Employment Decisions
Communication Tools to Support Thoughtfulness	Crafting Your Influence, Pt 2
Leadership Portfolio Presentations	ACE Celebration

ACE Program Expenditures

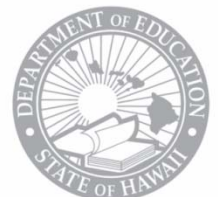| ACE 2007-08	Costs
Personnel	$325,000
34 Intern Positions	$2,040,000
Mentors	$180,000
Consultants	$47,000
Operating Expenditures (i.e. travel, stipends, TCEs, training materials)	$562,000
University Coursework	$265,000
Total	**$3,419,000**

New Principals Academy

Provide professional support to new principals in school administration, focusing on increasing student achievement to meet the requirements of NCLB and Act 51.

Year	Number Served
2005-06	26 Principals
2006-07	23 Principals
2007-08	18 Principals
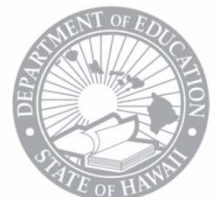
Curriculum

- Socialization into the profession
- Providing a framework for influencing teaching and learning
- Developing the Academic and Financial Plans
- Understanding the School Code and Contracts
- Managing school budgets

NPA Program Expenditures

New Principals Academy 2007-08	Costs
Mentors	$125,000
Operating Expenditures	$35,750
Total	**$155,750**

Hawaii Principals Academy

Provide support for all principals, prospective principals, and complex area superintendents to meet the requirements of NCLB and Act 51, specifically:

- becoming better leaders
- improving student achievement
- collaborating with the School-Community Council
- developing curriculum alignment
- managing school budgets through weighted student formula
- establishing partnerships with the private sector.

Curriculum Design Process

- August 2004: Convened focus groups to identify essential skills and knowledge for effective implementation of Act 51 and NCLB
- Created a professional development plan, "Pathways to Leadership," that focused on:
    - Data analysis
    - Resource management
    - Communication
    - Collaborative processes

Curriculum

- 2004-2006: Mandatory Institutes
  - Data analysis
  - Resource management
  - Communication
  - Collaborative processes

Curriculum

2006-present
- Mandatory training on state/federal initiatives
- Continue to offer content from institutes via Pathways programs (e.g. TLA focus on group processes)

HPA Program Expenditures

Hawaii Principals Academy 2007-08	Costs
Personnel	$98,500
Consultants	$216,000
District/State EO Training/Support	$40,750
Operating Expenditures (i.e. travel, stipends, etc)	$131,000
Total	**$496,250**

Superintendent

Superintendent Induction

- Provide professional support for new superintendents through transition planning, training, and mentoring/coaching.

Superintendents Academy

- To carry out the direction of the State Superintendent and BOE by overseeing complex area operations and improvements, and provide support and monitoring of the complex area schools.

Mentoring Period	Number Served
5 to 10 months	10 Senior Executive Officers

Superintendent Induction

Build the capacity of new complex area superintendents and state-level administrators to develop his/her professional judgment in dealing with state policies, initiatives and complex area issues; appropriately utilize the resources of the organization, and express a positive set of values and beliefs concerning leadership and public education.

Activities

- Provide program updates
- Conduct status meetings with complex area/office support staff
- Review schools/office files
- Make site visitations
- Hold planning, problem-solving and reflective conversations
- Provide specific, individualized training, such as, conducting internal investigations, resolving grievance concerns, responding to the media

Superintendent Program Expenditures

Complex Area Superintendents	Costs
Training	$45,000
Mentor	$15,000
Total	**$60,000**

"In a work that is constantly changing, there is not one subject or set of subjects that will serve you well for the foreseeable future, let alone for the rest of your life. The most important skill to acquire now is learning how to learn."

John Naisbitt

Futurist
Author of *Megatrends 2000*