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Abstract

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Innovative School Leadership Initiative is a partnership between CSUDH and the Los Angeles Unified School District to improve leadership, instruction and student achievement in 30 low-performing, charter or semiautonomous high schools by providing four years of comprehensive professional development to 30 principals and up to 180 teacher-leaders in their schools. Members of these school leadership teams who are aspiring leaders, as well as any charter principals who lack one, may earn administrative credentials through an alternative pathway. ISLI includes one-week summer sessions, online certificates in topics requested by school leaders, online book discussions, project conferences, and practicums in which school leadership teams apply their learning by designing and implementing projects in their own schools to improve teacher practice and school climate. Also, principals will be mentored by highly trained school leaders who participated in CSUDH's two prior SLP-funded projects.

Goals: 1. To develop highly effective leadership teams of problem-solvers who use innovative, creative thinking to move underperforming schools to higher performance levels and to improve school climate. 2. To prepare a pool of highly trained school leaders who are ready to lead in underperforming secondary schools. 3. To contribute to the body of evidence on principal preparation for high school principals in underperforming urban schools. Expected Outcomes: 30 principals and 180 teacher-leaders will change teacher practice in order to improve instruction and school climate. In schools in which leadership teams complete the four-year project, student achievement *will* increase, as will student and teacher engagement and school climate.

Population: ISLI will work with teams of principals and teacher-leaders in charter and semiautonomous high schools ranked in the bottom 10% to 20% statewide. Schools will be in high-poverty areas of Los Angeles: East L.A., Downtown, South L.A., South Gate and Harbor. Schools will enroll predominately low-income Latino and African American students.