A FRAMEWORK FOR ACTION:

A FRAMEWORK FOR ACTION:

Build Leadership Capacity
Foster Healthy, Safe, Supportive Learning Environments
Focus on Learning (Student Progress)

Spheres of Influence
District
School
Classroom
Family
Community

All Students Learning to High Standards
Leading High Poverty Schools to High Performance

High Expectations and Support
Professional Accountability for Learning
Committed and Willing to Take Action
School Culture

Actions

A FRAMEWORK FOR ACTION:
# Barriers to Building Leadership Capacity

## Are We Perpetuating Underachievement: What Have We Eliminated?

<table>
<thead>
<tr>
<th>Counterproductive Mind-sets and Practices</th>
<th>Setting the Stage Getting Started</th>
<th>Gaining Momentum</th>
<th>Sustaining Gains Refining</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inequitable distribution of resources</td>
<td>People are aware of the counterproductive nature of the mindset, policy, structure, or practice</td>
<td>People are empowered Barriers are being removed Commitment to the elimination is increasing Pressure and support for changing continues</td>
<td>The counterproductive mindset, policy, structure, or practice has been eliminated New mindsets, policies, structures, and practices have been put in place</td>
</tr>
<tr>
<td>Low expectations for students</td>
<td>Staff are beginning to acknowledging the need for change</td>
<td></td>
<td></td>
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<tr>
<td>Low expectations for professionals/staff</td>
<td></td>
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<tr>
<td>Lack of courage/will to confront inequities / improper practices</td>
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<tr>
<td>Lack of support for effective leaders and teachers</td>
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<tr>
<td>Failure to retain effective leaders and teachers</td>
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<tr>
<td>Ineffective data systems</td>
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</table>

(Parrett & Budge, Turning High-Poverty Schools Into High-Performing Schools, ASCD 2012, 71)
## Do We Have Structures and Processes for Building Leadership Capacity?

<table>
<thead>
<tr>
<th>Progress Indicators / Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Action Yet</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting the Stage</th>
<th>Gaining Momentum</th>
<th>Sustaining Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of urgency has been developed</td>
<td>People are empowered</td>
<td>The improvements have become embedded in daily practice</td>
</tr>
<tr>
<td>The current status of the school is understood</td>
<td>Barriers are being removed</td>
<td>Collaboration continues</td>
</tr>
<tr>
<td>A vision for how things will improve is understood</td>
<td>Implementation is becoming routine</td>
<td>Refinements are made</td>
</tr>
<tr>
<td>Strategies for implementation are selected</td>
<td>Commitment to the change is increasing</td>
<td>Gains are sustained</td>
</tr>
<tr>
<td>Staff is prepared to implement</td>
<td>Progress is monitored</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Initial gains are being made and celebrated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pressure and support for improvement continues</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What is my school's progress?</th>
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<tbody>
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</tbody>
</table>

### What is my school's progress?

- Does our school budgeting process reflect our priorities?
- Does our interviewing and selection process result in hiring high-quality personnel that match the needs of the school?
- Does our workplace encourage high-quality personnel to stay at the school?
- Do we optimize our time by extending it for our underachieving students?
- Do we optimize our time by reorganizing it for job-embedded professional learning?
- Do we have a learning-centered schedule and have we committed to protecting academic learning time during the regular school day?
- Do we use multiple forms of data to make instructional decisions at the classroom and school level?
- Have we conducted an equity audit?
- What is my district's progress in supporting schools in these areas?

(Parrett & Budge, Turning High-Poverty Schools Into High-Performing Schools, ASCD 2012, 82-83)
<table>
<thead>
<tr>
<th>Challenge / Need</th>
<th>Action Steps</th>
<th>Lead Person(s) Responsible</th>
<th>Timeline</th>
<th>Goal(s)</th>
</tr>
</thead>
</table>

(Parrett & Budge, *Turning High-Poverty Schools Into High-Performing Schools*, ASCD 2012, pg. 78)
Is it possible for high-poverty schools to be high-performing? Of course it is! Real schools with students living in poverty do post high levels of student achievement. Lessons learned and practical advice from seven of these high-performing/high-poverty, along with hundreds of others that have been the subject of intensive research, are the focus of this book. The authors zero in on what HP/HP schools stopped doing or eliminated and what they started doing or improved on in three key areas of performance:

- Building leadership capacity
- Fostering a safe, healthy, and supportive learning environment
- Focusing on student, professional, and system learning

Rather than suggesting a one-size fits all approach, the authors acknowledge the unique context of individual schools and urge readers to engage in self-assessment, reflection, and coordinated action to learn together and lead together, with rubrics and planning tools to help guide the process.

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William Parrett & Kathleen Budge, 2012

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William H. Parrett

William H. Parrett is the Director of the Center for School Improvement & Policy Studies and Professor of Education at Boise State University. He has received international recognition for his work in school improvement, high-poverty schools, alternative education, and for his efforts to help under-achieving students. His professional experiences include public school and university teaching, curriculum design, principalships, college leadership, media production, research and publication.

Parrett holds a Ph.D. in Secondary Education from Indiana University and has served on the faculties of Indiana University, the University of Alaska and Boise State University. As Director of the Boise State University Center for School Improvement & Policy Studies (1996 to present), Parrett coordinates funded projects and school improvement initiatives which currently exceed $10 million dollars annually. His research on reducing achievement gaps, effective schooling practices for under-achieving students, and turning high-poverty schools into high-performing schools has gained widespread national recognition.


Parrett’s media production, *Heart of the Country* (1998), is a documentary of an extraordinary principal of a village elementary school in Hokkaido, Japan, and the collective passion of the community to educate the heart as well as the mind. Since its release, the production was nominated for the Pare Lorentz Award at the 1999 International Documentary Awards (Los Angeles, CA); has won the Award of Commendation from the American Anthropological Association, a Gold Apple Award for best of category at the National Education Media Network Festival (Oakland, CA), a National CINE Golden Eagle Award (Washington, D.C.), and a Judges’ Award at the 24th Northwest Film Festival (Portland, OR). In addition, *Heart of the Country* was an invited feature and screened at the Cinema du Reel festival in Paris (1998) and the Margaret Mead Film Festival (1998) in New York City. This work has received critical acclaim for its cinematography and insight into the universal correlates of effective teaching and learning and the power of community participation in public schools.

Parrett has also served as visiting faculty at Indiana University, the University of Manitoba, Oregon State University, Hokkaido University of Education (Japan), Nagoya Gakuen (Japan), Gifu University (Japan) and Heilongjiang University (People’s Republic of China). His consultancies include state departments, boards of education, state and regional service providers and school districts in 43 states and 10 nations.

Throughout his career, Parrett has worked to improve the educational achievement of ALL children and youth, particularly those less advantaged. Toward this goal, as director of the CSI&PS, he has overseen the acquisition of over thirty million dollars in external funding to create programs and interventions designed to help educators, schools, communities, and universities benefit from research and best practice. These efforts have positively impacted the lives of thousands of young people.
Kathleen Budge is the coordinator of the Leadership Development Program at Boise State University. She has led the development of this innovative, non-traditional preparation program, the purpose of which is to develop leaders who have the commitment and capabilities to lead schools where all students succeed. She also serves as co-director of the Idaho Leads Project, the goal of which is to prepare all Idaho students for success in the 21st Century by strengthening leadership capacity in Idaho K-12 schools and districts and enhancing the advancement of educational improvement in Idaho’s communities.

Kathleen also serves as an associate professor in the Curriculum, Instruction, and Foundational Studies Department where her research and scholarly activity focuses on educational leadership, leadership development, rural education, school improvement, and poverty. She has conducted numerous presentations at national and state conferences as well as published articles on these topics in such well-respected journals as The Journal of Research in Rural Education, Education Policy Analysis Archive, American Journal of Education, and Educational Leadership. She is co-author of Turning High Poverty Schools Into High Performing Schools (ASCD, 2012).

Kathleen earned her doctorate from the University of Washington in Educational Leadership and Policy Studies in 2005. She was selected to participate in Leadership for Learning, an innovative, cohort-based program that emphasized the link between leadership and learning, as well as the development of leaders willing and able to address and redress issues of equity and social justice.

Her consultancies include state departments, boards of education, state and regional service providers, as well as school districts throughout the US; and she has served as visiting faculty for the Principal Academy facilitated by Advance Innovative Education in partnership with Louisiana State University. Dedicated to improving educational outcomes for all children, particularly those less advantaged, she has been instrumental in the acquisition of nearly five million dollars in grants and contracts to advance this aim.

Prior to joining the faculty at Boise State, Kathleen served as the Assistant Superintendent for Teaching and Learning at Educational Service District 113 in Olympia, Washington. She provided leadership to forty-five, predominately rural, school districts serving approximately 77,000 students. She led the development of a highly successful regional job-embedded professional development model and facilitated data-based improvement planning with more than 150 schools. Her leadership was recognized through being awarded the Washington Association of School Administrator’s (WASA) Regional President’s Award, the WASA Award of Merit, and the Washington Association of Educational Service Districts President’s Award for significant contribution to the state’s educational service agencies.

Additionally, she served as a Washington State Distinguished Educator/School Improvement Specialist providing training and consultation to superintendents, central office administrators, building principals and teacher-leaders in schools spanning grades preschool-12, and varying in size, demographics, and geographical location. She was a member of the Statewide School Improvement Technical Assistance Council and the Office of Superintendent of Public Instruction’s Curriculum Advisory and Review Committee, as well as a contributing author to the School System Improvement Guide and the Washington State School Improvement Planning Guide both published by the Office of Superintendent of Public Instruction in Olympia, Washington.

During her twenty-six years in P-12 education, she also served as a district curriculum director, an elementary principal, and an elementary and special education teacher. She continues to maintain that her most important and significant work has been teaching first graders to read.